

*Final Paper*

***Word Order Transfer in Simultaneously Bilingual Dutch-Greek  
Young Children***

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To I., D. and N.  
with gratefulness

## Abstract

*According to previous research crosslinguistic influence can occur in bilinguals of languages that partly overlap in their grammatical rules at least in early stages of development ( Jansen & Lalleman, 1980). As the interface between different language domains such as syntax-pragmatics is a possible locus of transfer for young and older child bilinguals( Hulk & Müller, 2000; Argyri & Sorace, 2007) this paper attempts to find out what happens to the Greek basic word order of three simultaneously bilingual Dutch-Greek young children by analysing their spontaneous speech. Since Greek, albeit registered as an SVO language, presents great flexibility of word order depending on pragmatic factors, it was expected that the word order structure of main and subordinate clauses and interrogatives will undergo influence from Dutch, an SOV language with Verb second position for the main clause and V final for the subordinate. The findings showed a negligible occurrence in the two younger bilinguals with a clearer manifestation in the older one, albeit still small.*

## Introduction

Hummel (2013) gives the following definition for the term cross-linguistic influence: “instances of phonological, lexical, grammatical or other aspects of transfer from one language to another”(p.64). A great deal of research has been done about syntactic transfer concerning word order, relative clauses and negation as referred to in Odlin (1989). The groups of participants taking part in these studies vary from adult L2 of high or low proficiency to very young or older child bilinguals or children with atypical acquisition ( Chondrogianni & Vasić, 2016), all sharing common and different factors causing or facilitating the phenomenon of syntactic transfer. Indeed, in a review by Hartsuiker and Pickering (2008) about bilingual sentence production it is concluded that there is influence between the two languages of a bilingual on a syntactic level and that these people have shared syntactic representations and processes. It is interesting to mention, though, that despite the existing research evidence concerning particularly word order transfer, some keep refusing its existence claiming that it is actually a pure artifact of discourse manipulations and that Universal Grammar constraints block basic word order transfer from happening ( Odlin, 1989).

## Theoretical Background

In the last decades after the confirmation of the separate language hypothesis which argues for an early on differentiation between the two languages of a bilingual child yet without excluding the influence from one language to the other (Hulk & Müller, 2000), there has been a growing interest in young and older child bilinguals combined with an interest in transfer in the interface between syntax and discourse pragmatics ( Chondrogianni & Vasić, 2016). The distribution of null and overt subject pronouns or weak and strong object pronouns has gained the attention in a series of studies ( among others Argyri & Sorace, 2007; Serratrice, Sorace, Paoli, 2004; Müller et al. 1999; Hulk & Müller, 2000; Müller & Hulk, 2001) exactly for this reason. Pragmatic factors can influence the occurrence of these grammatical categories and this way they are potentially vulnerable to crosslinguistic interference ( Hulk & Müller, 2000; Müller & Hulk, 2001).

There has been a considerable effort to explain the phenomenon of transfer in all these cases. According to Hulk & Müller (2000), in order for cross-linguistic influence to occur, two conditions need to be satisfied. First, there has to be the interface between syntax and discourse-pragmatics and secondly a surface structural overlap needs to be exhibited by the two languages of the bilingual. They claim that the cause of the interface’s vulnerability lies on the level of the knowledge of the structure and the problems which develop there (

Chondrogianni & Vasić, 2016). Sorace and Filiaci (2006) and Sorace (2011), on the other hand, argue for processing constraints during the integration of syntactic and pragmatic sources of information either for comprehension or for production of the relevant structures. Children, who are not yet fully developed at cognitive level, show simply fewer processing capabilities (Chondrogianni & Vasić, 2016).

However, besides the account proposed by Hulk & Müller (2000), there are voices who speak about some other factors that might determine transfer. There is the viewpoint of Paradis and Navarro (2003) that argues for a specific language input that the bilingual child is exposed to and that could potentially cause what is considered to be transfer. According to them, the so-called transfer is just a reflection of the quality of input the bilingual child get as the native language spoken by a parent who has spent a considerable part of her/his life living in a dominant L2 environment may present signs of cross-linguistic interference, too.

Other researchers, on the other hand, emphasize the role of dominance in the manifestation of transfer and the strength of its effects. Argyri and Sorace (2007), for example, have, indeed, found that dominance is a significant factor in older bilingual English-Greek children. In their research only the English dominant children presented vulnerability to transfer in Greek structures relative to the interface of syntax-discourse pragmatics. The dominant language defined either as the majority language (Schlyter, 1993) or the language with the greater amount of input and more active use (Döpke, 1992) exists even in the cases of simultaneous bilinguals from birth (Grosjean, 1982; Döpke, 1992).

Finally, there is the study of Meisel (1986) particularly interesting as it focuses on word order and inflection in two very young French-German simultaneously bilingual children. What is important in this study apart from the finding that young bilinguals can distinguish the grammars of their two languages early on, is that it showed that these bilingual children know which word order is appropriate for each of the languages they speak. Meisel (1986) also found that the bilingual children primarily in his study prefer an SVO word order for their sentences and this may be associated with what Slobin and Bever (1982) found about monolingual children of all kinds of languages concerning different degrees of inflectional richness. They claimed that monolingual children are coordinated with canonical sentence forms already from the very early stages of their lives and that their constructions already present the most typical features of these forms (Slobin and Bever, 1982).

Though, in as much as for cross-linguistic influence to occur according to Hulk & Müller (2000) and Müller & Hulk (2001), a second condition of surface structural overlap between two languages has to be fulfilled, a closer look to the word orders of Greek and Dutch has to be taken for the purposes of this study. Modern Greek, which is a predominantly suffixing inflectional language and one of the null-subject languages, has traditionally been characterised as of a flexible word order type (Laskaratou, 1989). Even so, SVO is considered to be the dominant and most frequent word order used in main declarative clauses whereas in most other cases, like questions and subordinates, it is VSO. Despite that, Laskaratou (1989) claims that communicational needs and characteristics of the subjects cause its movement to the clause initial position which is actually a theme and not a basic subject position. Her proposal is therefore that Greek has a verb initial position (VSO) basic order despite the SVO dominant active transitive order. Furthermore, pragmatic principles related to normal and relaxed way of speaking or an excited one normally determine whether the SVO order will be replaced by another order in declarative clauses (Laskaratou, 1989) just as they also determine the appearance and the position of nominal elements in free word order languages in general (Tzanidaki, 1995). This doesn't mean that all combinations are equally usual or sound equally natural, as Tzanidaki (1995) properly notices. Focus, topicalization and grammatical preference principles play a crucial role according to her (Tzanidaki, 1995). Likewise, according to Laskaratou (1989) there are a number of factors that account for the

flexibility of the Greek word order from a functional point of view removing any possible characteristic of arbitrariness ( Laskaratou, 1989). Along with the previous, Standard Greek uses very often pronominal clitics in the place of a full pronominal and these clitics always take a preverbal position with the exception of imperatives and gerunds ( Revithiadou & Spyropoulos, 2008) where they hold a postverbal place in the sentence ( Revithiadou & Spyropoulos, 2008). Finally, indirect object pronominal clitics must precede direct object clitics in cases of ditransitive verbs. Here are some examples of Greek sentences ( see Appendix C for an explanation of the abbreviations and symbols used everywhere in the text such as in the transcriptions):

- (1) Η Μαρία τρώει παγωτό  
S V O  
The Maria-NOM eat-3SG ice cream-ACC  
Maria eats ice cream  
Maria eet ijsje
- (2) Όταν ήρθε ο Γιάννης, η αίθουσα ήταν άδεια.  
V S S V Pr.Adj.  
When come-3SG-PST the Giannis-NOM, the room be-3SG-PST empty  
When John came, the room was empty  
Toen John kwam, was de ruimte leeg
- (3) Η Άννα αγόρασε σπίτι;  
S V O  
The Anna buy-3SG-PST home-ACC?  
Has Anna bought a house?  
Heeft Anna een huis gekocht?
- (4) Μπορείς να φας κι άλλο, αν θέλεις.  
V V O V  
Can-2SG to eat-2SG-PERF-SUBJ and more, if want-2SG  
You can eat more if you want  
Je mag meer eten, als je wilt.
- (5) Του το έδωσα εχθές.  
O.In. O.D. V  
Him-GEN it-ACC give-1SG-PST yesterday  
I gave it to him yesterday  
Ik heb het aan hem gisteren gegeven

Dutch, on the other hand, is a relatively fixed word order language that nevertheless allows word order variation to some extent( van der Beek, 2004). The unmarked order of the main clauses is SVO whereas it is SOV in subordinates, with V meaning the finite verb. Koster (1975) claims that the underlying word order of the Dutch language is SOV with the SVO pattern of main clauses resulting from a Verb Placement rule, whereas Zwart (1993) on the contrary considers Dutch as an SVO language. The surface position of the finite verb in the main clause is the second position (V2) with the subject occupying the first unless another element takes its place. In that case it moves to the right of the verb. Non finite verb forms

come at the end of the sentence. In yes-no questions and commands the verb takes the first position with the subject following right after. The subordinates, on the other hand, use a verb-final position with the non-finite verb preceding the finite verb. It can also follow though, which is actually a question of usage and style ( Stern, 1984). Finally the object takes the place on the right of the finite verb or between the finite and the non-finite verb whereas in the subordinates or in the questions it comes right after the subject. “Object scrambling” is a typical term referring to that characteristic of the direct object which can appear anywhere in the Middle Field before or after elements such as negation or adverbs ( Schaeffer, 2000). The following are some examples of Dutch sentences:

- (6) Hij speelt gitaar  
 S V O  
 He play-3SG guitar  
 He plays the guitar  
 Παίζει κιθάρα  
 V O
- (7) Morgen brengt John de kinderen  
 V S O  
 Tomorrow bring-3SG John the children  
 Tomorrow John will bring the children  
 Αύριο ο Γιάννης φέρνει τα παιδιά  
 S V O
- (8) John gaat morgen de kinderen brengen  
 S Vf O Vn-f  
 John go-3SG tomorrow the children bring-INF  
 John will bring the children tomorrow  
 Ο Γιάννης θα φέρει τα παιδιά αύριο  
 S V O
- (9) Als je een fout gemaakt hebt, moet je het doorgeven  
 S O Vn-f Vf Vf S O Vn-f  
 If you a mistake made have-2SG, have-2SGto you it pass-INF on  
 If you have made a mistake, you have to pass it on.  
 Αν έχεις κάνει λάθος, πρέπει να το πεις  
 V Vn-f O V V
- (10) Wil Anna een kopje koffie?  
 V S O  
 Want-3SG Anna a cup coffee?  
 Does Anna want a cup of coffee?  
 Η Άννα θέλει καφέ;  
 S V O

Conclusively, Greek and Dutch indeed fulfill the second condition of Hulk and Müller (2000) and Müller and Hulk (2001) for transfer to occur. Whereas Greek has ostensibly all six possible basic word orders, with SVO as its most frequent for main clauses, VSO for subordinates and SVO as the unmarked choice for questions, Dutch functions in

another way. It has only the SVO or otherwise V2 for the main clauses, SOV or otherwise Vfinal for subordinates and VSO for questions; no other combination is allowed. Thus, Greek partly overlaps with Dutch since all of the three possible Dutch word orders can potentially occur in it either as unmarked or marked orders. As previously mentioned, pragmatic needs of emphasis or contrast related to issues of topicalisation or focus determine the exact order ( Laskaratou, 1989).

One last thing concerning these two languages that has to be mentioned because of its relevance with this study is about the significant difference over infinitives. While Dutch makes a great use of infinitives or past participles with auxiliary verbs, Greek doesn't. Instead of infinitives it uses the subjunctive and instead of past participle for the perfect tenses it uses a sort of non-finite verb form which is actually the third person singular of the past tense aoristos without the augment ( Holton, Mackridge and Philippaki-Warburton, 2016). The consequence for this particular research is that every time the participants use subjunctive the Dutch equivalent is either infinitive or past participle, in other words a non-finite verb.

As a natural consequence of previous research and theories, this particular study attempts to give an answer to the following question: Is there a cross-linguistic influence from Dutch to Greek in simultaneously bilingual Dutch-Greek young children concerning word order and what is this exactly?

In order to study the above question the concept of word order transfer from Dutch to Greek has to be more specified and operationalized. Taking into consideration the fact that Dutch is registered as an SOV language whereas Greek as an SVO ( Greenberg, 1963), all cases of SOV or S, Pred., V word order in subordinate clauses, all cases of a preverbal object of verbs in subjunctive such as in general cases of verb final position in subjunctive, will be regarded as expressions of the phenomenon. Constructions particularly with Greek object clitic pronouns, which always take the preverbal position except for imperatives and gerunds ( Laskaratou, 1998), are excluded from this. Furthermore, declarative sentences of transitive verbs beginning with another word apart from the subject and followed by inversion of S and V, in agreement with the Dutch example ( Stern, 1984), are considered word order transfer from Dutch to Greek, too. Finally, since Greek Yes/No interrogative sentences mostly maintain the SVO word order while changing the intonation ( Laskaratou, 1998), a possible inversion involving the verb will be regarded as a statement of transfer again under the influence of the Dutch word order.

