

Course Title	<b>Language Change and Development</b>				
Course Code	340				
Course Type	Compulsory for the track in Theoretical and Applied Linguistics- elective for the other two tracks				
Level	Undergraduate				
Year / Semester	3rd and 4th year / 5th – 8th semester				
Teacher's Name	Dr. Maria Vasilaki				
ECTS	7.5	Lectures / week	2 lectures per week Mondays & Thursdays 09.00-10.29 (ΧΩΔ02- 011)	Laboratories / week	N/A
Course Purpose and Objectives	<p>During this course students will develop a solid theoretical background on the disciplines of language change and language development, while also applying their newly acquired knowledge to the practical analysis of related examples/cases, originating from various linguistic settings. The module aims not only to familiarize students with key perspectives and paradigms related to the two fields, but also to emphasize the parallels in the processes underlying linguistic change and linguistic development. We will begin by theorizing language change, thus explaining the alterations/variations that can occur at different levels/planes of a language and the linguistic mechanisms behind these. We will also investigate the role of language contact and the impact of various contextual parameters on such changes. Subsequently, we will focus on how children acquire their first, native language (while also tapping upon issues such as acquisition by bilingual children and atypical acquisition). More specifically, we will be looking into the gradual development of different linguistic components, aiming to provide a well-rounded account of how children actively construct various aspects of their linguistic ability and eventually achieve linguistic competence. Students' learning will be also reinforced through the</p>				

	examination of case studies which delve deeper into the details of significant issues examined within the module, as well as through cross-linguistic comparisons.		
Learning Outcomes	<p>Upon completion of the course, students are expected to have:</p> <ul style="list-style-type: none"> <li>✓ Developed a thorough understanding of the origins of language and of the development and purpose of key linguistic functions</li> <li>✓ Consolidated their knowledge of different theoretical perspectives on language change and language acquisition, being able to compare and contrast distinct paradigms</li> <li>✓ Explored ways in which language can change diachronically and synchronically</li> <li>✓ Investigated the processes and traits of language change in regards to various different components of the language system</li> <li>✓ Analysed the ways in which socio-political, cultural and historical parameters, as well as contact between languages can impact on linguistic change</li> <li>✓ Examined the basic mechanisms, the stages/developmental milestones and the main features of first language acquisition in children</li> <li>✓ Understood the processes through which different aspects of language (e.g. phonetics, syntax, morphology) are getting acquired by children, and the similarities and differences between such processes</li> <li>✓ Comprehended the impact of contextual factors on the development of a child's first language</li> <li>✓ Zoomed in on sub-themes within language change and language development, thus ensuring a more particularized grasp of important issues within the two disciplines</li> <li>✓ Extensively and critically explored the links between the linguistic development of children and the ways in which language changes and evolves</li> </ul>		
Prerequisites		Required	N/A
Course Content- Tentative schedule of sessions (The presentation of each week's phenomena/ paradigms will be split between the	<p style="text-align: center;"><b>WEEK 1</b></p> <p style="text-align: center;"><b>INTRODUCTION</b></p>	<p>The origins and bulding blocks of language</p> <p>Introduction to the fields of language change and historical linguistics</p> <p>Diachronic vs synchronic linguistic changes</p> <p>Key concepts and theories in language variation and development</p>	

Monday and Thursday lectures)	<b>WEEK 2</b>	The evolution of language sounds: Changes in phonetics and broader phonological changes Case study: The Great Vowel Shift in English
	<b>WEEK 3</b>	Processes and mechanisms of morphological changes in language Changes in syntax and linguistic constructions
	<b>WEEK 4</b>	Changes in semantic content/semantic shifts Alterations in pragmatic meaning
	<b>WEEK 5</b>	Language Contact & Changes Pidgins and Creoles/World Englishes Case study: Vocabulary/Lexical Borrowing as a result of linguistic contact <b>*First set of exercise assignments due</b>
	<b>WEEK 6</b>	Language change in situ: Sociopolitical, cultural and historical parameters Ideologies/attitudes in relation to linguistic change Case studies: changes in slang/youth languages & attitudes towards regional variations/dialects
	<b>WEEK 7</b>	<b>MID-TERM EXAM</b> Seminal concepts in language development/child language acquisition Plato's problem
	<b>WEEK 8</b>	Acquisition of phonetics and development of phonological awareness Development of speech production
	<b>WEEK 9</b>	Acquisition of morphology and grammar/Development of inflectional and derivational morphology Acquisition of syntax: combining language units and building complex constructions
	<b>WEEK 10</b>	Acquisition of vocabulary/ lexis and consolidation of word meaning Acquisition of semantics
	<b>WEEK 11</b>	Acquisition of pragmatic meaning Learning to employ discursive mechanisms The development of communicative competence

