The vocabulary of the Nordic heritage speakers in the US. An attempt of categorization.

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In the description of the Nordic heritage language in the US, there seem to be few studies of the vocabularies used, but there is still a common assumption that it is in the lexicon that the heritage languages "stand out" as Larsson, Tingsell & Andréasson claim about the American Swedish (2015). But what are the characteristics of the vocabulary used by the Norwegian and Swedish heritage speakers? In this ongoing study we will perform a lexical analysis of Norwegian and Swedish as used by some heritage speakers in the US. We will attempt to categorize the vocabulary, not by the traditional way connected to the source of the words (originally Swedish, Norwegian (dialects) or English), but by exploiting the 'modern' vocabulary categories that have been used in several recent studies of learners of Norwegian and Swedish as well as in schoolbook studies (Golden 2018, Johansson & Ohlsson 2019). These categories – i.a. academic vocabulary, subject specific words, basic vocabulary, metaphors (both lexical and grammatical) etc – are initially based on different criteria, like frequency, formal structure and different kinds of belongings (to different registers, to incongruent realizations between semantics and part of speech etc). These categories have, however, turned out to be effective in the description of learners' vocabularies at different stages in their language learning.

The data will be taken from already transcribed data from the *Corpus of American Nordic Speech* (the CANS-corpus), available from the Text laboratory at the University of Oslo (see Johannessen, 2015). It contains interview with 185 speakers and 22 of them are Swedish-American speaking, the rest (163) are Norwegian-American speaking. The data consists of a bit more than 700 000 tokens in total. To elicit the academic vocabulary, we will use the *Norsk-svensk/svensk-norsk akademisk ordliste* developed by Sofie Johansson, Kristin Hagen and Janne Bondi Johannessen (Johansson et al. 2017).

The outcome of this study is twofold: we will uncover to what extent this 'modern' vocabulary categorization method is suitable for this kind of data and we will also provide new knowledge of how, not only the vocabulary itself, but also the categories of vocabulary are dependent of the specific context in which the language is used, like to what extent it is possible to use the terms *Subject vocabulary /Technical words* (fagord/tekniske ord), *Subject-spesific vocabulary* (Fagspesifikke ord), *Academic words/school words* (Akademiske ord/skoleord), *Generel vocabulary* (Generelle ord), *Everyday vocabulary* (Dagligdagse ord) and *Polysemious/ambigiuos vocabulary* (Flertydige ord) in an analysis like this.

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Norsk-svensk/svensk-norsk akademisk ordliste, see http://www.tekstlab.uio.no:4000/aboutNssn