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Multilingual Individuals and Multilingual Societies

EDITED BY Kurt Braunmüller
and Christoph Gabriel

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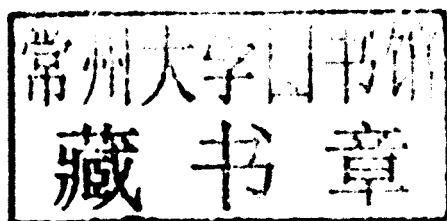
Multilingual Individuals and Multilingual Societies

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Foreword

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There can no longer be any doubt that the default modes of communication observed in large parts of the world are determined by both individual and societal multilingualism rather than by monolingualism. The contemporary reality of multilingual practices encompasses a vast array of facets ranging from diasystematic variation within one and the same language through different constellations of plurilingualism and involving the acquisition of more than one language from birth on to so-called receptive multilingualism (see Ten Thije & Zeevaert 2007). However, most current linguistic theories still consider the linguistic competence of a human being to be (primarily) monolingual by default, though likely in part due to the fact that describing and/or modeling a single and isolated linguistic system seems to be easier than investigating an individual's multilingual abilities and multifaceted linguistic competencies. Nevertheless, research focusing explicitly on the interaction between different languages contained within an individual's collective linguistic knowledge has grown continuously in importance during the last decades within both formal and functional frameworks. In the same way, one can observe a considerable increase in the number of studies devoted to the pluri-faceted constellations of societal multilingualism, addressing sociolinguistics, the sociology of language as well as language-pedagogical approaches (see Kramsch 2009 and Aronin & Singleton 2012, among others).

The 25 contributions assembled in this volume represent a selection from the more than 120 papers originally presented at the international conference “Multilingual Individuals and Multilingual Societies” (MIMS), organized by the *Sonderforschungsbereich “Mehrsprachigkeit”* (SFB 538, Collaborative Research Center on “Multilingualism”, funded by the German Research Foundation 1999–2011) and held at the University of Hamburg in Germany from October 6–8, 2010. The aim of this conference was to present a panorama of contemporary research in multilingualism, thereby highlighting the three main areas of investigation the scholars in SFB 538 had focused on during the twelve years of successful work conducted since its foundation by its first chair, Jürgen M. Meisel, in 1999:

1. the acquisition of multilingualism,
2. historical aspects of multilingualism and variance, and
3. multilingual communication.

The investigation of the simultaneous and subsequent acquisition of more than one language had been a core interest of the SFB 538 from the very beginning (see Müller 2003, Lleó 2006, Rinke & Kupisch 2011, for example). Taking the so-called cognitive turn in linguistic theory as a starting point, the research performed within the individual projects focused mainly on multilingual acquisition beginning at birth (i.e. two languages, 2L1), although second language acquisition (SLA) and foreign language learning were also taken into account (i.e. $L1 + L2 \dots + L_n$). A further point of interest addressed primarily during the last period of funding concerned the loss of linguistic competencies in individuals, the phenomenon known as language attrition that often occurs when speakers switch from their native language (sometimes incompletely acquired as a heritage language, see Polinsky & Kagan 2007, among others) to a dominant language for social reasons. One of the main research questions was the extent to which simultaneous acquisition processes influence each other, be it in either a positive or a negative way. Do linguistic systems develop more or less independently of one another (i.e. $L1 \mid L2$) or do they interact (i.e. $L1 \leftrightarrow L2$), and if so, how can this interaction be characterized?

