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### **Russian-Chinese Pidgin and Russian “inter-languages”**

The presentation is a contribution to the debated problem of the correlation between the process of pidginization and results of a Second Language Acquisition. Existing data on the Chinese Pidgin Russian, which existed up to the 1950s, were compared with Russian “inter-languages” of different groups of Chinese native speakers. The following groups of Chinese speaking Russian as a second language were analyzed: 1) students learning Russian in a classroom in Russia, 2) people who work with Russian shuttle traders in China, including 2a) those who had some previous classroom training and 2b) those who did not.

The “inter-languages” of those who acquired the language through oral communication without special classroom learning turned out to have a significant number of features attributed to the Pidgin. Typical mistakes of those who had classroom learning are also similar to certain features of the Pidgin. However, in both cases, the similarity is limited to “unmarked” features, i.e. the lack of overt expression of certain categories (gender, number, case).

An important common feature of the Chinese Pidgin Russian and the “inter-languages” of those Chinese-speakers who acquired Russian without classroom training, is the extensive use of the Chinese focalizer *-la /-lə*. Most likely, the appearance of this particle in “inter-languages” is a result of independent parallel processes of language contact.

Analyzed “inter-languages” would not be characterised as a pidgin. Typical distinctive features of Chinese Pidgin Russian: (i) formal differentiation of word classes with nouns often having an ending *-a /-ə*, and verbs having an ending *-i /-j*; (ii) the unique form for personal and possessive pronouns; (iii) absence of prepositions; (iv) predominant word order SOV. These features are not characteristic for the “inter-languages” in question.

It is concluded that pidginization is a special process and that its results cannot be reduced to the results of the incomplete language acquisition.