

Introduction to the Study of Language

-Ling 1-
Fall 2020

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Week 7 - November 18, 2020

Announcements

- Next week's live lecture: *optional* (no credit tied to attendance)
- HW 6 (the **last** HW assignment)
 - opens on 11/29
 - closes on 12/6
- **Analysis Paper 2** is due on Friday December 11 (11:59 PM)
 - start working on it now

Roadmap for today's class

- 60 minutes
- last 10/15 minutes: *your* time to ask me questions
 - orally by using the raise-hand button
 - by sending me a **private** message in the Zoom chat
 - questions can be on any topic of any live lecture

❖ What is Codeswitching?

❖ Why is it important in language acquisition?

Childhood Bilingualism

Bilingualism: ability to use two languages since early age

Characterization of **Simultaneous Bilingual Development**

- Regular and continued exposure to more than one language before age 3 (or 2)
- Bilingual child is a *perfect matched pair* (de Houwer):
 - by studying one child speaking 2 languages we can factor out the effects of non-linguistic factors:
 - general cognitive/conceptual development, level of maturity, social/environmental factors, etc.

A possible definition of code-switching (CS)

“The alternate use of two languages either within a single sentence or between sentences.”

(Simpson 2011)

A misconception about early mixing and CS

- In earlier studies early *mixing* was taken as a sign of poor acquisition or confusion.
- More recently *mixing* is taken to be a kind of CS:
a deliberate use of two languages together for various reasons
- Early mixing and CS (today) = measure of **bilingual proficiency**

Bimodal Codeswitching

- The alternate use of a signed and a spoken language.
- Reflex of high linguistic proficiency of **bimodal bilingual** children/adults.

❖ Matrix language hypothesis

One of the languages acts as a frame into which material from the other language is inserted.

(Myers-Scotton 1993)

❖ Grammar of CS

There are places where switching is likely to happen.

(Poplack 1980)

3 types of code-switching

A. extra-sentential switching / tag-insertion

B. inter-sentential switching

C. intra-sentential switching

A. Extra-sentential switching: tag-insertion

- mostly, insertion of **discourse markers**, **tag**-like elements
- *you know (?), right (?), for example, whatever, sure, no, I don't think so, etc.*

A. extra-sentential switching / tag-insertion

- (1) a. I mean/Like, c'est un idiot, ce mec! (Fr-En)
'I mean/Like, he's an idiot, this guy!'
- b. Non è giusto, I think... (Ita-En)
'This is not right, I think'
- c. I'm going to take the car now, daijobu daroo? (En-Jap)
'I'm going to take the car now, ok?'
- d. Ellos son de México, y así los criaron, you know. (Sp-En)
'They're from Mexico, and that's how they raised them, you know.'

A. extra-sentential switching / tag-insertion

- (1') a. ?/* C'est un **like** idiot, ce mec! (Fr-En)
'I mean, he's an idiot, this guy!'
- b. * Non **I think** è giusto... (Ita-En)
'This is not right, I think'
- c. ? I'm **daijobu daroo** going to take the car now? (En-Jap)
'I'm going to take the car now, ok?'
- d. ?/* Ellos son de México, y así los **you know** criaron. (Sp-En)
'They're from Mexico, and that's how they raised them, you know.'

B. inter-sentential switching

In building a sentence,
a bilingual can mix a clause in one language with a clause in
other language.

B. inter-sentential switching

- (2) a. Sometimes I start a sentence in English y termino en español. (En-Sp) ¹
'Sometimes I start a sentence in English, and I finish in Spanish.'
- b. Non capisco che vuole, that funny kid. (It-En)
'I do not understand what that funny kid wants.'
- c. Johann hat mir gesagt, that you were going to leave. (En-Ger)
'Johann told me you were going to leave.'
- d. Chigum ton-u/ ops-nunde, I can't buy it. (Kor-En)
'As I don't have any money now, I can't buy it.'

¹ Poplack, Shana. 1980. Sometimes I start a sentence in English y termino en español. Toward a typology of code-switching. *Linguistics* 18 (7/8), 581-618.

C. Intra-sentential switching

- CS within clause boundaries
= the greatest bilingual skill
- avoided by all but the most fluent bilinguals

C. intra-sentential switching

- (3) a. Women zuotian qu kan de movie was really amazing! (Man-En)
'The movie we went to see yesterday was really amazing.'
- b. Il ristorante you mentioned non è buono. (Eng-It)
'The restaurant you mentioned is not good'
- c. Il a envoyé the book you gave him à sa mere. (Fr-En)
'He sent the book you gave him to his mother.'

C. Intra-sentential switching

- (3) d. What do you call it Nihongo-de? (En-Jap)
'What do you call it in Japanese.'
- e. Bueno, in other words, el flight que sale de Chicago around
three o'clock? (Sp-En)
'Ok, in other words, the flight which leaves from Chicago around
3 o'clock?'

