



Posture verbs in French-speaking CLIL and non-CLIL learners of Dutch

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1. Introduction (1)

- *Content and Language Integrated Learning (CLIL)* = the teaching of some curricular subjects such as history, geography, and science, through the medium of a new target language
- CLIL learners clearly outperform non-CLIL learners. See a.o. Admiraal e.a. 2006, Dalton Puffer 2011, Lasagabaster 2008, Lorenzo e.a. 2005, Ruiz de Zarobe 2008, 2010, Zydatið 2007.

1. Introduction (2)

- It nonetheless remains largely unclear to what extent and in what respect CLIL learners show increased language gains compared to non-CLIL learners (see Dalton-Puffer 2011, Lasagabaster 2008).
- CLIL education leads to native levels of performance in listening and reading (Genesee 1987), but to erratic results in the productive skills of speaking and writing, especially as far as speaking is concerned (Ruiz de Zarobe 2011)

1. Introduction (3)

- The reason why in recent years, voices have even started to rise downplaying the conclusions drawn from CLIL research (see Bruton 2011, Ruiz de Zarobe 2011).

1. Introduction (4)

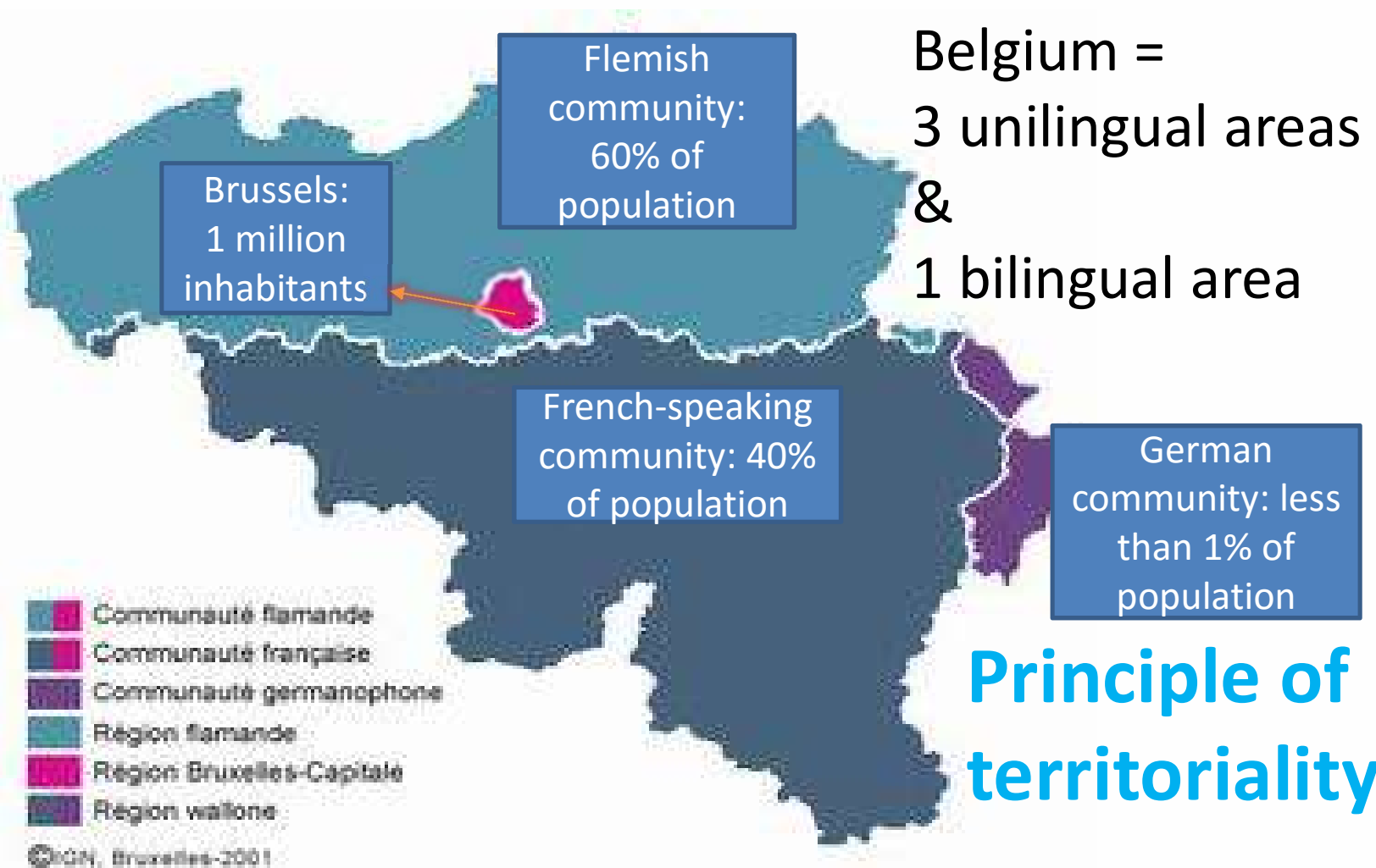
- In CLIL research, lexicon has often received pride of place (Ruiz de Zarobe 2011: 135). Due to the fact that the content-based approach typical of CLIL provides more opportunities to learn target vocabulary in meaningful situations.
- It is striking that research on vocabulary in CLIL has rarely been pushed beyond the word level (see Ruiz de Zarobe 2011, Llinares e.a. 2012).



