



UNIVERSITY OF PANNONIA

COURSE DATASHEET

Semester:	2021/22/1
Course:	Code-switching
Code:	PEDITNY064
Responsible department:	
Department code:	DITNY
Responsible instructor:	Prof. Margaret Deuchar

Course objectives:

Goals of course

To introduce students to some of the research questions in linguistics that are posed by the phenomenon of code-switching

To facilitate discussion of contentious issues

To provide an overview of methods of data collection, focusing on naturalistic conversations between bilinguals

To introduce students to the CHAT data transcription system and provide practical experience in its use

Course content:

Provisional timetable (Central European time)

10am **Introductions:** students to speak for a few minutes each on their research interests and on why they decided to take this course.



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Course content:

10.30 Student questions arising from the Abralin online lecture (see 1 below)

11am Lecture by MD on issues in code-switching research

12noon Break

12.30 Lecture by MD on methodology of code-switching research

and CHAT/CLAN data transcription and analysis system (<https://talkbank.org/manuals/CHAT.pdf>)

(<https://talkbank.org/manuals/CLAN.pdf>)

1.30pm Break

2pm Student exercise using CHAT

2.30pm Discussion of problems arising in exercise

3.30pm Break

4pm Student presentations on article read before course

5pm Introduction to assignments (to be completed by 15/01/2021)



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Course content:

6pm Close

Student preparation in advance of course

- 1) Please watch the lecture I gave online in July 2020, entitled 'Questioning assumptions in code-switching research'. You can find it at the following link:

<https://www.youtube.com/watch?v=CfX36mKwpsw> .

While you are watching it please make a note of one or more questions you would like to ask when we meet online on 11th December (see timetable above).

- 2) Please read as many items as possible from the pre-course reading list below before 12th February, and prepare a 10-minute presentation on ONE article. Your presentation can be oral only (i.e. without any slides) but should include the following: (1) the question addressed in the article; (2) a summary of the main points; (3) your own assessment of its strengths and weaknesses.

Requirements, evaluation and grading:



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Assignments due by 15/01/2020

Please choose between assignment A and assignment B. Each has its own reading list. Readings requested by students before 28/02/21 will be made available to students in a shared Google Drive. Please email m.deuchar@gmail.com with your request, and with your final written assignment (due 15/01/2020). Assignments should be no more than 3,000 words in length, and should include a list of references. Please submit your assignment by email, and include your name in the attached file.

Assignment A: 'Evaluate the nonce borrowing hypothesis'

When multilinguals speak they use words from the different languages in their repertoire. *Borrowing* describes a situation in which speaking language X, a speaker produces a word from language Y which is an established element in language X. *Code-switching* applies to a situation where a multilingual produces words from multiple languages within the same utterance. While some linguists agree that "code-switching and borrowing are two distinct phenomena" (Poplack & Meechan, 1998:132), others contend that "code-switching and borrowing fall on a continuum" (Myers-Scotton, 1993:176). Yet others argue that there is no distinction between the two processes (López, 2018).



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Doubt about the classification of other-language material as either switches or borrowings arises particularly in relation to single words, whereas the longer the stretch of other-language material the easier it generally is to identify that material as a switch. The term *nonce borrowing* was taken up by Poplack, Sankoff & Miller (1988) to refer to English words in otherwise French discourse which were used once by only one speaker. This was followed up by Sankoff, Poplack & Vanniarajan (1990), who introduced the *nonce borrowing hypothesis*, according to which a single word from another language, however infrequently used, could be as well integrated into the recipient language as an established loan. Stammers & Deuchar (2012) interpreted their results on Welsh/English data as evidence against the nonce borrowing hypothesis, since, contrary to the predictions of the hypothesis, there *was* a difference in the integration of frequent and infrequent items. Furthermore, they saw no reason to propose a category of nonce borrowings.

