UAB
Universitat Autònoma de Barcelona

2023/2024

Structure, Typology and Internal Variation in the Catalan Language

Code: 42493
ECTS Credits: 10

Degree	Type	Year	Semester
4313382 Advanced Studies in Catalan Language and Literature	OT	0	0

Contact

Name: Josep Pujol Gomez

Email: josep.pujol@uab.cat

Teaching groups languages

You can check it through this link. To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

Teachers

Josefina Carrera Sabater

External teachers

Anna Pineda

Clàudia Pons-Moll

Francesc Bernat

Josefina Carrera Sabaté

Prerequisites

It is highly recommended that students be able to read literature in English.

Objectives and Contextualisation

In this module, various aspects of the structure of the language are studied in a critical and specialized way with the aim that the student obtains a different perspective from that offered by the degrees. The module provides the tools to carry out research in linguistics on the Catalan language in comparison with other natural languages. The typological properties of Catalan are studied, both in comparison with nearby Romance languages and with those more divergent from the Romance branch and with non-Romance. Topics that belong to different components of the language (phonetics, phonology, morphology, syntax and lexicon) and to

different methodological fields (synchrony, diachrony, geolinguistics and sociolinguistics) are addressed from an integrating methodology, which presents the common feature of offering a critical, transversal and innovative methodology.

Competences

- Apply the research methods of linguistics and literary studies.
- Communicate and justify conclusions clearly and unambiguously to both specialised and non-specialised audiences.
- Construct a well-argued critical evaluation of a linguistic or literary analysis.
- Continue the learning process, to a large extent autonomously
- Produce reports on linguistic or literary activities or works.
- Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
- Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.

Learning Outcomes

1. Analyse the most important research conducted recently into the Catalan language.
2. Apply the newest methods in social and functional research into language.
3. Communicate and justify conclusions clearly and unambiguously to both specialised and non-specialised audiences.
4. Construct a well-argued comparison and critical evaluation of several linguistic analyses based on diverging hypotheses.
5. Construct a well-argued comparison and critical evaluation of several linguistic analyses framed within diverging theories and methodologies.
6. Continue the learning process, to a large extent autonomously
7. Evaluate and apply the various theoretical frameworks for processing linguistic data and the research methods that they support.
8. Prepare critical reports on linguistic productions from any context and period.
9. Prepare critiques and critical reports on bibliographic works on the Catalan language.
10. Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
11. Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.

Content

Part 1. Prof. Anna Pineda (Universitat de Barcelona)

anna.pineda@ub.edu

Syntactic microvariation

1. Syntactic variation in Catalan and Romance languages. General and introductory aspects.

2. Transitivity, intransitivity, ditransitivity.

3. Accusative/dative case alternations.

3. Prepositional accusative, from a diachronic and a synchronic point of view.

References:

Adell, Marc V. (1994): «Problemàtica de l'acusatiu preposicional en català: Notes al voltant de Roís de Corella», *Miscel·lània Germà Colón.* Barcelona: Publicacions de l'Abadia de Montserrat, vol. 1, 93-109.

Cabanes, Vicent (1994): «Anàlisi de la construcció d'objecte directe de persona en català (segles xiii-xvi). Estudi del sintagma article + substantiu»,

Júlia Todolí et al. (ed.), *Estudis Sobre Morfologia valenciana: Miscel·lània 94.* Alcoi / València: Marfil / Generalitat Valenciana, 77-136.

Cabanes, Vicent (1995): «Anàlisi de la construcció d'objecte directe de persona en català (segles xiii-xvi). Estudi del nom propi», *A Sol Post*, 3, 47-89.

Cabré, Teresa & Jaume Mateu (1998): «Estructura gramatical i normativa lingüística: a propòsit dels verbs psicològics en català», *Quaderns. Revista de traducció* 2, 65-81.

Caro Reina, Javier (2020): «Differential Object Marking with proper names in Romance languages», Luise Kempf, Damaris Nübling & Miriam Schmuck (ed.), *Linguistik der Eigennamen.* Berlin: De Gruyter, 225-257.

Escandell-Vidal, Victoria (2009): «Differential object marking and topicality. The case of Balearic Catalan», *Studies in Language*, 33, 832-884.

Escandell-Vidal, Victoria (2007): «Acusatiu preposicional i dislocació amb clític», *Caplletra*, 42, 185-218.

Ledgeway, Adam (2011): «Syntactic and morphosyntactic typology and change», Martin Maiden, John Charles Smith & Adam Ledgeway (ed.), *The Cambridge History of Romance Languages,* vol. 1. *Structures.* Cambridge: Cambridge University Press, 382-471.

Pineda, A. (2015): 'Del datiu a l'acusatiu. Un canvi sintàctic en procés en llengües romàniques i basc'. *Llengua & Literatura* (Barcelona), 25, 73-97. DOI: 10.2436/20.2502.01.74. ISSN (printed version): 0213-6554 / ISSN (electronic version): 2013-9527.