In line with Hulk and Müller ( 2000) and Müller and Hulk ( 2001) it is expected that the young bilinguals of this particular study will show clear signs of transfer in their Greek language. Since Greek word order is an interface of syntax and discourse pragmatics according to the argumentation up to now and since there is indeed a structural surface overlap among Dutch and Greek with Greek allowing all possible Dutch word orders, transfer from Dutch to Greek seems the most probable finding. Consequently, this is the related hypothesis formed for this particular study leaving the opposite probability of no transfer as the null hypothesis.

## Method

### *Participants:*

For the purposes of this small-scale research three simultaneously bilingual young children were studied: a seven year old boy, his four and a half year old sister and another four year old boy; all of them born in the Netherlands from a Greek mother and a Dutch father both with high socioeconomic status. Their parents were the only ones who reacted after an open invitation through the social media and accepted to participate in the research. In order

to collect information about the languages that the children and their environment use in every day life, BiLEC parental questionnaire( Bilingual Language Experience Calculator) developed by Unsworth( 2013) was given to the parents of every child ( see Appendix D for the questionnaire). All children speak exclusively Dutch with their father and Greek with their mother, following the “one parent-one language” principle, while being additionally exposed to English since this is the language the parents mostly use to communicate with each other. About two years ago the mother of the younger boy began to speak with him also in English but only outside of the house. The two brothers, on the other hand, have been attending Greek schooling programme, about three hours every Saturday, for a year now.

### *Material and procedure:*

Taking into account the age of all three children a method that would be based on the spontaneous speech of them was regarded to be a good choice to study the phenomenon of word order transfer. The initial plan was to record the children during individual sessions after asking them to describe a set of illustrated and very imaginative cards from a famous family board game called “Dixit”.

A first visit was made to the houses of all three children in order to make a first contact with them and their families and to give detailed information about the research. During this first meeting, BiLEC questionnaire was given to the parents, together with a written permission for the participation of their children ( see Appendix B for the text of the written permission). The second round of visits began from the older child and it did not actually succeed. This was partly due to recording problems, but the main reason was the fact that the material did not meet the interest and the language capabilities of the child, albeit the oldest of the three. A certain degree of difficulty with the descriptions, which made the procedure unpleasant, was definitely noticed. Consequently the material was changed and another visit was planned this time with the presence of an eleven year old boy, the researcher’s son, who was asked to participate in a free play with the researcher and with the subject, using toys that the children would like to play with. When they asked if they could enjoy their play alone, the boys were allowed to play without the presence of the researcher but with the recorder on. They chose to play with a large number of toy soldiers while getting to know each other. Their recording lasted 00:52:43 and ended when they were finished playing.

The recording of the girl followed on the same day. A large number of toy animals, an illustrated children’s book and her favorite dolls were used to create an imaginative play. It lasted 00:55:00 and ended when the child asked for it.

The recording of the third child, the four year old boy, followed one week later. An illustrated children’s book with pictures of dinosaurs such as the toy animals were used to stimulate him to speak and tell stories. His interest was, nevertheless, captured, by the book. The recording lasted 00:40:50 and ended when the child was clearly tired.

## Results

For the purposes of this research, after listening to all the recordings, it was decided to transcribe only the sentences produced by the children and not pieces of speech that did not include any verb, such as noun phrases or adverbials standing alone. Likewise, as phonology is not associated with the subject of interest, the most part of the phonological deviations made by the children were transcribed after being corrected. Morphosyntactic mistakes on the other hand weren’t corrected at all. Sentences that repeatedly appeared in the children’s speech were not transcribed more than once, unless their presence was judged important for

reasons of completion of the meaning (see the Appendix A for a complete picture of the transcriptions).

Before presenting the results one thing has to be pointed out. None of the instantiations of word order transfer manifested by the children was actually ungrammatical. This can be easily explained considering the structural flexibility of the Greek language, which can express the same meaning with different word orders ( Tzanidaki, 1995). Nevertheless, as Tzanidaki (1995) additionally points out, this doesn't mean that they all sound equally natural or that they are all equally preferred. The characterization of the children's speech as an expression of word order transfer is based on the operationalized definition given on a previous part of the text. Clauses with a certain position of prepositional phrases and adverbials that did not sound natural were not included as manifestations of transfer even though they could simply because the subject of this particular study is the order of the basic constituents of a sentence.

The results are presented in the tables below:

**Table 1 Transfer Cases**

	Age	Recording duration	Number of clauses	Cases of word order transfer
1o child I.	4;2	00:40:50	217	2
2o child D.	4;6	00:55:00	124	3
3o child N.	7;4	00:52:43	166	12

**Table 2 Kinds of transfer**

	Inversion of S and Vtr in main clauses	OV or Pred.V in subordinates	Vfinal (subjunctive)	Interrogatives: inversion	OV (subjunctive)
1o child I.	1	1	0	0	0
2o child D.	0	0	1	0	2
3o child N.	0	0	4	4	4
Total	1	1	5	4	6

What is interesting in Table 1 is how low the number of transfer cases is for the two younger bilinguals: 2 out of 217 clauses for the boy and 3 out of 124 for the girl. The older bilingual shows a little higher percentage, 12 cases of transfer out of 166 clauses in total, which yet remains generally at a low number.

Table 2 on the other hand presents the exact kinds of transfer each one of the three children has made. The younger bilingual is the only one who shows transfer either in the main or in the subordinate clauses, in particular one for each kind of clause. The second bilingual shows transfer only in constructions which involve the subjunctive, with two cases

of object preverbal position and one with the verb in the final position. Finally the older bilingual, apart from 8 cases of transfer related to subjunctive constructions and equally shared between object preverbal position and Vfinal position, is the only one who exhibits transfer in interrogatives, i.e. 4 inversions of S and V.

## Conclusion

Conclusively, this particular study has shown no transfer in young simultaneously Dutch-Greek bilingual children. The numbers of transfer cases instantiated in the spontaneous speech of the three bilinguals don't allow such a conclusion to be drawn. The initial expectations are not verified in contrast to the null hypothesis which clearly holds, manifested certainly to a greater extent in the case of the two younger bilinguals.

## Discussion

One thing that certainly has to be pointed out in the discussion is the fact that this research is made in the context of a bachelor study program, i.e. with certain expectations concerning size and with certain limitations concerning time. Although an open invitation was made through social media, only two parents reacted positively and three children participated, who were additionally recorded only once( the exact duration of the recordings for every child was given previously in the text). It can be, indeed, questioned if strong and definite conclusions can be drawn based on it, since only a small number of data have been collected.

Nevertheless, an attempt could be made to interpret the results based on previous research and theory. It seems that the conclusion of Meisel( 1986) that young bilinguals know which word order applies to which one of their two languages is, indeed, true and no cross-linguistic interference takes place, ostensibly in contrast to what Hulk and Müller( 2000) and Müller and Hulk claim. The contrast is not real, though. The research of Hulk and Müller( 2000) and Müller and Hulk( 2001) is made on null and overt subject pronouns and not on word order. These are obviously two different things and what holds for the use of null and overt subject pronouns by young bilinguals doesn't hold for the application of the right word order by them. If a careful look is taken at Table 2, it can be said that negligible transfer in main or subordinate clauses is made, a point that could actually mean that the children really know what is special with word order in Dutch clauses compared to Greek clauses. Subjunctive, on the other hand, which is exclusively found in Greek and not in Dutch and additionally forms only a part of the whole clause, concentrates the majority of transfer cases, demonstrating a certain degree of vulnerability.

Another important point related to the results is the relatively higher percentage of transfer in the older child compared to the younger ones. What could be a possible interpretation of it? Initially, it could be claimed that it is only an effect of producing longer and complexer sentences as a bilingual child grows older resulting in greater chances of transfer. Secondly, it could be the case that the exposure of the child to the dominant language becomes greater as the time spent with peers speaking the dominant language increases, whereas the time spent with the parent speaking the minority language doesn't. Argyri and Sorace( 2007), as previously mentioned, have found the importance of the role played by the dominant language in older bilinguals. In a study of Gathercole and Thomas( 2009) on bilingual Welsh-English children it was found that children exposed only to Welsh at home have comparable performances with more frequent forms at later stages, if compared to peers exposed to both languages at home, as if the advantage of the bilinguals with double exposure to the minority language at home disappears with the years. Shalom and Zaretsky( 2008), who

studied bilingual English-Russian children at the ages of four to ten, talk about language attrition manifested already from these ages. If such an interpretation is true, we would expect an increase in transfer instantiations if this research would be conducted again with the same children but a later age.

Another surprising finding which was not expected and which has not been mentioned in the results up to now, since it doesn't constitute a case of transfer according to the definition that is given, is the fact that eight cases of OV/Pred.V word order were found in main clauses of the older bilingual. The interpretation of this presents is challenging first because the Dutch main clause doesn't allow SOV word order and, secondly, because in the recordings it was found that pragmatic reasons did not always justify their realizations as marked choices of Greek word order. It is certainly not a case of transfer. It could be a sign that the child going away from the initial SVO word order, is currently struggling with all the the available choices in Greek word order and while he tries to obey to pragmatic discourse demands, he cannot keep up with those and, thus, he makes mistakes.

As mentioned at the beginning of the discussion, this study is too limited to allow definite and strong conclusions to be drawn. Broader research is necessary to confirm if these findings appear systematically and then it might be possible to give more reliable explanations.

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## APPENDIX

### A. TRANSCRIPTIONS

#### I. 00:40:50

**2 from 217 clauses with transfer and clause 144 with an SOV structure but not considered as transfer according to the operationalization.**

1. Είναι δεινόσαυρος.  
V Pr.N  
Is dinosaur  
He is a dinosaur.

2. Όμως έχει κόκαλα, έχει κρέας.  
V O V O  
But has bones-ACC, has meat-ACC  
But it has bones, it has meat.

3. Ναι! Θέλω [να τα δω]!  
V O V  
Yes! Want-1SG to them see-1SG  
Yes! I want to see them!

4. Κοίτα!  
V  
Look-IMP-2SG  
Look!

5. Κοίτα [τι λέει]!  
V O  
Look-IMP-2SG what says  
Look what it says!

6. Τρώει τα κέρατα.  
 V O  
 Eats the horns-ACC  
 He eats the horns.
7. Δε πετάει ο... Το τρώνε κι αυτοί.  
 V O V S  
 Not fly-3SG the... It-ACC eat-3PL and they  
 The... doesn't fly. They also eat it.
8. Το άλλο θα πέσει.  
 S V  
 The other will fall-3SG  
 The other will fall.
9. Μείνανε μόνο αυτές τώρα.  
 V S  
 Are left-3PL only these now  
 Only these are left now.
10. Και χάλασε το άλλο.  
 V S  
 And broke-3SG down the other  
 And the other broke down.
11. Και το άλλο είναι ακόμα φτιαγμένο.  
 S V Pr.Adj  
 And the other is yet fixed  
 And the other one is still fixed.
12. Κοίτα! Αυτό είναι!  
 V S V  
 Look-IMP-2SG ! This is  
 Look! This is it!
13. Όμως αυτό έχει νύχια κοντά.  
 S V O  
 But this has nails-ACC short  
 But this has short nails.
14. Κοίτα [τι λέει]! Έχει κι εδώ!  
 O V  
 Look [what says]! Has and here!

- V O V  
 Look-IMP-2SG what says! Has and here!  
 Look what it says! There is also here!
15. Μπορεί [...] [να το βγάλει].  
 V O V  
 Can-3SG [...] [to it-ACC take-3SG out]  
 [...] can take it out.
16. Κι εγώ [...] το άλλο πόδι.  
 S V O  
 And I [...] the other foot  
 I also [...] the other foot.
17. Πήρε και το κλειδί.  
 V O  
 Took-3SG and the key-ACC  
 He took also the key.
18. Όμως τότε εμείς πήραμε λίγο μεγάλο.  
 S V O  
 But then we took a bit big-ACC  
 But then we took a somewhat big one.
19. Δε πειράζει. Κοίτα!  
 V V  
 Not matter-3SG. Look-IMP-2SG  
 It doesn't matter. Look!
20. Λέει... [τι έχει κόκαλα από μέσα].  
 V O  
 Says... [what has bones from inside]  
 It says... that it has bones from the inside.
21. Όμως κοίτα [που έφυγε το [...] του]!  
 V O S  
 But look-IMP-2SG [that left-3SG the [...] his]  
 But look how his [...] left!

