Approaching determination and nouns in an optimized FL teaching approach
The example of German

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Introductory note

This is a slightly revised version of the presentation given at the 12th Matsu17 on September 23rd at Ehime University in Matsuyama, Japan. Research has since progressed beyond this stage and the most recent results are always available from the presenter. Examples are kept in German, the comparison language is Japanese. Thus, there may be cases when the examples do not fit to other languages.

ABSTRACT

"Approaching determination and nouns in an optimized FL teaching approach"

The German nominal (article, adjective, noun) flexion is often characterized as a difficult system, and it can easily take up several pages in a grammar book However, in an optimized teaching context such as the presenter's, only limited time can be spent on it. Therefore, this presentation will provide the audience with a different view, setting out from the communicative, situational use of language and introducing a limited number of categories, that is still able to cover all flexion parts for learning German while not taking up more than a few sentences. The system will be explained using examples from the presenter's classes, and be presented for falsification.

1. Introduction and linguistic background

The difficulty of the nominal inflexion system of German in FL teaching is infamous. Thus the following approaches may be chosen.

Approach 1) Considered difficult anyway;

Approach 2) Presented in the natural order of acquisition (Pienemann) > for example at universities in the second term;

Approach 3) The contents is often packed together or difficult distinctions are introduced (noun? adjective? indefinite article? strong inflexion??).

Approach 4) There is a recent sudden NEED to treat this inflexion (at least partially) in the first term of German introductory courses to make classes comparable.

A further difficulty arises fom the fact that textbooks in Japan are usually arranged in their lessons according to grammatical items, not didactically/pedagogically or to any learning order and teachers following them closely.

The linguistic background

In human communication, there are „concepts" which appear on the language surface in one way or other.

Different languages exteriorate (Ehlich Rehbein: Functional Grammar) (bring to the surface) different concepts to different degrees (at different times/ages) and these appear in several places in the grammatical system such as in conjugation or nominal inflexion.

Some do not play any role in German (social position upper – lower), but the following distinction is highly relevant: „the other" vs. "self": thus not: „Ich reise", but rather "ich fahre weg/ nach X"; mirrored in English by „I behold"(???) vs. I think/ mean/ etc.

In Indoeuropean languages, inflexion is not always clearly separable as concepts can not be clearly separated, i.e. there is overlay. It may even not be necessary or meaningful (e.g. cases in present day English) to do this.

Determination

A simple definition of *determination* goes like this, and as this is not a paper on linguistics, the following descriptions will only be able to define this to a degree necessary for learning the target language German, not more:

Determination is here concepotualized as the

presupposed degree of being known of something within an on-going communication with a partner and degrees thereof (more below).

Determination/ Flexion are traditionally introduced as separate grammar items. This poses little problems, as long as the learner's mother tongue has similar distinctions, parts of speech, cases, etc. But they are difficult for students who do not share this background (Japanese), or whose mother tongue has lost such distinctions (English).

2. Nominal flexion in foreign language teaching

2.1. Grammar introductions and determination: An optimized approach

For the following brief part we ask to remember that theoretical explanation and its practice is not the same as and rarely leds to learning. Take the example of pole vaulting. It would hardly take any scientist more than five minutes to explain the "grammar" of this sport. But that does not make anyone cross any bars.

Grammar introductions usually take long and and are rarely successful, even for the little bit that is left in English. We thus present the presenter's optimised approach: It's features include:

- The goal is: To go as far as possible (in every aspect, not only grammar) withuin the limited time available;

- to cover most beginning parts, using short units in class, with speaking first, spiraling increase of contents, and "spacing". As the approach is new in the way it is configured, contact the presenter for more information on its most recent version. An abbreviated version is available in "optimized approach" at JALT6SIG.

Some more characteristics include:

- Acquiring contents, words and chunks in speaking situations, in short units, as speedy as possible, and practice this with a partner, but fine-tune later, if necessary

- Treat several items together if possible: cf. discontinous verbs such as

er <u>faehrt</u> morgen <u>rad</u>

and   Um acht Uhr <u>kaufe</u> ich <u>ein</u>.

and   <u>Wo</u> kommen Sie <u>her</u>?

also the pesent perfect (discontinous!)

Gestern <u>habe</u> ich <u>eingekauft</u>.

