

**REPUBLIC OF TURKEY
ÇUKUROVA UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
ENGLISH LANGUAGE TEACHING DEPARTMENT**

**L2 INFLUENCE ON L1 COLLOCATIONAL KNOWLEDGE:THE CASE OF
TURKISH IN THE USA**

Ferda İLERTEN

MASTER OF ARTS

ADANA 2010

**REPUBLIC OF TURKEY
ÇUKUROVA UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
ENGLISH LANGUAGE TEACHING DEPARTMENT**

**L2 INFLUENCE ON L1 COLLOCATIONAL KNOWLEDGE:
THE CASE OF TURKISH IN THE USA**

FERDA İLERTEN

Supervisor: Assist. Prof. Dr. Cem CAN

MASTER OF ARTS

ADANA, 2010

To ukurova University Institute of Social Sciences

We certify that this thesis is satisfactory for the award of Arts in the Department of English Language Teaching.

Chairperson: Assist. Prof Dr. Cem CAN
(Supervisor)

Member of Examining Comitee: Assoc. Prof. Dr. Erdoęan BADA

Member of Examining Comitee: Assist. Prof. Dr. Oęuz KUTLU

I certify that this thesis conforms to the formal standards of the Institute of Social Sciences

...../...../.....

Prof. Dr. Azmi YALIN
Director of Institute

P.S: The uncited usage of reports, charts, figures and photographs in this thesis, whether or original quoted from other sources, is subject to the Laws of Works of Art and Thought NO:5846

NOT: Bu tezde kullanılan 6zg6n ve bařka kaynaktan yapılan bildiriřlerin, izelge, řekil ve fotoęrafların kaynak g6sterilmeden kullanımı, 5846 Sayılı Fikir ve Sanat Eserler Kanunu'ndaki h6k6mlere tabidir.

ÖZET

İKİNCİ DİLİN BİRİNCİ DİLDEKİ EŞDİZİMSEL BİLGİ ÜZERİNE ETKİSİ: TÜRKÇE'NİN AMERİKA BİRLEŞİK DEVLETLERİ'NDEKİ DURUMU ÜZERİNE VAKA ÇALIŞMASI

Ferda İLERTEN

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı

Danışman: Yrd. Doç. Dr. Cem CAN

Eylül 2010, 62 sayfa

Bu çalışmada, ABD'de yaşayan yirmi iki Türk göçmenin eşdizimsel bilgi düzeyleri incelenmiştir. Bu göçmenlerden on ikisi birinci nesil, onu ikinci nesil göçmen grubunu oluşturmaktadır. Türkiye'de yaşayan on beş kişiden de denet kümesini meydana getirmektedir.

İkinci dile yeterli maruziyeti kesinleştirmek için, 1. nesil göçmen grubuna en az 10 senedir ikinci dil ortamında ikamet etme şartı konmuştur. Bunun yanında, ev sahibi ülkeye gelme yaşı en az 12, eğitim seviyesi ise yüksekokul olarak belirlenmiştir. 2. nesil göçmenler ise 12 yaş üstü ve Türk ebeveynlere sahip olanlardan seçilmiştir.

Bu çalışmanın amacı ikinci dilin birinci dil üzerinde etkisinin bulunup bulunmadığını eşdizimsel bilgi üzerinden tespit edebilmektir. Çünkü zihin dağarcığı kolayca zedelenebilir ve buradaki değişiklikler hemen saptanabilir.

Veriler doğal ortamda Türkçe kullanımından, kişisel bilgi anketlerinden, çoktan seçmeli, çeviri ve boşluk doldurma türündeki sorulardan elde edilmiştir. Veri sonuçları bazı toplumdilbilimsel etmenlerle karşılaştırılmıştır. Bu etmenler göç etme yaşı, ev sahibi ülkede ikamet süresi ve kimlik tanımıdır.

Çalışma sonucunda ikinci dilin birinci dildeki zihin dağarcığını etkilediği gözlemlenmektedir. 1. nesil ve denet kümesinin başarı seviyelerinin birbirine yakın olmasına rağmen 2. nesil ve denet kümesi sonuçları arasında büyük farklılıklar

görülmüştür. Ev sahibi ülkeye gelme yaşı ve kimlik tanımlaması önemli toplumdilbilimsel etkenler olarak öne çıkmamasına rağmen ev sahibi ülkede ikamet süresi yıl sayısı arttıkça azalma göstermektedir.

Anahtar Kelimeler: Eşdizimsel Bilgi, zihin dağarcığı, göç etme yaşı, ikamet süresi, kimlik.

ABSTRACT**L2 INFLUENCE ON L1 COLLOCATIONAL KNOWLEDGE: THE CASE OF
TURKISH IN THE USA****Ferda İLERTEN****Master of Arts, English Language Teaching Department****Supervisor: Assist. Prof. Dr. Cem CAN****September 2010, 62 pages**

In this study, Collocational Knowledge of twenty two Turkish Immigrants in the USA were investigated. twelve of these immigrants were 1st generation immigrants, ten of them were 2nd generation immigrants. Fifteen Turkish people living in Turkey formed the control group.

All 1st generation immigrant participants have lived in the second language setting for at least 10 years to ensure enough contact with the mainstream language, the minimum age of arrival was set as 12 and they were all graduates of high education. 2nd generation immigrants were 12 and older and they were all born to Turkish parents.

The aim of the study was to identify whether second language influence could be seen on the collocational usage in the first language. Collocational knowledge was chosen as the item to investigate because lexicon is claimed to be the most vulnerable area in mind and any sign of change in that area reflects the influence instantly.

The data was collected through naturalistic use of Turkish, biodata forms, Multiple Choice Test, Translation Task and Cloze Tests were applied. The results were compared with some sociolinguistic factors that might be related with the performance levels. These sociolinguistic factors were age of arrival, length of residence and identity. As a conclusion of this study, it was found out that the lexicon of the immigrant group was affected from the second language. 1st generation immigrant results were close to control

group while the difference between 2nd generation immigrant group and the control group was immense. Age of arrival and definition of the identity were not observed to be related with the performance levels in three tasks. However, there was a decrease as the length of residence increases.

Keywords: Collocational Knowledge, lexicon, age of arrival, length of residence, identity.

ACKNOWLEDGEMENTS

I would like to express my gratitude to all the people who contributed to the completion of the study. First of all, I would like to thank Assist. Prof. Dr Cem CAN for his support, feedback and his guidance through all the process of this research.

I owe special thanks to Assoc. Prof. Dr. Erdoğan BADA and Assist Prof. Oğuz KUTLU for being a part of the thesis comitee and their valuable suggestions.

I extend my thanks to Assoc. Prof. Dr Kutlay YAĞMUR and Gülsen Yılmaz for their helps in providing materials and for their suggestions.

My sincere thanks go to Haydar-Şirin TUÇ and Murat-Rabia ÖMÜR for facilitating the data collecting in the Netherlands. Also I am grateful to Carrie HONEMAN, Fahri ERCER, Ahmet SAK and his lovely family for their support in the USA.

I deeply thank to Özden AKYOL for her unconditional support not only during the thesis period but also for the last three years of my life.

My eternal thanks go to my parents, Müzeyyen-Süleyman and my brother Özer. I also cannot thank enough to Minik Kuş, Hayrettin and Feriştah.

TABLE OF CONTENTS

	Page
ÖZET.....	i
ABSTRACT	iii
ACKNOWLEDGEMENTS.....	v
LIST OF ABBREVIATIONS.....	viii
LIST OF TABLES.....	ix
LIST OF FIGURES.....	x
LIST OF APPENDICES.....	xi

CHAPTER 1 INTRODUCTION

1.1. Background of the Study.....	1
1.2. Statement of the Problem.....	2
1.3. Purpose of the Study.....	3
1.4. Research Questions.....	3
1.5. Significance of the Study.....	4
1.6. Limitations.....	4

CHAPTER 2 REVIEW OF LITERATURE

2.1. Organization of Bilingual Lexicon.....	5
2.1.1. Extended System, Dual System, Tripartite System, Subset System Hypotheses.....	5
2.1.2 Multicompetence Hypothesis.....	6
2.2. Language Contact.....	7
2.3. Aspects of Language Influence.....	9
2.3.1. Sociolinguistic Factors.....	9
2.3.1.1. Individual Factors.....	9
2.3.1.2. Community Factors.....	10

2.3.2. Linguistic Factors.....	11
2.4. Language Attrition: Definitions.....	13
2.5. Second and the Following Generations.....	13
2.6. Previous Research.....	15

CHAPTER 3

METHODOLOGY

3.1. Introduction.....	22
3.2. The Pilot Study.....	22
3.3. Participants.....	24
3.4. Instruments.....	25
3.5. Data Analysis.....	27

CHAPTER 4

RESULTS AND DISCUSSION

4.1. Analysis of Multiple Choice Test.....	28
4.2. Analysis of Translation Task.....	34
4.3. Analysis of Cloze Test.....	37
4.4. Overall Findings of the Tasks.....	44
4.5. Analysis of Sociolinguistic Factors.....	47

CHAPTER 5

CONCLUSION

5.1. Introduction.....	51
5.2. Conclusions.....	51
5.3. Implications for ELT.....	53
5.4. Suggestions for Further Studies.....	54

REFERENCES.....	55
APPENDICES.....	59
CURRICULUM VITAE.....	61

LIST OF ABBREVIATIONS

L1	: First Language
L2	: Second Language
LA	: Language A
LB	: Language B
CI	: Crosslinguistic Influence
SEVQ	: Subjective Ethnolinguistic Vitality Questionnaire
LUCQ	: Language Use-Choice Questionnaire
LRS	: Language Rating Scales
SPSS	: Statistical Package for Social Scientists
LT	: Loan Translation
CA	: Correct Answer
Gen	: Generation

LIST OF TABLES

	Page
Table 2.1. Changes in the Language Through Generations	14
Table 3.1. Participant Characteristics	25
Table 4.1. Answers of the two Informants in the Multiple Choice Test	28
Table 4.2. Multiple Choice Test Statistics in Three Groups	31
Table 4.3. U-Test Results in the Multiple Choice Test (group 1).....	32
Table 4.4. U-Test Results in Multiple Choice Test (group 2)	33
Table 4.5. U-Test Results in Multiple Choice Test (group 3)	33
Table 4.6. Answers of the Two Informants in the Translation Task	34
Table 4.7. Mean Scores in the Translation Task	36
Table 4.8. U-Test Results in the Translation Task	36
Table 4.9. Answers of the Two Informants in the Cloze Test	38
Table 4.10. Cloze Test Statistics in Three Groups.....	41
Table 4.11. U-Test Results in the Cloze Test (group 1)	42
Table 4.12. U-Test Results in Cloze Test (group 2)	43
Table 4.13. U-Test Results in Cloze Test (group 3)	43
Table 4.14. Comparison of Three Tasks.....	45
Table 4.15. Age of Arrival	48
Table 4.16. Age of Arrival (groups)	48
Table 4.17. Length of Residence	49
Table 4.18. Grouping (length of residence)	50
Table 4.19. Grouping (identity).....	50

LIST OF FIGURES

	Page
Figure 2.1. Extended System, Tripartite System, Dual System, Subset Hypotheses ..	6
Figure 2.2. The Integration Continuum of Possible Relationships in Multi-Competence	7
Figure 4.1. Mean Scores in Multiple Choice Test.....	30
Figure 4.2. Mean Scores in the Cloze Test.....	41
Figure 4.3. Mean Scores in Three Tasks.....	46

CHAPTER 1

INTRODUCTION

This chapter consists of the background of the study, statement and the purpose of the present study, research questions, the importance of conducting the research and the limitations.

1.1. Background of the Study

In every language contact situations, some changes in the first or the second language or in both languages occur. These changes may be permanent depending on some variables like the onset of bilingualism, level of education etc. or they can be temporary e.g a worker in a foreign country may not retrieve some words in the mother tongue while in the second language context, but s/he can go back to the level of proficiency after returning the home country.

The influence of the first or the second language on the other has been widely investigated by several researchers in various domains. These studies mostly focused on the effect of the first language on the second until the end of 1980s, as Laufer (2003) puts, there may be two possible reasons for that. Firstly, the researchers were interested in the second languages of the non advanced students, in this level the transfers are mostly in the direction from the first to the second language. The other possible reason may be that the research was dominated by the acquisition of English as the Second Language in the immigrant settings, so the development of the second language was regarded as more important than the first language, for this reason, the studies might have been ignored.

Multicompetence Hypothesis by Cook (1991) is highly recognized by many researchers in terms of the storage of two or more languages in mind. He stated that the languages in the same mind are not isolated or totally integrated but depending on the speaker and some variables the performance changes. So this process is active and shows differences. Also, he mentioned that the minds of the bilinguals differ from the monolinguals.

The studies also aimed to shed light on the aspects affecting the first languages of the second language speakers in the migrant setting. Sociolinguistic reasons such as age effects (Schmid 2002), attitudes (Schmid 2008), level of education (Yağmur 1997, Schmid&Köpke 2009), length of stay (de Bot et al. 1991) were investigated. Also some hypotheses on psycholinguistic factors; Regression (Jakobson,1968), Interlanguage Hypothesis (Sharwood Smith, 1983), Universal Grammar (Chomsky, 1981) and Simplification (Schmid, 2004) were put forward.. The effect of the second language on the first on the lexical level was investigated by many researchers, however the study conducted by Laufer (2003) is relatively important as the study focused merely on the collocations. Also Jarvis (2003)'s research design helped to form the basis of the present study. In terms of the investigations on the first languages of the Turkish immigrants, Yağmur (2009; 2002), Kooi Jam-Jam et al (2009) and Gürel (2004) conducted studies to shed a light on the ethnolinguistic vitality and their language proficiency in various domains.

