

Information Structural Transfer in the Writing of Very Advanced Dutch Learners of English: a cross-linguistic longitudinal study

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Typically Dutch

In het schoolplan staat welke toetsen worden afgenomen en wanneer. **Daarnaast** wordt hierin vermeld welke stappen worden genomen bij uitval. **Ook** wordt beschreven wat wordt verstaan onder goed leesonderwijs en welke methoden hiervoor worden ingezet. **Als leidraad** kan het protocol leesproblemen en dyslexie gebruikt worden (Wentink, Verhoven & Druenen, 2008). **Hierin** staat voor alle groepen een strategische handswijze beschreven. **In het najaar 2010** komt het protocol voor groep 3-4 ter beschikking. **In het schoolplan** kan naar het protocol verwezen worden.

Typically Dutch

Daarnaast dient de kwaliteit van de begeleiding van de ouders bewaakt te worden. **Ook** het op de hoogte houden van ontwikkelingen t.a.v. het leesonderwijs valt onder de verantwoordelijkheid van de kwaliteitsgroep lezen. Het is aan te bevelen om zeker 1x per jaar een bijeenkomst te houden met de leesouders en de leerkrachten en directie. **Hierin** worden afspraken gemaakt en vragen beantwoord. **Daarnaast** kan 1x per kwartaal een vast moment worden gepland om vragen van de leesouders te beantwoorden. **Bovendien** dient iedere leesouder begeleid te worden en een aanspreekpunt te hebben. Het is van belang voor het borgen van de kwaliteit van de leesbegeleiding dat er gewerkt wordt met een protocol leesbegeleiding. **In dit protocol** staan gemaakte afspraken en vinden de ouders de leesbegeleidingsformulieren.

Some structural differences between the two languages

Dutch

English



Some structural differences between the two languages

	Dutch	English
•V2		

Some structural differences between the two languages

Dutch	English
•V2	•SVO

Some structural differences between the two languages

Dutch	English
<ul style="list-style-type: none">•V2•multifunctional first position	<ul style="list-style-type: none">•SVO

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Dutch	English
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Some structural differences between the two languages

Dutch	English
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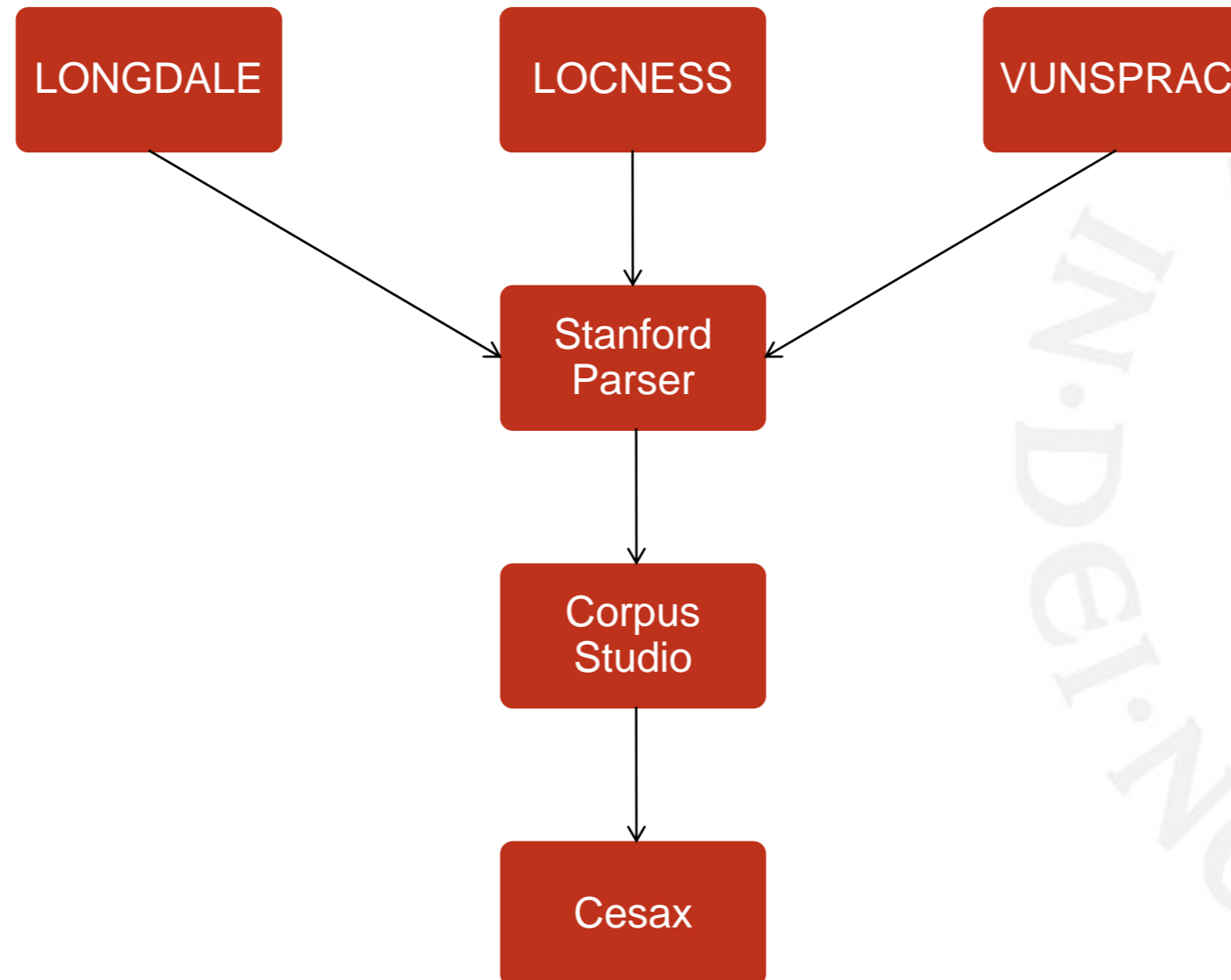
Some structural differences between the two languages

