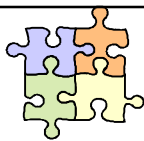


Language Contact
Véronique & Tracy



Language Contact and Language Change







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August 24th 2010

A reminder of the syllabus for the class

- Introduction
- LC from a functional perspective
- ...formal challenges
- Children: LC and metalinguistic awareness
- Code-switching: a critique of Myers-Scotton
- L2/L3 : dynamics of transfer
- Pidginization/Creolization
- Origin and development of Creoles
- Final discussion

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AGENDA

-  The many facets of language contact phenomena (section 1)
-  Borrowing and scales of borrowability (section 2)
-  Contact-induced language changes (section 3)
-  Myers-Scotton's model for the analysis of CS (section 4)
-  French-Algerian Arabic Code-Switching (section 5)
-  A critique of MLF & 4M (section 6)

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A reminder: Relating Acquisition / Emergence and Change as LC

- Bilingualism *in statu nascendi* (acquisition of L2 /L3 / Development of Interlanguages / Contact languages)
- LC as a factor of Language Change
- Emergence of Pidgins and Creoles as cases of SLA

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1. Bilingual Speech (CS & Contact languages): Outcomes of LC

1.1. Bilingual Speech (*Parler bilingue & marques transcodiques*)

I: kirah ybenlek *le niveau* [Embedded Content Morpheme] ntæ ek en anglais [Embedded Island] ?
(How do you see your level in English?)

R: n-niveau [E Content M] nta,na lilla,af wa billa,af dsi :fbezazaf (pause) ana *personnellement* [Econ.M]
(Our level unfortunately and unfortunately decreased so much I am personally

rani neqra bes nexdem (short pause) *sincèrement* maddi:t wallu m-el zamiea (laugh)

(studying in order to work (short pause) sincerely I did not take benefit from the university studies)

andna huit modules f 3e année n neqru *quelques cours* avant les examens [E], [est ce que hadi

(we have eight modules in the third year we have some lectures before the exams is it)

correcte ? est ce que hadi [Bridge System M.] *logique ?* [Change of ML] [les profs duk les enseignants ga:s na-sraf-hum]

(correct ? is this logical ? the teachers those teachers I know all of them)

[Change of ML]

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1. Bilingual Speech (CS & Contact languages): Outcomes of LC

1.2. Contact languages

Michif: La jument *kii – ajaaw –eew* un petit poulain – *wa*

Fr. Art. Nom Cree Passé - avoir- Sujet.Fr. Art. Adj. Nom - Obviatif
(transitif) (3p Animé) (Comp. 3p. Animé) (Papen 2004)
The mare had a small colt

Juba Arabic: Úwo fí le ána

he exist(locative) at me (he is at my house)
(Owens 1997)

FPA: á mil noef sá karevèdi jE pati o sebe è

In one thousand and ninety I went to CP 1 (2nd class, primary school) (Ploog 2004)

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2. LC and Bilingual Speech: Interference, Borrowing and CS

Scales of borrowability

Moravshik 1978

- lexical < non lexical
- freemorphemes > bound morphemes
- nouns > non-nouns
- derivational morphology > inflectional morphology
- the rules of linear ordering which apply in the donor language will accompany grammatical elements borrowed from that language
- a lexical item whose meaning is verbal cannot be borrowed

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2. LC and Bilingual Speech: Interference, Borrowing and CS

Thomason & Kaufman (1988) borrowing scale

From Casual (cat. 1) to



Category 1: content words

Category 2: function words, minor phonological features, lexical semantic features,

Category 3: adpositions, derivational suffixes, phonemes

Category 4: word order, distinctive features in phonology, inflectional morphology

Category 5: significant typological disruption, phonetic changes

Intense contact (Cat. 5)

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3. Contact-induced language changes

A reminder:

Silva Corvolán (1994:6), LC fosters the following in the subordinate language:

- Simplification of grammatical categories and lexical oppositions,
- Overgeneralization of forms
- Development of periphrastic constructions
- Direct or indirect transfer of forms from the superordinate language

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3. Contact-induced language changes

Aikhenvald (2006) lists contact induced changes

- i) Borrowing of a grammatical system
- ii) Adding a term to an existing system
- iii) Enhancement of an already existing system
- iv) Reinterpretation and reanalysis
- v) Areal induced grammaticalization
- vi) grammatical accommodation: a change of meaning of a morphological marker or of a syntactic construction based on superficial segmental similarity with a marker or a construction in a different language
- vii) loan translation
- viii) lexical/ grammatical parallelism

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3. Contact-induced language changes

