Introductory remarks

(i) Types of social situations for hybridization:

– **power asymmetry**

powerful group > powerless group
(e.g. Hup vs. Tucanoan, Yiddish vs. Polish/Ukrainian, Likpe vs. Ewe, Northeastern Aramaic vs. Kurdish)

modern state language > indigenous minor language
(e.g. Sorbian, Saami, Nahuatl, Quechua, Manange in Nepal, and MANY others)

national language > immigrant diaspora language
(e.g. U.S. Norwegian, Pennsylvania German, Turkish in NL)

language of administration > general language
(Arabic > Daghestanian languages, Latin > Hungarian, Italian > Tigrinya, Russian > Uzbek, Japanese > Korean)

plantation owners' languages > labourers' languages
(e.g. Haitian Creole, Mauritian Creole, Melanesian Pidgin)

– **prestige asymmetry**

emblematic language > everyday language (6)
(Hebrew influence on Yiddish, Irish influence in Standard Irish English)

language of religion > secular language (7)
(Arabic in Indonesian, Pali in Thai)

language of admired culture > language of admirers
(Chinese in Japanese, Persian in Lezgian, English in Korean, French in German, Italian music terms in English)

– **range asymmetry**

language of wider communication > local language
(Malay in Madurese, English in French, Middle Low German in Swedish)

– **symmetry**

neighboring national languages(?)
(German/Polish, Italian/French, Thai/Cambodian(??))

neighbouring smaller groups (11)
(Takia/Waskia(?), ...)

multilingualism scenarios
(Africa, Melanesia, ...)

(social situation for **non-borrowing**: purism)

(ii) Types of cognitive processes in individual speakers:

adoption
> – speakers adopt elements (forms, patterns) from a less familiar language
> – identifiable elements are used more or less consciously
>> for semantic or social reasons (enrichment)

imposition
> – speakers impose elements (mostly patterns) from their native language on a
>> second language that they learned imperfectly as adults
> – difficult-to-suppress elements from the native language surface
>> unconsciously in the learner version of the recipient language
>> (substrate effect, especially phonology)

assimilation
> – speakers assimilate patterns in one of their languages to another language
>> that they know just as well (or better)
> – difficult-to-suppress elements from a stronger language are used
>> unconsciously in a weaker language (**pattern copying and metatypy**,
>> serving equi-translatability)

Social conditions and cognitive processes: Possible correlations

	linguistic material involved	power/prestige/range (a)symmetries	adult/ post-adolescent/children	degree of bi-/multilingualism	time span
adoption	• loanwords • discourse markers • grammatical markers • affixes (?)	asymmetry	adolescents/post-adolescents/adults	from low to high	no condition
imposition	• phonology • grammatical patterns (argument marking, valency)	asymmetry	adults/post-adolescent second language use	low to non-existent	short period
assimilation	• lexical, grammatical calquing • syntactic structures • wholesale systems	both asymmetry and symmetry (?)	children/ pre-adolescents	high	over more generations