

# The International Conference on

**multilingual individuals**



**multilingual societies**

**6 - 8 October 2010**

Hosted by the  
**Collaborative Research Centre  
on Multilingualism**

at the  
**University of Hamburg**

<http://www.mims.uni-hamburg.de/>



# Multilingual Individuals and Multilingual Societies

October 6 – 8, 2010

University of Hamburg

Abstracts

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**Dear Participant of MIMS,**

The Collaborative Research Center 538 “Multilingualism”, the host of the *International Conference on Multilingual Individuals and Multilingual Societies (MIMS)*, welcomes you to Hamburg and wishes you an inspiring conference and a pleasant stay in our city and at our university.

Hamburg, which prides itself on being Germany’s “gateway to the world”, is the second largest city in the country and has been an important international trading hub since the early modern period, boasting the second largest port in Europe. It is only natural that in an urban environment essentially characterized by large numbers of visitors from all over the world that the use of several languages be the norm. Moreover, due to the rising number of immigrants, multilingual communication among the inhabitants of our city has continuously increased during the last several decades. The contemporary linguistic situation in Hamburg, at least in certain neighborhoods, is fundamentally characterized by the use of languages other than German, as well as by code switching and code mixing, thus yielding typical situations of migration-induced language contact on par with those found in ‘classical’ melting pots such as New York, Buenos Aires, or Asian megacities such as New Delhi or Singapore.

Studies in language and especially in foreign languages have a long standing tradition at the University of Hamburg (UHH). At the time of its foundation in 1919, a considerable number of research institutions, many explicitly dedicated to the study of modern languages, were already in place and were later incorporated into the new university. Hence, some of the departments of foreign languages and cultures are even older than the university itself. Contemporary academics at the University of Hamburg are characterized by a vast array of more than 100 languages being taught and investigated. During the last few decades, research at the UHH has increasingly concentrated on multilingualism. Headed by Jürgen M. Meisel, a group of scholars already involved in the Hamburg Center of Multilingualism and Language Contact (HAZEMS) took the initiative to develop a larger research cluster dedicated to the investigation of language use, variation and change in multilingual settings. The result of this initiative, the Collaborative Research Center 538 “Multilingualism”, established in 1999 at the University of Hamburg and funded by the German Research Foundation (Deutsche Forschungsgemeinschaft, DFG), is undoubtedly one of the most profiled research institutions in the field. The center is currently in its last funding period, ending in June 2011. Consequently, the MIMS conference also functions as a final scientific event presenting an overview of the multifaceted work carried out during the past 12 years.

The MIMS conference program is the cumulative result of selections made by the members of the scientific committee, whose most helpful support is hereby acknowledged. We also would like to thank all scholars who have submitted abstracts

for individual papers and posters as well as for workshops, thus enabling us to create an interesting and diverse program covering various scientific disciplines and research areas for the three days of the conference. Moreover, we are very fortunate that all of the scholars who were invited to hold plenary talks have accepted our invitation. It goes without saying that a choice of four individual researchers can hardly reflect all of the diverse research that is currently being done in the field. Nevertheless, the four keynote speakers clearly represent different approaches to multilingualism, from both theoretical and methodological perspectives. We are thus indebted to Jürgen M. Meisel, Donald C. Winford, Peter Svenonius, and Ingrid Gogolin for having accepted to serve as keynote speakers at the MIMS conference.

We look forward to meeting you at the University of Hamburg.

Christoph Gabriel (Chair), Kurt Braunmüller, and Barbara Hänel-Faulhaber  
Local Organizing Committee

## **ACKNOWLEDGEMENTS**

The organizers of MIMS wish to express their gratitude to numerous people who have offered their support and assistance. First, we would like to thank the members of the scientific committee for their reports on more than 150 abstract submissions. Their most valuable help is greatly appreciated by both the organizers and the participants. Special thanks go to the local organizing committee in Hamburg, as well as to our student assistants for their substantial support in organizing the conference.

Of course, organizing the MIMS conference would not have been possible without the generous support of the German Research Foundation (*Deutsche Forschungsgemeinschaft*, DFG) and the University of Hamburg. Further funding was provided by the John Benjamins Publishing Company and RICOH.

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## KEYNOTE TALKS

**Jürgen M. Meisel** (Universities of Hamburg & Calgary)

*Language Contact and Cross-Linguistic Interaction in Bilingual Acquisition and Diachronic Change: Evidence from Romance Syntax*

Wednesday: October 6, 11:00-12:00 am, Anna-Siemsen-Hörsaal, VMP 8

**Peter Svenonius** (University of Tromsø)

*Multilingualism and Dialects: The view from the North*

Thursday: October 7, 9:00-10:00 am, Anna-Siemsen-Hörsaal, VMP 8

**Donald Winford** (Ohio State University)

*Toward a unified framework for the study of contact-induced change*

Friday : October 8, 9:00-10:00 am, Anna-Siemsen-Hörsaal, VMP 8

**Ingrid Gogolin** (University of Hamburg)

*Immigrant Societies: Linguistic Super-Diversity and the "Monolingual Habitus" - Facts, Fiction, Vision, Research*

Friday: October 8, 6:15-7:15 pm, Anna-Siemsen-Hörsaal, VMP 8

## OPENING SESSION

Wednesday: October 6, 9:00-9:30 am, Anna-Siemsen-Hörsaal, VMP 8

## POSTER SESSION

Wednesday: October 6, 3:00 -4:00 pm, VMP 8 Foyer

## WORKSHOPS

Thursday: October 7, 2:00-5:30 pm, VMP 8

## CONFERENCE DINNER

Wednesday: October 6, start 7:00 pm, Grand Elysée Hotel, Rothenbaumchaussee 10  
(Pre-reservation is necessary)

Notes:

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Laura Wright, University of Cambridge

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## **Immigrant Societies: Linguistic Super-Diversity and the ‚Monolingual Habitus‘ – Facts, Fiction, Vision, Research**

Ingrid Gogolin, Universität Hamburg

Is ‘monolingualism’ ‘normal’? - There has long been an air of controversy about multilingualism and multilingual education. On one hand, the multilingual personality is subject to admiration and respect. On the other hand, multilingualism is regarded with critical distance, even mistrust. In historical French reference works, the word ‘bilinguë’ is considered synonymous with ‘cleft tongue’ as well as ‘split personality’; just imagine that a person is not bi-, but multilingual...

The ambivalence of the notion of bi- or multilingualism took on a special significance with the emergence of the historical idea that a ‘normal nation’ is monolingual – the idea of classical, i.e. European nation states. In the founding era of the European concept of nation, the debate about the inseparability of the people’s language and the identification with a ‘state’ or ‘people’ emerged. In this concept, the ‘confession’ of monolingualism - of the individual as well as a whole country or territories in a country - is considered to be one of the key characteristics of a well functioning and ‘sound’ nation state. Information about the language (or languages) a person lives in is therefore signified not only a matter of language usage, but also the allegiance to a (their) country. The official language of the nation mutated to the ‘mother tongue’ of its constituents. The use of the ‘correct’ language in the sense of the language of the nation since then implied solidarity with the community of all those living in the respective nation. The national education systems belong to the major agents of the circulation and safeguarding this concept.

In this historical situation, a ‘monolingual habitus’ (Gogolin 1994/ 2008) of nations as well as individuals within nations was given rise; and it survived until today. The national education systems serve as custodians as well as model case for the survival of this self conception. How does this relate to the actual linguistic reality – e.g.: to virtually 180 languages spoken by children in Hamburg? – The contribution will deal with the janus head of actual linguistic diversity (as a reality in all ‘modern’ societies), linguistic self conceptions and language practice in multilingual societies, especially: in educational settings. In an outlook, I will present a research perspective which tries to capture actual linguistic diversity and its effects on learning and teaching, including the vision that innovative teaching approaches can contribute to the transformation of the mono-, to a multilingual habitus.

Ingrid Gogolin (1994; 2nd ed. 2008): *Der monolinguale Habitus der multilingualen Schule*. Münster/ New York (Waxmann Verlag; English version forthcoming: *The Monolingual Habitus of Multilingual Schools*).

## Language Contact and Cross-Linguistic Interaction in Bilingual Acquisition and Diachronic Change: Evidence from Romance Syntax

Jürgen M. Meisel, University of Hamburg & University of Calgary

Multilingual societies consist of multilingual individuals who acquire, process and store more than one language. From a monolingual perspective, this suggests a risk of language mixing, cross-linguistic influence, and possibly even fusion of grammatical system. Contact-induced cross-linguistic interaction has therefore been one of the most intensively studied phenomena in the Research Center on Multilingualism.

Research on acquisition in multilingual settings demonstrated that children acquiring two first languages simultaneously indeed mix languages in bilingual interactions – much like multilingual adults. Moreover, some evidence suggests that processing mechanisms may interact, resulting in differences between monolingual and multilingual speech. At the same time, however, bilingual children have been shown to differentiate grammatical systems and to attain a grammatical competence qualitatively identical to that of the respective monolinguals in each of them. In fact, their knowledge of core properties of syntax is not affected by cross-linguistic interaction, a finding widely agreed upon. In successive acquisition of bilingualism, on the other hand, this type of influence across syntactic systems does occur, although less frequently than commonly assumed.

These insights from acquisition research bear directly on explanations of diachronic change, although they are rarely taken into account in historical linguistics where language contact is frequently cited as the single most important ‘external’ factor causing syntactic ‘borrowing’ to happen. Diachronic change necessarily implies the restructuring of grammatical knowledge of individuals, but since core syntactic properties, e.g. OV/VO order, V2 effects, null-subjects, do not change across the lifespan, restructuring is hypothesized to happen in the course of acquisition. Yet such fundamental changes do not emerge in L1 acquisition, neither in monolinguals nor in bilinguals. Referring to language contact or bilingualism will thus not suffice as an explanation of syntactic restructuring. Following Weerman (1983), I will argue that it is most likely to occur in L2 acquisition or if L2 learners provide input for L1 learners. Although this is not an implausible scenario, it leads to the prediction that reorganizations of grammatical systems happen infrequently. The claim that “any linguistic feature can be transferred from any language to any other language” (Thomason & Kaufman 1988) – to the extent that it is at all correct – is therefore more confusing than enlightening.

In support of my claims I will present evidence accumulated by the research project ‘Multilingualism as cause and effect of language change’, e.g. Kaiser (2000), Hinzelin (2002), Rinke (2003, 2005), Rinke & Sitaridou (2004), Sitaridou (2005), Elsig (2008), or Rinke & Meisel (2009). Examining alleged instances of syntactic change in the history of Romance languages, e.g. loss of V2 or of null-subjects, one finds that some do not reflect syntactic restructuring. Moreover, an evaluation of data from contact regions reveals that contact-induced change does not occur in settings where it is most likely to happen.

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## **Multilingualism and Dialects: The view from the North**

Peter Svenonius, CASTL, University of Tromsø

A language, as the saying goes, is a dialect with an army and a navy. Many Europeans grow up speaking a tongue which is so different from the national standard that it is, cognitively speaking, a different language. In effect, then, by the time they command the national standard, they speak at least two languages, even before any exposure to a foreign language in school. Understanding the nature of dialectal bilingualism, or bidialectalism, is important to understanding the multilingual community.

The situation is quite complex. One important and highly variable factor is the degree of dissimilarity between the two varieties in question. Another is the kind of exposure the individual experiences to the different varieties, leading to different degrees of fluency and admixture. One common situation is asymmetric intercomprehension, where individuals comprehend a variety well but do not speak it.

I illustrate these issues with regional varieties of North Germanic, drawing on the research conducted by NORMS, the Nordic Center of Excellence in Microcomparative Syntax, which studies variation in the grammars of the dialects of North Germanic languages in Norway, Sweden, Denmark, Finland, the Faroes, and Iceland.



## **Toward a unified framework for the study of contact-induced change**

Donald Winford, The Ohio State University

The emergent field of Contact Linguistics faces a number of fundamental challenges, not least of which is to reach agreement on a unified theoretical framework for the study of contact-induced change. All of the frameworks that have been proposed recognize two broad types of cross-linguistic influence, which Thomason & Kaufman (1988) originally referred to as “borrowing” versus “interference via shift” or “substratum influence.” But there still remains a surprising lack of consistency or consensus about the classification of contact-induced changes and the processes or mechanisms that create them. In this paper, I argue that van Coetsem’s (1988, 2000) framework offers the most comprehensive and unified model of contact-induced change, because it focuses on the cognitive processes involved in such change, and allow for links to be made between structural, sociolinguistic, and psycholinguistic approaches to language contact. Van Coetsem’s major contribution was to further refine the traditional distinction between “borrowing” and “interference” by distinguishing the kinds of agentivity they involve. His framework distinguishes between two transfer types, borrowing and imposition, which differ in terms of the dominance relationships between the languages in contact. Borrowing involves the agency of a speaker who is dominant in the recipient language, who transfers features of a source language into it – a process that van Coetsem refers to as recipient language (RL) agentivity. On the other hand, imposition involves the agency of a speaker who is dominant in the source language, features of which he transfers to a recipient language via source language (SL) agentivity. This conception of borrowing and imposition is compatible with psycholinguistic models of language production such as that introduced by Levelt (1989), and subsequently adapted by de Bot (2001) for bilingual language production. I will argue that this approach yields more promising insights into the processes and products of contact-induced change than other frameworks that have been proposed, such as Thomason & Kaufman’s (1988) socio-cultural framework, or Johanson’s (2002) code-copying framework. It allows us to make more accurate classifications of the products of language contact, as well as to define the shared mechanisms of change that lead to these products. On the one hand, the view of borrowing as a process that involves RL agentivity allows us to link contact phenomena that have been interpreted and classified in very different ways in the literature. Among them are lexical borrowing, classic code switching, relexification, and the creation of bilingual mixed languages. On the other hand, the view of imposition as a process involving SL agentivity allows for a single explanation of so-called “interference” phenomena, which embrace a wide array of outcomes that have been referred to variously as cases of structural convergence, indirect diffusion, grammatical replication, selective copying, convergence intertwining, and so on. I argue here that all of these phenomena are the result of imposition. I also argue that the ‘mechanisms’ that Heine & Kuteva (2005) propose for what they call “contact-induced grammaticalization” can be better interpreted in terms of the mechanism of imposition, which is related to more general cognitive processes that are involved in natural second language acquisition and processing, as well as in other kinds of language contact situations that involve an unequal linguistic dominance relationship between the languages in contact.

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## **Inclusive and exclusive discourse strategies across languages in postcolonial multilingual speech contexts**

Eric A. Anchimbe, Universität Bayreuth

The aim of this paper is to show that multilingual speakers in postcolonial communities adopt different discourse strategies when they switch from one language to another. These strategies are determined by the status and functional requirements of the language within the society. In most of postcolonial Africa, ex-colonial languages like English and French generally have official status and hence are used mostly in formal situations. Other languages like Pidgins and indigenous languages are used in informal interpersonal and tribal communication. It therefore goes that patterns of discourse framing are peculiar to each of these languages and in the contexts in which they are normally used. Switching from one language to another requires adopting the strategies, e.g. for inclusion or exclusion, required of it and in the specific context of conversation.

This paper uses spoken data from two Christian men's fellowship groups of the Presbyterian Church in Cameroon and shows how inclusion and exclusion are performed through the choice of either English or Pidgin English. The two groups are from Yaounde and Bamenda. The Yaounde group uses English in their weekly meetings while the Bamenda group uses Pidgin English. From the data, in situations of blame and correction, speakers in Yaounde use inclusive pronouns, e.g. 'we', 'us', 'our' and inclusive expressions like 'those of us', 'our brothers', 'those our members' etc. This is, besides the demands of formal status of the language, to reduce the amount of threat and imposition on the addressees. But in Bamenda where Pidgin is used, speakers avoid the inclusive and go directly for the exclusives: 'yu' and its plural form 'wuna'. This indicates that the functions and statuses of languages determine the level at which usage could be interpreted as impolite and imposing. It is not impolite to use direct strategies to blame or reprimand in Pidgin English perhaps because it is an informal, intimate language, but it would be less acceptable to do same in English – the language in which people are reminded of formal interactions.

## **Elderly Hungarian Germans jointly remember their life: A conversation analytic approach to code-switching in German-Hungarian multi-party conversations**

Helga Arnold-Fuszenecker, Universität Potsdam

In this talk I demonstrate, through a sequential analysis of bilingual discourse, how participants of multi-party conversations use code-switching to initiate, agree on, carry out and terminate a kind of activity I call “joint remembering”.

The community under study is a village of 2,000 inhabitants in Southern Hungary. Earlier research has shown that this community has reached an advanced stage of language shift: all inhabitants speak Hungarian in all domains of language use, while the traditional German vernacular (a Rhenish Franconian dialect), used since the settlement’s founding in the 1720s, is only actively spoken by inhabitants over 60 and in informal domains, with considerable switching into Hungarian.

My study is based on 18 hours of recent audio-recorded bilingual data collected in seven groups of elderly people regularly participating in the communicative event *ufm penkl hocka* (“sitting on the bench”). It means that, for decades now, they have spent several hours every day (weather permitting) sitting on benches in front of their houses and talking. In the course of these conversations, they jointly carry out a number of well-identifiable communicative genres (Bergmann and Luckmann 1995), most prominently gossip, narratives and “joint remembering”.

In my presentation, I focus on just one of these groups and, by applying conversation analytic methodology (Gafaranga 2009), demonstrate how participants exploit their close knowledge of each others’ linguistic repertoires, especially linguistic preferences. Namely, these speakers, although all bilingual in German and Hungarian in similar ways, show different patterns of habitual language choice: three of them speak mostly German, while three of them speak mostly Hungarian while “sitting on the bench”. All of them switch into the other language as well as into an emerging “mixed code” based on German with a lot of discourse marker switching into Hungarian, lexical insertions and alternational language mixing (Auer 1998, Muysken 2007).

As a consequence of their special spatial arrangement (they sit in a row, facing the street and having practically no eye contact with each other), participants make use of code-switching, combined with prosodic and lexical cues, as a major turn-allocation device, thus turn by turn negotiating and jointly shaping one of the communicative genres prominent in this community: “joint remembering”.

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## Discourse markers in high-stakes L2-L2 academic interaction

Nicole Baumgarten, University of Southern Denmark

Discourse markers belong to the high-frequency elements in (L1) English spoken discourse. They function to express meanings of information management and they serve the management of interpersonal relations between the speaker and the hearer. Discourse markers are, thus, by default hearer-oriented in that they serve to indicate to them information status and the degree of alignment with the speaker.

Apart from the fact that English L2 speakers in English as a lingua franca (ELF) interaction make little use of discourse markers (cf. House 2002), not much is known about the exact function and meaning of the individual discourse markers in L2 speakers' speech, when they do use them. The meaning, use and usefulness of discourse markers is usually not explicitly addressed and practiced in second and foreign language instruction. Especially L2 learners outside an L1 English context must construct the meaning and patterns of use from other sources. Moreover, it is to be assumed that in closely-knit communities of practice operating on an ELF basis outside an L1 English context, the speakers develop a group-specific use of discourse markers.

The present paper focuses on such a small community of practice in a bi-national study program in Denmark, in which all members are trilingual (German, Danish, English). The aim is to identify the use and function of discourse markers in L2-L2 English interaction in two high stake academic speech situations: the oral end-of-term exam and the in-class project presentation. The goal is to show how the student speakers employ discourse markers in these two very different 'persuasive' speech genres, which specific discourse organizational and interactional strategies are realized by the markers, and how these contribute to the discursive construction of situation-specific speaker personae/identities on both occasions. The results of this investigation are relevant, first, to the question of the role of those parts of the language in L2 speakers' linguistic repertoires, which are not explicitly taught and which are optional, but at the same time interactionally highly salient. Secondly, they are relevant to the question to what extent L2 speaker adjust, i.e. control, their use of discourse markers in response to the situation they are in.

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## Quantifying argument structure and syntactic variation in non-standard Englishes: A case study of it-clefts in Irish English and how they operate on the discourse-syntax interface

Kalynda Griswold Beal, University of Hamburg

This paper examines the unique features of clefting in Irish English. It has long been hypothesized that Irish English clefts are unique due to contact-induced transfer from Irish (Hayden 1909, Bliss 1979, Filppula 1999, *inter alia*), but to date, no thorough quantitative study has been conducted to categorize and analyze the exact nature of these differences. It remains unclear whether Irish English's freer use of clefts is a result of borrowing, code-switching, copying, or any combination of the competing terms and theories used to describe phenomena in the realm of contact languages and multilingual environments.

There is, however, a competing, albeit often overlooked, theory that irregular clefting is a universal feature of learner English, which, in the case of Ireland would have, over several centuries, become part of the native speaker variety (Hayden 1909). In the field of acquisition theory, very little attention has been paid to measurement of accurate pragmatic acquisition in learner situations, no doubt due to the difficulty of measuring a speaker's intentions against their actual production. Just as with any pragmatic or discourse analysis, however, some information may be inferred from the linguistic and extralinguistic contexts and it is a field that should be further studied.

It is my goal to present preliminary results on a study which will bridge the discourse-syntax interface by attempting to pinpoint those features of it-clefting which may or may not be unique to Irish English, and to explain them through one or both of the theories mentioned above. Beginning with a quantitative analysis of all examples of it-clefting in the Hamburg Corpus of Irish English, I will categorize the various types of clefts based on previous syntactic and pragmatic systems (Gundel 1977, Prince 1978, Collins 1991, Geluykens 1991) and compare these with both a comparable epistolary corpus (the Corpus of Late Modern English Prose) and other dialectal and learner corpora, in the hopes of determining once and for all if Irish English clefts really are as distinctive as scholars believe them to be.

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## **Introducing bilingual acquisition research in studies on educational achievement of linguistic minority students: A different view on multilingual children and their skills**

Katja Francesca Cantone, Universität Duisburg-Essen

Several studies on student assessment carried out by the OECD (PISA) disclosed that multilingual children in Germany (having a so-called migration background) are less successful and less proficient in school education than their monolingual peers. These are quite unfortunate and inappropriate findings, given that most of the multilingual students attended German schools right from the start. How is it possible that these students are still disadvantaged despite a 30 years long examination of the situation of multilingual families within the intercultural pedagogy approach and years of experience with German as second language learners?

In the present talk, it is claimed that a new approach should be taken when investigating multilingual children and their educational achievements. After a review of studies on the field, we firstly argue that more information about the acquisition of their (at least) two languages should be collected. As a matter of fact, we question that all of these students are second language learners, but rather believe most of them to be bilingual speakers from early on (either simultaneous or successive). Moreover, in this context it should be revised whether the “one language at home-one language outside” practise (as most children with immigrated parents grow up with) is really a less efficient method than the “one person-one language”, as recently proposed by Montrul (2008) when looking at the age factor in language acquisition. We pursue an analysis which takes into account linguistic and non-linguistic factors as well as individual aspects in language acquisition. Secondly, we claim that when assessing language proficiency in mono- and multilingual students, adequate instruments should concentrate on a certain register of German, namely the language needed in academic contexts. Basing on recent findings of a language assessment for secondary level, we show which areas should be focused on when testing the language needed in school.

## **Interactions of statistical learning and form-meaning mappings in second language learning**

Susanne Elizabeth Carroll, University of Calgary

Distributional analysis, cross-level correspondences, and associative learning are mechanisms of language acquisition. In distributional analysis, learners compute statistical properties of the input. In cross-level correspondences, learners map a unit of one kind onto a unit of another kind. Associative learning explains our ability to form memories of stimuli. Each mechanism is normally studied on its own yet they may interact in interesting ways. Thus, the ability to make sound-meaning mappings presupposes the prior representation of both a form and a meaning. Forms are created through segmentation of the speech signal, a process where statistical learning appears to play a critical role (Saffran et al. 1996). Meanings can be created through inferential processing informed by visual processing of, e.g. pictures. Associative learning explains our ability to store such form-meaning mappings in long term memory. In this presentation, I present data relevant to the time course and logic of each basic mechanism in second language acquisition.

English-speaking adults were shown pictures of individuals on a computer screen and instructed to “learn their names”. 20 names were embedded in German presentational sentences, e.g. Das ist Inga Kaltwasser. On test, they heard comparable questions and performed a recognition task. We collected various accuracy measures, including test-re-tests after a 2 week interval. In half of the stimuli, the last name of the person depicted had no connection to the picture, in half of the stimuli, the last name actually named a property of the individual depicted. Thus, Peter Braunbart is a man with a brown beard. In one experiment subjects with no prior exposure to German participated in the study, in another experiment, subjects had 1 or 2 semesters of German instruction at the university level. Results show that all subjects can segment the names from the speech signal and associate them with pictures but only the subjects with prior exposure to German were sensitive to the contrast between compound last names that are not referentially relevant and those that are. I will argue that statistical learning alone can account for the ability of all subjects to segment the names. Associative learning can account for their ability to memorize those names and match them to pictures. However, neither statistical learning nor associative learning can explain the full pattern of data. Learners who have acquired a certain basic vocabulary in German are processing the German last names semantically. This semantic processing, in turn, requires that they process the same words morphologically and that they exhibit knowledge of morphological structure, e.g. dependency-head relations. First exposure learners, not surprisingly, are not sensitive to the semantic structures of these names and presumably do not yet have the linguistic basis for analyzing the names structurally. This study thus shows how increasing knowledge of the language alters the nature of speech processing.

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## What accounts for the choice of the matrix language by bilinguals?

### Evidence from three communities

Diana Marie Carter, Maria del Carmen Parafita Couto, Peredur Davies, Margaret Deuchar, Myfyr Prys, Bangor University

In this study we consider the effects of extra-linguistic and language-internal factors on language choice and switch patterns in three bilingual communities: Miami (Spanish-English), Wales (Welsh-English), and Patagonia (Spanish-Welsh). The three bilingual corpora used for the analysis were recently collected by a team at the ESRC Centre for Research on Bilingualism ([www.bilingualism.bangor.ac.uk](http://www.bilingualism.bangor.ac.uk)).

The Matrix Language Frame (Myers-Scotton, 1993, 2002) model posits that one language, the matrix language (ML), is the source of morpho-syntax in bilingual clauses. Parafita, Davies, Carter & Deuchar (2010) analyzed bilingual clauses in the speech of six speakers from the Spanish-English and the Welsh-English corpora and found that while Welsh is uniformly the ML in clauses produced by Welsh-English, the ML in bilingual clauses produced by Spanish-English bilinguals is varied. In this paper we will report on the results of a comparative analysis of bilingual clauses in the speech of six speakers from a third language pair and dataset: the Welsh-Spanish corpus.

In comparing the questionnaire data from the Welsh-English and Spanish-English corpora, Parafita et. al found that contrasting community-based norms may account for the difference in uniformity (Welsh-English) vs. diversity (Spanish-English) in the choice of the ML. The uniformity in the Welsh-English data was linked to more homogeneity in self-ascribed identity and in Welsh-oriented social networks. Conversely, the variation in the Spanish-English data was related to more heterogeneity in identity and in the language of social networks. Questionnaire data from the Welsh-Spanish corpus shows relative homogeneity of self-ascribed national identity (62% identified themselves as Argentinean) which suggests that we might expect Spanish to be the ML most often. However, other extra-linguistic factors point in a different direction, since Welsh is the language that most speakers learned first, and heard from their parents.

We also explore the role of language internal-factors. Parafita et al. (2010) argued that it would be more parsimonious for bilinguals to choose one language as the ML unless the two languages concerned have similar word order. While Spanish and English have similar order (SVO), the word order of Welsh (VSO) and English/Spanish (SVO) contrasts. Hence, inter-clausal switching between a VSO and an SVO language may be dispreferred. If this is the case, Welsh-English and Spanish-Welsh speakers will tend to choose just one ML. For Spanish-English speakers, however, the fact that both languages have SVO word order allows for more flexibility in the choice of ML.

Overall we shall show how comparing corpus data from three different language pairs can help to disentangle the influence of language-specific, speaker-specific and community-specific factors on code-switching patterns.

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## **Gestures as Tone Markers in Multilingual Communication**

Chun-Mei Chen, National Chung Hsing University

In this paper the input of gestures in the classroom discourse of Chinese as a Second Language (CSL) was investigated to support the argument that the visual cues exploited in multilingual contexts can be expressive and effective for language learning and communication. There are four lexical tones in Mandarin Chinese, which are Tone 1, Tone 2, Tone 3 and Tone 4. Neutral tone is an atonic syllable. The shapes of the written tone markers basically follow the pitch contour of the isolated Mandarin tones. The numeric notational system was first introduced by Chao (1968) as a systematic method of transcribing the phonetic pitch of tones, viz. Tone 1 as [55], Tone 2 as [35], Tone 3 as [214], and Tone 4 and [51]. The value [5] indicates the highest level on the five-scaled system, whereas [1] indicates the lowest level. Yet, tonal values are such abstract numbers for language learners without tonal backgrounds that the effect of describing tonal numbers in CSL classrooms has been reported in doubt.

In the present study, 180 hours of two elementary CSL classrooms were video-taped to examine the role of gestures as tone markers in the multilingual communication. Classroom discourse of 40 language learners from 12 countries were transcribed, quantitatively and qualitatively studied. One language instructor proposed five types of gestures as tone markers in the first week of the course and manipulated the gestures throughout the course, whereas the other language instructor adopted the traditional tone graph as proposed by Chao (1968) without the gesture practice in classroom drills. The hand gestures followed the phonological structure of Mandarin lexical tones. Pauses and repairs in the classroom discourse were examined to evaluate the fluency of the language learners in multilingual communication. In each assigned communication task, language fluency, accuracy, and the time for completion were evaluated. The results have shown that the learners in the CSL classroom with gestural tone markers had significantly better communication achievements. Better accuracy of the falling-rising contour tone was attested in the production of the learners with gestural communication. Gesture is an integral component of the language learning in multilingual contexts.

It is concluded that nonverbal acts can be an intrinsic part of language learning and language use in face-to-face discourse. Visual aspect of speech may play a role in the language pedagogy and second language learning. The awareness of conversational hand gestures as analogically encoded symbolic acts is not redundant with the verbal words, although tonal gestures often form messages with the words they accompany. Linguistic phonological knowledge is abstract, whereas gestures as tone markers are authentic. Gestures in this conception are the visual phonological structure of Mandarin tones in CSL classrooms and act as communication cues in the classroom discourse of multilingual contexts.

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## Two-Year-Olds Who Speak Three Languages: Active Trilingualism in Early Childhood

Sarah Louise Chevalier, University of Zurich

This paper reports on a study investigating the language development of young children exposed to three languages from infancy. The aim of the study is to isolate and describe those elements in the child's environment which promote or hinder active trilingualism. The study analyses various factors which may be of influence, such as the amount of exposure to each language, patterns of language exposure, parental discourse styles, and language attitudes. It seeks to correlate these variables with children's language output. The overarching question investigated is: *What contextual factors allow a young child exposed to three languages to become actively trilingual?*

The question is topical since there are increasing numbers of families in which children are exposed to three or more languages. With globalisation, people are, to a greater extent than in the past, prepared (or expected) to move to a new language area or country for their work. Today, moreover, relocation for professional reasons is something which both men and women undertake. Thus, it is no longer out of the ordinary for a couple to form in which one partner speaks Language A, the other speaks language B, and they live in an area in which Language C is spoken. If and when such couples have children, an issue which almost inevitably arises is that of raising the children trilingually. There are, however, still relatively few studies which have investigated trilingual language acquisition. And there are even fewer which attempt to correlate children's levels of trilingualism with situational factors (exceptions are De Houwer 2004 and Quay 2001).

Just as there are few studies on early trilingualism, there is little by the way of explanatory models of trilingual development. In the present study, therefore, I make use of models already developed to explain aspects of bilingual language acquisition. Specifically, I rely on sociolinguistic and pragmatic frameworks which attempt to explain the complex relationship between parental input and children's linguistic output (e.g. Comeau et al. 2003, Döpke 1992, Lanza 1997/2004). In the application of these models, I also evaluate the extent to which they are adequate in accounting for trilingual development.

The method chosen for the investigation are longitudinal case studies of two young children growing up with frequent and intensive exposure to English, Swiss German and French. Preliminary results indicate the importance of parental discourse styles in promoting active trilingualism. In the present paper, however, I concentrate on the relevance of amount of language input and exposure patterns (i.e. which languages are spoken by whom and where). Early results reveal that the total quantity of input per language may be less important than how balanced the input across the three languages is, and that exposure patterns (for example whether or not the community language is spoken in the home or not) play a significant role.

