**Introduction**

In this paper some issues and results of a research work in progress are presented. This research work is a longitudinal case study of the acquisition of three languages - Serbocroatian (Skr), Hungarian (H) and German (G) - by two children in the same family - a first-born (Ch1) and a second-born child (Ch2) - from their birth on. In this paper I am only concerned with the acquisition of German in the framework of certain communication patterns.

The circumstances of the acquisition of German differ from those of the other two languages in the following respects:

1. While in the children's environment Skr and H are used in the verbal interactions of the children's interlocutors in the family environment (mother, father, aunts, uncles, etc.) and other people, this is not the case with German.

2. The main interlocutor of the children addressing them always in H is their mother (a H/Skr bilingual secondary school teacher) additionally to some other Hungarian speaking relatives and friends of the family. Skr is the language used in interactions with the father (a Skr monolingual technician) and his mother (a Skr bilingual), and with many other relatives and friends of the family. In addition, Skr is the dominant language in the children's broader environment. Since the age of three the children have been attending a kindergarten where the only language of communication is Skr.

3. The only German interlocutor of the children is their mother's mother (the author, a linguist by profession), a multilingual person
who acquired German in her childhood. The German interlocutor (GI) often takes care of the children, but the time she spends with them does not equal the time the children spend with their Skr and H interlocutors.

The primary concern of this paper is the communication between the children and GI in two periods. The first period begins at the end of the second year and lasts to the end of the third year. The second period begins at the beginning of the fourth year and lasts to the beginning of the fifth year. Such a division has been made because of heuristic purposes in the present phase of the research work.

**Communication patterns**

The constituents of a communication pattern (CP) are: the interlocutor marked by the language habitually spoken to the child - in the present case GI; the child (Ch1/Ch2); and the language used in the particular interaction by the interlocutor and the child (G, Skr, H).

Seven CPs have been stated in the analysed corpus:

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<th>CP 1</th>
<th>CP 2</th>
<th>CP 3</th>
<th>CP 4</th>
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<tr>
<td>GI : G</td>
<td>Ch : G</td>
<td>GI : G</td>
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<td>Ch : G</td>
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The CP is applied to an interactional entity delimited by the topic of the verbal interaction, where the change of the topic marks the beginning of a new verbal interaction. In the above seven CPs only the beginnings of the verbal interactions are marked. If continued, each of them may develop into several variations. So, for instance, in the course of a verbal interaction of CP1 the child may switch from German to Serbo-croat or Hungarian, and then back to German, or the child may persist in using Serbocroat or Hungarian.
(1) Chl 2;4;22
GI: Was suchst du, Wukili?
Ch: Knoblau.
GI: Knoblau suchst du. Aber das ist nicht Knoblau. Bring die Zwiebel!
Ch: Gefunden am Zwiebel.
GI: Ah, gefunden hat er.
Ch: Knoblau.
GI: Gleich Knoblau. Gleich wird Bakili geben.
Ch: *Luk če izvaditi.* (Skr - He will take out the onion.)
GI: Willst du auch Zwiebel?
Ch: Gebracht Knoblau.

(2) Ch2 2;4;5
GI: Die Schachtel ist jetzt leer. Wir haben keine Schokolade mehr.
Ch: Keine Schokolade mehr.
GI: Die Schachtel ist leer.
Ch: *Daj!* (Skr - Give!)
GI: Die Schachtel ist leer.
Ch: *Daj!*

Such switches are very common in the course of the verbal interactions of CP3 and CP5. This phenomenon is obviously due to the endeavour of GI to teach the child to speak German. Sometimes GI's intentions are expressed explicitly.

(3) Ch1 2;4;22
GI: Jetzt wird Bakili diese Karotte herausnehmen.
Ch: *Vode sipaj! Vode sipaj!* (Skr - Pour out the water!)
(Pointing to the carrot:) *Daj jednu Vuletu!* (Skr - Give one to Vule!)
GI: Ja, du wirst gleich bekommen. Was putzt Bakili jetzt?
Ch: Die Karotte.
GI: Und hast du gerne Karotte?
Ch: Ja.
GI: Willst du jetzt eine Karotte essen?
Ch: Willst.

