

## **Beyond code-switching: How do German and Polish pupils switch between languages in task-oriented dialogues?**

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Selected aspects of communicative accommodation (Giles & Smith 1979; Brennan & Clark, 1996; Giles et al. 2010; Karpiński, 2014) were analysed in multimodal dialogues between German and Polish pupils from two neighbouring borderland towns: Słubice and Frankfurt (Oder). Pairs of gymnasium pupils participated in two dialogue tasks: a collaborative and a competitive one. In the instructions for participants there were no suggestions regarding the mode and language of communication. Three categories of pairs were recorded: Polish-Polish, German-German, and German-Polish. It was noticed that pupils in German-Polish pairs tended to switch among two or three languages (German, Polish and English). The present study is focused on the process of cross-language lexical accommodation and conducted on a subset of ten German-Polish pairs of speakers, each taking part in two dialogue tasks. The usage of vocabulary during the dialogues is tracked in each pair in order to estimate the degree of mutual accommodation and find differences between accommodation processes in the collaborative and competitive task.

Dialogue recordings have been stored on an online server and can be accessed via a dedicated database management system (Karpiński & Klessa, 2018) and labeled on a number of levels, including time-aligned orthographic transcription. Words have been tagged on an additional tier for their language (Polish, German, English) in order to analyse language usage. The proportions of words from each of languages occurring in the recording have been calculated for each speaker in moving time windows of fixed size (Kousidis, 2010) and compared between dialogue partners using a customised plugin for Annotation Pro software (Klessa et al., 2013) in order to find whether the participants tended to adjust to each other in terms of language and vocabulary used. Additionally, AntConc was used to look for n-grams in each language and find word patterns that are repetitively based on mixed or single language vocabulary.

It has been found that the pupils dynamically switch between two or three languages. Within pairs, they seem to adjust gradually to each other in the choice of language and vocabulary with some resetting points related to the dialogue structure. These processes are slightly different in collaborative and competitive dialogues, the latter showing less consequence and stability. In some cases, English finally proved to be the most stable platform for conversation.

Although some of the phenomena observed here may result from code-switching, there are also many other factors and processes involved. Apparently, L2 competence as well as the knowledge of task-related vocabulary influenced language choices most but one cannot exclude that culture-related factors played an important role as well.

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