

Influence of Russian as L1 on object marking in Lithuanian as L2

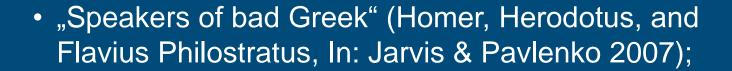
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Outline

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LANGUAGES INFLUENCE ONE ANOTHER:



Unacceptable new loanwords in standard Lithuanian:



Theoretical background

http://www.vlkk.lt/aktualiausios-temos/didziosios-klaidos/zodyno/nevartotinos-naujosios-svetimybes



Recognition and investigation of the linguistic transfer

 CONTRASTIVE ANALYSIS (Robert Lado, 1957);

Finding the origins of the errors by looking at structural differences between the learner's L1 and L2. (Brogan & Son 2015).



SKEPTICISM ABOUT TRANSFER

"Transfer is nothing more than falling back on a language that one already knows when lacking knowledge in the language that one is presently learning" (In Jarvis & Pavlenko 2007: 8).

Universal grammar



• Failed Functional Features Hypothesis (FFFH).

Theoretical background

Ionin 2013, White 2003, Haznedar & Gavruseva 2013



COGNITIVE VIEW

- "L2 is also a network which grows inside the L1 network and interacts with it."(Ellis & Robinson 2008).
- "Crosslinguitic influence is a highly complex cognitive phenomenon that is often affected by language users' perceptions, conceptualizations, mental associations, and individual choices."

RESEARCH IN LANGUAGE TRANSFER



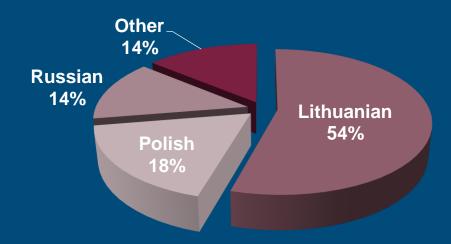
- Shows both positive and negative transfer effects (Ionin & Montrul 2010, Roberts et al. 2008, Izquierdo & Collins 2008, Collins 2002);
- L1 influences L2 (as well as L2 influences L1) in different linguistic levels: morphological, syntactic, lexical, functional, rhetorical (Murakami & Alexopoulou 2016, Brehmer & Usanova 2015, Duarte 2015, Wolter & Gyllstad 2011, among others).

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Russian as L1 Lithuanian as L2

Study background

Ethnic composition of the population of Vilnius (2013)



http://www.kalbuzemelapis.flf.vu.lt/lt/zemel apiai/miestu-gyventoju-tautine-sudetis/

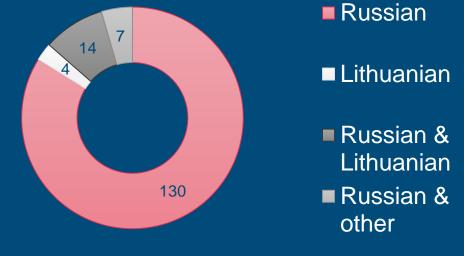
PARTICIPANTS



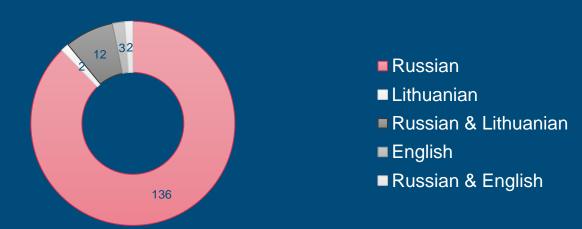
- 155 pupils;
- 4 Russian schools in Vilnius;
- 3rd grade of gymnasium (16-18 years old);
- 90 female pupils and 65 male pupils.

