

Lexical transfer in a longitudinal study

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Introduction

- Germany has become a linguistically diverse and multilingual country (Meyer 2008)
- the total population three years ago is around 81.7 million, approximately 19.3 million people with a migrant background, 23.6% of the total population (Statistisches Bundesamt 2018: 34 f)
- typically, heritage language speakers are unbalanced bilinguals; they are more proficient in their dominant (majority) language and less proficient in their heritage language (Montrul 2016: 42-44)

Lexical Cross-Linguistic Transfer

- transfer of form and transfer of meaning (Ringbom 1987); *lexemic* (formal) and *lemmatic* (semantic) transfer (Jarvis 2009)
- this distinction is considered to be vague (Lindqvist 2010: 141)
- both form- and meaning-based transfer may be active at the same time (Bardel 2015: 117)

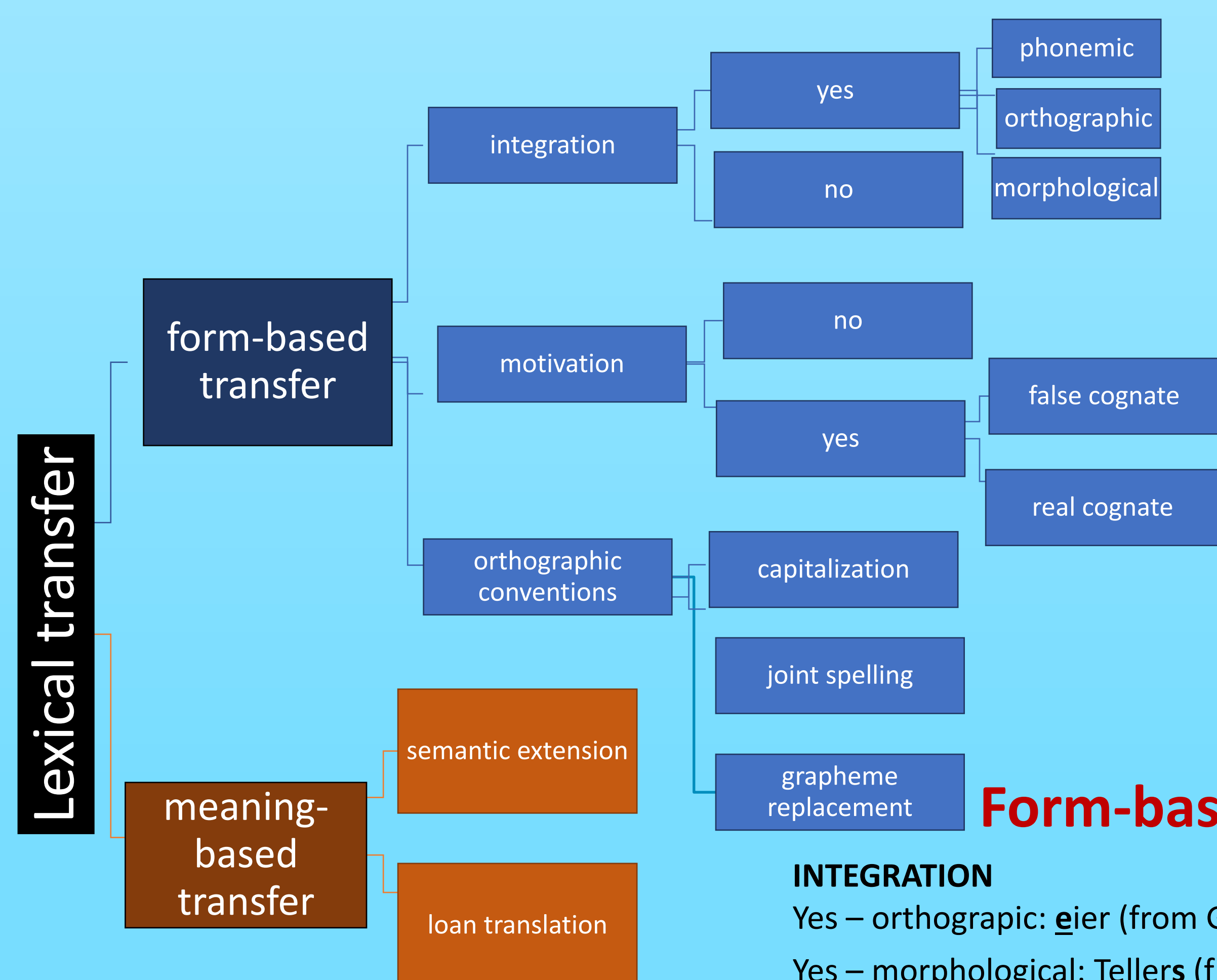
Meaning-Based Transfer

- semantic extension (Bardel 2015; Lindqvist 2010; Ringbom 1987)
- loan translation (Bardel 2015; Lindqvist 2010; Ringbom 1987)
- code-switch (Bardel & Lindqvist 2007; Dewaele 1998; Lindqvist 2009)
- hybrids, blends, word construction attempts (Bardel & Lindqvist 2007; Bardel 2015)
