IMPACT OF LANGUAGE CONTACT ON LEXICAL BORROWING AND SYNTACTIC CONVERGENCE: A COMPARATIVE STUDY ON BILINGUAL COMMUNITIES

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Abstract
This research study explores the impact of language contact on lexical borrowing and as well as syntactic convergence in two bilingual communities with contradictory type's levels of contact to a second language. Using a quantitative and also comparative cross sectional research design, data were collected from 200 respondents by structured questionnaires and as well as language tests with speech sample analysis. The findings of this research study exposed a noteworthy positive relationship between degree of language contact and lexical borrowing frequency with a notable syntactic convergence in communities with higher contact levels. Furthermore, statistical analyses SPSS including regression and t-tests confirmed that language contact meaningfully forms both in vocabulary usage and linguistic structures in bilingual speakers. Results highpoint dynamic nature of bilingualism and also propose that language contact plays a vital role in linguistic adaptation and modification.

Keywords:

Syntactic Convergence; Bilingualism; Sociolinguistics; Comparative Linguistics; Loanwords; Language Change

Research Objectives:

1. To observe the extent and nature of lexical borrowing resulting from language contact in the selected bilingual communities;
2. To examine patterns of syntactic convergence influenced by prolonged bilingual interaction across different linguistic groups.

Introduction

Language interaction is an extensive linguistic marvel that occurs when utterers of dissimilar languages originate into even communication often leading to joint effect between languages involved. In multilingual and as well as bilingual communities such interaction consequences in several linguistic consequences greatest notably lexical borrowing acceptance of arguments from one language into additional and as well as syntactic meeting where linguistic constructions begin to look like those of the interaction language. These types of changes are not by chance but are shaped by the strength, incidence as well as and context of language use among speakers. In many areas particularly where two or additional languages exist due to migration, settlement, or cultural conversation, linguistic contact develops a heavy power of language development. Sympathetic impact of linguistic contact is essential for linguists, educators, and policymakers, as it helps identify how bilingual individuals familiarize their linguistic use over period. This research study aims to explore extent to which language interaction effects lexical copying and syntactic meeting, concentrating on a relative analysis of two fluent communities with opposing levels of exposure to a second

language. By analyzing speech samples, language tests, and organized questionnaires, this research study provides visions into how language structures evolve under contact pressure. The findings contribute to broader discussions in sociolinguistics, instant language gaining and growth of real bilingual education strategies.

Literature Review

Language Contact: Definition and Types

According to Van Mensel & Darquennes (2012) Language interaction happens when speakers of two or more languages interrelate frequently leading to mutual effect between languages. This contact can be provisional such as short-lived meetings between speakers or long-term involving peers living in polyglot groups. Dissimilar types of interaction comprise steady bilingualism, where together languages coexist, and circumstances where one language controls. Each type of contact makes different linguistic consequences shaping how languages alteration over time. Fenton et al.,(2017).

Theories of Lexical Borrowing

Tsvetkov, et al., (2015) say that Lexical borrowing is a process where arguments from one linguistic are accepted into another. This often happens when utterers need to fast new concepts, objects, or national does for which their individual language lacks terms. Tsvetkov & Dyer (2016). Copying may also happen due to the social prestige of one language, leading speakers to adopt certain vocabulary to align themselves with a more leading group. The procedure is discerning and not all words from a contact language enter the other characteristically nouns and footings connected to technology, nourishment as well as philosophy are rented more regularly. Gardani (2020).

Mechanisms of Syntactic Convergence

Backus (2004), Syntactic meeting refers to the marvel where linguistic constructions of two languages develop more alike due to near and lengthy contact. This container comprise vicissitudes in verdict word order, use of auxiliary verbs and other syntactic topographies Matras & Sakel (2007). The procedure happens when fluent speakers automatically transmission syntactic designs from one linguistic to another often to comfort communication. Finished time such vicissitudes can become an enduring part of the language particularly in communities where bilingualism is extensive Matras (2006).