Part I of the present volume thus concentrates on the question of **how languages are acquired and lost in multilingual settings** while focusing on first and second language acquisition, foreign language learning and language attrition. The languages investigated include Germanic languages such as German, Dutch, Swedish and English as well as languages from the Slavonic and Romance families, i.e. Russian and Polish on the one hand and French, Italian and Spanish on the other. Turkish is also taken into account as a non-Indo-European language that plays in crucial role in several Middle and Northern European countries as a result of migration-induced contact with the relevant official languages. The individual papers cover a vast variety of linguistic phenomena, among them morphology, syntax and morphosyntax (see the contributions by Manuela Schönenberger, Monika Rothweiler & Franziska Sterner; Nelleke Strik; Natasha Ringblom; Bernhard Brehmer & Monika Rothweiler; Cristina Pierantozzi; Antje Stöhr, Deniz Akpınar, Giulia Bianchi & Tanja Kupisch and Mihaela Pirvulescu, Ana Pérez-Leroux & Yves Roberge), segmental phonology (Aleksandra Žaba & Conxita Lleó) and discourse production (Natalia Gagarina). Two papers address special aspects of foreign language learning, both in an experimental context as is the case of Susanne Carroll's work on Anglophone learners of German as well as in an educational setting as in the article by Andrea Haenni Hoti & Sybille Heinzmann, who address the acquisition of L2 English and L3 French in Swiss primary schools. Finally, Julia Festman's contribution offers an overview of contemporary research in multilingualism from a neuro-psycholinguistic perspective with special reference to acquisition processes.

The second focus of the research performed in SFB 538 concerned multilingualism and linguistic variance as seen from an historical angle, i.e. contact-induced language variation and linguistic change as the result of multilingualism. The restructuring of parameters, grammatical replication or code copying, grammaticalization and the pragmatic bleaching of categories as the result of linguistic contact were some of the issues addressed here (see Braunmüller & Ferraresi 2003, Siemund & Kintana 2008 and Braunmüller & House 2009). Research on the phonological and particularly the prosodic aspects of language contact and change intensified steadily during the last two funding periods (see Gabriel & Lleó 2011). All research questions were fundamentally guided by the uniformitarian concept, which assumes that earlier linguistic behavior cannot have differed substantially from that of today's speakers. This allows for conclusions about linguistic situation of the past to be drawn based on observations made today, thereby linking diachronic investigation to research in language acquisition (see Lightfoot & Westergaard 2007, among others).

Part II of this volume thus represents a selection of papers dealing with the question of **how languages change in multilingual settings**, thereby addressing different aspects of contact-induced language variation and change. While the contributions of Martin Elsig and Steffen Höder explore language contact from an explicitly diachronic point of view and analyze data from Old French, Middle High German, Old Swedish and Medieval Latin, three additional articles are devoted to the investigation of more recent cases of language contact and explore the evolution of new contact varieties by adopting a rather micro-diachronic perspective on contact-induced linguistic change. The multilingual settings addressed here include the situation of Danish-Faroese bilingualism on the Faroese Islands (Caroline Heycock & Hjalmar Petersen), the contact between German and Hungarian in Rumania (Csilla-Anna Szabó) and the variety of Polish spoken by Polish-German bilinguals in Germany (Bernhard Brehmer & Agnieszka Czachór). The contribution by Svenja Kranich, Juliana House & Victor Becher also investigates linguistic change from a micro-diachronic standpoint and analyzes changing conventions in English-German translations. Finally, a group of four papers places special emphasis on the phonological reflexes of language contact, exploring not only primarily intonation (Sabine Zerbian; Rafèu Sichel-Bazin, Carolin Buthke & Trudel Meisenburg; Andrea Pešková, Ingo Feldhausen, Elena Kireva & Christoph Gabriel), but also segmental aspects (Ariadna Benet, Susana Cortés & Conxita Lleó). The languages addressed here include several Romance vernaculars such as Occitan, French, Italian, Spanish, and Catalan, as well as South African English in contact with several autochthonous languages.

Much of the research conducted within the scope of SFB 538 also focused on the multi-faceted forms of multilingual communication. While most activities during the first funding periods were devoted to the investigation of translation and interpreting processes as well as to receptive multilingualism and discourse production (see House & Rehbein 2004, Rehbein, Hohenstein & Pietsch 2007 and Kranich, Becher, Höder & House 2011), later research increasingly focused on multilingual practices and forms

of their implementation (Meyer & Apfelbaum 2010), partly in close collaboration with partners from outside academia, e.g. from consulting businesses as well as healthcare and educational institutions of various kinds (see Bührig forthcoming).

A smaller bundle of three articles assembled in **Part III** represents the results from this line of investigation and is devoted to the analysis of language use in several linguistic contact settings. The papers by Kristin Bührig, Ortrun Kliche, Bernd Meyer & Birte Pawlak and Myfyr Prys, Margaret Deuchar & Gwerfyl Roberts deal with multilingual practices in the healthcare system, taking into account German in contact with several migrant languages, in particular Turkish and Portuguese, and the contact between English and Welsh, respectively, while the contribution by Chiara Vettori, Katrin Wisniewski & Andrea Abel takes a closer look at the German-Italian contact situation in South Tyrol.

