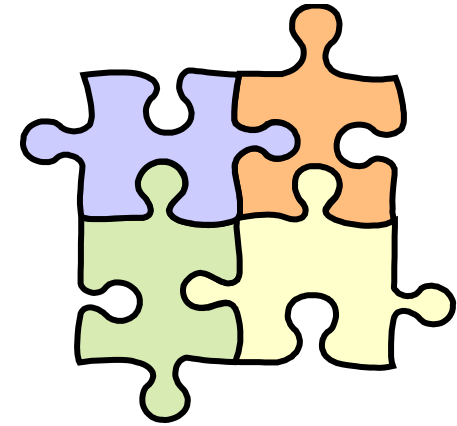Language Contact
Véronique & Tracy
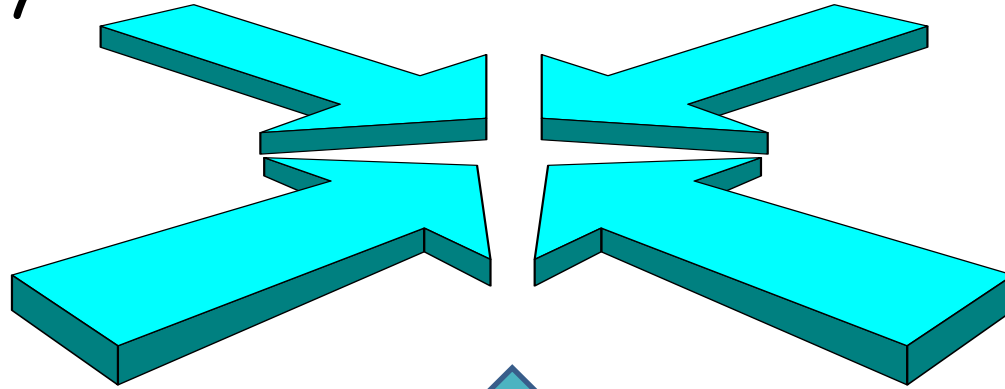
Final Countdown

August 27th 2010

Linguistics / Typology

Psycholinguistics

Sociolinguistics

Neurosciences

Language policy / education

Language contact data enhance our insight into

- the degree of coactivation, competition in speakers of different ages

- what is under the control of the individual (awareness continuum) vs. how much is automati

- role of properties of the languages involved, (areas where on-line interaction can be expected: cognates, homophony, structural overlap, „grey zones" …)

- individual speaker profiles (attitudes, attrition, neutralizations strategies, planning problems, etc.)

LC in children

- does not hamper development (speeding up/bootstrapping and slowdown possible, Müller et al. 2007, Bernhardini & Schlyter 2003, Döpke 2000, Hulk 2000 ...)

- MAY lead to intensive mixing
    - depending on languages involved
    - „relief strategy" (Meisel 1989 and others)
    - placeholder functions

