

Sprachsensibel im vorschulischen Bereich und der Primarstufe unterrichten

5-6: Principles of (Second) Language Learning

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At risk learners

- studied in some detail since the 1970s, esp. in Canada
- learners with below-average IQs had no disadvantage in immersion programmes compared to regular programmes (Genesee 1976)
- also finds no disadvantages for children with general learning difficulties (Bourgoin 2014)
- in reading and writing abilities, immersion students develop the same proficiency levels as non-immersion students (Bruck 1982)
- learners with reading difficulties develop both a higher status of phonological awareness and a more rapid growth in reading comprehension than at programme entry (Kruk and Reynolds 2012)



At risk learners

- as yet no studies including learners with dyslexia, autism or Down Syndrome in immersion setups (Piske 2013: 55)
- more negative attitude among dropout students with regard to education than for students remaining in the programme (Bruck 1985)
- dropout students displayed the same problems in the regular programmes that they had experienced in immersion
- it may well be advantageous, in individual cases, for students to discontinue immersion (Hallsall 1994)
- study of dropout students controversial as the bulk of studies has been based on students' self-assessment and not on objective studies (Piske 2013)



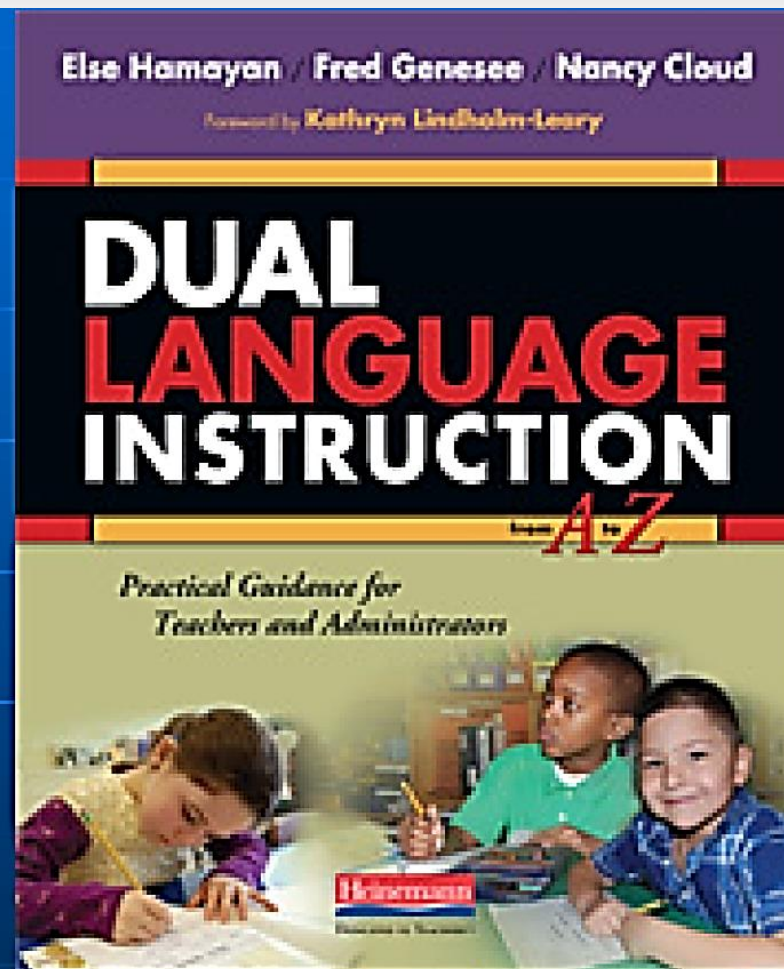
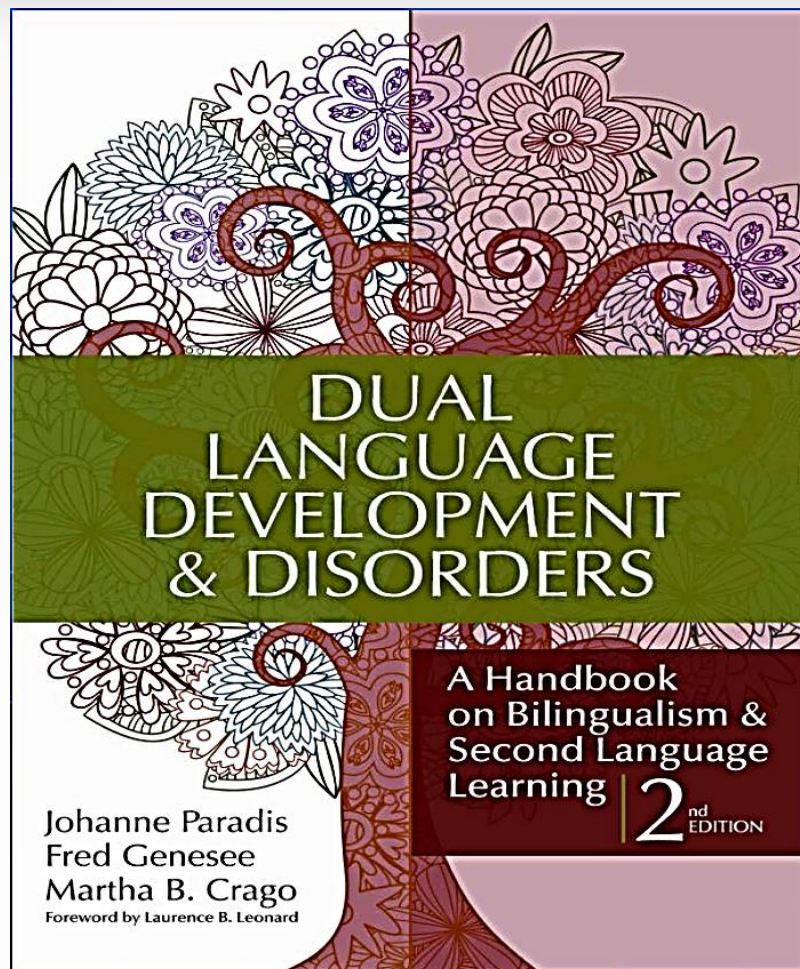
At risk learners

- the current results seem to indicate that students with special educational needs fare as well in immersion programmes as they do in mainstream schooling
- no reason to deprive them from the beneficial effects of immersion teaching (see Fortune 2011)

Until we have strong evidence that shows that learners with certain language and/or learning disabilities are better served when schooled through one language only, there is no reason to deny the enrichment possibilities of an immersion education to any child (Fortune 2011: 267)

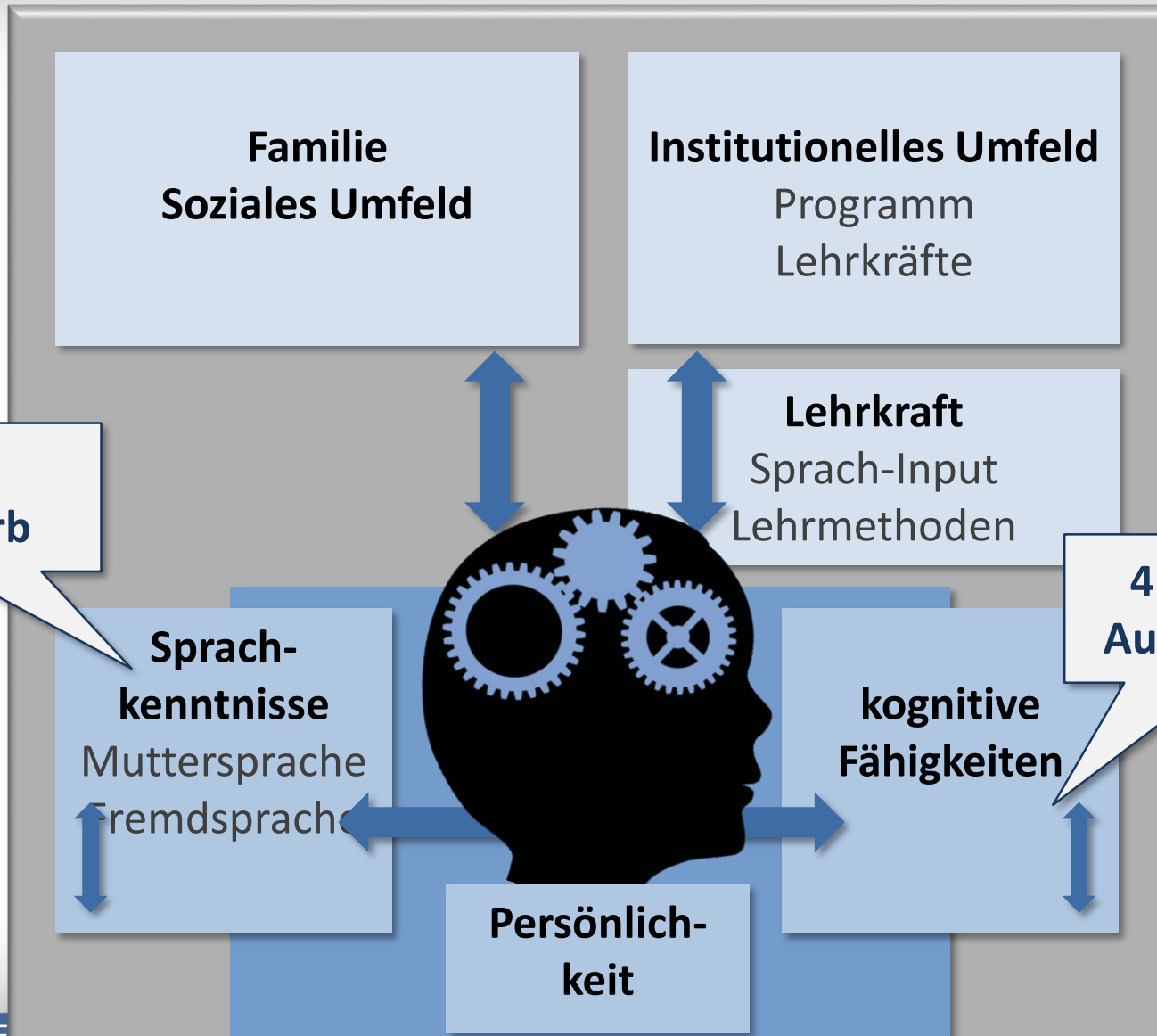


At risk learners





Programm





Brainstorming

Brainstorming

1. What is an L1 learner, what is an L2 learner?
2. What does "being bilingual" mean?
3. In what respect may language learners differ from each other?
4. In what respect may learning contexts differ from each other?