- cognate (deceptive cognate/false friend, true cognate, indirect cognate) (Bardel 2015; Hall et al. 2009; Ringbom 2007)

Form-Based Transfer

- code-switch (Bardel & Lindqvist 2007; Dewaele 1998; Lindqvist 2009)
- hybrids, blends, word construction attempts (Bardel & Lindqvist 2007; Bardel 2015)
- cognate (deceptive cognate/false friend, true cognate, indirect cognate) (Bardel 2015; Hall et al. 2009; Ringbom 2007)

Lexical Transfer Classification Scheme (from Rahbari, Lorenz & Siemund 2019)



Meaning-based transfer

Semantic extension: ...search the cheese and buy as many cheese as you like (from GER viel 'much/many', from RUS много 'much/many')

Loan translation: ... and for the drive with the train... (from GER fahren mit 'drive/ride with')

INTEGRATION

Yes – orthographic: *eier* (from GER *Eier* 'eggs')
 Yes – morphological: *Tellers* (from GER *Teller* 'plates')
 No: *Wurst* (GER 'sausage')

MOTIVATION

Yes – false cognate: *cook* (from GER *kochen* 'boil')
 Yes – real cognate: *suger* (from GER *Zucker*, TUR *şeker* 'sugar')
 No: *Gabel* (GER 'fork')

ORTHOGRAPHIC CONVENTION

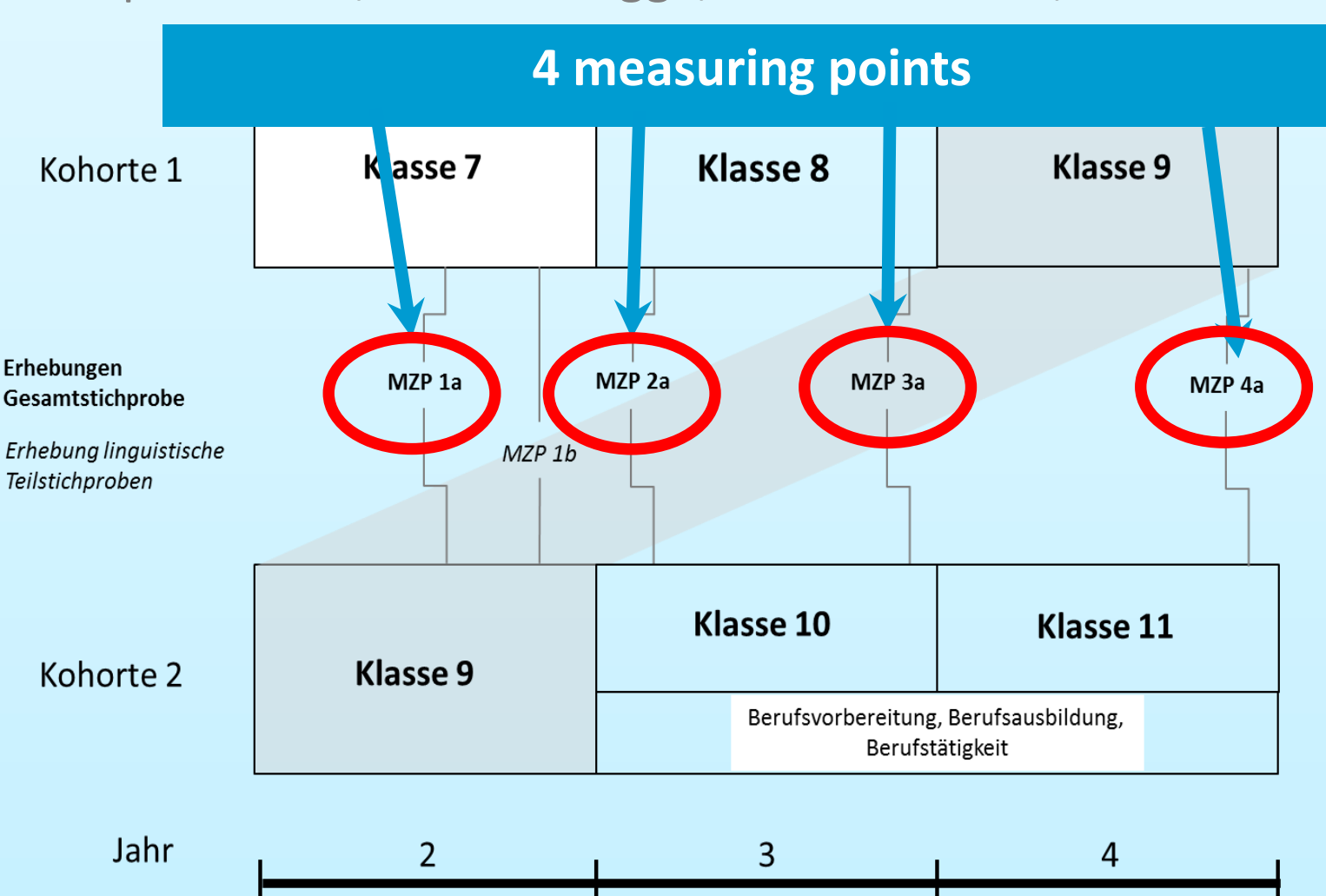
Capitalization: *Coffee*, *Train*, *Table*
 Joint spelling: *supermarketbag*
 Grapheme replacement: *glaß*, *foto*