Linguistic and cognitive factors that facilitate diffusion and change

- i) pragmatic saliency (including frequency)
- ii) semantic transparency (Slobin 1977: 186) ('to maintain a one-to-one mapping between underlying semantic structures and surface forms, with the goal of making messages easily retrievable for listeners')
- iii) iconicity

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4. MLF + 4 M: a quick overview

1. "Classic codeswitching" versus "Composite code switching" (even though most of the morphosyntactic structure comes from one of the participating languages, the other language contributes some of the abstract structure underlying surface forms in the clause)

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4. MLF + 4 M: a quick overview

2. The Uniform Structure Principle

A given constituent type in any language has a uniform abstract structure and the requirement of well-formedness for this constituent type must be observed whenever the constituent appears. In bilingual speech, the structures of the Matrix Language (ML) are always preferred but some Embedded Language (EL) Islands are allowed if they meet EL well-formedness conditions and ML conditions applying to the clause as a whole.

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4. MLF + 4 M: a quick overview

3. The Asymmetry Principle

- The dominant role of the Matrix Language
- Asymmetry of the participation of Content and System morphemes in CS

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4. MLF + 4 M: a quick overview

4. Identifying ML (Apply MOP + SMP)

- **The Morpheme Order Principle (MOP):** in ML + EL, constituents consisting of singly occurring EL lexemes and any number of ML morphemes, surface morpheme order (reflecting surface syntactic relations) will be that of the ML.
- **The System Morpheme Principle:** in ML + EL constituents, all system morphemes which have grammatical relations external to their head constituent (i.e. which participate in the sentence's thematic role grid) will come from the ML.

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4. MLF + 4 M: a quick overview

5. Cognitive aspects of CS: Language Production features


- The Differential Access Hypothesis:
Different types of morpheme are differently accessed in the abstract levels of the production process. Specifically, **content morphemes and early system morphemes** are accessed at the level of the **mental lexicon**, but **late system morphemes** do not become salient until the level of the Formulator.

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4. MLF + 4 M: a quick overview


6. Types of morphemes


 Content morphemes (N, V) are conceptually activated


 Early System Morphemes (Plural, derivational affixes) are conceptually activated, building blocks of constituent structure (NP, VP, AP).
Early SM + EL content morpheme = EL island

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4. MLF + 4 M: a quick overview

 Late system morphemes : « bridges », « outsiders » / salient at the level of the Formulator / construct larger constituents out of conceptually-activated morphemes

 Bridge late SM: depend on information within their maximal projection e.g. *¿andna huit modules f 3e année*

 Outsider late SM: depends on information outside of the element with which it occurs

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5. Algerian Arabic – French CS

Questions:

- i) Identify types of morphemes according to MLF and 4 M
- ii) Identify ML and EL

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5. Algerian Arabic – French CS

Extract 1

*est ce que **hadi** logique ? les profs **duk les enseignants ga:E na-sraf- hum***

***ytihu Ela** les étudiants **msaki:ne** **pasque E laf** (laugh) **pasque ana** je me demande **kayen** des enseignants **habsi :n nexedem w mettali manedij** la note (long pause) **ki nju:f ha:k nhes ruhu** impuissante **déjà** la langue anglaise **xusha** la pratique*

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5. Algerian Arabic – French CS

Extract 2

on peut accéder à l'international facilement **raha kayna fiha** les cours **fi** internet **wella** même des profs quels que soient les étudiants même les profs **netSEawnu ndiru el yed ef yed w nexedmu fi rahba bej ntalsu** et pour avancer un peu **Eandhum** franchement **nta hnaya** mauvaise réputation **gintaE** diplomates **wella el Eadim** ça fait mal au coeur **maEandek** aucun droit

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6. A critique of MLF-4M / perspectives

- The intertwining of the indexical and socio-symbolic functions and the management of CS (Hybrid identity and language at play) (see Tracy, ppt. 2)
- Capturing the real polyphony (multiplicity of voices) in CS (sees Tracy next slide)
- Is grammar the right framework? (Gardner Chloros 2008)

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6. A critique of MLF-4M / perspectives. Data from R. Tracy:

« Quote »
(including virtual quotes)

1. Dann hat sei Frau zu mir **gesagt**, *why are you leaving us now?* Da **sog** i, *because I would like to laugh once in a while*, und dann hat s' **g'sagt**, *well I'm here too...*
2. Ich hab mir schon oft **denkt**, *would't it be nice*, wenn man da mal nunterfahren könnt und könnt **sagen**, *all the the descendants of so and so, ...*

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- Thank you
- Merci
- Mesi äpil

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