

Language Contact

语言接触

Change and Convergence

变化与趋同

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Wednesday August 23 2017

Language Contact – a definition

语言接触---定义

Reasons why languages resemble each other 语言相似的理由

- Genetically related 发生学上有关系
- Typologically related 类型学上有关系
- Areally related 地域上相近

The reason that areally related languages look like each other could be due to language contact which occurs when speakers of two or more [languages](#) or [varieties](#) interact and influence each other.

地域相近的语言具有相似性的原因可归于两者的接触；当说两种或多种语言、方言变体的人相互接触、影响时语言接触就发生了。

Reasons for contact 接触的原因

- Substratum: 下位层

A language may be spoken by a group of people who may be migrants or speak a minority language may influence the majority language speakers – popular culture, food, utility

一种由移民或者少数群体使用的语言可能会影响多数群体的语言---流行文化、食物、公共事业

- Superstratum 上位层

A language spoken by a group that is dominant in society can transfer features of their language to the minority language – school, administration, religious institutions

一个社会中，居于支配地位的人群所说的语言的某些特征迁移到少数人使用的语言中---学校、行政机构、宗教机构

- Adstratum 接加层

Language may coexist and be used for different purposes but words or forms from one can mix into the words and forms from the other especially in bilingual situations.

两种语言共同存在，使用目的不同，但是在某些情况---尤其在双语环境中，会存在一些词汇和语法形式从一种语言混合进另一种语言的现象。

Why of interest 为何令人感兴趣

Consequence of areally shared features: Language A may not have expected structures
区域共同特征的后果：某个语言A可能会缺乏某些预想中的结构特点

Language A has become more like language B A语言变得更像语言B
Language A has become less like language B A语言已变得不像语言B

Adstratum influence— creates “linguistic areas” 接加层影响— “语言区域” 的产生

1. Geographically delimited area(s) 地理上有限的区域
2. Includes languages from two or more language families 包含来自两个或多个语言系群的语言
3. Sharing significant traits which are not found in languages spoken outside the area) 共同具有该地区以外的语言没有的显著特征
4. Concentric patterns of shared traits 共同特征的同心模式
5. Transitional zone 过渡区

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Aikhenvald, Alexandra & R. M. W. Dixon (eds.). 2001. *Areal diffusion and genetic inheritance: Problems in comparative linguistics*. Oxford & New York: Oxford University Press.

The South Asian “linguistic area” 南亚的“语言区域”

Shared features in 4 languages from five families:

来自五种不同语言系群的四种语言的共享特征

Indo-Aryan 印度雅利安语

Dravidian 达罗毗荼语（印度中、南部及斯里兰卡等地的语言）

Tibeto-Burman 藏缅语

Austro-Asiatic 南亚语

Features- verb final/postpositions 特征---动词居尾/后置词

- SOV order of basic elements in a clause
小句的基本成分是SOV（主宾谓）语序

Hindi example: 印地语

ram-ne sohan ko kitab di

Ram-ERG Sohan-ACC book give.FEM.PST

‘Ram gave a book to Sohan’ Ram给了Sohan一本书。

- AdjN, DemN, GenN order in the noun phrase, Postpositions rather than prepositions, Suffixes rather than prefixes
- 名词短语中的语序为“形+名”、“指示+名”、“领属+名”；后置词而非前置词；后缀而非前缀

Features: pre-posed subordinate clauses

特征：前置从属小句

- Often with nonfinite verb forms called conjunctive participles
- 通常带可称为连接分词的非限定动词
- The adverbial participles constructions
- 副词性分词结构
 - nonfinite verbal forms that “subjoin sentences (usually with the same subject) to the left of the main finite verb” (Masica 1976:108).
 - 非限定性动词形式，用来在主要限定动词的左边添加多个句子（通常有共同的主语）

Example of a Conjunctive Participle 连接分词的例子

Simple Verb root, e.g. *hə̃s kər* = verb + PERF CP = 'laughingly' (Hindi).

kare-du = verb + PCP = 'having called' (Kannada); *ma:q̣-utta:* = verb +

IMPF CP = 'while doing, making' (Kannada); *gate hue* = verb + IMPF CP =

'while singing' (Hindi); *kər-e* = verb + PCP = 'having done' (Bangla); *in-ji*

= verb + PCP = 'having said' (Gadaba).

