# Introduction to Learner Language Analysis: Developmental Sequences in German as a Second Language

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*Course: Research Methodologies in European Languages and Literatures*
*EC2U Master of Linguistics and Literature, online lectures on April 9+13, 2026*

# Outline

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**Theoretical Foundations**

Basic concepts: GFL/GSL, SLA, Learner Language Analysis

Linguistic foundations for establishing developmental sequences in Learner Language

Developmental Sequences for verb placement in German

**Empirical Studies**

Longitudinal case studies of learners of German as a Second Language

Some methodological issues

Some results on developmental sequences

# Getting to know each other

**Attendance List**

**Short Introduction of Everyone**

- your name
- country of origin
- which languages do you speak
- areas of interest in your study

**My own research interests:**

German as a Second Language, Multilingualism

Second Language Acquisition, Grammar Acquisition

Literacy Acquisition of Adolescents and Adults in a Second Language

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# What do you associate with learner language?


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# Some basic notions

# German as a ...

continuum

## Foreign Language (GFL, L2)

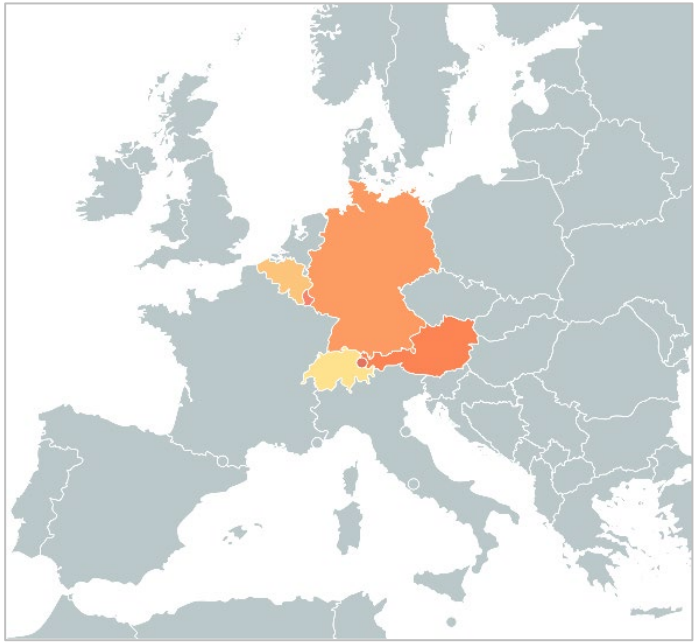
- place of learning: non-German-speaking country/context
- learning context: class room
- mostly tutored
- „homogene“ group of learners

**German as a foreign language**

## Second Language (GSL, L2)

- place of learning: German-speaking country/context
- learning context: everyday life
- mostly untutored
- heterogene group of learners

**German as a second language**



**different acquisition contexts**

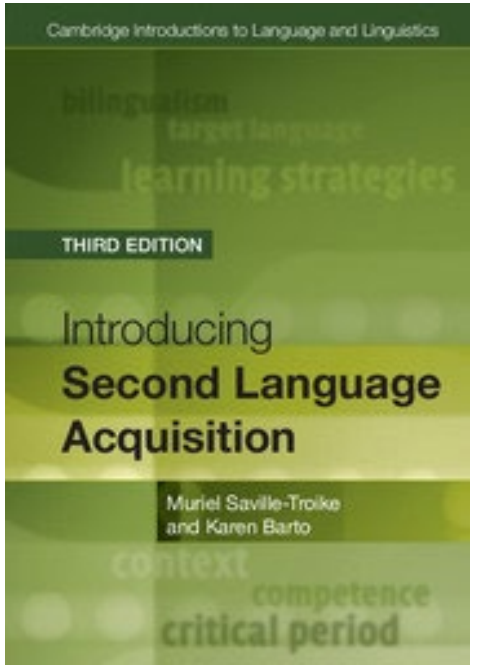


Goetze et al. (2001), Reich (2010), Ahrenholz (2017), Rösler (2022)

# Second Language Acquisition (SLA)

**Second Language Acquisition (SLA)** refers both to the study of individuals and groups who are learning a language **subsequent to learning their first language (L1) as young children**, and to the process of learning that language.

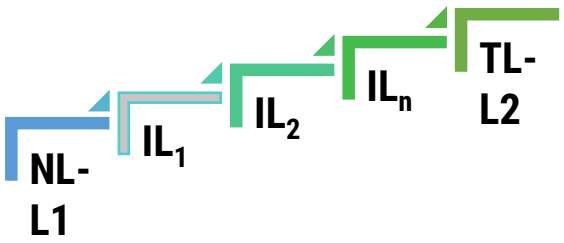
- The additional language is called a **second language (L2)**, even though it may actually be the third, fourth, or tenth to be acquired. It is also commonly called a **target language (TL)**, which refers to any language that is the aim or goal of learning.
- The scope of SLA includes **informal L2 learning** that takes place in naturalistic contexts, **formal L2 learning** that takes place in classrooms, and L2 learning that involves a mixture of these settings and circumstances.




(Saville Troike 2006, Saville Troike & Barto 2016)

# SLA Theory and Learner Language

**Learner language development**




Schematic development of interlanguage or learner language (intermediate states 1, 2 ...n)

The purpose of **SLA theory** is to better understand the **nature of learner language**, its development, and what impacts upon both (Myles 2013).

**Learner errors** provide evidence of the **system of language** that a learner is using at any particular point in the course of L2 development (Corder 1967), they are **"windows into the language learner's mind"** (Saville Troike 2006).

Building on Corder (1967), Selinker (1972) coined the term **interlanguage (IL)** to refer to the **intermediate states** (or interim grammars) of a learner's language as it moves toward the target language (TL or L2).

There is much evidence that most **learner's productions** in early stages are unlike both the L1 and the L2. Instead of just comparing L1 and L2, **learner language** needs to be investigated **in its own right**: its internal structure, its development, the ways in which it deviates from the L2 input (TL).

Possible L1 influences are theorized within sophisticated analyses of **cross-linguistic differences** between languages which go beyond surface contrasts (Myles 2013).

# Analysis of Leaner Language

The term **learner language** refers to the respective **individual language system,** which learners construct in the process of language learning /acquisition at any given point in time.

**systematiciy**

systematic characteristics that many learners share

e.g. going through the same developmental sequences

**individuality / variability**

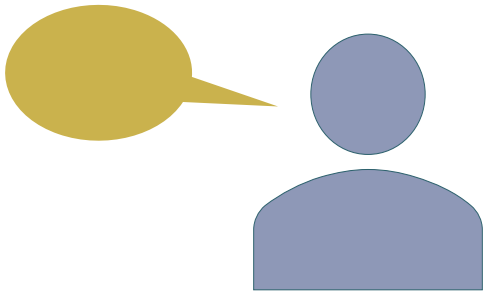
individual characteristics that vary across learners

e.g. different influencing factors that impact the rate of development

**Data base for learner language analysis**

- oral or written production
- analysis of different linguistic areas, e.g. syntax (verb position), morpho-syntax (finiteness), complexity, register ...

Wisniewski, Lüdeling & Czinglar (2022)



# Developmental Sequences

One of the most significant breakthroughs in second language acquisition (SLA) research was the discovery in the early-to-mid 1970s that **second language (L2) learners develop their L2 in very similar ways, irrespective of socio-economic status, education, personality, and even first language (L1).** This is not to suggest that everyone learns an L2 at the same speed or with the same ease, nor that they ultimately enjoy the same success (…).