Bilingualism vs. Monolingualism

Definitions between *minimal* and *maximal bilingualism*

1. **Weak, minimal or incipient definition of bilingualism:**
knowledge of a few words, phrases, expressions in the L2
(e.g. Diebold 1964)
2. **Strong or maximal definition of bilingualism:**
(almost) native-like mastery of both Ls (e.g. Bloomfield, 1933)

Continuum of bilingualism

(adapted from Valdés 2003, quoted in Baker 2011:8)





Bilingualism vs. Monolingualism

Dimensions in the definition of bilingualism

1. **Ability:** *productive* vs. *receptive* (passive) ability
2. **Use:** languages are used in specific *domains* (contexts)
3. **Balance:** *balanced bilinguals* have an equal command in both Ls (very rare), *unbalanced bilinguals* have a *dominant* and a weaker language
4. **Age:** in *bilingual first language acquisition (BFLA)*, both Ls are learned *simultaneously*, in L2 acquisition, they are learned *consecutively / sequentially / successively*
5. **Context:** in *additive* forms, both Ls are promoted (e.g. *immersion programs*), in *subtractive* forms, the L2 is learned at the cost of the L1 (e.g. *submersion programs*)

Adapted from: Baker, C. (2011). Foundations of Bilingual Education and Bilingualism. Bristol et al.: MM.



Sequential Bilingualism: Second vs. Foreign Language

When languages are learned consecutively...

- ... they can be learned in a naturalistic context (e.g. a foreign country)
- ... they can be learned in an instructional context (e.g. in school)
- ... or both!

Languages in an instructional context...

- ... can be learned explicitly (with a focus on the language)
- ... implicitly (with a focus on content, using the language as a medium of communication)
- ... or both!



Sequential Bilingualism: Second vs. Foreign Language

When languages are learned consecutively...

- ... researchers sometimes differentiate between a **second language *acquisition* (naturalistic context)** and a **foreign language *learning* (instructional context)**

NOTE:

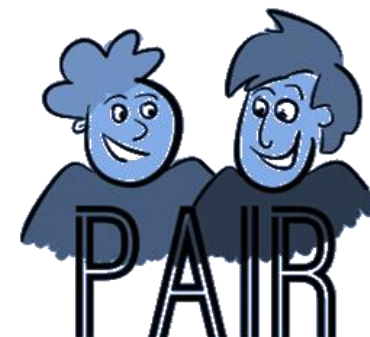
- This does not necessarily make a difference for the **processing of language in the brain.**
- What seems to make a difference is implicit vs. explicit learning – but these are not restricted to the two contexts.
- It may have an effect on the ***speed*** of language learning, and on the ***awareness*** of linguistic structures.



Brainstorming

What do you think ...

- ... do younger children have an advantage in foreign language learning?
- ... or do older learners have an advantage?
- ... and if so, why?





Critical Period Hypothesis

Posited by Lenneberg (1967)

It is impossible to learn a language on a native-like level after puberty because of maturational effects in the brain (i.e. reduction of the brain's plasticity during puberty / up until puberty)

Evidence

- Recovery from brain damage (Lenneberg, 1967)
 - Broca's aphasia: impaired language production
 - Wernicke's aphasia: impaired language comprehension
- Feral children (e.g., Genie - Curtiss, 1977)
- Late FLA in deaf signers (Mayberry, 1993)



Genie's Story

- **Genie (min. 8:57-14:08(41))**
<http://video.google.com/videoplay?docid=-1955232874558919934>
- "Mockingbirds don't sing" (Movie Genie)
http://www.youtube.com/watch?v=bPIP_iLfoYs
<http://www.youtube.com/watch?v=bWzO8DtRd-s&NR=1>
- "Ken Lee"
<http://www.youtube.com/watch?v=FQt-h753jHI>



Genie's Story

- What might be other reasons why Genie didn't learn language?



Age and Attainment: Older research

Critical Period Hypothesis? ⇒ Multiple Sensitive Periods

- strong evidence for age effects in L2 acquisition:
 1. within the first year of life for **sound acquisition** (categorical speech perception) (Wode 1994, Kuhl 1999, 2000, 2008)
 2. up to the age of 4-7 Jahren for segmental und suprasegmental **phonology** (Chambers 1992, Oyama 1976, 1978, Flege et al. 1995) and the **lexicon**, especially **collocations** (Hyltenstam 1992, Spadaro 1996 & Lee 1998 in Long 2007)
 3. up to the age of ca. 15 for L2 **grammar** (morphology and syntax) (DeKeyser 2000, Johnson & Newport 1989, Patkowski 1982)



Age and Attainment

Assumed Causes

- maturational processes:
changes in the neuro-physiology of the brain

"the hypothesized explanation is that *neurophysiological* development ... occurring before the close of one or more sensitive periods ... conveys a lasting advantage to early L2 acquirers" (Long 2007: 74)



Sensitive Period(s)

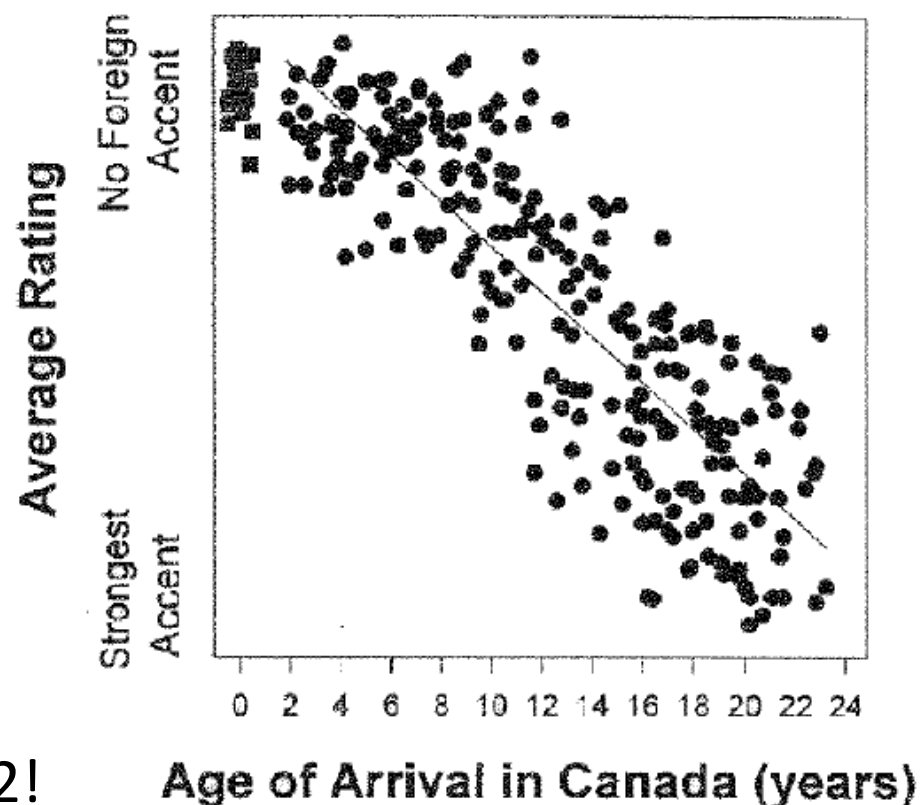
As the name suggests, in such a period a learner would be alert to developing the specific skills that his/her development (oral skills and communicative proficiency) would allow (Singleton 1989: 80).

Current research suggests there is no specific critical period "which ends with a sudden cut-off point after which L2 acquisition is not possible" (Rohde 2010: 123). Rather, two phenomena seem to be at work. Firstly, the acquisition or learning of certain language structures occurs within certain time frames or *time windows* (ibid.). These windows close gradually, in contrast to the finality of the Critical Period Hypothesis. Secondly, various sensitive periods exist which correspond to the different levels or forms within a language, such as phonetics, lexis or syntax. Thus *sensitive period* is an umbrella term used to describe a range of sensitive periods considered as varied parts of the language acquisition process. As an example, and focusing specifically on accent, Singleton (1989: 107) discusses the "younger = better at acquiring accent" position, stating that "younger learners are more efficient at acquiring a native-like accent in the target language". There seems to be evidence in research that "after the age of about 6, most learners are unable to develop a native-like accent in their L2" (Rohde 2010: 123).



Foreign Accent and Age (Flege 1995:235)

- Age of Arrival of Italian speakers in Canada
- Ratings of their accent
 - the younger they were at their arrival, the less accent was rated
 - straight line: NO EVIDENCE for a critical period after age 2!





Grammar and Age

(Vanhove's 2013 reanalysis of DeKeyser 2010)

- Age of onset of L2 Hebrew speakers in Israel
 - grammaticality judgments
- the younger they were at their arrival, the better their gramm. judgments
- straight line: NO EVIDENCE for a critical period after age 2!

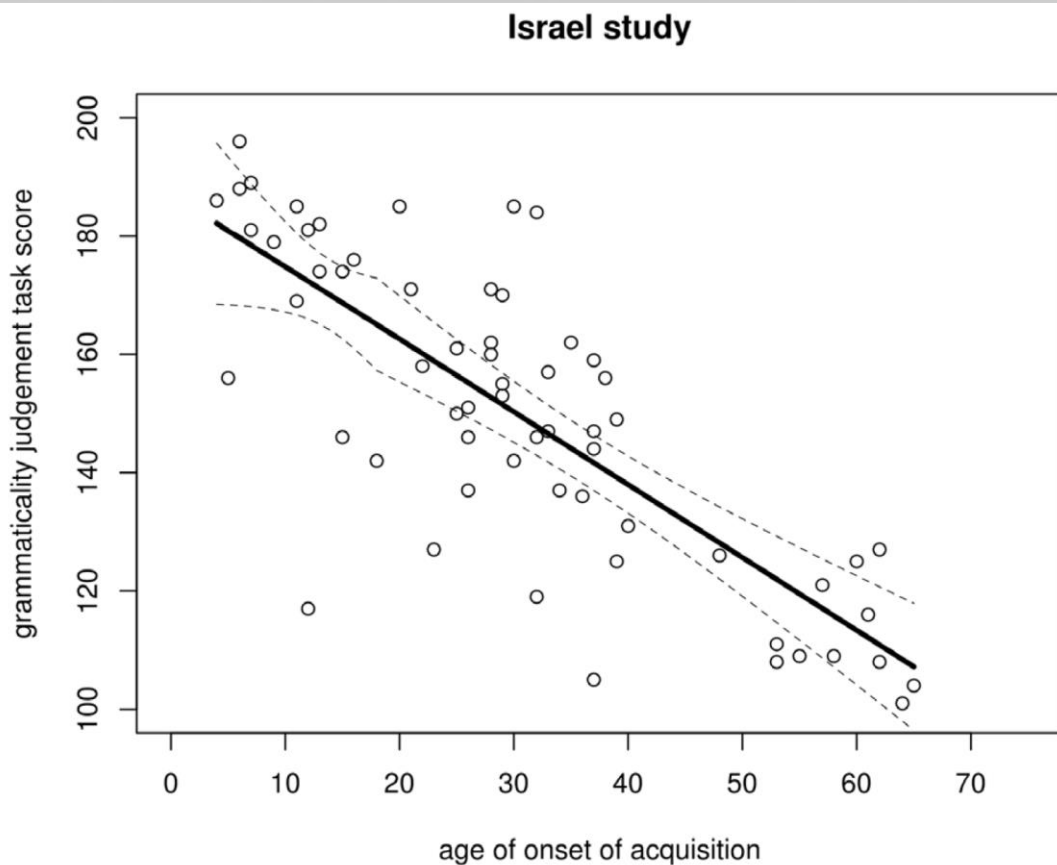
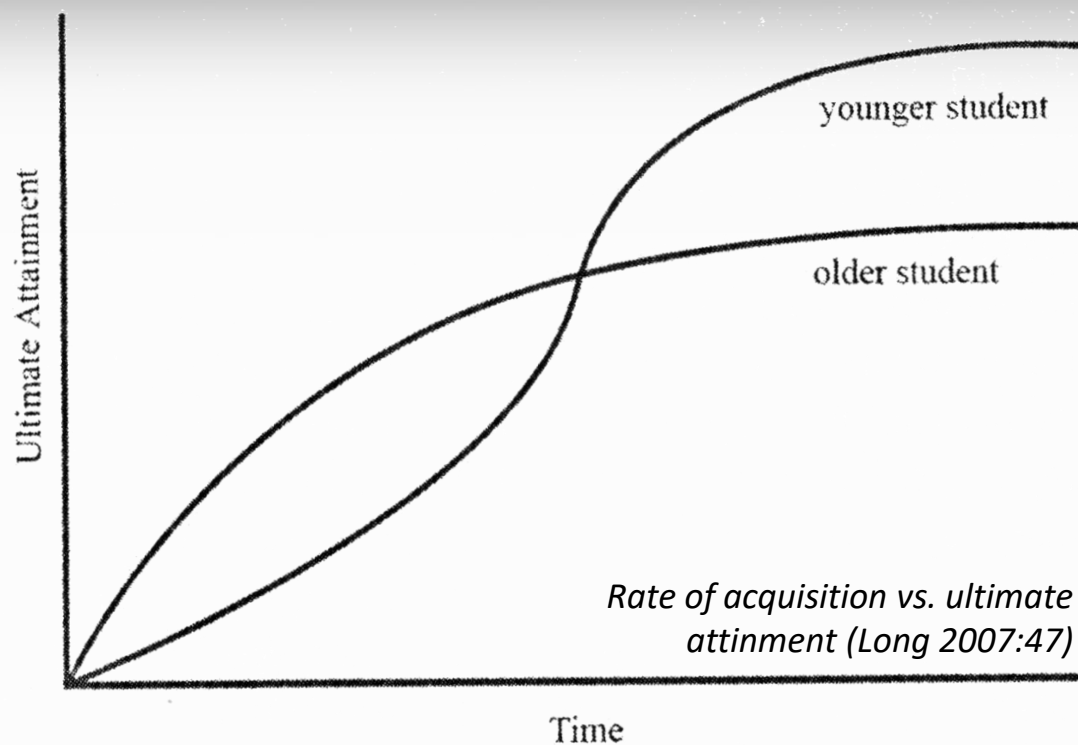