1.2. Statement of the Problem

Collocations are the arrangement of words that commonly co-occurs. Laufer (2003) gives the word *decision* as an example, that when a speaker knows that lexical item, then s/he knows that it is used with the verb *make*. *Make a decision* in English can be translated to French as *prendre une decision* ('take a decision'). In Turkish, it can either be translated as *karar vermek* ('give a decision') or *karar almak* ('take a decision'). By looking at the collocations, we could have an idea whether the speaker can use correct elements and the speaker's utterance is affected from a different language.

Knowing a word means, knowing the form, position, function and the meaning of it (Nation, 1990; in de Bot & Weltens 1993). The form is divided into two: spoken form and written form. Speaker-hearer knows 'What does the word sound like?' and 'How is the word written and spelled?'. The position consists of two parts as well: grammatical patterns and collocations. Speaker-hearer knows 'In what patterns does the word occur?' and 'What words or types of words must we use with this word?' in this level. Function has frequency and appropriateness levels. Speaker-hearer knows 'How common is the word?' and 'Where can this word be used?'. Finally in the

meaning, concepts and associations are known by the speaker-hearer: ‘What does the word mean?’ and ‘What other words could we use instead of this one?’. Deficiency in the mentioned elements indicates moving away from the patterns of nativeness. Apart from other levels, in the performance level (speaking, writing) rather than receptive (listening, reading), proper knowledge and usage of collocations are important and easily identified by native speakers of a language when used incorrectly.

1.3. Purpose of the Study

Many scholars suggest that lexicon is the first and the main area where L2 influence could be seen (Boyd 1993, Latooma 1998, Pavlenko & Jarvis 2002), proving the view of de Bot & Weltens (1993) that the linguistic system is relatively more ‘vulnerable’ and vocabulary is supposed to be lost fairly easily. In that sense, first and second generation Turkish immigrants in the USA is to be investigated in terms of their L1 collocational knowledge. Since collocations are among the most vulnerable items, any sign of L2 influence is to be visible in their performances (Schmid & Köpke, 2009).

1.4. Research Questions

The following questions are addressed to investigate the influence and the possible reasons of second language on the first:

- Does prolonged contact (10 years and more) with L2 have an influence on L1 collocational knowledge?
- How well can the first and the second generation immigrants recognise non-native-like collocations compared to Turkish L1 speakers in Turkey? (Whether they can use them properly will also be investigated)
- Does the performance differ in context based and non context based tasks?
- How is the correctness judgement of collocations related to the sociolinguistic variables? (Laufer 2003)

- a) age of arrival in the USA (applicable only to the first generation)
- b) length of residence in the USA (applicable only to the first generation)
- c) definition of cultural identity

1.5. Significance of the Study

Schmid & Kopke (2009) pointed that metaphorical or idiomatic verbs and collocations indicate the structure of the mental lexicon, so any change in these structures can be taken as an evidence of attrition. Based on the view proposed by Schmid & Kopke, signs of attrition or influence of the second language on the first is to be investigated in this study. The studies on Turkish immigrants have focused on the groups in Europe, where most of the Turkish immigrants reside. There are few studies about the Turkish groups in overseas. Yağmur's study (1997) was about the ones in Australia and Gürel (2002)'s study was about the ones in the USA. However, the focus on her study was not on the mental lexicon.

The present research is to be conducted with first and second generation Turkish immigrants in the USA, investigating the influence and the aspects of the influence of English on Turkish.

1.6. Limitations

The study is limited to twenty two immigrant informants: twelve of whom are first generation, ten of whom are second generation and fifteen Turkish people living in Turkey as the control group. Also, the test battery is limited to 14 collocations in each task. So the results may not be representative to all Turkish immigrants living in the USA.

CHAPTER 2

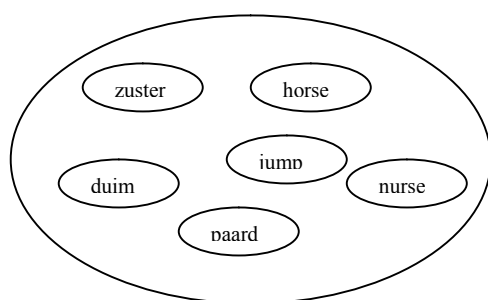
REVIEW OF LITERATURE

2.1. The organization of Bilingual Lexicon

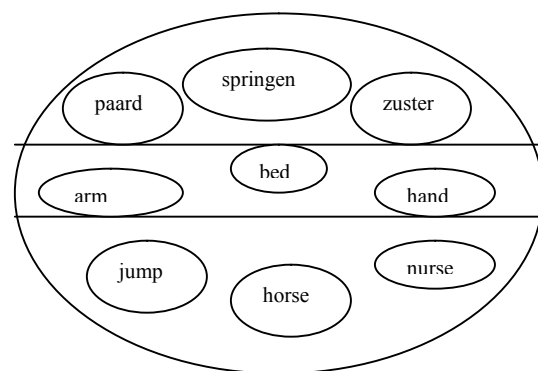
The effect of second language on the first was firstly mentioned by Weinrich in 1953. He defined the interference as “deviation from the norms of either language which occur in the speech of bilinguals as a result of their familiarity with more than one language” (Weinreich, 1953) Although his definition did not imply that the deviation could only be observed clinically, the studies focused on clinical disorders which were caused by illness or accidents. The conference at the University of Pennsylvania organized by Richard D. Lambert in 1980 is regarded as the turning point for the research on language loss that happens so often among bilinguals or those who have knowledge of more than two languages. Followed by the conference, a number of claims were put forward in terms of the effect of the second language on the first and how two or more languages stored in the brain.

2.1.1. Extended System, Dual System, Tripartite System, Subset System Hypotheses

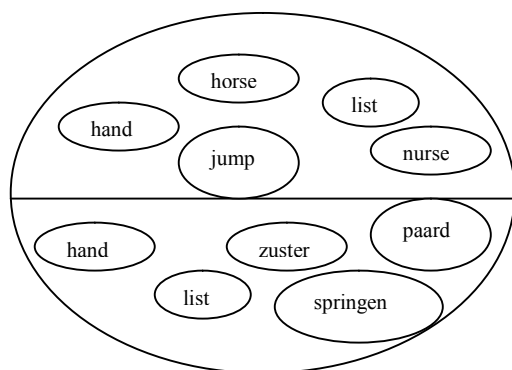
One of the first hypotheses after the conference was Paradis’s (1981). According to *Extended System Hypothesis* elements of languages have undifferentiated representation, they are stored in a single dimensional area. In The *Dual System Hypothesis*, it is claimed that the representations are language specific, every language has its own sphere, including cognates. The *Tripartite System* proposes a representation that identical items sharing a subset and the items that do not have common features have their own representation. *Subset Hypothesis* proposes a single linked system where more often used, linked elements have stronger ties.



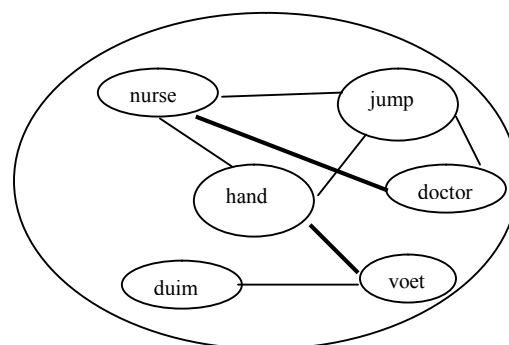
Extended System Hypothesis



Tripartite System Hypothesis



Dual System Hypothesis



Subset Hypothesis

Figure 2.1. Extended System, Tripartite System, Dual System, Subset Hypotheses

Since in *Subset Hypothesis* incorporation and the network of elements in mind were suggested, it gained more recognition by the researchers including Grosjean (1989) and Cook (1991).

2.1.2. Multi-competence Hypothesis

When 'interlanguage' (Selinker, 1972) became a common word for the knowledge of a second language, there was not any word to encompass the first and the second language. So Multi Competence Hypothesis was proposed by Cook (1991). He defined multi-competence as 'knowledge of two or more languages in the same mind'. It was claimed in the hypothesis that L2 speakers differ than the monolinguals in a number of ways, that they have a different metalinguistic awareness, cognitive

processes than bilinguals and they occasionally code-switch which could be shown as an evidence for the intersecting system. He also argued that all interference between the languages cannot be regarded as attrition or deviation in the language.

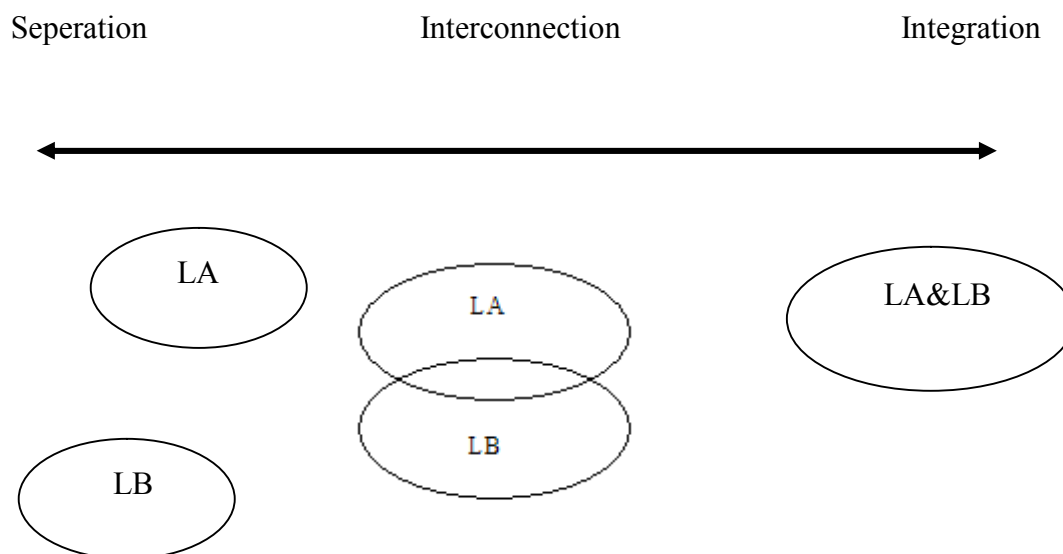


Figure 2.2. The Integration Continuum of Possible Relationships in Multi-Competence

In the integration continuum model of Cook, the possible relationships between two languages in a single mind is reflected. Fully integration and fully separation does not represent, that one is preferred over the other, or a speaker does not necessarily apply all these aspects to every domain; the point in the continuum may change from time to time according to the person's language mode (Grosjean, 2001) which means 'the state of activations of the bilingual's languages and language processing mechanisms at a given point of time', level of tiredness and some other factors. Cook interpreted the situation as 'like a mixer tap that merges hot and cold water, but neither tap can be completely turned off'

2.2. Language Contact

Language contact studies are interdisciplinary research areas focused on the restructuring of languages in contact situations. According to Winford (2003) the main

objective is to study the varied situations of contact between languages, the phenomena that result, and linguistic interactions and external factors that affect the shape of the outcomes.

Three situations can be described in the languages that contact: language maintenance, language shift and creation of a new language (Winford 2003). Language maintenance refers to the conversation of a speech community transferring the native language from one generation to the next (Winford 2003). Language shift is considered by Myers-Scotton (2002) to be a community phenomenon as a result of a gradual loss of a language use, usually in the first language over a period of time. Also Schmid (2002) stated that language shift is an intergenerational phenomenon while language attrition occurs within individuals. So individual attrition occurs in the context of group shift (Myers-Scotton 2003). As language attrition covers individuals of negative language development it applies to the first generation only, whereas language shift research includes the second and following generations. Pidgins and creoles can be given as the examples to the creation of new languages.

Unlike Schmid's interpretation of language shift as a community phenomena, Pavlenko (2000) showed shift only as a process that the language undergo in an interaction between two languages. She did not specify a difference between the individuals or communities. According to Pavlenko (2000), there are five processes in interacting languages, which are represented in Crosslinguistic Influence (CI) framework. These processes are *Borrowing*, or addition of elements to the L1 e.g lexical borrowing. Lexical borrowing is not regarded as attrition, as long as an L1 equivalent does not exist in the language. *Restructuring*, or deletion or incorporation of L2 elements into L1 resulting in some changes, substitutions or simplifications. *Convergence* in which a new system distinct from the first and the second language is created. *Shift* is moving away from the first language to the structures of the second language and the last interaction process is *attrition* in which some elements of the first language disappear. The speaker generally has the inability to recognise, produce or perceive the rules or values.

2.3. Aspects of Language Influence

Language attrition is shaped by extralinguistic factors and internally induced changes. Pavlenko (2000) suggested that second language influence operates under 10 constraints under the umbrella of individual, sociolinguistic and linguistic factors. According to these possible constraints learners' onset of L2 learning, in which younger learners are more affected; learners' goals and language attitudes, that could be a community factor though; language proficiency and individual differences are listed as an individual factor. Learning context, language exposure and language prestige are sociolinguistic factors and finally language level, typological similarities of languages and developmental factors are linguistic and psycholinguistic factors. Her list of possible constraints in L2 influence is problematic in terms of the distinction between individual factors and sociolinguistic factors, as they are intertwined. For this reason, it may be useful to take the factors as sociolinguistic and linguistic and divide them into two sub categories as individual and community factors

2.3.1. Sociolinguistic Factors

Sociolinguistic aspects affecting the language of a speech community and the individuals in the community are classified by Kipp et al. in 1995. According to them, the size and distribution of an ethnic group, the policy of the host community towards minority languages, the position of the language within the cultural value system of the group, the proximity or distance of the minority language to or from majority language affect the language of the speech community whereas birthplace, age, period of residence, gender, education/qualifications, marriage patterns, prior knowledge of majority language, reasons for migration, language variety are considered to be individual factors

2.3.1.1. Individual Factors

The results in the studies investigating the sociolinguistic effect in a speaker's language vary. While in Schmid (2002)'s study, no age effects after puberty found on language attrition, Hakuta and d'Andrea (1992) stated that the ages between 6-29 are important for the language maintenance or loss.