1. Introduction (5)

- Focus on the production of Dutch posture / positional verb constructions in French-speaking CLIL and non-CLIL learners.

2. CLIL vs. non-CLIL in Belgium (1)





2. CLIL vs. non-CLIL in Belgium (2)

Separate educational systems → different implementations of CLIL

Part of Belgium		Official CLIL since	# CLIL-programmes: Primary / secondary		# CLIL-pupils: Primary / secondary		
French-speaking	Wallonia + Brussels	1998	171	114	11 858	20 324	(1)
Dutch-speaking	Brussels (STIMOB)	2001	10	2	?	?	(2)
	Flanders	2014	/	24	/	1760	(3)

(1) Statistics for school year 2013-2014 (Chopey-Paquet 2015)

(2) Statistics for school year 2013-2014 (provided by *Scholengroep Brussel*)

(3) Statistics for school year 2014-2015 (provided by Flemish Ministry of Education)

2. CLIL vs. non-CLIL in Belgium (3)

In the Belgian context, CLIL coexists with traditional education (= non-CLIL)

Some figures about (non-)CLIL in French-speaking Belgium:

1. More than 60% non-CLIL pupils follow English as MFL, about 35% follow Dutch as MFL (Note that Dutch is compulsory in Brussels).
2. About 5% of all French-speaking pupils follow a CLIL classroom.
3. More than 60% pupils choose Dutch as CLIL language / 39% English and 1% German.

2. CLIL vs. non-CLIL in Belgium (4)

Some characteristics of CLIL in French-speaking Belgium:

1. CLIL can take many different forms:

School years and learner ages	Proportion of the teaching timetable (non-linguistic content) allowed for CLIL
From Year 3 Pre-primary to Year 2 Primary (ages 5–7)	Between minimum half and maximum three quarters
From Year 3 to Year 6 Primary (ages 8–11)	Between minimum one quarter and maximum two thirds
From Year 1 to Year 6 Secondary (ages 12–18)	Maximum one quarter

Chopey-Paquet (2007: 31). See also Beheydt (2013).

2. CLIL vs. non-CLIL in Belgium (5)

2. Schools choose any non-linguistic curricular subject for teaching through a L2, except religion/philosophy.
3. CLIL language also (formally) taught as MFL: The foreign language curriculum is the same for CLIL as for non-CLIL.
4. Exposure to the L2 is very often limited to the classroom.

3. Posture verbs in Dutch and French (1)

- From a French perspective, the use of posture verbs in Dutch is quite “exotic” (Lemmens 2003).
- As in other Germanic languages, Dutch frequently uses compulsory posture verb constructions (*staan* [to stand], *zitten* [to sit] and *liggen* [to lie]) + *hangen* [to hang (up)], whereas French resorts to neutral verbs like *être* [to be] or *se trouver* [lit. to find oneself. Eng. to be] (Lemmens 2002).

3. Posture verbs in Dutch and French (2)

a. *De man {zit / *is} op een stoel.* [lit. The man sits / *is on a chair.]

→ Human posture is the only context in which French **can** also use posture verbs: *être assis* [be seated], *être couché* [be lying], *être debout* [be upright].

→ * = typical mistake of French-speaking learners of Dutch

3. Posture verbs in Dutch and French (3)

b. *Het bed {staat / *is} in de hoek van de kamer.* [lit. The bed stands / *is on the corner of the room.]

c. *De mat {ligt / *is} op de vloer.* [lit. The doormat lies / *is on the floor]

→ Posture verbs are compulsory in Dutch, whereas French would use neutral verbs (*être* [to be] or *se trouver* [lit. to find oneself. Eng. to be]).