Figure 6. Regression lines for the Israel data. Solid: regression with breakpoint at AOA 18 (dashed lines represent its 95% confidence interval); dot-dash (hardly visible due to near-complete overlap): regression without breakpoint.
doi:10.1371/journal.pone.0069172.g006



Age and Attainment



- The younger the better – in the long run! (Singleton & Ryan (2004:115)
- implicit vs. explicit learning (DeKeyser & Larson-Hall 2005)
- *rate of acquisition* higher with older learners at the beginning, *ultimate attainment* (final L2 competence) higher with those who started young



Age and Attainment

Older is better in the short term

Older learners have been observed to have an advantage in terms of **rate of acquisition** in the initial stages of SLA, both in naturalistic settings (e.g., Snow & Hoefnagel-Hoehle, 1978) and in instructed settings (e.g., six studies in Garcia-Mayo & Garcia-Lecumberri, 2003)

Younger is better in the long term

Immigrant studies have shown that there is a negative correlation between age of arrival (AoA) and level of L2 attainment (e.g. Oyama 1976, 1978, Patkowski 1980, Johnson and Newport 1989, Hyltenstam 1992); therefore young learners have higher **ultimate attainment** in the end

Even very extensive exposure does not guarantee native-like attainment!



Some Videos

Accents can save lives!

<https://www.youtube.com/watch?v=x9wJxZc2KF8>

"Ken Lee"

<https://www.youtube.com/watch?v=HPs7dJvW2X4>



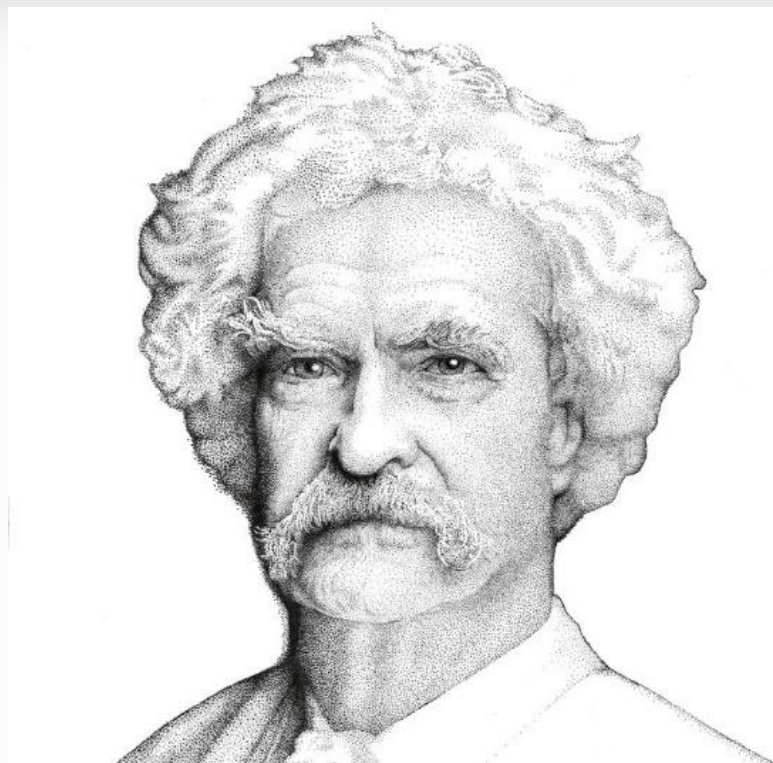
- Womit haben Lerner in der Aussprache besondere Schwierigkeiten?





I can understand German as well as the maniac that invented it, but I talk it best through an interpreter.

Mark Twain
- A Tramp Abroad



<http://twainquotes.com/>



German and English Sound Systems

- Bett
- schlecht
- Wette
- Fledermaus
- ich – echt – ach – och – huch



German and English Sound Systems

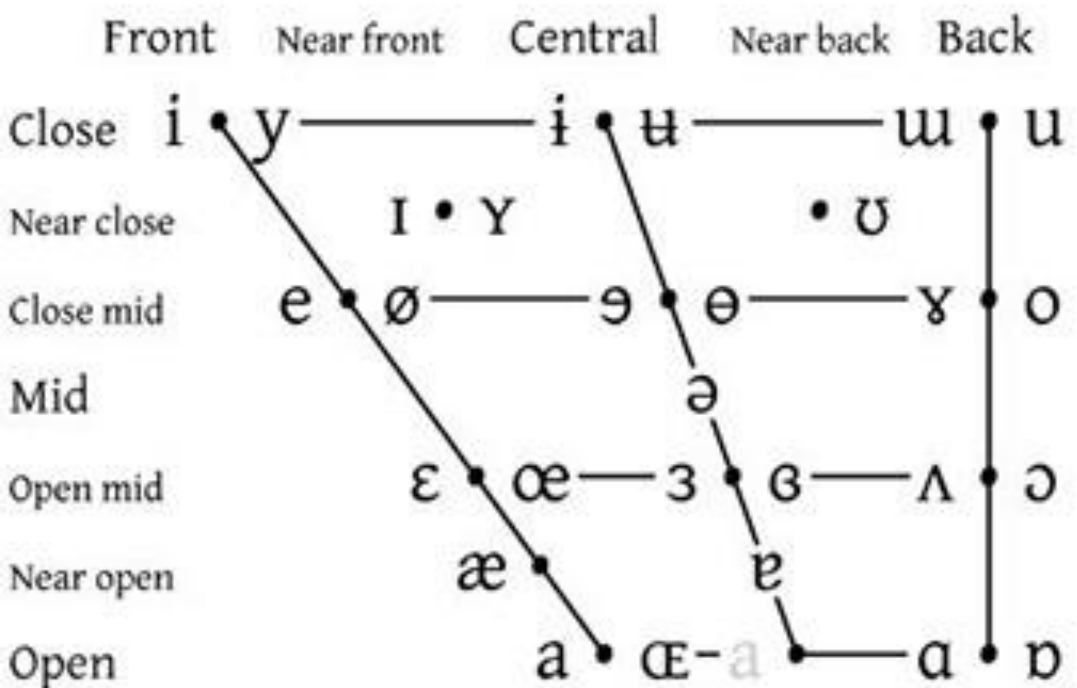
- bed [bɛd]
- bad [bæd]
- bet [bɛt]
- bat [bæt]

German accent: [bɛt]

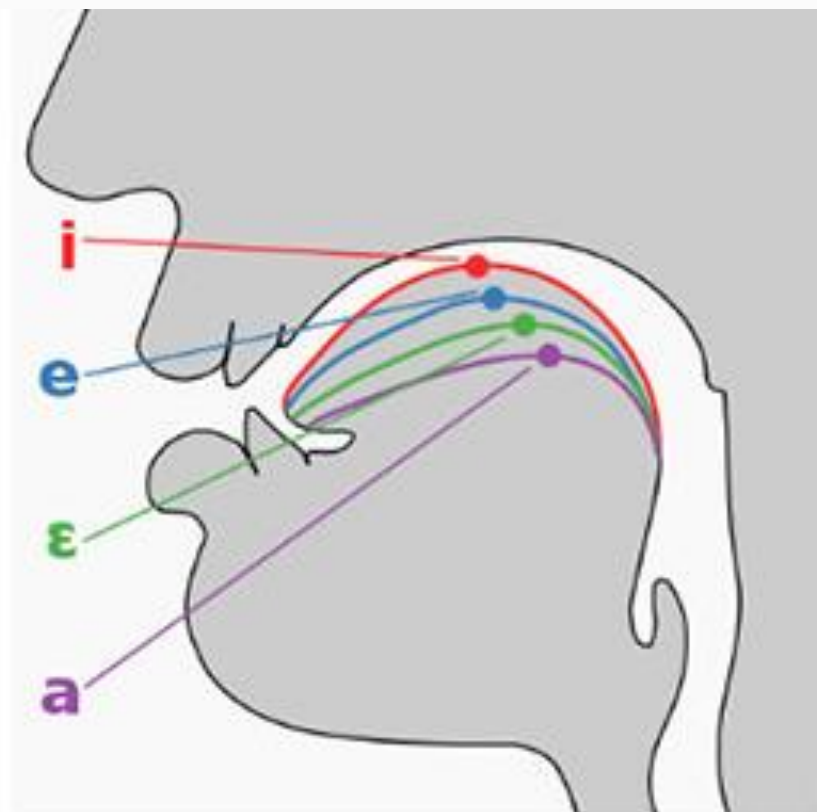
- Auslautverhärtung / final devoicing
- no [æ] in German sound system



Vowel Production



Vowels at right & left of bullets are rounded & unrounded.