(go by bicycle, go shopping, where …. from)

For our description here, we make the following assumptions/preconditions/pre-concept(ualizations)/presuppositions for this foreign language learning approach:

We set out from the idea that language, indeed any language, is made for the use by at least two people speaking dialogically. All other cases are then conceptionalized as special cases thereof.

In this case, it is important to know which elements, items, concepts etc. are „present" (actual, can be presupposed, taken to be known, referred to etc.) in the brain(mind, etc.) of both participants (at any time) (Ehlich & Rehbein, Artificial Intelligence, Schema theory). Especially in Indoeuropean languages, the „instantiation, actualization" , that is for any item the change process from **non-involved** to **presupposable/known** is important and here called determination (close to, but not identical with Lyons' definiteness) and appears in ever so slightly different ways and degrees on the linguistic surface.

For example, lets compare the differences between German and English:

He is a carpenter   Er ist Zimmermann

He plays the piano   Er spielt Klavier

The following parts of grammar are affected in German

   - nouns

   - articles

   - adjectives

   - pronouns

but not verbs (Russian *schol*, *schla*, *schli*, *schlo* with gender differences for *went*).

In fact, we will see that the German forms are/ behave, with very few exceptions, extremely similar if considered starting with the new approach introduced here below.

2. 2. Traditional German textbooks

Before we come to the presenter's system, let's have a brief look at traditional text books.

The contents covered in this contribution below usually appear in several places:

articles

nouns

adjectives

pronouns

  Their treatment in traditional German textbooks

- is usually separate for each part of speech,

- offers few if any indications of interrelationships between flexional elements

- and is often very lengthy!

Cf. the following examples:

- Susumu Zaima (2016)"Deutsche Grammatik mit Pfiff V6", p.11-15,18,24-27,29-31,32-33,34-38,67.

- Tomoaki Seino (2017) „Meine Deutschstunde （第 3 版）", p. 0,11,15,19,23,27,43,47

- Another textbook/grammar uses a hefty 30 out of 60 pages!

  There are some briefer descriptions recently c.f. the following, but no similarities are indicated

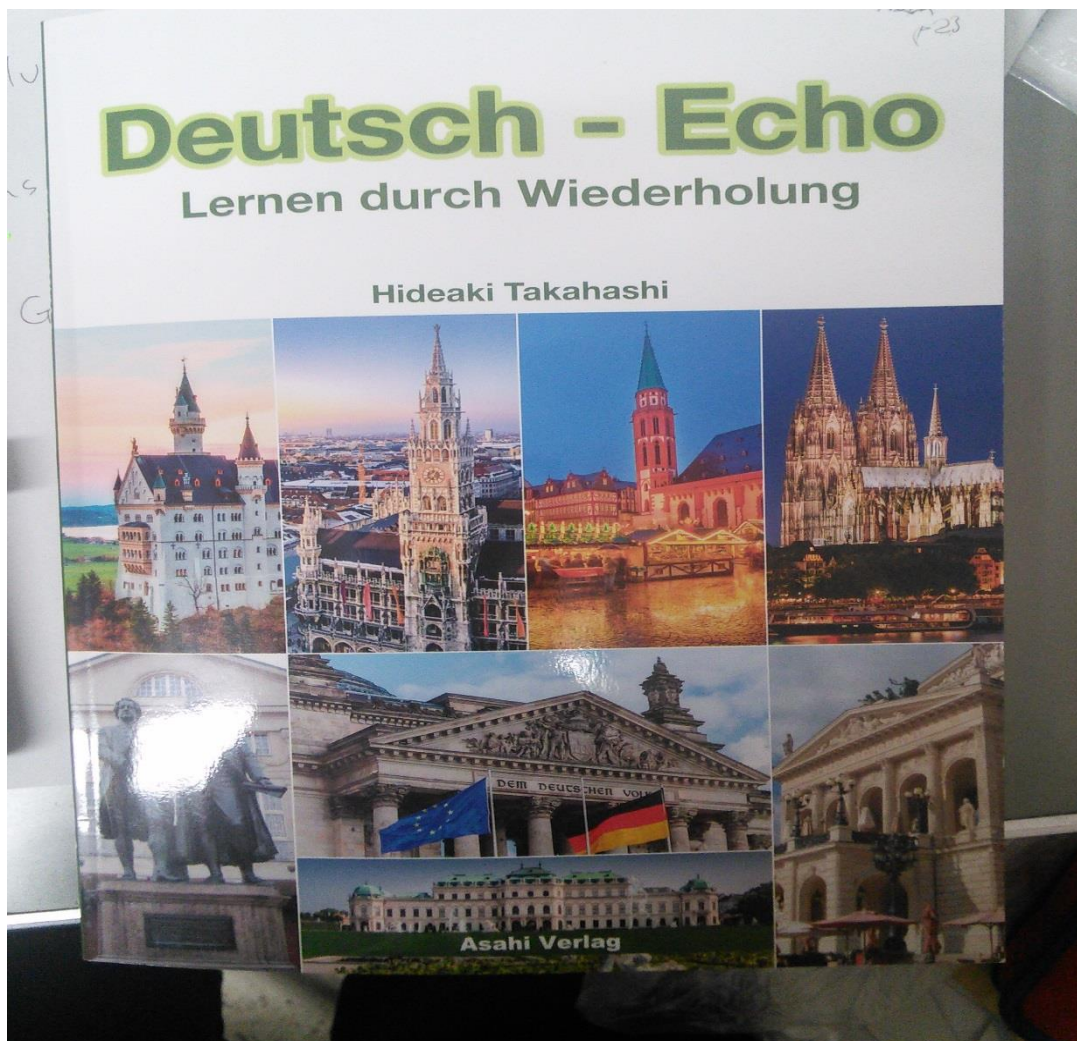- Takahashi Deutsch Echo Title page, p. 23, p53