## Devoicing of sibilants as evidence of language contact: Catalan in Barcelona nowadays

Susana Cortés, Conxita Lleó, Ariadna Benet, University of Hamburg

The influence Spanish is exerting on Catalan is more or less intense depending on the district of Barcelona where speakers live. This observation has led us to describe the degree of influence from one language on the other in different areas of the city and to find the factors involved. In the present paper we focus on the influence at the phonological level, given that the phonoprosodic domain is claimed to be one of the most vulnerable in language contact situations (Paradis, 2001). Segments that exist in Catalan but not in Spanish are likely to be lost or to undergo assimilation to the Spanish segments in districts where Spanish is dominant. An example of such segments are the voiced Catalan sibilants. In Catalan pairs like /s/-/z/ and /tʃ/-/dʒ/, the voiced segment does not exist in Spanish whereas the voiceless exists in both Catalan and Spanish.

The voicing in Catalan voiced sibilants by three age groups of bilinguals in two districts of Barcelona was analyzed using a combination of auditory perception and acoustic tools (glottal pulses, visibility of voice bar and spectrum). The three age groups are children (G1= 3-5 years old), youngsters (G2= 19-23 years old) and adults (G3= 32-40 years old). They live in Gràcia and Eixample, traditional Catalan districts, or in Nou Barris, a district where most of the immigrant population coming from Spanish-speaking regions of Spain live.

Results are very different for the fricatives as compared to the affricates, in spite of their parallelism, as both pairs involve voiced and voiceless counterparts. On the one hand, /z/ shows a strong tendency to devoice especially in the district with more Spanish influence and when produced by children. Such results are parallel to the production by the same population sample of Catalan vowels that do not exist in Spanish (Lleó et al, 2008). On the other hand, the production of the target-like prepalatal voiced affricate /dʒ/ is rather low overall in comparison with the production of the alveolar fricative and the vowels. Differences in production across districts never reached significance in the case of the affricate. This could then be interpreted as a function of several factors: the affricates analyzed all appear in final position and thus undergo a sandhi process of assimilation involving a high degree of markedness. On the one hand, voiced/voiceless contrasts in final position are marked (following Eckman, 1987) when compared to such contrasts in other word positions. On the other hand, the added complexity of a phonological sandhi process (cf. Nguyen et al., 2007) may contribute to the different production patterns of the fricatives and the affricates under study.

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## **The effect of immigrant linguistic fluency on argumentativeness**

Stephen Michael Croucher, Marist College

This study analyzes the influence of linguistic fluency on an immigrant's tendency to approach and/or avoid arguments. Infante and Rancer (1982) assert argumentativeness is a constructive and more logical way to approach argument as it involves discussing the issues one disagrees with as opposed to attacking the individual. Research has found the more fluent an individual is in the language of an argument, the more likely they are to be comfortable in approaching a constructive argument situation with members of the dominant culture (Hsu, 2007; Infante & Rancer, 1996). In this study, North African immigrants to France, Turkish immigrants to Germany, and Iranian immigrants to the United Kingdom completed surveys and were interviewed to ascertain their linguistic fluency and argumentativeness. Results reveal immigrants with higher linguistic fluency in each nation's dominant language are more likely to approach arguments with fellow immigrants and with members of the dominant culture. The analysis also revealed unique differences in how each group defined argumentativeness based on their native culture.

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## **Immigrant and Autochthonous Hungarian Minorities in Austria**

Rita Csiszár, Universität Wien

The main orientation of this paper is to offer a number of key insights into the linguistic situation of two Hungarian communities living in Austria, the Viennese diaspora of migratory origin and the autochthonous Hungarian minority of Burgenland, by considering language-ecological aspects and exploring all the variables that affect the relationship of a language and its speakers. Special attention is paid to the factors that are of determinative importance with regard to the dynamics of language shift and language maintenance.

The examination of the language use practice in two communities has materialized after three years of field-work using a combination of sociolinguistic and cultural anthropological methods. The language corpus elaborated consists of 52 sociolinguistic interviews recorded on tape in the Austrian capital and in the village of Alsóör, Burgenland. Apart from the recorded material, various primary and secondary written records connected to the examined communities have also been included in the analysis.

The presentation explores the everyday practice of language use by putting language choice strategies in the family and in organizations established by minority members into the focal point. It will be analyzed to what extent communication arrangements in nuclear bilingual families, which are of key importance in the transmission of the minority mother tongue, as well as minority language use in social organizations can counter language shift. The attitude of the informants towards code-switching and lexical borrowing, the two major characteristics of language behaviour of the bilingual speakers, will be highlighted.

It will be argued that due to the different historical, social and economic circumstances of their development as communities, group members in the two settings claim different ethnic allegiances, which in turn influence their attitude towards and use of Hungarian. Within the autochthonous minority, language is seen as only one – and obviously not the most determinative – factor of ethnic identity at the moment. Among immigrant Hungarians, on the other hand, group membership is inevitably tied to the knowledge and use of L1.

Finally, the question will be answered whether the autochthonous versus immigrant dichotomy that is frequently found in the specialised literature concerning bilingualisms stands its ground in the case of Hungarian communities living in Austria.

## The Restructuring of the Polish Gender System by Polish-German Bilinguals

Agnieszka Czachór, Bernhard Brehmer, Universität Hamburg

The paper discusses peculiarities in the Polish gender agreement morphology of Polish-German bilingual speakers. Data analysis is based on samples of free speech as well as c-tests and grammaticality judgement tasks collected from three different groups of subjects: (1) 20 rather proficient heritage speakers of Polish who were born in Germany or moved to Germany before the age of 6 and were never exposed to formal schooling in their L1 Polish, thus representing ‚incomplete learners‘ according to Polinsky (2008); (2) 20 Polish-German bilingual speakers who moved to Germany after finishing elementary school in Poland (possible L1 attriters in a strict sense); (3) a control group of 20 speakers recorded in Poland who were never exposed to intense language contact with German or other foreign languages.

Recently, gender systems have been examined in more detail as a potential domain for language attrition and language contact phenomena to occur (see, e.g., Anderson 1999, Schmid 2002, Polinsky 2008 and others). This interest is due to the fact that gender systems are characterized by quite complex interactions with other linguistic levels (phonology, morphology, syntax and semantics) and often differ with respect to their degree of transparency. This is especially true for grammatical gender in German and Polish. Both languages distinguish three genders in the singular (masculine, feminine and neuter), whereas in the plural the formal distinction between genders is either totally suspended (German) or reduced to two distinct classes (Polish: masculine personal and the remainder). Another parallel structural consists in the fact that gender is marked for certain word classes by agreement within the noun phrase (attributive agreement of adjectives, participles, some numerals and pronouns). However, in Polish gender is also marked by predicate agreement (mainly on past tense and conditional forms of verbs). A crucial distinction between the two gender systems in focus is the fact that Polish offers many more formal clues which can be used to determine the grammatical gender of a given noun (mainly the noun ending in the nominative singular), whereas in German the system of gender assignment to nouns is much less transparent.

Our analysis of the gender agreement morphology in Polish shows that gender resolution in the singular is not vulnerable to language change. This is certainly due to the much more transparent system of gender assignment in Polish when compared to German. However, a significant reanalysis of the gender system can be observed in the plural, but only for heritage speakers (group 1). For them, there is a clear tendency to use only one agreement class in the plural (which parallels the German system). This tendency is especially obvious for predicate agreement, whereas attributive agreement seems to be more stable in distinguishing two gender forms in the plural. However, gender agreement of numerals which are marked for gender in Standard Polish noun phrases in some cases (e.g., *dwa* ‚two‘ masc.non-personal/neut. vs. *dwie* ‚two‘ fem.) is also abandoned by some heritage speakers of Polish. Attributive adjectives and pronouns are less likely not to distinguish between masculine personal vs. non masculine personal forms, but such instances also occur in our data. Another distinction between predicative and attributive gender agreement becomes evident in the results of this reanalysis: Gender agreement on past tense verbs shows a clear over-generalization of the masculine personal form. Attributive gender marking, on the other hand, is characterized by the opposite tendency, often resulting in a convergence of modifier and noun endings (e.g. in *moje rodzice* ‚my parents‘ instead of correct *moi rodzice*).

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## Complexity of the English present perfect and its repercussions for a non-native grammar

Julia Davydova, SFB 538 Hamburg

It is frequently assumed that the English present perfect (henceforth the perfect or the HAVE-perfect) is a linguistically and cognitively complex category (cf. Radden and Dirven 2007). The aim of this talk is to assess the repercussions this complexity might have for the distribution of this verb form across non-native varieties of English.

The discussion is organised as follows: First, I will elaborate on the argument that the English present perfect is a linguistically and cognitively complex category, while relying on the following criteria: (i) morphological make-up of the verb form, (ii) its semantics and (iii) its order of acquisition by non-native speakers. I will then proceed to present my data drawn from the preliminary version of the *Hamburg Corpus of Non-Native Varieties of English*, a collection of recordings of spontaneous speech obtained from Hindi, German and Russian speakers of English exhibiting various degrees of proficiency in the target language. The major advantage of this type of data is that it allows researchers to control for the influence from the respective source language and for the level of mastery of English exhibited by the non-native speaker. This corpus does not represent a longitudinal study; it comprises “synchronic snapshots” of data, which nevertheless enable us to trace the trajectory of the development of non-native English grammar. Additionally, I use the data obtained from the London-Lund Corpus (LLC) of Spoken English (Svartvik 1990), which ensures a methodologically sound design for this empirical work, serving as a yardstick for the comparison of the non-native data.

My analysis reveals (quite unexpectedly) that the L1 does not exert a strong influence on the occurrence of the present perfect in a non-native grammar of English. In other words, the presence of a construction similar to that of the English perfect in the respective native tongue does not affect the results significantly. What is, however, of considerable importance for the appearance of the HAVE-perfect in the distributional analyses is the speaker’s degree of proficiency in English.

The overall conclusion is therefore that the semantic and structural as well as cognitive complexity of the English present perfect accounts for the fact that only the most advanced learners of English develop a full command of this language category.

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## Measuring bilingual speech accommodation in rural Welsh pharmacies

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This paper describes a method to measure bilingual speech accommodation in interviews between pharmacists and patients about the appropriate use of regularly prescribed medication. The method was first piloted on the “Siarad” corpus ([www.talkbank.org](http://www.talkbank.org)) collected at Bangor from Welsh-English bilingual speakers and transcribed using a version of the CHAT transcription system which includes language markers for every word transcribed.

It involves calculating the relative proportion of Welsh and English words in segments of the transcripts and using a formula which we devised to measure how much the speaker changes his or her proportion of Welsh vs. English words over time in relation to the proportion being used by the interlocutor. Positive scores indicate convergence, negative scores divergence, and a score of zero indicates neither convergence nor divergence. Using the scores for each sampled minute for each speaker, it is possible to calculate the average degree of accommodation by that speaker over the entire conversation, and to compare this with the accommodation of the interlocutor. It is also possible to plot the scores for each sampled minute for both the speaker and the interlocutor and to show graphically the accommodation by speaker and interlocutor. The resulting scores can then be related to extra-linguistic factors such as age or gender.

The data were collected from Medicines Use Reviews (MUR) interviews between two Welsh-English bilingual community pharmacists and a total of 19 patients at two rural locations in Wales. In each of 19 interviews, six minute-long equally spaced segments of speech were selected and transcribed with CHAT. Each word in the transcripts was then tagged as English or Welsh. Bilingual words of ambiguous origin (i.e. those which could equally well be English or Welsh) were ignored. Using the CLAN program *FREQ*, word frequencies were then calculated at all six time points for each speaker.

The results showed some variation between the accommodation levels of the two pharmacists and some distinction between male and female patients. Whilst these differences were not significant, a more detailed analysis of the whole data set may shed light on patterns and trends that will have important implications, not only for enhancing the theory of speech accommodation but also for guiding the training of healthcare professionals.

## **A grammar in transition?**

### **Null subjects and inversion in Middle French subordinate clauses**

Martin Elsig, Esther Rinke, University of Hamburg

Our contribution deals with the diachronic development of null subjects and verb-subject placement in French subordinate clauses with particular attention to late Middle French. This period is claimed to mark the transition between the grammatical systems of Old and Modern French. Such transitional systems represent a challenge for generative analyses of the individual speaker's competence. They can either be modeled in terms of competing grammars (Kroch 1989) or of theoretical bilingualism (Roeper 1999). In this talk, we will address the question whether these concepts can plausibly be applied to the above mentioned phenomena in Middle French. Based on the quantitative and qualitative evaluation of more than 4.000 subordinate clauses extracted from ten narrative texts dating from the 13th to the 17th century, we will show that the grammar of Middle French (esp. between 1500 and 1600) indeed shows a special behavior and differs from both Old and Modern French. We will however argue against an analysis in terms of multiple grammars and show that Middle French can be analyzed as a uniform grammatical system.

The analysis of subordinate clauses is of particular interest in this context, because they show a deviant behavior in Old French. Old French exhibits a main clause-subordinate clause asymmetry with respect to the licensing of null subjects. Null subjects regularly occur in main clauses but are marginally attested in subordinate clauses. An additional structural requirement has frequently been made responsible for this asymmetry: V-to-C movement (i.e. the verb second property) has been identified as the crucial factor for the licensing of null subjects in the works of Adams (1987), Roberts (1993) and Vance (1997). Rinke (2003), on the other hand, questions the V2 property of Old French and claims that null subjects are licensed generally by TP in all types of main clauses and restrictedly in those subordinate clauses that have an articulated CP-system like main clauses. We will follow this analysis and assume that the Old French licensing system can be described as a partial pro-drop system in the sense of Holmberg et al. (2009).

In Modern French, null subjects are mainly restricted to impersonal constructions (e.g. with the verb *falloir*). The subject is either realized as a full DP or as a pronominal clitic (or as both, in subject doubling constructions). Under the assumption that the pronominal clitics of modern Colloquial French are analyzed as agreement markers Modern French constitutes a special kind of null subject language, too. No main clause-subordinate clause asymmetry is observed.

We will show that Middle French texts differ both from Old and from Modern French texts with respect to the realization of null subjects. As in Old French, null subjects are licensed. They show, however, a much freer distribution because they are not restricted with respect to their occurrence in subordinate clauses. As such, Middle French parallels Modern French in not showing a main clause-subordinate clause asymmetry. Diachronically, French develops from a partial null subject language (Old French) into a full null subject language (Middle French) before ultimately turning into a null subject language with clitic agreement markers (Colloquial French).

We will show that this analysis is supported by the distribution of subject inversion, a typical property of null subject languages. In Old French, inversion is basically restricted to main clauses. In Middle French, inversion extends to subordinate contexts, following our expectations. In Modern French, due to the still ongoing process of grammaticalization of subject pronouns, inversion is virtually absent or stylistically marked (Rinke & Meisel 2009).

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## A diachronic perspective on porteño Spanish: Evidence from spontaneous speech

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The paper investigates two prosodic aspects – namely phrasing and pitch accent realization – of spontaneous speech in *porteño* Spanish. This variety, which is spoken in Buenos Aires, is presumably strongly influenced by Italian due to vast streams of immigration between the 1860s and the beginning of the 20th century. Recent studies on *porteño* Spanish consistently report that the peak in pre-nuclear accents is overwhelmingly located within the stressed syllable (Colantoni/Gurlekian 2004, Enbe 2009, Gabriel et al. 2010) – similar to the realization of pitch accents found in several Italian dialects (Colantoni/Gurlekian 2004). With respect to the realization of prosodic boundaries, the balanced relationship between *continuation rise* (CR) and *sustained pitch* (SP) is also similar to the one in Italian (Feldhausen et al. 2010).

While these studies are solely concerned with present day *porteño* and mainly deal with laboratory speech, the present study takes a different path: Spontaneous speech is studied from a diachronic perspective. We contrast spontaneous speech recordings of adult persons (>50 years) from 1983 with spontaneous data of young people (<25 years) from 2008. All subjects were recorded in Buenos Aires. The special interest in these two age groups is based on the fact that the prestigious variety *porteño*, which is usually perceived as the typical Argentinean Spanish nowadays, used to be a socially inferior urban variety in its origins. One important step in its social upgrading took place in the 1980s, when typical features of *porteño* Spanish found their acceptance in school education (Lipski 1996, BAAL XLVII 1982). Consequently, the Castilian variety was officially not considered anymore as superior to *porteño* Spanish. The speakers recorded in 1983 went to school long before this upward revaluation, while the young Argentineans in 2008 grew up with a prestigious variety.

First results show that there are no big differences between the two age groups; neither for pitch accent realization nor for phrasing. The peak of the pitch accents is typically located within the stressed syllable (notated as L+H\* in the Autosegmental-Metrical model of intonational phonology (Ladd 1996)). This tonal pattern equals the pattern found in laboratory speech. As for phrasing, the picture is slightly different. The prosodic grouping in spontaneous speech is not only accompanied by hesitation breaks and pauses needed for preplanning, but it generally seems to be more irregular than in laboratory speech (e.g. adjectives can be separated from nouns). In contrast to laboratory speech, intermediate phrasal boundaries are most commonly realized as a *continuation rise*; i.e. there is no balanced frequency between CR and SP. Furthermore, complex boundary tones (such as LH% or HL%) are rarely used.

The absence of substantial intonational differences between the two age groups indicates that intonation did not play a major role in the sociolinguistic upgrading of *porteño* Spanish in the 1980s. It rather shows that the typical *porteño* intonation had already been part of the variety long before the 1980s. The present study thus largely confirms the previous studies by Vidal de Battini (1964) and Fontanella de Weinberg (1966), who observed as early as in the middle of the 20th century that the intonation of declaratives Buenos Aires Spanish strikingly differed from the one found in other Argentinean Spanish varieties. Crucially, Vidal de Battini (1964) is the first linguist to observe that Buenos Aires Spanish intonation had changed around the turn of the 20th century due to contact with Italian.

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## **Language attitudes in a minority context: Minority Hungarian students' attitudes to their minority language, the state language, and English as a foreign language**

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This presentation explores what attitudes minority Hungarian students have towards and what values do they attach to the various languages they use (i.e. the minority language –their regional variety vs. its standard variety – vs. the state language vs. English as a foreign language).

The presentation adopts the view of attitudes as responses made by people to social situations and to members of ethnic and social groups (i.e. the speakers of certain varieties and languages). As Wölck (2004) argues, language attitude studies carried out in situations of language contact show a “pattern of distribution of the social and linguistic evaluations” by speakers. The aim of this presentation is to describe the patterns existing among students in the Hungarian minority research sites under investigation. The study of language attitudes is of central importance in general in minority contexts, since they provide an insight into views members of groups hold about other groups and, as Ó Riagáin (2006: 329) puts it, “language attitudes held by both the majority and minority groups affect the success or failure of entire minority language planning strategies”. In particular, they are important aspects in the educational context, since the learning of languages involves identification with the group of its speakers to some extent at least, so this way attitudes affect learners' motivation as well as the proficiency they attain.

The source of data for this study is an attitude survey along the lines of the matched guise technique, with the use of speech samples played to the subjects which they are asked to rate on semantic differential scales (for a number of characteristics along status vs. solidarity traits). The languages tested for include, in addition to the minority language (Hungarian) and majority language, or state language (Romanian, Serbian, and Slovak, respectively), the students' foreign language, English as well, including native speaker (British vs. American English) vs. non-native speaker, i.e. Hungarian-accented English.

The study reported on has been carried out among 7th-8th grade vs. 11th-12th grade students, with the total number of subjects being 1,150, in minority schools in the following minority Hungarian regions: (1) the Szekler region (n=200), Transylvania, Romania (where Hungarians are the local majority), (2) Maros County (n=200), Central Transylvania, Romania (where Hungarians are the local minority), (3) Vojvodina, Serbia (n=400), and (4) Southern Slovakia (n=350).

The presentation provides insight into the attitudes towards and values attached to minority Hungarian students' languages that they use on a daily basis. Differences between students' attitudes will be discussed as correlating with region (Szekler region vs. Central Transylvania vs. Vojvodina, vs. Southern Slovakia), country (Romania vs. Serbia vs. Slovakia), age (late primary school vs. late secondary school), and gender (male vs. female). The research reported on in this presentation is part of the larger, EU-funded FP6 research project LINEE ([www.linee.inf](http://www.linee.inf)).

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## Phraseologisms in Language Contact

Katrin Bente Fischer, Universität Hamburg

Phraseologisms are language units which are distinguished by consistency and idiomaticity. They have to be acquired as a whole, as one unit with a determined form and their specific meaning. Phraesologisms are part of the lexicon and build a language specific phraseological system.

The differences (and equivalences) between phraseological systems of two languages are well investigated and described in contrastive studies. Studies on language acquisition, particularly of a foreign language, often focus on the specific difficulties in this area as well. However, what happens, when the phraseological systems of two languages collide and interact in a language contact situation? Can an interference of the two systems be observed in the speech of bilinguals?

This paper deals with the contact situation of the Russian and the German languages in Germany today and addresses the following questions: are there any changes in the phraseological structure of the Russian language as L1, which can be attributed to the influence of German as L2? Do bilinguals modify Russian phraseologisms following the structure of German phraseological units?

The empirical basis of the investigation was language data obtained from transcripts of spontaneous bilingual speech and of guided interviews with 25 Russian-German bilinguals who acquired Russian as their first language (L1) and German either as their second language (L2) or are raised bilingually (2 L1) and live in a German-speaking environment.

First results showed that in spontaneous bilingual speech the following types of modified Russian phraseologisms were observed:

- Direct translation from German into Russian (without Russian equivalence): e.g. *delat' komu-libo radost'* 'to please someone', word-for-word translation from German *jemandem eine Freude machen*
- Modification in the form: e.g. phraseologism with the meaning 'to put something off': Russian: *otkladyvat' v dolgij jaščik* vs. German *auf die lange Bank schieben* > Bilingual: *otkladyvat' na dlinnuju skamejku*
- Modification in the meaning: e.g. Russian: *vstat' na zadnie lapy* vs. German: *sich auf die Hinterbeine stellen* literally 'to get on the hindlimb' = equivalence in form, difference in meaning: Russian 'to sit up and beg/to brown-nose someone' vs. German: 'to defend oneself' > Bilingual: Russian form, German meaning.

This paper gives a detailed overview of the above mentioned types of modified Russian phraseologisms. Furthermore, it discusses the appearance of non-modified Russian phraseologisms by setting them in relation to their frequency and their grade of equivalence to the respective German unit.

This study is an attempt to provide a first insight into the characteristics of the bilingual phraseological system. It covers emanating problems of knowing, differentiating and using two different systems and suggests a first classification of the bilingual phraseological system.



## **The Role of Sociodemographic Factors and Language Exposure on Linguistic Performance in Early Sequential Bilinguals with L1 Russian and L2 German/Hebrew**

Sharon Armon-Lotem, Natalia Gagarina, Joel Walters, Universität Hamburg

The paper reports on data from a project comparing Russian-German and Russian-Hebrew children aged 4-7. The paper casts a wide net, reporting on the contribution of sociodemographic factors and measures of exposure to the development of linguistic skills in the two languages of bilingual preschool children. Sociodemographic factors included age of L2 onset and several measures of SES (parent education and occupation). Exposure measures included: birth order, number of siblings, and quantity and quality of intensive exposure to L2. Linguistic development was assessed by standardized tests in L2 and a range of lexical, morphological and syntactic measures in both languages.

**Hypotheses.** Overall, SES and related demographic factors are expected to play a greater role in L1 maintenance, while age of L2 onset and duration of L2 exposure are expected to correlate more with indicators of L2 development. More specifically, parents' educational level and occupation, in particular those of the primary caretaker, are expected to influence linguistic performance in both L1 and L2, where children of parents with higher levels of education and skilled/academic jobs are hypothesized to show stronger L2 performance and children of parents in less skilled jobs or unemployed will show more home language maintenance. L2 exposure is expected to correlate positively with performance on L2 measures, but not with such abilities in the home language.

**Method.** 65 Russian-German and 78 Russian-Israeli migrant children with comparable length of L2 exposure ( $M=37$ mo) and number of siblings (1.88 children per family) participated in 30 minute sessions in both languages. Parent interviews revealed differences in chronological age and age of L2 onset between the two cohorts, the German group being approximately 6 months younger than the Israeli group. In addition, the Israeli cohort scored higher on measures of SES and had fewer unemployed parents. Linguistic data included standardized language tests in L2 and experimental measures of linguistic performance in both languages: sentence imitation and story completion tasks investigating verb inflections, prepositions, case marking, and complex syntax (wh-questions, passives, relative clauses), a picture naming task which tested lexical knowledge of nouns and verbs and elicitation of the same structures via production of familiar and unfamiliar narratives.

**Findings and Discussion.** Overall age of L2 onset and quantity of L2 exposure showed a stronger relationship with language development, in particular with L2 measures. SES and related measures correlated with L1. Differences between the two national cohorts, in particular chronological age effects and SES effects (found in the German cohort only) will be addressed. While most of the Russian-German speaking children were exposed to German within the critical period, a large number of Russian-Hebrew speaking children were exposed to Hebrew after the critical period. These issues will be explored via regression analyses as well as by examining narrative production data for the same linguistic measures assessed experimentally.

## Syntax-morphology interface in the Russian-German bilingual discourse

Natalia Gagarina, Nathalie Topaj, Annegret Klassert, Universität Hamburg

The present study aims at establishing an interrelation between the syntactical and morphological development in Russian-German early sequential bilinguals (L1 – Russian, L2 – German) and at contributing to the debates of distinctive features of bilingual development. Additionally, it attempts to evaluate the Missing Surface Inflection hypothesis [Haznedar, Schwartz 1997; Prévost, White 2000] and suggests an early transition from L1 to child L2 type of learning in those domains of language that were not yet acquired by the onset of exposure to German. For the measurement of syntactic development the production of co-ordinative and subordinative structures and anaphoric pronominalization rate were analysed. For the measurement of morphological development the use of (a) correct finite verbs and (b) inflectional errors was examined.

For this study the elicited narratives, the Fox-story [Guelzow, Gagarina 2007], of 46 Russian-German early sequential bilinguals at age four to six were investigated.<sup>1</sup> The data were compared to the same narratives of the 53 Russian monolinguals within the same age range. Additionally, 20 narratives of monolingual adults were analysed. The bilingual children exhibit at least one year of exposure to German, attend German-speaking kindergartens and experience an input-imperialism of L2 German. Consequently, the signs of transition to a misbalanced bilingualism and of attrition of some structures/elements in Russian are registered [Klassert, Kauschke, Gagarina 2009].

The first steps of analyses included the examination of a general developmental measure expressed in the number of propositions containing verbs (henceforth, Vprops) out of all propositions in bilingual, monolingual children and adults. Monolingual children show a significant increase of Vprops from 4 y.o. group towards the 5 y.o. This latter group shows the same rate of Vprops as adults. Bilingual children show no significant increase in rate of Vprops: from 4 years they remain almost at the same level. The second analyses examined the correlation between Vprops and a measure of syntactical development: the production of co-ordinative and subordinative structures. In the data of bilingual children a significant correlation was found (Spearman= ,368\*, p= .012) and in the data of monolingual children – this correlation is highly significant (Spearman= ,367\*\*, p= .007). The third investigation of the number of Vprops and anaphoric pronominalization showed a strong tendency towards correlation by monolingual children and no interrelation by bilingual children. Verb inflection errors were found only in bilingual children; this measure does not correlate with the use of conjunctions.

The results propose dissociation between the development of morphology and syntax in bilingual children and provide evidence against the Missing Surface Inflection hypothesis. The results suggest that sequential bilinguals from the onset of their L2 and in the cases when this L2 becomes a dominant language change the path of acquisition in their L1. The elements of grammar that had been acquired before the exposure to this L2 may be on the way to their attrition, while the acquisition the elements that had not been learned at all undergo the change of the pattern from L1 towards L2.

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## Patterns of multilingualism among different generations of the East-Timorese diasporic community in Portugal

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East-Timor was a Portuguese colony until 1975, and subsequently under Indonesia's rule until 1999 when it became independent. Its linguistic repertoire is a complex matrix of languages, including Tetun (a nation-wide lingua franca) and Portuguese (now both official national languages), Indonesian and other local indigenous languages. Portuguese was banned between 1976 and 1999 and was brought back as a national language after independence.

The historical changes and the resulting language policies have had an impact on the different generations in terms of degree of knowledge and use of the languages. This situation is mirrored in the East-Timorese diasporic communities around the world, including the one in Portugal.

The first East-Timorese arrived in Portugal as political asylum seekers before the independence. After the independence, thanks to bilateral agreements between Portugal and the newly formed state of East-Timor, Portuguese teachers were sent to work at the University of Dili and East-Timorese students were accepted for postgraduate studies in Portuguese universities in order to re-introduce the Portuguese language (Vieira and Trindade, 2008). Hence two groups can be identified in terms of different degrees of linguistic knowledge. The older generation who did not experience the mass educational policy in Indonesian and the younger one who has only recently be exposed again to Portuguese (Taylor-Leech, 2009).

The study of immigrant and diasporic communities in Portugal is very recent and the literature on the topic from a sociolinguistic point of view is scarce (cf. Bastos and Bastos, 1999; Viegas, 1998). The immigrant context is an ideal locus for the study of multilingualism and our case study, in particular, offers interesting insights on patterns of language use and language contact among different generations. Recordings of informal conversational interviews were collected and a questionnaire focusing on language choice and attitudes was distributed. Preliminary results from the data collection will be presented, focusing on examples of language contact at the morphosyntactic level.

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**Elicited production in minority (heritage) languages: A new model**

Carlos Gomez Gallo, Boyan Zhang & Maria Polinsky (Harvard)

We present a production experiment eliciting spoken utterances in Mandarin Chinese. The resulting data set consists of videos, transcripts, and annotations of the interaction between a naïve Mandarin speaker and a confederate listener engaged in a task-oriented interactive activity. In the task, the speaker provides spoken instructions to the listener who needs to move, rotate, or color objects on a computer screen.

We use the resulting corpus to explore how constituent weight (in number of words), constituent complexity, and the status of speakers (native vs. heritage), affect the production of sentences with different word orders. Previous research suggests that the complexity of verb forms is closely correlated with word orders. For instance, in our corpus, sentences with canonical word orders tend to choose single verbs as predicates, while sentences using ba-construction require verb-complement as predicates. We also use our corpus to identify structural differences between native and heritage Mandarin.

## Are there Age of Onset effects in the eL2 acquisition of morphosyntax in German preschoolers?

Angela Grimm, Magdalena Wojtecka, Barbara Kleissendorf, Petra Schulz, Goethe-Universität Frankfurt

Regarding the domain of syntax, current studies suggest that early second language acquisition (eL2) does not exhibit qualitative differences from monolingual (L1) acquisition if Age of Onset of Acquisition (AoO) is between 3 and 5 years (Kroffke & Rothweiler 2006; Thoma & Tracy, 2009). In contrast, with an AoO of 6 years, acquisition of verb placement seems to resemble adult L2 (Kroffke et al. 2007). Recently, age 4 has been postulated as a threshold (Meisel 2009). Given that most results are based on case studies, it is still an open question whether eL2-children with an AoO between 4 and 6 perform like those with an AoO between 2 and 3 – even if controlling for length of exposure (LoE).

In our study, we show that there are no effects of AoO for younger and older eL2 learners' with respect to verb placement and finiteness. The younger eL2-group consisted of 20 children with a mean age of 3;7 years (range 3;4-4;1) and AoO of 2;6 (range: 2;0-3;3). The older eL2-group consisted of 10 children with a mean age of 6;1 years (range: 5;6- 6;6) and AoO of 4;9 (range: 4;6-6;1). Mean LoE to German was 14 months (range: 9-26 months in the younger eL2-group ;4-19 months in the older eL2-group). LoE was statistically not different ( $p>.05$ ). An additional group of 15 L1 children with a mean age of 3;7 (range: 3;5-4;0) served as controls (age-matched with the younger eL2-group). All children participated in an elicited production task (14 items) eliciting main and subordinate clauses (LiSe-DaZ, Schulz & Tracy, in prep.). All structures containing a subject and a verb were analyzed for verb placement and finiteness. In the younger L2-group, 13 children (65%) produced main clauses only and 3 children (15%) main and subordinate clauses. In the older L2-group, 5 children (50%) produced exclusively main clauses and 5 children (50%) main and subordinate clauses. In the L1-group, 4 children (26.7%) realized main clauses only and 10 children (66.7%) main and subordinate clauses. Table 1 summarizes the correct and incorrect verb placements in the two sentence types.