Before ending this short foreword, we would like to express our gratitude to the many reviewers who generously offered their time and expertise to improve the quality of the contributions contained in this volume. Some of the reviewers are also authors or co-authors of papers included in this book, though most of them are not. They are listed in alphabetical order in the following: Tanja Anstatt (Bochum), Luísa Astruc (Cambridge), Petra Bernardini (Lund), Bernhard Bremer (Hamburg), Marcus Callies (Mainz), Patrick Carlin (Cardiff), Ursula Doleschal (Klagenfurt), Stig Eliasson (Mainz/Uppsala), Cathrine Fabricius-Hansen (Oslo), Ingo Feldhausen (Frankfurt), Gisella Ferraresi (Bamberg), Caroline Féry (Frankfurt), Susann Fischer (Hamburg), Natalia Gagarina (Berlin), Angela Grimm (Frankfurt), Ulrike Gut (Münster), Gisela Håkansson (Lund), Éva Ház (Brussels), Gerd Hentschel (Oldenburg), Martin Hilpert (Freiburg), Janet Holmes (Wellington), Holger Hopp (Mannheim), Adelheid Hu (Luxembourg), Gerson Klumpp (Tartu), Klaus-Michael Köpcke (Münster), Bernd Kortmann (Freiburg), Marion Krause (Hamburg), Tanja Kupisch (Hamburg/Lund), Conxita Lleó (Hamburg), Erik Magnusson Petzell (Stockholm), Claudine Moulin (Trier), Erin O'Rourke (Alabama), Lisa S. Pearl (Irvine), Lukas Pietsch (Hamburg), Brechtje Post (Cambridge), Rajiv Rao (Madison), Hans Reich (Landau), Claudia Maria Riehl (Köln), Monika Rothweiler (Bremen), Helge Sandøy (Bergen), Monika Schmitt (Groningen), Katrin Schmitz (Wuppertal), Nils Skotara (Hamburg), Ilse Stangen (Hamburg), Renata Szczepaniak (Hamburg), Maite Taboada (Vancouver), Höskuldur Thráinsson (Reykjavík), Bertus van Rooy (North-West University, South Africa), Katrina Walsh (Hamburg), and Erika Werlen (Wuppertal). We finally wish to thank Liefka Würdemann, Jasmina Živković and Karoline Krüger (Hamburg) for their assistance in cross-checking the references.

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PART I

**How language is acquired and lost
in multilingual settings**

First and second language acquisition, foreign
language learning and language attrition

Case marking in child L1 and early child L2 German*

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and Franziska Sterner²

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We examine case marking in spontaneous production data from four successive bilingual children and in experimental data from 21 successive bilingual and 14 monolingual children. A clear difference surfaces between spontaneous production data and experimental data. Based on the spontaneous production data, we conclude that the four successive bilingual children behave like the monolingual children studied by Eisenbeiss, Bartke & Clahsen (2006). They rarely produce structural case errors and often produce lexical case errors. But under experimental conditions, successive bilingual and monolingual children produce a large number of structural case errors, in particular with structural dative. Our experimental findings from the monolingual children are in stark contrast to those in Eisenbeiss et al., which are based on spontaneous production data only.

Keywords: German, Turkish, case errors, lexical case, structural case, child L1 acquisition, early child L2 acquisition

1. Introduction

In this paper we compare the acquisition of case in German by successive bilingual children with that by monolingual German children discussed in Eisenbeiss, Bartke & Clahsen (2006). Our intent is to investigate whether early L2 acquisition resembles L1 acquisition or whether it already shows similarities with adult L2 acquisition. According to Meisel (2009) domains of grammar are affected by maturational changes of the acquisition device around the age of 4. Meisel concludes from various studies that “although maturational changes affecting language development may happen at virtually every point of development, children proceed through periods during which sensitive phases for different grammatical phenomena cluster, thereby characterizing

* We are grateful to two anonymous reviewers for very helpful and detailed comments.

particularly crucial periods” (2009: 10). Such critical periods occur around age 6 to 7, and around age 4. Since most of the successive bilingual children of our study started to be regularly exposed to German before the age of 4, we expect their acquisition of case in German to be comparable to that of monolingual children.