Example of English-Italian 'advanced' CS

<Non penso che Luca viene soon, -like- tomorrow. Don't know why, non lo so, boh! Maybe è malato o maybe non gli piace quel funny guy tedesco. Really, non so. Va be'. Prendo un coffee e mi metto a studiare per sto shitty exam! Bye ragazzi!>

'I don't think that Luca will come soon, like tomorrow. I don't know why, I don't know why. Maybe he's sick or maybe he does not like that funny German guy. I don't really know. Well. I'll have some coffee and I'll start studying for that shitty exam. Bye, guys'.

CS is *not* Loanword/Borrowing

- A possible sentence in Italian:

(4) Devo compare un laptop
 I.have-to buy a laptop

- *some* use this in Italian, but *not everyone*
- can be an established loanword, but not for all every speaker's usage of the language

CS is *not* word borrowing

➤ Borrowing

- words/expressions from the 'guest'/'source' language occurs embedded in the 'host'/'target' language
- words adapted to have the regular morphological, syntactic, and phonological properties of the host/target language

➤ CS

not-adapted use of elements from one language together with those of another language in separate sequences.

❖ CS in sum:

- two linguistic systems (= codes) mixed
- elements from one language are not adapted to conform to the linguistic properties of a second language.

- (5)
- a. Today I'm going to [hɒŋ. 'kʰɒŋ]!
Today I'm going to [hoɛŋ1.kɒŋ2]!
 - b. I love [bə. 'ɪ.rouʊ]
I love [bu. 'ri.tos]
 - c. Leo un [ma.ɣa. 'sin]
Leo un ['mæg.ə.zin]

A question for you

Among (5 a, b, c)

what is **borrowing**
and
what is **CS**?

- (6)
- a. Today I'm going to [hɒŋ.'kʰɒŋ]! ('Hong Kong' is borrowed)
Today I'm going to [hoɛŋ1.kɔŋ2]! ('Hong Kong' is a code-switch)
 - b. I love [bə.'ɹi.rouɪs] ('burrito' is borrowed)
I love [bu.'ri.tos] ('burrito' is a code-switch)
 - c. Leo un [ma.ɣa.'sin] ('magazin' is borrowed)
Leo un ['mæg.ə.zin] ('magazin' is code-switched)

CS is *not* Diglossia

- **Diglossia**: functionally determined language choice

My **triglossia**:

- English (L2) in (much of) my work as instructor/researcher
- Calabrese dialect (L1) spoken in southern Italy to family members
- standard Italian (L1) spoken with other Italian speakers

What triggers CS?

A. Dominance

Retrieval difficulties in **unbalanced bilinguals**:

speakers try to find the **word** they need but temporarily fail to remember it, so they switch to their dominant language.

What triggers CS?

B. Lack of translation equivalent

An expression or idiom exists in one language, but not the other (at least not with the same exact connotations)

- he's a good violinist but he does not perform anymore; *mi sa che vive di rendita* (Ita)
(= *he survives on her/his reputation*)

What triggers CS?

C. Emphasis / Clarification

Such switching can involve repetition/iteration:
a speaker says something in one language and then repeats in
the second language

- *Vieni qui, vieni!* Come here! (Ita, En)

What triggers CS?

D. Change of point of view in a discourse

For example, in presenting reported speech:

Et puis le gars est entré et il dit que John wasn't there. (Fr/En)
'And then the guy came in and says that John wasn't there.'

Pragmatic uses of CS

1. quote someone
2. specify addressee
3. specify speaker involvement (personalize the message)
4. convey confidentiality, anger, annoyance, and other emotions
5. exclude someone from the conversation
6. change the role of the speaker: raise status, add authority, show expertise

Social meaning of CS

- it might carry social meaning
 - it may convey hybrid identity
- CA is *both* a **marked conversational behavior**
(but not too frequent)
- *and* an **unmarked way of speaking** in the community
(much more frequent)

I will see you **next week**, if you want
(Wednesday 11/25 **optional**)-
what can we do in the meanwhile?

- Do the **readings**: - *An Introduction to Language*, pp. 383-413
- Watch the screening:
Acquiring the Human Language: Playing the Language Game
- If you could not attend this class, you will have to take a **small quiz**
- Enjoy holiday weekend!

STAY SAFE !

- Tips on how to proceed **successfully** every week?

I suggest you take the following **6 steps** in this order:

1. Go through the **readings**.
2. Watch the recorded **lectures** and take detailed notes.
3. Take a look at the **quizzes** to see if you understand all the questions, before completing them.
4. Attend the **live** lecture.
5. Attend the live **discussion** sections.
6. Complete and submit your **assignments**.