Bilingualism and Language Change

Pliatsikas et al., (2017) Bilingual persons play a key role in linguistic change since they regularly navigate and as well as switch between tongues Grenoble & Asimov (2023). Their language behavior such as code switching and mixing rudiments of both languages can lead to gradual acceptance of rented language and syntactic forms. The equal of proficiency in apiece language also affects how much impact one language has ended other. Extremely stable bilinguals may ease more mutual effect while leading bilinguals frequently demonstration better copying from dominant language. Alexandrova et al., 2020)

Sociolinguistic Factors Influencing Borrowing and Convergence

Habib, R. (2005), social issues deeply effect which arguments and constructions are rented or met upon. The respect of a language arrogances of community towards it and social context of language use can control direction and degree of copying. For example in groups where one language is related with education, administration and as well as modernity more lexical borrowing happens from that language Poplack (1997). Power subtleties between language groups touch which tongue's structures are accepted syntactically.

Empirical Studies on Lexical Borrowing in Bilingual Communities

Research Studies of bilingual groups around world show that lexical copying is a shared outcome of language contact. In many bags speakers copy words related to new skills, food substances, sartorial or cultural does presented by contact language group. The quantity of

copying depends on factors like frequency of interaction and social relationships as well as need to express new concepts. Borrowing can augment a language but excessive copying may also lead to anxieties about linguistic purity amongst some community members Androutsopoulos (2007); Pujolar (2007).

Empirical Studies on Syntactic Convergence

According to Juzek & Häussler (2020), research studies in numerous bilingual groups has documented syntactic meeting where languages effect each other's verdict structures. This comprises vicissitudes in how verbs and objects are well-ordered, use of specific grammatical particles or even popularization of complex structures. Syntactic meeting is frequently more subtle and leisurelier than lexical copying but can have a permanent impact on language growth. It reflects bottomless bilingual capability and as well as can indicate long term linguistic contact Schönefeld (2011).

Implications for Language Policy and Education

Tannenbaum & Berkovich (2005) say that Understanding the belongings of language interaction is important for scheming real language policies and as well as educational programs. Recognizing lexical copying and syntactic meeting as natural parts of bilingual message can help teachers grow teaching resources that reflect real-world language use Tollefson (2012). Rules that inspire bilingualism and admiration language mixing can indorse healthier learning outcomes and as well as preserve linguistic variety. Additionally, awareness of these phenomena ropes positive arrogances towards bilingual speakers and their sole language skills. Hornberger, N. H. (2002).

Data Methodology

This study employed a comparative cross sectional research design consuming a quantitative approach to inspect influence of language contact on lexical copying and as well as syntactic convergence among two bilingual communities. A sample of 100 contributors from apiece public (total N = 200) was designated using purposive sampling techniques confirming they had regular exposure to both languages under research study. Data were collected concluded structured questionnaires, language proficiency tests and as well as speech sample analysis, focusing on borrowed lexical substances and syntactic constructions. The collected data were examined by descriptive statistics, regression analysis and as well as independent samples t-tests through SPSS (Version 25) to control important modifications and relations.

Data Analysis

H_{01}: There is no significant impact of language contact on lexical borrowing in bilingual communities.

Table 1: *Descriptive Statistics of Lexical Borrowing Scores by Level of Language Contact*

Language Contact Level	Mean Lexical Borrowing	SD
Low	12.33	3.41
Medium	18.21	4.02
High	25.67	5.23

Note. N = number of participants; SD = standard deviation.

Table 2: ANOVA Table for Regression Model

Source	SS	df	MS	F	p
Regression	2310.87	1	2310.87	38.42	.000
Residual	8852.13	148	59.80	..	…

Note. Significant at the .05 level.

Table 3: Coefficients of Regression Model

Predictor	B	SE B	β	t	p
(Constant)	7.216	1.587	—	4.55	.000
Language Contact	1.291	0.208	.519	6.20	.000

Note. B = unstandardized coefficient; SE B = standard error; β = standardized coefficient.

Interpretation

The regression analysis in above table revealed a statistically significant relationship between language contact and lexical borrowing where $F(1, 148) = 38.42$, $p < .001$. The independent variable (language contact) elucidated a noteworthy proportion of alteration in lexical borrowing scores, with $R^2 = .207$ representative that 20.7% of the variability in lexical copying is accounted for by the level of language interaction. As shown in Table 3 consistent regression coefficient ($β = .519$, $p < .001$) designates a strong positive based relationship signifying that as language contact increases so does lexical borrowing amongst bilingual individuals. The optimistic unstandardized coefficient where ($B = 1.291$) means that for each unit upsurge in language contact score and as well as lexical borrowing score increases by about 1.29 points.