**= sequences of interlanguage variants through which a linguistic form approximates a target-like manifestation**

Abrahamsson (2013)

**Critical of developmental sequences: Dynamic Systems Theory (DST)**

e.g. Lowie & Verspoor (2015),
de Bot, Lowie & Verspoor (2007)

- developmental sequences can only be determined in average group scores of intersectional studies
- no distinct sequences in individual developmental paths, as there is high intra- and interindividual variability

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# Linguistic Foundations

# Verb Placement in German

# Verb Placement in German

| | | | |
|---|---|---|---|
| 1. | Martin | **trinkt** | Rotwein. |
| | *Martin* | ***drinks*** | *red wine* |
| | Martin | **drinks** | red wine. |

**S-V-O**

German
English

**?**

# Verb Placement in German

| | | | | | |
|---|---|---|---|---|---|
| 2. | Martin | **wird** | | Rotwein | **trinken**. |
| | *Martin* | ***will*** | | *red wine* | ***drink*** |
| | Martin | **will** | **drink** | red wine. | |

(S-V) **O-V**
**German**

(S-V) **V-O**
**English**
**Russian**

# Verb Placement in German

| | | | | | | |
|---|---|---|---|---|---|---|
| 3. | Gestern | **hat** | Martin | Rotwein | **getrunken**. |
| | *yesterday* | ***has*** | *Martin* | *red wine* | ***drunk*** |
| | Yesterday, Martin | **drank** | | red wine. | |

**Adv-V-S-O /OV**

**S-V-inversion**
**V2 German**

**Adv-S-V-O**

**SVO English**

# Verb Placement in German

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| | | | | | |
|---|---|---|---|---|---|
| 3. | Was | **hat** | Martin | gestern | **getrunken?** |
| | *what* | ***has*** | *Martin* | *yesterday* | ***drunk*** |
| | Rotwein | **hat** | Martin | gestern | **getrunken**. |
| | *red wine* | ***has*** | *Martin* | *yesterday* | ***drunk*** |

**X – V – S**

**V2 German**

# Verb Placement in German

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| | | | | | |
|---|---|---|---|---|---|
| 4. | … | **dass** | Martin | Rotwein | **getrunken hat** |
| | | *that* | *Martin* | *red wine* | *drunk has* |

**S-O-V**
**German**

# Verb Placement in German

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4. … **dass** Martin Rotwein **getrunken hat**

   *that* *Martin* *red wine* *drunk has*

   … **that** Martin **has drunk** red wine.

**S-O-V**
**German**

**S-V-O**
**English**

**German is a basic SOV-language with V2-property.**

e.g. Koster (1975) for Dutch; for German: Wöllstein-Leisten, Heilmann et al. (1997); Eisenberg (1999); DUDEN (2006)

# German: SOV plus V2

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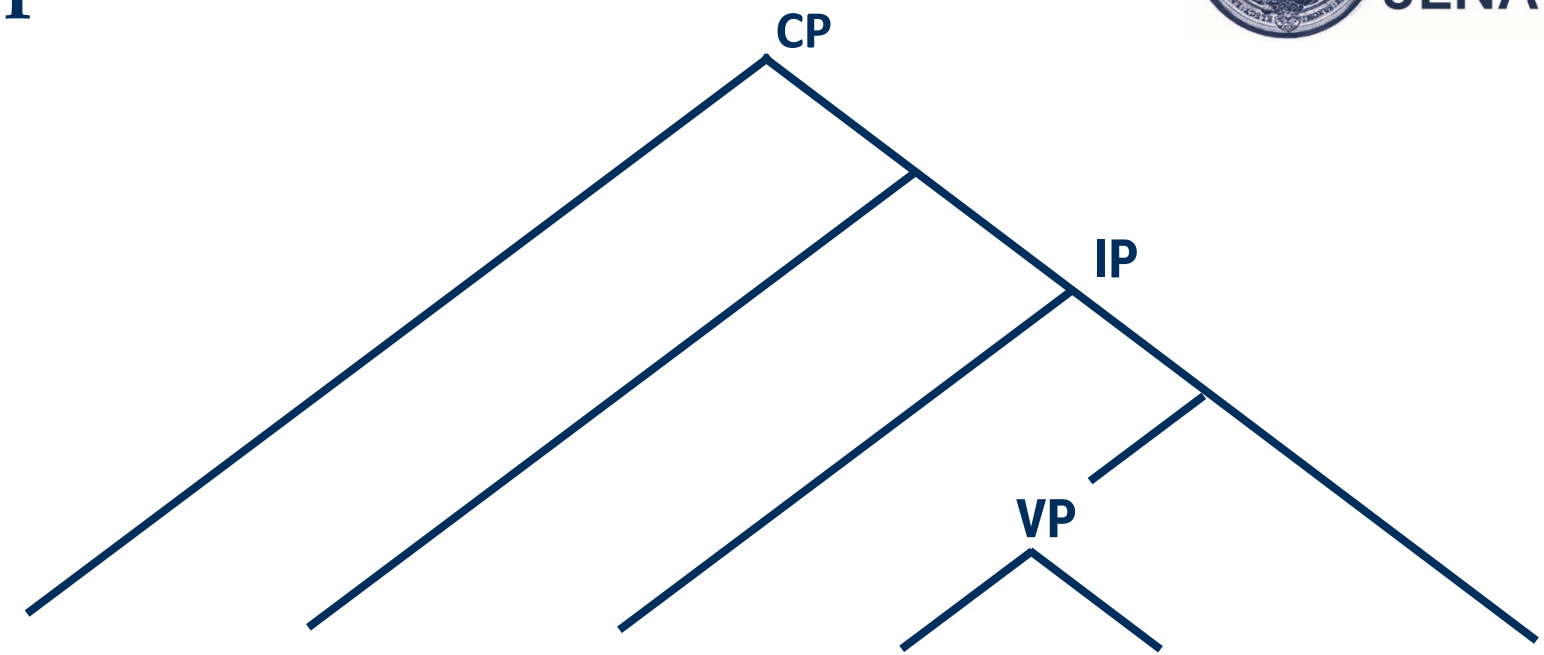
| | | verb bracket | | | | |
|---|---|---|---|---|---|---|
| | **prefield** | **left verb bracket** fin.V in V2 | **middle field** | | **right verb bracket** inf.V & fin.V in VE | **postfield** |
| **1.** | Martin | **trinkt** | | Rotwein. | | |
| | *Martin* | *drinks* | | *red wine* | | |
| **2.** | Gestern | **hat** | Martin | Rotwein | **getrunken**. | |
| | *Martin* | *has* | *Martin* | *red wine* | *drunk* | |
| **3.** | Rotwein | **hat** | Martin | gestern | **getrunken**. | |
| | *red wine* | *has* | *Martin* | *yesterday* | *drunk* | |
| **4.** | | **dass** | Martin | Rotwein | **getrunken hat** | |
| | | *that* | *Martin* | *red wine* | *drunk has* | |

**Topological Field Model for German** (Drach 1937; Höhle 1986; DUDEN 2006; Wöllstein 2010)

# German: SOV plus V2

**Generative Framework for German**
e.g. Wöllstein (2014)
Truckenbrodt (2014)
Ludwig, Ofner & Tracy (2012)




| SpecCP | C (fin V) | Subj | Obj | V (infinite) | I (finite) |
|---|---|---|---|---|---|
| Martin | trink**t** | | Rotwein | ~~trink~~ | ~~trinkt~~ |
| Gestern | **hat** | Martin | Rotwein | getrunken | ~~hat~~ |
| Rotwein | **hat** | Martin | Rotwein | getrunken | ~~hat~~ |
| --- | **dass** | Martin | Rotwein | getrunken | **hat** |