Phonological Similarities 音系上的相似点

- Retroflex vs. dental apical consonants 卷舌辅音 vs. 齿尖辅音
- Aspirated vs. non-aspirated consonants 送气辅音 vs. 非送气辅音
- Nasalized vs. non-nasalized vowels 鼻化元音 vs. 非鼻化元音

Retroflex in South Asia 南亚语言中的卷舌音

TULU (Bhat, 1967)

t d n r l s 图鲁语

ʈ ɖ ɳ ɭ ʂ

č j ñ š

HINDI (Mehrotra, 1964)

t d n r ɭ s z 印地语

ʈ ɖ ɳ ɽ (+aspiration)

č j [ɳ] š

MUNDARI (Gumperz & Biligiri, 1957) PASHTO (Shafeev, 1964)

t d r r l s 蒙达里语

ʈ ɖ ɳ ɭ

č j

t d n r l s z

ʈ ɖ ɳ ɽ ʂ z 普什图语

č j š ž

Retroflex 卷舌音

古藏语

现代藏语

CLASSICAL TIBETAN

Modern languages

Gloss:

grod-pa	'belly'
drung-du	'before'
phru-gu	'child'
krad-pa	'leather'
khron-pa	'a spring'
'agrang-ba	'to satisfy'
'adri-ba	'asked'
skra	'hair'
gru	'ship'
bran	'slave'

CENTRAL TIBETAN:	ḍhø-pa
CENTRAL TIBETAN:	ṭung-du
CENTRAL TIBETAN:	ṭhu-gu
SPITI:	ṭad-pa
SPITI:	ṭhon-pa
NYAMKAT:	ḍang-wa
NYAMKAT:	ḍi-ya
JAD:	ṭa
JAD:	ṭu
JAD:	ṭan

卫藏方言

斯皮蒂话

Grammatical and semantic categories 语法和语义范畴

- Morphologically-marked CAUSATIVE VERBS 形态上有标记的使役动词

Hindi: use saaph kar diya 'by clean make did' 'made him clean'

Tamil: Avarai cuttap-paṭutti-ṅār 'him clean-make-he did'

印地语: 用 saaph kar diya 表示“打扫” “让他打扫”

泰米尔语: “他-打扫-使-他做”

Grammatical and semantic categories:语法和语义范畴

Differential case-marking of Direct Objects

直接宾语的受词异相标记

- (1) *Zainab=ne us=ko/ *vo dekh-ā*
Zainab = ERG 3.SG = KO/ *3.SG.DIR see-PFV.M.SG
'Zainab saw him.' Zainab 看见他了。
- (2) *Ilā=ne paudhā(=ko) uṭhā-yā*
Ila = ERG plant(= KO) lift-PFV.F.SG
'Ila lifted up a/the plant.' III 拿起一个/那个盘子。
- (3) *darzī(*=ko) bulā-o*
tailor(* = KO) call-IMP
'Call a/any tailor.' 叫某个/一个裁缝来。
- (4) *Anu kitāb(*=ko) nahī paṛh-egī*
Anu book(* = KO) NEG read-FUT.F.SG
'Anu won't read a/any book(s).' Anu 不会读一本/任何书。
- (5) *is <<love story>>=ko rab likh-ā*
this love story = KO God write-PFV.M.SG
'God is writing this "love story."' 上帝在书写这个“爱的故事”。
- (6) *Rām=ne murgī mār-ī*
Ram = ERG chicken kill-PFV.F.SG
'Ram killed a chicken.' Ram 杀了一只鸡

Grammatical and semantic categories 语法和语义范畴

Differential case-marking of Direct Objects

直接宾语的受词异相标记

əynoŋ-də isha thaza-bə -gi -jə -khəl-ləy

I -dat myself belief -inf-gen-reflx-think-be

'I have self confidence.' 我有自信。

'To me there is self-confidence.'

对于 我 那里 有 自信

ram-də məthaw-nə -gi ə- wat-pə ləy-te

Ram-dat duty -adv-gen att-lack -inf be-neg

'Ram has no lack of valor.' Ram不缺勇气。

'To Ram there is no lack of valor.'

lai -də manam-nugashi-bə ce -li

flower-dat smell -pleasant-inf scent-prog

'Flowers smell good.' 花闻起来很香。

'To the flowers there is a good smell.'