22. Και το άλλο είναι το χέρι.  
                   S      V      Pr.N  
 And the other is the hand  
 And the other one is the hand.
23. Έχει κι άλλο ένα.  
           V      S  
 Has and other one  
 It has another one also.
24. Όχι, θα τα πάρουμε.  
           O      V  
 No, will them take-1PL  
 No, we will take them.
25. Εγώ δε ξέρω [πού ήτανε].  
           S      V                  O  
 I not know-1SG [where were-3PL]  
 I don't know where they were.
26. Κι αυτό είναι το [...].  
           S      V      Pr.N.  
 And this is the [...]  
 And this is the [...].
27. Λέει [ότι είναι αυτές].  
           V                  O                  Pr.N.  
 Says [that are-3PL these-FEM]  
 It says that it 's them.
28. Ναι... έτσι είναι.  
                   V  
 Yes....so is  
 Yes.... That 's how it is.
29. Και μετά τα κάνει κακά και μετά πάει εδώ και μετά τα  
                   O      V                                  V                  O  
 And afterwards them makes kaka and afterwards goes here and afterwards them

φτιάχνει [...] και μετά [...] και μετά μπαμ και χάλασε πολύ.  
 V V  
 makes [...] and afterwards [...] and afterwards bam and broke-3SG down a lot

And afterwards he makes kaka and afterwards he goes there and afterwards he makes them [...] and afterwards [...] and afterwards bam and he broke down a lot.

30. Και μετά έγινε έτσι.  
 V

And afterwards became-3SG so  
 And afterwards he became so.

31. Κοίτα [τί είναι]!  
 V O V  
 O

Look-IMP-2SG [what is]  
 Look what that is!

32. Κάθεται εδώ [...].  
 V

Sits here [...]  
 He is sitting here.

33. Και μετά πήρε αυτά.  
 V O

And afterwards took-3SG these-ACC  
 And afterwards he took these.

34. Κοίτα όλα αυτά [που είναι του δεινόσαυρου]!  
 V O V

Look-IMP-2SG all these [that are-3PL the-GEN-MASC-SING dinosaur-GEN]  
 Look at all these that belong to the dinosaur!

35. Χάλασε και μείναν μόνο τα κόκαλα, τα μέσα του.  
 V V S

Broke-3SG down and are-3PL left only the bones-NOM, the-NEU-PL inside his  
 He broke down and only the bones, his insides, are left.

36. Και μετά έφτιαξε.  
 V

And afterwards was-3SG fixed  
And afterwards he was fixed.

37. Έχω λίγο.  
V  
Have-1SG a little  
I have a little.

38. Έχει άλλο πόδι. Έχει άλλο ένα.  
V O V O  
Has-3SG other foot-ACC. Has-3SG another one  
He has other foot. He has another one.

39. Τώρα θα παίξουμε.  
V  
Now will play-1PL  
Now we will play.

40. Μπαίνουνε και μέσα. Και το κεφάλι. Και σπάει το αυγό. Μετά θα είναι ψάρι.  
V V S V Pr.N  
Go-3PL in and inside. And the head. And breaks the egg. Then will be-3SG fish  
They even go in. The head also. And the egg breaks. Then it will be a fish.

41. Σπάει αυτό το αυγό.  
V S  
Breaks this the egg-NOM  
This egg breaks.

42. Και μετά σπάει και μετά βγαίνει και μετά πάλι πλοуτς!  
V V  
And afterwards breaks and afterwards comes out and afterwards again ploots!  
And then it breaks and then it comes out and then again ploots!

43. Έχει αυτό. Αυτό είναι για [...].  
V O S V  
Has this-ACC. This is for  
It has this. This is for [...].

44. Αυτό είναι pirates!!  
S V Pr.N  
This is pirates  
This is pirates!!

45. Αυτό είναι άλογο. Αυτό πάει και το άλλο πάει και [να κάτσει].  
 S V Pr.N. S V S V V  
 This is horse. This goes and the other goes and [to sit-3SG]  
 This is a horse. This goes and the other goes to sit also.
46. Όμως είναι λίγο μικρό, ε;  
 V Pr.Adj.  
 But is a bit small, he?  
 But it is a bit small, he?
47. Κοίτα το! Αυτό τρώει.  
 V O S V  
 Look-IMP-2SG it-ACC! It eats  
 Look at it! It is eating.
48. Κέρατο είναι τ' όνομά του.  
 Pr.N V S  
 Horn is the name his  
 Horn is his name.
49. Αυτό είναι κορίτσι κέρατο.  
 S V Pr.N  
 This is girl horn  
 This is a feminine horn
50. Το τρώει το κορίτσι.  
 O V S  
 It-ACC eats the girl  
 The girl is eating it.
51. Τελείωσε τα κόκαλα, τελείωσ...  
 S O V  
 Finished-3SG the bones-ACC, finish...  
 He finished the bones, he finish...
52. Και τρώει τα [...] και μετά τρώει και μετά τρώει αυτό.  
 V O V V O  
 And eats the [...] and afterwards eats and afterwards eats this  
 And he eats the [...] and then he eats and then he eats this.
53. Και τρώει και το [...] και το μεγάλο!

V O  
And eats and the [...] and the big  
And he eats also the [...] and the big one!

54. Και θα φάει και το [...].  
V O  
And will eat-3SG and the [...]  
And he will also eat the [...].

55. Τρώει και αυτό και μετά πάει [να φάει και το άλλο].  
V O V O  
Eats and this-ACC and afterwards goes [to eat-3SG and the other]  
He eats also this and then he goes to eat the other one also.

56. Και μετά έπεσε.  
V  
And afterwards fell-3SG  
And then he fell.

57. Και το 'φαγε αυτό.  
O V O  
And it-ACC ate-3SG this-ACC  
And he ate this.

58. Τρώει και τη... κι εδώ.  
V  
Eats and the-ACC-FEM-SG.... and here  
He also eats the..... here.

59. Και βγάζει και [...] και χτύπησε λίγο.  
V V  
And takes out and [...] and is hitten a little bit  
He also takes out [...] and he is hitten a little bit.

60. Κοίτα [πώς είν' από μέσα του]!  
V O  
Look-IMP-2SG [how is from inside his]  
Look how he looks like from inside!

61. Είναι έτσι!  
V

Is so  
That 's how it is!

62. Έχει και πόδια, βρε!  
V O  
Has and feet-ACC, boy  
Boy, it has also feet!

63. Αυτό πάει στο λαιμό.  
S V  
This goes tothe-ACC-MASC-SG neck  
This goes to the neck.

64. Κάνει πλοutz, πλοutz!  
V O O  
Does ploots ploots  
It does ploots ploots!

65. Και πάει [να φάει αυτό]!  
V O  
And goes [to eat-3SG this-ACC]  
And it goes to eat this!

66. Και του 'φαγε την ουρά του.  
O.In. V O.D.  
And his ate-3SG the tail his  
And he ate the tail of him.

67. Και μετά πάει το baby!  
V S  
And afterwards is gone the baby  
And then the baby is gone!

68. Και μετά το 'φαγε και μετά πάει!  
O V V  
And afterwards it-ACC ate-3SG and afterwards is gone  
And then he ate it and then it is gone!

69. Και μετά το 'φαγε την ουρά του και μετά πήρε τ' άλλα και  
O.In V O.D V O  
And then it-ACC ate-3SG the-ACC tail-ACC his and then took-3SG the others and

το        'φαγε    και μετά φεύγει.  
O        V                    V  
it-ACC ate-3SG and then goes

And then he ate the tail of him and then he took the others and he ate it and then he goes.

70.    Κι αυτό χάλασε.  
          S        V  
And it    broke-3SG down  
And it broke down.

71.    Όμως έρχεται κι άλλο ένα.  
          V                    S  
But    comes and other one  
But also another one comes.

72.    Μπαίνει λίγο.  
          V  
Gets in a bit  
It gets in a bit.

73.    Έφαγε... τρώει... έφαγε και την ουρά του.  
          V        V        V                    O  
Ate-3SG... eats... ate-3SG and the-ACC tail his  
He ate... he is eating... he also ate his tail.

74.    Μετά        έπεσε    και το άλλο και πήρε        το μεγάλο.  
                  V                    S        V                    O  
Afterwards fell-3SG and the other and took-3SG the big-ACC  
Afterwards the other one also fell and it took the big one.

75.    Όμως έχει κι άλλες.  
          V        O  
But    has and others-FEM  
But it has more.

76.    Έχει χέρια;  
          V        O  
Has hands-ACC  
Does it have hands?

77. Και χορεύει.  
           V  
 And dances  
 And it dances.
78. Όμως ήτανε.. και η μαμά ήτανε και μικρούλι και τώρα μεγάλωσε η μαμά και  
 I.          V                  S          V                  Pr.N.                  V                  S  
 S  
 But was.. and the mum was and little one and now is grown up the mum and  
 I.  
 But mum was also a little one and now mum and Ivo is grown up.
79. Εγώ μεγάλωσε.  
       S          V  
 I is grown up  
 I is grown up.
80. Τώρα μεγάλωσα έτσι.  
           V  
 Now am grown up so  
 Now I am grown up so.
81. Όμως έχουμε ένα με χαρτάκι από σχολείο.  
           V          O  
 But have-1PL one with paper-DIM from school  
 But we have one with paper from school.
82. Και μετά βλέπει monster και μετά πέταξε.  
           V          O                                  V  
 And then sees monster-ACC and then flew-3SG  
 And then he sees a monster and then he flew.
83. Όταν ήτανε μικρός.  
           V          Pr.Adj.  
 When was-3SG young  
 When he was young.
84. Και το χάλασε το μικρούλι I.  
           O          V                                  S  
 And it-ACC broke-3SG the little I.-NOM  
 And little Ivo broke it.

85. Εγώ... όταν ήτανε μικρούλικος.  
 S V Pr.Adj.  
 I... when was-3SG little  
 I... when I was little.
86. Εγώ το χάλασα πολύ.  
 S O V  
 I it-ACC broke down a lot  
 I broke it down a lot.
87. Όταν ήρθα στο δικό σου σπίτι και μετά το χάλασα.  
 V O V  
 When came-2SG to the own your house and then it-ACC broke-1SG  
 When I came to your house and then I broke it.
88. Όταν ήτανε μικρούλικο, πήγα στο δικό σου σπίτι και μετά έφυγε το  
 V Pr.Adj V V  
 When was-3SG little went-1SG to the own your house and then left-3SG the  
 μικρούλικο.  
 S  
 little one  
 When I was little, I went to your house and then the little one left.
89. Και βλέπει το αυτοκίνητο.  
 V O  
 And sees the car  
 And he sees the car.
90. Βλέπει εδώ κι εδώ!  
 V  
 Watches here and here  
 He is watching this and this.
91. Και το Ίβο [...] και μετά πάει... πήγε στο σπίτι του και δε φοβάται  
 S V V V V  
 άλλο.  
 And the Ivo [...] and then goes... went-3SG to the house his and not is scared  
 anymore.  
 And Ivo [...] and then he goes... he went to his house and he isn't scared anymore.

92. Και κρύβει και το κεφάλι και στο πορτοκαλί και τη κρύβει εδώ..  
V O O V  
And hides and the head-ACC and to the orange and her hides here  
And he also hides the head to the orange and he hides her here.
93. Και μετά φεύγει και κάνει και έτσι.  
V V  
And then leaves and does and so  
And then he leaves and also does so.
94. Αύριο θα πάμε στο μπαμπάκα σου, στο μπαμπάκα μου, και μετά θα  
το φτιάξει..  
O V  
Tomorrow will go-1PL to the dad your, to the dad my, and then will  
it-ACC fix-3SG  
Tomorrow we 'll go to your dad, to my dad, and then he will fix it.
95. Είναι σα μάστορας.  
V Pr.N.  
Is like craftsman  
He is like a craftsman.
96. Όμως χάλασε το αυτοκίνητο του μπαμπά [...] γιατί το  
χάλασα...  
V S O  
But broke-3SG down the car the-GEN dad [...] because it-ACC  
Broke-1SG  
But dad's car broke down [...] because I broke it.
97. Έφυγε το κλειδί.  
V S  
Left-3SG the key-NOM  
The key left.
98. Γιατί έκανε μπουμ και χάλασε.  
V O V  
Because did-3SG boom and broke-3SG down



107. Τρώει μόνο φαγάκια.

V O

Eats only food-DIM-PL

He eats only food.

108. Γιατί είναι ένα σαλιγκάρι.

V Pr.N.

Because is a snail

Because it is a snail.