*Table 1: Correct and incorrect verb placements in main and subordinate clauses in raw numbers (percentage)*

	eL2 younger (N=20)	eL2 older (N=10)	L1 (N=15)
Total number of clauses	131	124	156
Main clauses	113 (=100%)	92 (=100%)	96 (=100%)
V2 finite (correct)	106 (93.8%)	86 (93.5%)	96 (100%)
Verb errors (V2 nonfinite, VE finite, VE nonfinite)	7 (6.2%)	6 (6.5%)	-
Subordinate clauses	18 (100%)	32 (100%)	60 (100%)
VE finite (correct)	8 (44.4%)	19 (59.4%)	52 (86.7%)
Verb errors (V2 finite, VE nonfinite)	10 (55.6%)	13 (40.6%)	8 (13.3%)

Finite V2 in main clauses has been mastered by all groups (above 90% correct). The error rate for finiteness and verb placement was below 7% in both eL2-groups and did not differ sig. between younger and older eL2-children. L1-children produced significantly more subordinate clauses than both eL2 groups, and

older eL2-children produced sig. more subordinate clauses than the younger eL2-children. However, error rate and types of errors of younger and older eL2-children did not differ statistically.

In sum, our results corroborate previous case studies arguing that there are no qualitative differences between eL2 and L1 in the acquisition of verb placement and finiteness, if AoO is before age 6. Further research is required to explore whether the differences in the quantity of realized subordinate clauses result from overall differences in communicative competence.

## **Profiling (Specific) Language Impairment in Multilingual Children: Preliminary Evidence from Cyprus**

Kleanthes K. Grohmann, Maria Kambanaros, Eleni Theodorou, University of Cyprus

**Background:** Assessing and treating multilingual children (users of more than two languages) with speech and language disorders is exceptionally difficult given the common absence of data on the speech and language skills of typically developing (TD) multilingual children and those with speech and language disorders. The handful of existing studies on bilingual children with speech and language disorders indicate that language skills are not distributed equally in the child's languages and that sociolinguistic factors influence the child's language performance. From a clinical perspective, assessment (and potential intervention) must occur in all languages in order to provide a complete picture of the multi-/bilingual child's speech and language skills, which is also consistent with an Interactional Dual Systems Model. **Aim:** By using language and non-language specific assessments, related to lexical, semantic, morphosyntactic, and phonological skills, following formal or informal procedures, we aimed to assess all three languages in multilingual children with language impairment to determine the contribution of each language to the child's overall language skills. Sociolinguistic variables were considered also by examining the interaction between those and the children's language skills, and language impaired children were compared to TD peers.

**Method:** Two groups of children participated: 5 children with (potential) specific language impairment (pSLI), 3 boys and 2 girls aged 3;10 to 5;3, and 5 TD preschoolers matched with the pSLI group on age, gender, and languages spoken. All children were simultaneous bilinguals attending nurseries in Cyprus where Cypriot Greek was the language of instruction. No child presented with hearing, visual or motor impairments, neurological or emotional disturbance, or severe articulation difficulties. The children were speakers/hearers of Cypriot Greek, Russian, and English except for one child, along with her control, who had Arabic as a third language. Children's mothers were required to complete the Bilingual Questionnaire by reporting language proficiency and use across the 3 languages. The children were administered (in Cypriot Greek) the Raven Matrices to measure nonverbal performance. Participants were assessed on a large testing battery divided into two parts: A. non-language specific and B. language-specific assessments. For Part A, standardized language tests were administered in the children's three languages: the Peabody Picture Vocabulary Test (Dunn & Dunn, 1981) and Boehm's (2000) Test of Basic Concepts to measure receptive language, the Bus Story Test (Renfrew, 1969) to measure narrative skills, and the Cypriot Object and Action Test (Kambanaros et al., 2009) to measure lexical access of nouns and verbs. For Part B, phonological/articulatory development was measured in Cypriot Greek using the Phonological and Phonetic Test (Panhellenic Association of Logopedists, 1995), in English using the Goldman-Fristoe Test of Articulation (GFTA-2), and in Russian or Arabic using informal picture articulation tests developed in those languages. To measure syntactic and morphosyntactic abilities in Cypriot Greek, the Developmental Verbal IQ Test (Tsimpli & Stavrakaki, 1999) and subtests of the Athina Test of Learning Difficulties (Paraskevopoulos et al., 1999) were administered; for English, subparts were given of the Clinical Evaluation of Language Fundamentals (Semel et al., 2003). Furthermore, children were tested on informal language-specific word and sentence repetition tasks and on one nonword repetition task with Cypriot Greek phonotactic patterns.

**Discussion:** Results from standardized and non-standardized testing, both language and nonlanguage specific, will be presented for the two groups of preschoolers across linguistic domains. Regardless of the method used to determine impairment in multilingual children, evidence of disorder should be present in all languages, although the characteristics of the disorder might be exhibited differently in each language.

**Conclusion:** Multiple measures are required to arrive at a diagnosis of language impairment.



### **Third language acquisition in Swiss primary schools: a longitudinal study about the effect of German (L1) and English (L2) on the acquisition of French (L3)**

Andrea U. Haenni Hoti, Sybille Heinzmann, University of Teacher Education of Central Switzerland

In 2004 the Swiss Conference of Cantonal Ministers of Education issued a new series of guidelines for foreign language (FL) instruction throughout Switzerland. One of the recommended innovations was to introduce instruction of a second foreign language (henceforth FL) in primary schools (grades 1 to 6). This innovation is in line with the language policy of the European Union, whose professed aim is to foster functional plurilingualism in future European citizens in order to ensure mobility and cohesion in an increasingly globalized and politically, economically and socially interconnected Europe. While one of the foreign languages taught at primary schools should be a national language, the other should be either English or another national language. This specification aims at taking into account both the political and cultural significance of the four national languages (German, French, Italian, Rhaeto-Romanic) on a national level, as well as the increasing importance of English as a lingua franca on an international level. In those German-speaking cantons of Central Switzerland in which the present study was conducted, the so-called '3/5 model' has been established with the primary school children learning English (L2) from 3rd grade onwards and French (L3) from 5th grade onwards.

For the sake of simplicity and perspicuity we will follow the institutional perspective when using the terms first language (L1), second language (L2) and third language (L3) in the following. In the school system of Central Switzerland High German is officially the local language of instruction (L1). English is the first FL at school and, hence, the second language (L2) and French is the second FL at school and, accordingly, the third language (L3). From the point of view of the individual children and their individual language biographies the situation may look different: In the case of children growing up bi- or multilingual High German may already be the second, third, or even fourth language that they learn.

In this paper research findings on the implementation of the English (L2) curriculum in Central Switzerland will be presented. The present study is part of the national research programme NRP 56 on language diversity and linguistic competence in Switzerland and investigates the effects of English (L2 instruction) on the acquisition of French (L3). In this four-year longitudinal study (N=893 students), comprising an intervention and a control group, children's listening, reading and speaking skills in English (L2) and French (L3) as well as their reading skills in German (L1) were assessed. Multiple regressions and multilevel analysis were carried out including a large number of demographic, student-related and school class-related variables in order to investigate what factors significantly contribute to the prediction of the French (L3) listening, reading and speaking skills.

In 5th grade, after one year of French (L3) instruction, the results showed that (among other factors) language skills in the local language of instruction (German) and in the first FL learnt at school (English) exert a positive influence on the acquisition of the third language (French). In addition, bi- and multilingual children, who speak more than one language at home, performed significantly better in the French (L3) listening test than children who are socialized in a monolingual family. And last but not least children with previous English (L2) instruction exhibited higher skills in French (L3) listening and reading than children without previous English (L2) instruction. This can be attributed to their greater experience in foreign language learning. In a follow-up study one year later, however, the initial advantage of the more experienced learners had disappeared with both groups of children performing equally well in the listening and reading tests in

French (L3). It seems that previously acquired linguistic resources in English lose their facilitating power if they are not explicitly used and activated during French classes. Hence, the results argue for a more coordinated instruction of the different FLs taught at school that takes the existing experiences and language skills of the students into account (including languages of immigrants) and builds upon them.

## Minority language use in the private sector: the case of Welsh

Elisabeth Haidinger, Vienna University of Economics and Business

Debates about language policy, multilingualism and linguistic minorities comprise more than just the languages in question. It is mainly political, economic, social, ideological and cultural factors that nurture the discussion and determine the need for policies as well as their practical implications for the language concerned (cf. Ricento 2006). Welsh has been revitalised successfully in a variety of contexts, especially in the sphere of education, media and the public sector. Recently, attention has increasingly been drawn to the private sector, where only scarce data are available on the current role and use of Welsh vis-à-vis English.

My research investigates the use, relevance and visibility of Welsh in the private sector by reviewing the interrelatedness and possible discrepancies of policy documents, prevalent ideologies and linguistic practices. Specifically, my research seeks to examine how written discourses compare with practices and beliefs. For examining these complexities I will combine a top-down and bottom-up approach by analysing key language policies, schemes and strategies dealing with the promotion of Welsh in the private sector, and by eliciting prevalent beliefs among managerial staff in businesses towards the use of Welsh.

In this talk I will explore how the promotion of minority language usage in businesses is realised discursively in policy documents and reflected in the bilingual and multilingual realities of Wales. I will first present a contextual framework for the discourse on promoting minority languages in the economic domain by sketching pivotal legislative actions, and the nexus of language and economics (e.g. Grin 2003). Taking a critical discourse-analytical approach (following e.g. Wodak & Meyer 2009), I will then analyse specific examples of policy documents. Finally, I will introduce my small-scale belief study, which is based on questionnaires and interviews with managers and key personnel of companies from different sectors and of different sizes, in order to investigate the status quo of Welsh and the underlying reasons businesses choose to operate, or not, in Welsh as well as the attitudes of those offering them.

The findings are intended to provide insights as to how policies inform bilingual and multilingual practices and vice versa in a minority setting and which experiences and ideologies shape the use of minority languages in the private sector. This may, in turn, inform future steps in language planning strategies and usage with a view to further maintaining and increasing the vitality and status of a minority language in all sectors of society. Since this project has been started recently, I will not be able to present specific empirical findings at this stage. I will, however, be able to provide a comprehensive account of my research progress in terms of theoretical considerations, data acquisition and empirical approaches.

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**“The Linguistic Vitality of Contact Languages:  
Limonese Creole English in Spanish-speaking Costa Rica”**

Anita Herzfeld, The University of Kansas

History has shown that whenever there is a situation of languages in contact, it develops either into a harmonious bilingualism or an overpowering colonialism. It is also well known that the relationship between language and identity may bring about divergent consequences in such circumstances; notably, cultural assimilation or the fusion or the extinction of a language. This paper will focus on the case of a minority of English-based Limonese Creole (LC) speakers in contact with Spanish-speaking (S) Costa Ricans. It will be apparent that LC speakers frequently make use of LC-S codeswitching and imported loans and substitutions thus incorporating Spanish into Limonese Creole. Even though it is risky to predict the future of that relationship, this fusion—rather than the extinction of the Creole—may prevail if its speakers consider their language an important element of their identity.

## English as a threat to European languages and European multilingualism?

Juliane House, Universität Hamburg

In this paper I will first look at the status of the English language in Europe and in the European Union in the 21st century. English is the de facto lingua franca in Europe (and the world) today, and native speakers of English are substantially (and increasingly) outnumbered by non-native speakers of English, the latter being per se multilingual speakers.

Secondly, I will address the title question of whether English can be regarded as a threat to other European languages and to individual and societal European multilingualism (as has for instance been claimed by Phillipson 2003), or whether the use of English as a lingua franca in Europe might turn out to be both a useful additional or “co-language” (cf. Fishman’s 1977 early characterization), and a convenient instrument for denationalizing Europe (Habermas 1998). I want to discuss this question from two perspectives: a socio-cultural perspective and a linguistic perspective. From the socio-cultural perspective I will argue for differentiating between the use of a lingua franca as a language for wider communication and the use of indigenous languages as the primary means of cultural identification. From a linguistic perspective I want to present major results from two research projects currently conducted at the university of Hamburg, one analyzing the use of English as a lingua franca in oral interactions (House 2009), the other examining the impact of English on written texts in other European languages (Becher, House, Kranich 2009).

In my conclusion I will attempt to answer the title question putting forward a compromise position between the two poles of demonizing the use of English on the one hand and uncritically accepting it as an easy default means of interlingual communication.

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## **Corporate Rhetoric in Japanese and English 'Letters to Stakeholders' and their translations**

Svenja Junge, University of Hamburg, Research Centre on Multilingualism

In this paper I will present some findings from an ongoing study on Japanese and English 'letters to stakeholders' (letters from the management in Corporate Social Responsibility Reports) and their respective translations. Central aims of the study are to see how this global business genre is realized in these two very different cultural settings and typological distant languages and to what extent a 'cultural filter' (House 1997) is applied in translations under these conditions. For these aims a small corpus of CSR-statements is qualitatively and quantitatively examined. The qualitative part will give a general overview on source language interference effects on the one hand and the application of the 'cultural filter' on the other hand in the translations. The quantitative analysis will concentrate on the count of personal pronouns, a method that is used for example in Böttger (2007). The frequency and use of personal pronouns allows us to access cultural differences in author-reader interaction.

So far the following observations have emerged: Firstly, the qualitative texts analysis shows both similarities as well as differences in form and language use in the Japanese and English originals. In some cases these differences are culturally filtered in the target texts, in other cases source language conventions are 'shining through' (Teich 2003) in the target texts. Secondly, the quantitative method of personal pronoun count proved to be of limited use, as it cannot fully capture person deixis in Japanese. It remains useful though, because it shows the typological 'shining through' in both translation directions on pronoun use.

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## Telicity in L2: Evidence from Early Bilingual Albanian-Greek Children

Maria Kaltsa, Ianthi-Maria Tsimpli, Aristotle University of Thessaloniki

This study examines telicity in the production and comprehension of activity and motion verbs in the Greek of early bilingual Albanian-Greek children. In Greek, telicity is compositionally determined by morphological aspect [+/-perfective], the verb's situation type (Smith 1991) and the availability of an overt (quantized) object (Borer 2005). For the purposes of our research, we will assume that a sentence is telic if the event is represented as having an endpoint beyond which the event cannot continue (Depraetere 2007). This endpoint is included in a (quantized) DP complement of activity verbs (1a) and a PP complement of motion verbs (2a):

ACTIVITY VERB	(1a) To koritsi efrage to milo the girl ate-PERF the apple 'The girl ate the apple.'	(1b) To koritsi etroye to milo the girl ate-IMPERF the apple 'The girl was eating the apple.'
MOTION VERB	(2a) To agori etrekse sti kouzina the boy run-PERF s-the kitchen 'The boy ran in/to the kitchen.'	(2b) To agori etrehe sti kouzina the boy run- IMPERF s-the kitchen 'The boy was running in the kitchen.'

One of the differences between motion and activity predicates is that perfective motion verbs are ambiguous between a telic and an atelic reading since the PP can be represented either as a complement (GOAL) or as an adjunct (LOCATIVE) phrase (Tsimpli & Papadopoulou 2009). We investigate the role of the aspectual verb form in DP vs. PP complements of activity and motion verbs respectively. 20 early bilingual Albanian-Greek children divided in two age groups (age range 7;10-9;8 yrs) and three control groups of monolingual Greek children (age range 5-8 yrs-old) were tested on the comprehension and production of activity and motion events. The comprehension and production experiments consisted of 64 short video stimuli for 18 target verbs (6 intransitive, 6 activities with a DP complement and 6 motion verbs with a PP complement) and 14 fillers. For each verb we constructed two videos, the one presenting a telic/completed event and the other an atelic/ongoing one. The comprehension task was to match the utterance heard to the event presented in the video. The production task aimed at the elicitation of the same verbs through the presentation of the same short videos. Results show that monolingual children are better at judging and producing activity verbs with a DP complement than motion verbs. This is also the case for all the bilingual children, indicating that the grammatical encoding of telicity in activities is earlier than the ambiguous representation of telicity in motion verbs. Furthermore, the older bilingual children are sensitive to the telic-atelic distinction in relation to morphological aspect while the younger ones are only in the telic condition of activity verbs. In addition, imperfective aspect is associated with atelicity by all monolingual children regardless of verb type, while bilingual children map perfectivity on telic events while imperfective forms do not show a preferred mapping.

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## Aspect of the embedded verbs in L2 acquisition: evidence from L1-Russian learners of Cypriot Greek

Sviatlana Vadim Karpava, University of Cyprus

According to the Interpretability Hypothesis (Tsimpili 2003) aspect in Greek is a grammaticalized, interpretable feature relevant to the syntax-semantics and the syntax-discourse interfaces. This study investigates the acquisition of aspect of the complement verbs in L2 Cypriot Greek (CG) by L1-Russian learners. In Modern Greek, verb complementation takes a finite form instead of an infinitival form as in Russian or in English. Sentences with the particle *na* are subjunctive clauses as the particle *na* is a subjunctive marker (Roussou 2009). The *na*-clause is a complement clause that is controlled by the main verb. Aspect in the subjunctive subordinate *na*-clauses depends on the kind of verb in the main clause (Malagardi 1993). According to Moser (1993), there is an interaction between lexical and grammatical aspect that influences the aspect of the verbs in *na*-clauses. Four lexical aspects (states, activities, achievements and accomplishments) interact with two grammatical aspects (perfective and imperfective).

Based on Moser (1993) and Malagardi (1993), a test battery for the present study was created: a sentence picture-matching task (SPM) and an elicited production task with two conditions, perfective and imperfective aspect. The participants were expected to choose the perfective aspect with an accomplishment main verb that has a continuous interpretation (*prospathusa* 'try'), perfective non-ingressive state main verb (*fovithika* 'be afraid'), perfective ingressive state main verb (*boreisa* 'be able'), perfective volitional verb (*ithela* 'want') and activity verb expressing a purpose or a goal with *na* being a short form of *gia na* 'in order to'. In Greek, only perfective aspect is allowed, while in Russian either perfective or imperfective can be used in these embedded environments. The participants were to choose imperfective aspect of the complement verb when the main verb was inchoative (*arhise* 'start'), both in Russian and Greek only imperfective aspect is allowed.

Over 200 participants, adults and children, took part in the study, falling into the following groups: bilingual Russian-CG, multilingual Georgian-Russian-CG and a control group of monolingual CG. The analysis of the test production by 100 participants showed that the native speakers of CG performed better than the non-native groups for both conditions, perfective and imperfective. Russian-CG bilinguals, children and adults, had a better performance than Georgian-Russian-CG, age-matched, multilinguals for all test items. The non-native groups had more non-target performance for the perfective condition than for the imperfective condition. The nearly target-like performance for the imperfective condition and non-target-like for the perfective condition raises the possibility that transfer takes place. Overall, Russian-CG participants did not have a problem with the imperfective condition; they chose imperfective aspect correctly, due to the positive transfer from L1 Russian, where only embedded imperfective aspect is allowed with the inchoative main clause verb. As for the perfective condition, it was more problematic for the Russian-CG group, as in L1 Russian both perfective and imperfective aspect are possible, so either positive or negative transfer might take place. The increase in the amount of exposure to CG and number of years of residence in Cyprus decreases the percentage of errors in the aspect choice, meaning that negative transfer from L1 occurs mainly at the first stages of L2 acquisition.



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## Prosody as a semantic resource in German narratives of Turkish children

Friederike Kern, University of Potsdam

Research on spoken language has demonstrated that the semantic content of clause connectors such as *and* or *but* cannot only be specified by the use of prosody (Blakemore 1989) but that prosody can in fact assume the tasks of those connectors and establish a specific semantic relation between two conjuncts. Recent studies show how young speakers of „Turkish German“ („Türkischdeutsch“) employ prosodic resources – in particular intonation and rhythm – to construct semantic contrast between two successive utterances (cf. Kern 2009). Contrast is thus not strictly dependant on a context-free structural relation between lexical items but depends on the way the lexical items are presented in discourse.

The paper addresses the issue whether similar ways of using prosody as a resource for clause connection can be found in children's narratives that were elicited in the context of HAVAS (=Hamburger Verfahren zur Analyse des Sprachstands). The paper will present first observations that show indeed that children use intonation and rhythm to establish semantic relations between successive utterances. Subsequently, some theoretical issues will be discussed, i.e. to what extent such a use of prosody that is not found in the speech of monolingual German children may be due to the process of second language acquisition, or based on interference of the speakers' family language. Finally, possible didactical implications will be highlighted.

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## Multilingual Montreal – An Examination of Language Attitudes

Ruth Kircher, Queen Mary, University of London

Montreal is the urban centre of Quebec, Canada's only province with a francophone majority, and it is generally assumed that it is in this city that the future of the French language in the province will be determined (see e.g. Bourhis 2001). While Quebec's other cities and the less urbanised regions are quite homogeneously francophone, the Montreal metropolitan area is home to comparatively large anglophone and allophone communities (12.1% and 21.6% respectively; Statistics Canada 2007), 'allophones' being the term used in the Quebec context to describe those who have neither English nor French as their mother tongue. Due to historical reasons, for a long time, Montreal's anglophone minority constituted the city's economic elite, which resulted in English being the language of upward mobility. This serves as an explanation for the much more positive attitudes towards English than towards French amongst both anglophones and francophones that were evidenced by the findings of previous studies (see e.g. Lambert *et al.* 1960; Genesee and Holobow 1989). While decades of language policy and planning eventually led to the francophones' economic 'reconquest' of Montreal (see e.g. Levine 1997), this success is likely to be rather fragile, for in the context of globalisation, French in Quebec now faces the challenge of English as the global *lingua franca* of our times, as well as its status as the language of social and economic advancement in the rest of Canada and the United States (see e.g. Stefanescu and Georgeault 2005).

There has been relatively little recent research into the manner in which anglophone and francophone Montrealers' attitudes towards English and French have been affected by these altered circumstances. Furthermore, there has been even less research into the language attitudes and the resulting language choices of the city's numerous allophones. This is particularly surprising in the light of the fact that the latter are the group upon which the future of French in Quebec is now understood to depend, since, due to the low birth rate among the francophones, the integration of the allophones into the French-speaking community (rather than the English-speaking one) has become strategically important as a means of stemming the long-term decline of the francophone population (see e.g. Bourhis 2001).

This paper explains the historical background and summarises the most significant previous language attitudes studies before presenting the findings of the author's own research. This research was conducted amongst 164 Montreal college students (anglophones, francophones as well as allophones) with the aim of investigating their attitudes towards English versus French. Particular attention was paid to the two main evaluative dimensions of language attitudes, that is, status and solidarity. The study made use of both a direct and an indirect method of attitude elicitation, namely a questionnaire as well as a matched-guise experiment. (The latter is a social psychological method that involves the elicitation of attitudes in an experimental situation and thereby avoids the influence of social desirability biases.) Following the presentation of the results obtained by means of these two different methods, which allow for rather complex conclusions to be drawn regarding the social and linguistic situation in Montreal, the paper concludes with suggestions for further research in the area of language attitudes in Quebec.

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## **Multilingual Language Corpora in Professional Trainings – e.g. Ad-hoc-Interpreting in Hospitals**

Ortrun Kliche, Birte Pawlack, Universität Hamburg

In our talk we show how language corpora can be used in professional training and which benefit may derive from this approach. For this purpose, we use the example of a training module for bilingual employees in hospitals, acting as ad-hoc interpreters. Firstly, we present the concept of the said training, which is mainly based on the findings of the research project “Interpreting in Hospitals” (cf. Meyer 2002; Bührig & Meyer 2003), especially on the corpus “Interpreting in Hospitals” (cf. Corpus: Interpreting in hospitals), that provides the training with authentic discourse data. With the help of especially designed teaching material we show how transcripts of the mentioned corpus can be used to enable laypersons to work with them productively. On the basis of video recordings and transcripts of the training we illustrate how the participants accepted and worked with transcripts. In the second part we present first evaluation results of the training. The evaluation is based upon transcripts of the said video recordings, training material (exercises and diaries of the training participants) and surveys with the participants (interviews and questionnaires). With help of these different kinds of data types we draw first conclusions concerning success or failure of corpus based methods in professional trainings.

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## Constructing Bilingual Identities – Language Biographies with People of Vietnamese Origin Living in Germany

Katharina König, WWU Münster

The debate about Germany as an “immigration country” (*Einwanderungsland*) is of recent origin and has triggered a nationwide discussion that also has great influence on linguistic research: The last years have seen many publications on “Türkenslang” (language use among youths of Turkish origin) or “Kanaksprak” (a stylized ethnolect).

With my presentation I add to the debate on multilingual communication by focussing on people of Vietnamese origin living in Germany, a group that has so far been neglected in the context of linguistic studies although recent studies have shown them to be well integrated into Germany society (BIBE: 2009). Moreover, my presentation also contributes to conversation-analytic research about identity in interaction by analyzing “subjective theories” about language use and identities in a multilingual context.

This work-in-progress is based on language biographies that are part of narrative interviews with people of Vietnamese origin who live in a German-Vietnamese bilingual environment. Applying recent interactional approaches, identity is not treated as a fixed category or state of mind but rather as a communicative accomplishment that is constructed permanently and brought about interactively, a “phenomenon that emerges and circulates in local discourse contexts of interaction” (Bucholtz/Hall 2005).

My presentation will include the first results of my qualitatively-oriented PhD-project, giving examples of different strategies the interviewees use to position themselves and others in the ongoing interaction, i.e. presenting language ideologies in context in order to make sense of their experiences between languages and cultures; setting concepts about people as relevant, aligning them with “category bound activities” (Sacks 1972). Focussing on these strategies will help to supplement and enrich linguistic research about language and identity.

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## **Language contacts in urban centres in Cameroon**

Jean-Paul Kouega, University of Yaounde

When languages happen to be in contact, they tend to be affected in various ways. Common language contact effects include such processes as borrowing, interference and codeswitching to name only these three. One uncommon effect is the creation of new language variants that draw their features from the existing languages. This paper sets out to describe one such created language variant – Camfranglais – a composite code that combines elements drawn from French, English, Spanish, Latin, Cameroon Pidgin English and the local Cameroonian languages. The data come from the interactions of secondary school youths, who use this language variant to show group solidarity and at the same time to distance themselves from outsiders. The analysis of these data reveals that the words that these youngsters use fall into various semantic domains, chief of which are money, drink and sex. These words result from various known semantic processes like meaning change and from morphological processes like clipping and affixation. With the ongoing globalisation process, such created language variants involving English are likely to be identified in various parts of the world.

## Translating epistemic modality: there might perhaps be some problems

Svenja Kranich, SFB 538

The present study focuses on contrasts in the expressions of epistemic modal marking in English and German, discussing the challenges faced by translators and the strategies chosen by them. The corpus used for this investigation consists of popular scientific articles in English, their German translations and German comparable texts (a total of ca 500,000 words). First, a contrastive perspective of the original texts in the two languages will allow us to establish differences between the two languages in the functional domain of epistemic modality. In a second step, we will analyze the English-German translations to find out to what extent source-language interference and adaptation to target-language conventions take place in this area.

It is generally agreed that epistemic modal markers serve to modify the degree of certainty attributed to the truth of the proposition (cf. e.g. Larreya 2009: 13). Their use in discourse has been linked to two different motivations: content-oriented caution (i.e. the speaker just does not know whether the proposition is true) and reader-oriented caution (i.e. the speaker does not want to impinge on the reader's freedom to hold a different opinion or wants to make an utterance less face-threatening) (cf. Hyland 1996: 436f.). The latter use, exemplified in the title of the present paper, is strongly influenced by language-specific communicative conventions.

Our results show firstly that English overall makes a much more frequent use of epistemic modal markers than German, which can be related to findings of previous contrastive pragmatic studies (e.g. House 2006), as it reflects the tendency for stronger addressee-orientation. Furthermore, there are interesting contrasts in the strength of modal marking: English uses more markers of low modal strength, e.g. *may*, German more markers of high modal strength, such as *wahrscheinlich* 'probably'. A further difference concerns the linguistic categories predominantly represented in this functional domain: English favors the use of modal verbs, while German texts show greater variation, with a frequent use of modal verbs, modal adverbs and particles as well as lexical means of expressing epistemic modality (e.g. *Es ist noch eine offene Frage, ob...* 'It's still an open question whether...').

The analysis of the translations produces two main results: firstly, professional translators of English texts appear to be aware of contrasts in this domain and make appropriate alterations to the texts which reflect the different conventions (e.g. they use less epistemic modal marking overall in the German translation, use markers of higher modal strength, and replace modal verbs by modal adverbs and lexical constructions). At the same time, there is a notable degree of 'shining-through' of source-language conventions, as German translations still exhibit in general a much higher frequency of epistemic modal marking than German originals, in particular a higher frequency of markers of low modal strength. These findings are interesting from a contrastive-linguistic perspective as well as for translation studies and translation training.

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## Bilingualism and the acquisition of reading

Karoline Kühl, SFB 538 Mehrsprachigkeit

Children acquiring literacy in an L2 is not an unusual situation at all – this happens every day in migrant or minority situations as well as in situations where a dialect is spoken but not written. However, there has been only little research about the development of literacy in second language learners apart from the extensive studies about US American-Hispanic readers where socioeconomic factors have to be taken into account (Oller & Eilers 2002, August & Shanahan 2006). This talk will present results from an transnational research project about the bilingual acquisition of literacy of children in the German minority in Southern Denmark on the one hand and the Danish minority in Northern Germany on the other (Kühl & Westergaard 2010). In this autochthonous minority situation socioeconomic differences and different educational traditions are negligible and linguistic factors can be assumed to be the dominant factor. From 2006 to 2008 we investigated how Danish-German bilingual children (age 6–7) learn to read and write in their L2 (German or Danish, respectively) as compared to the literacy development in their acquisition of L1. Differences in language competence and teaching methods were taken into account as well.

The talk will focus on how different grapheme-phoneme-relations of the languages involved (Danish/ German) affect children's reading technique and reading comprehension: Danish has a ‚deep‘ orthography (Juul & Elbro 2004, Elbro 2006), i.e. one that includes many deviations from a one-to-one grapheme-phoneme-reading system (comparable to English) while German can be characterized as a system with much more predictable pronunciation of written words (comparable to Italian).

An analysis of reading technique and reading comprehension in both German and Danish shows that the ambiguity of grapheme-phoneme-relation is a factor that has to be taken into account when investigating the acquisition of (bi)literacy: Reading techniques, once they had been acquired in one language, were transferred into the other language, without being formally taught. But whether the transfer of a reading technique would lead to a successful reading comprehension, depended on whether the transferred reading technique would fit the orthography of the language read. The phoneme-based reading strategy that can be applied to German is, however, not compatible with the Danish orthography with its inconsistent relations between phonemes and graphemes. To read Danish successfully, one must rather apply a morpheme-based strategy. Moreover it requires some reading experience in the irregular pronunciation of certain written lexical items. This means that a transfer of reading technique from Danish to German will succeed, but not vice versa. This effect, based on the languagespecific ambiguity of grapheme-phoneme-relation, showed itself to be strong enough to overcome the competence gradient between L1 and L2: children with Danish as L1 showed either equal reading comprehension in both languages or an even better comprehension in their L2 German, the language with a more regular relationship between graphemes and phonemes.

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## Comparing cohesion in English and German: empirical methodology, typological background and implications for language contact

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In this paper, we sketch a project proposal whose main goal will be to develop a methodology for the contrastive comparison of cohesion in English and German in view of language contact.

Over the last decades, substantial insights have been gained in the area of comparative and contrastive research of English and German (Hawkins 1987, König & Gast 2007, 2009, Steiner and Teich 2004). However, the main focus of this theoretical and example-based work has been on the linguistic levels of morphology, syntax, and, to some extent, lexis. So far, comprehensive discussions of the systemic resources of cohesion exist both for English and German (e.g. Halliday & Hasan 1976, Linke et al. 2004). In addition, there are some corpus-linguistic analyses examining individual linguistic phenomena at the level of text, either from a monolingual or bilingual perspective (see e.g. Fabricius-Hansen 1996, Doherty 2006, Becher et al. 2009). Up to this date, there is no contrastive work that covers a broad range of systemic resources of cohesion in the two languages and, at the same time, instantiations of cohesion in English and German texts (for a preliminary attempt cf. Hansen-Schirra et al 2007, as well as Kunz 2009).

