LINGUIST9703B/SP9721B

Prof. SIvia Perpiñán, AHB 3R12B, sperpina@uwo.ca Meets Tuesdays, 3:00 If you choose to write a descriptive or theoretical paper, then you need to research extensively on one linguistic phenomenon or linguistic process, one bilingualism or language contact situation, or to explore one theory seen in class and apply it to a particular phenomenon or context. For instance, you can study the relationship between SLA and Pidgins and Oreoles, or word order in bilingual contexts, or relexification in a language or group of languages.

In both cases, you need to clearly state your research questions, write a relevant and coherent literature review, show a good argumentation, and demonstrate that the theoretical issues discussed in class have been well-understood. Approx. Length: 15 pages.

Every all students need to send through Owl a question or comment about all the obligatory readings for that week. The last hour of the class will be devoted to discuss and answer all these questions. All of you are required to come prepared to class and ready to the answer and discuss your

The questions will be evaluated in the following manner:

No question is sent, or the comment/ question demonstrates that the obligatory readings have not been done.

The obligatory readings are done but minimal effort is taken into writing/thinking about the issue raised.

The question is smart, brings several issues together and promotes intelligent discussion in Thursday session. Student demonstrates critical thinking.

You need to do a conference-like presentation (of one of the readings assigned for this course. You need to include a handout and/ or a PowerPoint. The objective of this presentation is that you get used to do oral presentations and demonstrate that you are able to extract the important information from an article. It is important that you meet the time-limit for this task and that you show you have fully understood the theoretical issues raised in the article as well as the methodology.

- Lefebvre, C., White, L., & Jourdan, C. (Eds.). (2006). *L2 acquisition and Creole genesis: dialogues*. Amsterdam; Philadelphia: J Benjamins.
- McWhorter, J. H. (2007). Language interrupted: signs of non-native acquisition in standard language grammars. Oxford University Press US.
- Silva-Corvalán, C. (2002). Language Contact and Change: Spanish in Los Angeles.
 Oxford: New York: Clarendon Press; Oxford UniversityPress.
- Thomason, S. (2001). Language Contact: An Introduction. Georgetown University Press.

Syllabus. Course content and expectations.	Bilingualism Grosjean (1998)	
Contact Linguistics SLA and Creole Studies	Winford (2003): Chapter 1: Introduction Between SLA and	
Language Change: Sociolinguistics Perspective	Tagliamonte (2012), Chapter 1:	
	-Induced	
Language Change	Tagliamonte (2012), Chapter 3:	
	* - induced grammatical change: a	
	*Slva-	
Convergence		

and Oreoles: similarities between functional F4 12 Tf1 0 0 1 183.5 257.81 Tr

Causes:	McWhorter (2007): Chapter 1 & 2	
Second-language acquisition strategies	individure (2007). Grapter 1 & 2	
	* McWhoter (2007): Chapter 4:	
Causes: Second-language acquisition strategies	Sprouse Relexification: Second Language	
	*Bruhn de Garavito & Atoche (2006):	
	implications for second language	

Causes:

* Poplack et al (2012): -final

Code-Switching

Causes:

Code-616.41 112.93 (