3. Posture verbs in Dutch and French (4)

	<i>Staan</i> [to stand]	<i>Liggen</i> [to lie]	<i>Zitten</i> [to sit]
(i)	canonical position	non-canonical position	non-canonical position
(ii)	max. vertical	max. horizontal	[- max. vert.] & [- max. horiz.]
(iii)	being on one's feet/base	being on one's back/side	being on one's bottom
(iv)	physical effort to maintain position	no physical effort to maintain position	certain degree of physical effort to maintain position
(v)	starting position for walking	position for inactivity and rest	position for deskwork and rest
(vi)	associated with power and control	associated with rest, weakness, sickness, and death	associated with active rest, stability and « being fixed »

Table 1: clusters of attributes of *staan* [to stand], *liggen* [to lie], and *zitten* [to sit] (based on Lemmens 2002, 2005)

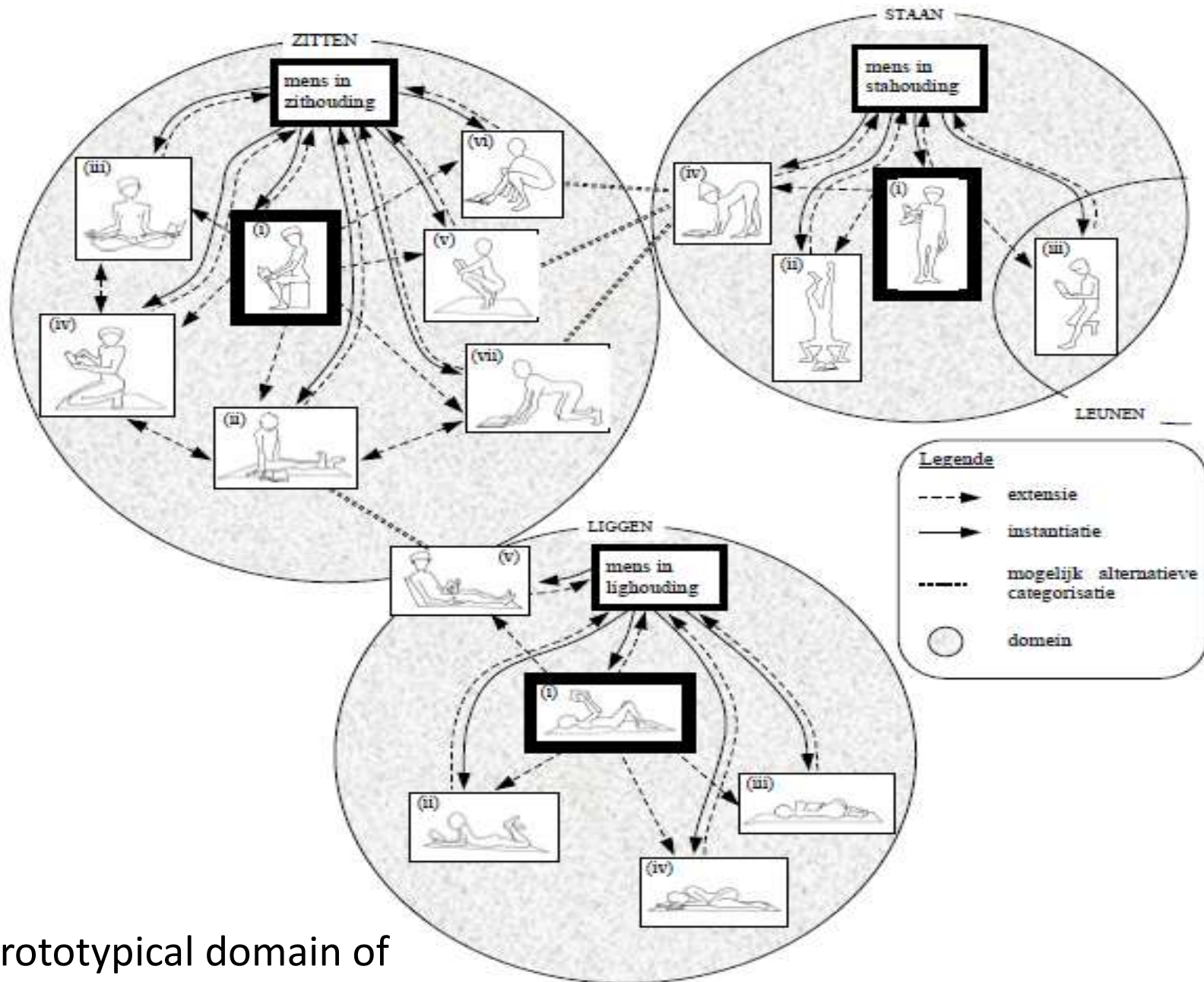


Fig. 1: Prototypical domain of *liggen* [to lie], *staan* [to stand] and *zitten* [to sit] (Lemmens 2002)