Table 1: Takahashi cover page

🎧 2-18

音声を聞きながら、下線部を置き換えましょう。[ ]内の再帰代名詞は適切な形に変えましょう。

(1) Ich [muss mich] auf die Prüfung vorbereiten. （再帰代名詞）
Sie（彼女）/ Er / Wir / Ihr / Du / Sie（あなた）/ Meine Schwester / Klaus und Peter

(2) [Interessierst] du [dich] für Musik? （再帰代名詞）
sie（彼女）/ er / wir / ihr / du / sie（彼ら）/ meine Schwester / Klaus und Peter

(3) Freust du dich auf die Party? （再帰代名詞）
die Reise nach Deutschland / den Urlaub am Bodensee / ein Date mit Klara / die Wanderung am Wochenende

3 形容詞の格変化

形容詞が名詞を修飾する時には、名詞の性・数・格により形容詞の語尾が変化します。
この教科書では、1格と4格の変化だけを練習します。

◆ 形容詞の語尾変化ポイント（冠詞類が付く時）
- 1格と4格は男性以外は同じ形です。
- （この教科書で練習はしませんが）2格と3格はすべて -en が付きます。

1 定冠詞類が付く場合（弱変化）

	男性	女性	中性	複数
1格	der gute Mann	die gute Frau	das gute Kind	die guten Kinder
2格	des guten Mann	der guten Frau	des guten Kindes	der guten Kinder
3格	dem guten Mann	der guten Frau	dem guten Kind	den guten Kindern
4格	den guten Mann	die gute Frau	das gute Kind	die guten Kinder

定冠詞類が付く時は弱い変化（-e、-en）になります。
複数3格では名詞の語末にnを付けます。

2 不定冠詞類が付く場合（混合変化）

	男性	女性	中性
1格	ein guter Mann	eine gute Frau	ein gutes Kind
2格	eines guten Mannes	einer guten Frau	eines guten Kindes
3格	einem guten Mann	einer guten Frau	einem guten Kind
4格	einen guten Mann	eine gute Frau	ein gutes Kind

不定冠詞類が付く時は、強い変化（-er、-es）と弱い変化が混じります。

Table 2: Takahashi p. 53

3 名詞（代名詞）の格

名詞や代名詞が文中で割り当てられる役割を格といいます。英語には主格、所有格、目的格の3つがありますが、ドイツ語には4つの格があります。
英語の目的格がドイツ語では2つに分かれるので、4つになります。
格は冠詞類の変化によって表されます。