**verb bracket**

# Verb placement in L2 German

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**3 properties of German verb placement:**

1. **OV = lexical verb-end (verbfinal VP)**
   (infinite) lexical verbs follow their objects
2. **V2 = finite verb second**
   finite verbs in V2-position in main clauses
3. **VE = finite verb-end**
   finite verbs in VE-position in embedded clauses

**L1 and early L2-acquisition**
This is exactly the way verb placement is acquired in German during the first 4 years of exposure.

one word phrase

1. OV: Brot essen. „bread eat“
2. V2: die winkt auch „she waves too“
3. VE: dass der da raus kann
   „that he there out can“

ex. Schulz & Tracy (2011)

Clahsen (1982), Tracy (1981, 2006), Rothweiler (2006), Thoma & Tracy (2009)

# Untutored and Late L2 Acquisition of German

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untutored = informal // late L2-acquisition = age of exposure 4-5 years (cf. Meisel 2009)

## **Developmental sequence for verb placement in German** (based on Meisel 2013)

| | | |
|---|---|---|
| **Phase I:** | **SVO order (Adv-SVO)** | **typical for late L2: initial SVO-Hypothesis** |
| **Phase II:** | **Verb bracket with infinite verbs in clause-final position (OV)** | |
| **Phase III:** | **V2 with subject-verb inversion**<br>in *wh*-questions, with fronted objects and adverbials | **Phase I: Adv-SVO**<br>is remedied by<br>**Phase III: V2/inversion** |
| **Phase IV:** | **Finite verbs in clause-final position in embedded clauses** | |

(cf. Clahsen, Pienemann & Meisel 1983, Haberzettl 2005, Vainikka and Young-Scholten 2011 …)

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# Empirical Studies

# Empirical Questions

1. Do the learners investigated go through the reported developmental sequences for late L2-acquisition?
2. Are there differences in the order of acquisition?
3. Are there differences in rate and what might explain them?

**Methodological Question:**

**How do we establish a developmental sequence in a longitudinal study?**

# Longitudinal Case Studies

**two longitudinal corpora of two comparable learners**

- untutored late L2-acquisition
- spontaneous speech interaction with native speakers
- Transcription CHAT/CHILDES (MacWhinney 2000)
- Coding of verb placement after Haberzettl (2006), Czinglar (2014), Grießhaber (2012)

**DaZ-AF Corpus**

- Deutsch als Zweitsprache Altersfaktor (German as a Second Language Age Factor)
- DaZ-AF project by Ursula Stephany & Christine Dimroth (MPI Nijmegen)
- 1h audio recording, 68 data points (weeks) per learner week over 18 months


Czinglar (2014)

**DaZ-UMF Projekt**

- Deutsch  als Zweitsprache bei unbegleiteten minderjährigen Flüchtlingen
- 30-60 minutes audio recordings, only 4-7 data points over 2,5 years
- first observations: Czinglar (2018)
- MA-thesis on verb placement: Heidemann (2021, 2024)

# Methodology DaZ-AF

**Sub-Korpus for study (Czinglar 2014)**

- 21 parallel recordings of 1 hour per learner
- 21 hours of spontaneous speech with native speakers
- standards of the **CHAT-transcription** format of the **CHILDES system** (MacWhinney 2000)
- transcriptions double-checked with the recordings and recoded for a clause-based analysis
- excluded: repeated, non-spontaneous material

```
*NAS: und gestern waren wir in [*] Phantasialand .
*INT: hm@ia .
*NAS: wir dachten, als wir am achten Juni da waren [>], das [/]
eh@fp eh@fp das Galaxy ganz schrecklich ist .
*INT: hm@i [<] .
*INT: was ist Galaxy ?
*NAS: Galaxy, eh@fp da fährt man so durch kosmos@r .
*INT: hm@ia .
*NAS: ja, aber da fährt man nicht .
*NAS: da guckt man so ein riesigen [*] eh@fp so ein kino .
*INT: hm@ia .
*NAS: aber der [*] ist voll riesig .
*INT: hm@ia .
*NAS: wie dieser hauch [?] .
*INT: hm@ia .
*NAS: so fff@o .
*INT: (ei)n ganz grosses kino .
*NAS: ja, und da guckt man so .
*INT: hm@ia .
*NAS: und eh@fp der wagen bewegt sich .
*INT: hm@ia .
*NAS: wie wir dahin fahren, <wo es da eh@fp sieht> [//] [>] wo
das man [*ov] sieht .
*INT: hm@ia [<] .
*NAS: und die frau vor [/] &dav na wenn [*□□] wir vor dem
fahren, sagt .
*NAS: +" hm@i eh@fp sie brauchen diese maske .
*INT: hm@ia .
*NAS: +" eh@fp und <wir wünschen ihnen einen eh@fp &g guten
eh@fp &f> [//] &d wir wünschen ihnen einen guten fliegenden
[*] [% cc kontext: flug] +/.
*INT: flug, einen guten flug [>] .
*NAS: flug mit L_T_U .
*INT: oh@i .
*NAS: ja, das sagt sie .
*NAS: und als sie mir diese maske gezeigt hat, dann, letztes
mal, hat Mama gesagt .
*NAS: +" nein, das ist nicht für Nastja .
```

# DaZ-AF Corpus

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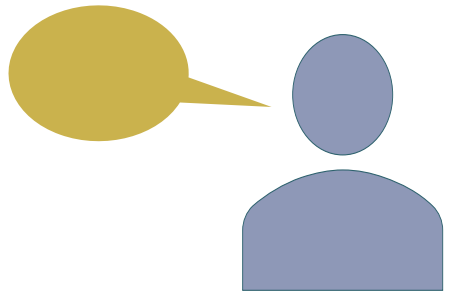
e.g. Dimroth (2009), Pagonis (2009)

| Nastja/NAS (child) | Dascha/DAS (adolescent) |
|---|---|
| L1 Russian, both half-sisters live with their mother (academic) | |
| total of 8 hours crash cours German as a Foreign Language before arrival | |
| in Germany Russian school 1x week | |
| **age of exposure: 8;7** | **age of exposure: 14;2** |
| **1. L2: German as Second Language** | **1. L2: English as a Foreign Language** |
| 2. grade primary school (Grundschule) | 9. grade secondary school (Gymnasium) |
| grades from German school important | grades from Russian school important |

| BEN | ZIA |
|---|---|
| 2015 immigration to Germany | |
| **unaccompanied minors, refugees (UMF)** | |
| **first language (L1) Dari** (ZIA also Farsi)<br>no other languages | |
| **3 years of schooling in Afghanistan** | |
| German literacy courses at the same institution | |
| both want to stay in Germany and get vocational training | |
| immigration at the age 13 | immigration at the age 16 |
| GSL classes at high school | segregated GSL classes at vocational school |

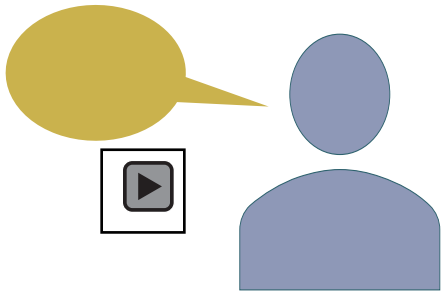
# DaZ-UMF corpus

# BEN and ZIA



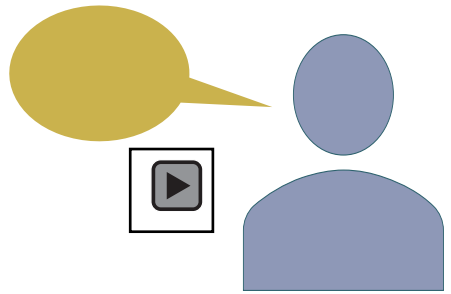
# BEN: most complex utterance 11. month of exposure

*INT: das sagen alle .
*INT: alle gehen in den City_Point .
*BEN: +< ja &ss ja ja [% lacht] .
*INT: was is(t) so schoen am City_Point ?
*BEN: &s &sch viele [% lacht] .
*BEN: (.) weis diese &z viele gehen .
*BEN: (.) ich wei(ss) nich(t) .
*BEN: kann nich(t) sa(ge)n .
*INT: viele geschaefte ?
*BEN: geschaefte . [+ imi]
*INT: +< oder ?
*BEN: ja .
*BEN: viele geschaefte ja. [+ imi]
*INT: viele geschaefte ?
*BEN: un(d) aehm (.) &ugenst [?] ich geh(e)n einfach oder so kucken <in die> [//] in Saturn ja .
*INT: im Saturn [>] aha .
*BEN: ja [<] im <Saturn ja ich> [>] geh(e)n einfach so kucken in die [% lacht] .