109. Και το 'φαγε και το μεγάλο στόμα και το 'φαγε και την ουρά του κι  
έπεσε εδώ. O O V O  
V

And it-ACC ate-3SG and the big mouth and it-ACC ate-3SG and the tail its and  
fell-3SG here

And he ate the big mouth and he ate also its tail and he fell here.

110. Και μετά πάει εδώ.. και μετά θα φτιάξει αυτήν... και [...] όλα αυτά.

V V O

And then goes here.. and then will fix-3SG this-FEM... and [...] all these

And then he goes here.. and then he will fix this... and [...] all these.

111. Το 'φαγε το άλλο.

O V O

It-ACC ate-3SG the other

He ate the other one.

112. [...] έφαγε και την ουρά του κι έπεσε.

V O V

[...] ate-3SG and the tail his and fell-3SG

He also ate his tail and he fell.

113. Τώρα θα τα μαζέψουμε.

O V

Now will them pick-1SG up

Now we will pick them up.

S V O



122. Εμείς είδαμε από μακριά.  
 S V  
 We saw from far  
 We watched from far.
123. Όμως εμείς το πήραμε...  
 S O V  
 But we it-ACC took-1PL  
 But we took it.
124. Πήγαμε και θα [...].  
 V  
 Went-1PL and will [...]  
 We went and we will [...].
125. Όταν βάλω το νερό και θα πνιγεί.  
 V O V  
 When put-1SG the water-ACC and will drown-3SG  
 When I put the water and it will drown.
126. Κοίτα, έχει έτσι!  
 V V  
 Look-IMP-2SG, has so  
 Look, it has this!
127. Και βάλει στο χέρι μου εδώ.  
 V  
 And put-3SG-SUBJU to the hand my here  
 And he puts this in my hand.
128. Όχι, τώρα θα φτιάξουμε κέικ, βρε!  
 V O  
 No, now will make-1PL cake, boy  
 Boy, no, now we will make a cake!
129. Τώρα τελειώσαμε!  
 V  
 Now finished-1PL  
 Now we finished!

130. Ποιος ήτανε;  
Pr.N V  
Who was-3SG  
Who was it?
131. Θα φάω και θα πω.  
V V  
Will eat-1SG and will say-1SG  
I will eat and I will say.
132. Τώρα θα πω.  
V  
Now will say-1SG  
Now I will speak.
133. Και τώρα που τα μαζέψαμε..  
O V  
And now that they picked-1PL up  
And now that we picked them up..
134. Όχι, όχι, δε τελείωσα!  
V  
No, no, not finished-1SG  
No, no, I didn't finish!
135. Ήτανε πολύ κάτω, βρε!  
V  
Was-3SG very down, boy  
Boy, it was far down!
136. Και τώρα φαίνεται.  
V  
And now looks  
And now you can see it.
137. Όχι, είναι του δεινόσαυρου.  
V  
No, is the-GEN dinosaur  
No, it is of the dinosaur.

138. Κι αυτό είναι το πόδι του δεινόσαυρου.  
           S    V       Pr.N  
 And this is the foot the-GEN dinosaur  
 This is also the foot of the dinosaur.
139. Δε μπορεί [να βγει]!  
           V       O  
 Not can-3SG [to get-3SG out]  
 It can't get out!
140. Όμως μετά θα το χαλάσει ο άλλος αυτό.  
           O       V       S       O  
 But afterwards will it-ACC break-3SG the other-NOM this-ACC  
 But afterwards the other one will break this.
141. Θα πέφτουμε μέσα στο ....  
           V  
 Will fall-1PL in tothe....  
 We will fall into the....
142. [...] λίγο και βγαίνει λίγο.  
           V  
 [...] a little and gets out a little  
 [...] a little and it gets out a little.
143. Είν' από πίσω.  
           V  
 Is from behind  
 He is behind.
144. Όχι... κι αυτό όμως κι απ' το άλλο δε φοράει.  
           S           O           V  
 No... and this but and from the other not wears  
 No... but also this doesn't wear the other one.
145. Αυτό είναι γωνία [...]  
           S    V    Pr.N.  
 This is angle [...]  
 This is an angle.



154. Εσύ μένεις εδώ.  
 S V  
 You live here  
 You live here.
155. Όμως θα πας με το αυτοκίνητό σου.  
 V  
 But will go-2SG with the car your  
 But you will go with your car.
156. Όμως θα πας πρώτα [...] έτσι... και μετά θα πας τους  
 V V  
 But will go-2SG first [...] so... and then will bring-2SG the-ACC  
 δεινόσαυρους και μετά θα πας εεε... εδώ.  
 O V  
 dinosaurs-ACC and then will go-2SG heee...here.  
 But you will go first [...] so... and then you will bring the dinosaurs and then you will go heeee...here.
157. Όμως η θάλασσα έχει ένα γεφυρούλα.  
 S V O  
 But the sea has a-NEU bridge-FEM-DIM  
 But the sea has a bridge.
158. Κι εμείς θα φτιάξεις... Θα πάρουμε τούβλα και θα πετάξουμε σε σένα.  
 S V V O V  
 And we will make-2SG...Will take-1PL bricks and will throw-1PL to you  
 And we will make... We will take bricks and throw to you.
159. Και μετά θα φτιάξεις εσύ πρώτα αυτά και τα τούβλα έτσι και μετά θα  
 V S O O  
 And afterwards will make-2SG you first these and the bricks so and then will  
 φτιάξουμε μαμά παπά... έτσι, έτσι... και σιγά σιγά θα 'ναι δρόμο.  
 V S S V Pr.N  
 make-1PL mum dad... so, so... and slowly will be-3SG road

And afterwards you will make these first and the bricks so and then mum and dad will make... so, so... and slowly it will be a road.

160. Και μετά το πετάξουμε την άλλη.

O V

And afterwards it-ACC throw-1PL-SUBJU-PERF the other  
And afterwards we will throw it to the other side.

161. Και μετά εσύ το 'βαλες και μετά πήραμε ένα για τον Ί. και μετά  
S O V V O

And then you it-ACC put-2SG-PST and then took-1PL one for the I. and then

το 'βαλε ο Ί. και μετά μπορεί.  
O V S V

it-ACC put-3SG-PST the I. and then can-3SG

And then you put it and then we took one for Ivo and Ivo put it and then it can.

162. Εχτές εμείς φτιάξαμε το γεφυρούλα και το άλλο  
S V O O

Yesterday we made the-ACC-NEU bridge-DIM-FEM and the other-ACC

το κάναμε [...].

O V

it-ACC did-1PL [...]

Yesterday we made the bridge and we did the other [...].

163. Εσύ έβαλες εδώ.  
S V

S V

You put-2SG-PST here

You put here.

164. Κοίτα! Αυτό πάει εδώ.  
V S V

Look-IMP-2SG! This goes here

Look! This goes here.

165. Και μετά τα φτιάχνει steen.  
O V

O V

And then them makes steen

And then he makes them stone

166. Εδώ βγαίνουνε τα [...] του.



V            O                            V

But has and such and so that makes  
 But he has also such things and the way he does...

174. Κοίτα                            O                            V  
    [τι                            κάνει]! Είναι αυτό.  
    V                            O                            V            S

Look-IMP-2SG what-ACC does! Is this  
 Look what it 's doing! It 's this.

175. Όχι γιατί έχει ένα κουμπάκι.  
    V                            O

No because has a button-DIM  
 No because it has a button.

176. Όμως κοίτα! Έχει τέτοιες!  
    V                            V            O

But look-IMP-2SG! Has such-ACC-FEM-PL!  
 But look! He has these!

177. Είναι μέσα.  
    V

Is inside  
 It is inside.

178. Όταν τρώει... Έκανα λίγα [...]  
    V                            V            O

When eats... Made-1SG a few [...]  
 When he eats... I made a few [...]

179. Έπρεπε έτσι.  
    V

Had-3SG to so  
 So it had to.

180. Όταν τρώει, το πάει.... Θα πάει εδώ.  
    V            O            V                            V

When eats, it-ACC brings.... Will go-3SG here.  
 When he eats, he brings it.... It will go here.

181. Μετά όταν το τρώει, θα πάει εδώ, εδώ, εδώ, εδώ και μετά το  
    O                            V                            V                            O.In

Afterwards when it-ACC eats, will go-3SG here, here, here, here and then it-ACC

κάνει μπου μπου μπου μπου και τα πάει το φαγάκι και τα.... και μετά  
 V O.D O.In V O.D O  
 does boo boo boo boo and them brings the food-DIM and the.... and then

τα κάνει κακά.  
 O V  
 them makes kaka-ACC

Afterwards when he eats it, he 'll go here, here, here, here and then he does boo boo  
 boo boo to it and he brings them food and the.... and then he makes them kaka.

182. Και μετά πάει στα steentjes.. και μετά τα φτιάχνει steen..  
 V O V  
 And then goes to the steentjes(dutch word for little stones).. and then they make steen  
 And then he goes to the little stones.. and then he makes them stone..

183. Μετά φεύγει.  
 V  
 Then goes  
 Then he goes.

184. Μετά πάει εδώ, εδώ, εδώ.. και μετά βγαίνει κακά μέσα εδώ.  
 V V S  
 Then goes here, here, here.. and then gets out kaka-NOM-PL-NEU in here  
 Then it goes here, here, here.. and then kaka gets out in here.

185. Είναι λίγο κολλησμένο γιατί έβαλε κόλλα.  
 V Pr.Adj. V O  
 Is a bit stuck because put-3SG-PST glue  
 It's a bit stuck because he has put glue.

186. Κι έφερε κι αυτό.  
 V O  
 And brought-3SG and this-ACC  
 He also brought this.

187. Λέει... τώρα... το άλλο έλεγε αύριο... γιατί το άλλο το [...]  
 V S V O  
 Says... now... the other said-3SG tomorrow... because the other the [...]  
 It says... now... the other one was saying tomorrow... because the other [...]

188. Αυτό πρέπει εδώ.  
 S V  
 This has here  
 This has to go here.
189. Βρήκε αυτές.  
 V O  
 Found-3SG these-FEM  
 He has found these.
190. Και πήρε κι αυτό κι αυτό κι αυτό... και μετά παίρνει αυτές.  
 V O O O V O  
 And took-3SG and this and this and this... and then takes these-FEM  
 He also took that and that and that... and then he takes these.
191. Μετά παίρνει αυτή και μετά παίρνει την άλλη.  
 V O V O  
 Then takes this-ACC-FEM and then takes the other-ACC-FEM  
 Then he takes this one and then he takes the other one.
192. Δε μπορεί [να βγει] αυτό.  
 V O S  
 Not can-3SG [to gets out] this-NOM  
 This can't get out.
193. Κοίτα [που έσκισε λίγο]!  
 V O  
 Look-IMP-2SG [that ripped-3SG a bit]  
 Look how it has ripped a bit!
194. Όταν ήταν μικρός.  
 V Pr.Adj.  
 When was-3SG young  
 When he was young.
195. Ήτανε πολύ μικ... Ακόμα είναι μικρό!  
 V Pr.Adj. V Pr.Adj

Was-3SG very youn... Still is young  
 He was very youn... He is still young!

196. Τα χάλασε.  
 O V  
 Them broke-3SG  
 He broke them.
197. Δε πειράζει.  
 V  
 Not matters  
 It doesn't matter.
198. Θα τα φτιάξει ο πατάς! Θα φτιάξει και το βιβλίο, βρε!  
 O V S V O  
 Will them fix-3SG the dad! Will fix-3SG and the book-ACC, boy  
 Dad will fixx them! He will also fix the book, boy!
199. Θα κάνει lijm και μετά θα μείνει κολλημένο.  
 V O V Pr.Adj.  
 Will make-3SG lijm(dutch word for glue)-ACC and then will stay-3SG stuck  
 He will make glue and then it will stay stuck.
200. Και μετά θα κάνει και.... και θα σου δείξω.  
 V O V  
 And then will make-3SG and.... and will you-GEN show-1SG  
 And then he will make also.... and I will show you.
201. Εγώ θα σου δείξω.  
 S O V  
 I will you-GEN show-1SG  
 I will show you.
202. Θα κάνει έτσι και θα φτιάξει και την άλλη και μετά θα είναι όμορφο.  
 V V O V Pr.Adj.  
 Will do-3SG so and will make-3SG and the other and then will be-3SG beautiful  
 He will do this and he will also make the other one and then it will be beautiful.
203. Και θα δει ο Κωνσταντίνος... και θα δει Pr.N. V  
 V S V [lijm ότι είναι].  
 And will see-3SG the Konstantinos-NOM... and will see-3SG [glue that is]

And Konstantinos will see that it is glue.

204. Και δε θα το χαλάσει.  
                   O          V  
 And not will it-ACC break-3SG  
 And he will not break it.