We thus provide an outline of a comprehensive model of cohesion aiming at filling this gap. We will show how the different conceptualizations prevailing in the English and German literature may be integrated into one that is suitable for the comparison of both languages. Moreover, we will suggest a combination of theoretical and example-based approaches to highlight major contrasts in the systemic networks of cohesion in English and German. In addition, we will discuss how an empirical analysis of the CroCo corpus can serve to explore instantiations of cohesive resources in English and German texts. We will illustrate, on the basis of preliminary studies into some selected cohesive phenomena, that a corpuslinguistic analysis is not limited to statistical results about frequencies of particular cohesive devices but additionally permits new insights into their use and function in different contexts of situation. Furthermore, we assume that such findings will provide essential information as to possible co-occurrences of cohesive devices, the nature of cohesive ties as well as cohesive chains. For these purposes, we suggest an expansion of the existing corpus in terms of particular registers, corpus encoding and query strategies.

Apart from that, we intend to develop the contrastive perspective further into one of language contact. Contrast is seen as a necessary, even if not sufficient condition for contact and change. We hope to identify traces of contact between English and German by comparing the translations in the CroCo corpus to the originals in the same language.

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## Gender marking in Italian-German heritage speakers

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Gender is a grammatical feature assigned to nouns in the lexicon (*gender assignment*). Word classes other than nouns acquire gender via agreement (*gender agreement*). For example, the Italian noun *sole* “sun” is masculine. If it is accompanied by determiners or adjectives, these will be marked masculine through agreement with the noun (see 1). The same applies to gender marking in German. However, Italian and German differ in that Italian has only two genders, masculine and feminine, while German has three (neuter, masculine and feminine). Moreover, gender is easily predictable based on the final vowel in most Italian words, while this does not hold for German.

- (1) ilm solem rossom  
 the sun red  
 “the red sun”

Our study investigates knowledge of gender assignment and gender agreement in highly proficient adult heritage speakers and second language (L2)-speakers residing in Italy and Germany. In particular, we will focus on their weaker language, i.e. German in the case of most speakers living in Italy and Italian for most speakers living in Germany.

While heritage speakers acquire their second (first) language in early childhood in a naturalistic context, the onset of L2-learning is rather late and the L2 is, at least partially, learnt in a schooling context. Under the assumption that exposure to a language from birth is sufficient to achieve native-like abilities, as suggested by the Critical Period Hypothesis, heritage learners should differ from L2-learners. However, recently, Montrul, Foote & Perpinán (2008) have argued that at least some Spanish heritage speakers have problems with gender assignment and agreement despite exposure since birth.

We used spontaneous and experimental data to investigate the knowledge of gender. Our first task was a Grammaticality Judgment Task (GJT), in which the subjects read and heard a sentence and they were asked to repeat it if they found it correct, or correct it if they considered it to be wrong. Our second task was an elicited production task (EPT), in which the subjects had to describe objects on a picture. Our items were constructed in such a way that they tested (i) for transfer from German to Italian and vice versa, and (ii) for potential differences between gender assignment and gender agreement.

Preliminary results show qualitative similarities between heritage speakers and L2-learners, with most subjects judging and producing correctly more than 90% of all items. However, there are quantitative differences with heritage speakers outperforming L2-learners. All subjects perform better in gender agreement than in gender assignment, which suggests knowledge of underlying grammatical rules even in the absence of lexical knowledge. While subjects perform at ceiling in their stronger languages, subjects with Italian as weaker language perform better than subject with German as weaker language, which may be taken to indicate that gender marking involves different degrees of difficulty in these two languages. More generally, our results speak against language attrition in the weaker language of adult bilinguals. For individuals who score noticeably lower than average, we discuss the possibility of incomplete learning in childhood.

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## **English alongside the national languages in Finland: Progressives and sociolinguistic variability in international Englishes**

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Hundt (2009), in her study on progressive passives, suggests how locally-emerging patterns of variability in the new international Englishes are more complex than commonly thought. The reason, she suggests, is that variability is brought about by a variety of causes, including local discourse preferences, contact influence, phenomena related to language acquisition, and ongoing diachronic changes. This presentation tackles the question of emergence of variability in one form of new international English. I will in particular focus on the uses of English in Finland, where English has for long been used as a foreign language but which, according to recent large-scale survey results, has witnessed a considerable increase in the uses of English as regular resource. It is today considered an essential resource and used alongside the national languages (Finnish and Swedish) in this multilingual nation (Leppänen et al. 2009). The structure investigated is the English progressive, which, in many native English varieties, is undergoing diachronic changes that include an increase in discourse frequency and the creation of new progressive constructions (Leech et al. 2009: 118-143).

My quantitative results of progressives are drawn from an electronic corpus that consists of English produced by present-day Finns (Laitinen 2010). This corpus is designed for variationist study of international Englishes in a geographically-bound community of speakers, and it contains extralinguistic information of the informants and speech-events. This paper provides data of how advanced speakers localize English progressives and examines the emergence of sociolinguistic patterns in this process. The results of this study should be used to better understand the factors contributing to local patterns of variability in the new Englishes as part of a multilingual repertoire.

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## Postcolonial standards of English in multilingual societies

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Schneider's Dynamic Model of the evolution of Postcolonial Englishes (Schneider 2007) predicts that ultimately, all varieties will pass through the stage of 'endonormative stabilization', that is, the relevant speech community will liberate itself from exonormative standards provided by British or American English and set out to codify its own norms of usage. In multilingual societies where English is a second language, these norms are unlikely to come from 'native speakers' of English in the narrow sense – indeed, much work has been devoted in the field of World Englishes to strip the notion of 'native speaker' of its ideological bias. By now, the 'native speaker' has been replaced by the "native speaker/user" (Singh 2007: 37) who acts as the "arbiter of well-formedness and appropriateness" (Mufwene 1998: 117) in his/her speech community. However, even if we have successfully removed the monolingual bias from the definition of 'native speaker', we still need to reconsider the concept of standardization (e.g. Haugen 1966) with respect to Postcolonial Englishes, and particularly the tension between local spoken norms and the largely exonormative written standard. This paper will illustrate with respect to Indian English and Singapore English that the model of standardization proposed by van Marle (1997) is better suited to conceptualizing the process of endonormative stabilization in English-speaking multilingual societies.

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## Linguistic minorities and contemporary media opportunities in the United Kingdom

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The arrival of mass media in a minority language community has repeatedly been blamed for the demise of minority languages. Media has typically been seen to contribute to language shift by encouraging speakers to abandon the minority language in favour of the socially dominant one (Dorian 1991). But there is increasing evidence that the media may also play a positive role in language maintenance (Cotter 2001, Cormack 2007). Since audiences have come to expect to participate actively in the media (Deuze 2006), the contemporary broadcasting landscape has opened up new domains of use for endangered minority languages, offering greater opportunities for language maintenance and revitalisation (Cunliffe 2007).

Audiences can participate in broadcast and online media in a variety of ways, for instance by taking part in a radio phone-in, cooking along at home with a TV chef, contributing to a debate in an online forum, volunteering at a community radio station or creating and uploading a mashup of two pop videos. In bilingual areas, some of these formats encourage audiences to interact directly with the broadcaster or other audience members using the minority language.

This paper presents an overview of indigenous minority language media currently available in the UK, with a particular focus on participatory and 'interactive' media. Drawing on interview data with minority language media practitioners, audience participation practices are identified within the current media offering and a typology of contemporary participatory media formats is proposed. This research articulates the opportunities presented by the contemporary media landscape and offers a strategy for studying the direct impact of media participation on bilingual audiences' language choices.

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## Deblocking spoken German via German Sign Language and the 22q11 microdeletion syndrome

Helen Leuninger, Hochschule Fresenius/Idstein

Though the microdeletion syndrome 22q11 has an incidence of 1:2000 births ( ranking second after the Down-syndrome), it is not well-studied in Germany. It is characterized by a very variable cluster of symptoms, reaching from severe heart problems to cognitive and linguistic problems (cf. Sader et al, 2006). At the medical faculty of the university of Francfort/Main, a competence center „Language“ for 22q11-children is installed, a cooperation of medicine, speech therapy, and linguistics under the leadership of the director of the “Klinik der Mund-, Kiefer- und Gesichtschirurgie” (cleft palate center), Prof. Dr. Sader. With respect to language acquisition, many children are late talkers and some of them do not begin to talk at all. The idea to use sign language for these children is based on concepts of total and augmentative communication (Ronski & Sevcik, 2005; Spencer & Tomblin, 2006) originally devised for children with hearing impairments (deaf and CI-hard of hearing children) or children with autism, and on some commentaries parents gave in our questionnaire asking parents to give ratings of somatic, cognitive, and linguistic. impairments of their children (Maas, 2008) as well as on some sketchy remarks in the literature (Sarimski, 2003).

Therefore, we started a pilot project (supported by the „Freunde und Förderer der Johann Wolfgang Goethe Universität, the cleft palate center,, and the University of Applied Sciences, Idstein). In this project, we try to deblock spoken German via German Sign Language. We produced a DVD, containing pictures, signs (monomorphemic, polymorphemic and sentences), and the respective translations into spoken German. But contrary to the programmes of Total Communication or Augmentative Communication, we didn't use any variant of manually coded German so that the signed and the spoken sentences respectively display their own grammatical structure. A deaf signer and eventually a sign language interpreter visit the respective child at home using signs and spoken German. With some children, we were not successful due to their severe deficits, including deficits in attention so that they were not able to concentrate. But fortunately one little boy of Turkish parents took great advantage of our concept. After only three visits, he had acquired 50 signs and he began to use spoken German (cf. Leuninger, 2007). In my talk, I will present data of this boy and discuss the benefits of using sign language for children whose spoken language acquisition is blocked.

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## First language attrition: The case of Polish speakers in Sweden

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Polish is one of the almost 200 immigrant minority languages spoken in modern Sweden. It belongs to the 10 most commonly spoken immigrant languages in this country. The Polish language is a part of the contemporary linguistic diversity in Sweden (cf. Hyltenstam 2005) in the aftermath of the political and economical Polish immigration after the World War II.

Previous research on Polish in Sweden is represented by a fairly small body of studies. The prevailing amount of these studies has given attention to the acquisition of Polish by children in an L2 Swedish environment (e.g. Laskowski 1993). Much less concern has been given to the language of adult speakers. The existing two studies have focused on loans and understanding of idioms respectively (Zaręba 1983, Palisz-kiewicz 1999).

The present paper presents results of a study on first language attrition in adult speakers of Polish. A group of 25 Polish speakers living in Sweden was studied and their results were compared with a matching group of 25 Polish speakers from Poland. The mean age at immigration was 25 years while the mean age at the point of testing was 57 years. The mean length of stay in Sweden was 32 years. All the participants obtained at least secondary education in Poland. Two types of elicited speech were analysed, one retelling task and one odour association task. Additionally a questionnaire was used in order to gain information on language use. The data were analysed both quantitatively and qualitatively.

The focus of the paper is on two aspects (i) the use and vulnerability of *verb government* (*verbs with genitive and verbs with genitive of negation*) (ii) the use and vulnerability of *personal pronouns*. According to previous research on Polish in contact (e.g. Dubisz 1997), these features have shown to be sensitive in L2 environment. The linguistic results are discussed in the light of the role of background factors as well as of the role of *language use* (e.g. Schmid et al 2004). Additionally, issues of the nature of the features, their development and variation in the L1 environment are considered.

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## The acquisition of Greek past tense by English-Greek bilingual children

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The aim of this study is to investigate the acquisition of past tense by English-Greek bilingual children. Specifically, a group of simultaneous bilingual children (with English as the dominant language) of early school age (6;0-7;0) were assessed in the formation of the past tense of real and pseudo verbs and compared to a group of age-matched Greek monolingual children and a group of children matched on language ability, aiming to investigate the effect of the morphophonology of the Greek past on acquisition patterns exhibited by bilingual children. Verbs of two categories were selected or created (in the case of pseudo verbs): those that involve prefixation of a stressed syllabic augment (έ-) in the past (high-salience category, +augment), as in *τρέχο* >> *έtreksa* (run – ran), and those that form the past through shifting the stress by one syllable but with no syllabic augment (low-salience category, -augment), as in *χορέβο* >> *χόρεpsa* (dance – danced).

Although one would expect that simultaneous bilingual children would not differ significantly from Greek monolinguals, the present findings indicate the opposite. In fact, the bilingual group seemed to face significantly greater difficulties compared to the two monolingual groups in both verb categories (+ and -augment) and both conditions (real and pseudo verbs), with the differences being larger in pseudo verbs. Interestingly, no effect of the syllabic augment was found in the performance of the bilingual group, contrary to the monolingual groups, who exhibited a significant effect (although marginal in the case of the older children) in the pseudo verb condition.

The findings indicate that despite relatively long exposure to the Greek language, the bilingual children do not seem to process the morphophonology of past tense in the same way as monolingual children do in that they do not seem to benefit from the salience of the stressed augment in the relevant verbal contexts. Probably due to effects of their dominant language, English, these children appear to be less sensitive to morphophonological variations than monolingual children do. Nevertheless, the findings could further indicate that age-matching between simultaneous bilingual (2L1) and monolingual children is not sufficient at least with respect to the phenomenon of past tense formation, while the role of the input is further discussed.

## Acquisition and education factors in the use of English in Welsh-English speech

Kara Tiffany McAlister, Siân Wynn Lloyd-Williams, Arizona State University

This paper explores acquisition-related factors affecting language choice and code switching in Welsh-English naturalistic data. Though previous studies have pointed out preferences in types of code switching based on proficiency (Zentella, 1997; Poplack, 1980), relationships between the frequency of code switches and age of acquisition remains to be explored. Furthermore, other acquisition-related factors, such as the language of schooling, may also play a role in the occurrence of code switching.

The study relies on data from the Siarad Welsh-English corpus (<http://www.siarad.org.uk/siarad.php>), available through the ESRC Centre for Research on Bilingualism at Bangor University, Wales, and funded by a grant from the AHRC. The corpus consists of approximately 40 hours of informal conversation between two or more speakers, with an estimated total of 167 speakers. Demographic data such as chronological age, age of acquisition and first language were collected through an accompanying survey.

Quantitative methods are employed to determine the effect of age of acquisition and language of schooling on code switching and borrowing in Welsh-English contexts. Specifically, statistical methods are employed to determine the extent to which the variance of the language of tokens, the dependent variable, is separately attributable to age of acquisition and language of schooling, the independent variables. The degree to which age of acquisition reflects other events such as the beginning of formal schooling is also explored. Finally, the results of the study are explained in light of relevant theoretical considerations, such as the critical period hypothesis and Montrul's (2008) age-related observations.

This paper develops a corpus-based approach to analyzing language use in bilingual conversations, based on age of acquisition and language of schooling, and offers insights into related theoretical issues. The paper will contribute to current discussions in the field of second language acquisition, particularly in educational contexts, as well as present an acquisition-based account of the use of English in Welsh-English speech.

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## The Prosody of Occitan-French Bilinguals

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Occitan is a highly threatened Romance language still spoken in Southern France where it is nowadays largely dominated by French. The project our team is working on focuses on the consequences the long lasting contact between the two languages has had on their prosodic systems, investigating in detail the Occitan and French prosody of bilingual speakers in a limited area (the Monts de Lacaune, Tarn) and contrasting it systematically with nearstandard Northern varieties of French.

Unlike the other Romance languages, Occitan and French often present pitch movements on syllables that are not metrically strong (Hualde 2003, 2004; Post 2000; Jun & Fougeron 2002). Originally used to signal emphasis, these rises, which occur mainly on the first syllables of content words, seem quite generalized today (Di Cristo 1998, Sichel-Bazin 2009). Thus, in both languages the accentual phrase (AP) appears to be prosodically marked by two rises: an optional one on its left edge (LHi) and an obligatory one on its right (LH\*). Since Occitan has kept distinctive word stress, the pitch accent position is lexically determined, and the AP corresponds to the prosodic word or clitic group. By contrast, French has lost lexical stress developing a phrase final prominence, and the AP may contain more than one lexical word. Below the AP level some syllables may be slightly more prominent, and we consider that more research is needed on the role of feet in the rhythmic organization.

Another point we are investigating is the distinction between nuclear and prenuclear APs and their organization within higher units (D'Imperio et al. 2007). APs are grouped into intonational phrases (IP), which in their turn assemble into utterances (U). While IPs end in T%, utterances seem to bear another type of boundary tone at their right edge that we propose to label T#. Between the AP and the IP, the prosodic hierarchy provides the intermediate phrase (ip), marked by still another boundary tone, T- (D'Imperio et al. 2005). While we did not find any evidence of this unit in our close to standard French data yet (but see D'Imperio & Michelas 2010), it seems to be part of the prosodic inventory of our Occitan-French bilingual speakers who produced it in both languages: the frequent post-tonic vowels – etymological schwa in Southern French, a variety of vowels in Occitan – offering a good anchor for boundary tones.

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### **‘Il faut être noir d’abord et blanc après’\*: language, identity and cultural conflict in Gabon**

Rebecca A Mitchell, Cambridge University

2010 marks the golden anniversary of Gabon’s independence from France. Nevertheless, French remains the sole official language in this multilingual society, and moreover is gaining domains as well as mother tongue speakers. This in turn has engendered a sense of ethno-cultural conflict in the speech community and palpable resentment towards the post-colonial tenacity of French. This paper, based on unpublished attitudinal data from a corpus of 132 Gabonese informants, examines the prevailing conflict of ethnolinguistic interests of this relatively under-researched region from the point of view of the informants themselves. It assesses their own perceptions of the value of the local languages, and in the light of existing literature on language planning in sub-Saharan Africa (Sanogo (2008), Dauphin-Tinturier (2008)) and Gabon itself (Bagouendi-Bagère Bonnot (2009), Idiata (2003)), this paper seeks to answer specific questions. What are the underlying reasons for the linguistic conflict and apparent recession of the local languages (and consequently cultural values) in this region? Is there a link between ethnicity and resistance to (or acceptance of) an exogenous official language, and in what ways is language in Gabon a marker of identity? What is the place of French in a multilingual African community 50 years after independence? And most importantly, in the view of the Gabonese themselves, for whom the most is at stake, what initiatives can and need to be put in place to stem the tide of attrition?

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\* We’ve got to be black first and white second’.

## **Multilingual education policy challenges in the new South Africa**

Sandiso Ngcobo, Mangosuthu University of Technology

The newly democratized Republic of South Africa (RSA) that dates back from 1994 has had to promulgate a number of policies in an effort to redress the inequalities of the past. One major policy of the country is the 1996 Constitution that amongst other things identifies language as the basic human right. In recognition of the multilingual nature of the RSA society the constitution for the first time awards official status to nine African languages that should also be used in education where that is practicable. However, the dominance of English and lack of development in African languages makes it difficult to implement multilingual education policies.

In this paper I outline the extent of educational challenges in the RSA that I trace from schools to higher education institutions. I then consider possible solutions, and their challenges, as provided by multilingual education policies, particularly the 2002 Language Policy for Higher Education (LPHE). I share the results of a study that sought to investigate the perceptions of lecturers and students on a pilot course in Academic Literacy and Communication Skills that used English alongside an African language in its presentation of knowledge in its instructional material.

The empirical findings indicate that the majority of respondents find it beneficial to conduct education in an African language alongside English. At the same time there is a high demand for the maintenance of English as the main language of education. This points to a need to find a balance between providing education in a second language with detrimental literacy implications and providing education in a first language when it does not play a significant role in a larger society.

## A cognitive typology of language contact phenomena

Alexander Onysko, University of Innsbruck

Starting from the premise that multilingualism is both an individual psychological and a communal social condition, the manifestation of multilingualism is crucially tied to observable phenomena of language influence and language mixing, which have traditionally been studied in research on language contact (cf. Weinreich 1953). Thus, in (1) below, the words of a bilingual Amish speaker of Pennsylvania German (Penn.G.) and American English show features of language mixing (in a general sense):

(1) *Es hat juscht net **ausgeschafft** far Amisch Leite, **so** ham mer **vehicle** griegt.* (Fuller 1999: 49)

[Es war so nicht machbar für die Amischen Leute, deshalb haben wir Fahrzeuge bekommen]

While the utterance is basically framed in a matrix of Pennsylvania German, influence from English is present at different levels. First of all, there is a semantic mapping from the English close lexical equivalent *to work out* onto Penn.G. *ausgeschafft*. Further instances of language interaction are the presence of an interlingual closely equivalent conjunction (*so*) and a straightforward lexical transfer from English (*vehicle*). This example shows that multilingual (in the sense of more than one language) speech production can be based on varying degrees of language interaction surfacing on different linguistic levels. In general, both the intricate nature of such language contact phenomena and the diverse sociolinguistic, formal, typological, and psycholinguistic approaches have created an array of terminology and diverse explanations for similar phenomena (cf., among others, Coetsem 2000, Haugen 1950, Johanson 2008, Muysken 2000, Myers-Scotton 2002, Ross 1991, Sakel and Matras 2008, Thomason 2001). It thus seems vital for research on the interface of multilingualism and language contact to develop a common framework that synthesizes insights from different approaches and facilitates cross-disciplinary dialogue among researchers.

Following Weinreich's cogent remark that the locus of contact is the language using individual (1953: 1), this paper proposes a basic cognitive typology of language contact phenomena as they underlie multilingual speech production. The model draws on essential insights from psycholinguistic studies on multilingual language use (e.g., Costa, La Heij and Navarrete 2006, De Bot 2002, Dijkstra and Van Heuven 2002, Paradis 2004) and connects psychological processes with surface instantiations of multilingual speech production. In detail, the cognitive mechanisms of *co-active (lexical) selection*, *replication*, and *hybridization* account for the occurrence of *codeswitching/borrowing*, *calques* (as conceptual and formal replicates), and *hybrid forms*. Ample evidence from studies on multilingual speech production and language contact will be discussed to exemplify the different processes and phenomena of language contact.

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## **Multilingual Individuals in a Multilingual Ireland? The Question of Learning Transfer from Germany's Immigration Experience**

Claire O'Reilly, Laura Noonan, University College Cork

Up until recently, words such as linguistic variation and multilingual societies were not concepts one would have immediately associated with Ireland. However, an influx of immigrants within a period of approximately 12 years, from 1996 to 2008, heralded such a rate of change that a cultural and linguistic metamorphosis occurred in the very fabric of Irish society. Both academics and practitioners have recognized that Ireland has needed to learn fast to develop policies and approaches which are beneficial for both home and host country nationals alike and for future generations, as Claire Healy states:

“One of the benefits of Ireland's particular chronology of immigration is the opportunity to learn from mistakes made in immigration policy elsewhere” (Healy, 2006: 10), and noting a dearth in comparative studies, she adds “It is necessary to take into account historical comparisons with Ireland in Western Europe, a perspective that is generally virtually absent from the analysis” (Healy, *ibid*: 3)

This paper seeks to examine some of these changes, first in relation to language and linguistic variation in Ireland. Second, reflecting a main thrust of publications on German's experience of migration placing the education of migrant children as central to the success of migration policy (cf. Söhn and Özcan, 2006), and recognizing the importance of migrant education and integration for future generations, this paper will look especially at the role of education and education policy in both countries. Third, it will examine the overall possibilities for learning transfer from Germany, with its comparably long and rich migration history and experience of immigrants. Acknowledging a report by the Commission of the European Communities (2008), that „there is clear potential for mutual learning about the factors which shape educational disadvantage and the policies which can help to address it, this paper hopes to identify how Germany's more extensive experience in the field might be applied to the Irish context, in order that the educational disadvantages which many children from migrant backgrounds have experienced in Germany, might be avoided for the future in Ireland.

## How do Basque-Spanish bilinguals handle gender?

Maria Carmen Parafita Couto, Epelde Iranztu, Margaret Deuchar, Bernard Oyharçabal, Bangor University

Studies on Spanish-Basque code-switching are still scarce (Ezeizabarrena 2009, Deuchar, Epelde, Oyharçabal & Parafita 2010). Mixed nominal constructions are common in naturalistic conversations among Basque-Spanish bilinguals (Deuchar et al. 2010). While Basque does not mark gender, Spanish does, and nouns and their accompanying articles must match in gender. Example (1) below shows an attested outcome of inserting a Basque NP in an otherwise Spanish clause.

(1) Jon hizo [las *etxeko lanas*] por la tarde

John did Det.Fem.Pl *home-work*.Det.Pl in the afternoon

„John made the *home works* during the afternoon“

The bracketed DP (*las etxeko lanas*) includes morphemes belonging to two languages. The determiner *las* is plural and belongs to the Matrix Language, Spanish, which provides the morphosyntactic frame. But the NP (*etxeko lan*) comes from the Embedded Language, Basque. Then there are two morphemes suffixed to the noun: -a, the Basque definite article, and -s, the Spanish plural marker. In Deuchar et al 2010 we posited that the Basque determiner (-a) suffixed to the noun – as in (1) – is reinterpreted, presumably because of its phonological form, as a feminine marking gender morpheme in code-switching.

In this study, we collected experimental data to test whether this generalization would hold among early and late bilinguals. Thirty Basque-Spanish bilingual undergraduates who learned Basque at home and attended Basque-medium and/or bilingual primary/secondary school and thirty Basque-Spanish bilingual undergraduates who spoke Spanish at home and learned Basque at school were recruited. We investigated the production (director-matcher task) and acceptability (judgment task) of code-switched nominal constructions. These tasks allowed us to compare off-line production with assessments. The director-matcher task is a referential communication task (Gullberg, Indefrey & Muysken 2009) in which two participants have to solve a problem together. One of them has the information necessary to solve the task and must convey it so that the other participants can „match“ the information and thereby solve the task. One of the participants (the director) instructed the other (the matcher) to locate 9 toys (available in two different colours and sizes). This task elicited nominal constructions. The acceptability judgment task is a written test probing participants' grammatical knowledge. Sentences were presented in contrastive pairs and the participants were asked for a scalar response rather than an absolute judgment.

Our results will help to show how far constructions like (1) are produced by all types of speakers, or whether the language learned first or most widely used in the community makes a difference.

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## Faroese-Danish Language Contact

Hjalmar P. Petersen, Collaborative Research Centre on Multilingualism

In this talk I will show empirical data from a language contact scenarios on the Faroe Islands, where I use van Coetsem's (2000) distinction between Recipient Language Agentivity and Source Language Agentivity.

The data builds on informal interviews from two generations, 16–20 and 70+ from the Faroe Islands. In addition to the informal interviews, I have some grammatical judgment tests and search after linguistic material in two databases.

In the present scenario, the first language acquired, is always the dominant language, where dominance is understood as the language speakers have most/highest proficiency in, and it so turns out that due to linguistic loyalty to L1, there are few code switches in language L1, but some syntactic and a lot of lexical borrowings, that is, the unstable parts of grammar are borrowed/imitated by the agent speakers in Recipient Language Agentivity. When the same agent speakers speak language their L2, that is Source Language Agentivity, they impose the stable parts of grammar onto that language, meaning especially phonology and morphology, whereas there are not so many lexical borrowings. In Source Language Agentivity we also find code switching and convergence; the latter is also in RLA<sub>g</sub>. We have phonetic measurements of the vowels -e, -o and -ø, and these show that the speakers use an intermediate pronunciation, when they speak L2, that is, not the pure values of L1 or of L2. The result of the borrowing/imposition process is, as will be shown, mainly complication in RL agentivity and simplification in SL agentivity.

The situation is then as follows, where underscoring shows which language is the dominant one.

	RL agentivity	SL agentivity
	SL > <u>RL</u>	<u>SL</u> > RL
	L2 > <u>L1</u>	<u>L1</u> > L2
	DA > <u>FA</u>	<u>FA</u> > FAR-DAN
Lexicon	Much	Little
Syntax	Median	Median
Discourse/ Pragmatics	Median	Median
Phonology	Little	Much
Morphology	Little	Much

## Agreement within early mixed DP: what the mixed agreement can tell us about the bilingual language faculty?

Cristina Pierantozzi, University of Urbino

It has been widely demonstrated that children acquiring simultaneously two grammatical systems are capable of keeping them distinct (Meisel 2007). This given, the existence of mixed utterances strongly argues in favour of a micro-parametrical conception of language variation: codeswitching may be seen as the consequence of accessing simultaneously two lexicons in the derivation, if the parameters are simply determined by the single selected words (Mac Swann 2005). This minimalist approach to code switching is however too strong as it stands in that it does not predict the agreement relation between D and N in mixed DPs involving languages pair that realise a different subset of uninterpretable Fs (1), but only mixed DPs where D and N share the uFs features (2). (1) *la fenster; la wassertoia; eine casa; dasmicrofono* (Leucò Italian/German child original data). (2) *il plátano* (Lucia Italian/Spanish original data); *der biscotto* (Leucò Italian/German child original data).

Mixed agreement such as (1) may receive a straightforward answer in the framework of Distributed Morphology (Embick and Noyer 2004), which can predict such cases of mixed agreement. Following Spradlin et al. (2005), Pierantozzi (2008) proposes a DM's model of a bilingual competence, that can easily derive the relevant pattern if the child can select an array of F-morphemes from list 1 in language A, and lexicalize them selecting the corresponding L-morphemes from list 2 in language B. This approach provides us to bind a different degree of mixed agreement with: a) external factors, such as the Bilingual Mode and the Language Dominance, and b) internal factors such as the degree of morphological transparency of D and N.

Focusing in the DP's acquisition and using original data from one Italian/German children and one Italian/Spanish, my contribution discusses how those two factors can play a role in the activation of the doubled Lists in early mixing. In particular looking at the omission rates of D (Kupisch 2007) and the agreement competence I will show that the pattern such as (1) appears early with the Italian D, while it appears later with German and Spanish D. This asymmetry may appear surprising in the case of the Italian/Spanish child, because the languages pair have the same morphological transparency; one possible explanation can be the language dominance.

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## Variation as a hindrance in Classroom vs. Variation as a tool for language-in-education policy: An understanding from the Agreement system of the Rajbanshi children

Dripta Piplai, University of Delhi

Linguistic variation can be viewed from different angles. On one hand, structural accounts of variation can be given (e.g., morphosyntactic variation of a language), on the other hand, variation can be regarded as a purely sociolinguistic phenomenon. In this paper, I shall be trying to give an overview of the language variety used by the Rajbanshi speech community of North Bengal, India and try to concentrate on their agreement system as opposed to the agreement system of Bangla (which is the 'Standard' language of the region) in order to account for syntactic variation. I shall also propose a model to facilitate the language problems of Rajbanshi children in classroom. Rajbanshi children of North Bengal region of India face major problems in classroom as the school language (i.e. Bangla) in many cases is not intelligible to them. A thorough structural analysis of the agreement systems of the languages showed some major differences between the home language and school language. The following data can help us to understand the nature of difference between Bangla and Rajbanshi agreement system.

a. Rajbanshi: mui am khao

Bangla ami am khai

I mango eat-pres-hab-1p-s

'I eat mango.'

b. Rajbanshi: tui am khachit

you-sg-(-hon) mango eat-pres/past prog-2p-sg

'You are/were eating mango.'

c. Bangla: tui/tumi am khacchiS/khaccho

you-sg-(-hon) mango eat-pres-prog-2p-sg

'You are eating mango.'

tui/tumi am khacchili/khacchile

you-sg-(-hon) mango eat-pres-prog-2p-sg

'You were eating mango.'

The paper will try to:

(i) Demonstrate how the variation in terms of the Bangla-Rajbanshi agreement system results in a language conflict for the children in classroom. A generalization of the agreement systems of the two linguistic varieties will also be presented which can help us to understand the nature of hindrance for the Rajbanshi children in their school which results from language conflict.

(ii) Then, with the help of the of Bangla-Rajbanshi agreement system a model will be proposed for classroom use. The model will include suggestions on the teachers' language use in class in order to bridge the language gaps, nature of language related tasks which can be given by the teachers, using bilingual vocabulary as a resource in classroom etc.

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## A bidirectional study of object omissions in French-English bilingual acquisition

Mihaela Pirvulescu, Ana Perez-Leroux, Yves Roberge, University of Toronto Mississauga

Several studies show that quantitative differences in the rates of pronominal object omissions in bilingual children are instances of grammatical transfer and occur uni-directionally (Müller et al. 1996; Müller & Hulk 2001; Yip and Matthews 2005). Specifically, early object-drop in bilingual children shows influence of a topic-drop language (German or Cantonese) onto a non-topic-drop language (French or English); this results in syntactic violations in the non-null object language. The authors argue for language interdependence based on structural causes. However, other studies found little evidence for this interdependence when the necessary conditions are met (Blais et al. ms, Zwanziger et al. 2005, Serratrice et al. 2004 among others).