(4) Ch2 2;7;21
Ch: Obu ortam. (Skr - I will draw.)
GI: Ja, du willst zeichnen. Was willst du?
Ch: Zeichnen.
GI: Zeichnen willst du?
Ch: Zeichnen Katze.

Main features of the communication in the first period

Child 1

In Chl's interactions with Hungarian and Serbocroat interlocutors the dominance of CP1 and CP2 is evident. At 2;4-2;5 they make three quarters of CPs with these interlocutors, to become almost exclusive in the last quarter of the third year. On the contrary, in interactions with GI the other CPs are well represented all the time.

It is interesting to notice the increase of tokens of CP2 from 19% at 2;0 to 43% at 2;5. This phenomenon is partly due to the frequency of Chl's questioning GI. However, it is not only the outcome of Chl's curiosity per se but it also testifies an interest of Chl to learn words of another language less spoken in his microenvironment.

(5) Ch1 2;5;5
GI is preparing vegetables for soup. Ch1 is standing by.
Ch: Was ist das?
GI: Bakili hat dir gesagt. Was ist das?
Ch: Grünzeug.
GI: Jawohl.

The best represented variation of CP5 is that which ends by Chl's compliance with GI's language behaviour. But it may happen that Chl's endeavour to comply with GI's language behaviour results in another
variant of CP5.

(6) Ch1 2;0;18
GI and Ch1 are standing before a heap of melons.
CH: Görögátnyét veszünk. (H - We will buy a watermelon.)
GI: Was sagst du?
Ch: Kupi lubenicu! (Skr - Buy a watermelon!)

Most tokens of CP3 also belong to the variations which end by Chl's compliance with GI's language behaviour. However, variations of another kind of CP3 may also be found.

(7) Ch1 2;0;18
GI: Bakili wird jetzt diese Papierchen in den roten Topf legen.
Ch: Ovo će prosuti. (Skr - He is going to pour out this.)
GI: Wo ist der rote Topf? Geh und such den roten Topf!
Ch: Tu je rote Topf. (Skr - Here is "rote Topf".)

At 2;8 a sudden increase of tokens belonging to CP4 was noticed.

(8) Ch1 2;8;27
GI: Wir wollen die Nelken der Mamlı tragen?
Ch: Jel ti treba ona nelka? (Skr - Do you want this "Nelke"?)

Child 2

In order to analyse the CPs of Ch2 I have chosen to dwell on three sessions registered by tape-recordings. The first one took place when Ch2 was 1;11;15. 40 verbal interactions with GI were registered. Interactions in which baby talk was included have not been considered in this corpus. The second one took place when Ch2 was 2;4;27. 74 verbal interactions with GI were registered. The third session took place when Ch2 was 2;7;21. 60 verbal interactions with GI were registered.

At 1;11;15 and 2;4;27 CP1 dominated. Its domination was taken over by CP3 and CP5 at 2;7;21. The tokens of CP1 often contained repetitions
functioning as conversational responses to antecedent utterances.

(9) Ch2 1;11;15
GI: Wo sind die Knödel? Sie waren in der Suppe. Und jetzt sind sie schon alle in Uwilis Magen.
Ch (pointing to her belly): Nedl.

(10) Ch2 2;4;27
Ch: Nicht rutschen Boden.

Ch2's repetitions also occurred in answering GI's questions.

(11) Ch2 2;4;27
GI: No, jetzt ist der Löwe fertig, nicht wahr?
Ch: Löwe fertig.

Sometimes Ch2 repeated both the question and the answer of GI.

(12) Ch2 2;4;27
Ch2 and GI are looking at a picture book.
GI: Wer ist das?
Ch: Wer ist das?
GI: Das ist der Bär.
Ch: Bär.