4. Hypotheses & research questions (1)

Hypothesis 1 :

Content-based approach typical of CLIL →
qualitative and/or quantitative differences
between CLIL and non-CLIL learners.

4. Hypotheses & research questions (2)

Hypothesis 2 :

Typological difference between Dutch and French
in the use of posture / positional verb
constructions

→ underuse and misuse of Dutch posture verb
constructions in both learner groups.

4. Hypothesis & research questions (3)

Research questions :

1. Do CLIL learners outperform non-CLIL learners as far as the use of Dutch posture / positional verbs is concerned?
2. What are the differences, if any, between CLIL and non-CLIL learners? And how can these be accounted for?

5. Methodology

5.1. Subjects (1)

- Data were collected from 23 French-speaking CLIL (f: 14/m: 9) and 18 non-CLIL (f: 7/m: 11) secondary school sixth graders having Dutch as target language (age: 17-19).
- School from Nivelles (city in the Walloon Brabant province; administrative and judicial district; $\pm$ 28.000 inhabitants)



5.1. Subjects (2)

- CLIL : from Year 1 secondary school. Year 1-2: ten CLIL lesson periods per week (history, geography,...); Year 3-6: eight CLIL lesson periods per week + Year 1-6: four lesson periods per week Dutch as FL.

Exposure to the L2 outside the classroom:
from time to time (radio/tv/visit,...)

Note that most pupils followed Dutch during the last 2 years of primary school (not as CLIL).

5.1. Subjects (3)

- non-CLIL : four lesson periods per week

Dutch as FL from Year 1 secondary school.

Note that most pupils followed Dutch during the last 2 years of primary school (not as CLIL).

(Very) limited exposure to the L2 outside the classroom.

5.2. Material (1)

- Material has been elicited through oral picture description following Lemmens & Perrez (2012).
- The informants had to successively describe 5 pictures from wordless children's books (see slides 26 and 27 for examples).
- Each picture displayed a different type of environment featuring several objects located in different manners and in different places.

5.2. Material (2)

- One lead-question for 4 pictures, targeting particular entities.
Two lead-questions for 1 picture, targeting particular entities and humans for the second lead-question.
- Double-scope question [« where... and what type...? »] in order to minimize enumerative answers (see next slides).

5.2. Material (3)

Oral Picture Description (based on Ribas et al. 1984 a/b)



“Welke kleren vind je in deze winkel en waar zijn ze?” [lit. Which clothes find you in this shop and where are they?]

5.2. Material (4)



“1. Waar zijn de schoenen en de schoendozen in deze winkel? / 2. Kun je me vertellen waar de klanten zijn?” [lit.: “1. Where are the shoes and the shoe boxes in this shop? / 2. Can you tell me where the clients are?”]

5.2. Material (5)

Overview of the posture/positional verbs triggered by the entities displayed on the pictures

- **people:** *zitten* or *staan* (not *liggen*, since no human is portrayed in a lying posture)
- **pieces of furniture** (bed, cupboard, dresser, table, chair, stool): *staan* (entity on base)
- **clothes:** *liggen* (non rigid entity); *hangen* 'hang' (when suspended); *zitten* (when (closely) contained)
- **shoes:** *staan* (when on their base) or *liggen* (when not on their base)
- **handbags:** *staan* (on their base) (not *liggen* since no handbag is portrayed that is not on its base)
- **vegetables:** *liggen* (mostly round or elongated shape), *zitten* (containment), *hangen* (some are suspended)
- **meat & delicacies** (sausages, cheese, etc.): typically *liggen* (substance or elongated shape and no base), for some, *staan* (metonymical reference to container on base), *hangen* (suspended hams and sausages)

Lemmens & Perrez (2012: 6)

5.2. Material (6)

- Material has been transcribed verbatim.
- All locative sentences were manually extracted.
- Different verb categories:
 - correct posture/positional verb
 - incorrect posture/positional verb
 - « neutral » verbs
(*zijn* [to be], *zich bevinden* [lit. to find oneself])
 - other verbs
 - no verb (elliptic [enumeration])
 - no verb at all (missing values)