205. Δε του [...] [να χαλάσει με το κόλλα].  
           O.In.          V                  O.D.  
 Not him-GEN [...] [to break-3SG with the glue]  
 He [...]n't [...] him [to break with the glue]

206. Και θα είναι κολλημένο και δε μπορούσε [να το βγάλει].  
                   V          Pr.Adj.                  V          O          V  
 And will be-3SG stuck and not could-3SG [to it-ACC take-3SG out]  
 And it will be stuck and he couldn't take it out.

207. Δε κάνει έτσι.  
           V  
 Not does so  
 It doesn't do so.

208. Τώρα δεν έχει κόλλα.  
                   V          O  
 Now not has glue-ACC  
 Now it doesn't have glue.

209. Γιατί το μάντεψε ο άλλος.  
                   O          V                  S  
 Because it-ACC guessed-3SG the other  
 Because the other one guessed it.

210. Νόμισε [ότι έχει κόλλα].  
           V                  V          O  
                                   O  
 Thought-3SG-PST [that has glue-ACC]  
 He thought that it has glue.

211. Κοίτα αυτή εδώ!  
           V                  O



**D. 00:55:00 3 from 124 with transfer**

1. Αυτό είναι του N. κι αυτό είναι δικό μου.  
S V S V  
This is the-GEN N.-GEN and this is own my  
This is N.'s and this is mine.
2. Κοίτα O V  
[τι κάνει]!  
V O  
Look-IMP-2SG [what does]  
Look what it does!
3. Τί μεγάλο είναι!  
Pr.Adj. V  
What big is  
It's so big!
4. Τι είν' αυτό;  
V S  
What is this  
What is this?
5. Είναι ένα πουλάκι, όμως μπορεί [να κάνει και φασαρία].  
V Pr.N.. V O  
[να κάνει και φασαρία].  
Is a bird-DIM, but can-3SG [to make-3SG and noise]  
It is a bird, but nevertheless it can make noise.
6. Μήπως ότι αυτό λίγο κι αυτό χάλασε..  
S V  
Maybe that this a little and this broke-3SG down  
Maybe this one a little and this broke down..
7. Ναι, τα ξέρω.

O V  
Yes, them know-1SG  
Yes, I know them.

8. Μήπως ο μπαμπάς μου μπορεί [να το φτιάξει]...  
S V O  
Maybe the dad my can-3SG [to it-ACC fix-3SG]  
Maybe my dad can fix it...

9. Και δε μπορούσε άλλο να βγει, όμως βγήκε.  
V O V  
And not could-3SG [more to come-3SG out], but came-3SG out  
And it couldn't come out any more, but it did.

10. Όμως εγώ έχω και...  
S V  
But I have and  
But I also have...

11. Αυτό είναι ένα λύκο.  
S V Pr.N.  
This is a-NEU wolf-MASC  
This is a wolf.

12. Κι εγώ έχω λίγα.  
S V O  
And I have a few  
I also have a few.

13. Κι αυτό είναι αυτοκίνητο.  
S V Pr.N.  
And this is car  
And this is a car.

14. Δεν είν' ζωάκι!  
V Pr.N.  
Not is animal-DIM  
It 'not a little animal!

15.           S           O V  
Εγώ, ξέρεις [τι έχουμε άλλο];  
          V           O  
I, know-2SG [what have-1PL more]  
I, do you know what more we have?
16.   Κι αυτό είναι ένα ζώακι.  
          S V Pr.N.  
And this is an animal-DIM  
And this is an animal.
17.   Εδώ έχει λίγο μπλε.  
          V O  
Here has a little blue  
There is a little blue here.
18.   Τι θα φάνε τότε αυτά;  
          O V S  
What will eat-3PL then these-NOM  
And what are these going to eat?
19.   Αυτό είναι μεγάλο, όμως.  
          S V Pr.Adj.  
This is big, but  
But this is big.
20.   Και θα είναι αυτό το φαγητό!  
          V S Pr.N.  
And will be-3SG this the food  
And this will be the food!
21.   Κι εδώ θα έχουμε κι άλλο φαγητό.  
          V O  
And here will have-1PL and more food  
And here we will have more food.
22.   Μήπως κι αυτό μπορεί [να μπει μέσα στο νερό]..  
          S V O  
Maybe and this can-3SG [to get-3SG in to the water]

This may also be able to get into the water..

23. Κι εδώ έχει και μία τρύπα για να μπορεί [να μπει μέσα].  
V O V O

And here has and one hole-ACC to can-3SG [to get-3SG inside]  
Here there is also a hole so that it can get inside.

24. Είναι αυτό ένα.  
V S Pr.Adj.

Is this one  
This is one.

25. Έχει κι άλλο ένα. Όμως πού είναι;  
V O V

Has and more one. But where is  
It has one more. But where is it?

26. Πού θα είναι... πού θα μένουνε αυτή η αρκούδα;  
V V S

Where will be-3SG... where will stay-3PL this the bear-NOM  
Where will it be... where will this bear stay?

27. Αυτό! Είναι και πολύ μεγάλο.  
V Pr.Adj.

This! Is and very big  
This! It 's also very big.

28. Άσε [O που θα πρέπει [S να βγάλω όλα.. πράγματα ] ]...  
V

Let-IMP-2SG [that will have-3SG to [to get-1SG out all.. things]]  
Besides.. I will have to get all.. things out.

29. Έχουμε και λίγα βιβλία μέσα!  
V O

Have-1PL and a few books inside  
We have also a few books in there!

30. Όμως δε πειράζει.  
V

But not matters

But it doesn't matter.

31. Μπορώ  $\begin{matrix} \text{V} & & \text{O} \\ \text{[να πάρω} & \text{και τα βιβλία]} \end{matrix}$ .  
 $\begin{matrix} \text{V} & & \text{O} \end{matrix}$   
Can-1SG [to take-1SG and the books]  
I can also take the books.
32. Όμως θα πρέπει όμως  $\begin{matrix} \text{O} & & \text{V} \\ \text{[αυτά τα... να τα} & \text{μαζέψουμε μετά]} \end{matrix}$ !  
 $\begin{matrix} \text{V} & & \text{S} \end{matrix}$   
But will have-3SG to but [these the...to them pick-1PL up later]  
But we 'll have to pick these... them up later!
33. Όμως να βγάλω τα... τα άγρια ζώα.  
 $\begin{matrix} \text{V} & & \text{O} \end{matrix}$   
But to get-1SG out the... the wild animals  
But I will get the... the wild animals out.
34. Όμως πού θα βάλουμε αυτά τα μικρά;  
 $\begin{matrix} \text{V} & & \text{O} \end{matrix}$   
But where will put-1PL these the small-PL-NEU  
But where are we going to put these little ones?
35. Τώρα έχουμε δύο αρκούδες.  
 $\begin{matrix} \text{V} & & \text{O} \end{matrix}$   
Now have-1PL two bears  
Now we have two bears.
36. Αυτό είν' το παιδάκι.  
 $\begin{matrix} \text{S} & \text{V} & \text{Pr.N.} \end{matrix}$   
This is the child-DIM  
This is the little child.
37. Αυτό είναι μωράκι σκυλάκι.  
 $\begin{matrix} \text{S} & \text{V} & \text{Pr.N.} \end{matrix}$   
This is baby-DIM dog-DIM  
This is a puppy.
38. Και χάλασε γι' αυτό μπορεί  $\begin{matrix} \text{V} \\ \text{[να μπει} & \text{εκεί]} \end{matrix}$ .  
 $\begin{matrix} \text{V} & & \text{O} \end{matrix}$

And broke-3SG down that 's why can-3SG [to get-3SG in there]  
 And it broke down that 's why it can get in there.

39. Αυτό χάλασε! Όμως μπορεί [να μπει μέσα]...  
           S      V                                  V                                  O  
 This broke-3SG down! But can-3SG [to get-3SG in]  
 This broke down! But it can get in...

40. Είναι άγριο.  
       V Pr.Adj.  
 Is wild  
 It is wild.

41. Όμως αυτό βγήκε.  
           S      V  
 But this came-3SG out  
 But this came out.

42. Θα φάω κι εγώ εκεί.  
       V                                  S  
 Will eat-1SG and I there  
 I will eat there also.

43. Είναι κει λύκος.. Τρώει [...].  
       V          S          V  
 Is there wolf-NOM.. Eats [...]  
 There is a wolf there.. He is eating [...].

44. Με λένε Δ. .  
       O V  
 Me say-3SG D.  
 My name is D. .

45. Εγώ θα φύγω.  
       S          V  
 I will leave-1SG  
 I will leave.

46. Πάω στο άγριο ζώο... να φάω λίγο.  
       V                                  V  
 Go-1SG tothe wild animal... to eat-1SG a little

I will go to the wild animal... to eat a little.

47. Κοίτα                    τότε από κείνη τη πλευρά!  
V  
Look-IMP-2SG then from that the side  
Look then at that side!
48. Εγώ θα φάω.  
S V  
I will eat-1SG  
I will eat.
49. Κάνουμε koekeleko.  
V O  
Do-1PL koekeleko(dutch word for cock-a-doodle-doo)  
We are crowing cock-a-doodle-doo
50. Θα παίξουμε τα άγρια ζώα κι εγώ θα κα... θα τα βλίσω.  
V O S O V  
Will play-1PL the wild animals and I will ... will them [...]  
We will play with the wild animals and I will ... will [...] them.
51. Έλα να φας εσύ [...].  
V V S  
Come-IMP-2SG to eat-2SG you-NOM [...]  
Come to eat.
52. Όλα τα άγρια τα ζώα τη λένε Δ.  
O O V  
All the wild the animals her say-3SG D.  
All wild animals call her D.
53. Κάνουμε κακά.  
V O  
Do-1PL kaka  
We are doing kaka;
54. Μόνο θέλουμε [τρώνε και.. και... και φάμε κακά].  
V O  
Only want-1PL [eat-1PL and.. and... and eat-1PL kaka]  
We only want to eat .. and ... and... and to eat kaka.



63. Εγώ θα φάω λίγο εδώ.  
 S V  
 I will eat-1SG a little here  
 I 'll eat here a little bit.
64. Όχι, να το κάνουμε έτσι!  
 O V  
 No, to it-ACC do-1PL so  
 No, we should do it this way!
65. Θέλω [να βάσουμε τα βιβλία].  
 V O  
 Want-1SG [to read-1PL the books]  
 I want us to read the books.
66. Εγώ βάζω πρώτα αυτά.  
 S V O  
 I put first these  
 I put these first.
67. Μπορείς [ να με βοηθήσεις [να βάλω τα βιβλία ] ];  
 V O  
 Can-2SG[ to me help-2SG [to put-1SG the books] ]  
 Can you help me put the books here?
68. Ο Ν. λέει [ότι δεν είμαι καλή], όμως είμαι καλή!  
 S V O V Pr.Adj.  
 N. says [that not am good], but am good  
 N. says that I 'm not kind, but I am kind!
69. Ναι, έχεις δίκιο!  
 V O  
 Yes, have-2SG right  
 Yes, you 're right!
70. Δε ξέρω.. Εγώ δε ξέρω...  
 V S V  
 Not know-1SG.. I not know-1SG...

I don't know.. I don't know...

71. Ότι δε θα παίξω με σένα.  
V

That not will play-1SG with you

That I won't play with you.

72. Όμως αν δεν είσαι καλή τότε δε θα παίζουμε.  
V Pr.Adj. V

But if not are-2SG good then not will play-1PL

But if you 're not kind then we won't play together.

73. Όμως είσαι καλή, γι' αυτό θα παίζουμε.  
V Pr.Adj. V

But are-2SG good, that's why will play-1PL

But you 're kind, that 's why we 'll play together.

74. Ο Ν. δεν είναι καλός.  
S V Pr.Adj.

The N. not is good

N. isn't kind.

75. Δε τα μαζεύει.  
O V

Not them picks up

He doesn't pick them up.

76. Ο Ν. να τα μαζέψει.  
S O V

The N. to them pick-3SG up

N. should pick them up.

77. Εγώ ξέρω [ποιος έχει ένα μαστούνι].  
S V O

I know[who has a cane]

I know who has a cane.

78. Να κλείσω μάτια;  
V O

To close-1SG eyes

Should I close my eyes?

