

Supplementary materials

Table S5. Overview of learners' L1, Danish Program, module and test level. Slashes mark that learners have indicated to have multiple L1s. In Denmark, there are three official Danish language programs. Students are assigned to one of the programs, primarily based on their educational background. Danish Program 1 (DP1) is for students who cannot read and write using the Latin alphabet. Danish Program 2 (DP2) is for students who have a short educational background and who are expected to have a relatively slow progression. Danish Program 3 (DP3) is for students with a medium or long educational background, who are expected to have a rapid progression (MII, 2019). The level 1 test is taken after module 3 in DP2 (after approx. 9 months of teaching) or after module 2 in DP3 (after 5 months) and corresponds to CEFR level A2. The level 2 test is taken after module 3 in DP3 (after 8 months). The level 3 test is taken after module 4 in DP3 (after 12 months) and corresponds to CEFR level B1.

L1	DP2, module 3 (test level 1)	DP3, module 2 (test level 1)	DP3, module 3 (test level 2)	DP3, module 4 (test level 3)	Total
English	4	16	11	7	38
Spanish	1	9	4	2	16
German		7	3	3	13
Portuguese	1	6	3	2	12
Russian		6	3	2	11
Italian		7	1	2	10
Polish		6	2	2	10
Dutch		2	4	1	7
Arabic	1	5			6
French		4	2		6
Greek		3	2	1	6
Lithuanian		4	2		6
Romanian		2	4		6
Hungarian		2	2	1	5
Bulgarian		3	1		4
Turkish		2	1	1	4
Bahasa Indonesia		3			3
Finnish		3			3
Malayalam		3			3
Thai		2	1		3
Vietnamese	1		1	1	3
Farsi (Persian)		2			2
Filipino		1		1	2
Icelandic		2			2
Chinese	1			1	2
Korean		2			2
Odia (Oriya)		1	1		2
Serbian		2			2

Tamil	1	1			2
Urdu		2			2
N = 1: Afrikaans (3.2), Albanian/Croatian (3.2), Assamese (3.2), Bangla (Bengali) (3.2), Bisaya (3.2), Cebuano (3.4), English/Italian (3.2), Gujarati (3.2), Hindi (3.2), Cantonese (3.2), Croatian (3.2), Lamnso (3.4), Lettish (3.3), Luganda (3.2), Nandi (3.2), Nepali (3.2), Sindhi (3.2), Somali (3.2), Tagalog (3.2), Telugu (3.2), German/Russian (3.2), Ukranian/Russian (3.3), Hungarian/Slovak/German (3.3), Unknown (3.2)					
Total	10	127	51	29	217

Table S6. Description of module tests. All tests are national, i.e. the same all over Denmark. Some tests are still in use and thus the instructions are not reported here. It is usually specified in the assignment who the addressee of the text is, and what the purpose of the text is. Range of words per participant: 43-343 words ($M = 115$, $SD = 52$).

TEST LEVEL	OFFICIAL NAME	CEFR LEVEL	NUMBER OF TASKS	EXAMPLE OF TASK	TIME LIMITS
1	Module 3, DP2 / Module 2, DP3	A2	1	Invitation	30 minutes
2	Module 3, DP3		2	Notice + email	15 + 30 minutes
3	Module 4, DP3	B1	2	Debate piece for a newspaper, email.	2 x 45 minutes

Table S7. Distribution on test level and L1 (V2 vs. non-V2) for the 153 learners producing declarative sentences with non-initial subjects.

	Non-V2 learners (N) with XVS/XSV	V2 learners (N) with XVS/XSV	Total
Test level 1	79 (58 %)	6 (35 %)	85
Test level 2	32 (24 %)	7 (41 %)	39
Test level 3	25 (18 %)	4 (24 %)	29
Total	136 (100%)	17 (100 %)	153

Figure S2. Scatterplot of all declarative sentences (raw data), showing the distribution of V2 vs. V3 sentences (y-axis) on test levels (x-axis) and L1s (V2 = blue triangle, non-V2 = red dot).