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Students' L1

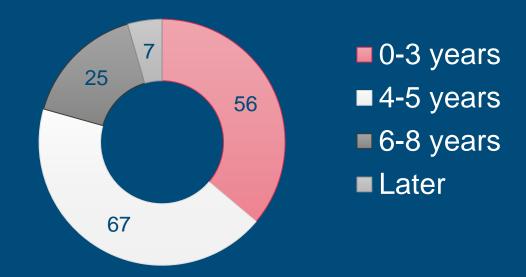


Languages students feel most fluent in

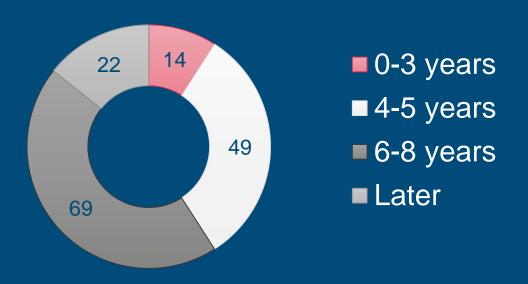




Age of onset of Lithuanian acquisition

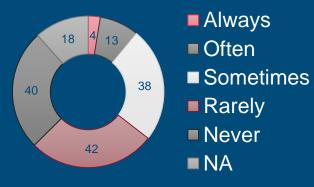


Age at which pupils started speaking Lithuanian

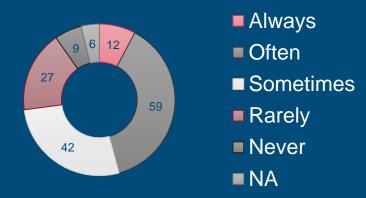


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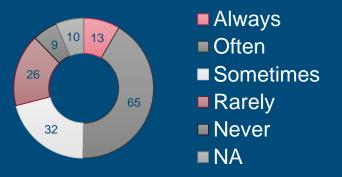
Using Lithuanian at home



Speaking Lithuanian with friends

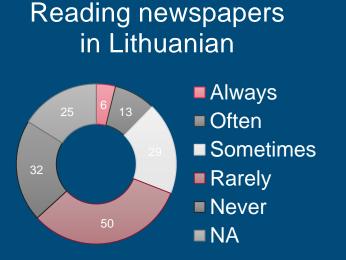


Using Lithuanian in social networks



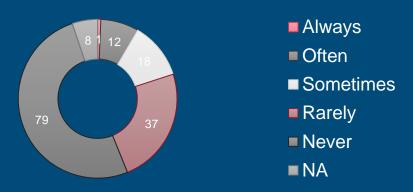
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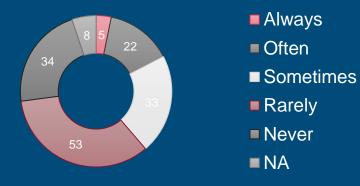


Whatching YouTube in Lithuanian

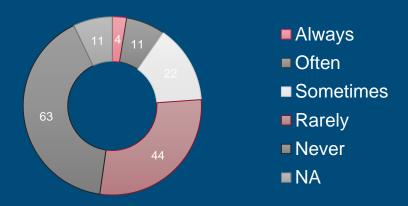


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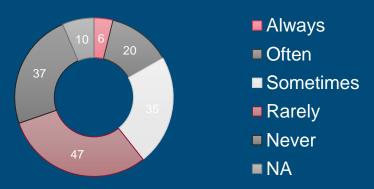
Watching films in Lithuanian



Listening music in Lithuanian



Listening radio in Lithuanian



Sociolinguistic questionnaire data



Object marking in Lithuanian

Object is canonically marked in accusative (e. g. *mėgstu arbatą*).

Non-canonical marking of object:

- In genitive (e. g. norime kavos);
- In dative (e. g. vadovauja bankui);
- In instrumental (e. g. *mėgaujasi oru*).

Lists of verbs governing non-canonical forms.



Object marking in Russian

Object is canonically marked in accusative (e. g. *opгaнизует* встречу).

Non-canonical marking of object:

- In genitive (e. g. желать счастья);
- In dative (e. g. перечит учителю);
- In instrumental (e. g. наслаждаются погодой).

Russian verb government system differs from Lithuanian one.



RESEARCH QUESTION

Does Russian as L1 influence object marking in Lithuanian as L2?

EXPERIMENTAL METHOD OF RESEARCH

EIT



Elicited Oral Imitation test (EIT) – one of the most effective and most convenient ways to measure implicit knowledge of second language (Ellis 2015).

Unconsciousness, time-pressure, focus on meaning, consistent responses, no metalinguistic knowledge.