- early control over language choice

Consistency of language choice (Adam)
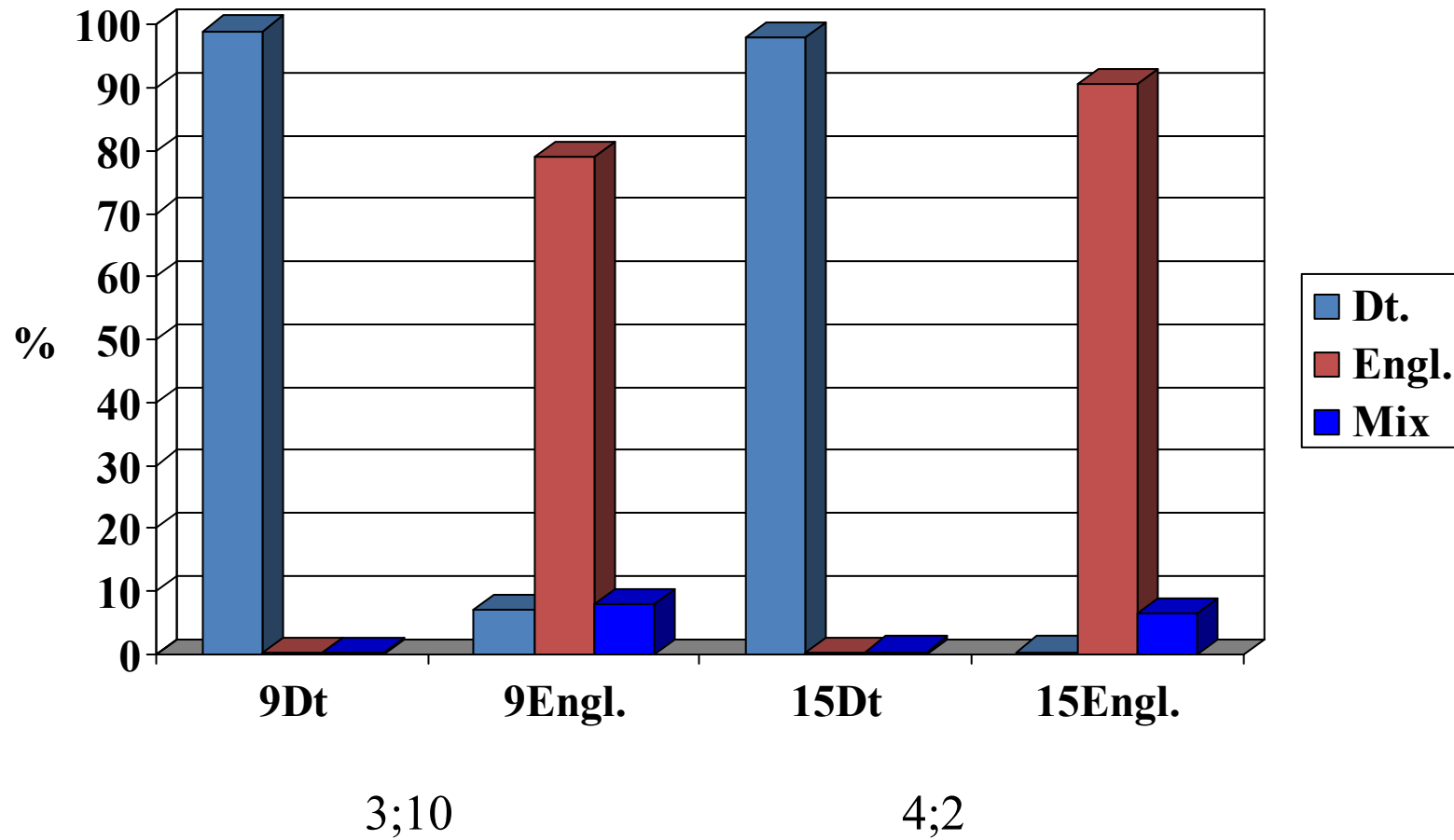
Particularly interesting:
ASYNCHRONY

Evidence for:

- separation, independent development

- maturation and general cognitive development are not enough to explain differences

- where relative complexity/lack of transparency matters

- resourcefulness in filling gaps

Asynchrony (Adam 3;6)

(Predominant source of English: father, environment: G)

German

das hat die Laura gemacht

= that has the L. Made

'Laura did that'

E: How did that happen?

A: **ich mein stuhl kaputt gemacht hab**

=   I my chair broken made have

 '[because] I broke my chair'

English

də train go that way

and də fish going like that\

what doing [zɛə]/ (=there)

[ɛəs](=there's) two cars broken

də FAlling də DOWN də ice
    cream

Why asynchronic development?

- unbalanced input/"time on task" difference ?
- system-internal complexity ?

