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# **Dialects compete on the Fife and Amalfi Coasts**

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# Languages vs. Dialects

Choosing between lexical alternatives from distinct languages is different to choosing between dialectal lexical alternatives.

- Between-language translation equivalents (e.g., table – mesa) facilitate naming in the picture-word interference (PWI) paradigm (Costa, et al., 1999; Dylman & Barry, 2018), see Fig 1.
- Dialectal equivalents (e.g., *elevator lift*) produce interference (Melinger, 2018; 2020), see Fig 1.



Figure 1: Left panel shows between language facilitation reported by Costa et al., 1999; Right panel shows dialectal equivalent interference reported by Melinger, 2018; 2020.

Melinger (2018) argued that this polarity reversal derives from a representational distinction between languages and dialects.

- What factors underpin this distinction?
  - Mutual Intelligibility Common criterion used by sociolinguists (Hudson, 1996)
  - Active, proficient usage Sumner & Samuel (2009) found different input representations are established by active vs. passive dialect users.
- Melinger (2018) tested Scottish undergraduate students with variable proficiency in Scots dialect. Similarly, the Scottish dialect may not have been sufficiently distinct from the standard English variety to warrant language-like lexical organization.

In the present study, we assess the role of *mutual* intelligibility and active, proficient usage in influencing the polarity of translation equivalent effects in the PWI paradigm.

# **Experiment 1: Methods**

- Glenrothes, Fife has areas of significant deprivation, which is associated with dialect usage in Scotland.
- 25 English-Scots bidialectal speakers from Glenrothes were tested in their homes by a community member.
- Pictures selected in semantically related pairs (trousers and slippers) and combined with 6 distractor conditions, see Fig 2.
- Translation-equivalents were all non-cognate.
- Proficiency was assessed by self-report and vocabulary test.

	Within Dialect	Between Dialects	2018
Same meaning	Trousers	Breeks	
Related meaning	Slippers	Baffies	
Unrelated	Chimney	Lum	

Figure 2: Example stimuli from Melinger (2018) and used in Exp 1.

### **Experiment 1: Results**

- Significant translation-equivalent interference observed, (p = .001), replicating findings from Melinger (2018).
- Significant within and between dialect semantic interference observed (ps < 0.2).
- Scottish distractor conditions produced faster RTs in the unrelated and related conditions (*ps* < .013) but slower RTs in the same meaning conditions (p = .005).





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Figure 3: Mean picture naming times by condition.

# **Experiment 2: Methods**



• Neapolitan dialect has marked dissimilarities to standard Italian with contrasting phonology masking lexical similarity and distinct grammars.

Reported low mutual intelligibility with standard Italian and high levels of usage.

• 25 Italian-Neapolitan speakers from the Amalfi Coast named 32 pictures in Italian.

• Pictures paired with 6 distractor conditions, see Fig 4.

 Proficiency was assessed by self-report and vocabulary test.

	Within Dialect	Between Dialects	J.C.
e meaning	asino	sciecco	
ted meaning	pipistrello	spurtiglione	
lated meaning	vassaio	guantiera	16 Br

*Figure 4: Example stimuli for Exp 2.* 

### **Experiment 2: Results**

 Significant translation-equivalent interference observed, (p < .000).

• Significant within and between dialect semantic interference observed, (ps < .000).

 Target pictures were named faster when paired with Italian distractor words compared to Neapolitan distractor words, although the difference in the unrelated condition did not reach sig (p = .066).



Figure 5: Mean picture naming times by condition.

# Discussion

In both experiments, same-meaning dialectal distractor words slowed picture naming relative to the unrelated condition, replicating prior findings.

Despite increasing dialect proficiency and distinctiveness, variants tested here did not exhibit language-like effects for translation equivalents.

Results provide further evidence that dialects are represented in a co-dependent manner, as opposed to languages which are represented independently (Labov, 1989), see Fig 5.

It remains to be seen what factors are critical or necessary for establishing independent representations.



# References

• Costa, A., Miozzo, M., & Caramazza, A. (1999). JML • Dylman, A. S., & Barry, C. (2018). *Cognition* • Hudson, R. A. (1996). Sociolinguistics. • Labov, W. (1998). In S. Mufwene, et al., (Eds.). The structure of African-American English. • Melinger, A. (2018). *Cognition* • Melinger, A. (2020). *Cognition* • Sumner, M., & Samuel, A. G. (2009). *JML* Thanks to Kyle Liddle and Andrea Bonato, who collected the data for these experiments.

Independence

Codependence

Figure 5: graphic illustration contrasting different lexical organizations.