

## Swiss German 1–2 year-olds' word form recognition of Swiss Standard German

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Many children grow up with two varieties of a language (dialect and standard), which affects linguistic development (e.g. Durrant et al. 2015, van der Feest & Johnson 2016). We investigate German-learning children's recognition of Standard German word forms, contrasting children growing up in Germany and Switzerland. In Braun et al. (2021), bivarietal 12–18-month-olds children raised in Germany – half bivarietal, exposed regularly to dialect and standard, half monovarietal, only exposed to standard – took part in an App-based visual fixation procedure. While monovarietal children showed a familiarity preference (longer looking times when listening to words than nonce-words), bivarietal children showed a novelty preference (similar to 18-24-month-old monovarietal children). Frequent exposure to two varieties of a language seems to lead to more mature processing (cf. DePaolis et al. 2016), such that younger bivarietal children resemble older monolingual children in this task.

In the current study, we generated a Swiss version of the above study to test generalizability of the findings to bivarietal children from a different sociolinguistic setting: Unlike in Germany, dialects have a higher prestige in German-speaking Switzerland and are more clearly separated from the standard variety (e.g., Ammon 2003, Siebenhaar & Wyler 1997). We tested whether Swiss 12–18-month olds also show a novelty preference or if the greater distance between dialect and standard delays word form recognition. We selected eight frequent Standard German words whose concepts are known to children between 12 and 18 months (as established by a pretest). Half of the words had a diphthong in the stressed syllable (and a monophthong in the Zurich German dialect, e.g. *Haus*: [h<sup>aus</sup>] - [hu:s]), half of them had a monophthong in the standard word form (and a diphthong in the dialect, e.g. *Stuhl*: [ftu:l]-[ftuɐl]). The stimuli were recorded by a female Swiss German speaker in a lively, child-directed speech style. Data collection is ongoing. Child fixations are coded and analyzed as in Braun et al. (2021). Results will inform us whether and how the different linguistic situations in Germany and Switzerland affect word form recognition.

## References

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