EIT

Task



- Listening to a statement.
- Agreement or disagreement.
- Repetition of the statement.
- Written version of EIT.
- Grammatical and ungrammatical sentences.
- Cases of both corresponding and conflicting verb government in Lithuanian and Russian.

Test materials

7 phrases with same verb government & 7 phrases with conflicting verb government.

	Case in Lithuanian	Case in Russian
Kiekvienas tėvas didžiuojasi vaiku visada.	Instr.	Instr.
Kiekvienas mokinys pasitiki mokytoju visada.	Instr.	Dat.
Daug vaikų domisi teatru mūsų mokykloje.	Instr.	Instr.
Visi džiaugiasi sniegu per Kalėdas.	Instr.	Dat.
Daug jaunimo užsiima menu Lietuvoje.	Instr.	Instr.
Mokytojai stebisi noru emigruoti.	Instr.	Dat.
Kai mokinys skaito tekstą, turi susikaupti.	Acc.	Acc.
Ministerijos tinkamai valdo biudžetą Lietuvoje.	Acc.	Instr.
Tėvai lengvai įkalba vaiką daryti namų darbus.	Acc.	Acc.
Kiekvienas užjaučia draugą, kai jam nesiseka.	Acc.	Dat.
Geri tėvai pataria vaikui visada.	Dat.	Dat.
Reta moteris vadovauja bankui Lietuvoje.	Dat.	Instr.
Jaunas žmogus skambina draugui, kai jam sunku.	Dat.	Dat.

Methods

Example





14.	sutinku	abejoju	nesutinku	nesuprantu	tiehwienas usjaučia draugui lai jam nerisieka
15.	sutinku	abejoju	nesutinku	nesuprantu	Junas Imogus shambina deauguiskai



Data analysis

- Distributions of the scores
- T test for score differences between two groups of verbal constructions.
- Multiple regressions for effect of other factors
- All analysed using R software