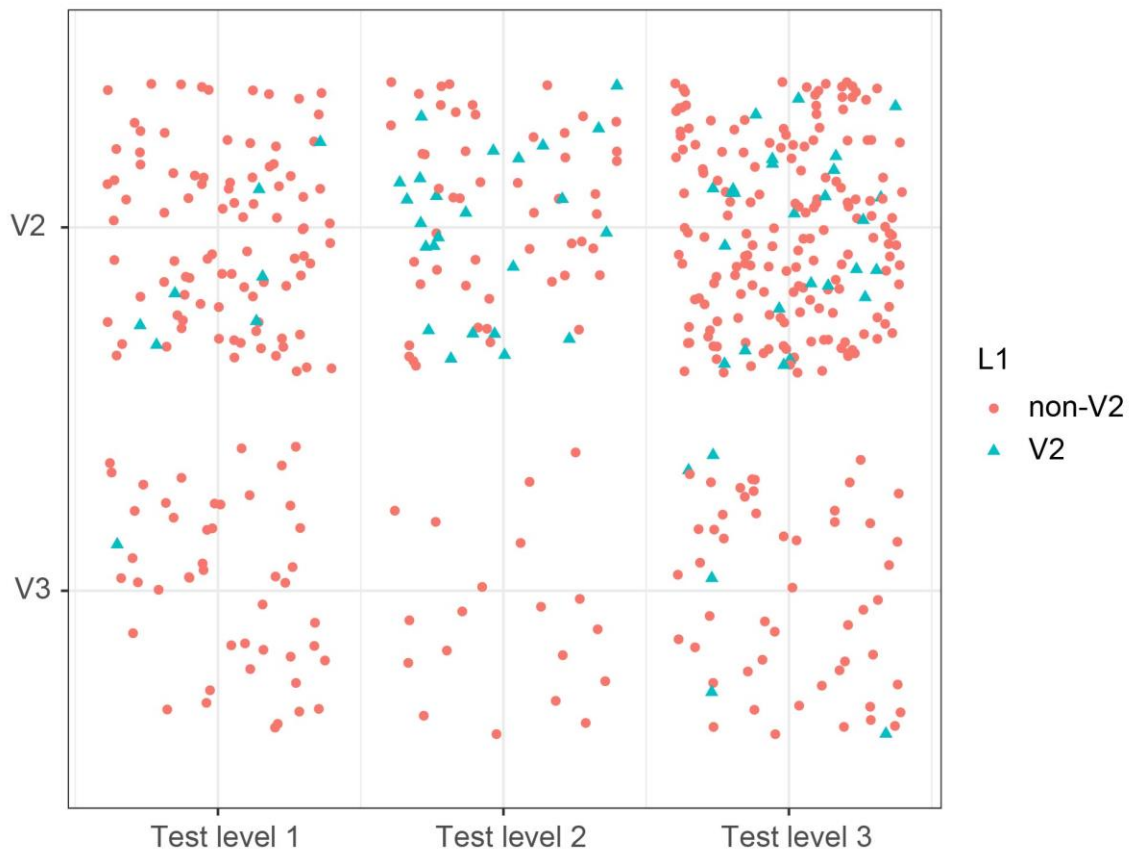


Table S8. Model results when all first constituents containing a subordinate clause are removed (number of observations = 410, participants = 142). Significance codes: *** $p < 0.001$, ** $p < 0.01$, * $p < 0.05$, . $p < 0.1$

Random effects	Variance	Std. Dev.		
Participant (Intercept)	3.161	1.778		
Fixed effects	Estimate	Std. Error	z-value	p-value
(Intercept)	2.0942	0.8999	2.327	0.0200 *
Words in first position (N)	-0.1794	0.1485	-1.208	0.2272
Subject (one vs. multiple words)	-0.8336	0.5062	-1.647	0.0996 .
Verb (single vs. complex)	-0.3566	0.3419	-1.043	0.2968
Test level (1-3)	0.3572	0.2785	1.283	0.1996
L1 (V2 vs. non-V2)	2.3877	1.0566	2.260	0.0238 *