1格（主　格）：〜は
2格（所有格）：〜の
3格（目的格）：〜に
4格（目的格）：〜を

名詞を代名詞で受ける時は、その名詞の性に合わせます。

例　Ist der Wagen alt?　 ― 　Ja, er ist sehr alt.
　その自動車は古いですか。　― はい、それはとても古いです。
Wagenは男性名詞なので、男性の代名詞erで受けています。

4 定冠詞、不定冠詞、否定冠詞

		男性	女性	中性	複数
定冠詞	1格	der	die	das	die
	2格	des	der	des	der
	3格	dem	der	dem	den
	4格	den	die	das	die
不定冠詞	1格	ein	eine	ein	
	2格	eines	einer	eines	
	3格	einem	einer	einem	
	4格	einen	eine	ein	
否定冠詞	1格	kein	keine	kein	keine
	2格	keines	keiner	keines	keiner
	3格	keinem	keiner	keinem	keinen
	4格	keinen	keine	kein	keine

この課では1格と4格の練習をします。

置き換え練習

音声を聞きながら、下線部を置き換えましょう。

(1) Ich suche [den] Bahnhof.（定冠詞4格）
　Café / Buchhandlung / Kaufhaus / Mensa / Restaurant / Stadtplan

(2) Ist das Brot gut? ― Ja. / Nein. Es ist _____.（Ja/Neinでの返答）
　gut / sehr gut / nicht so gut / schlecht / hart / trocken

1-31

Table 3: Takahashi p. 23

which leave the question: Can you learn to speak with enough speed from tables such as these?

3. The optimised system

3.1. Introduction

The system presented here below is designed for language learning. It may thus be different from grammar theories! In class, it is introduced as a *series of small situations,* each of which introduces something new, with the goal of enabling successive incremental learning.

It may not necessarily represent the complete grammatical system (as a corollary of what has been said before!). Above that, it has its own systematics: There are always at least two people who do communicate (see above).

At this point, we should perhaps only mention a few *Guiding principles for situations vs. preceding ones:*

- As little new as possible

- as much new as necessary

- some learning-by-heart necessary (noun+gender)

- there are exceptions (although very few), and they thus do not have to be learned.

- there are conspicuous cases (3rd and 2nd case) and due to their conspicuity may not have to be learned.

- there are remainders (left out) parts (z.B. plurals of nouns, which have to be learnt when necessary. They are conspicuous when being heard)

The order of situations is from 0 to x.

3.2. The stuations

Situation 0:

not just:

Table

Tisch

The point here is: There are no non-involved things in a conversation in present day German

(This is different in other languages and societies and at different times: Before in German: Heil!)

For the following we should determine how determination advances. This is achieved by the :

Rule of order and determination (progress in determination):

From non-involved to low involved (indef., indet!) to very involved (definite, det, referrable) to

over-involved (over-determined) (the latter only within phrases).

<u>**Situation 1: Introducing two general categories**</u> (not restricted to German!)

1a) The empty table

1b) put things of some/ later two categories on the table, cover with table cloth, and let your partners feel

1c) Move things, still covered, let feel again,

not just anything

something has moved, (touched) things not uninvolved anymore (e.g. already some kind of feeling, size, shape, etc. (is being) formed in the mind of the touching partner)

This "something touched" can be refered to:

A1: kore nani (only point to something)   B1: nanika nagai mono

A2: Ikutsu aru   B2: san ko? bon/dai/?

A1: (only point to something on the table): What is it?

                 B1: Something long

A2: How many are there?   B2: Three E:??? pins?cups?

(if trying to write B2 e.g. in Japanese: 魚-hen or 木-hen for the categories

or ichidai/ippon/ikken)

So far we have introduced only amounts of things. We may also specify more. This is done in situation 2:

Situation 2: Introducing two kinds of things (anything).

Words of things with something

before them

Hold high:

Ein Stift

Ein-e Tasche

Ein Buch

Point to yourself:

Mein Stift

Mein-e Tasche

Mein Buch

Mein-e Skripten

Things are:

Already seen, touched, taken up

This is called determination, i.e. here

put to the left and right (-e)

Result: Always with some kind of word

before the thing (in GERMAN),

all either without or with –e :

EIN or –EIN-e (multipliable things)

((F and Pl))

Det in two groups „categories"

Traditionally: Indet?

Here: At least Low Det?

Indet ≠ Low Det?

Lex: pen, bag,book, notes.