6. Results (1)

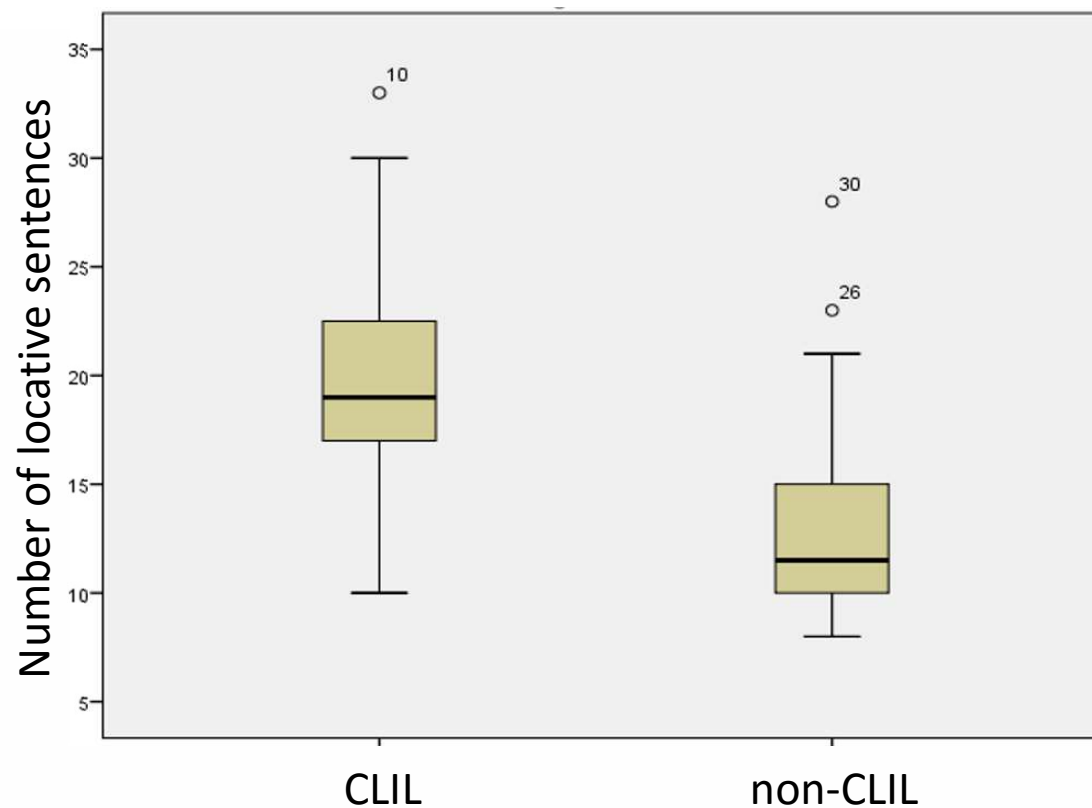
- General results: locative sentences

	N	Mean score	STD	MED	Min	Max
CLIL (23)	462	20,09	5,28	19	10	33
Non-CLIL (18)	237	13,17	5,57	11,5	8	28

Table 2: Production of locative sentences by CLIL and non-CLIL learners

1. CLIL learners significantly produce more locative sentences than non-CLIL learners ($F_{(1)} = 16,539$; $p = .000$).

6. Results (2)



Graph 1: Production of locative sentences by CLIL and non-CLIL learners

2. High individual variation in both groups.
3. More variation within CLIL / Non-CLIL group is more homogeneous

6. Results (3)

- Verb categories:

	CLIL		Non-CLIL	
	N	%	N	%
Posture / positional verbs	107	23,16%	22	9,28%
Other verbs	213	46,10%	136	57,38%
Total [+ verb]	320	69,26%	158	66,67%
Elliptic use	50	10,82%	30	12,66%
Missing values	92	19,91%	49	20,68%
Total [- verb]	142	30,74%	79	33,33%
TOTAL	462	100,00%	237	100,00%

Table 3: Distribution of verb categories by CLIL and non-CLIL learners

6. Results (4)

- Verb categories in locative sentences with a verb:

	CLIL		Non-CLIL	
Verbs	N	%	N	%
Posture/positional verb	107	33,44%	22	13,92%
<i>zijn</i> [to be]	196	61,25%	126	79,75%
Other verbs : <i>zien</i> [to see], <i>vinden</i> [to find], <i>hebben</i> [to have]	17	5,31%	10	6,33%
TOTAL	320	100,00%	158	100,00%

Table 4: Distribution of verb categories in locative sentences with a verb

6. Results (5)

- Locative sentences with a posture/positional verb:
 - 10 non-CLIL learners (out of 18) used at least one posture/positional verb to locate entities
(that means that almost half the learners did not!)
 - 21 CLIL learners (out of 23) used at least one posture/positional verb to locate entities
(that means that nearly all CLIL learners did!)
- clear difference between CLIL and non-CLIL.