Reasons for change due to contact

接触引起变化的原因

- Cultural contact 文化接触
- Bilingualism 双语现象
- Imperfect Bilingualism 不完善的双语现象
- Migration 移民
- Trade contact 贸易接触

Linguistic diversity in northeast India

印度东北部语言的多样性

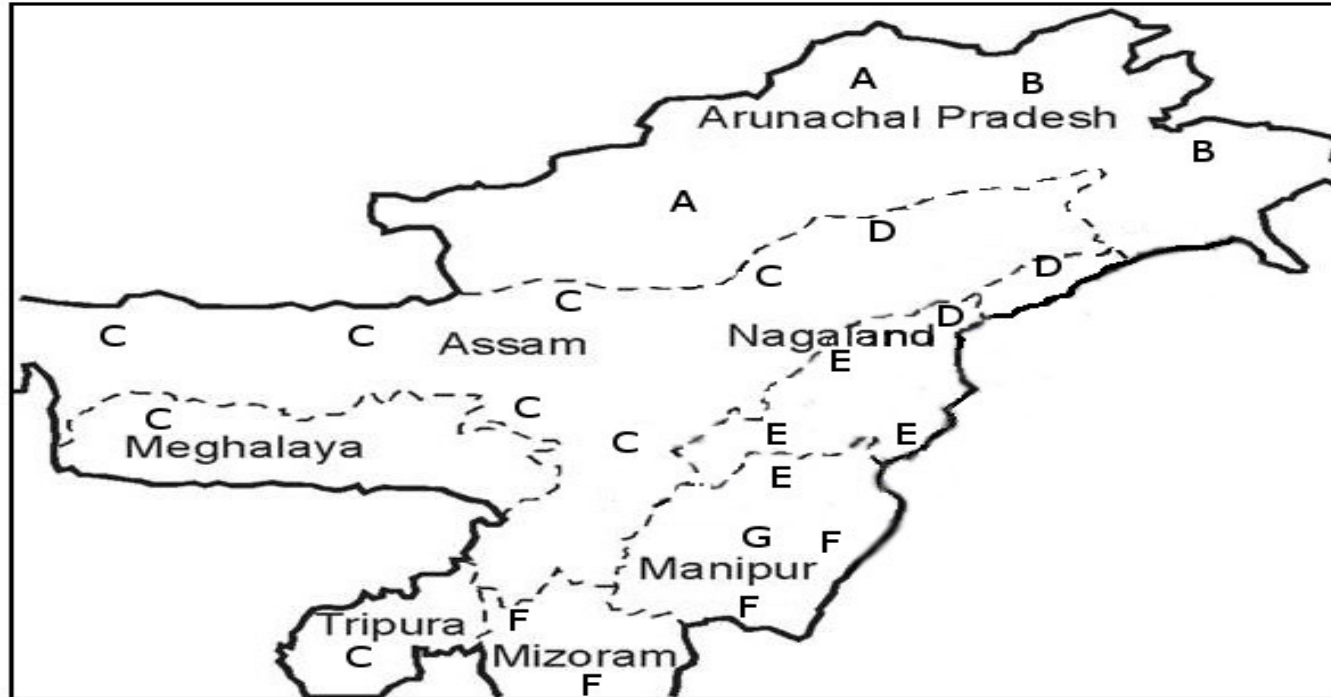
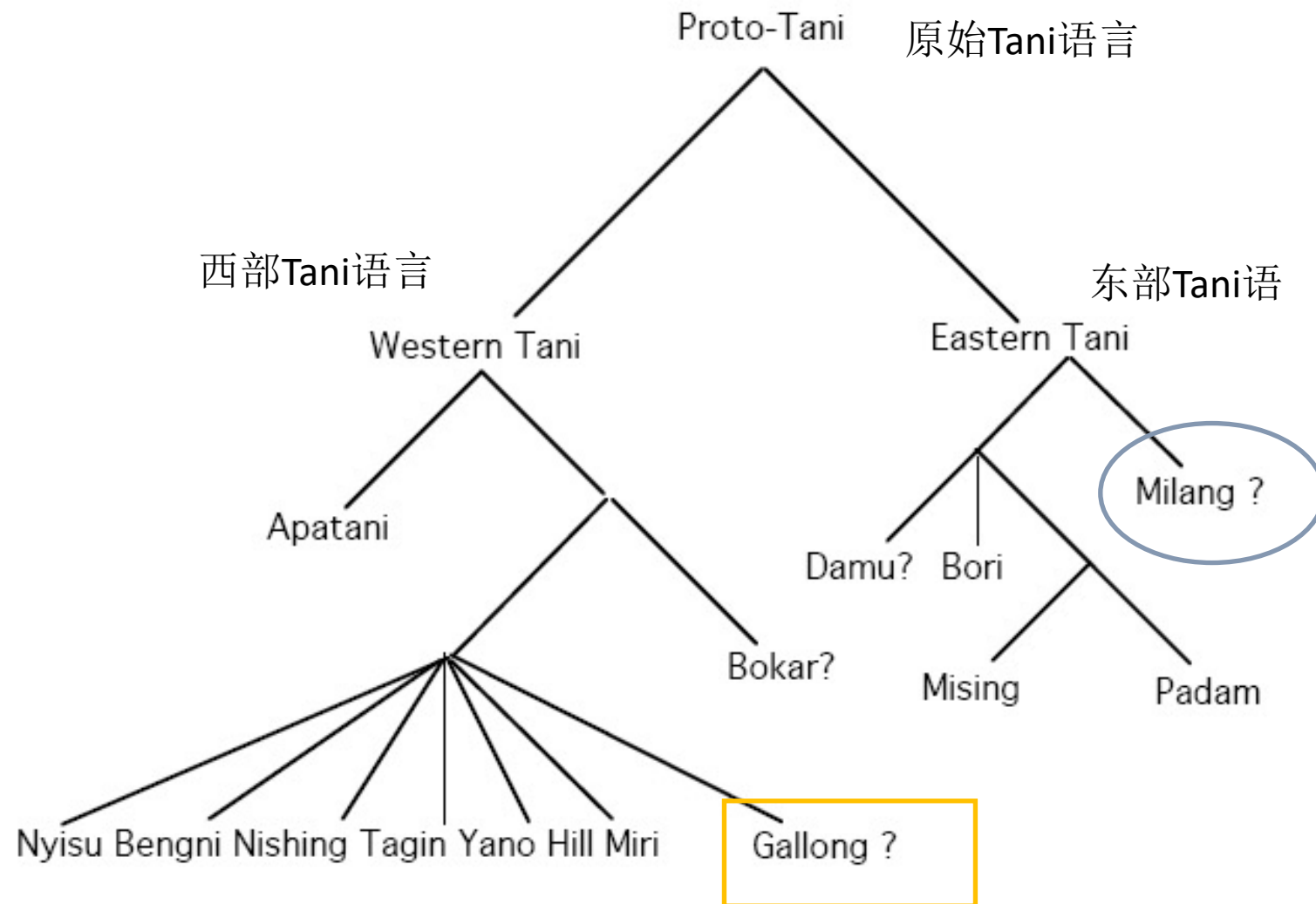


