Transfer-Learning German Metaphors Inspired by Second Language Acquisition

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Abstract

A major part of figurative meaning prediction is based on English language training corpora. One strategy to apply techniques to languages other than English lies in applying transfer learning techniques to correct this imbalance. However, in previous studies, we learned that the bilingual representations of current transformer models are incapable of encoding the deep semantic knowledge necessary for a transfer learning step, especially for metaphor prediction. Hence, inspired by second language acquisition, we attempt to improve German metaphor prediction in transfer learning by modifying the context windows of our input samples to align with lower readability indices achieving up to 13% higher F1 score.

1 Introduction

Figurative language detection is one of the most crucial tasks in the current digital conversational landscape. However, computationally, it remains also one of the most challenging tasks. Comprehensive resources to train computational models for figurative language detection are generally rare. Further, most existing work is performed on

The study in this paper is designed as follows: First, we address the motivations of this research by presenting the readability indices of the predicted test samples of a prior study (Berger et al., 2024). Then, we modify the test samples according to these insights by trimming the observed contexts. This means, shortening the input. Last, we re-apply the multi-lingually pre-trained transformer models to determine how the sample modification affects the performance of the multilingual classifiers.

2 Related work

Tsvetkov et al. (2013, 2014) use lexical-semantic word features as well as bilingual dictionaries in several languages as input data for transfer learning to recognize metaphorical expressions across languages. Also, using syntactic patterns or abstractness scores is a common technique to identify or analyze metaphoric expressions (Tsvetkov et al., 2013; Clausen and Nastase, 2019).

Clausen and Nastase (2019) investigate the effect of text simplification on linguistic metaphor preservation (Wolska and Clausen, 2017; Clausen and Nastase, 2019). The authors provide an analysis of parallel text data that are simplified for different grade levels identifying whether metaphors are either preserved, rephrased, or dropped. They also investigate which features are capable of dis-

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Jörg-U. Kessler

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Second Language Acquisition and Universal Grammar Lydia White,2003-03-06 This authoritative 2003 textbook provides an overview and analysis of current second language acquisition research conducted within the generative linguistic framework Lydia White argues that second language acquisition is constrained by principles and parameters of Universal Grammar The book focuses on characterizing and explaining the underlying linguistic competence of second language learners in terms of these contraints Theories as to the role of Universal Grammar and the extent of mother tongue influence are presented and discussed with particular consideration given to the nature of the interlanguage grammar at different points in development from the initial state to ultimate attainment Throughout the book hypotheses maintaining that second language grammars are constrained by universal principles are contrasted with claims that Universal Grammar is not implicated relevant empirical research is presented from both sides of the debate This textbook is essential reading for those studying second language acquisition from a linguistic perspective   **Beyond Age Effects in Instructional L2 Learning** Simone E. Pfenninger,David Singleton,2017-04-21 This book constitutes a holistic study of how and why late starters surpass early starters in comparable instructional settings Combining advanced quantitative methods with individual level qualitative data it examines the role of age of onset in the context of the Swiss multilingual educational system and focuses on performance at the beginning and end of secondary school thereby offering a long term view of the teenage experience of foreign language learning The study scrutinised factors that seem to prevent young starters from profiting from their extended learning period and investigated the mechanisms that enable late beginners to catch up with early beginners relatively quickly Taking account of contextual factors individual socio affective factors and instructional factors within a single longitudinal study the book makes a convincing case that age of onset is not only of minimal relevance for many aspects of instructed language acquisition but that in this context for a number of reasons a later onset can be beneficial   *The Generative Study of Second Language Acquisition* Suzanne Flynn,Gita Martohardjono,Wayne O'Neil,2014-01-14 The vast majority of work in theoretical linguistics from a generative perspective is based on first language acquisition and performance The vast majority of work on second language acquisition is carried out by scholars and educators working within approaches other than that of generative linguistics In this volume this gap is bridged as leading generative linguists apply their intellectual and disciplinary skills to issues in second language acquisition The results will be of interest to all those who study second language acquisition regardless of their theoretical perspective and all generative linguists regardless of the topics on which they work   **How Second Languages are Learned** Roger Hawkins,2019 A comprehensive introduction to second language learning for newcomers to the field with frequent summaries and supporting activities   *The Grammar Dimension in Instructed Second Language Learning* Alessandro G. Benati,Cécile Laval,María Arche,2013-12-19 One of the key issues in second language learning and teaching concerns the role and practice of grammar