# ZIA: most complex utterance 11. month of exposure

*ZIA: ohne schule geht [*] nicht .
*INT: ohne schule gehts [: geht es] nicht .
*ZIA: hm wochenende oder ferien is(t) sehr sehr langweilig fuer mich .
*INT: wirklich ?
*ZIA: ja .
*INT: hast du keine hausuebungen zu machen oder ?
*ZIA: hm ja aber zu hause (.) wenn ich kein [*] hausaufgabe habe (.) dann (.) was soll ich machen ?
*INT: was machst du dann wenn du keine hausaufgaben hast ?
*ZIA: wenn ich zeit habe (.) dann geh(e) ich zu meine [*] freund .
*INT: aha .
*ZIA: oder aeh +/.
*INT: und was <macht ihr dann zusammen> [>] ?
*ZIA: <spiele gitarre> [<] .
*ZIA: zusammen mit meine [*] freund wir reden .



# Coding in Spreadsheet (excel)

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| | A | B | C | D | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | x | CHAT Main line | Woche | Mona | Prob | HS-Chu | HS-Typ | Pos. C | Vor- | VF fu | VF lex | F Lär | F | FIN* | FINI | Subj | SU I.S | Satz-K | int.AD | HS lex. |
| 2 | 1 | *DAS: weiss ich nicht . | Wo 19 | KM 05 | DAS | weiss (ich) | v1 | null | | rest | null | | lex | korr | wissen | | | | | |
| 3 | 2 | *DAS: also das ist für &hu hund [<] ? | Wo 19 | KM 05 | DAS | das ist | v2 | also | | | | | kop | korr | sein | | | | | |
| 4 | 3 | *DAS: aber es gibt ich glaube viele speziale [: spezielle] [*] medizin [<] . | Wo 19 | KM 05 | DAS | es gibt | v2 | aber | | subj | subj | | lex | korr | geben | | | | | |
| 5 | 4 | *DAS: so es hat [*v] ein speziale [: spezielle] [*] [<] [% cc kontext: also es gibt spezielle medizin] . | Wo 19 | KM 05 | DAS | | v2 | so | | subj | subj | | semi-lex | kongr | haben | pronomen | | | | |
| 6 | 5 | *DAS: das machen wir auch [>] . | Wo 19 | KM 05 | DAS | | v2i | null | | topikalis | AKK-das | 1 | lex | korr | machen | wir | deik | | | |
| 7 | 6 | *DAS: eh@fp das ist [*v] geschichtes [: geschichten] [*] von tier . | Wo 19 | KM 05 | DAS | das ist | v2 | null | | | | | kop | kongr | sein | | | | | |
| 8 | 7 | *DAS: Nastia hat ein [*] grosse mappe mit dieses [*] eh@fp geschichte [*] [% cc kontext: plural] . | Wo 19 | KM 05 | DAS | | v2 | null | | subj | subj | | semi-lex | korr | haben | np | | | | |
| 9 | 8 | *DAS: ich hab(e) das gesehen, aber nicht gelesen . | Wo 19 | KM 05 | DAS | | v2 | null | | subj | subj | | aux | korr | haben | pronomen | | aux-x-v | | lesen |
| 10 | 9 | *DAS: nein, ich hab(e) das [//] eh@fp diese gelest [: gelesen] [*v] [<] dann diese . | Wo 19 | KM 05 | DAS | | v2 | null | | subj | subj | | aux | korr | haben | pronomen | | aux-x-v | | lesen |
| 11 | 10 | *DAS: für [*] eh@fp ist das okay für mich oder nicht [% cc kontext: ob das ok ist] . | Wo 19 | KM 05 | DAS | | ns | null | | | | | 0 | | | | | | | |
| 12 | 11 | *DAS: kann ich das lesen oder nicht . | Wo 19 | KM 05 | DAS | | f-jn | null | | | | | mod | korr | können | subj | | mod-x-v | | lesen |
| 13 | 12 | *DAS: und ich glaube das geht [>] . | Wo 19 | KM 05 | DAS | ich glaube | v2 | und | | subj | subj | | lex | korr | glauben | | | | | |
| 14 | 13 | *DAS: ich glaub(e), das ist nicht so schwer . | Wo 19 | KM 05 | DAS | ich glaube | v2 | null | | | | | lex | korr | glauben | | | | | |
| 15 | 14 | *DAS: eh@fp panda wohnt in &bam bambus . | Wo 19 | KM 05 | DAS | | v2 | null | | subj | subj | | lex | korr | wohne | np | | | | |
| 16 | 15 | *DAS: wie heisst das auf deutsch ? | Wo 19 | KM 05 | DAS | was/wie h | f-w | null | | | | | lex | korr | heißen | | | | | |
| 17 | 16 | *DAS: ich glaube, das ist, wenn viele &bam bambus +... | Wo 19 | KM 05 | DAS | ich glaube | v2 | null | | | | | lex | korr | glauben | | | | | |
| 18 | 17 | *DAS: was ist scheu ? | Wo 19 | KM 05 | DAS | was ist (da | f-w | null | | | | | kop | korr | sein | | | | | |

# Multi-layer annotation in EXMARaLDA

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Wisniewski et al. (2023: 190)

| | 41 [00:4 | 42 [00:42.0] | 43 [00:43.0] | 44 [00:44.0] | 45 [00:4. |
|---|---|---|---|---|---|
| [tok] | Jetzt | studiere | ich | Informatik | . |
| [ADV] | | | | | |
| [INV] | | INV | | | |
| [VEND-CONTEXT] | | | | | |
| [vend] | | | | | |
| [tok_lemma] | jetzt | studieren | ich | Informatik | . |
| [tok_pos] | ADV | VVFIN | PPER | NN | $. |
| [tok_pos_bohnet] | ADV | VVFIN | PPER | NN | $. |
| [tok_lemma_bohnet] | jetzt | studieren | ich | Informatik | -- |
| [tok_pos_stanford] | ADV | VVFIN | PPER-SB | NN | $. |
| [tok_morph_bohnet] | _ | sg\|1\|pres\|ind | nom\|sg\|*\|1 | acc\|sg\|fem | _ |
| [sentence] | Jetzt studiere ich Informatik. | | | | |
| [tunit] | Jetzt studiere ich Informatik. | | | | |
| [TH1Diff] | | | | | |
| [TH1] | Jetzt | studiere | ich | Informatik | . |

tokenisierte Lernerspur

Neue Spuren: manuelle Erwerbsstufenannotation für Inversion und Verbendstellung

Automatische Annotationen (Wortarten, Lemmatisierung, Morphologie)