German and English Vowel System

Das deutsche Vokalsystem

Das englische Vokalsystem

	palatal		zentral		velar			palatal		zentral		velar		
	ng.	g.	ng.		ng.	g		ng.	g.	ng.	g.	ng.	g	
geschlossen	i	y				u		i					u	
halbgeschlossen	ɪ	ʏ				ʊ		ɪ					ʊ	
	e	ø				o					ɜ			
halboffen	ɛ:													ɔ
offen	ɛ	œ	ə			ɔ		æ	ɛ	ʌ	ə			
			a:							(a)		ɑ	ɒ	
			a			(ɑ)								
	eɪ	aɪ	aʊ	ɔɪ	ʊɪ	V ^b	(V ^ɔ)	(V ^ɛ)						
	eɪ	(e)	aɪ	aʊ	ɔɪ	əʊ ~	oʊ	(o)						

Aus Kersten (2002:29ff), nach Kohler (1995), Wode (1981), Arnold & Hansen (1979) und Ladefoged (1993), Crystal (1987)

➤ Worin liegen die Unterschiede?

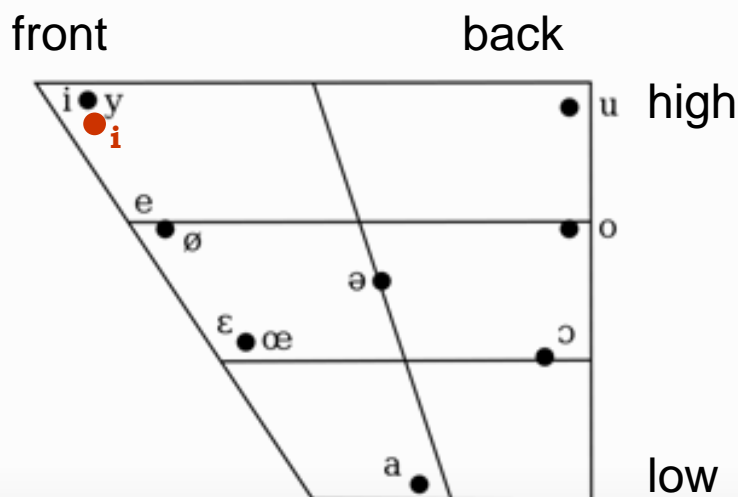


Speech Learning Model (Flege 1995, 233ff)

"Equivalence Classification"

- phonological categories of speech perception for L1 sounds are formed within the first year of life
- similar sounds in L1 and L2 are classified as **equivalent** (belonging to the same sound category) by older learners

Vowel Chart French / English





Equivalence Classification

French: <le lit> - [i] highest place of articulation

German: <das Lied> - [i] lower place of articulation

English: <to lead> - [i] lowest place of articulation



Speech Learning Model (Flege 1995, 233ff)

New sound categories vs. "foreign accents"

- learners need to hear the difference between two similar sounds in L1 and L2
- if they don't hear the difference, they will use the same sound for both of them
- very different sounds are easy to distinguish; very similar sounds are difficult to distinguish
- the older the learner, the more difficult this becomes



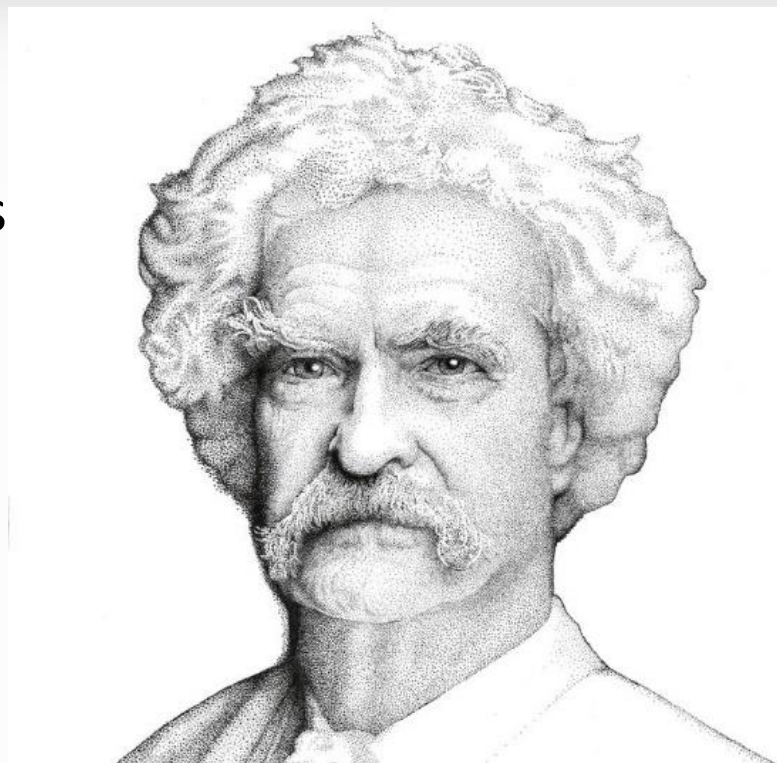
- What happens when literacy comes into play??

- "Papier"
- "Lug und Trug"



It is easier for a cannibal to enter the Kingdom of Heaven through the eye of a rich man's needle than it is for any other foreigner to read the terrible German script.

Mark Twain



The Problem...

I take it you already **know** of **tough** and **bough** and **cough** and **dough**?

Some may stumble, but not **you**, on **hiccough**, **thorough**, **slough**, and **through**?

So now you are ready, perhaps, to learn of less familiar traps?

Beware of **heard**, a dreadful **word**, that looks like **beard**, but sounds like **bird**.

And **dead**, it's **said** like **bed**, not **bead**; for goodness' sake, don't call it **deed**!

Watch out for **meat** and **great** and **threat**.

(They rhyme with **suite** and **straight** and **debt**.)

A **moth** is not a moth in **mother**, nor **both** in **bother**, **broth** in **brother**.

And **here** is not a match for **there**, nor **dear** and **fear**, for **bear** and **pear**.

And then there's **dose** and **rose** and **lose** - just look them up - and **goose** and **choose**

And **cork** and **work** and **card** and **ward** and **font** and **front** and **word** and **sword**

And **do** and **go**, then **thwart** and **cart**, come, come! I've hardly made a start.

A dreadful language? Why man alive! I've learned to talk it when I was five.

And yet to write it, the more I tried, I hadn't learned it at fifty-five.

(unknown author)



Integrating Literacy

Phoneme-grapheme correspondence

- correspondence between sounds and their letter representations in a language
- correspondence between sounds and letters is relatively high in German, and relatively low in English

Examples:

English

/ɔ/ => saw, Paul, talk, caught, brought

AE /oʊ/, BE /əʊ/ => boat, grow, toe, go, oh, though, folk

German

final devoicing (Auslautverhärtung): devoicing of all final voiced consonants, e.g. Hand => [hant], Krug => [kru:k]



Video

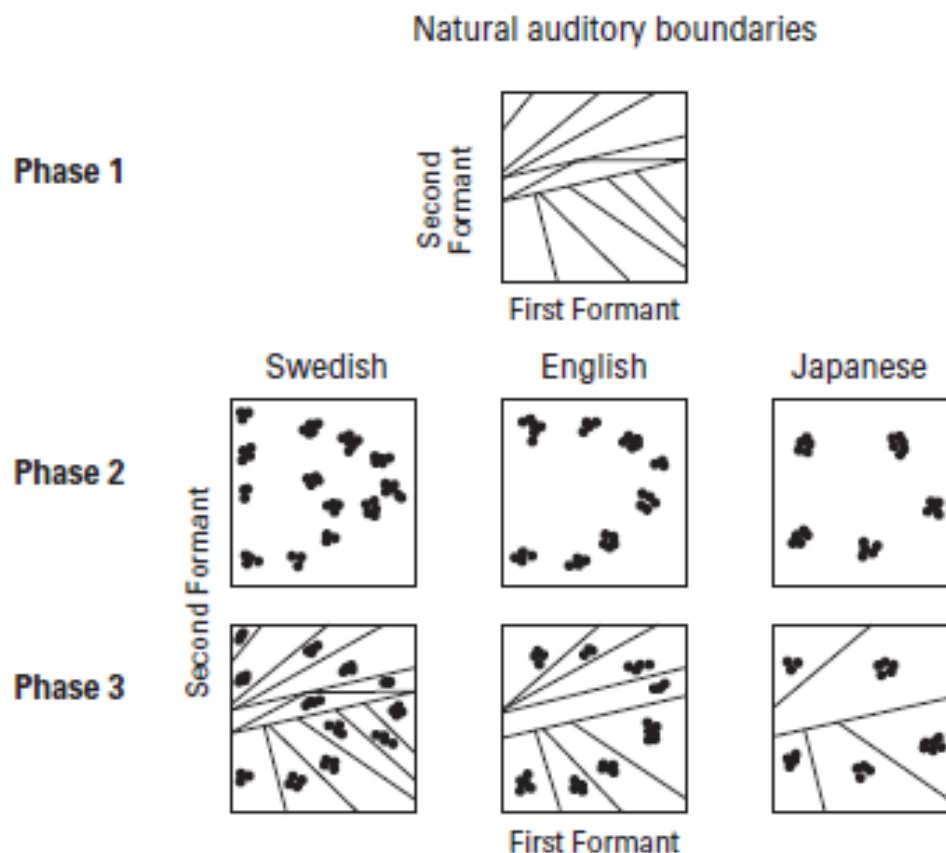
Patricia Kuhl: "The linguistic genius of babies"

- <http://www.youtube.com/watch?v=qRRiWg6wYXw>



Speech Perception: *Magnet Effect*

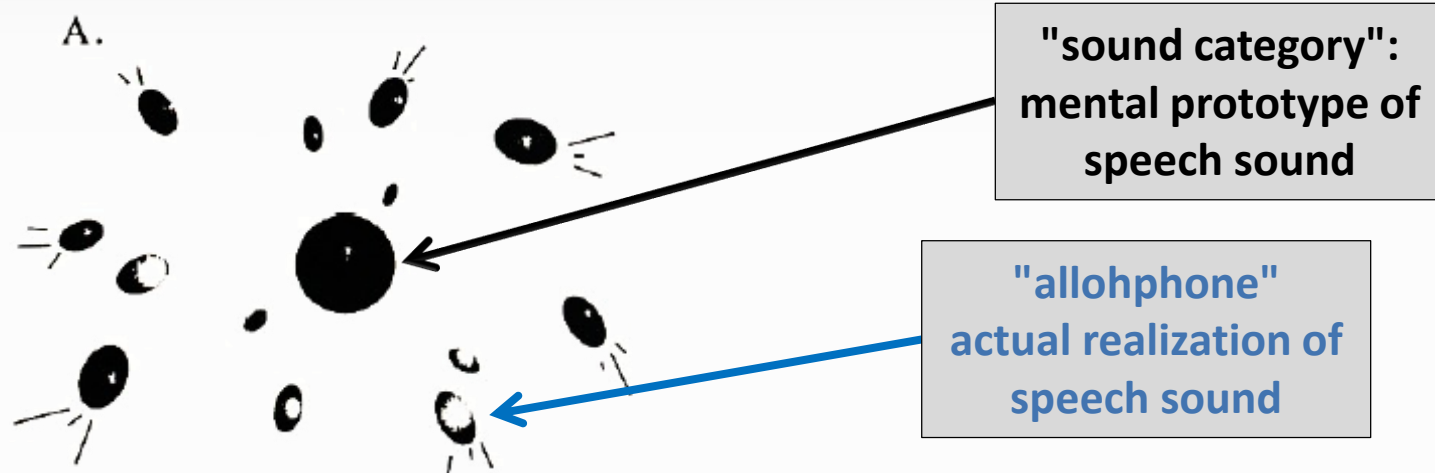
Fig 5. NLM posits initial boundaries (1), magnet development (2), and a restructuring of perception (3).