instruction Does it make a difference How do we teach grammar in the language classroom Is there an effective technique to teach grammar that is better than others While some linguists address these questions to develop a better understanding of how people acquire a grammar language acquisition scholars are in search of the most effective way to approach the teaching of grammar in the language classroom The individual chapters in this volume will explore a variety of approaches to grammar teaching and offer a list of principles and guidelines that those involved in language acquisition should consider to design and implement effective grammar tasks during their teaching It proposes that the key issue is not whether or not we should teach grammar but how we incorporate a teaching grammar component in our communicative language teaching practices **Differential Effects of Explicit Instruction on Second Language Acquisition** Rick de Graaff,1997 **Second Language Instruction/acquisition Abstracts** ,1997 The Second Time Around Julia Rogers Herschensohn,2000 Linking recent advances in theoretical syntax and empirical research in language development the book claims that second language acquisition is not totally distinct from first language acquisition but rather is a replay a relearning of language It argues that Universal Grammar is a template guiding acquisition of L1 while constraining acquisition of L2 Assuming that a syntactic distinction crucial for language and its acquisition is the division between lexical and functional categories it argues that the key to L2 as well as L1 acquisition of syntax is the mastery of morphological features and their linking to functional categories It thus supports the availability of UG to the second language learner and the minimalist claim that cross linguistic variation is morpholexical Constructionism the hypothesis of L2A proposed in this account argues for a period of feature underspecification after loss of the L1 value followed by a progressive building of the L2 value through specific constructions *Linguistics and Language Behavior Abstracts* ,1989 **First and Second Language Acquisition in German** Anne Baker,Anne E. Mills,1977 Second Language Acquisition & Language Pedagogy Rod Ellis,1992 Collected papers address various research issues and their relevance to language pedagogy Topics discussed include interaction formal instruction variability and learning styles The book begins with an overview of the development of second language acquisition research **Language and Language Behavior Abstracts** ,1982 **Turkish-German Bilinguals and Third Language Acquisition** Mariam Ahmadi,2015-10-26 Seminar paper from the year 2015 in the subject English Language and Literature Studies Linguistics grade 1 7 University of Hamburg course The Structure of English Linguistik Vertiefung language English abstract This paper deals with the process of third language acquisition by Turkish immigrants in Germany This process is unique and distinct from their first and second language acquisition as it is influenced by first and second language acquisition Cultural diversity in different societies around the world in the 21st century places a great emphasis on the value of language acquisition Whether it is in business politics or other international interactions and further aspects of life in particular education language acquisition has become more and more important As a result bilingualism is seen as a norm rather than an exception in many societies around the globe Although considered fairly recent

linguistics have studied the acquisition of a first language by infants and second language acquisition in children and adults with varying approaches in the past decades However people are not only increasingly exposed to numerous languages in multilingual settings but they are also learning them This is ascribed to the movement of people from one society to another resulting in an increased contact with different cultures Due to that fact researchers have begun to put an emphasis on studies about multilingualism and the distinct acquisition of languages past a second non native language While many researchers classified any non native language acquisition as second language acquisition in the past recent studies discuss the phenomenon of third language acquisition In this day and age it has become common that migrants who are proficient in their native language and have moved to or are born in a multicultural country will not only learn the official language of that same country but also an additional foreign language Because of this growing phenomenon bilingualism and its effects on third language acquisition have also gained more attention by researchers in linguistic studies According to the Federal Statistical Office of Germany and a microcensus which has been conducted in the year 2013 16 5 million out of the total population of roughly 81 million people in Germany had a migrant background The largest ethnic group of immigrants who either migrated to Germany or were born in Germany as second generation immigrants is comprised of Turks On this account language acquisition of Turks living in multicultural Germany and their integration in terms of language is significant to the study of third language acquisition   *Psychological Bulletin* ,1929 Vol 49 no 4 pt 2 July 1952 is the association s Publication manual   *Principles and Practice in Second Language Acquisition* Stephen D. Krashen,1982 The present volume examines the relationship between second language practice and what is known about the process of second language acquisition summarising the current state of second language acquisition theory drawing general conclusions about its application to methods and materials and describing what characteristics effective materials should have The author concludes that a solution to language teaching lies not so much in expensive equipment exotic new methods or sophisticated language analysis but rather in the full utilisation of the most important resources native speakers of the language in real communication   **Second Language Acquisition in Context** Rod Ellis,1987   *Crossover Effects in Second Language Acquisition* Youngjae An,2017   Studies ,1994   *McGill Working Papers in Linguistics* ,2002   *Processability Approaches to Second Language Development and Second Language Learning* Jörg-U. Kessler,2008 A fundamental issue in second language acquisition research and in applied linguistics is the question of how learners acquire a second language Today it is general knowledge that any second language learning follows certain theoretically established and empirically supported developmental sequences Based on Processability Theory Pienemann 1998 and 2005 one can diagnose current states of individual learners TM second language development Knowing about the path of second language development provides important insights into what learners are ready to acquire in the second language at a given point in time This can support second language learning both in natural and instructional settings Pienemann TM s Processability Theory PT

provides a well researched and empirically substantiated framework to explain the developmental sequences in second language learning across languages Taking Pienemann 1998 and 2005 as the point of departure the chapters of this book apply test and extend PT The book is organised in four parts I Introduction II Current Theoretical Issues within the PT Framework III Applying PT to the Second Language Classroom and IV Work in Progress within the PT Framework

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