Automatische Annotationen (Segmentierungen)

Manuell annotierte Zielhypothese

**DAKODA project**
Consolidates existing learner corpora for German to evaluate developmental sequences

https://dakoda.org/korpora/

Abbildung 3
Flexible Mehrebenenannotation (Beispiel, Auszug aus Text mit der ID 1023_0103843)

# The Sub-Corpus

**about 10.000 utterances with verbs**

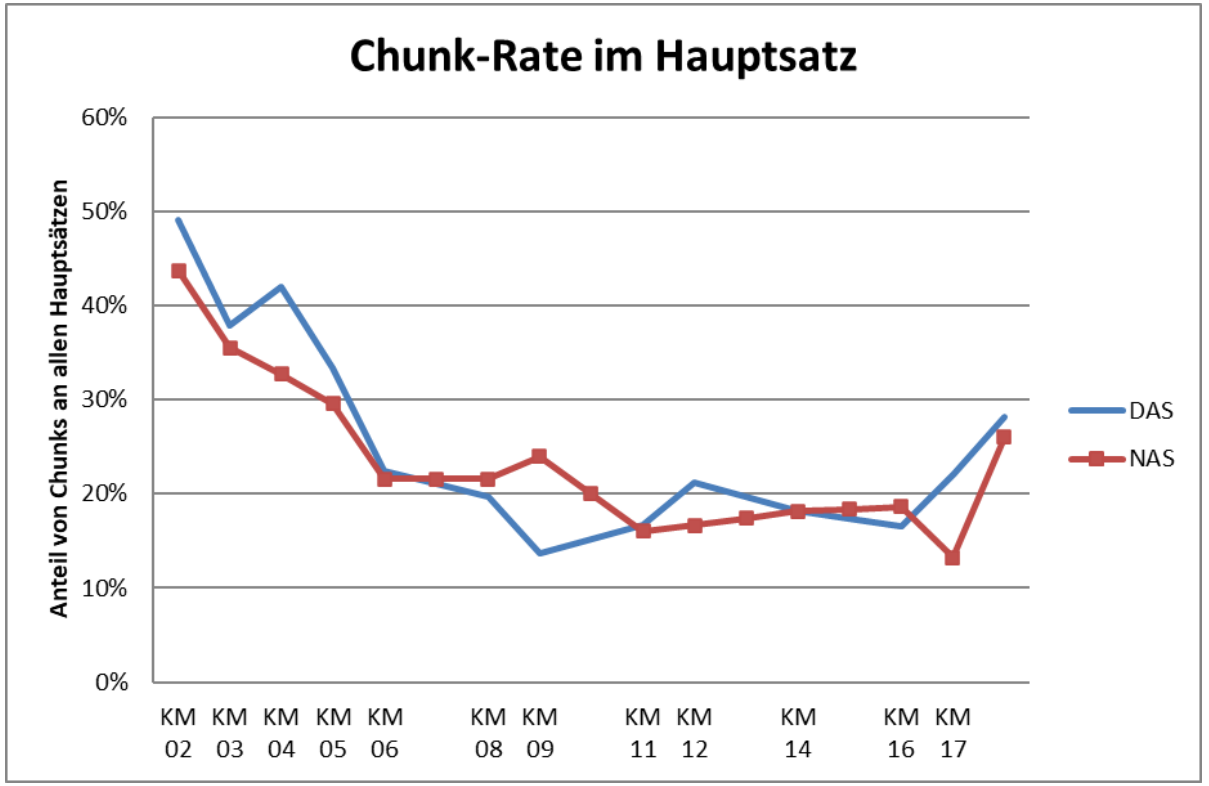
**further excluded: ~ 25% of potential prefabricated chunks, e.g.**

ich weiß nicht
I don‘t know

was ist das?
what is this?

es gibt/gibt es
existential construction: there is/are

weiss nicht, wie heisst das auf deutsch
don‘t know, what means this in German



# Untutored and Late L2 Acquisition of German

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untutored = informal // late L2-acquisition = age of exposure 4-5 years (cf. Meisel 2009)

## **Developmental sequence for verb placement in German** (based on Meisel 2013)

| | | |
|---|---|---|
| **Phase I:** | **SVO order (Adv-SVO)** | **typical for late L2: initial SVO-Hypothesis** |
| **Phase II:** | **Verb bracket with infinite verbs in clause-final position (OV)** | |
| **Phase III:** | **V2 with subject-verb inversion**<br>in *wh*-questions, with fronted objects and adverbials | **Phase I: Adv-SVO**<br>is remedied by<br>**Phase III: V2/inversion** |
| **Phase IV:** | **Finite verbs in clause-final position in embedded clauses** | |

(cf. Clahsen, Pienemann & Meisel 1983, Haberzettl 2005, Vainikka and Young-Scholten 2011 …)

# Task DaZ-AF: Transcript

You are listening Nastja and Dasha. Take a look at the **transcript**, while listening. Answer the following questions:

1. Which differences did you notice between the two learners?
2. Look at the transcript in simplified CHAT format: Which notations are used to transcribe oral speech?
3. Are there any sentences that should not be analyzed?

Both have 9 months of exposure to German. Both are very motivated to relate their experience of Phantasialand, hence both narrations are very well comparable.

**Nastja & Dasha (Czinglar 2014)**

**DAS**

**NAS**

# Task: Analysis of transcript

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Take a look at the transcript and **analyze all utterances / clauses** containing a verb according to the Phases I-IV, see your handout.

Work in **groups with the examples** and post the examples in the following **padlet**, where I already put some examples: https://padlet.com/CCzinglar/developmental-sequences-in-l2-german-ideuhyc9pcmj89tk

Group the utterances /clauses into the highest possible phase for each example.

**In which phase would you put NAS and DAS in the 9. month of exposure?**

**Nastja & Dasha (Czinglar 2014)**

**DAS**

**NAS**

# NAS/8 Jahre im 9. Kontaktmonat

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**Nastja beschreibt ihre Lieblingsattraktion in Phantasialand:**

1. da **guckt** man so ein riesigen so ein kino.
2. aber der **ist** voll riesig.
3. ja, und da **guckt** man so.
4. und der wagen **bewegt** sich.
5. wie wir dahin **fahren**, wo das man **sieht**.
6. und die frau [...] wenn wir vor dem **fahren**, **sagt**:
7. „hm sie **brauchen** diese maske.“

1. **V2 – Inversion**
2. **V2 – SVO**
3. **V2 – Inversion**
4. **V2 – SVO**
5. **VE – SOV (2x)**
6. **VE – SOV**
   **V2 – SVO**
7. **V2 -- SVO**

# DAS/14 Jahre im 9. Kontaktmonat

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**Dascha beschreibt ihre Lieblingsattraktion in Phantasialand:**

1. also diese Mystery_Castle.
2. und also der erste junge **ist** fünfzehn jahre alt oder sech sechzehn jahre alt.
3. der andere **ist** neun jahre alt.
4. und also ich **habe** auf allen diese **fallen** und Crazy_Loops mit ältere jungen.
5. weil kleinste ju(n)ge **darf** es nicht.
6. also er **darf** nur nach unten **fallen**.
7. er **hat** es zweimal **gemacht**.