Education seems to be an essential factor, however Schmid & Köpke (2009) stated that educational level is a factor that plays a minimal role for this task in the context of L1 attrition. Also, Yağmur (1997, 77) found that educational level was not a strong predictive factor on the Verbal Fluency Tasks.

De Bot and Clyne (1994), in their study on German immigrants in Australia, stated that if an attrition is likely to occur, it takes place in the first decade of the emigration. It was also suggested (de Bot et al. 1991) that length of residence may effect only if there is little or no contact with the L1 environment.

According to Yağmur (2008), demographic factors like high rates of endogamous marriage, the size of the ethnic group contribute to the vitality of the language in the immigrant setting.

The reasons for migration are also of great importance on the individual, since it affects the attitude or motivation for the second language. Pavlenko (2000) states that L2 influence will be more evident when the learner or the immigrant is allowed to be a legitimate member of the society. Schmid (2008) exemplifies an immigrant in the Netherlands that if a person is in love with the host society and wants to integrate, to be a part of the country as much as possible, the person will pay more effort to speak Dutch than a person who has to work in the Netherlands for a couple of years and limits the knowledge about the Netherlands to a place with tulip gardens, high tech and soft drugs. So one may assume that the motivation to integrate may cause more attrition in the first language.

2.3.1.2. Community Factors

Community factors affecting the vitality of the language are determined either by the community itself or by the government policies for the immigrants. As Yağmur (2009) mentioned, the state ideologies that shape integration in the Netherlands used to be pluralist and civic, so that the immigrant groups could keep their languages vital. However in recent years their policies turned to be assimilationist. Strict government policies on the values of the immigrants occasionally end up with problematic and conflictual outcomes within the minority and majority groups. The situation in the

United States policies is the opposite. Until the middle of the last century, the United States followed an assimilationist strategy expecting the immigrants to lose their ethnocultural background and adopt a mainstream value of ‘American way of life’. But, since recent immigrants have been reluctant to give up their roots, the policies shifted to a milder, civic policy in which the state has no right to interfere the lifestyles of the individuals (Bourhis et al., 1981).

The position of the first language in the host community, the prestige is accepted as an important role. According to Bourhis et al. (1981), when a minority language gains prestige, the ethnolinguistic vitality of the language increases and has a positive effect on the language maintenance. However, in Lantieri (1998)’s study on Americans living in Finland, it was observed that the first language of the participants, in that case English, underwent attrition despite of being a language of high prestige and utilitarian value in the host community.

The changes in the language, the acculturation of the community can be observed in a multifaceted process. To Berry (1980), it can be shown in a model with four modes. *Assimilation* is the first mode which the immigrants want to integrate with the community without bearing the stamp of their ethnic identity, generally aiming at having positive relationship with the host community. Unlike assimilation, in the *integration* mode, individuals get into the new culture while retaining their identity. First generation Turkish immigrants in the Netherlands can be given as an example to the *Rejection* mode, in which the community show no interest in being a part of the majority and keep their ethnic culture. *Deculturation* mode occurs when individuals do not want to be either a part of the majority or their ethnic origin. Regarding these modes Berry (1980) reported that integration is the most adaptive mode of acculturation in multicultural societies, by giving the immigrants an alternation between the two culture depending on the situation.

2.3.2. Linguistic Factors

Some frameworks were designed to show the movements from one language to the other. Schmid (2002) identified four models that help to interpret the language attrition data:

Regression theory is based on the idea that the aphasic language loss reflects the language development in the child (Jakobson 1968; in Ramirez 2007). However, the following disputes clarified that aphasia does not affect a language entirely, also it is a result of an external factor. Ohter claims about the chronology of language development or regression is that which is learned last is lost first (Jakobson 1941; in Yılmaz 2008) and that which is learned best is preserved longest (Bot and Weltens 1991; in Ramirez 2007).

Interlanguage hypothesis (Sharwood Smith 1983; in Ramirez 2007) refers that the effect of second language, basically transferring, is a crucial factor in attrition. Also, he asserted that the changes occurring in L1 are not only based on external factors, so it should not be investigated only in the scope of sociolinguistics. Altenberg (1991) stated that in order to transfer elements from the second language to the first or vice versa, there should be similarities between these languages. For example gender in German is less vulnerable to attrition in the case of English as the second language, as English does not have gender marking. Pennsylvania German is given as an example to this situation in Winford 2003.

Universal Grammar proposed by Chomsky (1981) is related to attrition studies in terms of Parameter Hypothesis, which explains the attrition in the language depends on the parameters and principles instead of random changes. Dresler (1991; in Ramirez 2007) argued that unmarked forms are better preserved than marked forms, and at some point unmarked points substitute marked but not in the other way around. However, it is not a case that every attrition can be regarded as parameter resetting, since it can be 'realignment' of L1 features according to L2 (Sharwood Smith and van Buren 1991; in Ramirez 2007).

Simplification hypothesis proposed by Schmid (2004) has a limited scope comparing the preceding hypotheses. Simplification theory can be useful when it is united with other frameworks. It is based on the idea that the higher complexity the elements are of, the more the speaker tends to simplify or reduce the production. Synthetic structures, the items that were acquired late, the structures that take longer to process are considered as complex elements as opposed to analytical structures, early acquired items and shorter processes or production.

2.4. Language Attrition: Definitions

The vast scope of the area lead 'language attrition' to be defined diversely. Lambert and Freed (1982) stated that "language attrition may refer to the loss of any language or any portion of a language by an individual or a speech community. It may refer to the declining use of mother tongue skills by those in bilingual situations or among ethnic minorities in (some) language contact situations where one language, for political or social reasons, comes to replace another". Another highly recognized definition was asserted by Seliger (1996) "The gradual loss of a language that was fully acquired resulting from the acquisition of another language". Sociolinguistically it is a form of language change that causes potential communication problems between individuals and the community of which they consider themselves as a member (Jaspaert&Kroon 1989, 80) and psycholinguistically it is "a kind of forgetting which can be characterized as negative change in linguistic knowledge (competence) and/or control over that knowledge (performance)" (Amerlaan 1996).

Language attrition has been investigated into four main areas which were classified by De Bot and Weltens (cited in Van Els, 1986). The first type of investigation is concerned with the loss of L1 in an L2 environment such as the mother tongue loss experienced by immigrant groups. Under this category, a distinction can be made intragenerational and intergenerational loss. The second type of investigation is concerned with the loss of L1 skills in an L1 environment, e.g. aging people experiencing first language loss. The third type of investigation is concerned with the loss of L2 skills in an L1 environment, such as the loss of L2 skills by immigrants returning to their homelands, or the loss of learned L2 skills at school in an L1 environment. The fourth type is the loss of L2 skills in an L2 environment e.g immigrants losing their L2 skills upon retirement.

2.5. Second and the Following Generations

Intergenerational differences in the competence of the first language are encountered frequently in the immigrant setting, especially if the contact with the home country and the first language exposure is limited. However, even in the maintenance efforts, strong monitoring are made, simplification in the pattern is inevitable, like in the case of the acquisition of Greek by second and the third generation Greek children

(Seaman, 1972, in Gonzo&Saltarelli, 1983). The children got formal instruction and encouraged by the parents to maintain the language. Despite the efforts their production showed loss of gender, number, and case agreement: loss of the genitive case; elimination of the passive voice and the perfect aspect; and the reduction of the verbal system to four tenses. Evidence of lexical replacement was also abundant.

The quality of the input reduces in the immigrant setting and the social network is generally limited to family. Gonzo & Saltarelli (1983) suggested that the second generation immigrants acquire L1 in an ill formed way. Also, they are not even able to acquire all the ill formed, attenuated structures and elements. Because of some internal and external factors they do not acquire their mother tongue fully, and they end up transferring their incomplete language to the third generation. So in three or four generations the languages are lost.

They illustrated the change in the language between generations in the following table:

Table 2.1. Changes in the Language Through Generations

	Stage			
	Ø Standard	I Fading	II Pidgin	III Fragment
Generation	1	1	2	3
Linguistic Setting	L1	L1 Emigrant	L1 Emigrant L2 Emigrant	L2 Emigrant
Lexicon (memory)	Full	Loss	Restrictive	Selective
Rules (process)	Full	Fading	Restictive	Selective
Function (communicative)	Full	Reduced	Restrictive	Occasional
Monitoring (normative)	Strong	Weakened	Weak	Weakest
Interference	Minimal	Substantial	Considerable	Overwhelming
Evolution	Complicated	Simplification	Simplification Restructuring Replacement	Simplification Restructuring Replacement

According to the table, in the first language setting, the language has its original form, with full linguistic abilities, individuals can communicate fully, however, individuals in the second language context have some losses in their vocabulary, which causes decreases in their accurate communication levels, the simplification in the first language begins in this level. Simplification in the first language causes inadequate transfers to the following generation. Restrictive memory, communication and monitoring results in restructuring and eventually, replacement in the language. The last phase of the language is the most restrictive one, the ability to communicate is scarce, finally the language is doomed to be lost.

2.6. Previous Research

Twelve studies conducted in the immigrants setting will be presented in this section as samples from different settings and areas to investigate. The first three studies: Major (1992), Jarvis (2003) and Latooma (1998) are about American immigrants in different settings. The following two researchers Laufer (2003) and Pavlenko (2003) investigated the second language influence on Russian immigrants. Jaspaert and Kroon (1992) and Seliger & Vago (1991) investigated the situations in which English is the mainstream language. The influencing language was also English in Gürel (2004)'s study, but this time the immigrants were Turkish. The last four studies are on Turkish immigrants: Kooi-Jamjam et al. (2009) and Yağmur (2009; 2005) took the immigrant setting as Europe, mostly the Netherlands whereas Yağmur (2002) was on the Turkish in Australia.

In the longitudinal study of Major (as cited in Won&Lowe 2006), it was hypothesized that the higher the proficiency in L2 a speaker has the more s/he suffers in L1. In that sense, the usage of stylistic variations between Formal and Casual forms in L1 of L2 speakers were tested. It was also hypothesized that Casual forms in a language is more affected to Formal forms.

The subjects in the study were five American English speaking females that moved to Brazil, they were recorded in a casual conversation setting and reading a word/sentence list, which forms the Formal part and designed to elicit voicelss stops /p/,

/t/, /k/ in Portuguese and English. Voice Onset Time of both the subjects and the monolingual American English speakers were compared.

The results supported the researcher's 2 hypotheses that the ones with a higher proficiency in L2 performed poorly and they showed greater loss in Casual forms.

The study of Jarvis (2003) investigated the influence of American English on Finnish by looking at the influence in an individual, psycholinguistic level with a subject called Aino. She moved to the US at the age of 23 and at the time of the investigation she was 34. Jarvis collected the data in five levels: natural use data (observations of unsolicited language use), clinical elicitation data (elicited but unguided language use; such as film recalls), experimental elicitation data (guided language use; such as cloze tests), metalingual judgements (grammaticality or appropriateness judgement tasks); self report data.

Fifteen problematic utterances were investigated in observations such as English influenced phrases 'take tests' and 'take a bus' by using the Finnish verb *otaa* ('take'), in Finnish people do not 'take buses' (*otaa bussia*) but they 'go somewhere by bus' (*mennä jonnekin busilla*). In the second part, clinical elicitation data, the deviant 15 patterns were used again in a short film and Aino was asked to describe the segments in the film. She did not produce a single deviant form, although with some other patterns, 'take test' was still less appropriate colloquially. In the next step she was asked to check the appropriateness of 15 structures in a written form within 20 sentences taken from a newspaper, she accepted 9 of the 15 deviant forms.

The results have shown that L2 affects certain areas of grammar, lexicosemantics and general idiom but not the whole system. She also has changed the word order to SVO in some examples. Some L2 induced patterns in natural use data and metalingual judgements showed up, but she rejected them as incorrect in her self report data and claimed not to use them. Still, her results showed that she maintained her L1.

Latooma (1998) conducted a study on thirty parents of school children who live in Helsinki and have American English as their first language. 78% of them had university degree, twenty five of whom are married to Finns, their average age is 42.4

and they had been living in Finland for an average 11 years. It was hypothesized that English would undergo minimal change as of a high prestige language.

These thirty parents were interviewed and it was seen that L2 origin phrases, literal translations to Finnish were common in their daily language e.g ‘put the door shut’ (Fin. *Laita ovi kiinni!*). They preferred Finnish when a good English equivalent could not be found. They also spoke slower and articulated clearer than the Europeans. The informants also reported that they were aware that their language is highly affected by Finnish. In the study of Brown (1994; in Latooma 1998), the American immigrants in Finland, the participants were aware of the lexical changes but unaware of the syntactic changes and interestingly, syntactically deviant forms were more frequent than the lexically deviant forms.