	<p><b>WEEK 12</b></p>	<p>Additional topics on Language Acquisition:          Language Acquisition in bilingual children          Atypical language acquisition  <b>*Second set of exercise assignments due</b></p>
	<p><b>WEEK 13</b></p>	<p>Closing Off: Drawing and understanding the links between linguistic change and linguistic development          General Revision</p>
<p><i>* Indicative weekly schedule of content to be taught, subject to change at the discretion of the lecturer based on the educational exigencies of the group</i></p>		
<p>Teaching Methodology</p>	<p>Interactive lectures, In-class activities and analytical tasks, Group discussions on key aspects of each lecture</p>	
<p>Bibliography</p>	<p><b>Recommended Textbooks</b></p> <p>Students are expected to engage with the content covered in each session, while also completing the assigned weekly readings, which will be based on chapters from the primary textbooks or on other relevant material provided by the lecturer: this will assist them in developing a solid background on the key areas examined by the course. Students, if they so wish, can also support their learning through engaging with the supplementary resources/suggested readings, which expand on various topics explored in the weekly lectures.</p> <p><b>Primary Textbooks (to be purchased by all students)</b></p> <ul style="list-style-type: none"> <li>➤ Burrige, K., &amp; Bergs, A. (2017). <i>Understanding language change</i>. Abingdon; New York: Routledge.</li> <li>➤ Peccei, J. S. (2006). <i>Child language: A resource book for students</i>. London; New York: Routledge.</li> </ul> <p><b>Supplementary Resources</b> (readings from these textbooks may be used to cover areas of interest not explored in detail within the primary textbooks, while also being available as additional sources of information for students)</p> <p><i>For the topics related to Language Change/Historical Linguistics:</i></p> <ul style="list-style-type: none"> <li>➤ Bybee, J. (2015). <i>Language change</i>. Cambridge: Cambridge University Press.</li> <li>➤ Trask, L. (2016). <i>Language change</i>. Abingdon: Routledge.</li> <li>➤ Williams, G., &amp; Lukin, A. (Eds.). (2006). <i>The development of language: Functional perspectives on species and individuals</i>. London: Continuum.</li> </ul>	

	<ul style="list-style-type: none"> <li>➤ Bower, C., &amp; Evans, B. (Eds.). (2015). <i>The Routledge handbook of historical linguistics</i>. London; New York: Routledge.</li> <li>➤ Chambers, J. K., Trudgill, P., &amp; Schilling-Estes, N. (Eds.). (2013). <i>The handbook of language variation and change</i>. Oxford, UK: Wiley-Blackwell.</li> <li>➤ Christiansen, M. H., &amp; Chater, N. (2016). <i>Creating language: Integrating evolution, acquisition, and processing</i>. Cambridge, MA: MIT Press.</li> <li>➤ Pinker, S. (1994). <i>The language instinct: The new science of language and mind</i>. London: Penguin.</li> </ul> <p><i>For the topics related to Language Development/Child Language/Language Acquisition:</i></p> <ul style="list-style-type: none"> <li>➤ Kennison, S. M. (2013). <i>Introduction to language development</i>. Los Angeles, SA: Sage Publications.</li> <li>➤ Hoff, E. (2014). <i>Language development</i> (5<sup>th</sup> ed.). Belmont, CA: Wadsworth Cengage Learning.</li> <li>➤ Owens, R. E. (2020). <i>Language development: An introduction</i> (10<sup>th</sup> ed). Hoboken: Pearson Education Co.</li> <li>➤ Brooks, P. J., &amp; Kempe, V. (2012). <i>Language development</i>. Chichester: BPS Blackwell.</li> <li>➤ Saxton, M. (2010). <i>Child language: Acquisition and development</i>. London: Sage.</li> <li>➤ Lust, B. C., &amp; Foley, C. (Eds.). (2004). <i>First language acquisition: The essential readings</i>. Oxford; Malden; Carlton: Blackwell Publishing.</li> <li>➤ Clark, E. (2009). <i>First Language Acquisition</i> (2<sup>nd</sup> ed.). Cambridge; New York: Cambridge University Press.</li> </ul>
Assessment	<p><b>Attendance &amp; Active Participation -- 10%</b></p> <p>Systematic attendance, active participation during the sessions and consistent engagement with all provided activities is required for the 10% to be awarded</p> <p><b>Two sets of exercise assignments/take-home analytical tasks -- 15%</b></p> <p>Students will be provided with two sets of questions/tasks based on the taught content, and they will be asked to individually provide a brief (circa 500 words for each task) response/account of their perspective on the issue under scrutiny.</p> <p><b>Mid-Term Exam --25%</b></p> <p><b>Final Exam -- 50%</b></p>
Language	English