With this situation, we have introduced the fundamental difference between things uninvolved and those involved for whatever reason. In philosophy, the latter have one more characteristic over the former, uninvolved things, namely the one of being seen, heard, etc. This is usually called the *Heisenberg phenomenon.*

Situation 3: Introducing classes (in the logical sense) (example from Japanese)

A1: Hon   wo kai ni ikimashita

B1: Nan dai? gen? sao? satsu? bin? wo katta no?

A2: 3 satsu

B2: Omoshiroi No?

A3: iie (/iya), yasui no dake

A1: I went (there) and bought some books

B1: How many did you buy?

A2: Three (+ books/volumes (J))

B2: Interesting ones?

A3: No, just cheap ones.

Note: In English, one has a plural!!

When referring, even in Japanese: Do not repeat the word (*hon*) itself, but use it's class (counter) name: Here the class name is *satsu.* On specifying later (overdefined?): Use the nounifier *no*. The result so far is the differentiation by classes.

Japanese has many classes, such as *dai*, *gen*, *sao*, *satsu*, *bin, ken, wa, tou*

German has only three (technically four) : In this pesentation referred to as *-r*, *-s*, *-e* and *pl-e* classes.

In traditional grammars, we usually find only the long class names standing for *Er, sie, es*, for multipliable things *sie*.

With determination e.g. in the dictionary: *der*, *die*, *das,* plural all together *die*

(Later in referencing *e* changes to *I* (*ihm*, *ih*r)).

Situation 4: Classes in German

Populate a table with 5 different things/ones differently refered to in Japanese *dai, gen, sao, satsu, bin, ken, wa, tou, mai, dai,* etc.

German only   3, D+ as such indicator : *Der, Die, Das* and one for plural all together

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Remember 10 items together with their *der, die, das*

D+ as indicator of class (as memory help)

d-er Tisch

d-ie Tasche

d-as Buch

d-ie Skripten

Situation 4 introduced the three classes and their common plural, and the way they are usually referred to in classical textbooks.

Situation 5 Introduction and use in a fundamental dialog

On the table: A pencil-case and a bag   -s Etui,   -e Tasche

(1) A: Was ist das denn?

B: EIN Etui

(2a)   B: EIN-e Tasche

(3) A: Was kostet d-as?   d-ie?

(4)   B: 60 Euro.

(5) A: D-as/ d-ie ist aber teuer.

(6)   B: Ja, ne

EIN for first introducing (category) , D for exact determining (class), and the latter is usable for

reference. Note that the first *das* is used only for pointing.

Important:

> Keep class!

> After EIN increase to det

> Increase Det > D-x! :

> already known > D-as

D-as in 3 and 5 from Etui in 2

After first introduction with EIN more specific determining follow with D: This is achieved by

keeping the class and an automatic increase on second mentioning. This can also be used to specify

further as in situation 6.

Situation 6 On the table, in class: Show, say and praise s.th. for getting interest

A: Was ist das (pointing to thing near the partner) ?

   B: EIN Stift. D-ER ist schwarz.

A: What is that (E!)?

B: A pen. It is black.

Note: English has lost the possibility to refer with the definite article.

Ex:

EIN-e Tasche. D-ie ist neu.

EIN Buch. D-as ist interessant.

0 Skripten. D-ie sind aktuell.

Result: After EIN, increase to det-, with adj. also increase to det-

[Point of discussion: The determination raising with adjectives is contentious, perhaps also stay same.] But cf. *das aktuell beste* Buch with overdetermination!, cf. situation 11)

Within the same context, a specifying adjective can be added in postposition. However in fast contexts, such as when potential customers pass by in a busy flee market, this may take too long. We thus integrate the adjective after the indet and before the noun, already reaching determined status as in situation 7.

Situation 7: The flee market EIN + Adj>DEt > Noun

This enables making the process of determining shorter, to only 1 second, and thus introducing into the passing person's mind even faster:

A1: (show and point) Ein Stift. D-er ist schwarz

Ein-e Tasche. D-(i)e Ist groß.

Ein Buch. D-(a/e)s ist neu.

> too long. Determine faster: EIN > (D>Adj)+

use the -s from *das* as indikator of determinedness and put it to the end after the adjective:

EIN neu-**es** Buch!