Pineda, A. (2018): «Li-per-els[i] o la despronominalització del clític datiu en català: un fenomen incipient», *Quaderns de Filologia-Estudis lingüístics*,23 (Special Issue: «Els mecanismes de referència en la interfície gramàtica-discurs. Cohesió, coherència i cognició»), 247-281. DOI: 10.7203/qf.23.13530

Pineda, A. (2018): «Overt and covert ditransitivity in Romance: From double object constructions to case alternations», Agnes Korn & Andrej Malchukov (ed.): *Ditransitive constructions in a cross-linguistic perspective.* Wiesbaden: Reichert Verlag, 77-94.

Pineda, A. (2020): «From Dative to Accusative. An Ongoing Syntactic Change in Romance», *Probus. International Journal of Romance Linguistics*, 32(1), 129-173.

Pineda, A. (2020): «La (in)transitivitat en Fabra: Aspectes clau», Josep Murgades,Neus Nogué & Eloi Bellés (ed.), *Pompeu Fabra, a la Universitat i de la Universitat.* Barcelona: Edicions de la Universitat de Barcelona, 139-165.

Pineda, A. (2021): «El marcatge diferencial d'objecte en català (i Fabra)», M. Àngel Pradilla (ed.), *De llengua i societat: De la proposta fabriana a la reforma normativa de l'IEC.* Barcelona: Institut d'Estudis Catalans, 211-222.

Pineda, A. (2021): «The role of SE and NE in Romance verbs of motion. Evidence from Catalan, Italian, Aragonese and Spanish varieties», Grant Armstrong & Jonathan MacDonald (ed.): *Unraveling the complexity of the SE clitic.* Berlin: Springer (series *Studies in Natural Language and Linguistic Theory*), p. 265-290. ISBN: 978-30-3057-003-3

Pineda, A. (2021): «The development of DOM in the diachrony of Catalan: (dis)similarities with respect to Spanish», Johannes Kabatek, Philipp Obrist & Albert Wall (ed.): *Differential Object Marking in Romance - The third wave.* Berlin: De Gruyter, 243-277. ISBN: 978-31-1064-656-6

Pineda, A. (2023): «L'acusatiu preposicional en català: d'on venim i cap a on anem?», *Caplletra. Revista Internacional de Filologia*, 74, 149-182.

Pineda, A. (2023): «L'acusatiu preposicional en català: història, controvèrsia i ús», *Llengua & Literatura*, 33, 113-135.

Salvador, Vicent & Manuel Pérez Saldanya (1993): «Transitivité et interférence linguistique: la construction A+complément d'objet direct en espagnol et en catalan», *Contrastes. Revue de linguistique contrastive*, 39-67.

Solà, Joan (1994): *Sintaxi normativa: estat de la questió*. Barcelona: Empúries.

Part 2. Francesc Bernat (Universitat de Barcelona)

francesc.bernat@ub.edu

Language change

1. Synchrony and diachrony

2. Variation and linguistic change

3. Factors of linguistic change

4. Types and mechanisms of language change

4.1. Phonetic change

4.2. Morphological change

4.3. Syntactic change

4.4. Lexical change

4.5. Semantic change

5. Study of cases in the diachrony of Catalan

References:

Aitchison, J. (1993). *El cambio en las lenguas: ¿Progreso o decadencia?* Barcelona: Ariel.

Badia i Margarit, A. M. (1984). *Gramàtica històrica catalana*. València: 3 i 4.

Batlle, M. *et alii* (2016). *Gramàtica històrica de la llengua catalana*. Barcelona: Publicacions de l'Abadia de Montserrat.

Burling, R. (1992). *Patterns of language. Structure, variation, change*. Orlando, FL: Academic Press.

Casado, C., & Marrero, V. (2009). *Variación y cambio lingüístico*. In: M. V. Escandell (Ed.), *El lenguaje humano*. (pp. 239-75). Madrid: Editorial Universitaria Ramón Areces.

Chambers, J. K., Trudgill, P., & Schilling-Estes, N. (Eds). (2001). *The handbook of language variation and change*. Oxford: Blackwell.

Labov, W. (1963). The social motivation of a sound change. *Word*, 19, 273-309.

Labov, W. (1996). *Principios del cambio lingüístico*. Volumen 1: Factores internos. Madrid: Gredos.

Labov, W. (2006). *Principios del cambio lingüístico.* Volumen 2: Factores sociales. Madrid: Gredos.

Moll, F. de B. (1991 [1952]). *Gramàtica històrica catalana*. València: Universitat de València.