For this assignment, your task is to present the arguments in favour and against the *nonce borrowing hypothesis*. The following papers may be helpful to refer to.

Backus, A. & Dorleijn, M. (2009). Loan translations versus code-switching. In Barbara Bullock and Jacqueline Toribio (eds) *The Cambridge Handbook of Linguistic Code-Switching*. CUP, pp 75-94.

Deuchar, M. & Stammers, J. (2016) English-origin verbs in Welsh: adjudicating between two theoretical approaches. *Languages* 2016 1 (1), 7; <https://doi.org/10.3390/languages1010007>



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López, L. (2018). Bilingual Grammar. Toward an integrated model.
https://www.academia.edu/34857854/Toward_an_integrated_model_of_bilingual_grammar

Myers-Scotton, Carol (1993). *Duelling Languages: Grammatical Structure in Codeswitching* (1st ed.). Oxford: Clarendon Press.

Poplack, S., & Meechan, M. (1998). How languages fit together in code-mixing. *International Journal of Bilingualism*, 2(2), 127–138. doi: 10.1177/136700699800200201

Poplack, S., Sankoff, D., & Miller, C. (1988). The social correlates and linguistic processes of lexical borrowing and assimilation. *Linguistics*, 26(1), 47–104.

Sankoff, D., Poplack, S., & Vanniarajan, S. (1990). The case of the nonce loan in Tamil. *Language*



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Variation and Change, 2(1), 71–101.

Stammers, J., & Deuchar, M. (2012). Testing the nonce borrowing hypothesis: counter-evidence from English-origin verbs in Welsh. *Bilingualism: Language and Cognition*, 15(3), 630–643.

Assignment B: Are language switching and code-switching the same or different?

Bilingual individuals have the ability to switch between two languages, which requires engaging cognitive control processes to simultaneously “turn off” (disengage) one language and “turn on” (engage) their other language. Language switching studies have replicably shown a language switching cost (e.g., Meuter & Allport, 1999). This finding is consistent with numerous studies in the literature showing that switching tasks produce a cost (e.g., Allport, Styles, & Hsieh, 1994). But is code-switching also costly? Recent research on code-switching between Frisian and Dutch has shown an asymmetry suggesting that code-switching from Dutch to Frisian requires more cognitive control than code-switching from Frisian to Dutch (Bosma & Blom 2018). Blanco-Elorrieta, Emmorey, and Pylkkänen (2018) explored the ability of American Sign Language (ASL)–English bilinguals to simultaneously produce a word and a sign (a code-blend). Blanco-Elorrieta et al. argued that simultaneously retrieving two words in different languages is less cognitively effortful than having to inhibit the production of the dominant language.



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For this assignment , **your task is to argue in favor or against the proposal that language switching and code-switching are fundamentally the same.** Important: be sure to make clear what definitions you are using of *language switching* and of *code-switching*. The following excerpt from a paper by Gullberg et al. (2009, p.21) may help:

Gullberg, M., Indefrey, P., and Muysken, P. (2009). Research techniques for the study of code-switching. In Bullock, B. and Toribio, A.J. (eds) *The Cambridge Handbook of Linguistic Code-Switching*. Cambridge: CUP, pp. 21-39.

In addition, the following readings may be helpful.

Allport, D. A., Styles, E. A., & Hsieh, S. (1994). Shifting intentional set: Exploring the dynamic control of tasks. In C. Umiltà & M. Moscovitch (Eds.), *Attention and performance XV: Conscious and nonconscious information processing* (pp. 421-452). Cambridge, MA: MIT Press, Bradford Books.



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Blanco-Elorrieta, E., Emmorey, K., & Pylkkänen, L. (2018). Language switching decomposed through MEG and evidence from bimodal bilinguals. *Proceedings of the National Academy of Sciences*, 115 (39), 9708-9713

<https://www.pnas.org/content/115/39/9708>

Bosma E. & Blom E. (2018), A code-switching asymmetry in bilingual children: code-switching from Dutch to Frisian requires more cognitive control than code-switching from Frisian to Dutch, *The International Journal of Bilingualism*: 1-17.