A: EIN schwarz-er Stift!   B: Was kostet d-er?

A: EIN-e neu-e Tasche!   B: Was kostet d-ie?

A: EIN interesssant-es Buch!   B: Was kostet d-as?

A: 0 aktuell-e Skripten!   B: Was kosten d-ie?

Note: In his question, B uses the hints from A!

We can introduce endless specifications before a noun. Lets also see what happens in other cases such as the *wo* (accusative) in Japanese, in German the accusative, and the same in about 80% of all cases in languages where the accusative is distinguished at all.

Situation 8 Order in a restaurant

X I take/ I 'd like/ can you get me/I'd go for (+Acc);   X (wo motte kite) kudasai

K: The waiter; G: The Guest

(from situation 6)

K: Ja, bitte

    G: ein-EN(!) Kaffee bitte

    G: ein-e Milch, bitte

    G: ein Bier, bitte

    G: 3 Bier, bitte

K: kommt gleich!

New for を (jap. acc): only the *-r* class has a new element: *-en.* All othes remain the same as introduced above/in the nominative.

((This *-en* is in other cases a non-nominative indicator))

In this situation we have seen that in the case used most besides the nominative, the accusative, only the *-r* class has a change. All others , the -s and the both -e-s remain the same as in situation 6.

While waiting for the order to come, we look around and identify people (nom) and recognize (acc.) friends

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Situation 8a Looking around while waiting (identifying)

(may be before situation 7: checking other customers first)

A to B: Look, an old man/woman/couple /old people

A: Sieh/ Guck/ Schau mal,

EIN alt-er Mann,

EIN-e alt-e Frau,

EIN alt-es Ehepaar,

    O alt-e Leute??)

B: Oh ja!

Practise with *jung* young, and *cool* may be more appealing ot learners.

(=7!)

Situation 8b While waiting: Recognizing

A to B (points (!) to a customer C) and asks about him/her

A1: Do you know the*/that one/him?

       B1: Yes, that/he is Mr. Hayashi

A2: Kennst du d-en?

B2: Ja, das ist Hayashi.

A3: Kennst du d-ie?

B3: Nein, leider nicht.

(Theory: Object deixis (Buehler))

Note that in both cases, A ans B can later refer to the persons in Ba and B9 as that X there. In this case, even er may be natural, although still D-er is more usual.

Situation 9 The ordered drinks arrive (not any others!)

By virtue of being ordered, the drinks are determined, not just anything:

Here you are, your coffee (nomin.)

In German: use D-:

d-er Kaffee, bitte schoen

d-ie Milch, bitte schoen

d-as Bier, bitte schoen

die 3 Bier, bitte schoen

As the ordered drinks arrive, the waiter identifies them again (in the nominative as declarative). Note that while in German the determining form D- is used, English *the* has lost this function and the possible distinctions. Thus the possessive pronoun is used.

Situation 10:   Ordering: More detailed wishes

(from 7 and 8a) We may wish to tell the waiter more clearly, what kind of food or drink we have in mind.

G: EIN-en schwarz-en (, stark-en) Kaffee, bitte

G: EIN-e heiss-e (, gut-e) Milch, bitte

G: EIN frisch-es(, neu-es) Bier, bitte （*es* from *das*)

G: O (heisse) Erdbeeren, bitte   hot strawberries please

new only for -r (*-en*) and -s: use a copy of left

thus:

-en –en –en

-e –e –e

-es –es -es

-e –e -e

Copy for det!

vs. der schwarze Kaffee, bitte schoen: See next

In this situation we get to know the copy as one way to keep the class and the flexion.

Situation 11: Overdetermined (underline)

When the detailed and ordered foods and drinks arrive, they take on another characteristic, that of being available to the guest. Thus they become overdetermined. This is represented by copy and *-e* in this case)

der X (= already determined!) + Adj > ?

Thus:

K: D-er stark-e, schwarz-e Kaffee, bitte schoen

                    G: Danke schoen

K: D-ie heiss-e Milch

K: D-as frisch-e Bier

after D > overdetermined (no further increase:

(copy, or here) use –e for all!, continue like this (no return to det or indet!)