MEZ Project

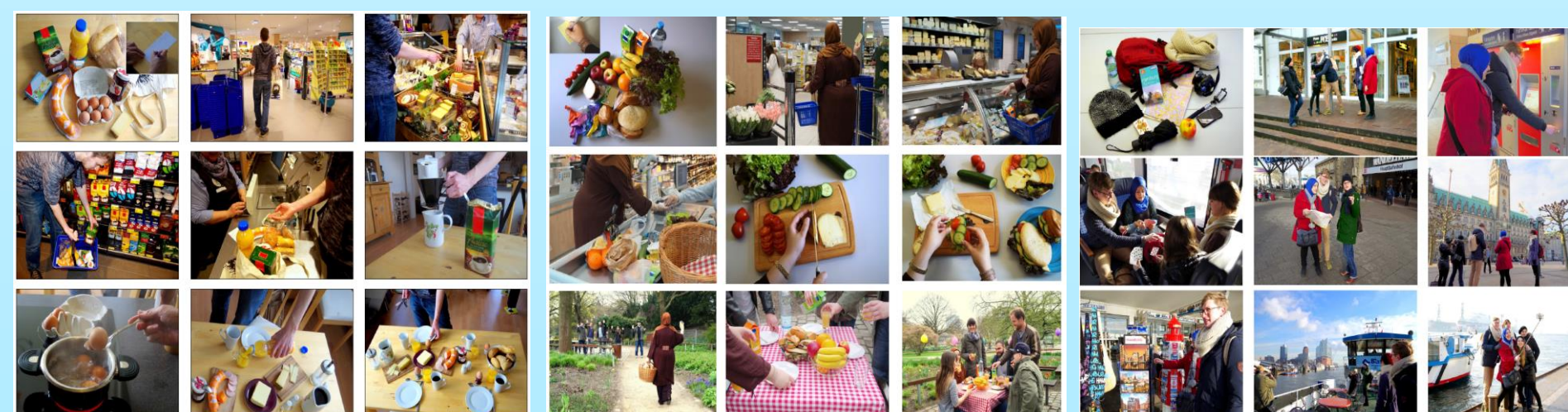
- Mehrsprachigkeitsentwicklung im Zeitverlauf – Multilingual development: a longitudinal perspective (2014-2019), University of Hamburg (www.mez.uni-hamburg.de)