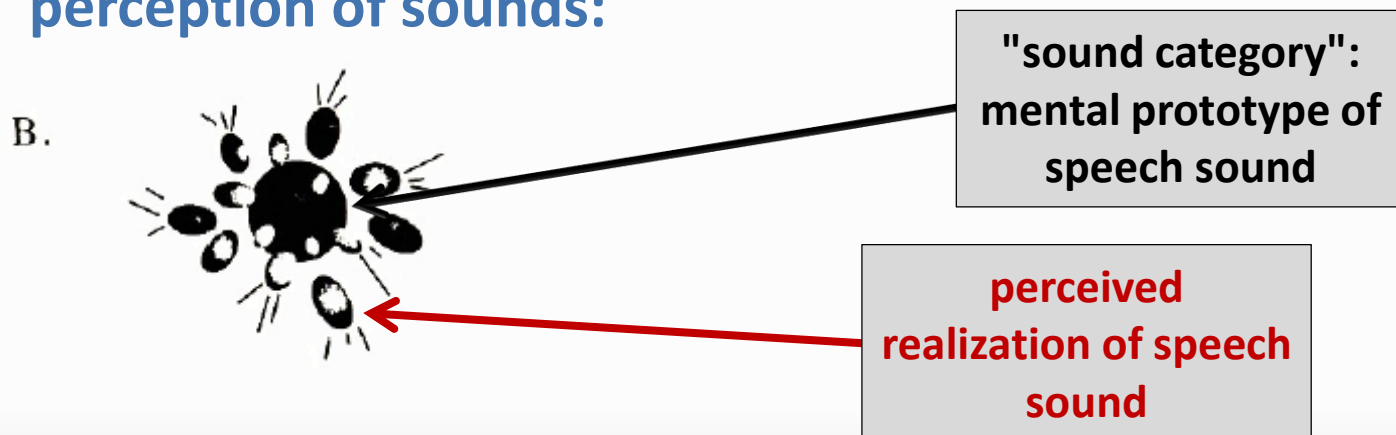
Kuhl
(1999:115)



Speech Perception: "Magnet Effect"



perception of sounds:



From: Kuhl & Iverson (1995:124)

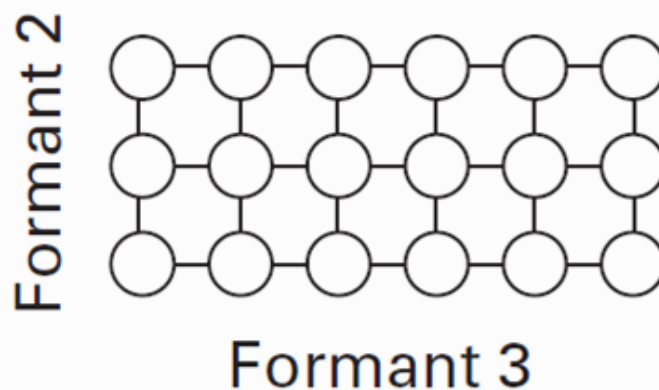


Speech Perception: "*Magnet Effect*"

Computer-created speech sounds: Regular acoustic distance

/ra/ – /la/

Physical stimuli



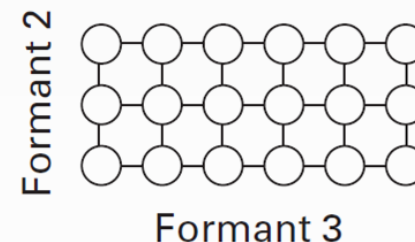
From: Kuhl (1999: 107)



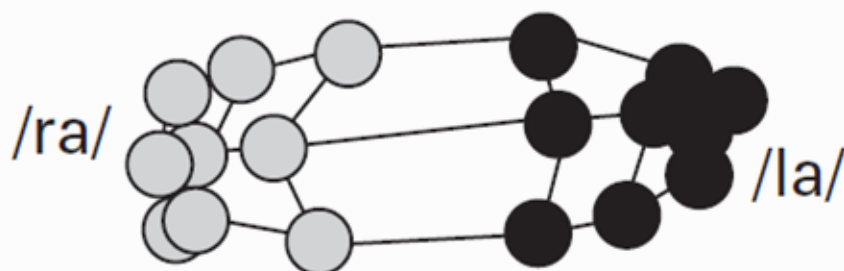
Speech Perception: "*Magnet Effect*"

Perception of American and Japanese speakers:

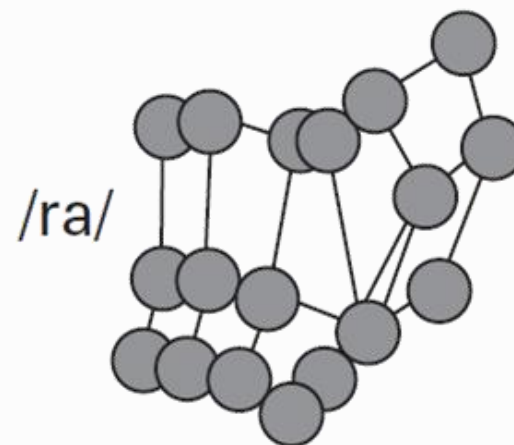
Physical stimuli



Perception: Americans

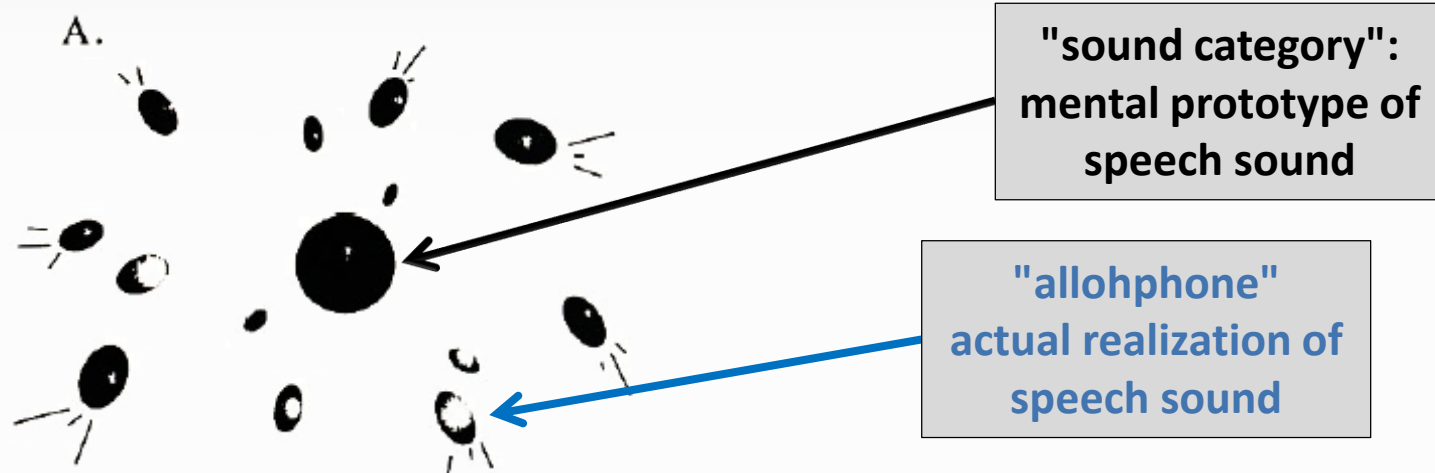


Perception: Japanese

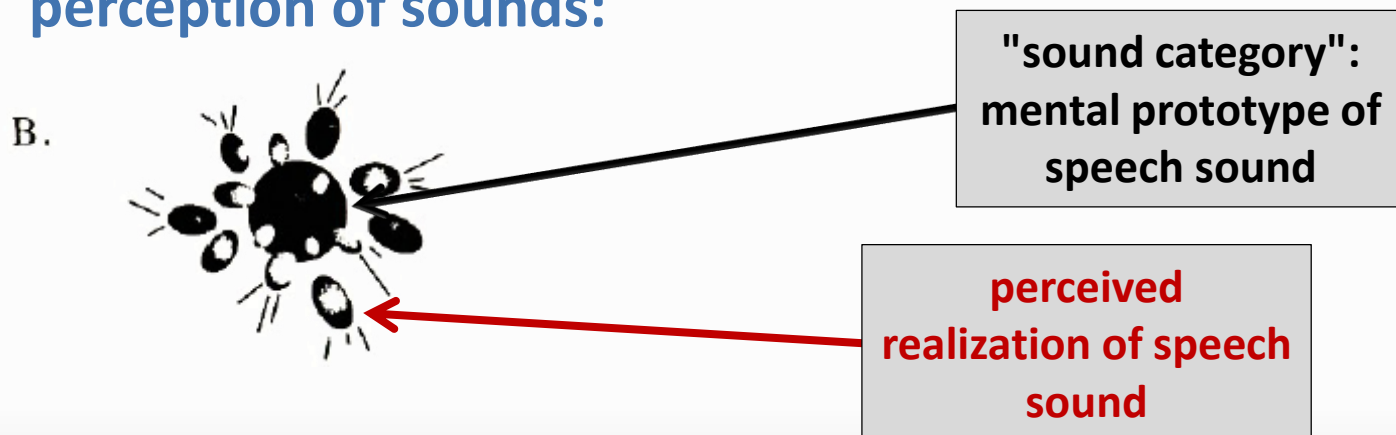




Speech Perception: "Magnet Effect"



perception of sounds:



From: Kuhl & Iverson (1995:124)



The acquisition of L2 grammar: Developmental Sequences



Story Sequencing Task

Handout: "Frog Story" => *Redeanlässe schaffen*

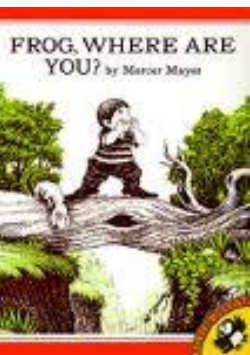
- Please find out the sequence of the story using only your second language.
- Afterwards, one partner tells the story in the L2, while the other partners pays attention to the linguistic forms used.