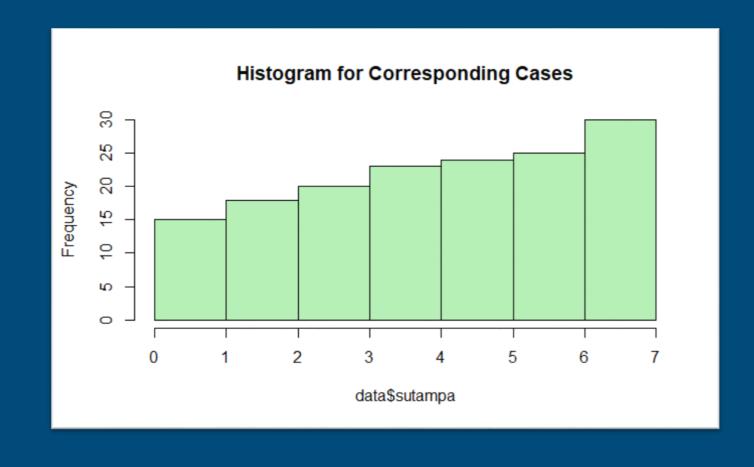


SCORES FOR CORRESPONDING OBJECT MARKING IN LITHUANIAN AND RUSSIAN

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Mean = 4.36SD = 2.05

Score	Number of pupils	
0	7	
1	8	
2	18	
3	20	
4	23	
5	24	
6	25	
7	30	



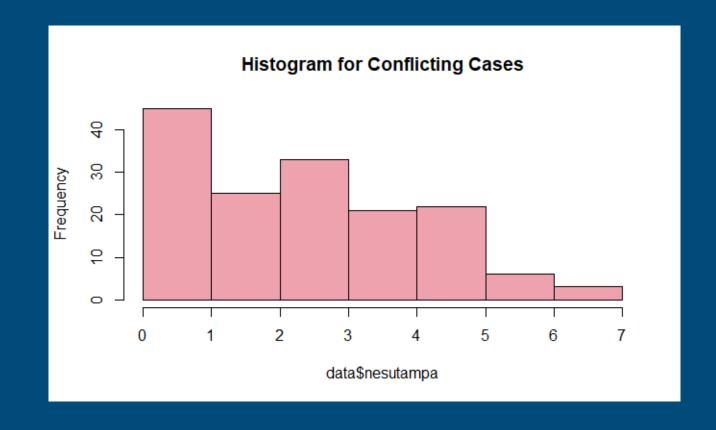


SCORES FOR CONFLICTING OBJECT MARKING IN LITHUANIAN AND RUSSIAN

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Mean = 2.75SD = 1.8

Score	Number of pupils	
0	18	
1	27	
2	25	
3	33	
4	21	
5	22	
6	6	
7	3	

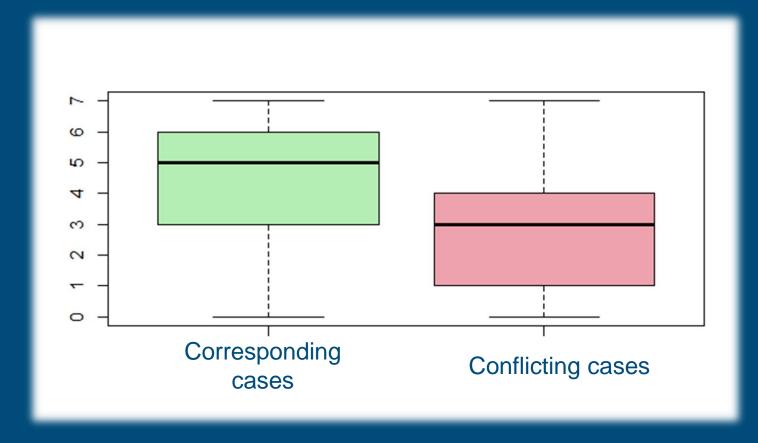


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Significant difference between two groups of object marking

$$p = .000***$$





Pupils' performance in conflicting object marking

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Correct construction	Cosntruction provided for pupils	Number of correct answers	Incorrect gramatical case in the performance of pupils
vadovauja bankui	vadovauja banką	10 / 155	banku (43), banką / banka (44), banko (11), banke (2), bankai (1)
užjaučia draugą	užjaučia draugo	23 / 155	draugui (83), draugo (23), draugas / draugai / draugu / draugų / draug (1)
valdo biudžetą	valdo biudžetą	53 / 155	biudžetu (18), biudžeto (5), biudžetui (1), pinigai (1)
Džiaugiasi sniegu	džiaugiasi sniegą	73 / 155	sniegui (12), sniegą / sniega (36), sniego (18), sniegas (2), sniegos (1)
stebisi noru	stebisi noru	81 / 155	norui (3), noro (8), emigraciją (1), nora (1)
dėkoja mokytojui	dėkoja mokytojui	91 / 155	Mokytoją / mokytojus (31), mokytojų (9), mokytoju (1), mokytojo (1)
pasitiki mokytoju	pasitiki mokytoju	97 / 155	Mokytojui (14), mokytoj (1), mokytojo (1)



Pupils' performance in corresponding object marking

Correct construction	Cosntruction provided for pupils	Number of correct answers	Incorrect gramatical case of object in the performance of pupils
užsiima menu	užsiima meną	79 /155	meno (14), meną / mena (6), menai (2)
skaito tekstą	skaito teksto	79 /155	teksto (31), knyg (1), tekt (1)
didžiuojasi vaiku	didžiuojasi vaiką	85 / 155	vaiką (27), vaiko (7), tėvo (1), vaikui (1)
įkalba vaiką	Įkalba vaiką	95 / 155	vaikų (4), vaiku (1), vaikai (1)
domisi teatru	domisi teatru	110 / 155	teatro (4), teatra (1)
pataria vaikui	pataria vaikui	112 / 155	vaikai (3)
skambina draugui	skambina draugą	116 / 155	Draugą / drauga (12), draugu (2), draugai (1), draug (1), draugo (1)



Effect of other variables

Preliminary analysis of multiple regressions:

- gender;
- age of onset;
- emergence of Lithuanian;
- Using Lithuanian (at home, with friends, in social media, reading and listening to Lithuanian);
- Semestral grade for Lithuanian language and literature.