Note: pl is different, see below.

der neue schwarze Kaffee, bitte schoen

der alte Mann, die alte Frau das alte Ehepaar

We have first told the waiter our choice (1), then the kind and thus determined it(2) and now this determined drink has arrived and becoming ours (s). Since determination can only go so far, the change to possession, usually an important step, yields an overdetermination. This overdetermination is indicated by *-e* in all classes. For the moment, we disregard the plural here.

Situation 12   With objects (at least three) on the table

- the book

the table (at least two things)

choose the focus (nom.) and relate it to something (this is affected, so it changes)

the book is on the table

d-er Tisch > auf d-em Tisch (only r and s > **-em**)

d-as Buch > unter d-em Buch

d-ie Tasche > in d-er Tasche (*e* sing. uses -**er** from *-r* (nom))

d-ie Tische > zwischen   d-en Tischen (*pl-e* uses **-en** from *-r* (acc))

adj: overdetermined: all **– en**

in d-er alt-en Tasche

vor d-en alt-en Tischen (from sit.7!)

Local expressions consist at least of something that is considered and in the nominative, and something with which the first thing has some kind of relationship, be that local, timely, or else. Therefore the second thoing is affected and thus changed. This change uses **-m** for *-r* and *-s* and **-r** for the *-e* class. -en is used for determination and in all cases of overdetermination in all plurals.

-- Exkurs --

Let us explore situation 12 somewhat further. This is not part of learning in the first term.

- We can see how language economy works: As few new forms as possible are used.

Only -r and -s have one common new form: -em for categories besides - e

auf dem Tisch, so -en becomes free for use in overdetermination.

der free > die Tasche > in der Tasche ; and

den free > Zwischen den alten Tischen

- in this case of the dative, both category (-r and -m vs. the -es) and class (-e sing vs. pl-e) are encoded at the same time.

--- end of exkurs ----

At this point, we have reached the end of necessary forms for conversation. The remaining grammatical form, the genitive, has some peculiarities and should only be mentioned here without going into too much detail. It is not part of conscious learning.

Situation 13 Genitive

In speaking, the genitive is usually replaced by (Dat)+von. Its forms are conspicuous: It is thus easy to recognize and easy to learn if necessary. On the other hand its conscious use sounds, due to the additional mental load, rather intentional and adds an (for better or mostly worse) outstanding feature to the speaker's behavior. In wiritng, it is however necessary.

new: **-es** (slightly deviating) from -s: for -r and -s

D**es** Stuhles

This frees **-er** for other categories: **-er** for all *-e* (sing and pl)

i.e. category only is indicated! The plural has double determination D+es(s+en) for -r and -s, and

D+er+en for the pl, as do the referring pronouns))

The strength of the system as it is introduced so far shows as it also holds in situations not even

mentioned here:

<u>**Situation 14 No article. i.e. no indet and no det**</u>

The remaining cases:

neither EIN nor D, i.e. automatically introduced as present (here) concept or brought to the mind

of the partner in a conspicuous way!

Only in fixed phrases, adages etc or copies thereof, even then following the rule of "from indet

to det". Adjectives lead to det and remain there (> use of the copy)

indet > det (and going on to det)

adjectives determine automatically   > d!

kalt-er Kaffee

alt-es Bier

alt-em schlecht-em Wein (copy on det level!)

neu-e Besen

The application to situations where no slow progress takes place but elemts are introduced fast and

suddenly still follows the steps as detailed so far. Especially phrases without EIN remain on the

determinate level and their flexion is as described above. Note that there is no overdetermination in

such cases as that would require three steps.

3.3. Conspicuous cases and some rules

- the demonstratives **dieser** and **jener** behave like adjektives and adjectives following them lead to overdetermination/ are overdetermined;

- Possessives use a secondary stem (ich vs mein, I vs m-, du vs di-, er/sie/es vs ih-, wir > uns-, ihr > eu-);

  - possessives return the situation before the noun to indet! (thanks to Prof Akagi! for this hint):

  (Introducing her house) Sie hat ein großes Haus. Die Tür geht nach Norden. Ihr Keller ist aber sehr klein.

  For example: „She has a big house. Its (G: the) door goes to the north. Her (ih- , not der (det) or (die)) cellar is rather small."

  -There are exceptions which cannot be tackled here.

  We should try to put the fundamental rules gained so far together, although they are probably not complete.

  - Nothing is used without some kind of degree of determination in present day German.