Learner Language: Transcripts

"Frog Story": Frog, Where Are You? (Mayer 1969)

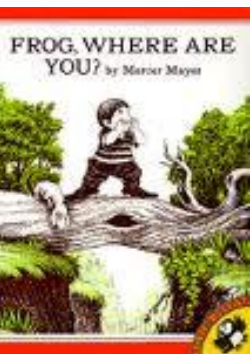
Child 08, Grades 1, 3



- started learning English in Grade 1 in a bilingual *immersion* school in Kiel-Altenholz
 - **in *immersion programs*, 50-100% of the curriculum (i.e. subjects such as maths, etc.) are taught entirely in the L2**
-
- What is striking in the story?
 - What changes can you observe in the child's language?



Learner Language: Transcripts



Carolyn (Grade 1): (Kersten 2009)

There is a dog and a boy, and the dog looking in a glass, and in the glass sitting a frog, and the moon shining. And then the boy are sleeping, and the dog sleeping. And then the boy looking in the glass, and the frog is not there.

(Kersten 2009)



Learner Language



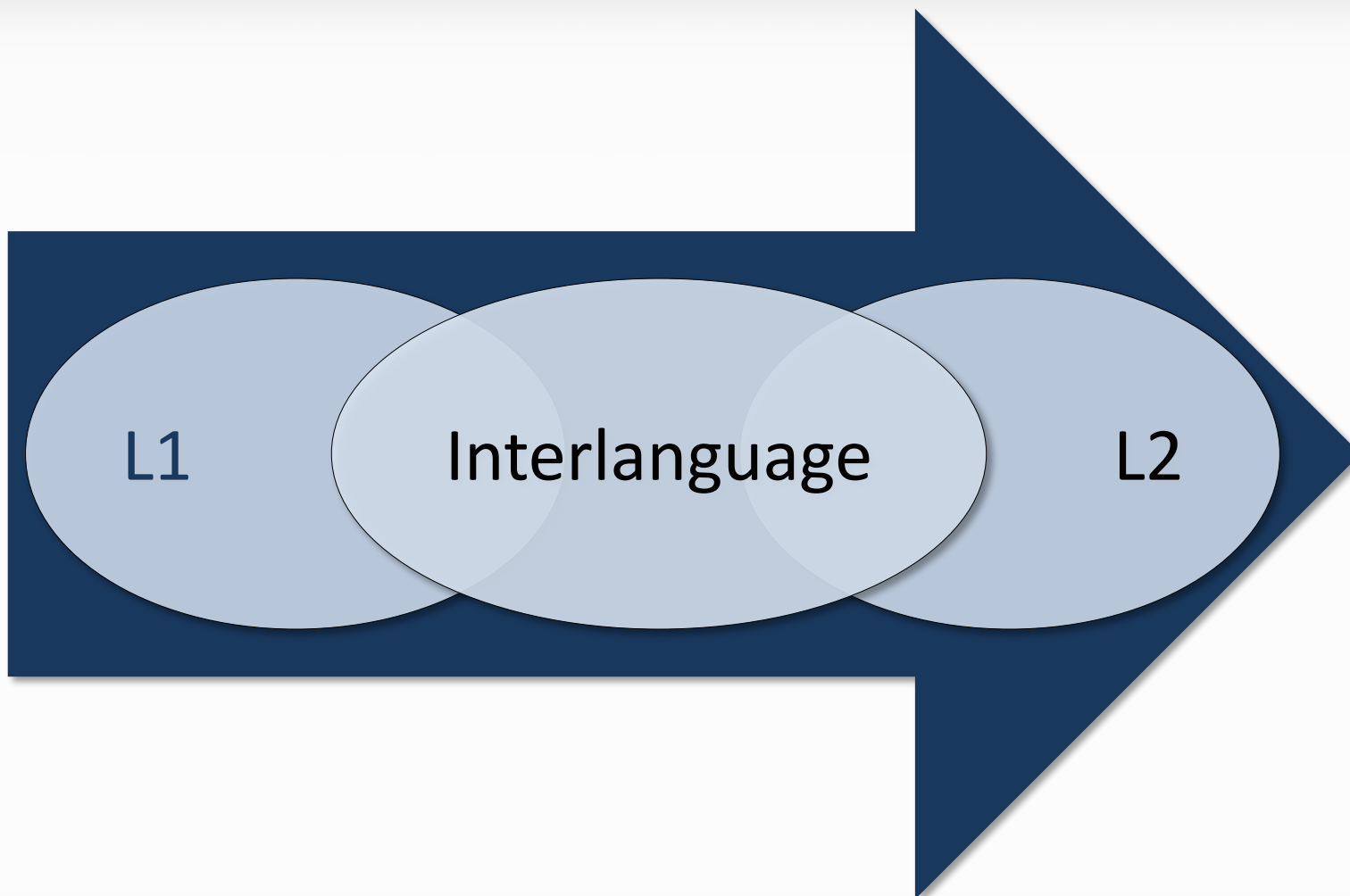
Carolyn (Grade 3): (Kersten 2009)

One night a little boy has caught a little frog and put him in a glass. And then he took the glass and bring it in his bedroom. And then he looks at the little frog, and the frog thinks: "When the little boy sleeps I go out in the forest to my family." And the light is on, and the little dog looks in the glass exactly on the frog. And when the frog go out of the glass in the night, the little dog and the little boy are sleeping, and the moon is shining in the window, and all is standing around and is dark. And when the day comes and the sun shines on the glass and the little boy wakes up and the dog as well, the glass was empty because the frog, in the night, go to his family again, in the forest.



Interlanguage Theory

(Larry Selinker 1972)



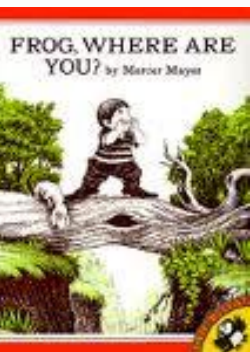


Learner Language

Learners' hypotheses and rules about the L2:

Interlanguage: A learner's developing L2 knowledge

Learners construct a system of linguistic rules as they are learning an L2. They use strategies such as simplification, overgeneralization, or transfer from the L2.



The interlanguage may have characteristics of the learner's first language, characteristics of the second language, and some characteristics that seem to be very general and tend to occur in all or most interlanguage systems.

Interlanguages are systematic, but they are also dynamic. They change as learners receive more input and revise their hypotheses about the second language.

Lightbown & Spada (2006)



Learner Language (Rohde 2010)

- **Errors vs. mistakes:** *errors* are *non-target-like forms* in the learner language which reflect the current *developmental stage* of the learner's *interlanguage*, whereas *mistakes* occur due to lack of attention even though the learner has acquired the target-like form
- **Developmental sequences:** some theories claim that English as an L2 is learned in systematic universal stages that every learner goes through; these stages include non-target-like forms; variation of linguistics forms can be found within each stage
- **Processability Theory:** is one influential theory of SLA which predicts a highly structured sequence of developmental stages in L2 English (Pienemann 1998)



Sequences in L2 Development

(Pienemann & Keßler 2011)

The brain processes elements of *increasing complexity*.

- Compare *plural -s* and *3rd. ps. sg. -s*! Why do they differ in complexity?

Stage	Structure	Example
6	indirect question: cancel inversion	I wonder where <i>she is</i>
5	3. sg. -s do- / don't- / have-second	The boy goes to the stone Why did / didn't he go there?
4	copula-inversion yes/no-inversion	Where <i>is she</i> ? Have you seen him?
3	wh- / do-first adv-first	Where <i>she is</i> ? Do he go home? Now he go home
2	plural -s past (reg. / irreg) interlanguage -ing SVO	cats The boy looked / went / camed The boy looking The boy live here / She is where?
1	chunks / formulae words	How are you? boy, dog, <i>das ist ein</i> table





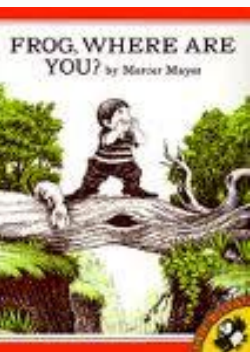
Sequences in L2 Development

(Pienemann & Keßler 2011)

Developmental Sequences (examples: L2 Child Transcripts)

(adapted from Pienemann's *Rapid Profile* and Pienemann et al. 2006:36, 57)

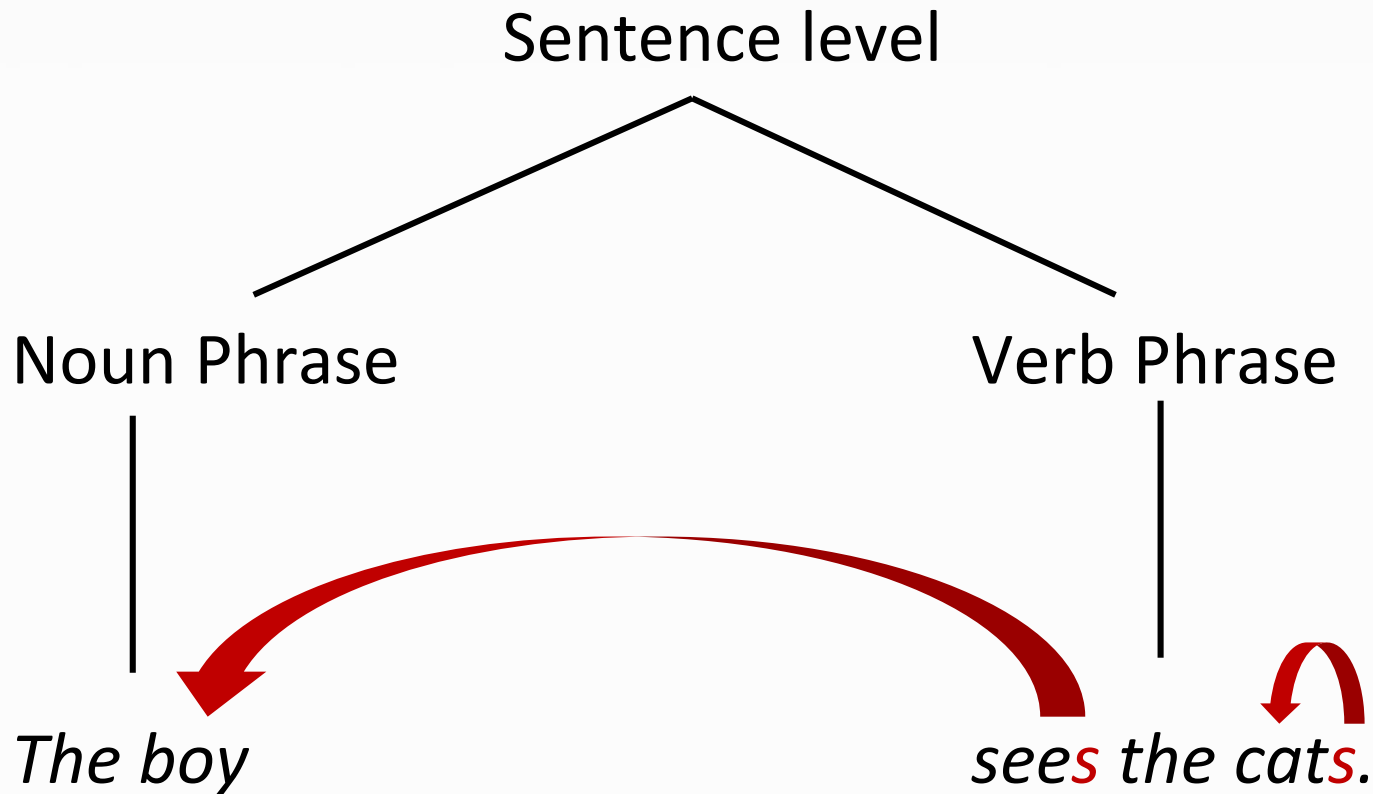
Stage	Structure	Example
6	indirect question: cancel inversion	I wonder where she is re-inversion
5	3. sg. -s do- / don't- / have-second	The boy goes to the stone Why did / didn't he go there?
4	copula-inversion yes/no-inversion	Where is she? inversion Have you seen him?
3	wh- / do-first adv-first	Where she is? fronting Do he go home? Now he go home
2	plural -s past (reg. / irreg) interlanguage -ing SVO	two cats The boy looked / went / camed The boy looking SVO The boy live here / She is where?
1	chunks / formulae words	How are you? boy, dog, <i>das ist ein table</i>