79. Εγώ θα πάρω δύο όμως πότε θα κάνω [...] μία.  
 S V O V O  
 I will take-1SG two but then will do-1SG[...] one  
 I 'll take two but then I 'll do [...] one.
80. Έτσι, αυτά φέρε, όμως πότε θα πω μία.  
 O V V O  
 So, these-ACC bring-IMP-2SG, but when will say-1SG one  
 So, you bring these, but when I say so.
81. Αυτά μου αρέσουνε, γιατί έχουν πολύ όμορφα παπούτσια.  
 S O V V O  
 These me-GEN like-3PL, because have-3PL very beautiful shoes-ACC  
 I like these because they have very beautiful shoes.
82. Είναι το αγαπημένο μου.  
 V Pr.Adj.  
 Is the favorite my  
 It 's my favorite.
83. Κι αυτό μου αρέσει γιατί έχουν όμορφα λουλουδάκια.  
 S O V V O  
 And this me-GEN like-3SG because have-3PL beautiful flowers-DIM  
 I like this one also because they have beautiful flowers.
84. Κι αυτό μου αρέσει γιατί είναι μία κοπέλα και έχει σκουλαρίκια.  
 S O V V Pr.N. V O  
 And this me-GEN like-3SG because is a girl and has earrings  
 I like this one also because there is a girl and she has earrings.
85. Πεινάω.  
 V  
 Am hungry  
 I 'm hungry.
86. Όμως λίγα παιδάκια [όταν μεγαλώνουν] γίνονται μικρά.  
 S V Pr.Adj.  
 But a few children-NOM [when grow-3PL up] become-3PL-PERF young  
 But only a few children become young when they grow up.



95. Μπορεί πάλι  $\frac{\text{V}}{\text{O}}$  [να μπει μέσα].  
 Can-3SG again [to get-3SG in]  
 It can get in there again.
96. Για να κοιμηθείς.  
 $\frac{\text{V}}$   
 to sleep-2SG  
 In order to sleep.
97.  $\frac{\text{O}}{\text{V}}$  Τα μπάλια [V μπορείς] να παίζεις κάπως].  
 The marbles can-2SG to play-2SG somehow  
 You can play the marbles somehow.
98. Τα ρίξεις έτσι...έτσι το κάνεις και τότε παίρνεις ένα μπάλα  
 $\frac{\text{O}}{\text{V}}$   $\frac{\text{O}}{\text{V}}$   $\frac{\text{V}}$   $\frac{\text{O}}$   
 Them throw-2SG so... so it-ACC do-2SG and then take-2SG a-NEU ball-FEM  
 και το παίζεις πάλι.  
 $\frac{\text{O}}{\text{V}}$   
 and it-ACC play-2SG again  
 You throw them this way... you do it this way and then you take a ball and you play with it again.
99. Και τότε μπορούμε πάλι  $\frac{\text{O}}{\text{V}}$  [να το κάνουμε].  
 $\frac{\text{O}}$   
 And then can-1PL again [to it-ACC do-1PL]  
 And then we can do it again.
100. Τι είν' αυτό;  
 Pr.N. V S  
 What is this  
 What is this?
101. Από ποιον είναι;  
 $\frac{\text{V}}$   
 From who is  
 Whose is this?

102. Η κιμπίπισσα φτιάχνει φαγητό για τα παιδάκια της.

S V O

The princess makes food for the children-DIM her  
The princess makes food for her little children.

103. Αυτά είν' τα παιδάκια κι όταν φάνε το παγωτό, μπορούνε [O λίγο  
S V Pr.N. V O V

These are the children and when eat-3PL the ice cream, can-3PL [O a little bit of

Παγωτό να φάνε και τότε να πιούνε λίγο μπιμπερό].  
O V V O

Ice cream to eat-3PL and then to drink-3PL a little bit of baby bottle

These are the little children and when they eat the ice cream, they can eat a little bit of ice cream and then drink from their bottle.

104. Και τα παιδάκια περιμένουν.

S V

And the children wait-3PL  
And the children are waiting.

105. Και μπορείς [κι εδώ να τ' αφήσεις].  
V O

And can-2SG[and here to it-ACC leave-2SG  
You can also leave it here.

106. Όχι, εδώ... μπορείς [να κοιμηθείς].  
V O

No, here... can-2SG[to sleep-2SG]  
No, you can sleep here...

107. Αυτό θα κοιμηθεί.

S V

This will sleep-3SG  
This will go to sleep.

108. Όμως θέλει [να κοιμηθεί].  
V O

But wants [to sleep-3SG]

But he wants to go to sleep.

109. Όμως αυτά θα φάνε τώρα.  
S V  
But these will eat-3PL now  
But these will eat now.

110. Θα φτιάξει σούπα.  
V O  
Will make-3SG soup  
She will make soup.

111. Ξέρεις [ τι είν' αυτά];  
V O  
Know-2SG [what are-3PL these]  
Do you know what these are?

112. Εκείνο δε μπορεί [να... μήπως να κοιμηθεί].  
S V O  
That not can-3SG [to... maybe to sleep-3SG]  
That can't... Maybe it can't sleep.

113. Η μαμά φτιάξει τώρα σss... Θα φτιάξει μακαρόνια.  
S V O  
The mum make-3SG-PERF now sss.... Will make-3SG spaghetti-ACC  
Now mum will make sss... She will make spaghetti.

114. Το σπηλιό είναι ανοιχτό.  
S V Pr.Adj.  
The-NEU cave-FEM is open  
The cave is open.

115. Και τώρα θα βάλω λίγο παγωτό.  
V O  
And now will put-1SG a little bit of ice cream-ACC  
And now I will put some ice cream.

116. Το παγωτό είναι πολύ κρύο.  
S V Pr.Adj.  
The ice cream is very cold

The ice cream is very cold.

117. Και θα φτιάξω μακαρόνια.

V O  
And will make-1SG spaghetti  
And I will make spaghetti.

118. Βρέχει!

V  
Rains  
It 's raining!

119. Όχι, έτσι δε πρέπει!

V  
No, so not has to  
No, this isn't the right way.

120. Έτσι πρέπει!

V  
So has to  
This is how it must be done!

121. Μαμά, μπορούμε [να παίξουμε λίγο τις μπάλες];

V O  
Mum, can-1PL [to play-1PL a little the balls]  
Mum, can we play a little bit with the balls?

122. Θα φτιάξεις εσύ φαγητό;

V S O  
Will make-2SG you-NOM food-ACC  
Will you make food?

123. Όμως εγώ θα βάλω... έβαλα τοματούλα.

S V V O  
But I will put-1SG... put-1SG-PST tomato-DIM  
But I will put... I put tomato.

124. Τώρα αυτά τα βάζω έτσι.

O O V  
Now these-ACC them put-1SG so  
Now I 'm putting these that way.

N. 00:52:43

**12 from 166 clauses with transfer and 8 cases of OV in main clauses( 28, 40, 53, 109, 110, 115, 123, 136) not considered as transfer according to the operationalization.**

1. Και αύριο θα παίζουμε.  
V  
And tomorrow will play-1PL  
We will play tomorrow also.
2. Να παίζουμε και με αυτά!  
V  
To play-1PL and with these-NEU  
Let's play with these also!
3. Γιατί άφησε το κινητό εδώ;  
V O  
Why left-3SG the mobile here?  
Why did she left the mobile here?
4. Δε μπαίνει άνθρωπα κει μέσα.  
V S  
Not gets in people-NEU there in  
People don't get in there.
5. Α, δεν ανοίγει!  
V  
A, not gets open  
A, it doesn't get open!
6. Ε, να δούμε να το κάνουμε και με.. μετά με τα ζώα.  
V O V  
He, to see-1PL to it-ACC do-1PL and with.. then with the animals  
He, let's see how to do it also with.. afterwards with the animals.

7. Να τα βγάλω όλα;  
       O      V  
 To them get-1SG out all  
 Do you want me to get them all out?
8. Τι το θέλεις αυτό;  
       O      V      O  
 What it-ACC want-2SG this  
 What do you want this for?
9. Τόσο μεγάλη ακρίδα δεν έχω δει!  
                           O                          V  
 Such big grasshoper not have-1SG seen  
 I ‘ve never seen such a big grasshoper!
10. Ω, τα βγάλαμε πάλι όλα!  
       O      V  
 Oh, them got-1PL again all  
 Oh, we ‘ve got them all out again!
11. Θα κάνεις το ίδιο;  
       V      O  
 Will do-2SG the same  
 Will you do the same?
12. Πόσο χρονών είσαι;  
   V  
 How much years-GEN are-2SG  
 How old are you?
13. Θα κάνω αυτό [που κάνεις κι εσύ].  
       V                  O                  V      S  
 Will do-1SG this [that do-2SG and you]  
 I will do what you also do.
14. Αυτός ήταν ο φίλος [που ήμουνα πριν].  
       S      V      Pr.N                  V  
 He was the friend [where was-1SG before]  
 He was the friend where I was previously.

15. Δε μπορώ!  
V  
Not can-1SG  
I can't!
16. Τι έχεις εσύ στο iPad;  
O V S  
What have-2SG you tothe iPad  
What do you have in the iPad?
17. Δεν έχεις;  
V  
Not have-2SG  
Don't you have?
18. Αλήθεια, δεν έχεις iPad;  
V O  
Really, not have-2SG iPad  
Really, don't you have iPad?
19. Το πήρες μαζί σου;  
O V  
It-ACC took-2SG with you-GEN  
Did you take it with you?
20. Έχω και Tom Gold Run!  
V O  
Have-1SG and Tom Gold Run  
I have also Tom Gold Run!
21. Το έχεις;  
O V  
It-ACC have-2SG  
Do you have it?
22. Πότε το παίζεις το αυτοκίνητο;  
O V O  
When it-ACC play-2SG the car-ACC  
When do you play the car?
23. Εγώ θα το πάρω όταν θα είμαι σαν εσένα.

S O V V  
 I will it-ACC take-1SG when will be-1SG like you  
 I will buy it when I will be at your age.

24. Αυτά είναι τα μόνα [που έχεις στο κινητό];  
 S V Pr.Adj. V  
 These are the only-PL-NEU [that have-2SG to the mobile]  
 Are these the only ones you have in the mobile?

25. Δε δουλεύει καλά;  
 V  
 Not works well  
 Doesn't it work well?

26. Να κάνω μία βόμβα και...  
 V O  
 To do-1SG a bomb and...  
 I want to do a bomb and...

27. Εδώ δεν έχουμε άλλα.  
 V O  
 Here not have-1PL others-ACC  
 Here, we don't have any other.

28. Όλα αυτά θα τα χρησιμοποιήσω;  
 O O V  
 All these will them use-1SG  
 Am I going to use all these?

29. Τότε έχεις [και πάρα πολλά για να σκοτώσει].  
 V O V  
 Then have-2SG and too many to kill-3SG]  
 Then you have also too many for him to kill.

30. Τότε πρέπει [ο ένας πάρα πολλούς ανθρώπους να σκοτώσει].  
 V S  
 Then has [the one too many people to kill-3SG]  
 Then the one has to kill too many people.

O V

31. Θα βάλω [όσα μπορώ].  
           V                          O  
 Will put-1SG [as many as can-1SG]  
 I will put as many as I can.
32. Αυτό θα το χρησιμοποιήσουμε.  
       O      O                          V  
 This will it-ACC use-1PL  
 We will use this one.
33. Αυτό θα το βάλω εδώ.  
       O      O          V  
 This will it-ACC put-1SG here  
 I will put this one here.
34. Αυτό έχεις βόμβες;  
       S      V          O  
 This have-2SG bombs  
 Does this have bombs?
35. Από την άλλη πλευρά έρχεται.  
   V  
 From the other side comes  
 He comes from the other side.
36. Αυτός πετάει βόμβες.  
       S      V      O  
 He throws bombs  
 This one throws bombs.
37. **Νούμερο είναι;**  
       Pr.N.      V  
**Number is**  
**Is it a number?**
38. Ποιος είναι;  
       S      V  
 Who is  
 Who is he?
39. Δεν έχεις   V  V  
   [να παιχτεί  για τους στρατιώτες [που έδωσα] ];



To it-ACC do-3SG  
Do you want him to do it?

48. Τώρα κλαίει γιατί δε μπορεί [να παίξει μαζί μας].  
V V O  
Now cries because not can-3SG [to play-3SG with us]  
Now she is crying because she can't play with us.

49. Για να είναι μέσα.  
V  
to be-3SG inside  
To be inside.

50. Αυτός δε στέκεται.  
S V  
He not stand  
He does't stand

51. Έσπασε το πόδι.  
V O  
Broke-3SG the leg  
He has broken his leg

52. Να το πάρω αυτό το... ;  
O V O  
To it-ACC take-1SG this the...  
Can I take this...?

53. Αυτό πιστολάκι είναι.  
S Pr.N. V  
This pistol-DIM is  
This one is a little pistol.

54. Αυτοί [που κολυμπάνε] είναι πιστολάκια.  
S V Pr.N.  
These-MASC [who swim-3PL] are-3PL pistols-DIM  
The ones that swim are little pistols.

55. Όμως αυτά δεν είν' πιστολάκια.  
S V Pr.N.

But these not are-3PL pistols-DIM  
But these are not pistols.

