אוניברסיטת בן-גוריון בנגב
הפקולטה למדעי הרוח והחברה

המחלקה ל ספריות זרות ובלשנות, תשפ"ג 2022-2023

Name of the course: Language change and language emergence
Lecturer name: Dr. Svetlana Dachkovsky
132.1.0327Course number:132.1.0317+
Office hours:

Short course description (5-10 lines) with key words at the end of the paragraph
Change constitutes the essence of language life. In the first semester, a general introduction to language change will be given; various models used to explain change on the levels phonetics/phonology, morpho-syntax and the lexicon will be discussed. In the second part of the course we will focus on the language emergence in the context of pidgins and creoles, and on the newly emerging sign languages of the Deaf communities all over the world and in Israel. Thereby, the second block of the course will expand on the foundation formed in the first block by demonstrating how various types of change participate in the process of language emergence through detailed discussion of case studies.

Key words: language change, pidgins and creoles, language emergence, grammaticalization

Course requirements:
Semester A:
Attendance required   yes
Homework and quizzes   __30__%
Exams: __70__%
Midterm: ____%
Presentations: ____%

Semester B:
Attendance required   yes
Homework and quizzes   __10__%
Exams: __50__%
Midterm: ____%
Presentations: __40__%

Important! **In case an exam grade is non-passing (below 60), the whole course grade is considered non-passing.**

Course content:

Lesson 1. **Introduction**. Human language changes all the time: What types of changes happen in language? What are the major triggering factors of language change?

Reading:
1) Murray, R. W. (1996). Historical linguistics: the study of language change. *Contemporary Linguistics. An Introduction*, 313-371.
2) Kiesling (2010). Linguistic Variation & Change. Edinburgh: EUP. Chapter 1. *Linguistics 24*, 309-343.

Lesson 2. Mechanisms of language change. The role of analogy in language change. Different types of analogy.

Reading:
1) Hock, H. H. (2003). Analogical change. *The handbook of historical linguistics*, 441-460.

Lesson 3. Lexical changes. Sources of new vocabulary: neologisms, borrowings, etc.

Reading:
1) Campbell, X. Semantic change and lexical change.
2) Haspelmath, M. (2009). Lexical borrowing: Concepts and issues. *Loanwords in the world's languages: A comparative handbook*, 35-54.

Lesson 4. Semantic changes. Metaphor, metonymy and other types of meaning change.

Reading:
1) Fortson, B. W. (2003). An approach to semantic change. *The Encyclopedic Dictionary of Applied Linguistics: A Handbook for Language Teaching*, 648-666.
2) Gyori, G. (2002). Semantic change and cognition. *Cognitive linguistics*, *13*(2), 123-166.

Lesson 5. Morphological changes. The origin of bound morphemes. Hypercorrection, morphological reanalysis, backformation and other types of morphological changes.

Reading:
1) Anderson, S. R. (2015). Morphological change. *The Routledge handbook of historical linguistics*, 264-285.
2) Guy, G. R., & Boyd, S. (1990). The development of a morphological class. *Language variation and change*, *2*(1), 1-18.

Lesson 6. Grammaticalization. Definitions of the notion and parameters of grammaticalization.

Reading:
1) Fischer, O.C.M. 2000. Grammaticalization: unidirectional, nonreversible? The case of *to* before the infinitive in English. In: A. Rosenbach, O. Fischer & D. Stein (Eds.), Paths of Change. Grammaticalization in English. (pp. 149-169). Amsterdam, Benjamins.
2) Haspelmath, M. (2004). On directionality in language change with particular reference to grammaticalization. *Typological Studies in Language*, *59*, 17-44.

Lesson 7. Grammaticalization of demonstratives.

Reading:
Diessel, H. Where do grammatical morphemes come from? On the grammatical markers from lexical expressions, demonstratives, and question words*. In New Reflections on Grammaticalization.*

Lesson 8. Syntactic changes. Changes in word order. Development of subordinate constructions.

Reading:
1) Roberts, I., & Roussou, A. (2003). Syntactic change. *Cambridge: Cambridge.*
2) Pintzuk, S. (2003). Variationist approaches to syntactic change. *The handbook of historical linguistics*, 509-528.

Lesson 9. Phonological changes. Types of sound change. Regularities in phonological changes.