1. **kein V**
2. **V2 – SVO**
3. **V2 – SVO**
4. **V2 – SV + OV**
5. **V2 – SVO**
6. **V2 – SV + OV**
7. **V2 – SV + OV**

# Phase II: OV / Verb Bracket

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**OV / verb-bracket contexts → obligatory contexts**

utterances in which the finite and infinite verb should be separated --> OV

declarative main clauses with finite functional verbs

separable particle verbs

| verb bracket | DAS/14 | % | NAS/8 | % |
|---|---|---|---|---|
| **auxiliary** | 308 | 44,77% | 530 | 54,47% |
| **modal verb + INF** | 358 | 52,03% | 353 | 36,28% |
| **particle verb** | 22 | 3,20% | 90 | 9,25% |
| **verb bracket total** | 688 | 100,00% | 973 | 100,00% |

# Phase II: OV / verb-bracket

## non target-like VX structures

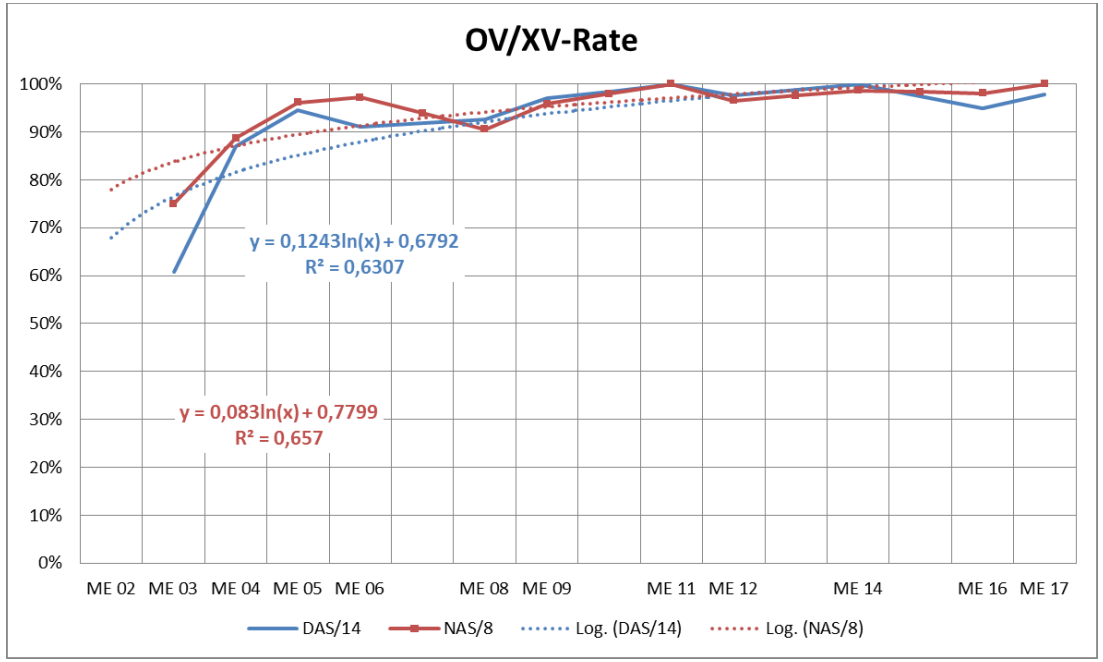
*DAS: man **kann schwimmen** gut. VX
one can swim well

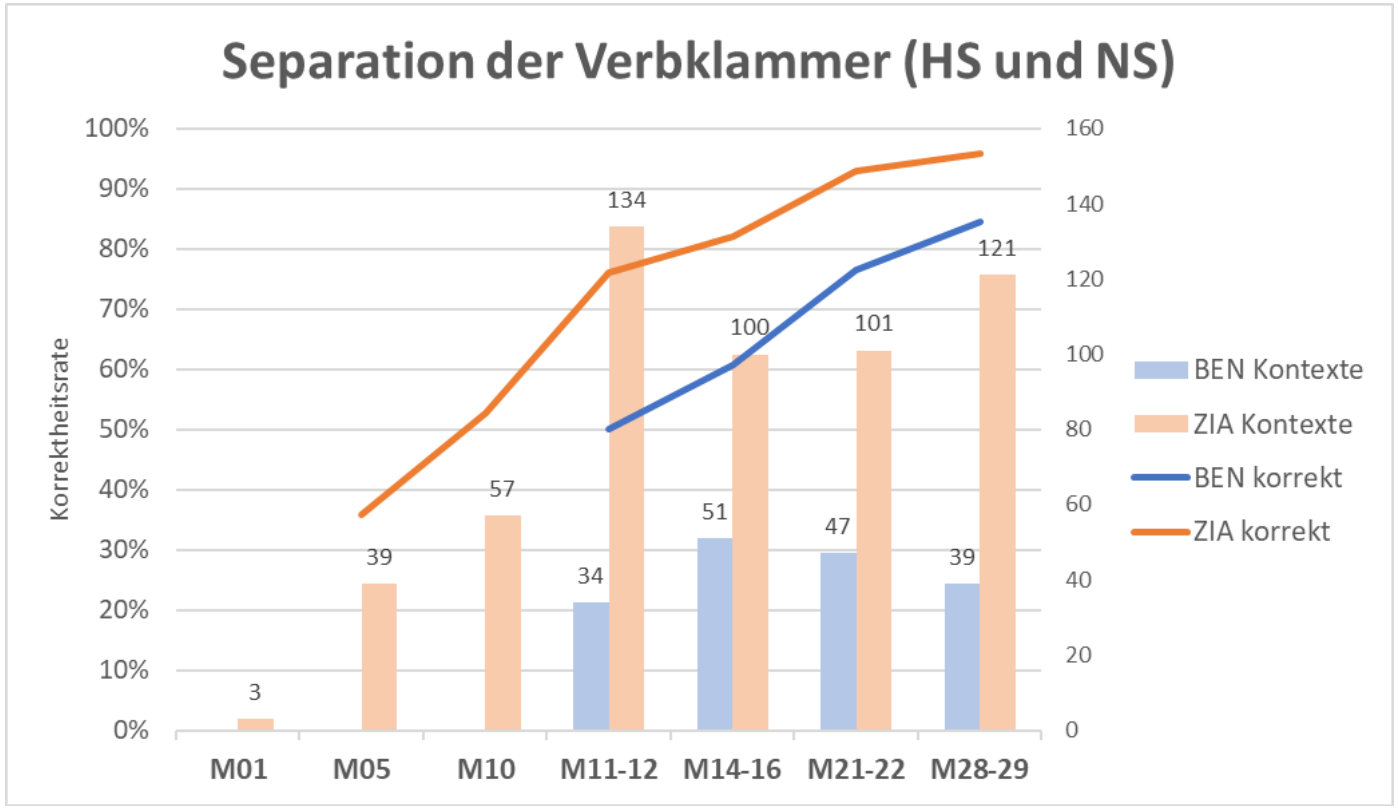
*NAS: ich **wollte erzählen** eine geschichte von Zeus. VO
i wanted to tell a story about Zeus

## target-like XV structures

*NAS: das &ha **hat** mir **gefallen** . OV
that has me-DAT pleased „I liked that.“

*DAS: so, jetz **kannst** du deine wohnung **beschreiben**. OV
so, now you can describe your flat






(2a) jetzt du **musst lernen** deutsch. (ZIA, 10. KM)

(2b) ja ich weiss ich **kann** lehrer **suchen**. (ZIA, 14. KM)

# Phase II

# Separation of verb bracket

different rate of development

**steps of development:**

verb bracket without separation (VO)
verb bracket with separation (OV)

# Phase III: V2 = inversion

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inversion as a test case for V2-property; cf. Haberzettl (2005)