Null Hypothesis 2
H_{02}: There is no significant syntactic convergence as a result of language contact in bilingual communities.
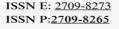
Table 1: Group Statistics for Syntactic Convergence Scores

Community	Mean Syntactic Score	Std. Deviation	Std. Error Mean
Community A	28.64	6.42	0.91
Community B	35.87	7.08	1.00

Table 2: Independent Samples t-test Results

Levene's Test for Equality of Variances	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% CI (Lower)	95% CI (Upper)
F = 1.23, p = .270	-5.46	98	.000	-7.23	1.32	-9.85	-4.61

Note. CI = Confidence Interval.

Above table no 02 indicate values of t test results where EOV 1.23 and p .270 and t found 5.46.In this analysis std value 1.32 and different values for each CL.

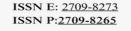**Table 3:** Syntactic Features Comparison between Communities

Syntactic Feature	Community A Mean (%)	Community B Mean (%)	Difference
Use of auxiliary verbs	65.2	78.4	+13.2
Word order alignment	71.1	85.7	+14.6
Code-switched clauses	22.4	34.9	+12.5
Borrowed syntactic tags	15.6	27.3	+11.7

Interpretation

In table 1 Community B (high-contact group) established a advanced mean syntactic convergence score where (M = 35.87, SD = 7.08) likened to Public A (M = 28.64, SD = 6.42). The t-test results of table 02 designate that this change is statistically significant where t(98) = -5.46, p < .001, with a mean difference of -7.23 opinions in syntactic meeting. The Levene's Test for equality of variances was not important (F = 1.23, p = .270) so equal variances were expected in the t-test. The 95% confidence interval for mean change reached from -9.85 to -4.61, providing further evidence that the difference is not due to chance. Table 3 further illustrates differences in exact syntactic features among two communities showing higher integration of syntactic elements from second language in the high-contact group. These comprise greater usage of supplementary verbs, alignment in word order designs and also code-switched section buildings.

Findings

- The research study found a statistically noteworthy impact of language interaction on lexical copying among bilingual groups. Members bare to higher levels of language contact established meaningfully higher examples of lexical borrowing as designated by regression analysis where F (1, 148) = 38.42 and p < .001, R² = .207). The results of study showed that increased incidence of communication with a second language through communication and media and as well as social usage led to a noticeable rise in the number of borrowed lexical substances in both spoken and written procedures. Therefore null hypothesis was rejected and alternative accepted.

- Comparison of syntactic meeting across two bilingual groups exposed a noteworthy change based on the degree of language contact. Community B which knowledgeable higher language contact showed considerably more syntactic convergence where (M = 35.87) than Community A (M = 28.64). Independent samples t-test produced a statistically noteworthy result where t (98) = -5.46, p < .001, settling that increased contact nurtures structural similarities in sentence construction and grammar patterns. Specific syntactic topographies such as auxiliary verb usage, word order alignment, and code switched clauses were more predominant in the high contact group. As a result null hypothesis was rejected**.**

Recommendation

Language organizers and as well as curriculum developers should mix the dynamics of language contact into bilingual teaching agendas. By admitting lexical borrowing as a usual linguistic process, teachers can decrease stigma and also improve language learning. Teaching materials should reproduce real-life bilingual practice. Linguists and investigators are fortified to further travel syntactic meeting in different fluent contexts. Cross linguistic research studies can help classify universal patterns and community specific changes. This study will contribute to the broader understanding of language development.

Policy makers must promote surroundings that support fit bilingual interactions. Media, schooling and as well as social platforms should be designed to inspire balanced use of together languages. This will help reservation linguistic individuality while letting natural version. Public awareness programs can teach bilingual speakers on value of linguistic suppleness. Recognizing borrowing and meeting as signs of language fertility can promote inclusivity. These creativities can substitute pride in bilingual legacy and as well as practice.

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