

The acquisition of intensifying constructions in L2 Dutch and L2 English by French-speaking learners: a collostructional analysis

Isa Hendrikx, Kristel Van Goethem & Fanny Meunier

1. Project

Assessing Content and Language Integrated Learning: Linguistic, Cognitive and Educational Perspectives” (Hilgsmann et. al. in preparation)



1.1 Method

	Control group Dutch	Dutch CLIL	Dutch non-CLIL	Control group English	English CLIL	English non-CLIL	French
Texts	61	132	100	57	90	90	431
Words	16262	37209	19399	18760	29394	23747	131539

Covarying Collexeme Analysis "aims to identify pairs of words that occur with each other more or less frequently than expected in two slots of the same construction"(Stefanowitsch 2013: 223; Gries 2007)

2. RESULTS

2.1 Variation and potential productivity

	L1 Dutch	CLIL Dutch	Non-CLIL Dutch	L1 English	CLIL English	Non-CLIL English	L1 French
Percentage intensified adjectives	23,98%	30,01%	28,54%	17,51%	23,79%	26,85%	23,39%
Extreme adjectives (without intensifier)	9,78%	5,19%	3,34%	9,56%	14,11%	14,22%	8,02%
Type-Token Ratio (Baayen 2009)	0,104	0,070	0,060	0,146	0,120	0,050	0,056
Hapax Legomena Ratio	0,039	0,025	0,011	0,063	0,067	0,020	0,020

2.3 Covarying Collexeme Analysis

	L1 DUTCH			CLIL DUTCH			NON-CLIL DUTCH			L1 ENGLISH			CLIL ENGLISH			NON-CLIL ENGLISH			L1 FRENCH		
	Intens	Adj	Pbin	Intens	Adj	Pbin	Intens	Adj	Pbin	Intens	Adj	Pbin	Intens	Adj	Pbin	Intens	Adj	Pbin	Intens	Adj	Pbin
1	echt	super	11.9	super	tof	17.7	no int.	best	7.4	too	bad	6.0	-est	bad	5.5	so	funny	10.4	très	bien	24.8
2	super	leuk	6.8	peper	duur	17.2	heel	leuk	6.7	no int.	last	3.1	really	cool	4.5	no int.	last	8.1	no int.	petit	21.6
3	no int.	best	6.5	no int.	best	12.7	super	tof	5.9	simply	content	3.1	very	funny	4.5	very	cool	6.2	plein	mort	16.9
4	erg	gezellig	6.1	aller	leukst	11.8	kei	hard	5.0	really	nice	2.9	very	nice	3.8	no int.	little	3.7	no int.	autre	16.6
5	no int.	volgend	3.3	dood	moe	9.7	aller	leukst	4.8	crystal	clear	2.8	no int.	last	3.5	so	cute	3.5	no int.	plein	16.6
6	heel	grappig	3.1	heel	mooi	9.5	no int.	nieuw	4.1	infinitely	large	2.8	most	exciting	3.1	very	funny	3.3	vraiment	génial	12.9
7	te	warm	2.8	no int.	nieuw	7.2	heel	mooi	3.3	overly	fond	2.8	purely	organic	3.1	very	kind	3.2	vraiment	bien	12.3
8	heel	erg	2.8	no int.	ander	7.0	heel	blij	3.1	rather	fond	2.8	no int.	next	3.1	very	happy	3.1	trop	cool	10.6
9	super	gezellig	2.7	heel	leuk	6.7	really	fun	2.7	truly	spectacular	2.8	really	good	3.0	no int.	first	3.1	no int.	même	9.4
10	super	tof	2.7	no int.	volgend	6.3	heel	grappig	2.7	no int.	next	2.8	no int.	other	3.0	no int.	next	3.1	de ma vie	meilleur	8.8

2.4 Misuse

- **Spelling mistakes / direct lexical transfer from French (or English)**
 - “The boat is huge and **so luxurious**.” (CLIL)
 - “The member of personel are **very sympathique** and food is delicious!” (non-CLIL)
- **Grammatical mistakes**
 - “I didn't remember that Paris was **such beautiful**.” (non-CLIL)
 - “It was **such nice** holidays.” (CLIL)
- **Semantic/collocational mistakes**
 - “The BBQ was **too great** we had some fun with my parents.” (CLIL)
 - “The food was **amazingly delicious**.” (CLIL)