**V2 / inversion contexts → obligatory contexts**

- all declarative main clauses with a fronted element: V2=XVS (inversion) and V3=XSV
- no copula construction
- no null subjects or topic-drop contexts

| | DAS/14y | % | NAS/8y | % |
|---|---|---|---|---|
| **V1 (*)** | 16 | 0,93 | 10 | 0,43 |
| **V2 = SVO** | 1135 | **65,76** | 1589 | **68,11** |
| **V2 = XVS** | 371 | 21,49 | 611 | 26,19 |
| **V3 (*)** | 204 | 11,82 | 123 | 5,27 |
| **total** | 1726 | 100,00 | 2333 | 100,00 |

# Phase III: V2 = inversion

## non target-like V3 structures (negative transfer)

*DAS: und **dann** er trinkt tee .

and then he drinks tea

*NAS: **heute** <ich habe> [//] ich hatte englisch .

today <I have> [//] I had English

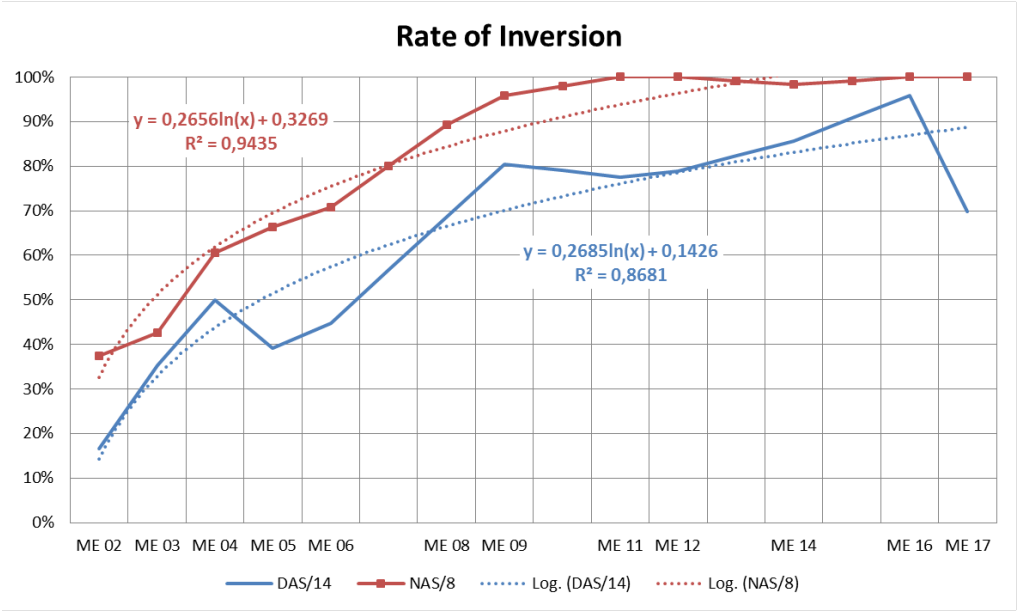
## target-like inversion structures

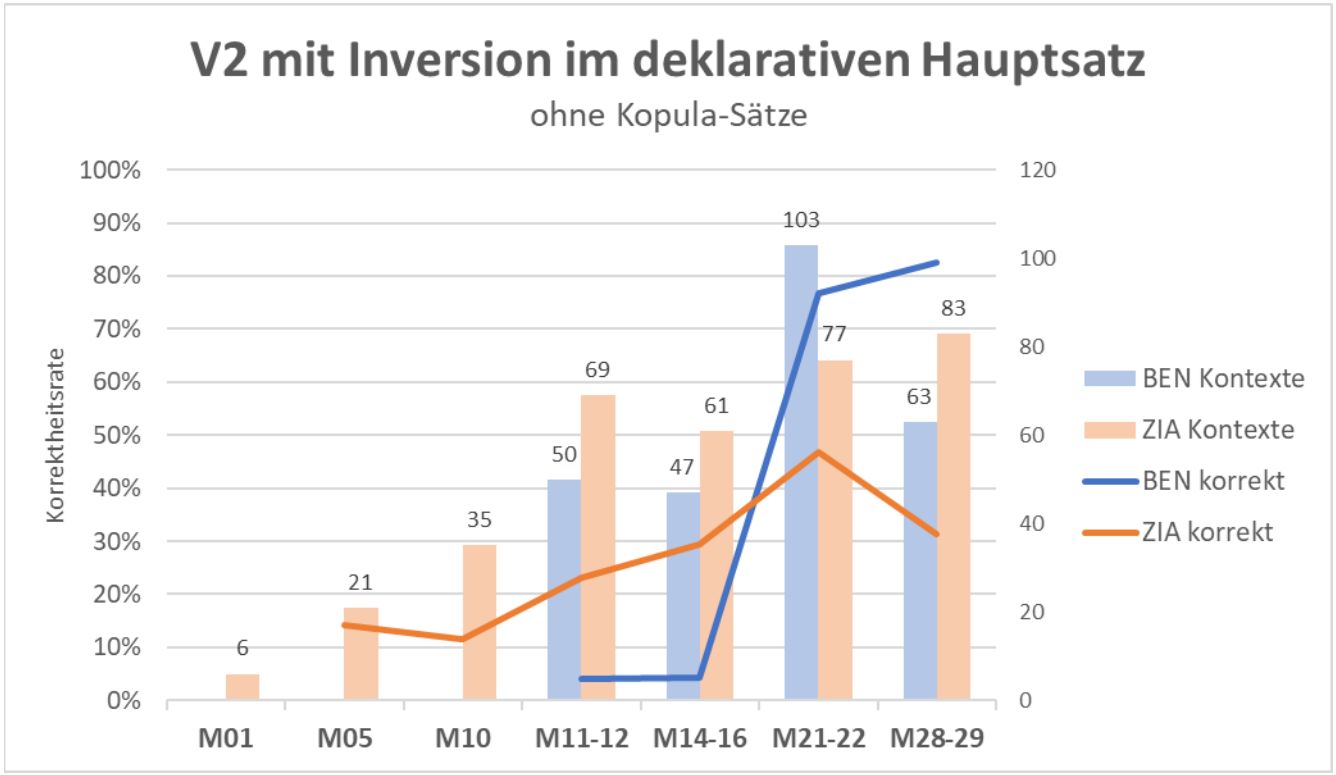
*DAS: so, **jetzt** kannst du deine wohnung beschreiben.

so, now can you your flat describe

*NAS: und **dann** kommt die Dascha.

and then comes the Dasha



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# Phase 3

# V2 and Inversion

- V2 contexts

(3a) und **manchmal ich geh** sur [zur] schule mit gitarre. (10. KM)

(3b) … **dann gehe** ich zu meine freund. (10. KM)

# Phase IV: embedded VE

**Verb-End Contexts: finite embedded clauses where VE is expected**
**→ obligatory contexts**

- V2 in spoken German (*weil*) → excluded
- V2 under bridge verbs → excluded
- null-subjects & infinitival clauses → excluded
- including copula construction

