

Integrating Finno-Ugristics and second language acquisition research: A longitudinal study on the development of metalinguistic awareness

Suomalais-ugrilaista kielentutkimusta ja toisen kielen oppimisen tutkimusta yhdistämässä: pitkittäistutkimus metakielellisen tietoisuuden kehityksestä

Lõimides fennougristikat ja teise keele omandamise uurimist: pikiuuring metakeelelise teadlikkuse arenemisest

Integreeren suomaugralaš gielladutkamuša ja nuppi giela oahppama dutkamuša: guhkesáiggi dutkan metagiellalaš didolašvuoda ovdáneamis

Annekatriin Kaivapalu, University of Helsinki
Sigrid Kaasik-Krogerus, University of Helsinki
Hanna-Ilona Härmävaara, University of Helsinki
Mariann Bernhardt, University of Helsinki
Ilona Kivinen, University of Helsinki

Traditionally the strongest areas of research in the Finno-Ugric languages have been the study of language structures, sociolinguistics, and research related to language policy. On the other hand, research on learning and acquisition of Finno-Ugric languages as second and/or foreign language has taken a back seat (see, however Bolotova & Rakin 2007, Durst & Janurik 2011, Kivinen 2022), except for Finnish and Estonian. The research project of the University of Helsinki *Vertailusta virtaa: pitkittäisnäkökulma kielitietoisuuden kehittymiseen* 'Flow from comparison: a longitudinal perspective on the development of language awareness' aims to fill this gap by focusing on the acquisition of Estonian, Hungarian and Sami and mutual intelligibility of Estonian, Finnish, Livonian and Veps.

In this presentation we introduce the preliminary results of the pilot study on the development of metalinguistic awareness during the beginners' courses of Estonian and Northern Sami and the advanced course of Estonian and Skolt Sami in the fall semester 2024. The aim of the study is to answer to the following research questions:

- 1) How the connections between the target language and the first language, as well as the connections between other previously learned languages, develop: what are the target language phenomena compared to in the source languages and on what basis is the comparison object selected?
- 2) How do the different levels of metalinguistic awareness (surface awareness, morphology and paradigm awareness and pragmatic awareness, see Kaivapalu 2022) interact with each other at different stages of learning?

The data consists of self-reflections of the learners (50 beginners and 10 advanced learners of Estonian, 7 of Northern Sami and 3 of Skolt Sami) gathered every two weeks as entries to the course diaries. The qualitative content analysis of the data (Tuomi & Sarajärvi 2018: 103–117) is performed. The results are discussed in the light of the Cumulative Model of metalinguistic awareness (Kaivapalu 2022) and the theoretical framework of Conceptual Transfer Hypothesis (Jarvis 2023).

References

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