Reading:
1) Campbell, L. (2013). Sound Change. Chapter 2. In: *Historical linguistics.* Edinburgh University Press. pp. 14-
2) Bermúdez-Otero, R. (2007). Diachronic phonology. *The Cambridge handbook of phonology*, *497*, 517.

Lesson 10. Interactions between different types and levels of language change.

Reading:
1) Lightfoot, D. (Ed.). (2002). *Syntactic effects of morphological change*. Oxford University Press. Introduction.
2) Mithun, M. (2009). Re (e) volving complexity: Adding intonation. *Givón, T., Shibatani, M.(Eds.), Syntactic Complexity. Benjamins, Amsterdam*, 53-80.

Part II. Language emergence. Pidgins and creoles. Young sign languages. Artificial languages.

Lesson 11. General overview of emerging languages. Types and characteristics of emerging languages. Languages in contact. Social conditions of emerging languages.

Reading:
1) Velupillai, V. (2015). *Pidgins, creoles and mixed languages: An introduction* (Vol. 48). John Benjamins Publishing Company.
2) Atkinson, Q. D., Meade, A., Venditti, C., Greenhill, S. J., & Pagel, M. (2008). Languages evolve in punctuational bursts. *Science*, *319*(5863), 588-588.

Lesson 12. General overview of pidgins and creoles. Their types and characteristics. Social conditions.

Reading:
1) Muysken, P. & Smith, N. 2008. *The study of pidgin and creole languages.*
2) Siegel, J. (2008). Introduction. In *The emergence of pidgin and creole languages*. Oxford University Press.

Lesson 13. Theories accounting for the emergence and development of pidgins and creoles.

Reading:

1) Lefebvre, C. (2009). The contribution of relexification, grammaticalisation, and reanalysis to creole genesis and development. *Studies in Language. International Journal sponsored by the Foundation "Foundations of Language", 33*(2), 277-311.
2) Veenstra, T. (2008). Creole genesis: The impact of the language bioprogram hypothesis. *The handbook of pidgin and creole studies*, 219-241.

Lesson 14. Phonological changes in pidgins and creoles.

Reading:

1) Smith, N. 2000. Creole phonology. In Holm, J. (Ed). *An introduction to pidgins and creoles*. Cambridge University Press.
2) Plag, I. (2009). Creoles as interlanguages: Phonology. *Journal of Pidgin and Creole Languages, 24*(1), 119-138.
3) Holm, J. (2000). Ch.5 Phonology In: *An introduction to pidgins and creoles*. Cambridge University Press.

Lesson 15. Workshop and classroom discussion.

Lesson 16. Lexical and semantic changes in pidgins and creoles.

Reading:

1) Holm, J. (2000). Ch.5 Lexicosemantics. In: *An introduction to pidgins and creoles*. Cambridge University Press.
2) Siegel, J. (2001). Koine formation and creole genesis. *CREOLE LANGUAGE LIBRARY, 23*, 175-198.
3) Mülhäusler, P. (2017). Growth and structure of the lexicon of New Guinea Pidgin. *Pacific Institute Digitisation Project.*

Lesson 17. Morphological and syntactic changes in pidgins and creoles

Reading:

1) Holm, J. (2000). Ch.6. Syntax. In: *An introduction to pidgins and creoles*. Cambridge University Press.
2) Kouwenberg, S. (Ed.). (2003). *Twice as meaningful: Reduplication in pidgins, creoles and other contact languages*(No. 8). Battlebridge Publications.
3) Sankoff, G. & Brown, P. 1976. The origin of syntax in discourse: A Case Study of Tok Pisin Relatives. Language, Vol. 52, No. 3 (Sep., 1976), pp. 631-666

Lesson 18. Young sign languages. Community and village sign languages. Emerging of complexity in sign languages.

Reading:

1) Meir, Irit, Israel, Assaf, Sandler, Wendy and Aronoff, Mark. 2013. Community structure and language structure. *Linguistic variation 12,* 309-343.
2) Sandler, Wendy, Meir, Irit, Dachkovsky, Svetlana, Padden, Carol and Aronoff, Mark. 2011. The emergence of complexity in prosody and syntax. *Lingua 121,* 2014-2033.

Lessons 19-20. Class presentations of students' work.