Grammatical Complexity:

Higher processing load for agreement than for plural





Sequences in L2 Development

(Pienemann & Keßler 2011)

Key Aspects of Processability Theory (PT)

(orig.: Pienemann 1998)

1. claims that learners follow a predictable development when acquiring L2 morpho-syntax
2. learners' use of grammar can show a lot of variation, both inter-individual and intra-individual variation
3. variation only includes forms belonging to the developmental stage of the learner, including lower stages
4. the first systematic use of structures of the next higher stage shows that these structures have *emerged* in the learner's interlanguage



Sequences in L2 Development

(Pienemann & Keßler 2011)

Key Aspects of Processability Theory (PT)

(orig.: Pienemann 1998)

5. in terms of PT this means that a new grammatical procedure can now be *processed* by the learner
6. the fact that the brain learns to process the relevant procedures one by one leads to the fact that...
7. ... each stage is a prerequisite of the following stage ("*implicational hierarchy*"), which also means that ...
8. ... stages cannot be skipped

(for more information on processing, see Ch. 3, and on evidence for the stages, Ch. 4)



Sequences in L2 Development

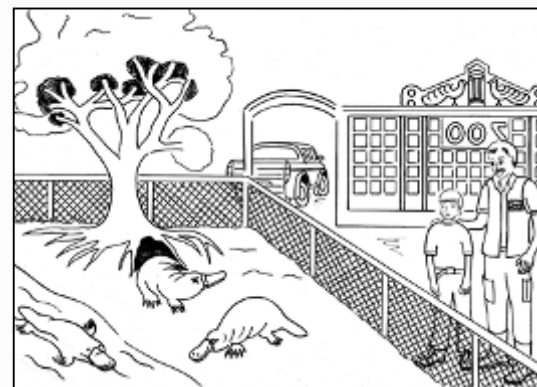
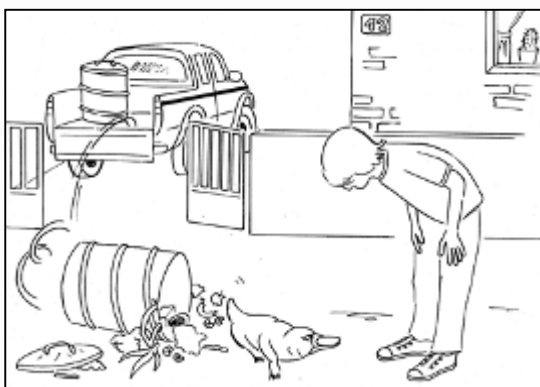
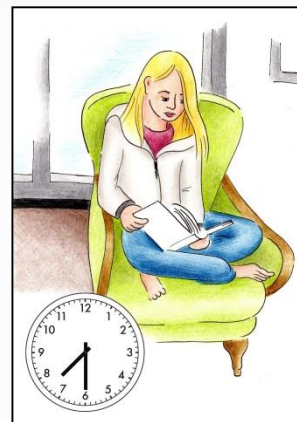
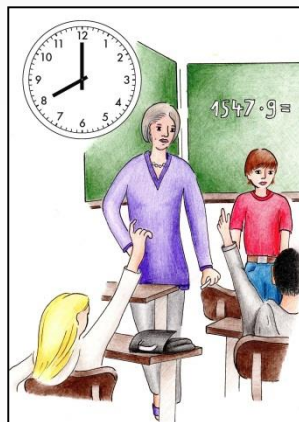
Implicational Hierarchy Pienemann et al. (2006, ch. 4)

- in tests at the end of grade 4, pupils from regular EFL (English as a foreign language) programs starting in grade 3...
- **... reach stages 1 and 2** (p. 85ff)
- this corresponds to the requirements in the core curriculum ("approaching A1" of the CEFR)



Sequences in L2 Development: *Implicational Hierarchy*

Elicitation Tasks (Excerpts): 1. Habitual Action, 2. Picture Story



Maier, E., Neubauer, L., Ponto, K., Couve de Murville, S., Kersten, K. (2016). "Assessing linguistic levels of L2 English in primary programs." In J.-U. Keßler, A. Lenzing, M. Liebner (eds), *Developing, Modelling and Assessing Second Languages*. Amsterdam: John Benjamins, 163-192.



Sequences in L2 Development:

Implicational Hierarchy Student research studies

Test results with implicational hierarchy in bilingual (immersion) programs:

Subject	HA 17	HA 18	HA 21	HA 22	HA 24	HA 25	HA 16	HA 15	HA 19	HA 20	HA 23
Months	10	10	10	10	10	10	10	Bilikita	Bilikita	biling.	biling.
6							(+)	(+)	(+)	(+)	
5	+	+		+	(+)	(+)	(+)	(+)	+	(+)	(+)
4	+	+	+	+	(+)	+	+	/	+	+	+
3	+	+	+	+	+	+	+	+	+	+	+
2	+	+	+	+	+	+	+	+	+	+	+
1	+	+	+	+	+	+	+	+	+	+	+

Immersion study according to Time of L2 Contact in months (GRADE 1) (nach Wenzel 2011: 179)

Subj.	HA 03	HA 06	HA 07	HA 01	HA 05	HA 02	HA 04	HA 08	HA 09	HA 10	HA 11	HA 12	HA 13	HA 14
Mnths	22	22	22	28	34	34	34	34	34	34	34	34	34	Ausld
6	(+)	(+)	(+)			(+)	(+)	(+)	(+)		(+)	+	(+)	(+)
5	(+)	+	+	+	+	+	+	(+)	(+)	+	+	+	+	+
4	+	+	+	+	+	+	+	+	+	+	+	+	+	+
3	+	+	+	+	+	+	+	+	+	+	+	+	+	+
2	+	+	+	+	+	+	+	+	+	+	+	+	+	+
1	/	/	/	/	/	/	/	/	/	/	/	/	/	/

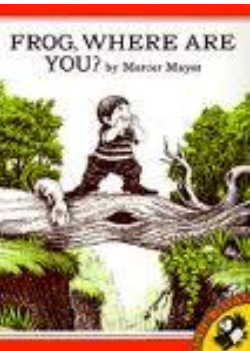
Immersion study according to Time of L2 Contact in months (GRADE 4) (nach Maier 2011: 17)



Learner Language: Transcripts

L2 Child Data Transcripts

- from children in Grade 1 of the bilingual immersion school in Kiel-Altenholz



Group Work:

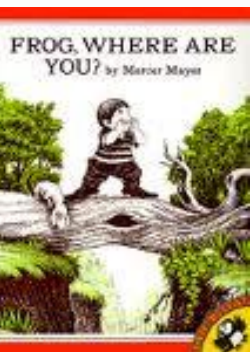
- At what stage would you position each learner?
Try to find examples for stages 1-6.
- ⇒ Handout: *Second Language Acquisition Transcripts*
- ⇒ Handout: *Learners' Hypotheses about the L2*



Learner Language: Transcripts

L2 Child Data Transcripts

- from children in Grade 1 of the bilingual immersion school in Kiel-Altenholz



Group Work:

- Please read the stories on the handout.
- What stage are the following examples?
At what stage would you position each learner?
- ⇒ Handout: *Second Language Acquisition Transcripts*
- ⇒ Handout: *Learners' Hypotheses about the L2*



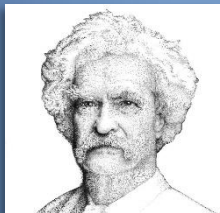
Learner Language: Transcripts

- Child 7:
1. The boy *rufing* the frog.
 2. The boy, the dog, stone, tree (laughs)
 3. The dog and the boy can see the baby frogs.
- Child 8:
4. Then, the boy coming to a stone.
 5. And then, the dog and the/ and the boy are falling down.
 6. And then, the boy say goodbye to the frogs.
- Child 1:
7. And in the night the frog is wants to go away.
 8. The boy is screaming: "Frog, frog, where you are?"
 9. ... the f/ boy is scared, there comes a owl.
 10. then the boy wants to climb on a d/ on a stone
 11. And then the boy is don't know where he/ where he is.
 12. And now the boy is on a # he don't know what he's is/ what a/ what the(it?)/ what the/ what animal it is
 13. And then the frog can see two frogs and baby frogs.

Stage	Structure	Example
6	indirect question: cancel inversion	
5	3. sg. -s do- / don't- / have-second	
4	copula-inversion yes/no-inversion	
3	wh- / do-first adv-first	
2	plural -s past (reg. / irreg) interlanguage -ing SVO	
1	chunks / formulae words	



L2 German



The Germans have an inhuman way of cutting up their verbs. Now a verb has a hard time enough of it in this world when it's all together. It's downright inhuman to split it up. But that's just what those Germans do. They take part of a verb and put it down here, like a stake, and they take the other part of it and put it away over yonder like another stake, and between these two limits they just shovel in German.

- *Mark Twain's Speeches*, "Disappearance of Literature"



Sequenzen Deutsch als Fremdsprache

L2 Deutsch

- Was sind typische Lernerfehler ("errors"!) im Deutschen?

Group Work:

- Schaut Euch gemeinsam die Sequenzen im Deutschen an.
- Welcher Satz gehört auf welche Stufe?