The study of Laufer (2003) is composed of two parts. In the first part she investigated L2 influence on L1 knowledge on collocational knowledge and in the second part lexical diversity in free written expressions was under investigation. In relation with the present research, first part of the study will be more proper to explain.

30 former Soviet Union immigrants in Israel, L1 Russian L2 Hebrew, participated in the study and a group of Moscow residents were formed as the control group. The immigrants have been living in Israel from 2 to 40 years and the age of arrival is between 11 and 44. 2 research questions, the performance in collocational knowledge compared to the L1 environment residents and the sociolinguistic factors affecting their performance, were tried to be answered. The sociolinguistic information was collected by a questionnaire. The performance part was a test of correctness judgement, consisting of 35 sentences. 18 were correct, 17 were wrong collocations under a Hebrew influence. For example the sentence ‘*Ja zakryl telvazor*’ meaning ‘I closed the TV’ should be corrected with the Russian verb ‘*vykluchil*’ ‘switched off’. The verb ‘close’ cannot be used with ‘telephone’ to mean ‘hang up on someone’, it would be a Hebrew modelled usage. So the participants were supposed to decide either the sentence is acceptable or if deviant, correct them.

The results have shown that 40% of the incorrect L1 collocations were not recognised by the immigrants. Also there was a low but significant correlation between

the age of arrival and test scores; the strongest effect was the effect of the length of residence.

Pavlenko (2003) examined the L2 influence on L1 in Russian narratives of L2 speakers of English. thirty Russian students at Cornell University who learned English between the ages of 10 to 27 participated in the study. Their length of exposure is 3-14 years. Also 4 simultaneous Russian/English bilinguals and 12 American FL learners of Russian in an advanced level participated in the study for comparing. Four 3 minute long films with no dialogue were presented to them to elicit the narratives. The data was observed in three areas: lexicon and semantics, morphosyntax and linguistic framing. Related to the present study, only the effects on the lexicon will be presented.

In total, 29 L2 influenced lexical and semantic errors were found. Six of them were lexical borrowings e.g *dauntaun* ‘downtown’, *lendlord* ‘landlord’. Three instances of loan translation were found e.g. the English modelled ‘emotional help’ should have been used with the word ‘*podderzhka* (moral) support.’

Although the study was limited to oral narratives, it showed that the students’ first language was effected in these three levels compared to the other groups.

In Jaspaert and Kroon’s study (1992; cited in Pavlenko 2000), a 83 year old Dutch woman who emigrated to the U.S 60 years ago was the subject; her written language production in her mother tongue was analyzed. In the analysis, it was seen that only 5% of the open category words (i.e verbs, nouns and adjectives) were subject to change. She showed loanshifts and loan translations in her performance; for example ‘*oproepen*’ a literal translation of the English ‘to call up’ was used instead of the Dutch *opbellen* ‘to telephone’.

Seliger&Vago (1991) illustrated some examples from their study in which the speakers speak either German or Hungarian as the first language and English as the second. They listed some forms under the effect of the second language. Among other forms, their natural speech data showed some calquing:

(Hungarian) *olajos haj* ‘oily hair’ is used instead of *zsiros* ‘fatty’

(Hungarian) *rossz vagy* ‘you are wrong’ is used instead of *nincs igazad* ‘you don’t have the truth’)

(Hungarian) *vesz egy tantárgyat* ‘takes a subject (in a school)’ is used instead of *tanul* ‘learns’)

(German) *Vergiß es* ‘forget it’ is used instead of *laß es bleiben* ‘let it stay’

(German) *den Flug zu machen* ‘to make a flight’ is used instead of *erreichen* ‘reach’

(German) *Man muß am ersten Platz verrückt sein, um Linguistik zu studieren.* ‘One has to be crazy in the first place to study linguistics.’ is used instead of *vom Anfang* ‘from the beginning’.

Gürel (2004) examined the possible attrition effects of non pro-drop L2 English on pro-drop L1 Turkish in binding conditions of overt and null pronouns. Twenty four native Turkish speakers between the ages of 29 – 72 who immigrated to North America, and who had been living in the country for at least 10 years participated in the study. A written interpretation task, a truth-value judgement task and a picture identification-listening task were applied.

As a result, it was observed that ‘despite the influence of non pro-drop L2 English, L1 attriters are able to maintain the subtle distinction between the binding properties of overt and null pronouns and between the two overt pronouns in Turkish’ (Gürel 2004; 239).

Yağmur’s study (2005) reporting some findings of Multilingual Cities Project (MCP); a project that aims to evaluate multiple data on immigrant languages at school and at home; collected in six cities in Europe: Brussels, Göteborg, Hamburg, Lyon, Madrid and The Hague; was conducted through a specially designed survey for students in primary schools.

10.258 Turkish students, between the ages of 4-13 participated. The students were presented a questionnaire with the questions about personal information, school information, birth country of the students and the parents, language repertoire, language proficiency, language choice, language dominance and preference, languages learnt at/outside school and demanded from school.

The results have shown that in all age groups, students have a high (90%) speaking and understanding rates with a lower reading and writing scores in Turkish. So mother tongue maintenance was shown to be vital. Some other findings of the study were that Turkish students mostly have Turkish-speaking friends, and they use Turkish more when they grow older; comparing the cities it was seen that the students in Brussels have the highest vitality measure, The Hague comes the second. As a result Turkish was found to be vital in European context, even among the third generation.

The language development of Turkish and Moroccan immigrants in the Netherlands were explored by van der Kooij-Jamjam et al. (2009). They investigated the influence of linguistic and sociolinguistic factors affecting their L1 Turkish and L1 Moroccan Arabic by their L2, in that case Dutch.

They preferred to study with first generation immigrants with more than 10 years of residence in the host country to ensure sufficient contact with L2. 35 Moroccan, 40 Turkish informants were presented a test battery composed of a sociolinguistics questionnaire, a timed picture naming task and the elicitation of free speech by means of a semi structured interview.

The results have shown that the Turks use L1 in the family more and almost everyone uses L2 at work. All migrant groups prefer L1 culture and they care about passing it to their children. It was also claimed that no attrition has taken place in the populations under investigation.

Yağmur' study (2009) was on the effect of Ethnolinguistic Vitality perceptions on Language Maintenance, use and choice on the Turkish immigrants in the Netherlands. Through Subjective Ethnolinguistic Vitality Questionnaire (SEVQ), group vitality along the dimensions of status, demography and institutional support; through Language Use-Choice Questionnaire (LUCQ), background characteristics, language use-choice, language attitudes; and through Language Rating Scales (LRS), understanding, speaking, reading and writing skills could be documented.. 89 (25 Dutch born, 64 Turkey born) Turkish, 104 Dutch informants participated.

The results have shown that second generation informants have more positive attitude towards Turkish than the first generation, also they have higher in-group vitality than the Turkey born informants. Dutch-born Turkish have higher Dutch skills and they prefer Dutch in various domains. Some other results are that, Turkish is mostly spoken in domestic domain and with other Turkish immigrants, they tend to maintain their first language irrespective of the language policy in the Netherlands, higher skills of mainstream language do not mean the loss of the first language.

In an other study of Yağmur in 1980's (2002) he observed the Turkish speakers in Sydney. Some examples in the utterances of the second generation immigrants were taken as a sign of attrition e.g. 'Küpemi *giydim*' (I wore my earrings) was used instead of 'Küpemi *taktım*' (I put on my earrings), 'Gitar *oynamayı* öğreniyor' (the verb *oynamak* can be used only with the words stating the games e.g futbol oynamak not with the musical instruments) was used instead of 'Gitar *çalmayı* öğreniyor'. In the next section, the methodology of the pilot and the present study; the instruments, the participants are to be presented.

CHAPTER 3

METHODOLOGY

3.1. Introduction

In this chapter, information about the pilot study, informant selection, instruments and the data collection processes are presented.

3.2. The Pilot Study

The pilot study, investigating the influence of second language on the first language's collocational knowledge and the aspects affecting the influence was conducted in the Netherlands first. Netherlands was chosen as the primary research field as many Turkish immigrants reside in Europe. According to the 2008 census 372.714 Turkish immigrants live in the Netherlands. 194.556 of which form the first generation, 178.158 of which are second generation Turkish-Dutchs.

Three groups were formed: ten first generation immigrants, ten second generation immigrants and a control group made up of 20 Turkish monolinguals living in Turkey.

First generation immigrants were chosen from the ones that moved to the Netherlands

at least at the age of 12, to ensure the fully acquired first language. Another criteria was a Dutch high school graduation. The areas where they live was not regarded as an important factor, but half of the informants were living in The Hague in the west and in Haaksbergen in the East of Netherlands. Second generation immigrants were at least 12 years old and were generally high school students. 10 of the informants in the control group were high school students and 10 of which were high school graduates who had never been exposed to Dutch before. Gender was not seen as a measure of value in this study.

To collect the data from the immigrant setting, a natural-use observation was conducted. The researcher lived with an immigrant family for 15 days and noted down

deviant collocation utterances. These utterances were not merely obtained from the host family, but also from other Turkish immigrants in contact with them.

A questionnaire on the background, language preference, frequency of first and the second language use was presented to the participants. Then, a software program was designed on Delphi, with a multiple choice task. The elicitation task was made up of three options; one L2 induced L1 collocation, one standard collocation and a third option to regard as correct both forementioned options. The subjects were expected to press the option A,B or C on the keyboard. Also, a stopwatch measured the elapsing milliseconds till the subject presses one of the buttons. 14 questions were sequenced, and the stopwatch measured the retrieval times of the participants. It was important as it could also help the researcher to explain if the hesitations could also be explained as a sign of attrition. There are two examples below showing this task:

1. A. Geri yazmak B. Cevap yazmak C. Her ikisi de doğru

In this question option B is true, which means ‘to write answer’; option A is a loan translation from Dutch ‘terugschrijven’, literally meaning ‘to write back’. Option three considers A and B as correct.

2. A. Gece yarısı B. Gece ortası C. Her ikisi de doğru

Option A is correct in this question, as in Standard Turkish we say ‘half of the night’ not as in Dutch ‘middle of the night’ which is translated into Turkish as ‘gece ortası’. Option three considers A and B as correct.

The last task was collocation translation. The informants were presented the 14 deviant collocations one by one, and were asked to translate them from Dutch to Turkish. The number of loan translations increased, since they did not have a chance to see a standard Turkish translation as it happened in the previous task. 20 Turkish informants living in Turkey participated only in the multiple choice task.

Some problematic parts were observed in these tasks: the stopwatch could help us to compare the most hesitated questions and individual differences, but by a quick

glance one could easily comment that young informants were quicker than the adults. It could be explained as retrieval time of the second generation group was shorter than the adults, or they are not afraid to make mistakes as their elders. Acquaintance with computers and technology is also a matter to take into consideration.

Another deficit in the tasks was that, there were no context based questions. A sentence translation or instead of choosing the collocations in multiple choice task, they could decide on the correct sentence, so it would give us a better insight about if an attrition took place.

The data was collected to compare with the data collected in the USA. However, the background of the two groups living in the Netherlands and in the USA were too distinct in terms of education levels. Also the tasks applied to both groups could be of different proficiency levels. The ages of arrival differed dramatically. Whereas the immigrants in the Netherlands arrived the host country around at the age of 12 for family reunification, other group arrived around the age of 20 to pursue their academic degrees, by leaving their families behind in the home country. Because of all these unequal sociolinguistic reasons, and in order to revise and modify the tasks the data from the Netherlands was excluded from this study.

3.3. Participants

Three groups of subjects participated in the study. In the first group, there are twelve first generation immigrants living in the USA. They were selected according to the age of arrival. Age of 12 was set as the lower limit, to ensure that the first language acquisition has been completed before arrival to the second language environment. 65 was set as the upper age limit, to avoid aging effects. Another criteria was the level of education. Immigrants having lower education than a high school graduation were excluded. To make sure that the participants had enough exposure to the second language, at least 10 years of residence was one of the primary measures.

Out of twelve participants, 1 has an American partner, 9 have Turkish partners and 2 live alone. They are all active in second language environment, most of whom

work in academical institutions. In the second group, there are 10 second generation Turkish immigrants in the USA, who were born to Turkish parents in the USA.

The lower age limit was set as 12. Most of them are middle school students, and apart from 4 participants, they did not have any formal Turkish instruction. These 4 participants take Turkish classes for 2 hours once a week.

The participants were selected through snowball sampling, that contacts around Rhode Island and Massachusetts helped to find participants suiting the selection criteria.

Gender was not regarded as a significant factor affecting the first language proficiency and preference. Also the region where the immigrants reside is not diverse, they are from the northeast United States, where most educated Turkish immigrant group live intensely.

Fifteen Turkish people living in Turkey formed the control group. 7 of them are between the ages of 17 - 25 and 8 of them are between the ages of 38 - 54. In order not to violate the terms of Multilingualism, that the second language speakers should not be compared to the monolinguals as they have distinct states of mind, the informants in the control group were chosen among the ones having English language instruction at high school and university.

Table 3.1. Participant Characteristics

	1st group	2nd group	3rd group
N	12	10	15
Country of Birth	Turkey	USA	Turkey
Country of Residence	USA	USA	Turkey
Age	36 - 58	12 – 30	17 – 25, 38 - 54

3.4. Instruments

The data from the 1st and the 2nd group (participants in the immigrant setting) was collected between December 2009 – May 2010 by the researcher in Rhode Island

and in Massachussets. Through contacts, 22 eligible 1st and 2nd generation immigrants were chosen.