Tokens of CP1 may also represent combinations of different speech acts. The following example is a combination of Ch2's illocutionary act and a repetition, functioning as a positive answer.

(13) Ch2 2;4;27
GI: Hände waschen! So. Wischen wir mit dem Handtuch!
Ch: Papagei.
GI: Den Papagei wollen wir auch waschen?
Ch: Papagei waschen.
Beside the frequent appearance of tokens of CP1, a rather high percentage (33%) of CP2 tokens was observed at 1;11;15. This may be explained by the frequent requests of Ch2. However, tokens in which Ch2 tried to draw the attention of GI to something which had nothing to do with Ch2's needs can also be found among CP2 tokens.

(14) Ch2 1;11;15
Ch is pointing to a picture on the wall.
Ch: Buwe. Blume.
GI: Ja, schöne große Blumen sind das. Schöne, schöne große Blumen.
Ch: Bluwle.

The domination of CP1 was taken over by CP3 and CP5 at 2;7;21. In the course of these interactions two tendencies can be discerned: one manifesting Ch2's persistence in using Serbocroat or Hungarian, the other manifesting Ch2's endeavour to comply with GI's language behaviour. In CP3 there is almost no difference between the frequency of tokens manifesting persistence and those manifesting compliance, but in CP5 the frequency of tokens manifesting Ch2's compliance with GI's language behaviour exceeds that of the tokens manifesting Ch2's persistence in using Serbocroat or Hungarian. Sometimes the process of complying is short, but most often it is long.

(15) Ch2 2;7;21
Ch: Uva budio. (Skr - Uva awaken.)
GI: Mami sagt, daß du sehr früh aufgestanden bist.
Ch: Ide mama radi. (Skr - Mommy goes work.)
GI: Mami ist arbeiten gegangen?
Ch: Da. (Skr - Yes.)
GI: Wohin ist sie gegangen?
Ch: Mama radi. (Skr - Mommy works.)
GI: In die Schule ist sie gegangen. Dort sind viele Kinder.
Ch: A Vule spava. (Skr - And Vule is sleeping.)
GI: Wuki schläft noch? Ja, Wuki ist gescheit.
Ch: Schläft noch.

It happened that the endevour of Ch2 to comply with GI's language behaviour led to the use of mixed utterances.

(16) Ch2 2;7;21
Ch: Uva plače. Vule bolesna. (Skr - Uva is weeping. Vule sick.)
GI: Wuki ist krank.
Ch: Wuki je klank. Vule leži. Mama nije bolesna. (Skr - Vuki is "krank". Vule is resting. Mommy is not sick.)

Some trends in the communication in the second period

Child 1

In the second half of the fourth year tokens of CP1 were rather frequently observed, but at the beginning of the fifth year their frequency lessened. Some of them were short, the child's part of the interaction consisting of a whole information.

(17) Chl 3;9;17
The Child is calling GI to come in the room. GI, who is in the kitchen has not immediately reacted, and the child is whining.
GI: Was willst du?
Ch: Bakili ins Zimmer!

(18) Chl 3;10;6
GI: Wukili, jetzt müssen wir schon nach Hause gehen.
Ch: Nein. Noch ein wenig.

Other interactions were longer, but the child's part was lacking new information.

(19) Chl 3;10;30
GI: Wie spricht Bakili mit dir? Wie? Und mit Uwili?
Ch: Wie?
GI: Deutsch.
Ch: Deutsch.
Ch: Wie?
GI: Ungarisch. Ungarisch.

At the beginning of the fifth year the dominant CP was CP5. During a tape-recorded 90 minute session at 4;2;8 65% of interactions between GI and Chl were tokens of CP5. In the interactions which ended by Chl's complying with GI's language behaviour the switch to German was usually not quick.

(20) Chl 4;2;8
Ch: Jednu kašiku! (Skr - A spoon!)
GI: Wie sagst du schön? Wie sagst du, Wuki?
Ch: Obe kašiku. (Skr - He wants a spoon.)
GI: Ich hab nicht gehört, Wuki! Was?
Ch: Ein Löffel.
GI: Ja, einen Löffel.