We present a bidirectional study examining the rates of pronominal object omission for both languages of bilingual children simultaneously acquiring two non-topic-drop languages, French and English. Pérez-Leroux et al. (2008) show that both French and English monolingual children have pronominal object omission; French children omit objects in obligatory contexts longer than English children. They argue that the variety of types of null object contexts in French accounts for this delay and propose a unified account of null objects in child grammar: a null N is uniformly available across languages as a UG-given acquisition default possibility. We therefore expect that both the French and English of young bilinguals will exhibit more overall object omissions than their monolingual counterparts. We propose a *Default Retention Hypothesis*: added input variability in null object contexts experienced by the bilingual child, will result in higher rates of object omissions in both languages as compared to monolinguals at the same stage of development. The universal default option (null N) is retained longer: a type of temporary delay. Three groups of children (40 children, mean age 4;4) divided by language and dominance of one of the languages were tested on picture elicitation tasks with questions targeting objects. Results in Figures 1 and 2 show that the balanced bilinguals produced overall higher rates of null objects in both languages as compared to their monolingual counterparts. Additionally, French and English dominant children produced overall less null objects than the more balanced bilinguals, but more null objects than monolinguals. These results suggest that balanced bilinguals retain an object omission stage longer than both monolinguals and children whose linguistic experience strongly favours one language: the added variability experienced by a bilingual child results in her retaining the universal option (null N) longer than other children with less variable linguistic experience. This suggests that the bilingual effect observed is not due to the typology of the source language involved nor to grammatical transfer and it is not uni-directional; as predicted by the default retention hypothesis, it is related to language dominance (see also Kupish 2007). It also shows a continuum in the domain of object omission, providing support for the Autonomous Development Hypothesis where only some quantitative effects of cross-linguistic interaction can be found (Meisel 2007).

Figure 1: Proportion of Null Objects for French

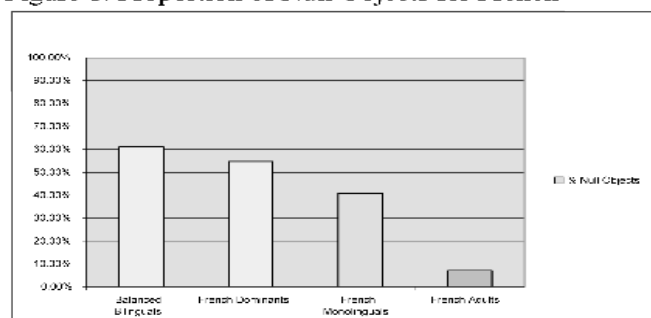


Figure 2: Proportion of Null Objects for English

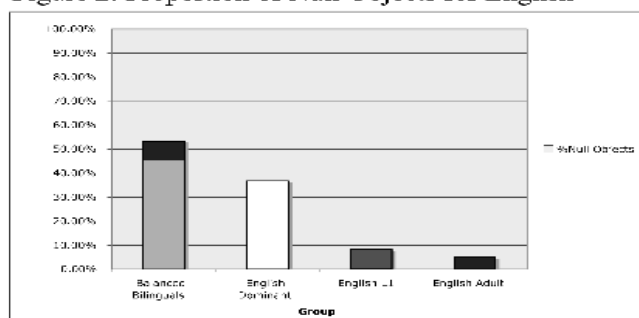


Figure 1: Proportion of Null Objects for French Figure 2: Proportion of Null Objects for English

## **Intra-Slavic contact: What are the gateways for structural transfer?**

Achim Rabus, Freiburg University

The paper focuses on linguistic transfer as a result of contact within the Slavic language family. When compared to contact between genetically unrelated and/or typologically distant languages, contact within language families yields different results. Well-established borrowing hierarchies such as the one proposed by S. Thomason (e.g. 2001) do not seem to be unconditionally valid when it comes to contact within language families. The reason for that is simple and comprehensible: Structural borrowing is greatly facilitated both objectively and subjectively (cf. Besters-Dilger 2005) when the varieties in contact are related to a degree that even permits intercomprehension (cf. e.g. Tafel 2009) in some cases.

In this paper, I would like to investigate some characteristic examples of contact-induced structural transfer found in different intra-Slavic contact situations to a varying degree. In doing so, I rely on several methodological approaches to classify contact within language families, such as those proposed in Blas Arroyo (2000), Braunmüller (2009), Moser (2004), or Trudgill (e.g. 1986).

Examples are taken from different levels of the language system, such as phonology (e.g. shift from g>h) and morphology (e.g. modality, verbal inflection, etc.). Additionally, I will deal with the question as to whether the analyzed phenomena can be unambiguously ascribed to language contact or, by contrast, whether they are caused by independent parallel development or by means of catalytic processes (i.e. the source language strengthens and intensifies already ongoing [or internally predisposed] changes in the target language).

The ultimate goal of the contribution is to gain a better understanding of what makes intra-Slavic contact so specific and how it concretely functions.

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## Bi- and Plurilingual Learners in the Foreign Language Classroom – Surplus or Impediment?

Daniel Hugo Rellstab, University of Bern

Due to migration, multilingualism has become a reality in almost every school in Switzerland, and, as far as the public opinion and some researchers are concerned, also a problem: The heterogeneity of the classrooms is negatively evaluated (cf. e.g. Moser and Rhy, 2000). Yet a careful look at the communicative strategies of bi- and plurilingual students and their influence on the learning environment of the classroom is essential. As cognitive (cf. e.g. Bialystok, 2001; Grosjean, 2008) and interactional (cf. e.g. Auer, 1999; Rampton, 2006) analyses have shown, bi- and plurilinguals are more extensive in their communicative possibilities. At the same time, their linguistic awareness seems to be more developed than monolinguals' awareness (cf. Jessner, 2006). In foreign language classrooms, these factors could be beneficial to the learning environment. This is at least what first findings of an explorative study of bi- and plurilingual students learning German as their first foreign language in public schools in the French speaking part of Switzerland suggest.

In my presentation, I will focus on results of interactional analyses of three different, yet all „proactive focus-on-form“ classroom activities (Williams, 1999) in a 6th-grade „German as a foreign language“-classroom (n=22; bi- and plurilinguals=12). The analyses show that the bi- and plurilingual speakers are active generators of „attention to form“: They do not only tend to ask more language-related questions to their peers, but also initiate more „negotiation of form“-episodes, and they correct their peers more often than their monolingual peers do. If, as sociocultural theory suggests, learning is a collaborative enterprise (cf. e.g. Lantolf and Thorne, 2006), and if, as „focus on form“ research suggests (cf. e.g. Ellis et al., 2001; Long and Robinson, 1998), „focus on form“ incites the development of learners' interlanguages, then the active part these bi- and plurilingual speakers play can be interpreted as a surplus to the foreign language classroom.

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## On the diverging development of a bilingual child

Natasha Ringblom, Stockholm University

Young children exposed to two languages from birth usually acquire them directly and without confusion. Ungrammatical forms are used by most children during the early stages of language acquisition and belong to the process of constructing the language structures. These forms regularly disappear in the course of time, viz. when the child has mastered the basics of the grammar of his/her mother tongue. Even in simultaneous bilingual acquisition one language may dominate. Code-switching, borrowing and code mixing are the unavoidable consequences of bilingual development, and even the most proficient children are not immune to the influence of the one language on the other.

The work on language contact phenomena usually tends to focus on transfer rather than reduction (cf. McWhorter 2007), even though it is known that the weaker language often contains a number of peculiarities not common among monolingual speakers.

The main concern of this paper is whether simultaneous bilingual acquisition of Russian and Swedish decreases structural complexity of the weaker language. It will be investigated under what circumstances this may occur and what is the origin of these changes.

The present study offers insight into the acquisition of morphology in Russian and Swedish – two typologically different, yet, distantly related languages, acquired simultaneously by a Russian-Swedish bilingual child (Julia) from birth up to the age of four. Julia was born in Stockholm to a Russian mother and a Swedish father. Since birth, she has been addressed in either Russian or in Swedish. Natural speech data have regularly been collected, both in Swedish and Russian contexts since the child was 1 year 4 months.

If the child gets an ample amount of input in the stronger language before the Critical Period (i.e. from 0 up to ca. 4 years, see Meisel 2007) is over, s/he usually develops a full native command of that language. However, the situation might be difficult in the case of the weaker language. It is hypothesized that if the input has not been sufficient before the Critical Period is over, the child develops structures which are more typical for L2- than for L1-acquisition. Especially morphology may be a vulnerable domain in this respect since the very complex morphological rules in Russian cannot develop without abundant input.

Any morphological form that the child hears will be somehow represented in her own performance but with certain modifications, that may be either individual or possibly universal for all bilingual speakers of a certain language combination. The results of the present study indicate that the child creates her own innovations in order to live up to the grammatical and communicative needs when using the weaker language and trying to solve the arising problems. In doing this, her Russian seems to undergo structural alternations and replacements like simplification, forming of analytical constructions and transfer as well. It will be demonstrated that cross-linguistic influence from Swedish was found among structures acquired in Russian. The innovations do, however, not only seem to depend on ambient languages, their influence on each other and the structural complexity of the language; the quality and quantity of input seem to strongly influence the child's proficiency as well. The notion of importance of communicative necessity is also raised in relation to morphological categories: categories that are not considered mandatory are obviously dropped in the weaker language or rather expressed by the analytical constructions that might fulfill an equivalent function.

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## **SLI in monolingual and bilingual German-speaking children:**

### **Agreement vs. participle formation**

Monika Rothweiler, Harald Clahsen, Solveig Chilla, University of Bremen & SFB Multilingualism

This study aims at identifying markers of SLI in bilingual children. We specifically examine whether impairments that are characteristic of (grammatical) SLI in monolingual German-speaking children also hold for bilingual children with SLI. We will address this question (answers to which also have practical implications) by comparing 7 monolingual German children with SLI and 7 Turkish-German successive bilingual children who started to learn German early, i.e. before or at around the age of 3 years. These children were independently diagnosed with SLI in both their German and their Turkish.

Our study focuses on the children's German and investigates two domains of verbal inflection, (i) regular and irregular subject-verb agreement marking and (ii) regular and irregular (past) participle suffixation. The inflectional paradigms of (i) and (ii) exhibit partly overlapping exponents in German, with *-n* and *-t* occurring as participle endings and as person/number agreement suffixes. We found a similar pattern of impairment in both participant groups. For participle formation the (monolingual and bilingual) children with SLI performed similarly well. For subject-verb-agreement, both groups of SLI children had much lower accuracy scores, particularly in cases in which forms from the regular inflectional paradigm were required. Both groups of SLI children often use non-finite forms in finite contexts and produce agreement errors.

We will discuss different possible sources for the problems that children with SLI have with grammatical agreement. We conclude that agreement is not completely absent or missing in SLI, but that regular agreement paradigms are deficient in the SLI grammar. These problems focus on particular forms of the paradigm. With respect to (simultaneous or early successive) bilingual children with SLI, we suggest that it is indeed possible to identify (grammatical) SLI from a bilingual child's performance in one of her two languages.

## Grammatical gender in L1 and child L2 acquisition of German - the role of morphophonological patterns

Tobias Ruberg, University of Bremen

Studies on the acquisition of Romance languages indicate that phonological cues (i.e. correlations between the phonological and morphological shape of nouns and their gender) play a crucial role in L1 acquisition. Children pass an initial stage in which gender errors occur as the result of overgeneralizations of such gender cues (Karmiloff-Smith 1978). In a later stage children tend to ignore such gender cues and set a default value instead if a noun's gender is unknown. These findings lead Hawkins and Franceschina (2004) to assume that in the initial stage gender concord takes place at the vocabulary level, based on the phonological shape of a certain noun, whereas the ignorance of such features indicates that gender concord takes place on a syntactic level. This paper addresses two questions. (i) Phonological cues in Romance languages are much more reliable for gender assignment than in German. In German, several morphological and phonological cues have been described on a probabilistic basis, e.g. two-syllable nouns ending in a schwa-vowel are often feminine (Köpcke & Zubin 1983) but only few of these cues are unambiguously linked with a certain gender. Thus an interesting question is, whether children apply such cues in gender assignment in German. If so, we would expect overgeneralizations of these cues, e.g. the appliance of the schwa-ending cue leading to *die Affe* [fem] instead of *der Affe* [masc]. (ii) There is an ongoing debate, whether the acquisition of syntactic features underlies maturational constraints (Smith & Tsimpli 1995). Thus an important question is, whether bilingual children reach a stage, in which gender concord takes place on a syntactic level. If so, they should not rely on phonological cues, but set a default value if a noun's target gender is unknown.

The present study presents elicited production data of 10 monolingual children (age 3;6 to 5) and 10 early sequential bilinguals (18 to 36 months of exposure) with Turkish, Russian or Polish as their L1. Definite articles were elicited for 15 high frequency nouns and 7 pseudo nouns containing a morphological or phonological gender cue.

The main finding is that gender errors cannot be interpreted in terms of an overgeneralization of phonological cues neither in L1 nor in L2 acquisition of German. This indicates that such cues play no role in the acquisition of German. If a noun's gender is unknown, L1 and L2 children set a default value from the beginning. This indicates that acquisition of grammatical gender is unaffected on a syntactic level in L2 acquisition.

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## **Multiple Language Acquisition in Late Childhood:**

### **‘Morphology-before-syntax’ or ‘Syntax-before-morphology’?**

Laura Sanchez, University of Barcelona

In present-day society, multiple language acquisition is most likely the rule rather than the exception. In this sense, research agendas have been set by the growing interest raised by the simultaneous or concurrent acquisition of two or more languages, especially if these are non-native. This is above all the case of several scholars working in the field of TLA (i.e. ‘third language acquisition’, an umbrella term that covers the acquisition of a third or additional language either at the same time or at different points in time, De Angelis 2007). Within this framework, the study presented here explores the morphology/syntax interface in TLA. Whereas this interface has been largely investigated in the literature on SLA, no previous study has addressed this question in the acquisition of an L3. Bearing this in mind, we set out to investigate the adequacy of the morphology-before-syntax and the syntax-before-morphology perspectives to explain the production data of L3 learners of English. Participants were Spanish monolingual and Spanish-Catalan bilingual school-age children who were enrolled in a GSL (German as a Second Language) immersion programme. The *morphology-before-syntax* perspective defends the position that the appearance of agreement inflection precedes correct verb placement (du Pleiss et al., 1987; Eubank, 1996; Parodi, 2000). In turn, the *syntax-before-morphology* perspective advocates for a dissociation of overt inflectional morphology and word order in non-native adult (Beck, 1998; Bobaljik, 2002; Clahsen, 1988; Meisel, 1997; Lardiere, 2000; Prévost and White, 2000) and child learners (Haznedar, 1997; Herschensohn et al., 2005; Ionin and Wexler, 2002). The data examined seem to lend support to the latter, thereby suggesting that the learners’ syntax is not morphology-driven. In particular, in the period analyzed learners fail to produce target-like morphology despite the assertion that their word order is target-like.

## Perceived foreign accent in second language acquisition and first language attrition

Monika S. Schmid, Holger Hopp, University of Groningen

To be perceived as a native speaker is one of the most difficult achievements in late L2 acquisition. Failures in this domain are commonly related to age of onset, e.g. a critical period for phonology. However, L1 attrition studies show that natives are sometimes judged to be non-native speakers of their L1 after long-term emigration (de Leeuw, Schmid & Mennen 2010, Major 1992, Schmid 2002). This suggests that, independently of age of onset, nonnativeness can result from general effects of bilingualism, i.e. cross-linguistic influence and reduced language use.

In order to directly investigate the relations between age and bilingualism effects for foreign accent, we carried out a comparison of late L2 learners and L1 attriters of German with two identical L1-L2 relations. Short excerpts of natural speech were compiled from 20 English-German and 20 Dutch-German late L2 learners as well as 20 German-English and 20 German-Dutch L1 attriters. Twenty predominantly monolingual speakers served as a control group. The speech samples were rated for nativeness on a six-point scale by 130 native Germans.

Showing considerable overlap of (non-)nativeness ratings for attriters and L2ers, the results imply a more complex picture of cross-linguistic influence, age of onset, and language use than previously assumed. We evaluate the development of a native-like accent among L2 learners and of a foreign accent among L1 attriters against information about personal background and language use as well as linguistic and cultural affiliation of these speakers, in order to assess the predictive power of these factors.

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## Linguistic diversity in research articles

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One major recurring theme in research of multilingualism and linguistic diversity in academic text production is the fact that scholars around the world are increasingly compelled to publish their research in English or in a language other than their mother tongue. The influence of today's global scientific lingua franca English on academic text production in terms of both content and form and the resulting marginalization of other scientific languages have been widely discussed. However, little empirical research has focused on linguistic diversity in academic text production.

Therefore our contribution aims to explore the mechanisms governing multilingual discourse and provide some insight into the interplay between different languages within academic texts, drawing on a text-oriented study of research articles published in translation journals. Within the scope of this study, research articles in translation journals are of special interest, as they are written by multilingual authors for multilingual readers and hence may be considered prototypical instances of multilingual text production.

We illustrate the nature and scope of the different languages in these publications and analyze their interrelation by taking a closer look at the abstracts and quotations. In doing so, we intend to answer the following questions: Do authors systematically provide translations for their quotations? Are quotations from other languages directly embedded in the text? Are the abstracts all translations of one another or are they only loosely related to each other?

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## Article acquisition in German by successive bilingual children with L1 Turkish

Manuela Iris Schönenberger, University of Hamburg

The focus of this talk is on the acquisition of articles in German by successive bilingual children with L1 Turkish, an article-less language. Recent studies in L2 have concentrated mainly on article use in English by speakers of L1s that lack articles. Ionin's theory (2003) accounts for article choice in L2 English. Central to her theory is the concept of the articlechoice parameter, which is set to either definiteness or specificity in article-based languages. Ionin advances the fluctuation hypothesis, according to which speakers of an article-less language fluctuate between the two settings of this parameter, resulting in systematic errors in article choice. Various studies on adult L2 English support the fluctuation hypothesis, as do the findings on child L2 English in Zdorenko and Paradis (2008). Note that the fluctuation hypothesis provides an account for overt article use but not for article omission.

The rate at which articles are omitted during L1 acquisition can vary substantially even among languages belonging to the same family. As shown by Kupisch et al. (2008) definite articles are acquired faster in Swedish and Norwegian than in German and English, an observation they relate to the fact that definite articles are part of trochees in Swedish and Norwegian, which may render them more salient (cf. Gerken 1991).

To study article use in L2 German, I examined spontaneous production data from four successive bilingual children with L1 Turkish. In the last recordings, after 30 months of exposure to German, at age 5;06, the children still dropped articles around 20% of the time. Monolingual German children omit articles less than 10% of the time around age 3, although their MLU at age 3 is lower than the MLU of the successive bilingual children in the final recordings (cf. Eisenbeiss 2002). When the bilingual children produced an article it was generally correct. Thus article omission rather than article misuse was the main error. White (2003) also identified article omission rather than article misuse as the main problem in an adult learner of English with L1 Turkish, which she accounts for in terms of prosody. An overt reflection of a prosodic problem is seen in the L2 learner's tendency to stress determiners. Although the successive bilingual children in this study rarely stress articles, they tend to use full rather than reduced articles, in contrast to monolingual German children. This finding favours an analysis in terms of prosody. But there is one context, that of Prepositional Phrases, that is particularly vulnerable to article omission, which may hint at a problem with the representation of functional elements rather than prosody (cf. Ferrari and Matteini 2009).

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## **The Role of Language Awareness in Third Language Acquisition**

Adrian Schori, University of Fribourg

The overall approach of this research is to show why language awareness is crucial in academic language teaching and should therefore play a bigger role in the curriculum of Swiss public schools.

The multilingual learner develops a M(ultilingualism)-factor, which consists of new skills in language learning, language management and language maintenance, which express an essential difference between multilingual and monolingual speakers. (Herdina & Jessner, 2002: 130) The paper focuses on the increase of language awareness and its consequences for third language acquisition, since this M-factor is “a dispositional effect which will have a priming or catalytic effect in TLA” (Herdina & Jessner, 2002: 129)

As previous research showed, Language awareness, as “a person’s sensitivity to and conscious awareness of the nature of language and its role in human life” (Donmall in James & Garrett, 1992: 4), can be trained through specific exercises.

By conducting several sequences focusing on metalinguistic awareness (i.e. dictogloss) and cross-linguistic transfer (i.e. intercomprehension) with a class of 24 pupils, we show how their metalinguistic skills improve and help them to perform on a higher level as their peer class without any instruction in this field. The pupils are tested with a similar exam to the Language Awareness Test by Sylvia Fehling (2005).

All pupils learn English as their third language since two years, due to the fact that they are all natives in (Swiss-)German and started to study French two years earlier than English. They are fourteen to fifteen years old.

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## **Determining the role of internal and external factors in children's comprehension: A comparison of early second learners of German and monolinguals**

Petra Schulz, Angela Grimm, Alexandra Ritter, Barbara Voet Cornelli, Goethe-Universität Frankfurt

This study examines the impact of the factors months of exposure, sex, and educational background of the parents on children's performances in LiSe-DaZ (Schulz & Tracy, in prep.). LiSe-DaZ provides a means to measure the comprehension and production abilities of German eL2 learners, but can be used for monolingual German-speaking children as well. The module 'comprehension' contains three sub-tests, which are designed as TVJ tasks and question-after-story-tasks: understanding of verb meanings (12 items), understanding of whquestions (10 items), and understanding of negation (12 items). In addition, production is examined via an elicited production-after-story-task (14 items). In this paper, we report the results of the module 'comprehension', administered to 33 children acquiring German as early second language (eL2) and 67 monolingual children. The children participate in a larger study, which investigates the acquisition of German, using a combined longitudinal and cross-sectional design. At the time of first testing, the age range was between 3;6 and 3;11 (mean ages: 3;7, both in the eL2 group and in the monolingual group). In the eL2 group, age of onset was 2;0 years or older. Information about the children's developmental and educational background was collected through a questionnaire. All children were recruited and tested in local kindergartens in Frankfurt (Main). There was no evidence for hearing impairments, psycho-social deprivation, or mental retardation. In the eL2 group, the time of exposure to German varied between 4 and 26 months (mean: 10.12 months).

This study provides the first extensive investigation of language comprehension abilities in eL2 and monolingual learners of German. As previous studies focused on language production and examined small groups (cf., Thoma & Tracy 2006, Rothweiler, 2007), our predictions are derived from different populations and tasks. We expected sex and educational background of the parents not to be significantly related to children's comprehension skills in LiSe-DaZ. With respect to the eL2-specific factor months of exposure, we explore whether this factor, even though at first testing much lower than in previous studies (cf., Schulz & Wenzel 2007), influences the degree of children's comprehension abilities. Statistical comparisons were performed for each group (eL2, monolinguals) and type of task (verb meaning, wh-questions, negation) separately. A T-Test showed that neither in the eL2 nor in the monolingual group the factor sex has an impact on children's performance in the three sub-tests. In addition, there were no significant correlations between the educational background of the mothers (measured in years of schooling) and test performance in any of the three subtests (Spearman's Rho-Test). The same holds for the educational background of the fathers. Finally, there was no significant impact of the factor months of exposure on the eL2 group.

Our findings are in line with previous results showing that girls and boys do not differ wrt to their language acquisition, when core grammatical abilities are assessed. There was also no correlation of maternal or paternal educational background and test performances in each of the two groups. This finding shows that the three sub-tests in fact probe children's linguistic competence rather than social factors confounding language skills. We also did not find a significant correlation of months of exposure and test performance. This finding seems surprising given that test performance positively correlate to months of exposure in older eL2 children (Schulz & Wenzel 2007, Unsworth 2005). However, for 24 of the 33 eL2 children (72,7%) time of exposure to German was 10 months or less. Therefore, contact with German was still limited, and conclusions can be drawn only after the second round of data collection.

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## **Speakers' Background and Proficiency as Determinants of the Occurrence of L2 Material in L1**

Youn Kyung Shin, The Ohio State University

Language learners learning a second language (L2) in an immersion-type environment often show “shifts” from L1 into L2 within a single stretch of conversation. Whether these “shifts” represent code-switching in a strict sense or borrowings, especially if individual lexical items are involved, can be hard to decide. Regardless of how the “shifts” are judged, however, “shifts” observed in my data from interviews with Korean learners of English as their L2 do show something interesting about how learners approach the L2.

I follow here Myers-Scotton's criteria for distinguishing code-switching from borrowing: bilingual use, psycholinguistic representation, and sociolinguistic profile. This decision justifies treating switches in my data as code-switching and under this interpretation, the switches show a non-structural motivation for C.S. But if not code-switching, it is still interesting as to lexical acquisition.

For this study, I conducted two interviews with six Korean immigrants who have lived in the United States for 25 to 35 years. In the interviews, speakers were asked to speak in Korean without restriction on English use. The two interviews consisted of different tasks: answering to questions concerning four different topics, which are issues of Korea, general issue such as everyday life, grocery, and job, in the first interview and translating an extraction from a Christian book written in English into Korean in the second interview.

My hypothesis was that in L1 context, frequently “code-switched” L2 words by bilingual speakers would be frequently used L2 words in their (L2 speaking) living environment. In more detail, I hypothesized that familiarity, degree of exposure, and extent of use matter and show up in kinds of “L2 shifts” evident in their use of L1.

The results confirm my hypothesis in that speakers show “L2 shifts” of lexical items related to their job and grocery items, the topics with which speakers have high degree of familiarity, exposure, and use in their everyday lives. In addition to the confirmation, the results show that occupation matters the most, that such backgrounds determine speakers' proficiency of L2, and that they all work as determinants of the occurrence of L2 materials in L1. These factors, therefore, play a role in a bilingual learning situation and must be taken into account as being of potential relevance in any study of code-switching and borrowing involving a secondarily acquired L2.

## **Language Contacts in Croatia: Past and Present**

Lelija Socanac, University of Zagreb

Throughout its history, Croatia has been an area of intense language contacts. The earliest contacts date back to the early Middle Ages when Latin functioned as the universal language of culture, while various Romance idioms were spoken in coastal towns. Contacts with Romance languages: Dalmatic, Venetian, Tuscan and finally, Italian, left a deep impact on Croatian idioms spoken along the coast. The influence of German was prominent in continental Croatia, where Hungarian had some impact as well. Cultural borrowing from languages such as French, Russian and English began on a more extensive scale in the 19th century. The impact of English as the global language in the most recent period has introduced new language contact phenomena. The paper will present changing language hierarchies in Croatia in a diachronic perspective, as well as language contact phenomena ranging from lexical to syntactic borrowing and code-switching.

## Exploring power hierarchies and racial constructions through language ideology: An examination of English-speaking residents in Costa Rica

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As relatively affluent English-speaking migrants from Britain (Benson, 2010; O'Reilly, 2002) and the United States (Truly, 2003) begin to move outside their cultural and linguistic 'homelands' the need increases to explore the ways in which they integrate into a new linguistic environment. In this paper, I explore power issues associated with language usage and formations of linguistic identity based upon the prestige of language choice. I utilize the theoretical construction of language ideology to understand how subjective representations, belief systems and ideas mediate and reflect consciousness (Irvine & Gal, 2000) regarding intercultural interactions. Linguistic structures cue particular ideologies in intercultural interactions. Specifically, I examine how the ideology of concrete language terms impacts English-speaking North American intercultural interactions in Spanish-speaking Central America. Through ethnographic observations and interview data I demonstrate how language usage shapes processes of identity construction, and in particular, how language usage determines different degrees of linguistic "whiteness" in intercultural interactions. Finally, I address how expatriates/high-end immigrants can use language to overcome or perpetuate intercultural barriers.

Woolard (1998) writes that language ideology is a bridge between linguistic theory and social theory. Analyzing the role of ideology in language allows scholars to unpack the link between ordinary language use and power-driven constructions of social reality. Following in the tradition of Bakhtin (1980) analyzing the language(s) used by the expatriates allows for the examination of varying levels of linguistic integration emerging from this English/Spanish binary. I examine various lenses for understanding language ideology, structuralism and language, and the linguistic whiteness (Hill, 1999) that can emerge from language choices.

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**Ethnic identities in grammar and discourse:****Forms and functions of Afrikaans-English codeswitching among Whites and Coloureds**

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The status of ethnicity with regard to linguistic variation has received considerable attention, but the theoretical perspectives from which it has been approached are not necessarily compatible. Whereas in variationist approaches ethnicity has often been implied in sets of variants of which the co-occurrence is presented as predictable on the grounds of social and contextual variables, approaches influenced by social constructivism have presented ethnic identity as a negotiated construal, projected in interactions by means of socially meaningful stylistic choices. Of interest here is how far linguistic variation involving varieties which are largely shared across the ethnic divides of a given speech community, but which are historically attached different symbolic connotations across those ethnic divides, is in its surface occurrences organized along distinct group norms while being mobilized in order to project distinct representations of ethnic identity.

The Afrikaans speech community provides a case in point: It is characterized by a long-standing rift between Whites and Coloureds, and is for a large part bilingual, with English being increasingly integrated in its stylistic repertoire. Yet, the history of English is different across the White/Coloured divide, as in particular in terms of diffusion and in terms of ideological associations. Nowadays, English is the unchallenged lingua franca of post-Apartheid South Africa, and its acceptance and use have become symptomatic of new national ideologies of which the notion of positive discrimination in favour of non-Whites is a defining tenet. The question which we wish to ask here is threefold: First, how far may there be a question of a Coloured and of a White norm of Afrikaans-English code-switching? Second, how much of the differences between these norms derives from the purpose of projecting different ideological stances in the current post-Apartheid context? Finally, how far are the differences between these ideological stances relevant to the definition of 'Whiteness' and 'Colouredness' in the current context?

This contribution is organized as follows: First, we will briefly present the divisions in the Afrikaans speech community as expressed in ethnic and linguistic terms. Then we will provide an overview of the treatments given to identity in speech variation and their relevance to the task of identifying contrasts relevant to (ethnic) identity in patterns of code-switching. We will then attempt at identifying White and Coloured norms of code-switching, against the background of which we will identify the uses of code-switching as a stylistic resource to negotiate Coloured and White identities. Evaluation notes were added to the output document. To get rid of these notes, please order your copy of ePrint 5.0 now.

## The acquisition of participles in German by successive bilingual children with L1 Turkish

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The paper focusses on the acquisition of participle inflection by children acquiring German as a successive language. Two issues are addressed: (1) the representational status of regular and irregular inflection, and (2) the relevance of age of onset (AoO). The acquisition of past tense in English and past participles in German is well-known as showing patterns like overgeneralizations (e.g. *goed*) and an asymmetry between errors of regular and irregular verbs (Marcus et al. 1992, Plunkett & Marchmann 1993). Whether these patterns are best accounted for by a dual or single mechanism model has been an ongoing debate (cf. Pinker & Ullman 2002, McClelland & Patterson 2002, Penke 2006). L1 acquisition and adult L2 acquisition show qualitative differences for which the age factor seems to be the most relevant. Studies about successive language acquisition during childhood show that the faculty of language already changes between age 3 and 4, and that inflectional morphology may be affected earlier than syntax (Meisel 2009).

The present study reports results from a longitudinal study of three successive-bilingual Turkish children acquiring German (AoO about 3). The main findings are that these children acquire German participles like monolinguals with respect to (i) the rates of overt participle markings, (ii) the correctness scores, (iii) the error types and frequencies, and (iv) the significantly higher rate of overgeneralization of the regular suffix *-t* than the irregular suffix *-n*. That the two suffixes are not overgeneralized to the same extent implies that they are represented differently, as proposed by the dual mechanism account (cf. Clahsen & Rothweiler 1993). A frequency-based explanation, as suggested by the single mechanism model, cannot account for the fact that *-t* is more often overgeneralized than *-n*, since regular participle types do not occur significantly more often than irregular ones in the children's data. The findings in (i)-(iv) also show that morphology is not negatively affected in children who start to acquire German before age 4 (cf. Rothweiler 2006, Thoma & Tracy 2006). But there is one difference: the omission rate of *ge-* in the successive bilinguals is much lower than that of the monolinguals studied in Clahsen & Rothweiler (1993), which may be related to prosody.