<https://journals.sagepub.com/doi/full/10.1177/1367006918798972>

Gollan, T.H., & Ferreira, V.S. (2009). Should I stay or should I switch? A cost-benefit analysis of voluntary language switching in young and aging bilinguals. *Journal of Experimental Psychology: Learning, Memory, & Cognition*, 35, 640-665.

Green, David W. (2018). Language Control and Code-switching. *Languages* 3, no. 2: 8.



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doi:[10.3390/languages3020008](https://doi.org/10.3390/languages3020008)

Gullifer, J., Kroll, J. F., & Dussias, P. E. (2013). When language switching has no apparent cost: Lexical access in sentence context. *Frontiers in Psychology*, 4-278,1-13, doi: 10.3389/fpsyg.2013.00278

Hofweber, J., Marinis, T. & Treffers-Daller, J. (2019). Effects of dense code-switching on executive control. In: *Bilingualism, Executive Function, and Beyond: Questions and insights*, Edited by Irina A. Sekerina, Lauren Spradlin and Virginia Valian, pp. 161–180. [Studies in Bilingualism, 57].

Meuter R. F. I., & A. Allport (1999). Bilingual Language Switching in Naming: Asymmetrical Costs of Language Selection. *Journal of Memory and Language*, 40, 25–40.

Moreno, E. M., Federmeier, K. D., & Kutas, M. (2002). Switching languages, switching palabras (words): An electrophysiological study of code switching. *Brain and Language*, 80(2), 188-207.



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Required and recommended readings:

Pre-course reading list (almost all open access)

Beatty-Martínez, A., Valdés Kroff, J.R. & Dussias, P. E. (2018). From the Field to the Lab: A Converging Methods Approach to the Study of Codeswitching. *Languages* 3, no. 2: 19.
<https://doi.org/10.3390/languages3020019>

Blokzijl, J., Deuchar, M. & Parafita Couto, M.C. (2017). Determiner asymmetry in mixed nominal constructions: The role of grammatical factors in data from Miami and Nicaragua. *Languages* 2(4):20.
<https://doi.org/10.3390/languages2040020>

Carter D., Deuchar M., Davies P. & Parafita Couto M.C. (2011). A systematic comparison of factors affecting the choice of matrix language in three bilingual communities, *Journal of Language Contact* 4(2): 153-183.
<https://doi.org/10.1163/187740911X592808>

Deuchar, M. (2012). Code-switching. In Chapelle, C. A. (Ed.), *Encyclopedia of Applied Linguistics* (pp. 675–664). New York: Wiley.



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Deuchar, M. & Stammers, J. (2016) English-origin verbs in Welsh: adjudicating between two theoretical approaches. *Languages* 2016 1 (1), 7; <https://doi.org/10.3390/languages1010007>

Deuchar, M. (2020). Code-switching in linguistics: a position paper. *Languages*.

Languages 2020, 5(2), 22. <https://doi.org/10.3390/languages5020022>

Green, David W. (2018). Language control and code-switching. *Languages* 3, no. 2: 8.
doi:[10.3390/languages3020008](https://doi.org/10.3390/languages3020008)

Gullifer, J., Kroll, J. F., & Dussias, P. E. (2013). When language switching has no apparent cost: Lexical access in sentence context. *Frontiers in Psychology*, 4-278,1-13,
<https://www.frontiersin.org/articles/10.3389/fpsyg.2013.00278/full>

Vaughan-Evans, A., Parafita Couto, M., Boutonnet, B., Hoshino, N., Webb-Davies, P., Deuchar, M. and



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Required and recommended readings:

Thierry, G. (2020) Switchmate! An electrophysiological attempt to adjudicate between competing accounts of adjective-noun code-switching. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2020.549762>