  - indet introduces something to little involved, but the next mentioning/referral etc. will be determined. There is no resting on indet.

  - within one phrase, determiners of any kind are active changers: indet changes something from uninvolved to indet, D- and adjectives change anything to become at least determined.

  - Any mentioning of something after indet is determined for example by d- (article) or an adjective. This is the normal level to stay on.

  - Mentioning or referral within the same phrase after a determiner leads to further determination. As this is not possibe in the brain, overdetermination results. The strategies for indicating this are copy, -e or as in most cases -en.

  - Determining is not pointing (zeigen) at: Determining establishes the determined in the brain of the partner so that both partners can refer to that. Pointing is a deictic action for viewing.

- determining and pointing come together in **dieser** this one here and **jener** that one over there. At least the latter is usually said as **der da**, that one (over) there.

- reference is possible with the determiner and the ending itself (such as **d-er**) and later on by using er/sie/es/sie (the opposite opinion is also possible). This reference is determined as are adjectives. The personal pronouns **Er**, **sie**, **es occur** in usual conversation only after a few determined mentionings with d-er, so their early use is somewhat strange.

Their forms are added to EIN or d , which are det grade indicators. This may be seen the other way round: The secondary form of **sie**, i.e. **ih**- takes the ending from ein thus einEM **=> ihM** as does **sein** from **er** becoming **seinEM**.

Sources of mistakes:

- der/die/ das (Klasse, "Geschlecht")

- degree of determination, after EIN already det!.
- relative pronouns are determined.

- overdetermined adjectives can become independent nouns: Der Deutsche, die Deutsch (Germnas (persons), das Deutsche (the German Language), die Deutschen (the Germans (persons).

4. Summary: The introduced forms and concepts

This approach makes do with:

- 2 categories: multipliable (f/pl) or not (r/s)

- 3 classes (3+1, s,f,n, > pl)

- 3 degrees of determinedness:

- -indetermined/low determination   (-/e)

-- determined er/(i)e/(a/e)s + em, -en, -es

-- overdetermined (Copy, -e, -en)

Especially conspicuous:

-r, and sometimes -s, with the-es using freed linguistic material.

In order to strengthen this approach, we should test the approach for falsifying. The following materials can be researched:

1. The students term-final writing tests Mein Deutsch 1 and 2 can be used as analysis instrument

2) Do5 MD2 as test and indicate mistakes

3) Check literature: Luise Rinser - Die goldenen Ringe

4) Especially difficult German: Kant

It would be helpful to put all the forms of the cases of German flexion in a graph, so that the mistakes and the difficulties can be seen. This is presently being attempted in JCA 2017.

5. Residual considerations

In German, determination, ie. how much and to what degree is something known and thus presupposable) is the most important criterion in the nominal/article/adjective/pronominal context.

German has no class flexions (Russian, Greek, Latein amor vs laterna) nor flexion according to other criteria (something, e.g. gender). Presently it has only one flexion (which indicates gender however). From the viewpoint of linguistic economy, extremely few forms are used

-er,

-i(e),

-(a)s;

-en;

-em;

(-es);

(d-er-en, d-es-sen: double flexion not mentioned here)

This is even less than Turkish!

Flexion is used to

a) indicate the category of the element to be included in the conversation with indet EIN etc. (jap. z.B. ichidai, ippon) , (ein-, mein, kein, usw. (teilw. bei adj));

b) indicate the class of the noun/thing using d-, or adjectives after indet (jap. z.B. x-hen, sakana-hen, gon-ben), the class)

However, case and gender are indicated but not exclusively, and only partly nowadays. Case is already mixed in Berlin and other dialects.

From this point of view, we see that German is already very far on its way to or in a prestage of English.

A number of tasks remain, such as a visualisation as thread. We may also have to think about the ramifications for the future of teaching determiners and German. For demonstration purposes, one example should be discussed in detail.

Much as the noun flexion can be reduced, the german verb syem can als ne demonstrtated by the only sentence necessary for the German verb system:

[Um 8 Uhr stehe ich doch noch nicht auf.]

Everything else verb-wise can be derived from this sentence.

Beyond German, it would be interesting to apply this approach to other languages, with possible ramifications not only for the teaching of that language but also (its) grammar theory.

References

limitless