6. Results (6)

- Distribution of posture/positional verbs:

On the basis of the overview of the posture / positional verbs triggered by the entities displayed on the pictures (slide 28), *staan* should be used most frequently in the descriptions.

6. Results (7)

	CLIL		non-CLIL	
	N	%	N	%
<i>Staan</i>	13	12,15%	2	9,09%
<i>Liggen</i>	38	35,51%	6	27,27%
<i>Zitten</i>	19	17,76%	8	36,36%
<i>Hangen</i>	37	34,58%	6	27,27%
Total	107	100,00%	22	100,00%

- **Underuse** of *staan* which is even the less used by both groups.
- **Overuse** of *liggen* (CLIL more than non-CLIL) and *zitten* (esp. by non-CLIL)

6. Results (8)

- Correct and incorrect use of posture/positional verbs (1):

	CLIL		non-CLIL	
Posture verbs	N	%	N	%
Incorrect	28	26,17%	5	22,73%
Correct	79	73,83%	17	77,27%
TOTAL	107	100,00%	22	100,00%

Table 6: Error percentage in the CLIL and non-CLIL use of posture/positional verbs

- **Non-CLIL** learners use **less** posture/positional verbs, but they tend to use them **more correctly** than CLIL learners.
- **CLIL learners** are probably engaged in a '**creative construction**' process.

6. Results (9)

- Correct and incorrect use of posture/positional verbs (2):

	CLIL						Non-CLIL					
	Correct		Incorrect		TOTAL		Correct		Incorrect		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%
<i>Staan</i>	9	69,23%	4	30,77%	13	100%	1	50,00%	1	50,00%	2	100%
<i>Liggen</i>	15	39,47%	23	60,53%	38	100%	2	33,33%	4	66,67%	6	100%
<i>Zitten</i>	18	94,74%	1	5,26%	19	100%	8	100%	0	0,00%	8	100%
<i>Hangen</i>	37	100%	0	0,00%	37	100%	6	100%	0	0,00%	6	100%
Total	79	73,83%	28	26,17%	107	100%	17	77,27%	5	22,73%	22	100%

Table 7: Error percentage in the CLIL and non-CLIL use of the different posture/positional verbs

- *Hangen* (// Fr. *être accroché/pendu*) and *zitten* (for persons): **OK**.
- *Staan* is **underused** (cf. slide 36), but nearly **70% correct use by CLIL**.
- *Liggen* is **overused** and more than **60% misused** by both groups.

7. Discussion and conclusion (1)

- CLIL learners use significantly more posture verb constructions than non-CLIL learners, **but** the use of posture verbs by CLIL learners can not yet be regarded as 'near-native', despite the content-based approach typical of CLIL and the input.

→ CLIL learners do not **clearly** outperform non-CLIL learners when it comes to the typical use of posture / positional verb constructions in Dutch.

7. Discussion and conclusion (2)

- **Overuse** by CLIL and non-CLIL of the French way to locate entities (*zijn* as neutral verb) → **transfer**.

Quite unexpectedly, CLIL learners still remain strongly influenced by their mother tongue: as compared to native Dutch, they display an overall underuse of posture verb constructions, concomitantly with an overuse of neutral verbs to locate objects.

7. Discussion and conclusion (3)

- Although we notice some confusion between the different posture verb constructions in both groups, non-CLIL learners use less posture/positional verbs, but they tend to use them more correctly than CLIL learners, whereas the CLIL learners significantly use more posture verb construction than the non-CLIL, even if their use is not always appropriate (// Lemmens & Perrez 2012).
→ CLIL learners are probably engaged in a **'creative construction' process**.

7. Discussion and conclusion (4)

Results from literature about productive skills by CLIL learners are confirmed (Ruiz de Zarobe 2011).

CLIL are still (largely) non-native.

Thanks for your attention.

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