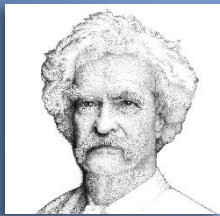
⇒ Handout: *Lernerhypothese über die L2 Deutsch*



Erwerb der Stellung des finiten Verbs

Stufe	Beschreibung	Beispiel
V. V-END Endstellung des finiten Verbs in Nebensätzen	<i>Konjunktion - Subjekt - weitere Satzglieder - infinite Teile - finites Verb</i>	
IV. Inversion (INV) Subjekt-Verb-Inversion nach vorangest. Adverbien	<i>Umstandsangabe - finites Verb - Subjekt - weitere Satzglieder - infinite Teile</i>	
III. Partikel-Shift (SEP) Trennung von finiten und infiniten Prädikats-Teilen	<i>Subjekt - finites Verb - weitere Satzglieder - infinite Teile</i>	
II. ADV-Voranstellung adverbiale Ausdrücke in erster Position (TOPI)	<i>Umstandsangabe - Subjekt - Prädikat - weitere Satzglieder</i>	
I. SVO kanonische Wortstellung	<i>Subjekt - Prädikat - weitere Satzglieder</i>	

(verändert nach Pienemann 1983, 1986, 1989, Tschirner 1999)



Whenever the literary German dives into a sentence, that is the last you are going to see of him till he emerges on the other side of his Atlantic with his verb in his mouth.

- *A Connecticut Yankee in King Arthur's Court*



Erwerb der Stellung des finiten Verbs

Stufe	Beschreibung	Beispiel
V. V-END Endstellung des finiten Verbs in Nebensätzen	<i>Konjunktion - Subjekt - weitere Satzglieder - infinite Teile - finites Verb</i>	Ich möchte studieren, weil ich zwei Prüfungen diese Woche habe.
IV. Inversion (INV) Subjekt-Verb-Inversion nach vorangest. Adverbien	<i>Umstandsangabe - finites Verb - Subjekt - weitere Satzglieder - infinite Teile</i>	Unter *die Betten haben wir die Schreibtische. *Dann hat sie die Ball gebracht.
III. Partikel-Shift (SEP) Trennung von finiten und infiniten Prädikats-Teilen	<i>Subjekt - finites Verb - weitere Satzglieder - infinite Teile</i>	Ich habe meinen Vater *besuchen. *Alle Kinder muss die Pause machen.
II. ADV-Voranstellung adverbiale Ausdrücke in erster Position (TOPI)	<i>Umstandsangabe - Subjekt - Prädikat - weitere Satzglieder</i>	*In Sommer ich arbeite in *die Restaurant. *Da Kinder spielen.
I. SVO kanonische Wortstellung	<i>Subjekt - Prädikat - weitere Satzglieder</i>	*Er ist geboren in Rockford. Die Kinder spielen mim Ball.

(verändert nach Pienemann 1983, 1986, 1989, Tschirner 1999)



Erwerb der Stellung des finiten Verbs

"Sprecher der Stufe I haben noch keine Verbstellungsregel des Deutschen erworben und verwenden eine neutrale (kanonische) Wortstellung, der wohl eine semantische Reihung zugrunde liegt. Das wichtigste Merkmal dieser Stufe ist das Auftreten des Prädikats als zusammenstehende Einheit, auch wenn es aus zwei oder mehr Bestandteilen besteht. Dies führt zu einer zielsprachlich ungrammatischen Äußerung, da das Deutsche in diesem Fall die Zweiteilung des Prädikats verlangt, mit den infiniten Teilen am Ende des Satzes (Satzklammer).

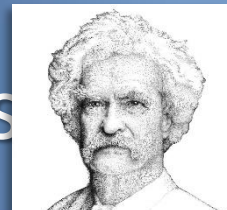
Sprecher der Stufe II haben eine Diskursstrategie erworben, nämlich die temporale bzw. lokale Situierung einer Proposition mit Hilfe eines der eigentlichen Äußerung vorangestellten Adverbs bzw. eines adverbialen Ausdrucks (Umstandsangabe). Das wichtigste Merkmal dieser Stufe ist, dass die Voranstellung der Umstandsangabe die kanonische Reihenfolge der folgenden Elemente nicht verändert. Dies führt wiederum zu einem ungrammatischen Satz, da im Deutschen in solchen Fällen die Zweitstellungsregel des finiten Verbs die Subjekt-Verb-Inversion nach sich zieht.

Auf der Stufe III ist die Satzklammer erworben und auf der Stufe IV die Inversion. Auf der Stufe V schließlich ist auch die Nebensatzstellung erworben. Vor dem Erwerb dieser letzten Stufe werden Hauptsätze und Nebensätze syntaktisch nicht voneinander unterschieden.

Ellis (1989) und Pienemann (1987; 1989) zeigen, dass sich diese Erwerbsreihenfolge auch einstellt, selbst wenn die relevanten grammatischen Regeln im Unterricht in einer ganz anderen Reihenfolge eingeführt und eingeübt werden." (Tschirner 1999, n.p.)



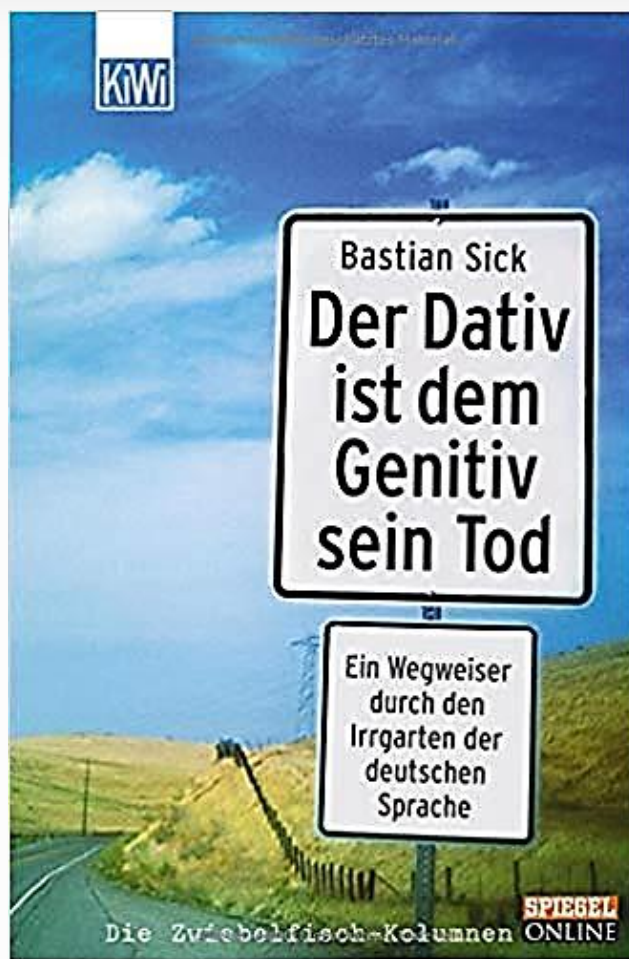
Erwerb der Stellung des finiten Verbs



An average sentence, in a German newspaper, is a sublime and impressive curiosity; it occupies a quarter of a column; it contains all the ten parts of speech — not in regular order, but mixed; it is built mainly of compound words constructed by the writer on the spot, and not to be found in any dictionary — six or seven words compacted into one, without joint or seam — that is, without hyphens; it treats of fourteen or fifteen different subjects, each inclosed in a parenthesis of its own, with here and there extra parentheses which reinclose three or four of the minor parentheses, making pens within pens: finally, all the parentheses and reparentheses are massed together between a couple of king-parentheses, one of which is placed in the first line of the majestic sentence and the other in the middle of the last line of it — after which comes the VERB, and you find out for the first time what the man has been talking about; and after the verb — merely by way of ornament, as far as I can make out — the writer shovels in “haben sind gewesen gehabt haben geworden sein,” or words to that effect, and the monument is finished.

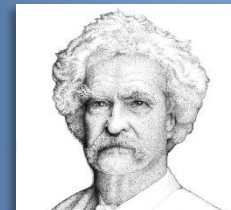


Kasuserwerb





Kasuserwerb



A dog is "der Hund"; a woman is "die Frau"; a horse is "das Pferd"; now you put that dog in the genitive case, and is he the same dog he was before? No, sir; he is "des Hundes"; put him in the dative case and what is he? Why, he is "dem Hund." Now you snatch him into the accusative case and how is it with him? Why, he is "den Hunden." But suppose he happens to be twins and you have to pluralize him- what then? Why, they'll swat that twin dog around through the 4 cases until he'll think he's an entire international dog-show all in his own person. I don't like dogs, but I wouldn't treat a dog like that--I wouldn't even treat a borrowed dog that way. Well, it's just the same with a cat. They start her in at the nominative singular in good health and fair to look upon, and they sweat her through all the 4 cases and the 16 the's and when she limps out through the accusative plural you wouldn't recognize her for the same being. Yes, sir, once the German language gets hold of a cat, it's goodbye cat. That's about the amount of it.

- *Mark Twain's Notebook*



Empfehlungen (Baten & Lochtmann 18f)

- Personalpronomina erleichtern möglicherweise den Kasuserwerb:
 - (z.B. *ihm/ihn* vor *den/dem* und *einen/einem* fokussieren)
- Kasus wird schneller anhand von Präpositionen als von Verben gelernt:
 1. *Die Kinder sind zufrieden **mit ihrem Poster*** (mit+Dat).
*Tommy verliebt sich **in Lisa*** (in+Akk). *Nina ist **böse auf Sam*** (böse auf+Akk).

VOR

2. *Frau Meyer ist beliebt **bei den Kindern*** (bei+Dat) vor
Tommy liebt seinen Hund (V+Akk). *Die Lehrerin hilft dem Kind* (V+Dat). *Wem gibt sie eine gute Note?*
(V+kasusmarkiertes Fragepronomen)



Sequences in L2 Development

(Pienemann & Keßler 2011)

What does this mean for L2 teaching?



Teachability Hypothesis

(Pienemann 1984, Keßler et al. 2011)

1. teaching a linguistic structure is only successful if the learner's interlanguage is *developmentally ready* to *process* the structure, i.e. ...
2. if the structure is on the current stage of the learner (X), or one stage beyond the current level (X+1)

➤ **teaching cannot make the learners "skip stages"**

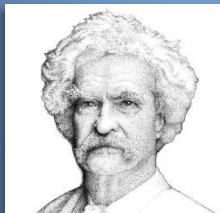


Teachability Hypothesis

(Keßler et al. 2011)

Classroom materials and the teacher's L2 input

1. classrooms consist of heterogeneous learners at different stages in their interlanguages
2. the teacher's L2 input should be lexially and grammatically rich in order to promote all learners
3. if the teacher knows about the stages of the learners, the L2 can be tailored to contain input on the "right" level for different learners
4. materials should reflect the developmental stages



An average sentence, in a German newspaper, is a sublime and impressive curiosity; it occupies a quarter of a column; it contains all the ten parts of speech — not in regular order, but mixed; it is built mainly of compound words constructed by the writer on the spot, and not to be found in any dictionary — six or seven words compacted into one, without joint or seam — that is, without hyphens; it treats of fourteen or fifteen different subjects, each inclosed in a parenthesis of its own, with here and there extra parentheses which reinclose three or four of the minor parentheses, making pens within pens: finally, all the parentheses and reparentheses are massed together between a couple of king-parentheses, one of which is placed in the first line of the majestic sentence and the other in the middle of the last line of it — after which comes the VERB, and you find out for the first time what the man has been talking about; and after the verb — merely by way of ornament, as far as I can make out — the writer shovels in “haben sind gewesen gehabt haben geworden sein,” or words to that effect, and the monument is finished.