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## The acquisition of *wh*-questions in Dutch: bilingual and trilingual children compared

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Simultaneous bilingual children can develop from early on grammatical systems, which are separate (cf. De Houwer 1990, Meisel 1989 etc.) but interdependent (cf. Paradis & Genesee 1996). Trilingual children are generally studied in the same framework as bilingual children, although some authors concluded that trilingual competence is distinct (cf. Hoffmann 2001). The present study aims to examine if the presence of an extra language leads to additional multilingual effects. I consider the role of distinct factors that determine cross-linguistic influence in the production of Dutch *wh*-questions by Dutch-French-Italian trilingual children and Dutch-French bilingual children. Some authors argue that bilingual language development shows quantitative but no qualitative differences with monolingual development. Some point at the role of language-internal factors, such as overlap of syntactic constructions (cf. Hulk & Müller 2000), while others emphasize language-external factors, such as language dominance (cf. Meisel 2007). I focus on a different language internal factor, derivational complexity, and hypothesize that less complex structures can introduce qualitatively different structures across different languages. In this light, *wh*-questions are interesting to explore, because there is a contrast between Dutch and Italian versus French. Dutch and Italian possess a single *wh*-construction, *wh*-fronting and inversion, with I-to-C movement in Dutch, while in Italian, a pro-drop language, inversion involves leaving the subject lower than the V-to-I complex. In French a large variety of *wh*-constructions are attested, such as *wh*-in-situ and *wh*-fronting without or with inversion. Given these possibilities, influence from French is expectable. Crucially, *wh*-in-situ and *wh*-fronting without inversion questions involve less syntactic operations, which might result in the use of these constructions in Dutch.

Participants were three trilingual children (mean age 5;1, S.D. 0;6), with one Dutch and one Italian parent, and 16 bilingual children, all having one Dutch and one French parent (eight in kindergarten, mean age 5;2, S.D. 0;11, eight in elementary school, mean age 7;2, S.D. 0;6). Both groups live in France, attend French school and receive Dutch lessons once a week. 16 monolingual Dutch children (mean age 5;1, S.D. 0;5) and 14 adults (mean age 32, S.D. 5;5) serve as control groups. Data come from an elicited production task of root *wh*-questions. The major results show that target-consistent *wh*-fronting questions with inversion are the most frequent, but that both *wh*-in-situ (Jij doe(t) **wat** jongen ?-“What are you doing boy ?”-NL-FR-4 4;6.1) and *wh*-fronting without inversion questions are produced by some of the bilingual children (respectively 8% and 11% of object and adjunct questions in the younger bilingual children). The three trilingual children do not produce *wh*-in-situ questions, but one of them, who receives more input in Italian than in Dutch, produces questions without inversion. Crucially, 5 out of 6 of these questions contain the *wh*-word *why* (**waarom** je huilt?-“Why are you crying?”-NL-FR-IT-2 4;9.24), which doesn’t require inversion in Italian (cf. Rizzi 2001). Since there is no evidence for a *wh*-in-situ stage in Dutch, nor for a stage without inversion, the questions produced by the bi- and trilingual children are qualitatively different and can only result from cross-linguistic influence (as proposed by Yip & Matthews 2000, 2007).

In conclusion, the presence of an extra language can lead to additional multilingual effects, as shown by the lack of inversion with *why*. It does not necessarily result in more difficulties in doing syntactic operations. The quantity of the input is also relevant. Two of the trilingual children receive more input in Dutch than some of the bilingual children and show fewer difficulties with syntactic movement in Dutch. Dominance of French may also explain the transfer from *wh*-in-situ and the absence of inversion, especially in the bilingual children. From a syntactic point of view, I speculate that less complex constructions are more likely to be transferred.

## Bilingual German-Hungarian Concessive Conditional Constructions: A Case of Grammaticalization through Fusing

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In previous studies on the syntactic structure of German dialects in Germany as well as in language contact situations in South Eastern Europe (e.g. Post 1992, Wolf 1987), it has been noticed that subordinate clauses are less frequent than in the standard language. There are a number of subordinate clause types and conjunctions found in the standard language that are absent in the spoken dialects. This paper shows how a German dialect in contact with Hungarian in North-West Romania has created a means of constructing the so-called concessive conditional – a subordinate clause type with a very complex structure. In present-day standard German this clause type involves a W-pronoun (E. WH-pronoun) and generalizing particles like *auch/immer/auch immer* (E. *-ever*) (cf. Leuschner 2000). The data used here come from a corpus of transcribed recordings (23 hours) of German-Hungarian-Romanian trilinguals in informal conversation. The data illustrates a frequent use of mixed constructions consisting of the Hungarian generalizing particle *akár-* (E. *ever*) which is very closely amalgamated with a German interrogative W-pronoun, as shown below.

	Hungarian	German	English
<i>akárwer</i>	akárki	wer auch immer	whoever
<i>akárwas</i>	akármi	was auch immer	whatever
<i>akárwu</i>	akárhol	wo auch immer	wherever
<i>akárwuhin</i>	akárhova	wohin auch immer	wherever
<i>akárwann</i>	akármikor	wann auch immer	whenever
<i>akárwie</i>	akárhogy	wie auch immer	however

These bilingual expressions that have become a subordinating conjunction are built according to the Hungarian ‚*ever*‘-WH-compound pattern, thus pointing to a high degree of grammaticalization. Since there are no monolingual alternatives for concessive conditional conjunctions available in the mixed German dialect of these multilingual speakers and since there is no variation of these forms (not even of the compounds with the German interrogative pronoun *wer*), it will be argued that this is a case of fusing (cf. Auer 1998) that can be traced back to code-mixing. The reason for this fusing, it will also be suggested, is, firstly, the need to fill a gap by expressing a concessive conditional semantic relation in the mixed German dialect and hence slow down the ongoing language shift process from the German dialect to Hungarian in the multilingual speech community examined here (cf. Szabó 2010), and secondly, simplification since the corresponding expressions in German are more complex and less developed as the Hungarian-German mixed conjunctions.

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## **Ethnolinguistic vitality in discourses on local linguistic landscape. The case of Slovaks in Békéscsaba, Hungary**

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The Slovaks of Békéscsaba have been living there for almost three hundred years; they played an immense role in the evolution and survival of the town, they constituted the largest Slovak population in Eastern Europe at one point in history. Today, however, the subjects in our research paint a rather bleak picture of their chances of survival. As part of a larger project on European multilingualism (Linee, Languages in a network of European Excellence, co-funded by the 6th Framework Programme of the European Commission, CIT4-2006-28388), our team collected data on the perceptions of majority and minority community members on the local linguistic landscape in four European towns. The present study draws on data collected in Békéscsaba: street interviews, longer ethnographic interviews, online and offline documents.

Mapping the linguistic landscape of a town by recording signs and languages in signs, and sizes, prominence, instrumentality and symbolism of signs is one way of looking at the relationship between a town and its linguistic landscape. In the present analysis, I propose a different one: an analysis of how minority multilingual individuals construct their community identity in terms of the minority's ethnolinguistic vitality.

The interviews conducted in Hungarian and in Slovak reveal that the way our subjects understand the meaning and value of linguistic landscape items is connected with how they see their own chances of survival. In fact, the two sides are in a bidirectional relationship, one does not precede the other, but rather one constructs the other which in turn re-constructs the first one as talking about any facet of the minority experience inevitably involves filtering and the construction of a discourse that is rooted in this experience as a whole. That is why linguistic landscape as a topic for discussion reveals a lot about the ideologies of our subjects about minority and majority, inclusion and exclusion, us and them.

## The influence of specific language training on young learners of German

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Due to demographic change Germany faces an increasing need for language training programs for children at preschool age. To date, there are several programs designed on the basis of diverse pedagogical, psychological, and linguistic approaches, e.g. Würzburger Trainingsprogramm (Küspert & Schneider, 2006), Rucksack (RAA, 2004) that support migrant children. Yet, the strengths and weaknesses as well as the intensity of such programs are controversial. For one thing, because of cost-cutting policies, for the other because there is still inconclusive evidence for causal developmental effects (e.g. Hofmann et al., 2008, Landry et al., 2009). This leaves stakeholders with the problematic question if the null-effects are due to inappropriate programs or to underspecified evaluation study designs.

Our paper presents the case of a specific German L2 one-year training program for German and migrant children aged 2-4 years, *Sprache macht stark!* (Lemke et al. 2007). A total of 204 children had been trained in small groups in thirteen kindergartens by their teachers for one year. The program is based on an intensive preparatory linguistic training and continuous pedagogic coaching of the kindergarten teachers and systematically involves parents. By realizing the language training in the regular day-to-day context, the language learning situations are highly authentic and the program is cost-efficient because it does not require additional teachers. The language development of all children was documented longitudinally.

To investigate the influence of this specific language training on our young learners of German, we analyzed cross-sectional developmental language data of a sample of 75 children aged 3-4. We compared their performance on a norm version of a standardized test for German as a second language designed specifically for young learners against the performance of a norm sample of 900 children. Based on the data from the subsections of the test, *LiSe-DaZ®* (Schulz & Tracy, in prep.), we focused on the children's comprehension of *wh*-questions, negation, and verb semantics as well as their production of different word classes and subject-verb agreement. We discuss the generalizability of our findings and potential success factors of early L2 language training programs.

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## **Achieving Real Bilingualism in a Multilingual Context: a Challenge for South Tyrol**

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The educational system in multilingual South Tyrol is strongly concerned with the instruction of second language (Abel 2007; Voltmer 2007; ASTAT 2006) which should shape bi-/multilingual individuals. Nevertheless, the ability and also the willingness to participate in the life in the L2 appear to be alarmingly low so that South Tyrol results de facto divided into separate linguistic sub-groups rather than representing a truly multilingual society (Baur 2000; ASTAT 2006). While multilingualism is guaranteed at the institutional level, it seems to be visibly more at stake from individual speakers' point of view.

Though the many complaints about the supposedly insufficient L2 proficiency of both Italian and German speaking South Tyroleans, until recently only small-scale projects have engaged in its assessment (e.g. Vettori 2005), often with the use of self-evaluation methods (Deflorian/Putzer 1997; ASTAT 2004; ASTAT 2006).

With the project KOLIPSI - carried through by the European Academy of Bolzano (EURAC) and the Department of Cognitive Science and Educational Sciences in University of Trento – we conducted an extensive analysis of communicative/interactive L2 writing (and, partly, speaking) ability of approximately 1.500 South Tyrolean pupils. Given the particular and contradictory social context described, we also concentrated on sociolinguistic and socio-psychological factors of influence on L2 proficiency levels. This in order to achieve a picture as accurate as possible of the linguistic and extra-linguistic state of things from which to draw useful inputs for a conscious educational policy. A wide range of data collection methods (various test formats, questionnaires, interviews, checklists...) was accompanied by qualitative and statistically sophisticated quantitative data analysis procedures (e.g. Rasch model).

In our contribution we would like to present the results of the project: the pupils' competence profiles (related to the CEFR) allow for the diagnosis of strengths and weaknesses of various aspects of L2 competence for both German and Italian as a second language and for cautious comparisons between the two language groups. Furthermore, we will illustrate some of those extra-linguistic factors of influence, like the amount and the nature of contact between the different language groups as well as attitudinal and motivational aspects, that have demonstrated to play a significant role in the linguistic dynamics of South-Tyrolean society. From the picture depicted, it will be clear that the educational challenges to achieve a real multilingual society in South Tyrol are various and that they involve not only the school but also all those entities which intervene in the process of attitude formation and change (i.e. Choi 2003, Dörnyei, 2005, Isabelli-García 2006). Thus, we will argue that South Tyrolean politics, media, cultural and spare time offers and, above all, families and peers have all to face the challenges to educate the new generations to take active part in the multilingual society. It should be possible to extend the participation in the social life in the L2 through positive examples of successful interaction with the other linguistic group that can show and develop positive attitudes towards that group itself, thus establishing the most favorable environment for linguistic exchange of active and fruitful biculturalism.

## Language Development in Early French Learning as Foreign Language in German Kindergarten

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European Commission promotes language learning and linguistic diversity as main objectives of European policy. The Action Plan 2004 – 2006 points out that *it is a priority for Member States to ensure that language learning in kindergarten and primary school is effective, for it is here that key attitudes towards other languages and cultures are formed, and the foundations for later language learning are laid*. Reason is the following purpose *‘Mother tongue plus two other languages’: making an early start*. ([http://ec.europa.eu/education/doc/official/keydoc/actlang/act\\_lang\\_en.pdf](http://ec.europa.eu/education/doc/official/keydoc/actlang/act_lang_en.pdf) 15.02.2010)

The implementation of the *Orientierungsplan für baden-württembergische Kindergärten* in 2009/10 permits new possibilities of early language teaching. Communities propose for example French as Foreign Language (FL) in their pre-school institutions. (<http://www.kultusportal-bw.de/servlet/PB/s/chk4pvxzs-vec10zdu1m6v6a8huo3ldr/menu/1182962/index.html?ROOT=1182956> 15.02.2010)

Up to now we can only find global studies about mostly the exterior conditions of early language teaching in south west of Germany. The effects that would and could be reached by second language acquisition (L2) in early childhood (4;0 to 6;11) are not yet analysed scientifically. There are no detailed scientific results concerning development of linguistic competences and language awareness of young children with French as Foreign Language. The present study will close this gap.

The main goal of the evaluation of correlations is the long-term research with the help of appropriate instruments under the specific institutional conditions. The chosen method therefore is a communication- and task based testing called *SE FRÜH Sprachstandserhebung Frühsprachen*. It allows to evaluate receptive and productive linguistic competences in French language (L2) and metalinguistic behavior (language awareness). The data are collected in a Kindergarten close to French border where children are brought in touch with *the language of their neighbor*.

2007/08: 10 children (5-6 years); teacher: French native speaker.

2008/09: 30 children (16: 5-6 years; 14: 4 years); teacher: German native speaker with knowledge in French.

Data collection continues in 2009/10: 30 children (14: 5-6 years/already evaluated with 4 years; 16: 4 years; teacher: German native speaker with knowledge in French).

Analysis starts with transcription and classification of performance data. Language awareness as the other items are evaluated under quantitative and qualitative aspects. Theoretical basis are theories of Second Language Acquisition: Input Hypothesis (Krashen) and Interaction Hypothesis (Long) and the Criteria of quality (Bredel). First findings can be presented (exemplary film sequences).

The results of the detailed description of the attained standard within the given conditions can be transferred to other contexts of early language learning; didactic and methodical implications for early language teaching follow as well as corresponding research in primary school. In the Action Plan 2004-2006 of the European Commission are named the following perspectives: ... *secondly, the need to improve the quality of language teaching at all levels; thirdly, the need to build in Europe an environment which is really favorable to languages*. ([http://ec.europa.eu/education/doc/official/keydoc/actlang/act\\_lang\\_en.pdf](http://ec.europa.eu/education/doc/official/keydoc/actlang/act_lang_en.pdf) 15.02.2010)

## Attrition in the L1 system of Turkish Late Bilinguals

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In many studies of immigrant bilingualism which hypothesized to find deterioration in first language skills, syntax has been found to be quite resistant to change compared to other levels of linguistic knowledge (e.g. Köpke, 2002; Schmid, 2002). As far as Turkish is concerned, despite the lack of systematic studies in the syntax of immigrant Turkish, vulnerability of complex embeddings in situations of bilingual contact has been previously addressed (i.e. Slobin, 1977; Huls and van de Mond, 1992; Yagmur, 1997; Backus, 2004; Treffers-Daller et al. 2007).

This study investigates the potential change in the use of embedded constructions by first generation Turkish immigrants in the Netherlands. The Turkish community's predominant L1 use and strong attachment to L1 culture is predicted to facilitate the preservation of L1, making their L1 syntax resistant to attrition. On the other hand, it is possible that they may have developed successful avoidance strategies and be using less diverse and less complex means of expression as a result of prolonged immersion in the Dutch environment (Andersen, 1982). Therefore, in our attempt to explore syntactic deterioration, we adopt a holistic measure of language proficiency. More specifically, we employ a complexity index developed by Treffers-Daller et al. (2007) which determines whether the immigrants use fewer and less complex syntactic embeddings compared to the monolingual speakers of Turkish in Turkey. Such an approach will help us to detect avoidance strategies which may in fact be signalling some sort of simplification in the language system as well as depicting a better picture of what is retained in the language (Schmid, 2004). Therefore, we hope that this investigation will enable us to see if the bilingual mind is restructuring language knowledge in ways that can be considered language loss.

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## Effects of bilingualism on the acquisition of German final devoicing and schwa

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Previous research on first language acquisition suggests that the influence of bilingualism on acquisition can be accelerating or delaying, depending on the structure involved. In a study by Lleó & Rakow (2006), categories that involve allomorphy were shown to cause a delay in bilingual acquisition. Specifically, Spanish-German bilingual children produced assimilation of place of articulation of coda nasals in Spanish, which leads to allomorphy, later than monolinguals. Further structures leading to delay in bilingual acquisition are those only present in one of the two languages, as, e.g., in the case of German long vowels, which show a delay of several months in the bilingual condition (Kehoe 2002). The present study reports on new data that indicate that bilingualism can slow down acquisition in the case of allomorphy, but not necessarily in the latter case, i.e., when a structure appears in only one of the L1s. The phenomena under analysis are German syllablefinal devoicing (SFD) and schwa.

SFD is commonly defined as a process by which an underlyingly voiced obstruent becomes voiceless in syllable final position. Examples include German *Lied* /li:t/ ‘song’ and *Liedes* /li:dəəs/ ‘of the song’, where the underlyingly voiced coronal stop /d/ is produced as a voiceless [t] in final position, whereas in medial position, /d/ remains voiced. The process involves allomorphy, e.g., between [li:t] and [li:d-] in *Lied* [li:t] vs. *Liedes* [li:dəəs]. In spite of final devoicing, German adults were found to produce more voicing in final stops that are underlyingly voiced than in stops that are underlyingly voiceless (Port & O’Dell 1985), i.e. neutralization of the final voicing contrast is incomplete. Spanish does not have SFD. To determine whether bilingual children experience a delay in the acquisition of SFD relative to monolingual children, the data of four German-Spanish bilingual and four monolingual German children were analyzed acoustically using Praat software with respect to the amount of stop voicing. It was expected that the children produce more voicing in medial than final position (because of final devoicing), and more voicing in final underlyingly voiced than in final underlyingly voiceless stops. Voicing of medial and final stops produced between the ages of 1;5 and 3;0 was measured (averaged across all children, 189 words were analyzed). Results show that children produce SFD at age 2;3-3;0, but bilinguals to a lesser degree than monolinguals.

Analysis of schwa led to different results. There is no schwa in Spanish, and if the acquisition of German schwa by bilingual children were influenced by Spanish, a delay in their target like production of schwa might be expected. A study was conducted in which the production of schwa in spontaneously uttered words by three German-Spanish bilinguals (J, M, and S) between the ages of 1;10 and 3;1 was analyzed. Words were disyllables with wordfinal schwa, e.g., *Katze* [katsə] ‘cat’. Averaged across all children, 495 words were analyzed. Transcriptions were used that had been prepared by two experienced phoneticians, with an intertranscriber reliability of 81%. In addition, acoustic measurements of F1 and F2 of the target vowels were conducted using Praat. A comparison of the transcripts of the bilinguals’ productions with the results of the monolinguals reported on in Kehoe & Lleó (2003) reveals that overall, the bilinguals were not influenced by Spanish as to experience a delay in acquisition. Two of the bilinguals (M and S) even produced more target like schwa throughout than the monolinguals. The acoustic analyses confirm these findings.

It is surprising that there is a delay in the case of SFD, but not schwa, as both only occur in one of the languages (German), and both phenomena are unmarked. The different results may be related to the allomorphy and thus complexity created by SFD, which can be said to have a slowing influence. In contrast, schwa does not involve allomorphy in German and does not lead to delay. Moreover, the different outcomes of long vowels and schwa, both of which only occur in German, and neither of which involve allomorphy, seem to be related to long vowels being marked and schwa unmarked (as it is devoid of features).



## Crosslinguistic influence in public signage

Anastassia Zabrodskaja, University of Tartu / Tallinn University

In the last decade, a new paradigm has emerged, calling itself ‘linguistic landscapes’ (LL). As suggested by Shohamy and Gorter (2009: 4), the field has expanded from mere documenting various signs to contextualizing observations and problematizing languages visible and audible in space. The recent contributions in the field have offered a number of approaches, ranging from theoretical and methodological solutions to critical and applied perspectives on LL. Still case-studies seldom discuss what happens with language use and alphabet choice when two and more languages come together on multilingual signs (e.g. Angermeyer 2005).

My paper analyzes a corpus of pictures consisting of advertisements in streets, labels in the market places, banks, restaurants and shops (bank/shop windows), and other advertising material collected in Estonia in 2006–2009. The database is divided into three sub-corpora, according to the three linguistic environments: Tallinn, the bilingual capital of Estonia, the predominantly Russian-speaking North East (Kohtla-Järve, Jõhvi, Sillamäe, and Narva), and the predominantly Estonian-speaking Southern Estonia (Tartu, Viljandi, and Pärnu).

Native speakers of Russian represent 31.7 % of the Estonian population according to the 2000 Population and Housing Census. Modern Russian-Estonian language contact can be characterized as ‘multiple’ because, on the one hand, Estonians have some competence in Russian and, on the other hand, Russians have started using the Estonian language extensively. Although such sociolinguistic factors alone do not directly cause changes in both languages, they are ultimate causes of contact-induced language change because the contemporary sociolinguistic situation in Estonia has enhanced bilingualisation of local Russian speakers, a previously monolingual community, and their bilingualism, in its turn, affects the language systems in contact. Internal and external sociolinguistic factors determine how Russian and Estonian are to be used in public signage. In addition, English, Finnish, German and French are combined on multilingual signs.

The purpose of this paper is to look at innovations occurring in mono-, bi- and multilingual signs in three different sociolinguistic environments. The results from the LL study will be discussed in the light of linguistic transfer theory proposed by Jarvis and Pavlenko (2008: 62). The subcategories of their dimension include phonological, orthographic, lexical, semantic, morphological, syntactic, discursive, pragmatic and sociolinguistic transfer. Estonian data reveal that not only the graphic representation of languages in multilingual texts can involve the combination of languages or Latin and Cyrillic alphabets (‘script-switching’ and ‘script-mixing’), but non-target forms and orthography or compromise forms and new creations can also be determined. Innovations could have emerged as a result of multiple crosslinguistic influence.

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## Intonational focus marking in Black South African English

Sabine Zerbian, University Potsdam

The Republic of South Africa recognizes 11 official languages, of which two are Westgermanic languages and nine are Bantu languages. Given the national and international importance of English, English is the Language of Learning and Teaching (LoLT) in basic education. Learners whose home language is not English learn English as a First Additional Language in preparation for an eventual use of English as LoLT. The Revised National Curriculum Statement (2002: 93) requires Grade 8 learners to show “developing ability to use features of spoken language [...]: word stress, weak, vowels, intonation and rhythm”.

Although the intonational intricacies of the English language are recognized as evidenced by the above mentioned learning outcome concerning speaking skills, only little research has investigated the actual intonation of speakers for who English is not the home language (cf. van Rooy 2004). The paper contributes to the study of intonational features of South African English, concentrating on “Black South African English” (BSAE). It reports on a production and perception study amongst university students that tested prosodic focus marking in noun phrases in BSAE, following a methodology used in Swerts *et al.* (2002). BSAE has been categorized as a fairly homogenous L2 variety with varying degrees of L1 influence depending on proficiency level (van Rooy 2004).

Whereas English uses pitch accents to mark the focused constituent in a phrase, many African languages, including Bantu languages do not use prosody in marking the focused constituent in a phrase (Zerbian, Genzel & Kügler, 2010). The question arises if and how focus is marked prosodically in BSAE (cf. Gut (2005) for Nigerian English). Our results reflect a South African reality that also becomes reflected in the linguistic literature, namely that the ethnically delineated variety of BSAE is not homogeneous. Prosodic focus marking in BSAE depends on the proficiency level of the speaker and thus on his/her educational background (Da Silva 2008). With highly proficient speakers of BSAE we find prosodic focus marking that is interpreted just as in English-speaking White South African English, at least in contrastive focus. With less proficient speakers of BSAE (for who English is a first additional language) prosodic focus marking is absent, just as it is in their L1. The talk presents the results and discusses the implications of these findings.

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## **Comparative study on degree of multilingualism between native speakers' judges and spoken L2 proficiency of nonnative speakers of English**

Tanja Angelovska, Ludwig Maximilians University

The present study investigates English native speaker judgments of global foreign accent of two groups of non-native speakers of English: L1 German group and L1 Macedonian group, who provided the stimuli for the overall data set. There has been inconclusive evidence regarding the impact of native speaker raters' familiarity with nonnative speakers' L1 on their evaluations of nonnative speakers' spoken proficiency. Some research has shown that familiarity with the speaker's accent facilitates comprehension and may thus lead to more lenient evaluations of the overall speech quality (Smith & Bisazza, 1982; Smith & Rafiqzad, 1979), whereas other studies have revealed lower tolerance (Fayer & Krasinski, 1987).

The overall research aim of this study is to compare the degree of multilingualism of the native judges to the given scores of the nonnative stimuli providers and to verify whether or not native speaker judges who speak more than one foreign language can reliably rate samples of native and near-native English speech by using as a rating instrument a 5 gradient rating scale. The study further attempts to find out whether nonnative subjects with multilingual backgrounds will be evaluated as more successful than nonnative individual subjects speaking only one or none foreign language. The information for the judges' language backgrounds and stimuli providers' characteristics was assessed through questionnaires.

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## **Language development and language change in Yucatec Maya. How culture and power are reflected in the semiotic web of verbal communication of this ethnic group**

Ramon Arzapalo, Universidad Nacional Autónoma de México

In this contribution we examine how the Maya spoken in the Yucatán Peninsula arise through language use: special emphasis is given to the comparison of written texts dating from the early contact with the Spaniards and the language spoken by Yucatec Mayas at the beginning of this millennium. The complex phonological system is here presented as a result of over five centuries of language contact; long vowels and vowels followed by glottal stops merge with Spanish stress to yield a sort of tone language. Most studies on semantic change during the last few decades have been focusing their interest in exploring systemicities in semantic change from various perspectives including theories of metaphor, pragmatic inference and grammaticalization. Our approach has been for the most part based on a diachronic perspective and taking into account the unbalanced relation of power ever since the Conquest.

Morphosyntactic as well as lexical data illustrate our study primarily. We show how such areas as religion, gastronomy and medicine are strongly influenced by Spanish and then make inferences as to the intercultural consequences.

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## Repetition and the Prosody in Multilingual Language Classrooms

Chun-Mei Chen, National Chung Hsing University

This study investigates the forms and the prosody of repetition in the multilingual classrooms of Chinese as a second language. Rieger (2003) argues that repetition as a self-repair strategy is an orderly phenomenon in English and German conversations. Earlier work on other-repetition from discourse-pragmatic perspective drew data from child speech, as discourse of children at the early stages of language acquisition is repetitive in nature. Tager-Flusberg and Calkins (1990) studied the role of imitation in the acquisition of grammar by examining speech data of children. It was found that the children used the different forms of repetition to perform a variety of communicative functions. Other-repetition often reflects the children's competence, and not all other-repetitions are imitations (cf. Ochs Keenan, 1977). Yet, repetition in second language discourse has been less studied, not to mention the role of prosody in second language discourse. The method of analysis in the present study relies on the observable orientations of the participants in naturally occurring talk. The subjects of this study were eleven first-year learners of the Mandarin language from six countries, including two from the Czech Republic, one from India, two from Japan, two from Korea, two from Thailand, and two from the United States. All the language learners had no background of the Chinese language before they enrolled in the language course, and they were either exchange or international students in Taiwan. The target language in the classrooms is Mandarin, whereas the communicative language among the learners is English. The data included 36 hours of naturally occurring classroom discourse, from the very first week till the completion of the language course. The naturally occurring discourse was recorded for three months from which the development of the learners' communicative strategies was traced, and the language forms and functions of repetition were examined. The prosody of the repetition forms was recorded and sampled at 20,000Hz using the PCquirer analysis system.

The results of this study indicate that repetitions in multilingual classrooms were made as imitation, vocalized fillers and as self-repairs. Repetitions as imitation were gradually reduced from the first week of the language course as 68% of the examined repetition tokens to the end of the course as 23% of the examined tokens. On the contrary, the percentage of the repetition tokens as self-repairs was increased from the beginning of the course as 13% of the repetition tokens to the end of the course as 54% of the repetition tokens. Repair initiation consisted of a cut-off, or vocalized filler, or a combination of both. On the other hand, prosody of the repetition tokens has revealed that the level of accuracy is significant related to imitation, whereas the level of fluency is significant related to the communicative strategies. It was found that first-year language learners often repeat a large number of utterances addressed to them, so-called other-repetition, and they often repeat their own utterances, so-called self-repetition. The findings reported in this study have significant implications for the teaching of Chinese as a second language in multilingual contexts with specific reference to L2 learners' oral communicative competence. The role of repetition in second language acquisition and L2 discourse should be further investigated and verified from the perspectives of psychology, linguistics, and anthropology.

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## Language Situation beyond the Monolingualism in Bangladesh

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This paper argues that a language situation beyond monolingualism exists in Bangladesh.

Bangladesh has been a monolingual country, Bangla being its only national language since its independence in 1971. Thus multilingualism has never been a serious issue in Bangladesh to be concerned.

Although Bangla is its national and official language, it exists with a number of regional varieties apart from its standard variety. Therefore, a diglossic situation prevails with a standard variety (H) for formal and official communication, and a number of regional varieties (L) for everyday communication. While two of these regional varieties (L): Sylhetti and Chittagongian are remarkably deviated from its standard variety are considered to be dialectical varieties. Thereby a diglossic situation with the standard variety (H) and regional variety (L) has been a prominent phenomenon in the language situation of Bangladesh.

The language situation beyond monolingualism in Bangladesh can further be observed, if the speech communities of tribal people are taken into consideration. Tribal people comprise approximately 1% of the total population with speakers from three language families: Indo-Aryan including *Chakma*, *Tanchangya* and *Hajong*, Sino-Tibetan including *Kokborok* and *Marma*, and Austro-Asiatic including *Santali* and *Khashi*. Since these tribal people from different speech communities cannot communicate with each other in their own vernacular languages, they require to use Bangla as lingua franca in everyday communication. Hence, these tribal people in Bangladesh have been bilingual with different degrees of control in their second language, Bangla.

The language situation beyond monolingualism in Bangladesh can still be observed in consideration of certain domain of language use, where Bangladeshi speech communities use foreign languages for special purposes. There are certain domains: education and religion, where Bangladeshi people use particular languages like Arabic, English, Sanskrit and Pali for their special purposes. The people of Bangladesh use any of the four languages of Arabic, English, Sanskrit and Pali in the domain of religion. Again, a section of the people use English or Arabic language in the domain of education with the switch from one code: English/Arabic to another i.e. Bangla.

Hence, having explored the language use by the speech communities of Bangladesh in three different situations, it can be concluded that a language situation beyond the monolingualism prevails in Bangladesh.

## **Regional Italian in Salento, Italy**

Ekaterina Golovko, Università degli Studi di Bologna

Regional Italian is a variety of Standard Italian marked with regional phonetic, morphological, syntactic and lexical features. All regional variants are influenced to a certain degree by local dialects which are not varieties of Italian but independent linguistic systems. This influence can be expressed on more than one level. In my paper I focus on particular features of regional Italian mostly in syntax and lexicon.

For example, change of transitivity of verbs is one of the characteristic categories of regional Italian. Most verbs of motion switch from intransitive in Standard Italian to transitive in Regional Italian. I will examine these kinds of constructions, which are affected by this change, typical to all south Italian regional varieties, and reflect on causes. This analysis can give us a general picture of verbal change and also direct to links with linguistic ideology of the community.

My analysis is based on the research conducted in Salento in 2008/2010 where I studied special language of traditional pottery craftsmen. Interviews on work sites with craftsmen were analyzed in quantitative and qualitative way in order to discover variation patterns in lexical choices and verbal usages. The research was conducted in several small villages in Salento, in extreme south of Italy, where traditional pottery is produced but this present paper tries to frame not specialistic, but general traits of regional Italian, which can be subsequently studied in following research projects.