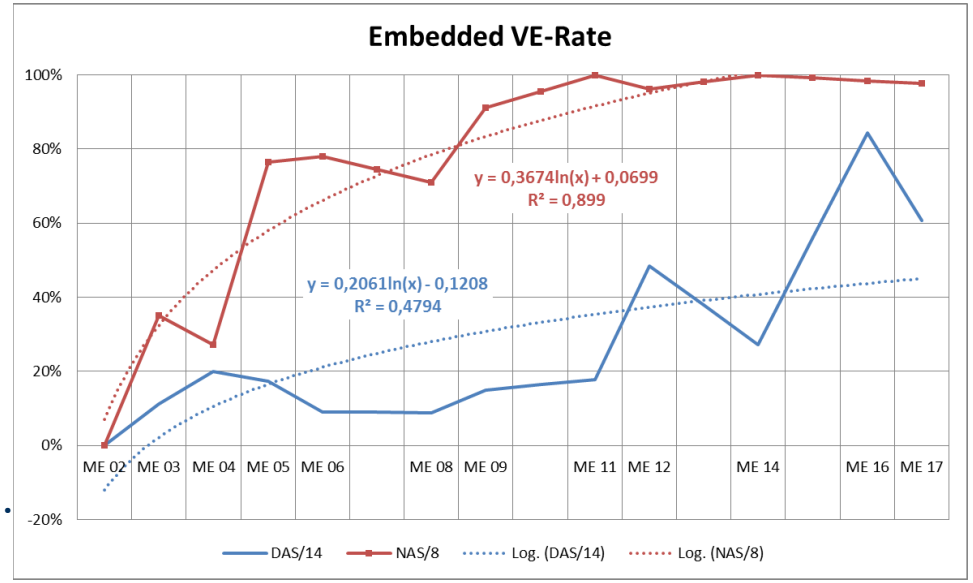
| | DAS/14 | % | NAS/8 | % |
|---|---|---|---|---|
| VE (ok) | 106 | 36,30% | 419 | 80,42% |
| V2 or SVO (*) | 186 | 63,70% | 102 | 19,58% |
| gesamt | 292 | 100,00% | 521 | 100,00% |

# Verb-End Contexts

## non target-like embedded V2 or SVO

*DAS: (meine mutter hat gesagt,)
dass er **kann** nicht sehr gut deutsch sprechen .
that he can not very well German speak

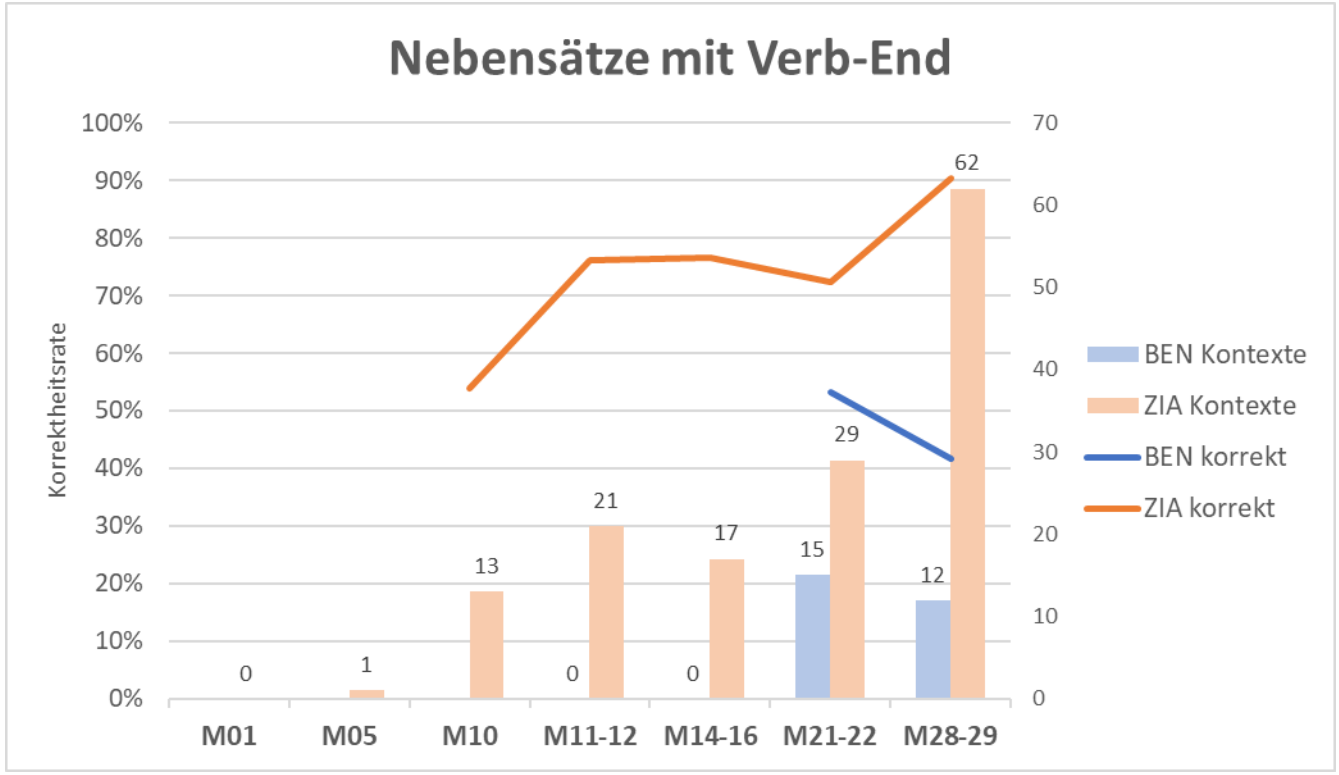
*NAS: und wenn ich **stehe** auf link(s) auch .
and when I stand at left too




## target-like VE structures

*DAS: wann wir Zeus zuhause **bringen**, (er war fünf monaten alt).
when we Zeus home bring, he was five months old

*NAS: (habe ich nicht gewusst,)
dass die schnecken in seinen haus auch etwas **haben** .
that the snails in his house also something have




# Phase IV

# Verb-End in embedded clauses

(4a) **wenn** ich **will** klassik spielen, ich brauche ein gute lehrer. (10. KM)

(4b) zu hause, **wenn** isch kein hausaufgabe **habe**, dann was soll ich machen. (10. KM)

# Acquisition Criterion

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**no correctness rate, but emergence criterion**
e.g. ZISA-project, ESF-project; Processability Theory: emergence criterion with in e.g. 5 lexically variant obligatory contexts

50%
over 50% correctness in obligatory contexts (above chance level)
used implicitly in late L2-studies

60%
over 60% correctness in obligatory contexts, used in some late L2-studies
e.g. Vainnika & Young-Scholten (1994)

80%
over 80% correctness in obligatory contexts, used in some late L2-studies
e.g. Haberzettl et al. (2013), Lahti (2017)

90%
**over 90% correctness in at least 5 obligatory contexts**
Brown (1973): L1 acquisition, early L2 acquisition

**Correctness rates in obligatory contexts.**

**How do we define obligatory contexts?**

# Summary of results

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| | NAS / 8 years | | DAS / 14 years | |
|---|---|---|---|---|
| **correctness** | **> 50%** | **> 90%** | **> 50%** | **> 90%** |
| 1. OV/XV main clause | 3. ME | 4-5. ME | 2. ME | 4-5. ME |
| 2. V2/INV main clause | 4. ME | 8. ME | 6. ME | -- (16. ME: 95%) |
| 3. V-END embedded | 4. ME | 9. ME | 14. ME | -- (17. ME: 61%) |

| | BEN | | ZIA | |
|---|---|---|---|---|
| **correctness** | **> 50%** | **> 80%** | **> 50%** | **> 80%** |
| 1. OV/XV main clause | | 21. KM | | 14. KM |
| 2. V2/INV main clause | | 28. KM | 28. KM < 50% | |
| 3. V-END embedded | | --- | | 28. KM |

ME ... month of exposure

# Conclusions

**The learners go through the developmental sequences for verb placement** in German, as described for late L2 acquisition.

**Developmental sequences can be established in individual case studies** based on spontaneous speech by using the methodology of

- obligatory contexts
- correctness rates
- BUT: it is difficult to establish a coherent acquisition criterium

AND: There is some variation in the order of acquisition that has to be explained.

**Thank you!**

**Questions?**
**Remarks?**

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