4 tasks were employed to get information about their language proficiency in terms of collocations, language choice, attitudes and their backgrounds. The first data was on naturalistic use of Turkish. The researcher met the immigrant families, came together with them at the organizations in which they are the members, participated in their events such as potluck dinners. Meanwhile, she noted down the deviant collocational utterances. These utterances did not belong to a single speaker or a family. By this way, she investigates 14 problematic usages. These problematic usages were loan translations from the mainstream language, in that case English.

At the first meeting with the subjects, they were given a biodata form (Appendix A & Appendix B). The questions differed from the first generation to the second. The age of arrival, length of residence, nationality of the partner, language choice, self report on their proficiency in both languages, the frequency of communicating with the home country, how they define their identity were asked to the first generation and to the second generation where applicable. The biodata form was designed referring to the fourth research question in the study.

Secondly, they were given a multiple choice test and they were asked to choose the correct Turkish collocations. These 14 collocations were the ones that the researcher investigated in their natural use. This test was applied to both the first and the second generation immigrants.

Then, the forementioned collocations were presented to them in English. They were asked to translate them into Turkish. This test was applied to both immigrant groups.

Lastly, these collocations were presented to them in cloze tests. The first part of the collocation was given in Turkish sentences and the second part of it was expected to be filled by the subject. By this way, the researcher tried to get an insight if these collocations could be attained in context or if they are induced totally.

In order to compare their performances with the group in Turkey, the control group was presented the multiple choice and the cloze test. The proficiency level in English of the control group varied, for this reason word-translation task was excluded.

3.5. Data Analysis

The data collected from three groups were analyzed with the help of SPSS (Statistical Package for Social Scientists). Kruskal Wallis and MannWhitney U used to compare the group statistics and to see if the results show significant values. Some informative data was illustrated manually, when applicable.

CHAPTER 4

RESULTS AND DISCUSSIONS

4.1. Analysis of Multiple Choice Test

As mentioned earlier Multiple Choice Test consists of 14 elements, each of which has one correct answer out of three options. One of the options was second language induced collocational phrase, one of them is the Standard Turkish usage and the third option is given to the participants to accept both options as correct.

In order to see the characteristics of their answers in the tasks, two examples, one from the First Generation and one from the Second Generation are illustrated and commented.

Table 4.1. Answers of the 2 informants in the Multiple Choice Test

LT= Loan Translation CA=Correct Answer

	1st Gen. Immigrant	2nd Gen. Immigrant
Alkol içmek (LT) Alkol almak (CA) Her ikisi de doğru	Alkol içmek	Alkol içmek
Para yapmak (LT) Para kazanmak (CA) Her ikisi de doğru	Para yapmak	Para kazanmak
Küpe giymek (LT) Küpe takmak (CA) Her ikisi de doğru	Küpe takmak	Küpe takmak
Gitar oynamak (LT) Gitar çalmak (CA) Her ikisi de doğru	Gitar çalmak	Gitar oynamak
İyi görünmek (CA) İyi bakmak (LT) Her ikisi de doğru	İyi görünmek	İyi görünmek

Table 4.1. (Continuation)

Randevu yapmak (LT) Randevu almak (CA) Her ikisi de doğru	Randevu almak	Randevu yapmak
Dikkat harcamak (LT) Dikkat etmek (CA) Her ikisi de doğru	Dikkat etmek	Dikkat harcamak
Arkadaş yapmak (LT) Arkadaş olmak (CA) Her ikisi de doğru	Arkadaş olmak	Arkadaş olmak
Tatil yapmak (CA) Tatil almak (LT) Her ikisi de doğru	Tatil yapmak	Tatil almak
Yalan söylemek (CA) Yalan anlatmak (LT) Her ikisi de doğru	Yalan söylemek	Yalan söylemek
Fark etmek (CA) Fark yapmak (LT) Her ikisi de doğru	Fark etmek	Fark yapmak
Test almak (LT) Test olmak (CA) Her ikisi de doğru	Test almak	Test almak
Banyo almak (LT) Banyo yapmak (CA) Her ikisi de doğru	Banyo yapmak	Banyo yapmak
Spor oynamak (LT) Spor yapmak (CA) Her ikisi de doğru	Spor oynamak	Spor oynamak
Total	CA	6
	LT	8

1st Generation Immigrant Participant used 4 Loan Translations and gave 10 correct answers. 2nd Generation Immigrant Participant used 8 Loan Translations

whereas he provided 6 standard collocations. The answers of the 1st Generation participant and the 2nd Generation participant did not match. Their correct answers matched only in 4 questions. There are also one question that the 2nd Generation participant provided the correct answer but the 1st Generation participant could not: para kazanmak.

This task was applied to all groups in the study: first generation immigrants, second generation immigrants and the control group. Mean scores of three groups are: First Generation Immigrant Group: 10,7500; Second Generation Immigrant Group: 6,000; Control Group: 12,9333.(Graph 4.1)

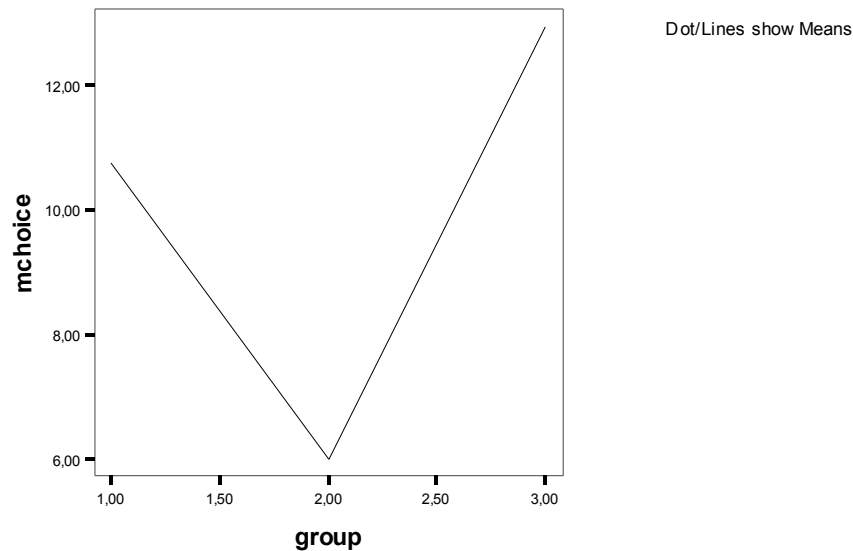


Figure 4.1. Mean Scores in Multiple Choice Test

Table 4.2 below shows the performances of three groups in Multiple Choice Test. This analysis is conducted through Kruskal-Wallis non parametric test to measure if the results and the differences among three groups are significant. The performance of the groups were evaluated according to their total scores.

Table 4.2. Multiple Choice Test Statistics in Three Groups

Group	N	Mean Rank	χ^2	sd	P	Difference
1st generation immigrants	12	18,67	24,257	2	,000	Control GR > 1st Generation Immigrants
2nd generation immigrants	10	6,25				Control GR > 2nd Generation Immigrants
Control Group	15	27,77				1st Gen. Immigrants
Total	37					>2nd Generation Imm.

According to the statistics of the Multiple Choice Test, which measures whether the test groups could differentiate between the correct and the induced form, there is a significant difference between these groups χ^2 (sd=2, n=37) = 24,257, $p < ,05$. The highest score among three is achieved by the control group (mean rank 27,77) followed by the first generation immigrants (mean rank 18,67), second generation immigrants (mean rank 6,25) ranked as third group. Out of 14 items the most common errors that the first generation immigrants made were *test almak* or the option C instead of *test olmak* (6 times), *iyi bakmak* or the option C instead of *iyi görünmek* (5 times), *randevu yapmak* instead of *randevu almak* (4 times), *spor oynamak* instead of *spor yapmak* (4 times). The most common errors of the second generation immigrants were *randevu yapmak* instead of *randevu almak* (10 times), *tatil almak* instead of *tatil yapmak* (9 times), *alkol içmek* instead of *alkol almak* (8 times), *spor oynamak* instead of *spor yapmak* (8 times). The errors of the control group did not focus on a specific item.

In order to get an insight if these groups have significant differences when they are divided into two groups Mann Whitney U-Test is applied. The groups are formed in combinations of two:

- 1- Control Group compared to 1st Generation Immigrants
- 2- Control Group compared to 2nd Generation Immigrants
- 3- 1st Generation Immigrants compared to 2nd Generation Immigrants.

Table 4.3. shows the results of the Mann Whitney U-Test in the first group.

Table 4.3. U-Test Results in the Multiple Choice Test (group 1)

Group	N	Mean Rank	Sum of Ranks	U	P
1st Generation Immigrants	12	9,25	111,00	33,000	,004
Control Group	15	17,80	267,00		

The total scores of the two groups in Multiple Choice Test are compared above. According to the table there is a significant difference between the First Generation Immigrant Group and the Control Group, $U = 33,000$ $P < ,05$. When Mean Ranks are taken into consideration, the Control Group (mean rank 17,80) has scored higher than the First Generation Immigrant Group (mean rank 9,25). These results may indicate that even in a distinction task the first generation's collocational knowledge has been affected by the second language.

To test if the Control Group and the Second Generation Immigrant group have statistically significant test scores Mann Whitney U-Test is applied.

Table 4.4 shows the U-Test results of the second group

Table 4.4. U-Test results in the Multiple Choice Test (group 2)

Group	N	Mean Rank	Sum of Ranks	U	P
2nd Generation Immigrants	10	5,55	55,50	,500	,000
Control Group	15	17,97	269,50		

U-Test results have shown that the difference between the two groups in Table.... extremely significant: $U = ,500$ $P < ,05$. Mean of Ranks and the Sum of Ranks of the Second Generation Group (5,55; 55,50 respectively) and the Control Group (17,97; 269,50 respectively) show that there is a vast gap between the performances of two groups in Multiple Choice Test.

It has been found out that the test group and the control group have shown differences in Multiple Choice Test. To measure if the test groups: First Generation Immigrants and the Second Generation Immigrants have significant performance results, Mann Whitney U-Test was applied to these groups as well.

Table 4.5 shows the results of the Mann Whitney U-Test in the third group.

Table 4.5. U-Test Results in the Multiple Choice Test (group 3)

Group	N	Mean Rank	Sum of Ranks	U	P
1st Generation Immigrants	12	15,92	191,00	7,000	,000
2nd Generation Immigrants	10	6,20	62,00		

U-Test results have shown that the compared groups in Table 4.5 show significant results: $U=7,000$ $p<,05$. The differences in the Mean Rank also show that the performance level between the First Generation Immigrant Group and the Second Generation Immigrant Group differ.

To sum up, the statistics results of Multiple Choice Test have shown that the test group and the control group have significantly different performance levels. The test groups also have scores in different levels. According to the outcomes of U-Test, 2nd group (comparison of the Control and the Second Generation Immigrant Group) and the third group (comparison of the First Generation Immigrant and the Second Generation Immigrant Group) had robust significance: $p<,000$ when compared to the first group (comparison of First Generation Immigrants and the Control Group) outcomes: $p<,004$.

4.2. Analysis of Translation Task

Translation task was made up of 14 elements. It was applied to the test group only, as the proficiency level of English of all participants in the Control Group was not equal. The informants were given the English form of the collocations one by one and they were asked to translate them into Turkish as quickly as possible. During the test it was observed that hesitations, recorrections occurred in both groups and the participants occasionally demanded to go back to the previous questions as their retrieval processes took longer.

The same participants Translation Task answers are demonstrated below.

Table 4.6. Answers of the 2 informants in the Translation Task

LT= Loan Translation CA= Correct Answer

Question		1st Gen Immigrant	2nd Gen Immigrant
To drink alcohol	Alkol içmek (LT) Alkol almak (CA)	Alkol içmek	Alkol içmek
To make money	Para yapmak (LT) Para kazanmak (CA)	Para yapmak	Para yapmak
To wear earrings	Küpe giymek (LT) Küpe takmak (CA)	Küpe takmak	-

Table 4.6. (Continuation)

To play the guitar	Gitar oynamak (LT) Gitar çalmak (CA)	Gitar çalmak	Gitar oynamak
To look good	İyi bakmak (LT) İyi görünmek (CA)	Güzel görünmek	İyi görünmek
To make appointment	Randevu yapmak (LT) Randevu almak (CA)	Randevu almak	Randevu yapmak
To pay attention	Dikkat harcamak (LT) Dikkat etmek (CA)	Dikkat etmek	-
To make friends	Arkadaş yapmak (LT) Arkadaş edinmek (CA)	Arkadaş edinmek	Arkadaş yapmak
To take a vacation	Tatil almak (LT) Tatil yapmak (CA)	Tatil almak	Tatil yapmak
To tell a lie	Yalan anlatmak (LT) Yalan söylemek (CA)	Yalan söylemek	Yalan söylemek
To make difference	Fark yapmak (LT) Fark etmek (CA)	Fark yaratmak	Fark etmek
To take a test	Test almak (LT) Test olmak (CA)	Test almak	Test olmak
To take a bath	Banyo almak (LT) Banyo yapmak (CA)	Banyo yapmak	Banyo yapmak
To play sports	Spor oynamak (LT) Spor yapmak (CA)	Spor oynamak	Spor oynamak
Total	CA LT	9 5	6 6 2 (no answer provided)

In the translation task, First Generation Immigrant could provide 9 correct Turkish collocations, but 5 of her utterances were incorrect or loan translations. The Second Generation Immigrant could answer 6 collocations correctly, and used 6 loan translations in the task. It was noticed that he could not suggest any translation in two examples. It was because the person could not remember the right word at that time.