## Early bilingual acquisition of V-to-I in Spanish and Basque

Pedro Guijarro-Fuentes, Pilar Larranaga, University of Plymouth

This paper investigates the evidence for V-to-I movement in bilingual children acquiring both Spanish and Basque language together with the finiteness morphology. In the Spanish target grammar, V-to-I movement cannot be unambiguously determined based on adverb placement or floating quantifiers, in contrast to, for instance, other Romance languages including French (Pollock 1989). However, there is closed link between finiteness morphology and V-to-I movement (Rohrbacher 1999). Oral spontaneous data show that young bilingual Basque-Spanish children (n=3) acquiring Spanish do use V-to-I movement as their monolingual counterpart peers (n=3) providing strong and clear evidence for the early acquisition of verb movement to I (syntax side of the parameter). It is also shown that examples without verb movement in the child data are produced almost exclusively with finite verbs. Following these results, we will argue that Basque/Spanish bilingual children set the V-to-I parameter very early in development. More specifically, bilingual children are sensitive to fine syntactic distinctions. This is mainly so because unambiguous word order for V-to-I movement is rare in early child data, but more importantly because infrequency of V-Adv-O orders is related to the spell-out domain (which is the VP during early stages) and the requirement to violate the linear order established at the first spell-out domain (which would be Adv-S-V-O). However, we also found a general overwhelming presence of non-finite V-to-I structures, independently of the early setting of a syntax side of the parameter. In light of these findings, this paper will make a contribution to the general discussion of the causal relationship between syntactic movement and finiteness morphology (Meisel 1994). In offer, it is our explanation that children's non-finite root clauses are to be due to a problem with the complexity of the morphology in both languages where syntax is acquired before morphology.

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## **Four language biographies: The role of language in the construction of multicultural identities in multilingual individuals**

Irena Kregar Šegota, University of Zadar

This paper examines multilingualism as one of the most salient features in the identity formation and self-perception of multilingual individuals. Through the narrative analysis of language biographies collected from four multilingual individuals, their central topic being language acquisition, language use and language attitudes, we analyse the role which the individuals' different languages have played and play during the course of their lives in the construction of their cultural identities. Drawing from the constructivist perspective and post-modern theories of fractal and plural "patchwork" identities, the study notes the prototypical elements which illustrate and can serve as window into the dynamic relation between different languages and different subjectivities.

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## **Sri Lankan English: establishing the agents of variation in a multi-lingual construct**

Sandarenu Wijesiriwardane Kumarasamy, University of Duisburg-Essen

Sri Lankan English (SLE) has been hereto defined as “the language used by Sri Lankans who chose to use English for whatever purpose in Sri Lanka” (Gunasekara 2005: 11), supposedly spoken by a numerically limited social elite, who are geographically confined to the capital, Colombo, its’ suburbs and comprising of the majority ethnic Sinhalese of the Indian Ocean island. Rarely would a definition surface that is unambiguously indicative of the existence of English speakers whose first language is *not* Sinhalese – in particular Tamil.

As a result, essential insights enabling an objective and descriptive approach towards SLE either from a synchronic or diachronic perspective are thereby passed over. This renders imperative an examination of the precise contexts in which the mingling of input superstrate varieties with that of minority substrates had caused contact-induced variation. Consequently, my findings explore the intricacies of Sri Lankan English as the essential expression of the multiethnic, and hence multilingual, composition of the country.

With a focus on historically defined social relations, I establish the key factors that have fashioned SLE – both in its development and change – by examining the varied phonological properties of this South Asian variety of English in its everyday usage as well as in comparison to Indian English. As a result, the complex sociolinguistic processes that have generated SLE are scrutinized as much as a legacy of the colonial past as of the communal status and acquisition planning strategies, characteristic of post-independent Sri Lanka, i.e. of former Ceylon.

My findings rest on a corpus consisting of recordings with associated metadata that was collected during two field trips to Sri Lanka in 2008 and 2009 with each trip lasting for a period of four weeks. The oral data, comprising elicitations, direct translations and free speech, was gathered within the environs of Colombo and is representative of SLE speakers, who are members of a social class that subsist on a steady monthly income. These speakers were then categorized into four age groups; representatives, in terms of their L1, of the two most widely spoken substrates – Sinhalese and Tamil.

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## **Not Foreign, Not Impaired: Language Support for Low SES Schoolchildren in Multilingual Classrooms**

Gunde Kurtz, Universität Heidelberg

Children from low SES backgrounds require special support of their language development. Possibilities for addressing such needs may be inspired by - but not deduced from - the neighbouring fields of SLI-research (which dominates test development), FLT-research (which dominates the development of pedagogy and learning material development), or research in bilingualism, which provides background knowledge in language development.

Although

- there is a need to identify children with SLI and provide support for them,
  - there is a need to teach recently immigrated students for whom FLT-materials can be very helpful, and
  - many bilingual children in the group of students need language support,
- we must take into account that
- the vast majority of these children do not have an SLI – and thus do not require timeconsuming SLI testing and exercises,
  - many L2 schoolchildren speak German at the level of their L1-peers – and thus also do not require GFL teaching, and
  - many of these schoolchildren report that German is their best (and sometimes their only) language.

Language profiles of German L1 and L2 children in our focus schools do not differ substantially: low SES German-L1 children show many similar problems to their L2 classmates. This is an indication of a specific need for a specific support which is not to be confused with the fact that a multilingual background may result in further specific language (L2) needs. Rather, most pertinent is the fact that these children are in a linguistically disadvantageous environment (which includes lessons and coursebooks), where problems may be reinforced by selective absence of

1. linguistic knowledge (eg. vocabulary in certain sectors; culturally loaded language units),
2. linguistic skill (eg. automaticity and speed of language processing; experience with texts)
3. and linguistic “sensitivity” (eg. for pragmatic and idiomatic appropriateness; gender of nouns).

In my talk, I will provide examples of typical needs of 8-10 year olds in our school project, questions arising from them and methods for addressing them, including: How to use cognitive & linguistic resources of the children to meet their needs and how to integrate the necessary support into everyday schooling. In our project this support is centred on vocabulary in the sense of constructions.

**Bimodal bilingualism:****Aspects of the functional organization of languages as revealed by German/German Sign Language bilinguals: An event-related potential study**

Monique Kügow, Nils Skotara, Uta Salden, Barbara Hänel-Faulhaber, Brigitte Röder,  
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Brainimaging studies in early bilinguals have provided evidence that two simultaneously learned oral languages activate by and large overlapping brain systems. Thus, studying people who grew up with an oral and a signed language provide the unique opportunity to investigate modality-specific aspects of the neural systems mediating language comprehension.

German and German Sign Language (DGS) sentences were presented to hearing adults, who were born to deaf parents (CODAs) and who were exposed to both DGS and German from birth onward. The electroencephalogram was recorded throughout the experiment. The task was to decide whether or not the just seen sentence had been correct. Half of the sentences were correct while in the other half of the sentences either a semantic violation or a syntactic violation was embedded. The German and the DGS ERP data of the CODAs were compared to those of hearing native German speakers and a group of deaf native signers of DGS.

For German, well known ERP correlates of semantic and syntactic processing (N400, LAN and P600) were observed in CODAs.

For DGS, a posterior P600 following syntactic violations as well as an N400 following semantic violations but with right frontal distribution was found in CODAs. By contrast, a bilateral negativity preceding the P600 after syntactic violations was only observed in the deaf native signers and a subgroup of hearing native signers. The partially unexpected results in the CODAs (lack of negativity after syntactic violations) might be due to hearing status or interindividual differences in the use of the German Sign Language.

## Aspects of Rhythm in the Speech of Multilinguals

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Foreign accent is one of the most striking qualities by which speakers are judged (Liedke, 2003). Speech rhythm strongly contributes to the perception of foreign accent. However, suprasegmental and especially rhythmic features are seldom taught explicitly in scholar education and, thus, have to be recognized and acquired by the students without instruction. It is well known that the first language considerably influences the foreign accent in a second language, but it is more complicated to identify interferences between languages for multilingual individuals.

The aim of the present study is to characterize rhythmic patterns of multilingual adolescents in a German school. Mandarin Chinese and German are the first languages of the participants in this study. Not all of our 14 to 17 year old participants are balanced bilinguals; some are more competent in German, some in Chinese. The frequency of usage of these languages also varies between students. All have been instructed in English as a foreign language and are currently learning French and/or Spanish at school. The languages spoken by our participants differ in terms of isochronous recurrence of speech units: Spanish constitutes a prototypical syllable-timed language, German may be considered as a prototypical stress-timed language and on a continuum between these poles. French and Chinese are rather syllable-timed. In order to characterize the students' timing of speech units the pair-wise variability index of vocalic duration (Grabe & Low, 2002) will be used. Furthermore, Chinese speakers' pronunciation of Romance languages and English is often perceived as having a "staccato" effect (Moreno, 2006; Shen, 1990; Brown, 1988). Two significant characteristics of this effect will be tested: the frequency of glottal stops at the end of word-final syllables and abrupt, brief intra-syllabic pitch rises and falls.

Speech data will be collected from recordings of short spontaneous speech and read texts in Chinese, German, Spanish, and French. General language competence, the frequency of language usage, learning practices, and motivation will be assessed in detailed questionnaires and interviews with the students. We hypothesize that rhythmic features from the more dominant language, i.e. Chinese or German, are transferred to the language that the students learn in school. Regression analyses will be made between the results of native speakers' perceptual judgments of the staccato effect and the pair-wise variability index of vocalic duration, the duration of pitch rises and falls, and the frequency of word-final glottal stops. In this way, we aim to determine the factors that contribute to perceived rhythmic aspects of foreign accent.

With the results of this study we aim to raise the awareness in teachers of foreign languages for transfer between languages and point out that for multilinguals not only one language may affect foreign accent (Vetter, 2008). We attempt to provide indicators that may help foreign language teachers to identify causes of rhythmic irregularities in the speech of their students and improve their curriculums accordingly.

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## **Convergent morphological features of languages in Koraput district**

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The objective of this paper is to examine the phenomenon known as language convergence in a multilingual society and to explore some of the processes that could have led to several differing languages belonging to three different language families to converge in morphological level. From sociolinguistic point of view, Koraput district is in such a social configuration that different languages of at least three language families are spoken here. Since Oriya, an Indo- Aryan language, is the state language of Orissa, it is used in the major domains of Koraput. Apart from this, Didayi/ Gta, Gorum/ Parengi of Austro- Asiatic and Gadaba, Konda, Koya, Kui, Kuvi, Pengo, Ollari of Dravidian have their own speech community. Whatever may be the differences, contact between two or more languages is a common phenomenon in India.. As Emeneau (1956) has observed India as a linguistic area, having a multitude of languages belonging to four language families which are subject to constant contacts. Due to intensive and extensive contact, languages have converged grammatically and pragmatically (Annamalai, 2008). Through convergence languages become closure by showing some common traits whether they belong to same family of languages or different family of languages.

Morphology one of the major domains of Indian language structure is subjected to undergo various processes through convergence. Since it is concerned with lexeme as an independent category and its interaction with phonology and syntax, it remains an objective of contact among speech communities. On the morphological level, derivation as a word formation process is to be taken into account for the language contact and convergence.

Like,

Though Gadaba and Kui belong to Dravidian language family, in some of the instances they use the feminine suffix – I to form the feminine base like Oriya. Moreover, the present study also attempts to raise several issues concerning the morphological processes in general and derivational process in particular resulting in a multilingual society. The issues are:

- (i) Contact between two or more languages have some implications giving rise some features which are distinct from the base ones.
- (ii) Nature of convergence and factors associated with such convergence.
- (iii) In terms of mutual intelligibility , convergent features play a major role in various domains.
- (iv) The role of major or minor languages and the transference of features is from the major languages to the minor languages or vice versa.

The data meant for the research will be based on the written grammars and the native speakers of the various languages of Koraput district.

## The Influence of Input Quality on the Acquisition of Gender in Children

Elke Montanari, PH Karlsruhe

German gender is generally known for being acquired without problems in mono- and bilingual L1 acquisition. However, when analyzing over 100 narratives of 17 multilingual children between the ages of five and six years growing up with various L1s and German, it becomes clear that acquiring the German gender is even with a German input from birth more problematic than often considered. The difficulty lies not “only” in the fact that the gender is not marked correctly; of more concern is that the majority of the children does not classify nouns at all. These children use no gender rather than using an incorrect gender.

Nominal agreement is the key for theoretically grasping the acquisition task and for establishing progress. The latter is important since gender acquisition progress over an extended period of time does not have the effect that the proportion of correct gender markings increases. Important steps towards a mastery of gender go hand in hand with a reduction in the variety of genders exhibited and can look like steps backwards.

In the test group, children whose L1 has gender distinction and who received consistent first language input from their parents during their first years of life, are most successful. The children, whose input mainly consisted of a low level learner variety of German, regardless of whether their other L1s have gender distinction or not, have the most difficulties. One child that received medium level learner variety input and consistent L1-input, in contrast, is quite successful in acquiring gender.

The data show evidence for the fact, that an input of a low level learner variety is an important factor for the language acquisition of children. An input of a learner variety of an average to good level, on the other hand, does not seem to have any impeding impact on gender acquisition, if in combination with consistent first language input. The results indicate that input quality (L1 versus low level learner variety) is an important factor in language acquisition, in addition to the influences of the typological properties of the L1s and the target language. These facts lead to consequences of high practical relevance, particularly when advising families on multilingual education.

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**‘Voices of Unheard’, ‘Multilingualism’ and the language planning in Assam:****In the background of Tiwa and Deori communities**

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Multilingual education or mother tongue based education (MLE) refers to imparting education in the first language first and gradually shifting to other languages as medium of education. Assam along with the entire North East India has been the confluence of a number of Tibeto-Burman and Indo-European languages. Most of the languages are spoken by small tribal communities with varied number of speakers. UNESCO’s Interactive Atlas of the World’s Languages in Danger has indicated that the North East India has the highest concentration of endangered languages in India. It reveals the fact that if MLE is not encouraged, the plight of these languages will be at stake.

Tiwa and Deori are two tribal languages being spoken in the middle and upper parts of Assam which have approximately 23,000 and 27,000 speakers respectively. These languages are minority languages along with many other tribal languages in the state of Assam where Assamese is the state official language. Assamese is also the dominant and link language of this region. The formal public education system for all tribal children which is being practised in many multilingual countries across the world results into primarily passive learning from authoritarian teachers who transmit cultural and linguistic values of the medium or dominant language that are distinctly different from those of the children’s communities. This top-down, hierarchic education system has been detrimental and proved to be misnomer in the overall growth of a child. This same approach is also being practised by the government of Assam in the line of the Indian government’s language policy. It has not only led to a systematic slaughter of many small tribal languages but also created a huge amount of discontentment among the tribal groups of Assam. In this predicament there has been a need to review the language policies taken by the govt of Assam and take up an ecological, futuristic and fruitful approach.

This paper is an attempt to examine the viabilities of multilingual education system in Assam and constraints and failures faced by the government of Assam to address the issue of multilingual education in the state. This paper tries to explicate how the lackadaisical approach of the government has led to many languages towards the position of endangerment. It also extensively shows how amateur organizations have been working to impart education through MLE programs especially in Tiwa and Deori language context. The efforts taken up by the organizations such as ‘Yug ahom jimochaya poria chongchaa’ (the Deori Student Union), ‘Deori chu cheba chungcha’ (the Deori literary organization), ‘Tiwa Mathonlai tokhra’ (Tiwa literary organization) etc would also be highlighted and assessed.

Apart from Tiwa and Deori languages, the other literary organizations of various small tribes would also be taken into account in this study. Because of the lack of proper bureaucratic and governmental infrastructure and institutional supports these endeavours have remained unnoticed and unsuccessful. Through this paper a multilingual education model has been sought to evolve which could be used to address the issues of tribal languages of North East India ecologically.

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## **Psycholinguistic approaches to the study of Spanish-English code-switching**

Maria Carmen Parafita Couto, Xanthanese Dean, Eva Rodriguez Gonzalez, Bangor University

The present study examines code switched utterances between English and Spanish in a Midwestern region in the United States. Bilingual language alternation has been often studied within the framework of sociolinguistic and syntactic theories. The study approaches language alternation from a psycholinguistic perspective that looks within the cognitive architecture of language representation and processing but without diminishing the influence of social and political factors. Although significant progress has been made in understanding the psycholinguistics of code switching in different language interactions, more research is still needed to examine the cognitive mechanisms underlying bilinguals' ability to integrate and separate two languages during a communicative speech act. While most research on code switching at the discourse level has been done by means of recordings of naturally occurring speech, results from controlled psycholinguistic laboratory experiments are starting to emerge. The present study integrated both social and cognitive approaches in both naturalistic and experimental settings. Thirty Spanish-English bilingual speakers participated in the study. The study consisted of a linguistic questionnaire (information about linguistic use of both languages and other social factors that come into play when speaking and interacting both languages), a free speech mode where each participant was instructed to speak about a specific topic and had to switch between Spanish and English (the participant decided when and how to switch) and a comprehension task where different Spanish-English constructions were presented. Participants were divided into two groups: those who are habitual code-switchers and those who are non habitual code-switchers. A higher degree of language alternation English-Spanish was attested for the habitual code-switchers. Code switching utterances English-Spanish were indicative of a combination of related factors such as word frequency and participants' different patterns of language use. The study of language contact situations and its implications into learning and teaching languages will be discussed.

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**Recipient and Source Language agentivity. Evidence form a concrete contact situation**

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I will show result from my research into what happens in the Faroese language society, where Faroese, FA, is the dominant language and Faro-Danish, FAR-DAN, (the special variant of DA that is used as an L2 on the Faroe Islands), is the non-dominant language. The approach used was developed by van Coetsem (2000) in his book *A General and Unified Theory of the Transmission Process in Language Contact*. Van Coetsem distinguishes between Recipient Language agentivity, Source Language agentivity and Neutralization. In Recipient language agentivity, RLA<sub>g</sub>, the agent speakers borrow/imitate linguistic material from the non-dominant language. It will be shown that the non-stable parts are easily borrowed, that is: vocabulary, while the stable parts - that is phonology and morphology - are not so easily borrowed/imitated. The data shows that the syntax shows median stability, and so do discourse and modal markers. The result of the imitation/borrowing process is a slight modification of the phonology and the morphology of the receiving language. Regarding the syntax, we find a moderate complication of the dominant language as a result of conversion. Complication then means 'taking longer to describe'. That is, the receiving language, FA, allows, in some cases, both Insular and Mainland Scandinavian syntax, and/or older FA structures and the borrowed structure from Danish, DA.

In source language agentivity, SLA, the agent speaker imposes linguistic material from the dominant language, FA, onto the receiving language, B = Faro-Danish. The result of this imposition is a reduction of the phonology of the receiving language, meaning that the agent speakers use an intermediate pronunciation when they speak FAR-DAN. In addition to this there are some FA plurals in FAR-DAN, past participles, verb + particles and infinitives either as code switches or nonce borrowings. In the syntax there is, as in RLA<sub>g</sub>, from time to time conversion, but opposite to what happens in RLA, the result of the conversion-process in SLA<sub>g</sub> is reduction, as the Faroese agent speakers use the syntactic system of FA, thus easing their processing.

## Language Attrition on the Example of Wilamowicean Language

Piotr Romańczuk, Gabriela Pasterak, Michał Paprocki, University of Opole

This article, which deals with sociolinguistics and language policy, aims to investigate civic and government initiatives targeted at preservation and revival of Wilamowicean (also referred to as Vilamovian, Wymysorys or Wilamowski) language. The article presents the historical background of Wilamowicean, namely its origins as well as genetic classification, which provide an insight into the general characteristics of the language, which is considered to be a representative of a West Germanic language family. What is more, the process of linguistic extinction is discussed, including its phases, the decline of the number of speakers (from 67% of the population in 1900 to 4% in 2001), which is presented against a background of relevant historical facts, regarding the development of the town of Wilamowice and the ethnolect. The process of linguistic change, discussed in this macrolinguistic research paper, directly affected different social contexts in which Wilamowicean was used. With the view of the above, the article focuses on current efforts of both the local and central government, which aim to preserve and revive this ethnolect spoken in the small town of Wilamowice near Bielsko-Biała (Ślaskie province, southern Poland). The civic initiatives involve, among others, the activity of the local folk group, establishment of the Internet forum devoted to the culture, tradition, customs and the Wilamowicean as well as the attempts to codify the language by means of composing a grammar book and a dictionary (work in progress). These activities are compared with the actions and promotion initiatives undertaken by the local and central government (taking into consideration relevant legal regulations on the status of the language), which include, among others, the establishment of archives in which literary output in Wilamowicean could be collected and ensuring the education in the fields of history and culture, which are reflected in the presence of regional and minority languages. In conclusion, the authors attempt to assess effectiveness of the efforts aimed at preservation, revival and promotion of the language, which are undertaken by the local and central government.

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## My mother is Czech and my father Croat – what am I?

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This paper is about multilayered identity. We, people, are all individuals yet also social beings perceiving ourselves as members of different groups. Different factors can characterize such groups: gender, race, profession, religion, language, etc, helping us to identify and to determine ourselves in certain situations. In order to better interact with the others, we look for factors which we have in common with other participants. Undoubtedly, one of the most important factors in interaction of an individual with another is language.

Language is also a constituent of one's identity. The family, the foundation stone of the society, plays a key role in the process of shaping and preserving one's identity. It is inevitable to question whether the identity of those people who grew in mixed marriages is "pure" or "divided" i.e. multilayered. Moreover, the role of language in bilingual minority communities has a crucial role in perceiving the national identity.

The aim of this paper is to determine the influence of language on shaping and preserving national identity of people who grew in mixed marriages. By means of qualitative analysis of five families, the authors will study the perception of identity and attachment of the interviewees to the national minority, carrying out an analysis which would produce even better results on a larger scale. The analysis is carried out in form of an interview of all family members. The results thus obtained indicate that the interviewees, whose one of the parents is not only a member of a minority community but is also bilingual, have a "divided" i.e. multilayered identity. Indeed, they often ask themselves: "Who do I belong to?"

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## **European Project Tram - Transition and Multilingualism**

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In the European project Transition and Multilingualism, abbreviated TRAM, five European countries are involved (Germany, Romania, Latvia, Sweden and the Netherlands). In each European country, high percentages of children with migration backgrounds and with different languages of origin belong to the everyday life in many educational settings. Acceptance of language and cultural diversity as well as evaluation of the existing heterogeneity as a problem or rather as a chance for acquisition of competence pose a challenge to professionalism of educators and teachers. Concepts and models of dealing with multilingualism and intercultural education can be compared internationally and be adapted in consideration of the prevailing national premises and the institutional working conditions.

Research indicates that successful transitions from family to prior-to-school settings and school settings crucially influence the pupils' motivation to learn at school and throughout life. But the handling of transitions in practice as it is common in pre-school and school settings (which includes children between 4 and 8 years) evidently is not well suited to the needs of its target groups. In learning biographies of young children, the begin of formal schooling is a distinct transition and a developmental task. Transition phases are very sensitive periods and they are even more intense for children with migration and/or multilingual backgrounds.

Migration within Europe is rising and varies in the European countries. In order to help the children to cope with the educational transition processes in early-childhood, expertise of pre-school and primary school teachers with good education and experiences is needed.

The project TRAM wants to equip pre-school and primary school teachers with certain abilities and skills to accompany and support children with different ethnic backgrounds and mother tongues appropriately and properly within transition processes. The international and interdisciplinary project partners undertake a needs analysis to identify barriers and challenges of transition processes of multilingual children.

Based on a need for qualitative analysis to identify barriers of transition processes with regard to plurilingual children, we conducted country reports, semi-standardized questionnaires to parents and teachers as well as interviews with children in each involved country. The results as well as their potential implications for educational issues will be presented. We believe that in the end this knowledge will be important for the development of a curriculum on further vocational training.

## **Tracing participants' converging orientation to language norms and sequential formatting: ELF communication in a multilingual learning environment**

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Communication situations in which speakers with varying language repertoires interact have been described from two perspectives of interest for the current study. Firstly, the potential for learning a language in such a context and, more specifically, the very instances which would qualify as being instances for language learning have been widely discussed, which include; identifying “séquences potentiellement acquisitionnelles” (De Pietro, Matthy, Py 1989), “opportunities for learning” (De Brouwer 2003) or similar analytically grounded ways for analysing actual language phenomena (e.g., expansive utterances) by a speaker and the interactants' orientation to the language norms in the language at stake (e.g., elicitation of correct grammatical forms etc.). Secondly, multilingual communication situations including so-called lingua franca interactions have been investigated as regards to instances of specific interactional features when participants orient to the accomplishment of sequentially given projections, engage in repair or tangibly display ‘letting it pass’ (Firth 1996) instances where language issues (e.g., grammatical, phonological) could be made relevant.

This study then advocates an integrated view on the two aforementioned analytical perspectives, based on the findings from a corpus of spoken interactions (audio-taped, transcribed) involving English as a lingua franca in multilingual educational settings (5 participants). In fact, the results of the analysis are threefold i) showing how the participants construct the language norm throughout their interaction by orienting to and elicitation of corrections with regard to grammatical features (e.g., repair sequences). Moreover, ii) participants engage in interactionally relevant (and sequentially acknowledged) formats which are of particular interest when projected candidate formats are ratified/not ratified in the course of interaction (e.g., question-answer). Finally, iii) a corpus driven analysis points to instances when the two aforementioned findings converge, showing how actions of norm-construction and norm-orientation feed into the accomplishment of the interactionally potential next action.

The current paper provides insights into the systematics of this convergent actions, on the level of norm-orientation on one hand and the level of sequential projection on the other by highlighting acquisitional aspects, both on the grammatical as well as on the interactional level, of such convergent features in learners ELF talk-in-interaction. Finally, the study has further implications for the challenges of multilingual learner corpora and the analysis of multilingual communication in general.

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## L1-Japanese L2-English acquisition of scalar implicatures

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(1) Some professors are smart.

> implication is (2)

(2) Not all professors are smart.

**but not**

(3) Professors are smart = All professors are smart.

It is not what is *said* but rather it is what the listener infers derived on the speaker's utterance. Logically speaking, *some* means *some and possibly all*. But if the speaker of (1) had meant *all professors are smart*, she would have uttered (3), being maximally informative. Since she didn't, then we can safely assume she actually means (2). Such implicatures require listeners to derive the information implied by means of a pragmatic inference. This kind of implication is known as a conversational implicature, or scalar implicature (SI) (Horn, 1972), since *some ... most ... all* constitute a scale. To date, very few studies have explored L2 knowledge of scalar implicatures (SIs) other than Slabakova (2007) and Lieberman (2009). We replicated exactly task 1 from Slabakova (2007) and task 2 from Barner, Chow & Yang (2009). The two tasks used were a statement evaluation task and a truth-value judgement task. We recruited 27 intermediate Japanese learners of English for task 1 and 26 intermediate Japanese learners of English for task 2. Task 1 involves scalar sentences without context, in written form. 8 sentences with infelicitous *some*, as in (4), were included.

(4) Some elephants have trunks.

Participants were asked to judge these scalar sentences by answering the question 'Do you agree?' Circle 'Yes' or 'No'. Task 2 involved using a red circle and toy fruits. The fruits were presented in three separate piles of eight next to the red circle. For each trial, the experimenter moved a certain number of one kind of fruit into the circle and asked the L2 learner a Yes/No question using either a numeral or a quantifier. Our findings from the two tasks are in contrast to the findings in Slabakova (2007). She argued that L2 learners are not able to undo automatic SIs as often as they can in their L1. The results from both tasks show that Japanese L2 learners can either a.) conjure up alternative contexts when no context is presented to them OR b.) where logically, *some* means *some and possibly all*. When a context is provided, as in task 2, the L2 learners give more logical rather than pragmatic responses. We argue that our findings support the Relevance Theory account (Sperber & Wilson, 1995) of SIs rather than the Integrative account (Chierchia, 2004). The Integrative account cannot easily account for our findings.

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## **Workshop 1: Language Contact through Written Discourse. Synchronic and Diachronic Perspectives**

In this workshop we will be looking at a specific type of contact situation, namely the production of written discourse in a multilingual context, that is, discourse is produced in one language while being based on or reproducing discourse in another language. In such a situation, different communicative norms and conventions come into contact and may transcend language boundaries, potentially leading to the development of new genres and registers. The possibilities of contact-induced effects in these situations are manifold, being potentially influenced e.g. by the historical situation, the socio-cultural status of the languages involved, the degree of codification of the target language and the typological proximity of the languages involved. The papers presented in the workshop reflect the wide spectrum of language contact through multilingual discourse production. They will help to shed light on the factors determining the outcome of this type of contact and will open up new perspectives on the study of language change.

The six papers envisaged for the workshop will deal with the following topics:

The plenary speaker of the workshop, Laura Wright, will talk on mixed-language business texts produced in Britain between 1066 and 1500. She will discuss how the combination of Medieval Latin, Anglo-Norman and Middle English in written discourse influenced the standard dialect of English. Steffen Höder will investigate explicitations in Latin-Old Swedish translations, the contexts in which they occur and what that tells us about the motivations behind explicitation. Olga Timofeeva will also deal with medieval translations from Latin, focusing on their impact on Old English. She will concentrate in particular on the question of which different types of translation practices existed and how this impacts on the type of interference phenomena (potentially leading to language change). The three remaining papers focus on the language pair English-German. Silvia Hansen-Schirra and Mary Mondt will present results on the differences between translated and non-translated German texts in various LSP genres. Viktor Becher, Juliane House and Svenja Kranich will concentrate on the genre of popular scientific writing. In this genre, changes in textual conventions can be shown to have taken place in recent times, which can be related to the model role of English-German translations. The final paper by Stella Neumann and Erich Steiner will deal with the quantification of contrasts with respect to cohesion in English and German as well as the qualitative analysis of aligned translation pairs in order to identify traces of language contact.

## How translations from English shape the genre of popular scientific writing in German

Viktor Becher, Juliane House, Svenja Kranich, University of Hamburg

The production of German popular science texts is characterized by a large number of translations from English. Research within the project “Covert Translation” (cf. Baumgarten / House / Probst 2004) has shown that various aspects of German popular scientific writing are shaped in accordance with the prestigious English model. This paper aims at providing an overview of the main changes which have taken place in the German genre that can be explained as resulting from language contact through translation (on the general nature of language variation and change through translation cf. Becher, Höder & Kranich 2009), based on corpus studies of English popular scientific texts, their German translations and German original texts produced in two time-spans (1978-1982 and 1999-2002).

Anglophone influence on German popular science texts via translation manifests itself as quantitative and qualitative changes concerning linguistic items associated with two major dimensions of English-German usage contrasts, namely interactionality (as visible in changing usage of cohesive devices and personal deixis) and hedging (as instantiated by epistemic modal expressions, such as *may*, *perhaps*, *probably*). These changes seem to first occur in the translations as a result of source-language interference. In this way, linguistic variation is introduced into the German popular science genre. In a second step, this variation influences monolingual German text production, yielding non-translated German texts of a hybrid nature following to some extent English, to some extent German communicative norms (cf. Böttger 2004).

Becher, House & Kranich (forthc.) have shown in a diachronic corpus study that sentence-initial concessive conjunctions (English *But* and its German equivalents *Aber* and *Doch*), which are often used to simulate an interaction between author and reader, are increasingly employed first in English-German translations and later also in German original texts. In total, the observed changes amount to a general trend of increasing addressee orientation and a shift towards the spoken end of the written-spoken continuum of language use (cf. Koch / Oesterreicher 2007: 349), moving the German popular science genre closer to the English one in terms of communicative conventions.

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## **Communicative conventions in multilingual scientific discourse: a multidimensional study on language contact and language change**

Silvia Hansen-Schirra, Mary Mondt, Johannes-Gutenberg Universität Mainz & Universität des Saarlandes

Scientific discourse is highly constrained by formal and linguistic conventions governing the written presentation of research. Requiring a certain level of background knowledge and subject expertise on the readers' part, articles published in academic journals, for instance, are characterized by an extensive use of technical and specialist vocabulary as well as condensed syntactic structures. In addition to this, the English language is dominant in international science. On the one hand, this is reflected in a high degree of interference effects impacting on the German language in general. On the other hand, the predominant role of the English language in this field has resulted in a large amount of non-native scientific writing and German-English translations, which may exert an influence on the English language.

Within this context, this paper adopts a multi-dimensional approach to the corpusbased analysis of communicative conventions in multilingual scientific discourse: firstly, the horizontal layer of scientific discourse is reflected using sub-corpora in English and German from the following scientific domains (archaeology, astronomy, biology, chemistry, mathematics, physics and engineering). Secondly, the vertical layer is investigated on the basis of contrasting scientific (expert to expert) and popular-scientific (expert to layman) discourse in English and German. Finally, English-German and German-English translations are considered with respect to standardization and interference effects.