Pérez Saldanya, M. (1998). "Per a una teoria del canvi morfosintàctic". JOCS, 1. Disponible a
http://www.uoc.edu/jocs/1/linguistica/linguistica.html

Part 3. Josefina Carrera-Sabaté (Universitat de Barcelona)

jcarrera@ub.edu

Sociophonetic variation in multilingual contexts

1. Cognitive fundamentals in sociophonetic variation.

2. Internal variation of a language. Speakers' production, perception and subjectivity.

3. Research methodology in sociophonetics

4. Catalan sociophonetic variation in multilingual contexts.

References:

Carrera-Sabaté, J. (2009). Affricates in Lleidatà: A sociophonetic case study. Stanford, J.M.; Preston, D. (eds.), *Variation in Indigenous Minority Languages*. Amsterdam. John Benjamins: 77-107.

Carrera-Sabaté, J. (2013). Vocals tòniques del lleidatà en entorns multilingües. *Treballs de Sociolingüística Catalana*, 23: 117-132

Colantoni, L.; Steele, J.; Escudero, P. (2015) *Second Language Speech. Theory and Practice.* U.K.: Cambridge University Press.

Coleman, J. (2002). Phonetic representation in the mental lexicon. Durand, J.; Laks, B. (eds.) *Phonetics, Phonology and Cognition*. Oxford. Oxford Univ. Press: 96-130.

Labov, W. (2010) *Principles of Linguistic Change. Vol 3: Cognitive and Cultural Factors*. Malden/Oxford: Wiley-Blackwell.

Moreno-Fernández, F. (2012) *Sociolingüística cognitiva. Proposiciones, escolios y debates*. Madrid/Frankfurt: Iberoamericana/Vervuert.

Pradilla, M. À. (2008). *Sociolingüística de la variació i llengua catalana.* Barcelona: Institut d'Estudis Catalans

Tagliamonte, S. (2012) *Variationist Sociolinguistics. Change, Observation, Interpretation*. Malden/Oxford: Wiley-Blackwell

Tatham, M.; Morton, K. (2011). *A guide to Speech Production and Perception.* Edinburgh University Press: Edimburg.

Wrembel, M. (2015). *In search of a new perspective: Cross-linguistic influence in the acquisition of third language phonology.* Poznań: Adam Mickiewicz University Press.

Part 4. Clàudia Pons-Moll (Universitat de Barcelona)

claudia.pons@ub.edu

This part is complementary to part 4 of the compulsory subject Catalan Language: Analysis, Coding, Communication and Learning

1. The phonology-syntax interface

1.1. Phonologically conditioned syntactic phenomena

1.2. Prosodic weight, and order and selection of constituents

1.3. The case of collocations in Catalan and other languages

2. The phonology-semantics interface

2.1. Body, imitative, and conventional sound symbolism, synesthesia

2.2. Auditory, articulatory, associative iconicity

2.3. Phonosthemes and onomatopoeia in Catalan and other languages

2.4. Phonosymbolism and literary and advertising creation

References:

Cabré, Teresa (2002). Altres sistemes de formació de mots. Solà, Joan; Lloret, Maria Rosa; Mascaró, Joan; Pérez Saldanya, Manuel (dir), *Gramàtica del català contemporani*. cap. 9. Barcelona: Empúries. 889-932.

Firth, John R. (1930). *Speech.* Mackin and Strevens (eds.) *The Tongues of Men and Speech* (Language and Language Learning no. 2.) Londres: Oxford University P 1964.

Hinton, Leanne; Nichols, Johanna; Ohala, John J. (ed.). *Sound Symbolism.*
Cambridge: Cambridge University Press

Jespersen, Otto (1922). *Language: Its Nature, Development and Origin.* London : G Allen & Unwin.

Nänny, Max; Fisher, Olga (1999). Form miming meaning. Amsterdam; Filadèlfia: John Benjamins Publishing Company. [Part II].

Ross, John R. (1982). The sound of meaning. The Linguistic Society of Korea (ed.) *Linguistics in the morning calm*. Seoul: Hanshin Publishing Co. 275-290.

Ryan, Kevin (2019). Prosodic weight. Categories and continua. Oxford: Oxford University Press.

Sapir, Edward (1929). A study in phonetic symbolism. Journal of experimental psychology, 12. pàg. 225-239.

Methodology

Professors' presentations will be combined with the resolution of exercises, practical activities, oral presentations

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Debates and practical activities	50	2	4, 5, 10, 3, 6
Type: Supervised			
Supervisions and oral presentations	75	3	11
Type: Autonomous			
Personal study, exercises and written assignments	115	4.6	2, 1, 7, 4, 5, 8, 9, 10, 3, 6, 11

Assessment

Assessment

The evaluation process will consist of one activity (extraordinarily two) per part, distributed throughout the course. These activities will include:

- formal data analysis exercises

- critical reading reviews

- oral presentations

- written tests

Each block contributes 25% of the overall mark.

Single assessment

Students who want to take the single assessment will have to carry out the activities that the teachers responsible for each block indicate once the single assessment has been requested.

The student will obtain a "No avaluable" in case of not delivering the four

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Exercises, short written assignments and oral presentations	100%	10	0.4	2, 1, 7, 4, 5, 8, 9, 10, 3, 6, 11

Bibliography

See Contents.

Software

None.