Table 4.7. Mean Scores in Translation Task

	GROUP	N	Mean	Std. Deviation
TOTAL	1st Gen. Immigrant	12	10,3333	2,14617
	2nd Gen. Immigrant	10	4,8000	1,87380

The table above shows the mean scores of the two groups. The First Generation Immigrant Group translated 10 items in average and the mean score of the Second Generation Immigrant Group is about 5. Strikingly, the performance of the First Generation Group is twice as much as the Second Generation Group.

In order to test if the difference in the scores of these groups are significant Mann Whitney-U Test was conducted.

Table 4.8. U-Test Results of the Translation Task

Group	N	Mean Rank	Sum of Ranks	U	P
1st Generation Immigrants	12	16,33	196,00	2,000	,000
2nd Generation Immigrants	10	5,70	57,00		

U-Test results have shown that these two groups had statistically significant scores $U=2,000$, $P<,05$. The mean ranks were 16,33 at first generation immigrants, 5,70

at second generation immigrants. Out of 14 items the most common errors of the first generation immigrant group were translating *to make difference* as *fark yapmak* instead of *fark etmek* (6 times), *to drink alcohol* as *alkol içmek* instead of *alkol almak* (5 times), *to make money* as *para yapmak* instead of *para kazanmak* (5 times), *to make friends* as *arkadaş yapmak* instead of *arkadaş olmak* (5times). None of them translated *to wear earrings* and *to tell a lie* in a wrong way. The frequency of the loan translations increase in the second generation immigrants. Their most common errors were translating *to make an appointment* as *randevu yapmak* instead of *randevu almak*, *to drink alcohol* as *alkol içmek* instead of *alkol almak*, *to make money* as *para yapmak* instead of *para kazanmak*, *to play the guitar* as *gitar oynamak* instead of *gitar çalmak*. None of them translated *to tell a lie* in a wrong way.

Translation Task in general showed that Second Generation Immigrants have difficulty in retrieving the Turkish forms of the collocations when options are not given. They tend to use loan translations.

4.3. Analysis of Cloze Test

Cloze test are made up of the 14 collocational items that we used in Multiple Choice Task and Translation Task. It was applied to both the test groups and the control group.

The responses the two participants gave to the questions in the Cloze Test are shown below

Table 4.9. Answers of the 2 informants in the Cloze Test

LT=Loan Translation CA=Correct Answer

	Possible Answers	1st Gen Immigrant	2nd Gen Immigrant
Deniz çok fazla alkol _____ . Sonra araba kullanıp kaza yaptı.	Alkol içmek (LT) Alkol almak (CA)	Alkol alıp	Alkol içdi
Deniz bu sene çok para _____ . Çünkü iki işte birden çalıştı.	Para yapmak (LT) Para kazanmak (CA)	Para kazandı	Para kazandı
Deniz sabah uyandı, banyo _____ , sonra da giyindi.	Banyo almak (LT) Banyo yapmak (CA)	Banyo yaptı	Banyo yaptı
Bugün Deniz test _____ ama pek iyi geçmedi	Test almak (LT) Test olmak (CA)	Test oldu	Test aldı
Deniz çok iyi gitar _____ , o çok yetenekli	Gitar oynamak (LT) Gitar çalmak (CA)	Gitar çalar	Gitar çalıyor
Deniz yeni aldığı küpesini _____ . Küpeler ona çok yakıştı	Küpe giymek (LT) Küpe takmak (CA)	Küpesini takmış	Küpesini giydiği
Deniz neredeyse her sporu _____ . O özellikle teniste ve basketbolda çok başarılı	Spor oynamak (LT) Spor yapmak (CA)	Sporu sever	Sporu oynuyor
Deniz için fark _____ ; kolayda da seviyor meyve suyunu da	Fark yapmak (LT) Fark etmek (CA)	Fark yok	Fark yok

Table 4.9. (Continuation)

Deniz doktora gidecekti. Oyüzden önce randevu _____ ve saat 2’de hastaneye gitti	Randevu yapmak (LT) Randevu almak (CA)	Randevu aldı	Randevu yaptı
Deniz çok şık bir elbise aldı. Elbisesini giydiđi zaman çok iyi _____	İyi bakmak (LT) İyi görünmek (CA)	İyi hissediyor	İyi yakıştı
Denizle okuldaki herkes arkadaş _____ . Ve hepsi de Deniz’i çok seviyor	Arkadaş yapmak (LT) Arkadaş olmak (CA)	Arkadaş olmak istiyor	Arkadaş oldu
Deniz matematik çalışırken hata yapmamak için çok dikkat _____	Dikkat harcamak (LT) Dikkat etmek (CA)	Dikkat oluyor	Dikkat çekti
Deniz annesine yalan _____ . Çünkü aslında o ders çalışmıyor, TV izliyordu.	Yalan anlatmak (LT) Yalan söylemek (CA)	Yalan söyledi	Yalan söylediđi
Deniz iş stresinden uzaklaşmak için uzun bir tatil _____	Tatil almak (LT) Tatil yapmak (CA)	Tatil yaptı	Tatil aldı
Total		0	6
LT		9	5
CA		5	3
Other			

This task was a written task, so the participants wrote their own answers. For this reason misspellings occurred especially in the Second Generation Immigrant

Participant since he had no schooling in Turkish. His parents paid an effort to teach him how to write in Turkish when he was a child.

It can be seen from the Total, that the participants did not always provide the possible answers. They had productive ways of filling in the blanks. The First Generation Immigrant gave 5 unexpected answers to the questions, 4 of which was regarded as correct. Only 12th question ‘dikkat oluyor’ was not accepted as correct since it was ungrammatical. The Second Generation Immigrant gave 3 unexpected answers. 2 of them were accepted as incorrect as the answers to the 10th (*iyi yakıştı*) and the 12th (*dikkat çekdi*) questions were ungrammatical or incoherent.

It was also interesting that the First Generation Immigrant did not use any loan translation whereas the Second Generation Immigrant used 6. Their mistakes in spelling or in structure were not regarded as an effective factor, since it was not related to the domain under investigation.

The items were presented in sentences. The first part of the collocations were given to the participants and they were asked to write the most appropriate verb to the blanks. Although the most appropriate verb was presupposed to be only one, especially the immigrant groups produced some alternative verbs for the blanks. So the combinations that did not sound wrong were regarded as correct answers. i.e. In the sentence ‘Deniz iş stresinden uzaklaşmak için uzun bir tatil _____’ (Deniz _____ a vacation to move away from the job stress), many participants in the Control Group answered it by using the verb ‘yaptı’(did) which was the expected answer, but some of them answered it as ‘istedi’(wanted), ‘yapmak istedi’(wanted to do). Since in Turkish, vacation is ‘done’ not ‘taken’, these answers were accepted as correct.

Following figure shows the mean scores of three groups in Cloze Test. They were 11,417 in First Generation Immigrant Group (group1), 7,400 in Second Generation Immigrant Group (group 2) and 13,4000 in Control Group (group 3) (Figure 4.2)

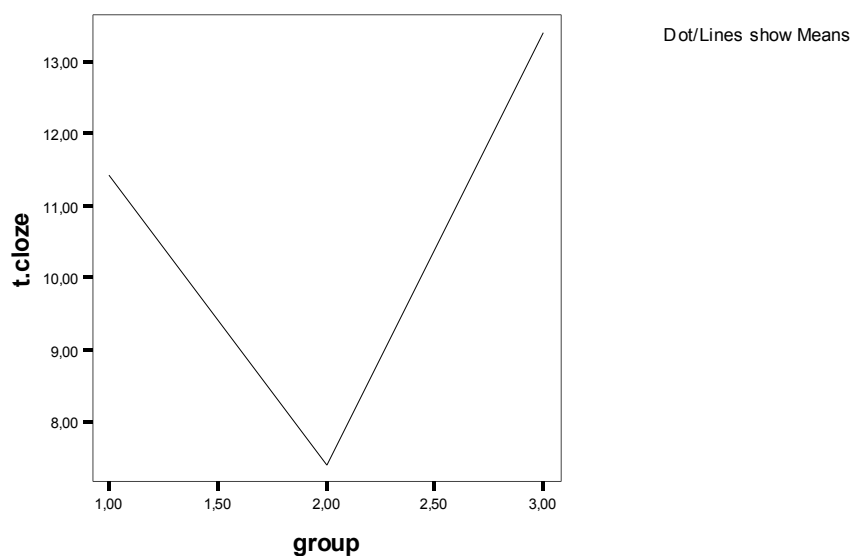


Figure 4.2. Mean Scores in the Cloze Test

It was also tested whether these differences between the scores of the control and the test groups are significant.

Table 4.10. Cloze Test Statistics in Three Groups

Group	N	Mean Rank	χ^2	Sd	P
1st Gen. Immigrants	12	16,83	24,213	2	,000
2nd Gen. Immigrants	10	7,40			
Control Group	15	28,47			
Total	37				

In the Cloze test, where the blanks were filled in with an appropriate collocational item, an increase in the mean scores of each group was observed. The highest score among three is achieved by the control group (mean rank 28,47) followed by the first generation immigrants (16,83), second generation immigrants (mean rank 7,40) ranked as third group.

The statistics have shown that there is a significant difference among these groups χ^2 (sd=2, n=37) = 24,213, $p < ,05$. The most common error of the first generation immigrants was “Deniz matematik çalışırken hata yapmamak için çok dikkat _____” (6 times). They generally provided the loan translation as the second part of the collocation. On the other hand, none of them answered the 3rd (*Deniz sabah uyandı, banyo _____, sonra da giyindi*), 4th (*Bugün Deniz test _____ ama pek iyi geçmedi*), 10th (*Deniz çok şık bir elbise aldı. Elbisesini giydiği zaman çok iyi _____*) and 14th (*Deniz iş stresinden uzaklaşmak için uzun bir tatil _____*) sentences wrongly. The most common error of the second generation immigrants was “Deniz çok fazla alkol _____ . Sonra araba kullanıp kaza yaptı”(8 times). The wrong answers of the control group did not focus on any specific items.

In order to gain an insight if these groups have significant differences when they are divided into two groups Mann Whitney U-Test is applied. The groups are formed in combinations of two:

- 1- Control Group compared to 1st Generation Immigrants
- 2- Control Group compared to 2nd Generation Immigrants
- 3- 1st Generation Immigrants compared to 2nd Generation Immigrants.

Table 4.11 shows the results of the Mann Whitney U-Test in the first group.

Table 4.11. U-Test Results in the Cloze Test (group 1)

Group	N	Mean Rank	Sum of Ranks	U	P
1st Gen. Immigrants	12	8,04	96,50	18,500	,000
Control Group	15	18,77	281,50		

The total scores of the two groups in Cloze Test are compared above. According to the table there is a significant difference between the First Generation Immigrant Group and the Control Group, $U = 18,500$ $P < ,05$. When Mean Ranks are taken into

consideration, it can be seen that the Control Group (18,77) has scored higher than the First Generation Immigrant Group (8,04).

In order to test if the Control Group and the Second Generation Immigrant group have statistically significant test scores Mann Whitney U-Test is applied.

Table 4.12 shows the U-Test results of the second group

Table 4.12. U-Test results in Cloze Test (group 2)

Group	N	Mean Rank	Sum of Ranks	U	P
2nd Gen. Immigrants	10	5,95	59,50	4,500	,000
Control Group	15	17,70	265,50		

It was observed in the statistics above that the difference between these two groups is statistically significant $U=4,500$, $P<,05$. 2nd generation immigrants had a mean rank 5,95 whereas control group had 17,70. The level of collocational knowledge in a context based test may indicate an induced first language within second generation immigrants compared to the control group.

Lastly, 3rd group combination (1st Generation Immigrants compared to 2nd Generation Immigrants) were tested if they have significant differences.

Table 4.13. U-Test results in Cloze Test (group 3)

Group	N	Mean Rank	Sum of Ranks	U	P
1st Gen. Immigrants	12	15,29	183,50	14,500	,002
2nd Gen. Immigrants	10	6,95	69,50		

U-Test results have shown that the difference between the test groups, first generation immigrant group and second generation immigrant group is statistically significant; $U=14,500$, $P<,05$. Mean rank of the first generation immigrants was 15, 29 while the second generation immigrants had a mean rank of 6,95.

The Cloze Test, in general have shown that First and Second Generation group cannot perform as well as the Control Group even when the items are given in the context. It was also observed that the levels of performance between the Control Group and the Second Generation Immigrant group differ dramatically.

4.4. Overall Findings of the Tasks

Multiple Choice Test, Translation Task and the Cloze Test were conducted to measure various domains. Multiple Choice Task was designed to test if the informants can differentiate between the standard collocations and the loan translations. Hesitations and longer retrieval periods were observed in the immigrant groups, especially in the Second Generation Group. Translation Task was prepared to measure whether the first item that came to their mind was the literal translation or the standard way of Turkish use. Cloze Test was to test if the items are available when they are given in the context. The test was presented to two participants firstly, one from the Second, one from the First Generation Immigrant Group in order to check if the structures in the sentences were too difficult to them. Then it was applied to all participants.

The table below helps us to define the outcomes of the testing instruments. Three forementioned tasks were compared through Kruskal Wallis nonparametric test and were investigated whether the differences between these tasks had statistically significant results.