On the whole, Chl's German utterances were shorter than the Serbo-croat ones.

(21) Chl 4;2;8
Ch: Daj mi jedan lonac! (Skr - Give me a saucepan!)
GI: Was willst du? Einen Topf? Einen Topf willst du?
Ch: Ja.
Ch: Großen.
GI: Großen Topf.

At this developmental stage tokens of CP5 in which Chl persisted to use Serbocroat become more and more frequent. Even some longer interactions failed to end by complying with GI's language behaviour. Nevertheless the communication was successful, because Chl understood everything GI was telling him, and GI never refused to react to child's il-
locutionary speech acts in Serbocroatian.

In interactions between Chl and GI the use of Hungarian was exceptional. It was observed only in two tokens of CP3 which ended by Chl's complying with GI's language behaviour.

(22) Chl 3;11;8
GI: Was willst du, Wukili?
Ch: Ásványvízet. (H - Mineral water.)
GI: Wie sagst du der Bakili?
Ch: Mineralwasser.

(23) Chl 4;0;21
GI: Was hat das Mädili in der Hand?
Ch: Seprút. (H - Broom.)
Ch: Kineveti a nap. (H - The sun ridicules her.)
GI: Hast du das deutsch gesagt?
Ch: Nein. Ungarisch.

Child 2

While in the case of Chl a sudden increase of tokens belonging to CP4 was noticed at the end of the first period, this phenomenon appeared in the case of Ch2 at the beginning of the second period. It often occurred in combination with CP3 and CP5, which continued to be the dominant CPs in this period, too.

(24) Ch2 3;0;22
The theme of the interaction: a paper sun hanging on the wall.
Ch: Gdje je sunce? (Skr - Where is the sun?)
GI: Dort ist die Sonne.
The child has not immediately set her eyes upon the paper sun but has first got sight of the picture of a duck hanging a little higher.
Ch: To nije zonica. To je Paja Patak tamo gore. Sonne. (Skr - This is not "Sonne". This is Donald Duck there
(25) Ch2 3;1;12
Ch2 has observed a lesion on GI's finger.
Ch: Šta je to? (Skr - What is it?)
GI: Das ist Blut.
Ch: Blut? Jesi plakao? (Skr - Did you cry?)
GI: Nein. Bakili hat nicht geweint.

Isolated tokens of CP4 also appeared rather frequently.

(26) Ch2 3;1;12
GI: Ah, du wirst morgen Schlittschuh laufen!
Ch: Ja ću Schlittschuh laufen. (Skr - I shall "Schlittschuh laufen".)

(27) Ch2 3;1;15
GI and Ch2 are looking at the moon on the sky.
GI: Siehst du, dort ist der Mond. Wie groß ist der Mond!
Ch: Tako veliki Mond. Nema oči, samo glavu ima i noge.
(Skr - Such a big "Mond". It has no eyes, only the head and legs.)

(28) Ch2 3;3;28
GI: Du hast ein Loch gemacht. Aber das macht nichts. Hier kann man die Tür aufmachen.
Ch: Tu se otvori. Das ist Loch. (Skr - It opens hier.)

In spite of Ch2's persistence to use Serbocroat in interactions with GI, which was especially evident in the tokens of CP5, the communication was usually successful. However, some troubles in understanding appeared from time to time.

(29) Ch2 3;0;28
GI is going to fetch her spectacles.
Ch: Treba naođare meni (Skr - I want spectacles.)
GI: Du brauchst keine Augengläser.
Ch: Meni treba naošare. (Skr - I want spectacles.)
GI: Soll ich auch dir die Augenläser bringen?
Ch: Da. (Skr - Yes.)
GI: Sag mir: Bakili, bring die Augenläser!
Ch: Bakili, bring die Augenläser!
GI: Für wen soll ich die Augenläser bringen?
Ch: U tašni. (Skr - In the bag.)
GI: Ja, sie sind in der Tasche. Aber, für Uwili?
Ch: Da. (Skr - Yes.)
GI: Gut. Ich werde gleich Augenläser für Uwili bringen.