Project coordination: Ingrid Gogolin

PIs: Christoph Gabriel, Michel Knigge, Marion Krause, Peter Siemund



Picture Description Task



Study

Language Group	School year 7	School year 9
German	20	20
German-Russian	20	20
German-Turkish	20	20
Total	60	60

50%-female, 50%-male;
 50%-Realschule, 50%-Gymnasium

Table 1: Participants of the study

Learner Corpus

	M1	M2	M3	M4	Total
No. of texts	120	119	120	90	449
No. of word tokens	17065	16096	19347	14739	67247
No. of lexical transfer tokens (types)	1133 (933)	933 (479)	753 (672)	628 (539)	3447 (2623)

Table 2: Overview of the study

Research Questions

- Do the bilingual learners transfer from the majority language (German) and the heritage language (Russian/Turkish) or just from one?
- Are there differences between the three groups?
- Are there developmental changes in the use of lexical transfer within a time span of two years?

Results

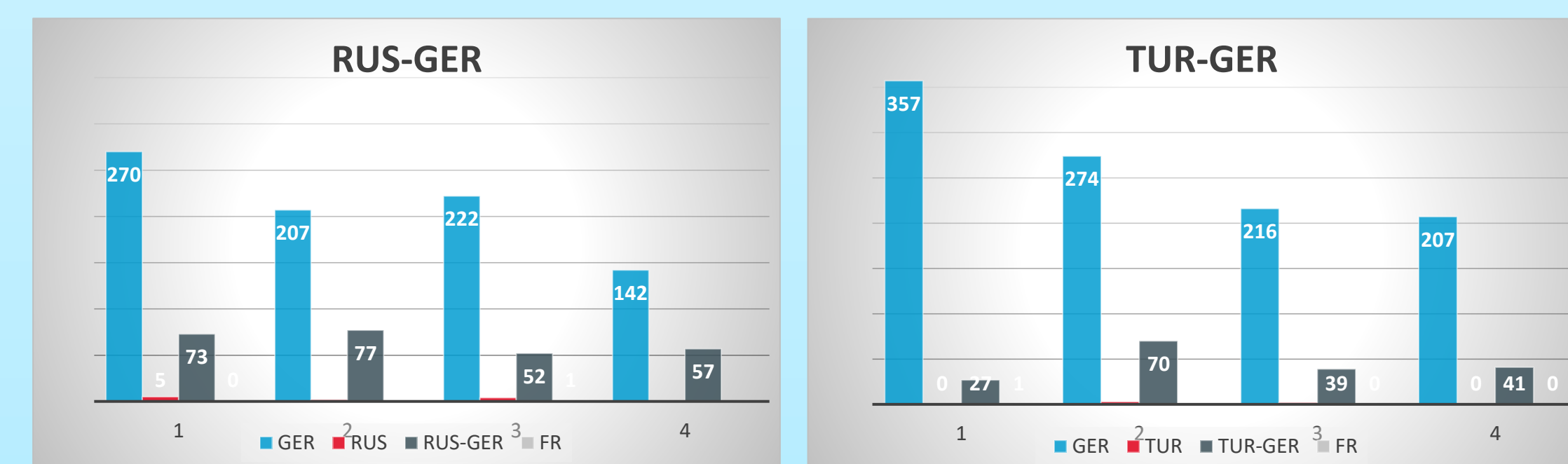


Figure 1: German as the main language of lexical transfer

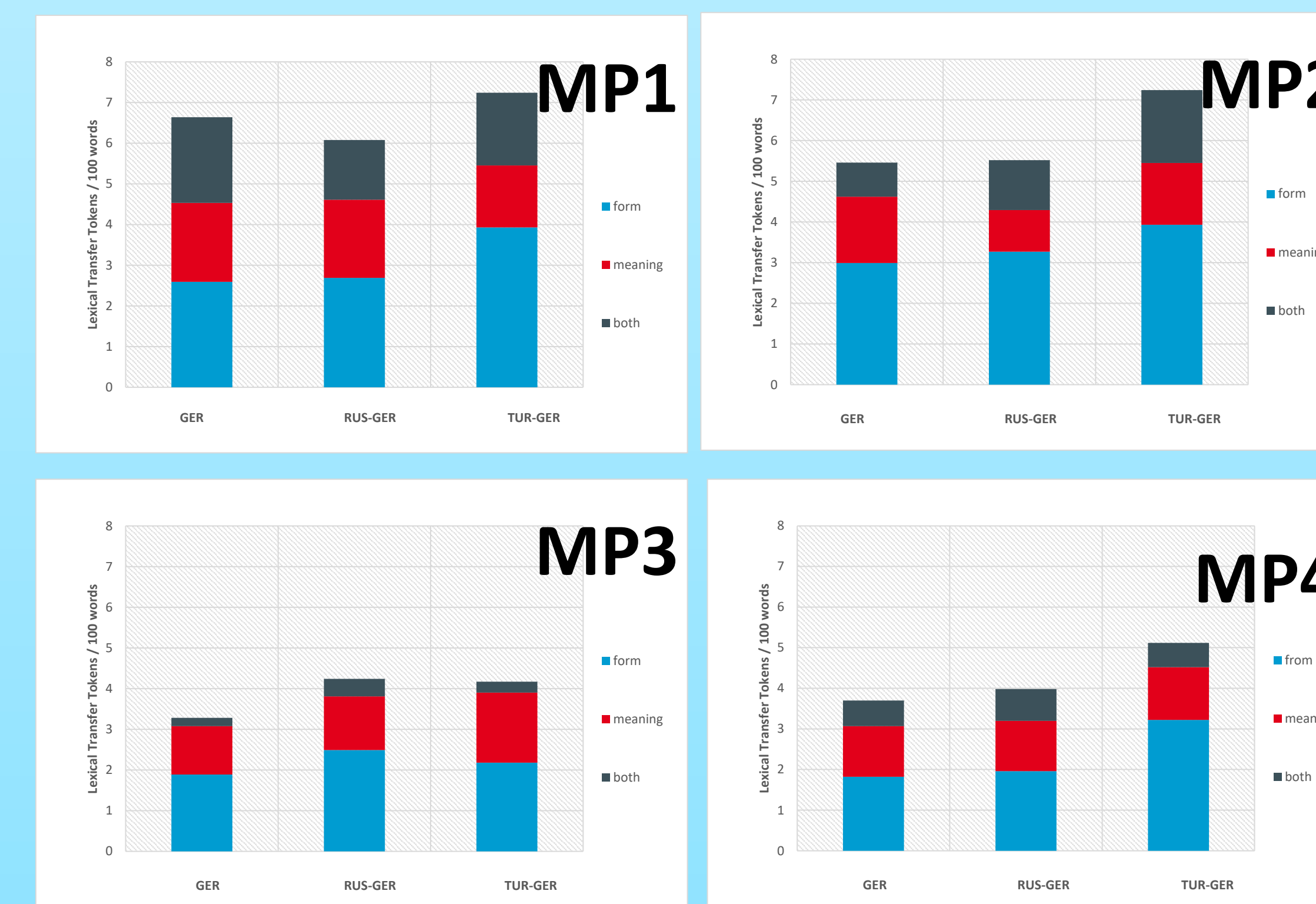


Figure 2: Types of lexical transfer tokens (per 100 words) in a longitudinal perspective

	Coefficients	Standard Error	t Stat	P-value
Intercept	17,02259616	2,405048422	7,077860055	4,30582E-10
Language Group	0,405175555	0,282845067	1,432499989	0,155756395
Gender	-0,495137927	0,447429443	-1,106627947	0,27165187
Grade	-0,798138933	0,224757546	-3,551110725	0,000635188***
School type	-3,262075092	0,522179998	-6,24703188	1,70776E-08***
Measuring point	-0,840383342	0,205752439	-4,084439268	0,000101337***
HISEI	0,037784373	0,026294142	1,436988235	0,154480407

R² = .5026

Table 3: Regression Model: grade, school type & measuring point are the significant variables

Discussion & Conclusion

- The bilingual learners use lexical borrowings (predominantly) from the majority language (German):

Dominant language transfer

Typological similarity

Use of German in the English language classroom

- Some cases: German+Russian (24%) or German+Turkish (14%);
- Only heritage language – less than 1%
- There is a developmental progress in the use of lexical transfer
- No shift from form-based to meaning-based lexical transfer (as suggested by Lindqvist 2010)
- Grade, school type and measuring point are the significant predictor variables