Table 4.14. Comparison of Three Tasks

	Group	N	Mean Rank	χ^2	sd	P
Multiple Choice Test	1st Gen Immigrants	12	18,67	24,257	2	,000
	2nd Gen Immigrants	10	6,25			
	Control Group	15	27,77			
Translation Task	1st Gen Immigrants	12	16,33	14,836	1	,000
	2nd Gen Immigrants	10	5,70			
Cloze Test	1st Gen Immigrants	12	16,83	24,213	2	,000
	2nd Gen Immigrants	10	7,40			
	Control Group	15	28,47			

It can be seen from the table that in all tasks Turkish participants living in Turkey performed better than the immigrant groups. Mean Ranks of the Control Group in these tasks are higher than both groups. Followed by the Control Group, First Generation Immigrants come as the second group. The gap between the Control Group and the Second Generation Group is immense. All tasks have satisfactory significance levels: $p < ,05$. The mean scores of three groups are illustrated below.

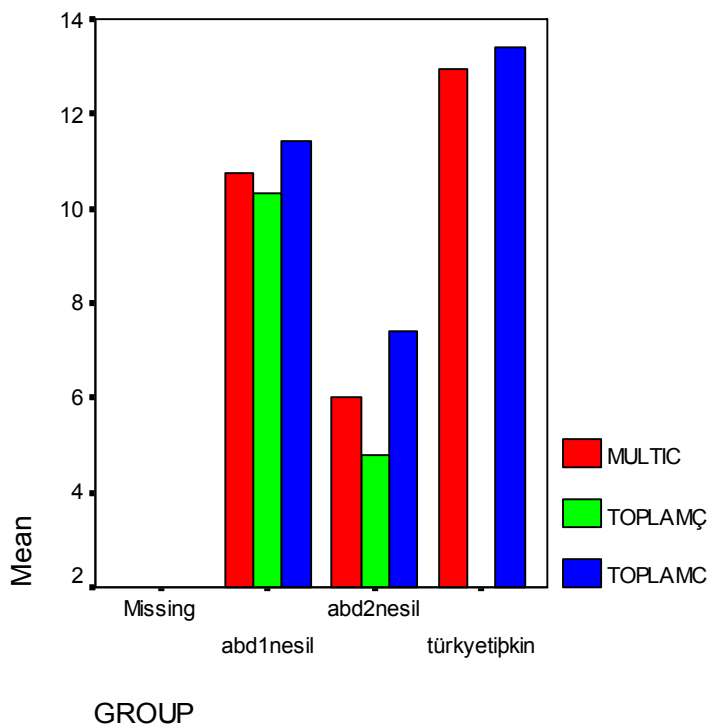


Figure 4.3. Mean Scores in Three Tasks

The graph shows that the highest scores by the Control Group are performed in the Cloze Test. As the Translation Task could not be applied to them, since the participants had various proficiency levels, Multiple Choice Task ranked as the second. The situation is the same in the immigrant group as well. Both the First and the Second Generation Immigrant group performed best at the Cloze Test, followed by the Multiple Choice Task and least scores could be observed at the Translation Task. Although the sequence is the same in all groups their means are halved. The mean score of the Control Group in Multiple Choice Task is 13, while it is 11 in the First Generation Immigrant Group and 7 in the Second Generation Immigrant Group. Similarly, Multiple Choice Test mean scores are almost 13 in the Control Group, 11 in the First Generation Group and 6 in the Second Generation Immigrant Group. Translation Task mean scores are 11 in the First Generation Immigrants and 5 in the Second Generation Immigrants.

These findings demonstrate that the immigrants could perform best when the items are given in the context, although out of 14 items Second Generation Immigrants could only answer half of them as correct. They could also perform better when they were given options and asked to differentiate between the loan translation and the

standard collocational use. Accepting both options also existed in all groups, in the Second Generation Immigrants most occasionally. Retrieving the standard collocation in Turkish and translating it was the most challenging part for the test group. However, it can be seen that the performance of the First Generation Immigrant Group was not extremely distinct than the Control Group. During the interviews it was noticed that they could remember the correct answer after the task ended. This can be interpreted as that their retrieval process took longer or they needed time to activate their Turkish as they use English all their daily life long.

By looking at the overall answers in three tasks, it can be seen that the answers they gave in three tasks are not consistent. The First Generation Immigrant gave incorrect answers in the Multiple Choice and the Translation Task to ‘alkol içmek’ and ‘alkol almak’ question, but responded the same question correctly in the Cloze Test. Besides, there were times she gave wrong answer in the Cloze Test to ‘dikkat etmek’ and ‘dikkat harcamak’ question but gave the right answer in the other tasks.

Similarly, the Second Generation Immigrant answered correctly in the Cloze test to ‘gitar çalmak’ and ‘gitar oynamak’, but gave unacceptable answers in the other tasks. Still, it cannot be claimed that when the questions are presented in the context, the number of correct answers increase. Since the correct answers in two informant did not increase in the Cloze Test. The First Generation informant gave 10 CA in Multiple Choice Test and 9 in Translation Task and Cloze Test. The Second Generation informant gave 6 CA in Multiple Choice and Translation Tasks and 5 in Cloze Test.

4.5. Analysis of Sociolinguistic Factors

The language we speak is shaped by some internal and external factors. In the immigrant setting there are many aspect affecting our first language and the mainstream language. These aspects can be listed as the age of arrival, length of residence in the host country, our attitudes and the way we define our identity etc. It will be inspected in this section whether these factors had significant effects on the performances of the participants in the present study. However, not all aspects are applicable to both immigrant groups. Naturally, age of arrival, length of residence in the host country will not be investigated in the Second Generation Immigrant Group.

Table 4.15. Age of Arrival

Participant	Age of Arrival	Total Score in Multiple Choice Test	Total Score in Translation Task	Total Score in Cloze Test	Mean Score of Three Tasks
1.	18	8	10	10	9,3
2.	18	11	12	11	11,3
3.	22	12	14	13	13
4.	22	12	10	13	11,6
5.	23	10	9	13	10,6
6.	24	8	7	7	7,3
7.	25	12	11	12	11,6
8.	28	14	11	12	12,3
9.	30	13	11	12	12
10.	30	7	7	12	8,6
11.	30	12	13	12	12,3
12.	30	10	9	10	9,6

There are 2 participants that moved in the USA at the age of 18, 2 arrived at 22, 1 at 23, 1 at 24, 1 at 25, 1 at 28 and 4 of them arrived at the age of 30. Their total mean scores vary. So, the groups were divided into three: the ones that arrived between the ages of 18-22 formed the 1st, the ones between 23 and 28 formed the 2nd, and the ones that arrived at the age of 30 were the 3rd group. The table below shows the groups

Table 4.16. Groups (age of arrival)

Group	Age of Arrival	Mean Score
1	18-22	11,3
2	23-28	10,45
3	30	10,62

The participants in three groups showed similar mean scores. An early age of arrival was not a sign for a more influenced first language in this study since the highest scores were achieved by the participant that arrived between the ages of 18 and 22.

The length of residence is also regarded as an important factor in language attrition studies. Length of residence lower limit was set as 10 years to guarantee a satisfactory exposure to the second language. This aspect was tested on the First Generation Immigrants only. The table below shows the length of residence of them and it was compared to the means scores in three tasks. It was checked whether the long period of residence is directly proportional to the performance.

Table 4.17. Length of Residence

Participant	Length of Residence	Mean Scores in Three Tasks
1.	14	11,6
2.	14	13
3.	17	10,6
4.	20	12,3
5.	21	9,6
6.	21	11,6
7.	22	8,6
8.	24	12
9.	25	11,3
10.	27	7,3
11.	30	12,3
12.	30	9,3

The length of residence among the participants range from 14 to 30. 3 participants have lived in the immigrant setting for 10 to 20 years, 7 of them have lived between 20 to 30 years and 2 of them have lived for 30 years. Contrary to expectations a longer period of living in the second language setting did not mean a lower level of achievement in this study. They were divided into three groups according to the periods they stay in the host country in order to see the grouping and their scores. The table is shown below.

Table 4.18. Grouping (length of residence)

Group	Length of Residence	Mean Scores
1.	10-20	11,7
2.	20-29	10,38
3.	30	10,8

The table demonstrating the length of residence among three group clarifies that although the highest mean score was performed by the group that have the shortest period of living in the USA, the scores were not significantly distinct. Also the group that had the longest period of living in the USA performed better than the second group.

The participants were asked whether they feel Turkish, American or both in the interviews Their answers from both immigrant groups are shown below. In order to see the difference between the identities more clearly, three groups were formed.

Table 4.19. Grouping (identity)

Group	N	Mean Scores of 1st Generation Immigrants	N	Mean Scores of 2nd Generation Immigrants
American	0	-	4	6
Turkish	9	10,6	4	6,7
Both	3	11,3	2	5,16
Total	12		10	

9 of the First Generation Immigrants defined themselves as Turkish and their average score was 10,6. However 3 people who said that they belonged to both nations performed 11,3. Their performance was higher than the other group.

The answers varied in the Second Generation Immigrant group when they were asked to define their identity. The ones that defined themselves as Turkish performed highest with a mean of 6,7; and the number of them is 4. Followed by them, 4 participants that defined themselves as American scored 6. With a 5,16 mean score the third group that belong to both American and Turkish category came last.

CHAPTER 5

CONCLUSION

5.1. Introduction

The aim of the thesis was to investigate if prolonged period of living in a second language context and using the mainstream language has an effect on the speakers' first languages. In order to find out this phenomenon, collocational knowledge was chosen as the domain to handle. Because, lexical domain is regarded as the first part that is affected by the second language and the inability to use the correctly formed collocations is easily detectable by the native speakers of that language. Three tasks were employed to show the effect of the second language: Multiple Choice Test, Translation Task and Cloze Test. The data obtained from these tasks helped us to compare the immigrant Turkish group in the USA and the test group composed of native Turkish speakers living in Turkey.

5.2. Conclusions

In this section the questions that formed the structure of the study will be answered.

The first and the second questions are intertwined:

- Does prolonged contact (10 years and more) with L2 have an influence on L1 collocational knowledge?
- How well can the first and the second generation immigrants recognise non-native-like collocations compared to Turkish L1 speakers in Turkey? (Whether they can use them properly will also be investigated)

In Multiple Choice Test, Translation Task and Cloze Test immigrant groups performed differently from the control group, and all these differences found to be statistically significant. The gap between the Second Generation Immigrant Group and the Control Groups is immense. Especially in the Translation Task, it was observed that Second Generation Immigrants could not offer any translations at some questions and the use of Loan Translations was frequently seen. First Generation Immigrants,

performed better than the Second Generation Immigrants, still their mean scores in three tasks were not as high as the control group had. These results show that prolonged contact has an effect on the first language of both first generation and the second generation immigrant group. Laufer (2003) also found out an easily traceable influence of 2nd language, since the use of collocations in her study were L2 modelled. The findings of Seliger&Vago (1991)'s study were in the same way. Their study was on L1 German and Hungarian L2 English immigrants. The immigrants' natural speech data showed some calquing. Namely, these two studies support the findings of the present study.

The third question to investigate was:

- Does the performance differ in context based and non context based tasks?

The highest score in three tasks was seen in the Cloze Test, which was a context based task. The immigrant groups and the control group performed higher in this task. This score shows that when the items are given in context, they are able to perform better, although Second Generation Immigrants are far from the Control Group in terms of the mean scores.

The last question to answer was:

- How is the correctness judgement of collocations related to the sociolinguistic variables? (Laufer 2003: 22)
- d) age of arrival in the USA (applicable only to the first generation)
- e) length of residence in the USA (applicable only to the first generation)
- f) definition of cultural identity

The age of arrival was found not to be related with the performances of the First Generation Immigrants. Contrary to what is generally expected, late arrival to the host country did not mean higher scores in the tasks. These results matched with the findings of Schmid (2002), whereas Hakuta and d'Andrea (1992) suggested that the ages 6-29 were essential in language maintenance and loss.

De Bot and Clyne (1994) stated that if an influence on the first language is likely to occur, it occurs in the first decade of emigration. In this study, the informants with the shortest period of residence scored highest in the study, but the ones that had 30 years of residence did not perform less than the ones between 20-29 years of residence. So, it can be said that moderate amount of influence was observed after 10 years of residence in the second language setting.

None of the First Generation Immigrants defined themselves as American, only 3 of them said they feel both American and Turkish. These 3 people had higher mean scores than the ones that defined themselves as Turkish.

4 of the Second Generation Immigrants defined themselves as Turkish, and their mean scores in three tasks were the highest. 4 of them defined themselves as American, they ranked as second. Finally, 2 of them who felt that they belong to both nation ranked as the 1st group.

Defining themselves as Turkish did not mean higher scores in First Generation Immigrants but it did in Second Generation Immigrants.

It is undeniable that the prolonged period of living had an influence on the immigrants' first languages. However, this influence can not be regarded as an attrition in First Generation Immigrant Group. The Second Generation Group's Turkish cannot either be defined as attrited. Because they acquire a language with a limited input. It can possibly be defined as an incomplete acquisition. Also, in order to claim an attrition of language, more in depth studies should be conducted, the immigrants should be observed in the first language setting as well.

5.3. Implications for ELT

Collocational knowledge is a sign of being native or near nativeness. If textbooks and classroom instructions focus on teaching collocations in vocabulary sections instead of individual words and items, proper usage of the target language could be maintained. It also helps students to gain more vocabulary and retain it permanently since the items in the collocations require each other. This study has also shown that language learners should be aware of the fact that the language is not static, internal and external factors may affect the quality of the language they are speaking. So

awareness should be raised by the language instructors so that language maintenance strategies could be developed by the learner.

5.4. Suggestions for Further Studies

In this study, there were two groups of participant 12 1st generation, 10 2nd generation immigrants. This number can be increased for the sake of validity and the data can be collected from different regions that Turkish immigrants live in the USA. Because, this study was conducted in Massachussets area where the education level is the highest and the relations are more formal. Also, apart from lexicon, other domains can be investigated.