When Ch2 demanded something, and especially when she was verbally stimulated by GI to do so, she complied willingly with GI's language behaviour.

(30) Ch2 3;0;28
Ch: Ošu još mesa. (Skr - I want more meat.)
GI: Wie sagst du?
Ch: Bitte noch!
GI: Fleisch.
Ch: Fleisch.

(31) Ch2 3;1;10
GI: Willst du Fleisch, Uwili?
Ch: Da. (Skr - Yes.)
GI: Wie sagst du?
Ch: Bitte Fleisch.

The readiness to comply with GI's language behaviour sometimes ended in a mixed utterance.

(32) Ch2 3;0;28
Ch: Ošu još mesa. (Skr - I want more meat.)
GI: Wie sagst du?
Ch: Bitte noch.
GI: Bitte noch Apfel?
Tokens of CP1 did not often appear in the corpus of Ch2 in the fourth year. They either belonged to the repetitional type already noticed in the third year or they were initiated by GI in order to check Ch2's knowledge of German.

(33) Ch2 3;0;28
GI: Wo ist dein Kopf?
Ch: Hier.
GI: Was ist hier?
Ch: Haaren.
GI: Haar. Und wo ist der Kopf?
Ch: Hier ist.
GI: Hier ist der Kopf.

Tokens of CP2 were rarely observed. They appeared in short interactions. When an interaction was a bit longer, the child switched to Serbocroat.

(34) Ch2 3;1;5
GI is drawing. Ch2 is observing GI's drawings.
Ch: Ei.
GI: Was soll Bakili jetzt zeichnen? Ei oder Haus?
Ch: Haus.
GI is drawing a small house.
Ch: Kleine Haus.
GI: Jetzt machen wir grüne Fenster.
Ch: Grüne Fenster.
GI: Jetzt zeichne du ein Haus hier!
Ch: Sad ūu. Same ovo da završim. (Skr - At once. Let me only finish it.)

Tokens of CP6 occurred sporadically.
GI is drawing a house with Windows.
GI: Hier sind zwei Fenster. Was ist das?
Ch: Zwei Fenster.
GI is drawing a fence next to the house.
Ch: To je ograda. (Skr - This is a fence.)
GI: Das ist der Zaun.
Ch: Nije. To je ograda. (Skr - No. This is a fence.)

In interactions with GI Ch2 seldom used Hungarian.

Ch2 is drawing the sun.
GI: Was ist das?
Ch: Napocska. (H - A little sun.)
GI: Ja, die Sonne.
Ch: Die Sonne.

However, Ch2 used to quote her mother's Hungarian utterances to GI.

GI and Ch2 are looking at a picture of the smiling sun.
GI: Wer ist das?
Ch: Sonne.
GI: Und was macht die Sonne?

All the above mentioned trends in Ch2's communication with GI manifested in the persistent use of Serbocroat and the use of mixed utterances became settled by the end of the second period. Such trends may be explained by the reduced time Ch2 used to spend with GI and rather long intervals of separation from GI at a stage when the speech development in Serbocroat and Hungarian was very dynamic.
Conclusive remarks

Although seven CPs have been stated in the corpora of the two children, CP6 and CP7 are marginal. In the two periods of observation a significant decrease of tokens belonging to CP1 and CP2 and a significant increase of tokens belonging to CP3 and CP5 was observed. The tokens of CP4 may be regarded as the result of GI's endeavour to stimulate the children to speak German, on the one hand, and the children's half-way complying with GI's language behaviour, on the other hand. Although both children prefer Serbocroat to German when communicating with GI, this German-Serbocroat bilingual communication is more successful with Ch1 than with Ch2. Namely, Ch1's competence in German is superior to that of Ch2.

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