Figure 1: Map of Tibeto-Burman languages in the Northeast Indian area. Key: A. Tani dialects in Arunachal Pradesh; B. Mishmi languages in Himalayas/Burma; C. Boro-Garo in Assam, Meghalaya, Tripura; D. Northern Naga; E. Naga languages (convenient grouping, not reflective of genetic grouping); F. Kuki-Chin; G. Meitei.

Cultural Contact 文化接触



Bilingualism leading to convergence

双语现象引起的语言趋同

(Coupe 2007)

- Nagamese: TB syntax and Assamese lexicon
- 那加兰语: 藏缅语句法+阿萨姆语词汇(印度语支)

- Nagaland Nepali: spoken by descendants of Nepali soldiers
- 那加兰(印度东部邦)尼泊尔语: 尼泊尔士兵的子孙们使用的语言

- Naga languages: Ao, Chung, and Khamniungan
- 那伽语群: Ao语, Chung语, 和 Khamniungan语

(Coupe 2007)

Convergence in RC strategies 关系小句策略趋同 (Coupe 2007)

Indo-Aryan 印度雅利安语

- relative-corerelative construction 关联结构
- participial construction 分词结构

Tibeto-Burman 藏缅语

- preference for the participial construction 倾向于用分词结构
- relative-corerelative construction is not native 关联结构非本语族的结构

Nagamese and Nagaland Nepali 那伽语和那加兰尼泊尔语

- the head can occur after or before the participial 主语可出现在分词之前和分词之后

Nagaland Nepali 那加兰尼泊尔语

- relative-corerelative construction is rare 关联结构不常见
- participial construction preferred 倾向于用分词结构

Imperfect Bilingualism 不完善的双语现象

- Tai-Ahom (TK) has classifiers 泰-阿霍姆语有量词
- Assamese (IA) pre-16th century, no classifiers
- 16世纪之前的阿萨姆语中没有量词
- Tai-Ahom intermarriage with the local Assamese population → learner's form of Assamese that included a restricted use of classifiers.
- 泰-阿霍姆人与当地的阿萨姆人通婚 → 阿萨姆语的学习者的语言形式中量词的使用受到了限制