Effect of other variables

Analysis of multiple regressions (R-squared = 0.52):

- gender;
- age of onset:
- emergence of Lithuanian;
- Using Lithuanian (at home, with friends, in social media, reading and listening to Lithuanian);
- Semestral grade for Lithuanian language and literature.



Emergence of Lithuanian

Pupils who started speaking Lithuanian by the age of 3 had significantly higher experiment scores:

- Emergence of Lithuanian at age of 4-5 years.

$$(t = -2.73; p = .007**)$$

- Emergence of Lithuanian by age of 6–8 years.

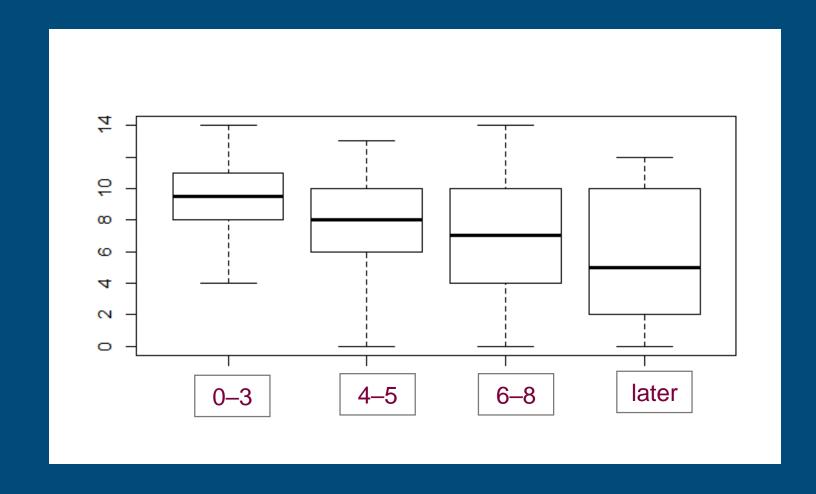
$$(t = -3.81; p = .000**)$$

- Emergence of Lithuanian later than 8 years.

$$(t = -3.00; p = .003**)$$



Effect of age by which Lithuanian emerged





Effect of listening to songs in Lithuanian

Pupils who never listen to songs in Lithuanian have significantly lower scores than those who listen to it sometimes.

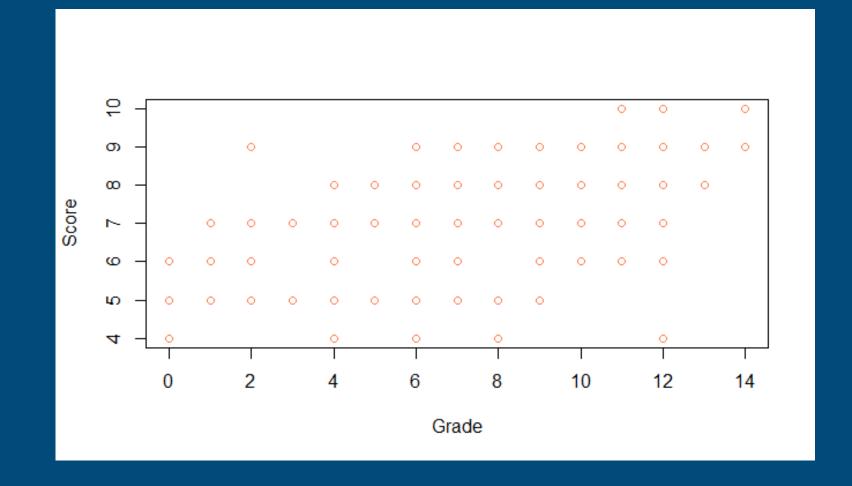
$$(t = -2.46; p = .02**)$$



Effect of semestral grade

People with better knowledge of Lithuanian language and literature performed better in the test.

(t = 6.75; p = .000**)





Conclusions

- Pupils attending Russian schools mark Lithuanian object in constructions with corresponding verbal government in both languages significantly more correctly.
- Both negative and positive L1 transfer is present.
- The majority (but not all) of the mistakes can be explained by L1 influence.
- Such factors as age by which pupils started speaking Lithuanian, frequency of listening to the music in Lithuanian, and their overall proficiency of Lithuanian language affect pupils' performance in the test.