56. Δεν έχει κάτι.  
V O

Not has something  
It doesn't have anything.

57. Αυτό δεν το ρίχνει, όμως πάει από κάτω το χέρι.  
O O V V

This not it-ACC gets down, but goes from down the arm-ACC  
It doesn't get this one down, but it goes under the arm.

58. Δε το ρίχνει κάτω.  
O V

Not it-ACC gets down down  
It doesn't get it down.

59. Από δω μπορεί να ρίξει από πάνω του.  
V O

From here can-3SG [to shoot-3SG from above his]  
He can shoot him from here.

60. Ρίχνει από πάνω του!!  
V

Shoots from above his  
He is shooting him!!

61. Μπορείς να τα βάλεις και πίσω πίσω;  
V O

Can-2SG [to them put-2SG and behind behind]  
Can you put them also behind?

62. Έβαλες πάρα πολλά πιστολάκια.  
V O

Put-2SG-PST too many pistols-DIM  
You put too many pistols.

63. Αυτός έχει μια βόμβα;

S V O  
 He has a bomb  
 Does he have a bomb?

64. Κι αυτός έτσι κάθεται και.... έχει κι ένα τέτοιο για να...  
 S V V O  
 And he so sits and.... has and one such to...  
 He is also sitting this way and.... he has also one such to...

65. Όμως ρίχνει προς τα πάνω.  
 V  
 But shoots upwards  
 But he's shooting upwards.

66. Αν θα ήτανε τώρα αυτή κανονική ζωή, δε θα μου άρεζε  
 V S Pr.N. O V  
 If will was-3SG now this-NOM-FEM normal life, not will me-GEN like-3SG  
 καθόλου!  
 at all  
 If that was in real, I wouldn't like it at all!

67. Ξέρεις [πώς ξεκινάει πόλεμος]; Εγώ ξέρω!  
 V O S V  
 Know-2SG [how starts war-NOM]? I know!  
 Do you know how a war breaks out? I know!

68. Όταν κάποιος έχει πάρα πολύ ένα... όταν δε θέλει [να δώσει κάποιος  
 S V V O  
 When someone has very much a... when not wants [to give-3SG someone-NOM

O  
στον άλλον ένα...]

tothe-MASC-ACC other-ACC a...]

When someone has a... very much... when someone doesn't want to give a... to the other one...

69. Μπορεί  $\begin{matrix} \text{V} & & \text{S} \\ \text{[να γίνει} & \text{_____} & \text{και πόλεμος]} \end{matrix}$ .  
 $\begin{matrix} \text{V} & & \text{S} \\ \text{Can-3SG [to happen-3SG and war]} \\ \text{War can also happen.} \end{matrix}$
70. Έτσι είπε  $\begin{matrix} \text{η} & \text{μαμά.} \\ \text{V} & \text{S} \end{matrix}$   
 $\begin{matrix} \text{So} & \text{said-3SG the mum-NOM} \\ \text{That's what mum said.} \end{matrix}$
71. Άλλο ένα και τελείωσα  $\begin{matrix} \text{εγώ} & \text{πάνω.} \\ \text{V} & \text{S} \end{matrix}$   
 $\begin{matrix} \text{Other one and finished-1SG I above} \\ \text{One more and I am finished up here.} \end{matrix}$
72. Αυτός ρίχνει  $\begin{matrix} \text{βόμβες.} \\ \text{S} & \text{V} & \text{O} \end{matrix}$   
 $\begin{matrix} \text{He} & \text{throws bombs} \\ \text{He throws bombs.} \end{matrix}$
73. Κι  $\begin{matrix} \text{εγώ} & \text{πριν} & \text{έτσι} & \text{είχα} & \text{έναν.} \\ \text{S} & & \text{V} & & \text{O} \end{matrix}$   
 $\begin{matrix} \text{And I previously so had-1SG one} \\ \text{So I had also one previously.} \end{matrix}$
74. Αυτός μπορεί  $\begin{matrix} \text{[να ρίχνει} & \text{_____} & \text{έτσι]} \\ \text{S} & \text{V} & \text{O} \end{matrix}$ .  
 $\begin{matrix} \text{He can-3SG [to shoot-3SG this way]} \\ \text{He can shoot this way.} \end{matrix}$
75. Δεν πειράζει  $\begin{matrix} \text{[ πού} & \text{τα} & \text{βάζεις]}! \\ \text{V} & \text{S} \end{matrix}$   
 $\begin{matrix} \text{Not matters [where them put-2SG]} \\ \text{It doesn't matter where you put them!} \end{matrix}$
76. Θα  $\begin{matrix} \text{τα} & \text{βάζεις} & \text{κάπου.} \\ \text{O} & \text{V} \end{matrix}$   
 $\begin{matrix} \text{Will them put-2SG somewhere} \\ \text{You will put them somewhere.} \end{matrix}$

77. Όμως πώς μπορείς <sup>V</sup> [να ρί...] ...  
<sub>V O</sub>  
 But how can-2SG [to sho.. ] ...  
 But how can you sho...

78. Πώς μπορείς <sup>V</sup> [μέσα στη θάλασσα κάτω να σκοτώνεις];  
<sub>V O</sub>  
 How can-2SG [in tothe sea down to kill-2SG]  
 How can you kill deep into the sea?

79. Πάει πάρα πολύ σιγανά τότε η βόμβα.  
<sub>V S</sub>  
 Goes too slowly then the bomb  
 The bomb goes too slowly then.

80. Όμως αν και το νερό <sub>S</sub> πάει <sub>V</sub> προς τα <sub>V</sub> κει, τότε πάει πάρα πολύ γρήγορα.  
 fast  
 But if and the water goes towards there, then goes very fast  
 But if the water goes also that way, then it goes very fast.

81. Όμως τι να βλέπεις στο iPad;  
<sub>O V</sub>  
 But what to watch-2SG tothe iPad  
 But what will you watch on iPad?

82. Αυτό μπορώ <sub>O V</sub> [να το βάλω] <sub>O</sub> κι <sub>V</sub> [όταν παίζουμε].  
<sub>O V O</sub>  
 This can-1SG [to it-ACC put-1SG] and [when play-1PL]  
 I can put this one also when we play.

83. Να βάλω <sub>V</sub> και το <sub>O</sub> μηχανάκι;  
 To put-1SG and the motorbike  
 Do you want me to put also the motorbike?

V V V O

84. [Όπως το κόβω], πρέπει ακόμα [ να μπορώ [ να βάλω κι ένα ζώακι ] ]  
V S  
[As it-ACC cut-1SG], has-3SG to further [to can-1SG [to put-1SG and an animal-  
για να...  
DIM] ] in order to...  
The way I see it, I still have to be able to put also an animal in order to...
85. Παίρνω αμέσως το πιο μεγάλο.  
V O  
Take-1SG right away the more big  
I take the biggest one right away.
86. Έβαλα και ένα επάνω.  
V O  
Put-1SG-PST and one above  
I put another one above.
87. Μόνο αυτό έμεινε και τελείωσα.  
S V V  
Only this is left and finished-1SG  
This is the only one left and I am finished.
88. Τελείωσα!  
V  
Finished-1SG  
I am finished!
89. Ξέρω [ πώς πάει ]!  
V O  
Know-1SG [how goes]  
I know how it goes!
90. Ποιος ξεκινάει;  
S V  
Who starts  
Who is going to start?
91. Ποιος ρίχνει κάτω;

S V  
Who throws down  
Who is going to shoot?

92. Έχω έναν μόνο.  
V O  
Have-1SG one-ACC-MASC only  
I 've got only one.

93. Μπορείς [να ρίξεις και τον εαυτό σου κάτω];  
V O  
Can-2SG[to get-2SG down and the self your down]  
Can you also get yourself down?

94. Δε θα το κάνω!  
O V  
Not will it-ACC do-1SG  
I won't do it!

95. Όμως εδώ μπορεί..  
V  
But here can-3SG  
But here it can..

96. Πώς μπορείς εδώ να χάσεις;  
V O  
How can-2SG [here to lose-2SG]  
How can you lose here?

97. [Όποιος ξεκινάει] ρίχνει και τους άλλους πιο γρήγορα κάτω.  
S V O  
[Whoever starts] throws and the others more quickly down  
Whoever is going to start, will also throw down the others more quickly.

98. Μου έριξες!  
O V  
Me-GEN shot-2SG  
You shot me!

99. Μου σκότωσες!  
 Ο V  
 Me-GEN killed-2SG  
 You killed me!
100. Δεν έχω σνάιπερ.  
 V O  
 Not have-1SG sniper-ACC  
 I don't have sniper.
101. Είχα μόνο ένα.  
 V O  
 Had-1SG only one  
 I had only one.
102. Σκότωσα αμέσως δύο.  
 V O  
 Killed-1SG right away two  
 I killed two right away.
103. Τώρα εσύ! Έχεις εσύ;  
 V S  
 Now you! Have-2SG you-NOM  
 Now you! Have you?
104. Τέσσερα είπαμε!  
 Ο V  
 Four said-1PL  
 We said four!
105. Εγώ δε θέλω [να ρίξω έξι]!  
 S V O  
 I not want-1SG [to throw-1SG six]  
 I want to throw six!
106. Ακόμα γράφει;  
 V  
 Still records-3SG  
 Is it still recording?

107. Δε ρίχνεις τέσσερα κάτω;  
V O  
Not throw-2SG four down  
Don't you throw four?
108. Μου έριξες κι ακόμα ένα!  
O V O  
Me-GEN threw-2SG and more one  
You threw me one more!
109. Όλα τα καλά μου σκοτώνεις!  
O.D O.In. V  
All the good-PL-NEU-ACC me-GEN kill-2SG  
You are killing all my good soldiers!
110. Τα μπροστινά σου τα σκότωσα.  
O O V  
The front-PL-NEU-ACC you-GEN them killed-1SG  
I killed those soldiers of yours who stood in front.
111. Μπορείς κι απλώς [να ρίξεις κάποια κάτω].  
V O  
Can-2SG and simply [to throw-2SG some down]  
You can also simply throw some down.
112. Τότε να φύγεις!  
V  
Then to go-2SG  
Then go!
113. Και ρίχνω βόμβα.  
V O  
And throw-1SG bomb  
And I am throwing a bomb.
114. Ναι... αλλιώς θα φύγεις.  
V  
Yes... otherwise will leave-2SG  
Yes... otherwise you will leave.
115. Σε μένα πάρα πολλά σκότωσες ήδη.



- O V
- To you very few killed-3SG  
Very few soldiers of yours are killed.
124. Μου τα σκότωσες επάν....  
O.In. O.D. V  
Me-GEN them killed-2SG abov....  
You killed my soldiers abov....
125. Όμως έχω κι εγώ βόμβες!  
V S O  
But have-1SG and I bombs  
But I have also bombs!
- V
126. Γιατί δε μπορείς [να σκοτώσεις την...]  
V O  
Because not can-2SG[to kill-2SG the...]  
Because you can't kill the...
- O V
127. Είναι ένα δικό σου γι' αυτό κι [O εκείνο [μπορώ] να σκοτώσω ].  
V V  
Is one own your that'why and[ that [can-1SG] to kill-1SG ]  
It 's one of yours and that's why I can kill that.
128. Αυτά μου τα χάλασες!  
O.D. O.In O.D. V  
These me-GEN them broke-2SG  
You broke these soldiers of mine!
129. Το χάλασε ο τανκ.  
O V S  
It-ACC broke-3SG the-MASC-NOM tank-NEU-NOM  
The tank broke it.
130. Δεν έχει κωδικό.  
V O  
Not has code-ACC  
It doesn't have a code.

V O

131. Θέλω [να παίξω κάτι άλλο].  
V O  
Want-1SG[to play-1SG something else]  
I want to play something else.
132. Παίζουμε και με δικά μου παιχνίδια τώρα;  
V  
Play-1PL-PERF and with own my toys now  
Shall we play with my toys also now?
133. Εσύ δε πήρες ζώα;  
S V O  
You-NOM not take-2SG-PST animals  
Didn't you take animals?
134. Εγώ δε μπορούσα [να κρυφτώ].  
S V O  
I not could [to hide-1SG myself]  
I couldn't hide myself.
135. Σου σκότωσα πάρα πολλά.  
O.In. V O.D.  
You-GEN killed-1SG many  
I killed many soldiers of yours.
136. Όλα αυτά σου τα σκότωσα.  
O.D. O.In. O.D. V  
All these-NEU-ACC you-GEN them-NEU killed-1SG  
I killed all these soldiers of yours.
137. Είναι για την πόρτα.. για να μείνει η πόρτα ανοιχτή.  
V V S  
Is for the door.. to stay-3SG the door-NOM open  
It 's for the door.. the door to stay open.
138. Τα παίζεις ακόμα;  
O V  
Them play-2SG still  
Do you still play with them?
139. Στο Stratego έχεις ένα, δύο, τρία, τέσσερα...