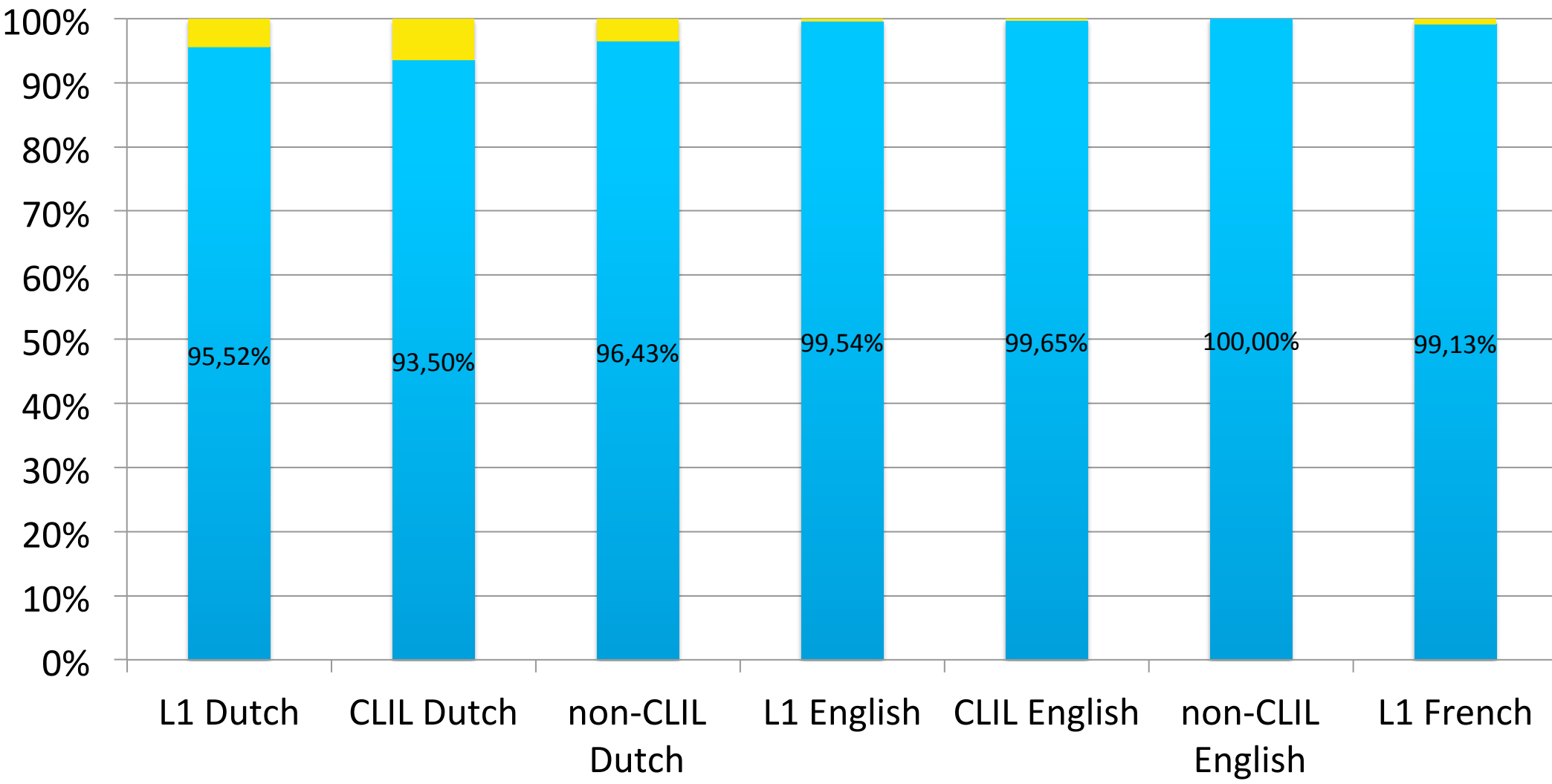
1.2 Aims of the project

1. Determine the language-specific preferences for intensifying constructions in Dutch, in English, in French and in the interlanguages.
2. Investigate whether compared to non-CLIL learners, French-speaking CLIL-learners of English/Dutch develop a more native-like use of intensifiers (due to more native input of English/Dutch).
3. Do learners have difficulties related to collocational specialization?

1.3 Intensifying constructions

Language Domain	Intensifying construction	Dutch	English	French
SYNTAX	[Adv + Adj] _{AP}	<i>heel ziek</i> ‘very ill’	<i>very ill</i>	<i>très malade</i> ‘very ill’
	[Adj Adj] _{AP}	<i>mooi, mooi</i>	<i>a crazy crazy crazy world</i>	<i>un monde fou fou fou</i>
	[as ADJ as X] _{AP}	<i>zo trots als een aap</i> ‘proud like a monkey’	<i>as gentle as lambs, as fast as possible</i>	<i>fort comme un Turc</i> ‘strong like a Turkish person’
MORPHO-LOGY	[Prefix + Adj] _{ADJ}	<i>supermodern</i>	<i>supermodern, ultrapowerful</i>	<i>ultrapuissant</i>
	[N/A + Adj] _{ADJ}	<i>beresterk</i> ‘bear strong’ <i>dolgelukkig</i> ‘madly happy’	<i>ice-cold, brand-new, stock-still</i>	?

2.2 Syntactic vs. morphological intensifying constructions



3. Conclusions

- **CLIL education has a positive impact on the development of a more native-like use of intensifying constructions:**
 - Non-CLIL learners overuse intensifying adverbs due to an overuse of all-round intensifiers (*very* and *so*)
 - Compared to CLIL-learners, non-CLIL learners show a lower productivity and variety of intensifying constructions (lowest TTR and Hapax legomena ratio)
 - However CLIL learners produce more misuse (cf. Josse 2015)
- **Benefits of a collostructional analysis applied to learner data:**
 - It reveals language specific collostructions in the native corpora
 - It reveals over- and underuse in the interlanguages
 - It allows us to detect different types of misuse

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