To this end, all sub-corpora of the multidimensional corpus are processed using part-of-speech tagging, phrase chunking and terminology extraction tools. On this basis, the texts are analyzed in view of the following LSP register features (e.g. Halliday & Martin 1993, Biber 1995, Luukka & Markkanen 1997): term density; verbal vs. nominal style; frequency, length and complexity of syntactic phrases; frequency, length and complexity of sentences; nominalisations; compounding; pre- and postmodification; hedging; passive; impersonalization etc. Drawing on empirical evidence, the findings of the sub-corpora involved are contrasted in terms of language typology, degree of expertise and interdisciplinary diversity. Additionally, translations from the language pair English-German are evaluated against the non-translated texts in terms of the specific properties of translated text. Given the strong dominance of the English language in the natural sciences and standardization effects from German into English, our hypothesis, here, is that we will find both interference effects in translations from English into German and standardization tendencies in the English translations of German texts (cf. Toury 1995).

In a final step, the findings gained from the comparison of contemporary scientific discourse are contrasted to the typical patterns observed in diachronic corpora of scientific texts. This comparison is intended to provide insights on changes in the communicative conventions of scientific discourse over the last decades. Moreover, the potential impact of language contact in general and translations in particular is discussed.

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## Explicitation in Old Swedish translations: when, where, and why

Steffen Höder, University of Hamburg

During the Late Middle Ages, Old Swedish develops into a literary language. In this process, most genres are adapted from Latin models, and most texts are translated from Latin sources. As a consequence, it is quite unclear in what respects the extant sources represent the whole language or any particular varieties of it (Höder 2010). In principle, any feature observed in an Old Swedish corpus, especially any innovative feature, could be (a) the result of contact-induced language change in Old Swedish or its written variety, (b) an effect of the communicative parameters of written communication, (c) due to translation interference, or (d) the outcome of universal translation-inherent mechanisms independent of the languages involved. Unlike factors (a)–(c), factor (d) has hardly been addressed in historical linguistics, let alone corpus analyses, and is indeed difficult to control.

In translation studies, it is widely assumed that one such translation universal is explicitation. Translated texts are thus generally expected to be more explicit than both their source texts and other, non-translated texts in the target language (e.g. Blum-Kulka 1986), though this view is challenged by e.g. House (2008) and Becher (2010). In my paper, I will discuss whether or not an analysis of a Latin-Old Swedish translation corpus supports this Explicitation Hypothesis. I will demonstrate that obligatory and pragmatic explicitation is a contributing factor in the higher degree of explicitness in the translated texts as compared to their Latin sources. However, I will argue that the differences in explicitness between Old Swedish translated and non-translated texts are better explained by other, translation-independent factors.

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## Contrasts and contact of cohesive features in English and German

Stella Neumann, Erich Steiner, Universität des Saarlandes

In recent years, the investigation of language contact through translation has gained considerable attention (e.g. Becher, House, and Kranich 2009; Steiner 2008). However, the studies are frequently restricted to the examination of individual features – generally focussing on lexico-grammar as a realization of “pragmatic” and/ or registerial phenomena. Furthermore, the question remains whether the specific character of the translation situation results in specific contact phenomena that are different from the outcome of contact situations typically analysed in classical language contact research such as individual bilingualism.

Our study concentrates on the area of cohesion for two reasons. Firstly, cohesion appears to be an interesting area of contact-related research because it is probably not perceived by authors to be an area of potential contrasts. Secondly, these contrasts are still under-researched. Comprehensive discussions of the systemic resources of cohesion exist for English and, to a lesser extent, for German. In addition, there are some corpus-linguistic analyses examining individual linguistic phenomena at text or discourse level in a contrastive perspective. No work is yet available comparing a broader range of cohesive resources in the two language systems as well as their differing instantiations in English and German texts, even where the systemic resources appear similar at first sight. This lack of contrastive work may in part be due to the different conceptualizations of cohesion in the research traditions concerned, creating difficulties for comparison. Beyond comparison and contrast, the literature on *contact* phenomena between the two languages on the level of cohesion is as yet very limited.

After taking stock of the different contact situations, in particular translation and related situations such as scientific exchange, international broadcasting etc., we shall discuss corpus evidence from the CroCo Corpus, a German-English translation corpus, for differences in terms of demonstrative versus pronominal reference. This will comprise both the quantification of contrasts with respect to this cohesive feature as well as the qualitative analysis of aligned translation pairs in order to identify traces of language contact. Contrast is seen as a necessary, even if not a sufficient condition for language contact. We will assess the suitability of corpus methods for explaining causes for contact phenomena and will discuss methods that may complement quantitative corpus analyses. On the basis of this case study, we will identify some aspects in which contact through translation may lead to phenomena that are both different in nature from classical contact situations and that may also reflect a sequence of borrowing features different from Thomason and Kaufman's (1988) borrowing scale.

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## Translation-induced interference in Old English

Olga Timofeeva, University of Helsinki

This paper will look into translation-induced interference in a medieval setting, that of bilingual (Latin and English) literary production in Anglo-Saxon England. I will first describe the contact situation in 7th-11th-century England as a situation of distant institutional contact (cf. Loveday 1996: 19–20; Timofeeva 2010). Next I will dwell on the different modes of medieval translation from Latin, ranging from glosses and gloss-like translations to paraphrases, on their audiences and distribution, and their structural equivalence vs. acceptability. I will suggest whether and how these translation modes could bring about particular types of language interference and conclude by describing several instances of translation-induced language change in Old English, emphasizing the importance of such notions as the continuity of translation tradition, the role of cultural elite in the dissemination of literary and translation standards, and, consequently, the impact of the shift of elites on these traditions and standards.

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## The Text-Type of London Medieval Mixed-Language Business Writing

Laura Wright, Cambridge University

This paper will discuss the kind of mixed-language business texts produced in large quantities in Britain between 1066 and 1500. The text-type is that of accountancy, that is, management of money movement, and so the social contexts include texts produced by mercantile trading, estate management, perpetual institutions like St Paul's Cathedral or London Bridge, wills and testaments, livery companies, and private individuals keeping track of their money. Essentially, anyone in any walk of life that required a written inventory of goods, places, people or services used the mixed-language text-type to a greater or lesser degree.

The day-to-day spoken language during this period would have been Middle English and, up to about 1300, Anglo-Norman (see Ingham forthcoming); but what got written down was an orderly mix of Medieval Latin, Anglo-Norman and Middle English, which came to be conventionalised over the decades and which changed only a little over time. Some institutions and individuals abandoned this practice and switched to monolingual English in the mid-1400s, others continued to use it til the turn of the century, but by 1500 most archives show the switch to English to have been completed. There were, I suggest, two factors at work here: the language-death process of Anglo-Norman, which Ingham's recent work has shown to have lasted as a spoken vernacular in Britain until around 1300, coupled with a fundamental change in trade patterns, which occurred over the fifteenth century.

I will briefly rehearse the grammatical constraints of the written mixed-language business variety, and then I will consider its replacement, the emergent proto-Standard dialect of English. I will suggest that Standard English bears many of the hallmarks of a contact variety, including koineisation, and that it is the written medieval mixed-language predecessor that influenced its development.

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## Workshop 2: Learner Corpora and Corpora for Learners

**OUTLINE:** The presentations in this workshop will deal with different aspects of the construction and use of learner corpora in linguistic analysis and language teaching or training. By “learner corpora” we understand systematic collections of spoken or written language data produced by (adult) speakers in a language other than their mother tongue. The design of such corpora is determined, among other things, by the following parameters

- (i) Native language(s) of the speakers involved
- (ii) Learner language(s)
- (iii) Levels of linguistic analysis (e.g. phonology, morphology, syntax) reflected in annotation and transcription
- (iv) Mode (written vs. spoken) and text/interaction type (e.g. exam texts, task-oriented communication, ad-hoc interpreting) of the data

The constellation of workshop participants aims at forming a representative cross-section with respect to these parameters.

**QUESTIONS:** The workshop will focus on methodological and technological aspects in the construction and use of learner corpora. Thus, each contribution will address one or several of the following questions:

- (i) **Corpus design:** What motivates the choice of speakers and what parameters are used to describe them? What methods of data elicitation are used? What categories are used for annotation and transcription, how do they interrelate?
- (ii) **Corpus construction:** What kind of corpus technology (tools, formats and data models) is used? What are the procedures for annotation and transcription? What instruments are used for corpus management and quality control?
- (iii) **Corpus analysis and use:** Which categories are used for error analysis? Which tools and methods are employed for corpus query and statistical analysis? What are methods and concepts for the application of learner corpora in teaching and training?
- (iv) **Corpus reuse:** What policy is used to ensure the interoperability and sustainability of corpora? What are best practices for the construction and dissemination of learner corpora?

**PARTICIPANTS:** All participants are involved in the construction of learner corpora, in the use of learner corpora for linguistic analysis or for teaching or training purposes, and/or in the development of corpus technology suitable for the construction and analysis of learner corpora. They use comparable approaches and technology for their work. The workshop’s closing session aims at exploring possible ways of cross-corpus analyses.



## Spoken language corpora in German and Swedish (L1) and acquisition of foreign language grammar

Christiane Andersen, University of Gothenburg

Several attempts were made to take special features of spoken language for building a foreign language grammar into consideration. Nevertheless, the authors mostly did not use electronic corpora when building such grammars. German and Swedish spoken language corpora have not been compared so far. We consider what can be achieved when we systematically exploit quantitative data from several spoken language corpora (L1 corpora in German and Swedish) in order to take them into account in teaching of foreign language grammars.

- Are particular grammatical categories more frequent in spoken language than in written language?
- Do particular structures and categories get more preference in spoken language than others?
- How can corpus analyses of spoken language be utilized for applied (i.e. practical) grammars?

We analyzed word form frequencies of digitalized transcripts of the Mannheimer Datenbank Gesprochenes Deutsch and the GSLC (Göteborg Spoken Language Corpus) of about 1 423 000 tokens. Both the German and Swedish data had been subdivided in subcorpora of communication types like 'formal meeting', 'informal conversation', 'political debate' etc., and quantitatively analyzed in contrast. It is reasonable to believe that the comparison of this substantial quantity of data reflects an authentic language use in German and Swedish. We here demonstrate that there is a gap between the high frequency of several categories and grammatical structures in our investigated corpora and their current description in foreign language grammars of German for Swedish learners. This concerns important structures such as several verbs, adverbs, subordinations and modal particles, infinitive constructions and subordinate clauses.

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## **Towards a Best Practice for sharing and reusing learner corpora: the Hamburg Map Task Corpus**

Hanna Hedeland, Timm Lehmborg, Thomas Schmidt, Kai Wörner, University of Hamburg

The Hamburg Map Task Corpus (HAMATAC) is a small spoken language corpus documenting the performance of advanced learners of German. It is based on a map task experiment designed by the project “Deutsch Heute” at the Institute for German Language (Brinckmann / Kleiner / Knöbl / Berend 2008). A map task is a cooperative task in which one participant has to explain a route marked on his map to a second participant who has a similar (but not identical) map without the route. The design has been used – with different maps and for different languages – in quite a number of corpus studies (e.g. Anderson et al. 1991). It is especially suitable for producing comparable data sets in which certain linguistic constructions (e.g. prepositional phrases) occur particularly often.

After presenting the general design and construction workflow of the Hamburg Map Task Corpus as well as an exemplary analysis, we will use it as a starting point for discussing different aspects of a best practice for making learner corpora reusable and sharable, such as:

- Comparability and reproducibility of corpus design: as mentioned above, HAMATAC’s design has been used in identical form for a corpus of German native speakers, and similar designs have been used for corpora of other languages. These points of contact make it easier for researchers to compare their findings on the corpus to results gained with other data. Furthermore, the design is easily reproducible so that additional comparable data (e.g. with less advanced learners of German or advanced learners of another language) can be easily obtained.
- Data protection issues: HAMATAC participants were asked to sign an agreement that the resulting data can be made available for research purposes. This is an indispensable, but often overlooked, prerequisite for sharing the corpus.
- Theory-dependence and quality of annotations: to make a corpus reusable for a wider community with heterogeneous theoretical backgrounds and interests, it is crucial that those annotations which are uncontroversial with respect to different theoretical approaches are clearly separated from annotations which are owing to a specific theoretical assumption. Often, it is only the first type of annotation that is readily reused by other re-searchers. Issues of quality control for this type are therefore particularly important.
- Interoperability and standardisation of formats: HAMATAC was created with the help of the EXMARaLDA system (Schmidt/Wörner 2009). The resulting data, however, are made available in a variety of formats so that researchers can reuse and analyse it with the tool(s) of their choice. EXMARaLDA’s interoperability functionality makes sure that the most important tool formats (e.g. ELAN or Praat) and standards (e.g. TEI or AG) are covered.

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## Error-tagging the German component of LINDSEI: Methodology and application

Susanne Kämmerer, Sandra Götz, Justus Liebig University Giessen

For over a decade now, learner corpus research has been combining theoretical approaches from both Second Language Acquisition research (contrastive analysis, error analysis) and corpus linguistics (quantificational approach to data and mechanisms of analysis) (cf. Díaz-Negrillo & Fernández-Domínguez 2006), and this „[has] given rise to a powerful apparatus for quantitative and qualitative study of foreign language learning“ (Díaz-Negrillo & Fernández-Domínguez 2006:85). While raw corpora can be used to investigate learner overuse and underuse very easily, only an error-tagged version of the data makes quantitative and exhaustive investigations into the area of errors possible (cf. Kämmerer 2009).

This paper is divided into the following sections. First of all, we will attempt to review the Louvain error-tagging system, which is a flat-level annotation system designed for the annotation of written learner language. We will therefore focus on problems, decisions and adaptations concerning the tag set to cater for the needs of error-tagging spoken learner language (e.g. tags for pronunciation errors, inconsistency in use of variety, self-correction, repetition of errors, disfluencies). We will also treat general tagging problems (e.g. tags for Double Tags, Trebble Tags), as well as additional tags focusing on a learner-centred identification, correction and explanation of errors (tags for interference-induced errors, performance vs. competence). The second section will report on a pilot study on the most common errors in the spontaneous speech of advanced learners. Overall, our pilot study not only reveals constructions that are especially error-prone in the case of German learners of English (e.g. prepositional phrase complements, adverb-adjective selection), but it also shows that there is still a clear systematicity regarding the error types even at an advanced level. Also, specific hesitation phenomena, such as filled or unfilled pauses, tend to co-occur only with certain errors in spontaneous spoken language and not with others (cf. Brand & Götz forthcoming). Our final step will be to present language-pedagogical implications derived from our findings.

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## Morphological Productivity in Learner German: Complex Verbs

Anke Lüdeling, Humboldt-Universität zu Berlin

In my talk I show how a flexible multi-layer architecture is helpful in studying interface phenomena in learner language. My use case is complex verbs in German – a phenomenon that has syntactic, morphological and semantic aspects. If the analysis is to be transparent and reproducible it is necessary to annotate this data on several independent levels and it is also necessary to have an architecture that permits the addition of new layers at any point during the research.

With respect to syntax, it has often been argued that native speakers of a language use a mix of lexicalized complex chunks and productively formed structures and that even advanced learners of a foreign language often do not get this mix right (see Pawley/Syder 1983, Handwerker 2002, and many others). Most of this research does not use syntactic annotation but collocation statistics on lexical data – the analysis is not coded into the corpus. With respect to word formation morphology in interlanguages, there has been much less research. In principle, the same issues apply: native speakers know when to use a lexicalized complex word and when to use productive morphology. Baayen (e.g. 2009) and others have shown that the knowledge of (the degree of) productivity of a word formation rule depends on linguistic experience (this can be modelled using type-token statistics). If learners have less linguistic experience than native speakers: How do they deal with morphological productivity?

I study the question of morphological productivity in learner language by looking at different patterns of complex verbs (prefix verbs and particle verbs) in the German learner corpus Falko (Lüdeling et al. 2008; Falko contains written texts by advanced learners of German; it also has a native speaker control corpus). The Falko corpus is stored in a multi-layer corpus architecture (searchable with ANNIS2, Zeldes et al. 2009).

Both types of complex verbs have many lexicalized instances and also productive patterns – it is necessary for advanced learners to learn (from natural input, as this is usually not taught) which patterns are productive and when it is appropriate to form a new complex verb. Complex verbs are also interesting because they cannot be easily categorized structurally. Prefix verbs are clear morphological objects while particle verbs are separable and are sometimes considered to be syntactic. If – as it can be shown – learners use particle verbs differently from prefix verbs it is then necessary to look at other clearly syntactic patterns involving verbs.

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## On the Creation and Analysis of a Reading Comprehension Exercise Corpus: Evaluating Meaning in Context

Detmar Meurers, Niels Ott, Ramon Ziai, Universität Tübingen

The notion of a task and language use in context play an important role in foreign language teaching and learning. In the same vein, a representation of the learner's ability to use language in context and perform tasks using appropriate strategies has been argued to be crucial for interpreting learner language and for informing learner modeling in Intelligent Tutoring Systems (Amaral & Meurers, 2008). Most learner corpora, however, consist of learner essays with minimal meaning and form requirements. Borrowing the terminology of Bachman & Palmer (1996), the essays are *indirect responses*, primarily encoding individual background knowledge of the learners. Fitzpatrick & Seegmiller (2004) show that for such learner essays it can be tremendously difficult to agree on what the learner was trying to say, i.e., they fail to reach sufficiently high inter-annotator agreement levels for annotating target hypotheses. In light of these issues, for our research on the automated comparison of meaning we explore the creation and annotation of a corpus in which the learner language produced is more explicitly contextualized and directly related to the input provided by the exercise.

We present our efforts at collecting a longitudinal learner corpus consisting of answers to reading comprehension questions written by American college students learning German. We discuss the development of the open-source WELCOME tool, which we created to facilitate the interdisciplinary exchange of the contextualized learner corpus between the language programs at OSU and KU providing the data and the computational linguists working on its encoding and automatic analysis. Along with the learner answers, we collect the reading texts, the reading comprehension questions, and the target answers that teachers prepare as reference for the grading process.

Only reading comprehension questions asking for information that is encoded in the text are included, thereby limiting the implicit need for world knowledge to evaluate the meaning of the learner answers. The meaning of each learner answer is assessed by two independent annotators. Meaning assessment is done using a binary classification (correct vs. incorrect) as well as using a richer set of diagnosis categories encoding the nature of the divergence from the target answers specified by the teachers. Following Bailey & Meurers (2008), we distinguish “missing concept”, “extra concept”, “blend” (missing concept and extra material), and “non-answer” for answers which are unrelated to the topic under discussion.

Based on the first year of the four year project, we present a first evaluation of the corpus creation effort, the inter-annotator agreement obtained for meaning assessment so far, and the next steps planned.

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## **A corpus of interpreter-mediated interactions as a tool for interpreter training**

Bernd Meyer, Research Center on Multilingualism, University of Hamburg

The project “Interpreting in hospitals” at the Research Center on Multilingualism investigated how ad-hoc-interpreting in German hospitals changes the content and the structure of doctor-patient-communication. Ad-hoc-interpreting is widely practiced in German hospitals because professional interpreting services are not available. Ad-hoc-interpreters are family members of the patient or bilingual staff members. They are usually not trained or prepared for this specific task. Nevertheless, they play an important institutional role because they facilitate the access of non-native patients to German health institutions.

Between 1999 and 2001, we recorded 45 interactions between German doctors, non-native patients and ad-hoc-interpreters. The data collected covers typical and frequent discourse types, such as medical interviews, briefings for informed consent or briefings on diagnostic findings. The languages involved are German, Turkish, Portuguese and Spanish. About 60 different participants (patients, medical doctors, nurses, ad-hoc-interpreters and other family members) are involved in these interactions.

The data provide insights into how linguistic diversity in German hospitals is handled and managed. Furthermore, it shows how the specific type of multilingual communication, i.e. ad-hoc-interpreting, changes interactions patterns and contents in doctor-patient-communication. Furthermore, we were able to describe differences and similarities in the performances of ad-hoc-interpreters with different institutional backgrounds (i.e. lay persons or nursing staff).

The results and the data lay the foundations for a follow-up project on ad-hoc-interpreter training. The idea of that project is that hospitals should make reflective use of existing linguistic resources, instead of just taking anybody who has some obscure linguistic skills. By selecting and training bilingual nursing staff, we aimed at developing a new additional approach for dealing with linguistic and cultural diversity in hospitals.

The corpus of the project “Interpreting in hospitals” helped us in two ways: Firstly, it allowed us to identify typical pitfalls of ad-hoc-interpreting in hospitals. To give an example: while ad-hoc-interpreters usually complain about their lack of technical language in their family language, we were able to establish that other relatively subtle linguistic means (such as modal expressions and modal particles) are equally problematic. Secondly, the corpus allowed us to connect training contents to the authentic experiences of training participants. While communication trainings are usually based on role-plays and stereotyped descriptions of communicative events, we were able to reproduce authentic situations in the training. Thus, the corpus was used to determine training contents, and it provided us with authentic examples which were used for specific training methods, such as observational tasks or group discussions.

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### **Workshop 3: “Multilingual Brains”: Individual differences in multilinguals – a neuro-psycholinguistic perspective**

Workshop Organizers:

Susanne Maria Reiterer, Julia Festman

Until now, individual differences in multilingual language acquisition have been largely neglected or even ignored, although already far back in history some individuals (polyglots and hyper-polyglots) demonstrate extraordinary language abilities in the acquisition of all or some of the subsystems of language (e.g. phonological, semantic, lexical, syntactic domain). However, maybe due to the technical advances in imaging techniques (for example, functional magnetic resonance imaging, fMRI; Electro- and Magneto-encephalography, EEG+MEG), and growing interdisciplinarity within the “cognitive sciences”, individual differences in multilingual language acquisition, or put differently, “multilingual brains” recently started to attract more and more attention.

Although more studies were conducted on multilingual participants, their grouping and descriptions and consequently the findings could not entirely satisfy linguists who had tried to characterize multilinguals on many levels based on information from language acquisition history, language backgrounds, current language use, language proficiency tests, etc. To give just one example, multilinguals are not necessarily bilinguals, but much of the imaging literature uses bilinguals as an umbrella term for speakers of more than one language (ignoring the fact that more languages might be mastered, even at a very high level of proficiency and have a strong impact on language processing).

This colloquium has the aim of bringing together second language acquisition researchers from linguistic backgrounds and brain researchers of “Bi- and -Multilingualism” who are working within the framework of a neuroscientific background.

The papers in this colloquium will present cutting-edge research on the topic of individual differences of multilinguals, which have been observed in age of onset, proficiency level in different language skills and language components (e.g. lexicon, syntax, etc.), aptitude, executive functions, exposure/experience, manner of acquisition, etc. The papers will make use of a variety of techniques to address this question, such as fMRI, EEG. General introductions to imaging techniques will be provided and papers will be presented in a way that the “general” audience (without specific imaging methodology background) will be able to easily follow the talks and understand the findings.

We believe that good neuroscientific studies on “multilingual brains” need to take into account current findings on individual differences of multilinguals and best include researchers on multilingualism for example to give advice regarding the different crucial factors to be considered in subject selection/matching and stimulus material as well as contribute to the theoretical implications of the findings for multilingualism from a linguistic point of view. Thus, this workshop aims at bringing together both researchers on multilingualism as well as brain scientist interested in the processing mechanisms of a multilingual brain. A platform for exchange of knowledge as well as concerns should be provided in this workshop with the intention to further the understanding of the workings of both sides as well as to unify the terminology and concepts.

### Sponsors of Workshop 3



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## Neurophysiological and neuroanatomical factors in phonological learning

Marc Ettlinger, Patrick CM Wong, Northwestern University

A comprehensive model of language should include an understanding of how the nervous system supports language acquisition. To that end, researchers have hypothesized that areas associated with procedural memory (Broca's area, the basal ganglia) are used for certain types of grammatical processing whereas areas associated with declarative memory (inferior temporal gyri, hippocampus) have a role in learning more complex linguistic patterns. Aside from answering the question of how the brain operates when we acquire language, these findings have the potential to provide useful insight into individual variation in learning success. That is, if we understand the neurocognitive structures associated with processing different aspects of language, we may be able to account for why some people are better at acquiring language than others.

We report on a series of studies presenting converging evidence that indeed, behavioral, neurophysiological and neuroanatomical measures predict a significant amount of individual variation in success in a language learning task. With respect to behavioral measures, a significant amount of variation in success is accounted for by tests assessing domain-general cognitive abilities—specifically, those indexing procedural and declarative memory.

Neurophysiologically, greater activation of the inferior frontal gyri, basal ganglia and hippocampus correlates with successful learning, with the basal ganglia accounting for the most significant portion. Finally, volumetric measures of these specific brain areas correlate with language learning ability, as well. Tellingly, the behavioral measures serve as the best predictor of learning success, though a distinct original contribution is made by the neurophysiological and neuroanatomical measures.

These findings have a number of implications. First, they provide insight into how the brain processes and learns language and corroborate theories where language learning is supported by domain-general cognitive functions such as procedural and declarative memory. Second, consistent with our hypothesis, certain measures related to the brain and cognition may be used to predict learning success before learning begins or while it is happening. Finally, these results allow us to establish hypotheses regarding the relationship between specific genes which modulate the function of these brain areas, and language learning. This should not be taken as a kind of genetic determinism, however, as we present some new findings suggesting that the relationship between the brain and language learning is mediated by different kinds of training methods.

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## **The brain and multilingualism: Individual differences and expertise**

Narly Golestani, University Medical School (Geneva) & University College London

In previous work on language and the brain in adults, we have shown that there are large normative individual differences in foreign speech sound learning, and such individual differences are accompanied by both functional and structural brain differences. Evidence for structural differences is especially striking since brain structure can be assumed to be more ‘stable’ (i.e. less malleable) than brain function, which can be expected to change, or be ‘plastic’, after only short periods of training / learning. This leads to the question of the relative influences of pre-existing, possibly ‘innate’ brain structural differences between individuals which might predict domain-specific language capacities, and of experience dependent plasticity following systematic differences in learning. In a recent brain imaging study, we found complimentary evidence for both experience-dependent structural plasticity in phonetics experts, and aspects of brain anatomy that likely pre-date the expertise training. We also present longitudinal evidence for experience-dependent plasticity in a different group of language experts: simultaneous language interpreters in training. Our results suggest that *both* pre-existing, possibly innate factors and environment influences (learning) play a role in brain structure and in specific language-related skills, with different relative contributions in different brain areas. More generally, innate factors and the environment likely interact in that the environment itself is partly selected based on genetically influenced preferences.

## **Neural correlates of high performance in foreign language vocabulary learning**

Manuela Macedonia, Max Planck Institute for Human Cognitive and Brain Sciences

Learning vocabulary in a foreign language is a laborious task which people perform with varying levels of success. Here, we investigated the neural underpinning of high performance on this task. In a within-subjects paradigm, participants learned ninety-two vocabulary items under two multimodal conditions: One condition paired novel words with iconic gestures, and the other with meaningless gestures. Memory performance was assessed through single word translation tests. High performers consistently learned more items than low performers, regardless of the training condition, the time and the difficulty of the task. Brain activity measured upon word recognition using fMRI was parametrically related to the behavioural data. High performance correlated with activity in the left angular gyrus (BA 39) and in the right extrastriate cortex (BA 19). These cortical areas mediate integration of information across different modalities as well as memory processes. Thus, high performance in vocabulary learning seems to depend on individual capacities to integrate and associate a word's semantics with sensorial stimuli.

**FMRI on sentence processing in early and late multilinguals**

Elise Wattendorf, Department of Medicine University of Fribourg & University of Basel

Behavioral studies have shown that early acquisition of a second language influences the development of language abilities and cognitive functions. We used functional magnetic resonance imaging (fMRI) to investigate the impact of early bilingualism on the organization of the cortical language network in adults during sentence processing. Two groups of adult multilinguals, proficient in three languages, were tested on a narrative task; early multilinguals acquired the second language before the age of 3 years, late multilinguals after the age of 9. All participants learned a third language after 9 years of age. Comparison of the two groups revealed substantial differences in language-related brain activity for early as well as late acquired languages. Most importantly in early multilinguals activity increased in a left-lateralized, fronto-striatal network but decreased in the supramarginal gyrus. These cortical regions have been previously shown to mediate control functions in bilinguals to avoid interference. Thus, it appears that early bilingual language acquisition changes control functions engaged to manage multiple languages. These findings extend the current understanding of control functions in multilinguals by demonstrating the impact of the early developmental time.

## **Individual Differences in Language Experience and Working Memory Capacity in the Dynamic Brain**

Chantel S Prat, University of Washington & Carnegie Mellon University

Individual differences in cognitive capacities are present and prevalent throughout the lifespan, and must ultimately be underpinned by differences in brain functioning. Understanding differences in language comprehension abilities involves accounting for complex interactions between individual characteristics, such as language experience and working memory capacity, and task characteristics. My research focuses on the dynamic, network-level properties of brain function, proposing that skilled performance is related to the fluency with which the activity of various brain regions is recruited and coordinated on an “as needed” basis. Such biological mechanisms are proposed to lie at the heart of the fluidity of human thought. During language comprehension, these dynamic mechanisms are manifested in at least three ways: (1) recruitment of the right hemisphere (RH) homologues of dominant left hemisphere (LH) language areas when task demands outstrip the resources available to the LH; (2) network adaptability (changes in cortical activation patterns with changing task demands); and (3) synchronization of activation between brain areas. My research using fMRI and DTI to investigate the functional and structural underpinnings of reading experience and working memory capacity has shown that these three measures provide characteristic indices of comprehension abilities. More generally, relating various individual differences at the cognitive level to the neural substrate is providing a valuable approach for relating mind to brain.

## Workshop 4: Spaces of multilingual communication

OUTLINE: The presentations in this workshop will focus on the relation between urban spaces and different forms of multilingual communication. Types of urban spaces will be distinguished along the following dimensions:

- (1) Differing degrees of pre-existing structures restricting possible verbal actions;
- (2) Pragmatic dimensions, concerning the positioning of places along socially established paths of action. The positioning of places along these paths of action determines different forms and functions of multilingual communication;
- (3) Historical dimension, concerning the change of places over time.

Presenters will analyze multilingual communication in different types of places:

- a. Places dominated and structured by institutional conditions;
- b. Public places outside of institutional conditions;
- c. Different subtypes of “interplaces” that are connected to institutional places, but not strictly regulated as they are not in the center of the purpose of the institution (e.g. anterooms, cafeterias).

QUESTIONS: How is multilingual communication practiced in different types of urban spaces? What are formal and functional factors constraining or fostering the use of different languages? How can multilingual repertoires contribute to social cohesion and the development of new communicative practices?

METHODS: Workshop participants come from different scientific backgrounds, such as linguistics, urban sociology, and ethnology. They will present findings based on qualitative methods of social sciences and linguistics: audio- and video recordings, transcriptions, ethnographic fieldwork.

RESULTS: Evidence provided by workshop participants will highlight the vital role of weakly regulated social “interplaces” for multilingual practice. Interplaces create opportunities for the perpetuation and evolvement of societal resources and repertoires, enabling societies to realize their inherent multilingual potential. In contrast, data from institutions with a high degree of regulation (i.e. language laws, prescriptions) show that multilingual communication and unexpected language choices take place even illicitly if official rules and policies hinder mutual understanding. Thus, multilingual practices emerge, often unnoticed, even within institutional regimes that presuppose individual monolingualism and adherence of clients to the monolingual institutional framework. However, the mismatch between official monolingualism and multilingual practice on floor level clearly biases the outcome of communication, which often turns out to be in some way unsatisfactory or deficient for agents and/or clients.

Workshop program:

1. Bernd Meyer (Mainz): Germany's language policy: double standards for autochthonous and migrant languages
2. Bernhard Brehmer (Hamburg): Acoustic presence and visual absence of minorities in multilingual cities - The case of Slavic speaking minorities in Hamburg
3. Ruth Pappenhagen, Angelika Redder & Claudio Scarvaglieri (Hamburg): Linguistic Soundscaping in Urban Areas
- ((Break))
4. Ulrich Reich (Berlin): Peripheral grammar and social habitus: analyzing a corpus from São Paulo
5. Christiane Hohenstein (Zürich): Spaces of linguistic diversity in multinational workgroups
6. Closing session

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