In Eisenbeiss et al.’s analysis the distinction between structural case and lexical case plays a crucial role. Based on spontaneous production data they observe that monolingual children do not have any difficulties with structural case, but that they do have difficulties with lexical case. In our analysis we use spontaneous production data from four successive bilingual children with L1 Turkish as well as experimental data from a larger group of children.¹ The experimental data include data from successive bilingual children with different L1s (Turkish, Russian, or Polish) and monolingual German children. Just like the monolingual children, the successive bilingual children produce more lexical than structural case errors in the spontaneous production data. However, in the experimental data, both the successive bilingual children, as well as the monolingual children, produce many structural case errors. We suggest that the consideration of both spontaneous and experimental data can provide a more complete picture.

Our paper is organized as follows. Section 2 introduces the German case system and the distinction between structural case and lexical case. Section 3 is based on Eisenbeiss et al. (2006). Section 3.1 provides a brief overview of the acquisition of case in German, the types of errors encountered, the explanations given by Eisenbeiss et al. to account for these errors, and a critical discussion of these explanations. In 3.2 the findings of their study are summarized and their criteria are described in more detail in Section 3.3. Sections 4 and 5 present our own study and outline our findings. Section 4 presents the results on case in the spontaneous production data from the four successive bilingual children with L1 Turkish. Section 5 describes the experiment used to obtain data from successive bilingual and monolingual children and summarizes the findings on case. Section 6 contains the discussion and Section 7 summarizes the conclusions.

2. The German case system

2.1 Case forms in German

German distinguishes four cases: nominative, accusative, dative, and genitive. Case can surface on pronouns, on articles and article-like words, on attributive adjectives,

1. The data from the successive bilingual children with L1 Turkish come from a project entitled ‘Specific language impairment and early second language acquisition: differentiating deviations in morphosyntactic acquisition’, directed by Monika Rothweiler. The project was part of the Collaborative Research Center 538 at the University of Hamburg, funded by the German Research Foundation (Deutsche Forschungsgemeinschaft, DFG). The authors gratefully acknowledge the support by the DFG.

and on a restricted class of nouns. In the examples in (1) there are two case assigners: finite I (INFL), which assigns nominative to the subject position, and the transitive verb *überholen* ‘overtake’, which assigns accusative to the object position. Case distinctions between the subject DP *der hinkende Hase* in (1a) and the object DP *den hinkenden Hasen* in (1b) are visible on the definite article, the attributive adjective, and the noun. No such case distinctions are visible in the DP *eine schnelle Schildkröte*, which receives accusative in (1a) and nominative in (1b).

- (1) a. [Der hinkende Hase]_{SUBJ} überholt [eine schnelle Schildkröte]_{OBJ}.
the limping rabbit overtakes a fast turtle
- b. [Eine schnelle Schildkröte]_{SUBJ} überholt [den hinkenden
a fast turtle overtakes the-ACC limping-ACC
Hasen]_{OBJ}.
rabbit-ACC

Genitive which can either be prenominal, as in *Omas Auto* ‘granny’s car’, and which occurs frequently, or postnominal, as in *die Katze meiner Nachbarin* ‘the cat of my neighbor’, which is rare in spoken German, will not be discussed here.

Besides case, German has number (singular vs. plural) and three genders (masculine, feminine, and neuter). Tables 1a and 1b list the different case forms of the definite article and the personal pronouns. Since these case forms are suppletive, case, number,

Table 1a. Definite article

		NOM	ACC	DAT
SG	masculine	der	den	dem
	feminine	die	die	der
	neuter	das	das	dem
PL		die	die	den

Table 1b. Personal pronouns

			NOM	ACC	DAT
1st person	SG		ich	mich	mir
	PL		wir	uns	uns
2nd person	SG		du	dich	dir
	PL		ihr	euch	euch
3rd person	SG	masculine	er	ihn	ihm
		feminine	sie	sie	ihr
		neuter	es	es	ihm
	PL		sie	sie	ihnen