REFERENCES

- Altenberg, E. (1991), "Assessing First Language Vulnerability to Attrition", In H. Seliger & R. M. Vago (Ed.) *First Language Attrition* (pp. 139-150).
- Ammerlaan, A. (1996), "You Get A Bit Wobbly: Exploring Bilingual Lexical Retrieval In The Context of First Language Attrition", *PhD thesis*, Nijmegen University.
- Berry, J.W. (1980), "Acculturation as Varieties of Adaptation.", In A. Padilla (Ed.) *Acculturation, Theory, Models and Some New Findings*.
- Bourhis, R. Y., H. Giles & R. Doreen (1981), "Notes on the Construction of a 'Subjective Vitality Questionnaire' for Ethnolinguistic Groups", *Journal of Multilingual and Multicultural Development*, 2, pp. 145- 155.
- Boyd, S. (1993), "Attrition or Expansion? Changes in the Lexicon of Finnish and American adult bilinguals in Sweden", In K. Hylénstam and A. Viberg (Ed.), *Progression and Regression in Language: Sociocultural, neuropsychological and linguistic perspectives*. (pp 386-411)
- Census (2008), Netherlands retrieved on September 2009 from <http://www.cbs.nl>
- Chomsky, N. (1981), *Lectures on Government and Binding: the Pisa Lectures*. Dordrecht, Foris.
- Cook, V. J. (1991), "Poverty of the Stimulus Argument and Multicompetence" *Second Language Research*, 7 (2), pp. 103-117.
- de Bot, K., P. Gommans, & C. Rossing (1991), "L1-loss in an L2-environment: Dutch Immigrants in France", In H. Seliger & R.Vago (Ed.), *First Language Attrition: Structural and Theoretical Perspectives* (pp. 87-95)
- de Bot, K & B. Weltens (1993), "Lexical Aspects of Language Attrition and Shift", In G. Extra & L. Verhoeven (Ed), *Immigrant Languages in Europe* (pp. 309-323).
- de Bot, K. & M. Clyne (1994), "A 16-year longitudinal study of language attrition. Dutch Immigrants in Australia", *Journal of Multilingual and Multicultural Development*. 15,1, pp. 17-28.
- Gonzo, S & Saltarelli, M (1983), "Pidginization and Linguistic Change in Emigrant Languages", R. Andersen (Ed) *Pidginization and Creolization as Language Acquisition*. (pp.181-197).

- Grosjean, F. (1989), "Neurolinguists, Beware! The Bilingual is not Two Monolinguals in One Person", *Brain and Language*, 36, pp. 3-15.
- Grosjean, F. (2001), "The Bilingual's Language Modes", In J. Nicol (Ed.) *One Mind Two Languages*, (pp.1-22).
- Gürel, A. (2004), "Attrition in L1 Competence; the Case of Turkish", In M. S. Schmid, B. Köpke, M. Keijzer & L. Weilemar (Ed.), *First Language Attrition. Interdisciplinary Perspectives on Methodological Issues*, (pp. 225-242)
- Hakuta, K & D. d'Andrea (1992), "Some Properties of Biligual Maintenance and Loss in Mexican Background High-School Students", *Applied Linguistics*, 13, 1 pp. 72-99.
- Jakobson, R. (1968), *Child Language, Aphasia and Phonological Universals*, The Hague, Mouton.
- Jarvis, S. (2003), "Probing the Effects of the L2 on the L1: A Case Study.", In J. V. Cook (Ed.) *Second Langauge Acquisition, 3: Effects of the Second Language on the First*. (pp. 81-102)
- Jaspaert, K. & Kroon, S. (1989), "Social determinants of language loss", *Review of Applied Linguistics (ITL)*, 83 (4), 75-98.
- Jaspaert, K. & S. Kroon (1992), "From the Typewriter of A.L: A Case Study in Language Loss", In W. Fase, K. Jaspaert and S. Kroon (Ed.), *Maintenance and Loss of Minority Languages*. (pp. 137-147).
- Latooma, S. (1998), "English in Contact with 'the Most Difficult Language in the World': the Linguistic Situation of Americans Living in Finland", *International Journal Of the Sociology of Language*, 133, pp 51-57.
- Laufer, B. (2003), "The Influence of L2 on L1 Collocational Knowledge and Lexical Diversity in Free Written Expression", In J. V. Cook (Ed.) *Second Langauge Acquisition, 3: Effects of the Second Language on the First*. (pp. 19-31).
- Major, R. (1992), "Losing English as a First Language", *The Modern Language Journal*, 76, pp. 190-208.
- Myers-Scotton, C. (2002), *The Roots of Language Contact*, New York, Oxford University Press
- Paradis, M. (1981), "Neurolinguistic Organization of a Bilingual's Two Languages", J. Copeland & P.Davis (Ed.) , *The Seventh LACUS forum* (pp. 420-431).

- Pavlenko, A. (2000), "L2 Influence on L1 Late Bilingualism", *Applied Linguistics*, 11, 2, pp. 175-205.
- Pavlenko, A. & S. Jarvis (2002), "Bidirectional Transfer", *Applied Linguistics*, 23/2, pp. 190- 214
- Pavlenko, A. (2003), " I Feel Clumsy Speaking Russian: L2 Influence on L1 Narratives of Russian L2 Users of English", J. V. Cook (Ed.) *Second Language Acquisition, 3: Effects of the Second Language on the First*. (pp. 32-61)
- Ramirez, D. B. (2007), "Language Attrition and Language Maintenance: The Case of Colombian Immigrants in New York State", *PhD Dissertation*, University at Albany, State University of New York.
- Schmid, M. S. (2002), *First Language Attrition, Use and Maintenance: The Case of German Jews in Anglophone Countries*, Amsterdam, John Benjamins.
- Schmid, M. S. (2004), "First Language Attrition: the Methodology Revised", *International Journal of Bilingualism*, 8.3, 239.
- Schmid, M. S. (2008), "Defining Language Attrition", *Babylonia*, 2(8), pp. 9-12.
- Schmid, M & B. Köpcke (2009), "Lexical Transfer", In Pavlenko, A (Ed.) *The Bilingual Mental Lexicon: Interdisciplinary Approaches*, (pp. 209-238).
- Seliger, H. W. & R. M. Vago (1991), "The Study of First Language Attrition: an Overview", In H.W. Seliger & R. M. Vago (Ed.) *First Language Attrition* (pp. 3-15)
- Seliger, H. W (1996), "Primary Language Attrition in the Context of Bilingualism", *Handbook of Second Language Acquisition*, pp. 605-625.
- Selinker, L (1972), "Interlanguage", *International Review of Applied Linguistics*, 10, pp. 209-231.
- Sharwood Smith, M.A. (1983), "On first language loss in second language acquirer: Problem of transfer", In S. Gass & L. Selinker (Ed.) *Language Transfer in Language Learning* (pp. 222-231).
- Van der Kooij-Jamjam, F., G. Yılmaz, K. De Bot & M.S. Schmid (2009), "Multilingualism and Attrition: Moroccan and Turkish Immigrants in the Netherlands", A. A. Backus, M. Keijzer, I. Vedder & B. Weltens (Ed.) *6th Anela Conferentie EUROSLA 08, Delft*.
- Van Els, T. (1986), "An Overview of European Research on Language Attrition", B. Weltens, K. De Bot & T. van Els (Ed.) *Language Attrition in Progress* (pp. 3-17).

- Yağmur, K. (1997), “ First Language Attrition Among Turkish Speakers in Sydney”,
Studies in Multilingualism 7, Tilburg University Pres.
- Yağmur, K. (2002), “ Issues in Finding the Appropriate Methodology in Language Attrition”, *International Conference II Attrition: Interdisciplinary Perspectives on Methodological Issues*. Vrije Universiteit Amsterdam.
- Yağmur, K. (2005), “First language dominance and language shift of Turkish youngsters in Western Europe”, *Turkic Languages*, 9(2), pp. 262-278.
- Yağmur, K. (2009), “Language Use and Ethnolinguistic Vitality of Turkish Compared with the Dutch in the Netherlands”, *Journal of Multilingual and Multicultural Development*, pp. 1-15
- Yılmaz, G. (2008), “Multilingualism and Attrition: Turkish Immigrants in the Netherlands”, *First Year Report*, University of Groningen.
- Weinreich, U. (1953), *Languages in Contact*, The Hague, Mouton.
- Winford, D. (2003), *An Introduction to Contact Linguistics*, United Kingdom, Blackwell Publishing.
- Won E. & J. Lowe (2006), “Multicompetence and First Language Attrition: Where Do We Draw the Line?”, *Teachers College, Columbia University Working Papers in TESOL & Applied Linguistics*, Vol.6 (1).

APPENDIX A

Biodata Form to First Generation Immigrants

1. Ad Soyad	
2. Yaş	
3. Amerika'ya kaç yaşında kalıcı olarak geldiniz?	
4. Kaç yıldır buradasınız?	
5. (Varsa) Eşinizin milliyeti nedir?	
6. Eğitim durumunuz nedir?	
7. Aile ile konuştuğunuz dil genellikle hangisidir?	
8. İş yerinde konuştuğunuz dil genellikle hangisidir?	
9. Arkadaşlarınızla konuştuğunuz dil genellikle hangisidir?	
10. İş hayatı/sosyal hayat dikkate alındığında en sık hangi dili konuştuğunuzu söyleyebilirsiniz?	
11. Hangi dilde gazete/dergi okuyorsunuz?	
12. Hangi dilde TV izliyorsunuz?	
13. Sizce Türkçeniz mi daha iyi İngilizceniz mi?	
14. Türkçe'yi iyi konuşabildiğinizi düşünüyor musunuz?	
15. İngilizce'yi iyi konuştuğunuzu düşünüyor musunuz?	
16. Türkiye'ye en son ne zaman gittiniz?	
17. Türkiye ile ne sıklıkla sözlü olarak iletişim kuruyorsunuz?	
18. Kendinizi Türk olarak mı Amerikalı olarak mı tanımlarsınız?	

APPENDIX B

Biodata Form to Second Generation Immigrants

1. Ad-Soyad	
2. Yaş	
3. Eğitim durumunuz nedir?	
4. Hangi dilde gazete/dergi okuyorsunuz?	
5. Hangi dilde TV izliyorsunuz?	
6. Aile içinde konuştuğunuz dil genellikle hangisidir?	
7. Okulda konuştuğunuz dil genellikle hangisidir?	
8. Arkadaşlarınızla konuşmayı tercih ettiğiniz dil genellikle hangisidir?	
9. Sizce Türkçeniz mi İngilizceniz mi daha iyi?	
10. Ebeveynlerinizin milliyeti ne?	
11. Kendinizi Türk olarak mı tanımlıyorsunuz Amerikalı olarak mı?	

CURRICULUM VITAE

PERSONAL DETAILS

Name : Ferda İLERTEN
Place of Birth : Tarsus/Turkey
Date of Birth : 11.03.1985
Phone: : (+90) 505 595 05 02
Email : ferdailerten@yahoo.com

EDUCATION

2007 - 2010 : Master of Arts, Cukurova University, The Institute of Social Sciences,
English Language Teaching Department, Adana.
2005 – 2006 (fall semester) : Kodolanyi Janos University
Szekesfehervar, Hungary.
2003 – 2006 : BA at Cukurova University, Faculty of Education,
English Language Teaching Department, Adana
2002 – 2003 : Çağ University, Faculty of Language&Literature
English Language Teaching Department, Mersin
1995 – 2002 : Mustafa Kemal Anatolian High School, Tarsus Mersin

WORK EXPERIENCE

2009 – 2010 : Fulbright Foreign Language Teaching Assistant at Brown University,
Rhode Island, USA
2008 – 2009 : English Language Instructor at Çağ University, Mersin
2007 – 2008 : (part time) English Language Instructor at Mersin University Tarsus
Technical Education Faculty, Mersin
2006-2007 : Comenius Foreign Language Teaching Assitant at Agrupamento Terras
do Baixa Neivas, Portugal

PAPERS

- Cubukcu H., M. Eşme & F. İlerten (2009), “Gender in Basic Turkish Dictionary, How Sexism Operates in Basic Turkish Dictionary”. *Communication Interculturelle et Littérature, 2(6), Editure Europlus, Romania.*
- Cubukcu H., M. Eşme & F. İlerten (2009), “Türkçe’nin Sözcük Varlığı Cinsiyetçi midir? TDK Türkçe Sözlük’te Toplumsal Cinsiyet”
- Cubukcu H., M. Eşme, F. İlerten & C. Kafasıbüyük (2008), “2007 Genel Seçimlerinde Seçmen Nasıl Yönlendirildi? İkona Stratejileri ve Kavramsal İçerikleri”. *Researches on Translation Studies, Linguistics and Language Teaching, İzmir Ekonomi Üniversitesi Yayınları, İzmir.*

ATTENDED CONFERENCES – SEMINARS – WINTER/SUMMER SCHOOLS

- The Fulbright Foreign Language Teaching Assistant Winter Workshop, Washington DC – USA, December 2009.
- LOT (the Netherlands National Graduate School of Linguistics) Winter School, University of Groningen, Netherlands, January 2009.
- Linguistic Institute Summer School, Pompeu Fabra University, Barcelona, Spain, August 2008
- “Going beyond methods: Active Teaching Strategies” Inservice Training, Çukurova University, Adana, June 2008
- 8th International Language, Literature and Stylistic Symposium, Izmir University of Economics, Izmir, May 2008 (presenter)