147. Δε το έχουμε δει ποτέ.  
 O V  
 Not it-ACC have-1PL seen never  
 We have never seen it.
148. Αααα και πρέπει [να φύγουνε]!  
 V S  
 Αααα and has-3SG to [to leave-3PL]  
 Αααα and they have to leave!
149. Για να είναι πιο δύσκολο.  
 V Pr.Adj.  
 to be-3SG more difficult  
 So that it will be more difficult.
150. Ρωτάω [αν μπορώ να παίξω στο iPad].  
 V O  
 Ask-1SG[if can-1SG to play-1SG to the iPad]  
 I ask if I can play on the iPad.
151. Τότε πάω να παίξω με έναν φίλο.  
 V V  
 Then go-1SG to play-1SG with a friend  
 Then I go to play with a friend.
152. Όλη την ώρα θα βαριόμουν.  
 V  
 Whole the time would be-1SG bored  
 I would be bored the whole time.
153. Μπορείς [κι έτσι να κάνεις];  
 V O  
 Can-2SG[and so to do-2SG]  
 Can you do so also?
154. Γιατί δεν έφερες κι εσύ εκείνο το παιχνίδι;  
 V S O  
 Why not brought-2SG and you-NOM that the toy  
 Why didn't you also bring that toy?

155. Γιατί δεν το πήρες;  
                   O          V  
 Why not it-ACC took-2SG  
 Why didn't you take it?
156. Δε τα παίζεις;  
           O      V  
 Not them play-2SG  
 Don't you play with them?
157. Μαζεύεις, όμως δεν παίζεις.  
           V                          V  
 Collect-2SG, but not play-2SG  
 You collect but you don't play.
158. Θέλω [να παίζω iPad].  
           V                  O  
 Want-1SG[to play-1SG iPad]  
 I want to play on the iPad.
159. Γιατί δεν έχετε iPad;  
                   V      O  
 Why not have-2PL iPad  
 Why don't you have an iPad?
160. Πιο μεγάλος είναι ή πιο μικρός;  
           Pr.Adj.  V                  Pr.Adj.  
 More old is or more young  
 Is he older or younger?
161. Όποτε θέλεις [παίζεις το κινητό];  
                   V                  O  
 Whenever want-2SG[play-2SG the mobile]  
 Do you play the mobile whenever you want?
162. Μπορείς [να το βάλεις κάτω από το...] και τότε όταν θα κοιμηθείς, θα  
                   O          V  V  
 Can-2SG[to it-ACC put-2SG under from the...] and then when will sleep-2SG, will

το παίξεις.  
O V  
it-ACC play-2SG

You can put it under the... and then when you 'll go to sleep, you will play with it.

163. Τότε τι να κάνουμε;  
O V  
Then what to do-1PL  
Then what shall we do?

164. Εγώ ξέρω [σε ποιο είναι].  
S V O  
I know[to which is]  
I know where it is.

165. Μπορείς κι εκεί να κάνεις.  
V O  
Can-2SG[and there to do-2SG]  
You can also do there.

166. Κλείνουμε τη τσάντα;  
V O  
Close-1PL the-ACC bag-ACC  
Shall we close the bag?

B. TOESTEMMINGSFORMULIER

**Toestemmingsformulier**

Ik heet..... en ik geef mijn toestemming aan Charikleia Sakellari, student van het pre-master traject “Meertaligheid en Taalverwerving” van Utrecht Universiteit, mijn kinderen, .....en ....., als participanten te gebruiken in het kader van haar Bachelor Eindwerkstuk over crosslinguïstische transfer. Ik ben door haar verzekerd dat alle gegevens en resultaten van het onderzoek anoniem zullen blijven. Bovendien zal ze haar onderzoek onder toezicht van dr.Luisa Meroni( [L.Meroni@uu.nl](mailto:L.Meroni@uu.nl) en tel.n.: +31 30 253 8143) uitvoeren tot wie ik me tevens wenden mag voor meer informatie en vragen.

Datum:

Plek :

Ondertekening:

Ondertekening student:

### C. ABBREVIATIONS AND SYMBOLS

1-SG	first person Singular
2-SG	second person Singular
3-SG	third person Singular
ACC	Accusative
GEN	Genetive
INF	Infinitive
NOM	Nominative
O	Object
O.D	Object Direct
O.In.	Object indirect
[O ]	Sentence used as an Object
[____] O	Sentence used as an Object
PERF	Perfective
PRS	Present
Pred.	Predicate
Pr.Adj.	Predicative Adjectival
Pr.N.	Predicative Nominal
PST	Past
S	Subject

[S ]	Sentence used as a Subject
[____] S	Sentence used a Subject
SUBJ	Subjunctive
V2	Verb in the second position
Vf	Verb finite form
Vfinal	Verb in the final position
Vn-f	Verb non-finite
Vtr	Verb transitive
[...]	Incomprehensible Speech
<b>Red Script</b>	Word Order Transfer

D. VRAGENLIJST

## Vragenlijst Italiaans-Nederlands tweetalige kinderen

*Deze vragenlijst dient om een algemeen beeld te krijgen over uw kind en de talen waarmee zij/hij in het dagelijks leven in aanraking komt. Het is van belang van het onderzoek om relevante informatie te ontvangen met betrekking tot de taalsituatie waarin uw kind zich verkeert.*

*Er volgen mede een aantal vragen waarin u wordt gevraagd antwoord te geven over het taalniveau van de spreker op een 5-puntsschaal. Deze cijfers corresponderen als volgt:*

- *Niet vloeiend (slechts basis woorden/uitdrukkingen)*
- *Redelijk vloeiend (hij/zij is in staat eenvoudige conversaties te houden)*
- *Tamelijk vloeiend (hij/zij is in staat uitgebreide conversaties te houden)*
- *Heel vloeiend (hij/zij is in staat elke vorm van conversatie te houden in iedere situatie)*
- *Spreekt op moedertaalniveau*

*Wanneer een vraag niet duidelijk mocht zijn, sla deze dan even over. We kunnen hier later op terugkomen en deze vraag samen invullen.*

*Hartelijk bedankt voor uw medewerking!*

<b>Algemene achtergrond informatie</b>	
<ul style="list-style-type: none"> <li>• Wat is de naam van uw kind?</li> <li>• Wat is het geslacht van uw kind?</li> <li>• In welk land is uw kind geboren?</li> <li>• Wat is de geboortedatum van uw kind?</li> </ul>	<p>.....</p> <p>M / F</p> <p>.....</p> <p>...../...../20.....</p>
<ul style="list-style-type: none"> <li>• Wanneer is uw kind in Nederland gekomen?</li> </ul>	<p>...../...../20.....</p>
<p><b>Heeft uw kind nog broertjes of zusjes? Zo ja, ga naar vraag 6. Zo nee, ga naar vraag 7.</b></p> <ul style="list-style-type: none"> <li>• Wat zijn hun namen en hoe oud zijn zij?</li> </ul>	<p>Naam:</p> <p>.....</p>

	Leeftijd: .....	
<ul style="list-style-type: none"> <li>• <b>Beroep en opleiding</b> <ul style="list-style-type: none"> <li>• Wat is uw huidige beroep?</li> <li>• Wat is uw hoogst afgeronde opleiding?</li> </ul> </li> </ul>		
<ul style="list-style-type: none"> <li>• Wat is het huidige beroep van uw partner?</li> <li>• Wat zijn zijn/haar hoogst afgeronde opleiding?</li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Contact met de talen</b></li> </ul>		
<ul style="list-style-type: none"> <li>• Hoe kwam uw kind voor het eerst in contact met:</li> </ul>	<b>Het Nederlands</b>	<b>Het Italia</b>
	.....	.....
<ul style="list-style-type: none"> <li>• Vanaf wanneer werd uw kind consistent blootgesteld aan:</li> </ul>	...../.....20.....	...../.....
<ul style="list-style-type: none"> <li>• Hoe goed <u>spreekt</u> uw kind:</li> </ul>	1 2 3 4 5	1 2 3
<ul style="list-style-type: none"> <li>• Hoe goed <u>begrijpt</u> uw kind :</li> </ul>	1 2 3 4 5	1 2 3

## Talen gesproken in huis

- Denk aan de mensen die thuis regelmatig met uw kind in contact komen.

	Het Nederlands	Het Italia
<b>Persoon 1:</b> .....		
Hoe vaak spreekt hij/zij tegen uw kind:	..... % van de tijd	.....
Hoe goed spreekt hij/zij:	1 2 3 4 5	1 2 3
Hoe goed begrijpt hij/zij:	1 2 3 4 5	1 2 3
Hoe vaak spreekt uw kind de taal tegen deze persoon?	..... % van de tijd	.....
<b>Persoon 2:</b> .....		
Hoe vaak spreekt hij/zij tegen uw kind:	..... % van de tijd	.....
Hoe goed spreekt hij/zij:	1 2 3 4 5	1 2 3
Hoe goed begrijpt hij/zij:	1 2 3 4 5	1 2 3
Hoe vaak spreekt uw kind de taal tegen deze persoon:	..... % van de tijd	.....
<b>Persoon 3:</b> .....		
Hoe vaak spreekt hij/zij tegen uw kind:	..... % van de tijd	.....
Hoe goed spreekt hij/zij:	1 2 3 4 5	1 2 3
Hoe goed begrijpt hij/zij:	1 2 3 4 5	1 2 3
Hoe vaak spreekt uw kind de taal tegen deze persoon:	..... % van de tijd	.....

<b>Persoon 4:</b> .....		
Hoe vaak spreekt hij/zij tegen uw kind:	..... % van de tijd	.....
Hoe goed spreekt hij/zij:	1 2 3 4 5	1 2 3
Hoe goed begrijpt hij/zij:	1 2 3 4 5	1 2 3
Hoe vaak spreekt uw kind de taal tegen deze persoon?	..... % van de tijd	.....
<b>Talen gesproken buiten het huis</b> (Omcirkel de taal die van toepassing is)		
<ul style="list-style-type: none"> <li><b>School</b></li> </ul>		
<ul style="list-style-type: none"> <li>Wat is de instructietaal op school?</li> </ul>	Nederlands / Italiaans / Andere taal	
<ul style="list-style-type: none"> <li>Welke taal spreken de kinderen met elkaar op school?</li> </ul>	Nederlands / Italiaans / Andere taal	
<ul style="list-style-type: none"> <li><b>Buitenschoolse opvang (eventueel)</b></li> </ul>		
<ul style="list-style-type: none"> <li>Wat is de instructietaal op de buitenschoolse opvang?</li> <li>Welke taal spreken de kinderen onder elkaar op de buitenschoolse opvang?</li> </ul>	Nederlands / Italiaans / Andere taal Nederlands / Italiaans / Andere taal	
<b>Vakanties</b>		
<ul style="list-style-type: none"> <li>Hoeveel weken per jaar heeft uw kind vakantie?</li> </ul>	..... weken	
<ul style="list-style-type: none"> <li>Hoeveel contact heeft uw kind tijdens de vakantie met (percentage):</li> </ul>	<b>Het Nederlands</b> ..... % van de tijd	<b>Het Italiaans</b> .....
<b>Andere activiteiten</b>		
<ul style="list-style-type: none"> <li>Hoeveel uur per week brengt uw kind gemiddeld door met activiteiten als sport en clubjes?</li> <li>In het algemeen, welke taal gebruikt uw kind tijdens deze activiteiten?</li> </ul>	..... uur	Nederlands / Italiaans / Andere taal
<ul style="list-style-type: none"> <li>Hoe goed spreken de andere kinderen die deelnemen aan deze activiteiten de gebruikte taal?</li> <li>Hoeveel uur per week speelt uw kind met andere kinderen buiten school.</li> </ul>	1 2 3 4 5	..... uur
<ul style="list-style-type: none"> <li>Welke taal spreken de kinderen met elkaar?</li> </ul>	Nederlands / Italiaans / Andere taal	
<ul style="list-style-type: none"> <li>Hoeveel uur per week kijkt uw kind TV. En in welke taal?</li> </ul>	.....uur. Nederlands/ Italiaans/	
<b>Taalcontact in het verleden</b> <b>Ging uw kind voorheen naar een kinderdagverblijf (tot 4 jaar)?</b> <b>Zo nee, sla vraag 20 en 21 over.</b>		
<ul style="list-style-type: none"> <li>Hoeveel dagen in de week ging uw kind naar het kinderdagverblijf? (graag afronden op halve dagen)</li> <li>Welke taal/talen werd er op het kinderdagverblijf gesproken?</li> </ul>	.....	Nederlands / Italiaans / Andere taal