Introductory remarks

(i) Types of social situations for hybridization:

– power asymmetry
  powerful group > powerless group
  (e.g. Hup vs. Tucanoan, Yiddish vs. Polish/Ukrainian, Likpe vs. Ewe, Northeastern Aramaic vs. Kurdish)
  modern state language > indigenous minor language
  (e.g. Sorbian, Saami, Nahuatl, Quechua, Manange in Nepal, and MANY others)
  national language > immigrant diaspora language
  (e.g. U.S. Norwegian, Pennsylvania German, Turkish in NL)
  language of administration > general language
  (Arabic > Daghestationian languages, Latin > Hungarian, Italian > Tigrinya, Russian > Uzbek, Japanese > Korean)
  plantation owners’ languages > labourers’ languages
  (e.g. Haitian Creole, Mauritian Creole, Melanesian Pidgin)

– prestige asymmetry
  emblematic language > everyday language (6)
  (Hebrew influence on Yiddish, Irish influence in Standard Irish English)
  language of religion > secular language (7)
  (Arabic in Indonesian, Pali in Thai)
  language of admired culture > language of admirers
  (Chinese in Japanese, Persian in Lezgian, English in Korean, French in German, Italian music terms in English)

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

– symmetry
  neighboring national languages(?)
  (German/Polish, Italian/French, Thai/Cambodian(?))
  neighbouring smaller groups (11)
  (Takia/Waskia(?), ...)
  multilingualism scenarios
  (Africa, Melanesia, ...)

(social situation for non-borrowing: purism)
(ii) Types of cognitive processes in individual speakers:

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

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

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

Social conditions and cognitive processes: Possible correlations

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