Meitei of Manipur state 曼尼普尔邦的曼尼普尔语

Adoption of Hindu Practices in 1700s 17世纪开始受到印度教影响

- Bengali script 孟加拉文字
- Borrowed words 借词
- Phonemic inventory growth 音位库藏的丰富

Sino-Tibetan migrations 汉藏语民族的迁徙

- Originates in the Central Plains in Yellow River valley (North China)
- 源于黄河流域的中部平原地区（中国北方）
- 6,500 year ago – movements south and east, some moved south and later south and south-west
- 6500年前-向南部和东部迁徙，部分人群向南迁徙之后再向南部和西南部进发
- Earliest writing is 3500 years ago so we have records
- 最早的文字书写系统出现在3500年前
- Central Plains variety and wester group = today's Chinese, group that moved south and west are the Tibeto-Burman
- 中部平原和西部人群 = 今天的汉民族，向南部和西部迁徙的群体则是藏缅民族
- As movement occurred there was mixing with existing languages.
- 随着迁徙，与各土著语言的融合也随之发生

Migration and Contact 迁徙与接触

Century	Moved from	Number	Moved to	Original inhab.
7th BC	Wei River valley (Shaanxi)	—	lower Yangtse	Bai Yue
6th BC	central plains (between Yellow and Yangtse rivers)	—	Han River and middle Yangtse (Hubei)	Bai Yue
3rd BC	Han/Middle Yangtse	—	Xiang River (Hunan)	Bai Yue
3-2nd BC	central plains	1.9 million	Hunan/Jiangxi/ Guangdong/ Guangxi/ northern Vietnam	Bai Yue

Migration and Contact 迁徙与接触

14-17th	all over China	1 million	Yunnan/Sichuan	Tai/TB
17-18th	Fujian (Min & Hakka)	—	Taiwan	Austronesians
17-18th	northeastern Guangdong	—	Sichuan/ Guangxi	Tai/TB/Chinese
17th	Hunan/Hubei	—	Sichuan	
18-19th	Sichuan/Jiangxi/Hunan	2.5 million	Yunnan/ Guizhou	
18-20th	Hebei/Shandong	tens of millions	Northeast China	Altaic
20th	all areas of China	millions	Inner Mongolia	Altaic
20th	lower Yangtse/ Shandong	1.4 million	Taiwan	Southern Min/ Hakka

Bi-directional influence: the case of Chinese and Tai in Dehong
Prefecture of Yunnan Province in China

双向的影响：汉语与德宏（中国云南）傣语个案

Part 1: simplification of the sound system of a native language due to the influence of the contact language

1. 受所接触语言的影响，本族语的音系发生简化

- the loss of the distinctions between /l/ and /n/ and between /ts/ and /tʂ/ in the Chinese spoken by ethnic Chinese (the distinctions are not found in Tai)
- 当地的汉族人说的汉语里失去了/l/ 与/n/、 /ts/ 和 /tʂ/的对立（傣语中不存在这种对立）
- loss of certain vowel distinctions in the Tai of ethnic Tai (e.g. between /ɤ/ and /u/ because these sounds are not distinguished in Chinese).
- 当地傣族人说的傣语中失去了某些元音的对立（例如：/ɤ/ 和 /u/ 对立的消失，是由于汉语中不存在这样的对立）

Interlanguage varieties: The case of Taiwanese Mandarin

中介语的变体：台湾国语个案

- Migration of Wu speakers to Taiwan 说汉语吴方言的人迁徙到台湾
- Policy to teach Mandarin, taught Mandarin (with Wu characteristics)
- 国语推广政策，国语教学（带有吴方言口音的）
- Students learn this Mandarin combining with Japanese, English, Taiwanese native languages)
- 学生在学习国语的同时一边又学习日语、英语和台湾本地语
- Result was Taiwanese Mandarin
- 产生了台湾国语
- (This is the same history for English in many parts of the world)
- 世界许多地方的英语变体也是这种情况

Class activity 课堂活动

Make a list of 5 borrowed words in your language. 列出自己母语里的五个借词。

Why were these words borrowed? 这些词为何会被借用?

Are there native equivalent words? 他们有对等的母语词汇吗?

What sounds have been added to your language or have you changed the pronunciation of the word to fall in line with your languages sound system. (由于这些借词) 你的母语里增加了哪些音, 或者你是否改变了它们的发音去适应你的母语语音系统?

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List 5 terms you learned in the class, write the term on the board, then discuss with partner what that means.

例句你在这节课上学到的几个术语, 写在板, 然后讨论它们的含义。