English (as opposed to German)
- little overt evidence for agreement

   *I run, you run, **he run<u>s</u>**, we/you/they run*
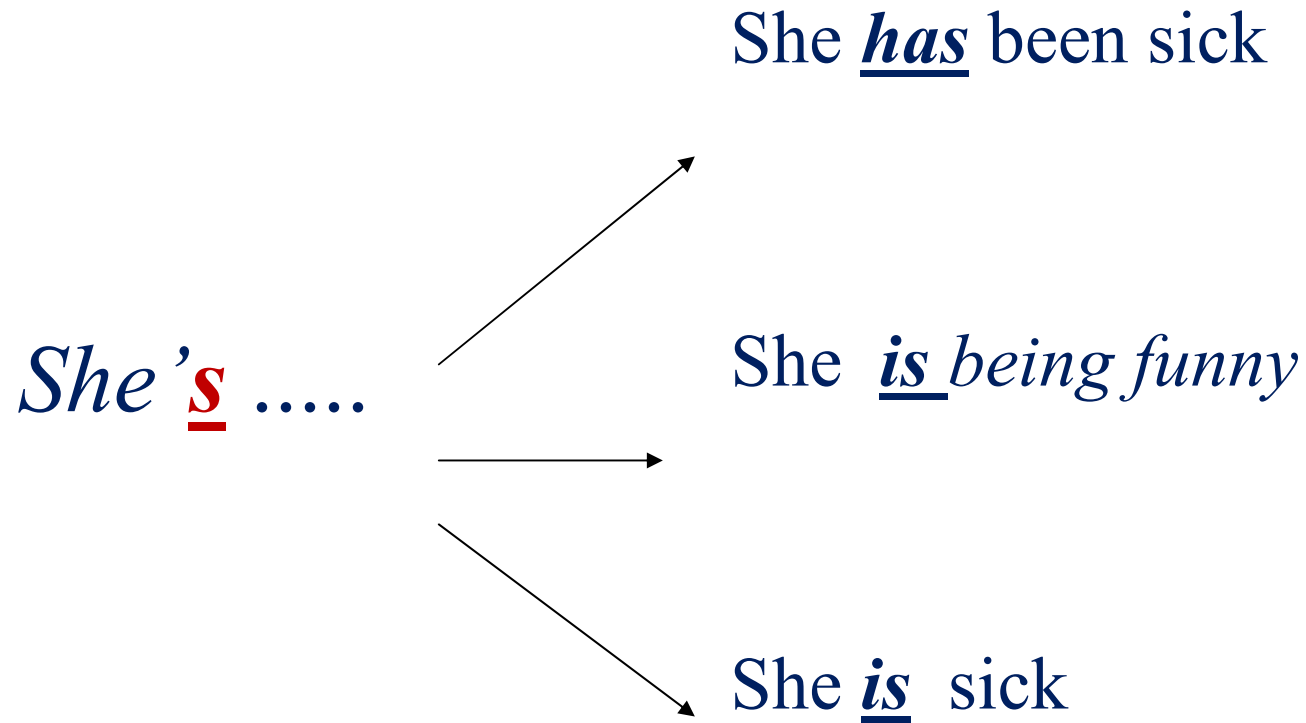
- obscure evidence for layers above VP

   *We'<u>**ve**</u> found him, they'<u>**d**</u> tell me*

Who in this room would swear that I pronounced an auxiliary / modal?

Moreover:
Ambiguity, lack of transparence

She _has_ been sick

She'_s_ .....

She **_is_** *being funny*

She **_is_** sick

What else matters,
beyond relative complexity

As in adults: structural parallels and "grey zones" facilitate (provoke?) mixing

who   [dəs]
was   that
[dəs]   a clown train

iz
is(t)

now   it dark
with [di] feets   better
∅   nice

Coactivation, coproduction & repair

A. 5;4 *I found that but I ... I see ... see ...*

o*f* *it's ... if ... of ...* **ob** das schmeckt

whether that tastes well

What does the naive observer see/hear?
What does the linguist recognize?

CONFUSION ?

Hannah 2;4

Sequence of utterances:

1. die dolly einstræppen
2. die dolly intræp
3. das einstrap in ... die Puppe
4. die einstrap in ... die dolly
5. die Mama helf mir tæp it in
6. Mama tæp it in ... die dolly

NO! Early perfectionism

1.   die dolly einstræppen   OV

2.   die dolly eintræp   OV

3.   das einstrap in ... die Puppe   OV

4.   die einstrap in ... die dolly   OV

5.   die Mama helf mir tæp it in   VO

6.   Mama tæp it in ... die dolly   VO

Early explicit metalinguistic comments
Hannah 2;7

H.   Ich hab ein Zug gebaut in Kita.

   I   have a train built in kindergarten   (I've built a train ….)

M.   *And did they say 'clever Hannah?'*

H.   Nein, 'brave Hannah', *´cause it's German.*

   no,   good …

So, there is within individual heads, a lot of space for (peaceful) coexistence !

Laura, 4;0, bilingual