Dutch	English
<ul style="list-style-type: none">•V2•multifunctional first position•often occupied by ‘local anchors’ (Los and Dreschler)	<ul style="list-style-type: none">•SVO•pre-subject position restricted•subject has important linking function

Research questions

- (1) How do advanced Dutch EFL learners differ from native speakers in the frequency with which they use pre-subject adverbials and in the way they use these to provide a link to the preceding discourse?
- (2) Can a development be observed in advanced Dutch EFL learners' use of pre-subject adverbials in the direction of native writing?
- (3) To which extent is this development due to the process of language acquisition or a general cognitive or academic development?

Procedure



Corpus research project: Database file: Created:

Additional information: Analysis:

Selected feature:

Select one result from the database

ResId	TextId	Cat	fore	Peric
1	RAD0801g.txt	AdvP	8	C08y
2	RAD0801g.txt	PP/w/hPP	13	C08y
3	RAD0801g.txt	PP/w/hPP	15	C08y
4	RAD0801g.txt	PP/w/hPP	18	C08y
5	RAD0801g.txt	PP/w/hPP	22	C08y
6	RAD0801g.txt	AdvP	22	C08y
7	RAD0801g.txt	PP/w/hPP	23	C08y
8	RAD0801g.txt	PP/w/hPP	25	C08y
9	RAD0801g.txt	PP/w/hPP	26	C08y
10	RAD0801g.txt	AdvP	26	C08y
11	RAD0801g.txt	PP/w/hPP	27	C08y
12	RAD0801g.txt	PP/w/hPP	28	C08y
13	RAD0801g.txt	AdvP	32	C08y
14	RAD0802g.txt	PP/w/hPP	2	C08y
15	RAD0802g.txt	PP/w/hPP	5	C08y
16	RAD0802g.txt	AdvP	7	C08y
17	RAD0802g.txt	PP/w/hPP	8	C08y
18	RAD0802g.txt	PP/w/hPP	11	C08y
19	RAD0802g.txt	PP/w/hPP	21	C08y
20	RAD0802g.txt	NPtmp	22	C08y
21	RAD0802g.txt	PP/w/hPP	23	C08y
22	RAD0803g.txt	AdvP	8	C08y
23	RAD0803g.txt	PP/w/hPP	9	C08y
24	RAD0803g.txt	AdvP	15	C08y
25	RAD0803g.txt	PP/w/hPP	17	C08y
26	RAD0803g.txt	PP/w/hPP	19	C08y
27	RAD0803g.txt	PP/w/hPP	21	C08y
28	RAD0803g.txt	PP/w/hPP	27	C08y
29	RAD0803g.txt	PP/w/hPP	33	C08y
30	RAD0803g.txt	PP/w/hPP	36	C08y
31	RAD0803g.txt	AdvP	37	C08y
32	RAD0803g.txt	PP/w/hPP	40	C08y
33	RAD0803g.txt	AdvP	46	C08y
34	RAD0804g.txt	PP/w/hPP	4	C08y
35	RAD0804g.txt	PP/w/hPP	8	C08y

Number: Text: Location:

File: Period: ForestId: eTreeId: Category: Status:

[rad0803g.txt] [s0007] Two writers have written about racial identity. [s0008] First there is How It Feels To Be Colored Me by Zora Neale Hurston. **[s0009]** In this essay, she writes about becoming conscious of belonging to a race. [s0010] Until she was about 13 years old, she had realized that she and the people in her neighborhood looked differently from some of the people that traveled through that neighborhood sometimes. [s0011] But when she went to school she experienced it as a transformation, all of a sudden becoming a black girl.

(S (PP (IN In) (NP (DT this) (NN essay))) (, ,) (NP (PRP she)) (VP (VBZ writes) (PP (IN about) (S (VP (VBC becoming) (ADJP (JJ conscious) (PP (IN of) (S (VP (VBC belonging) (PP (TO to) (NP (DT a) (NN race)))))))))) (, .))

User adaptable features

Self:

Next:

Adjunct:

Cat:

RefEI:

Notes

done

Adverbial categories – Circumstance adverbials

- **Time**

- **Place**

- **Process**

Manner

- Comparison

- Accompaniment

- Restrictive modifier

Means

Instrument

- **Recipient**

- **Domain**

- **Contingency**

Cause/Reason

Purpose

Concession

Contrast

Condition

Result

- **Extent/degree**

Amplifiers

Diminishers

- **Addition/restriction**

Additive

Restrictive

Adverbial categories – Stance adverbials

•Epistemic

Doubt and certainty
Actuality and reality
Source of knowledge
Limitation
Viewpoint or perspective
Imprecision

•Attitude

•Style

Adverbial categories – Linking adverbials

- **Enumeration and addition**

enumeration

addition

repetition

- **Summation**

- **Apposition**

exemplification

- **Result/inference**

- **Contrast/concession**

- **Transition**

Referential states – the pentaset (Komen 2013: 122)

•Identity

>This is a very interesting book.
In this book...

•Inferred

> This is a very interesting book.
In chapter three...

•Assumed

>In WW II ...

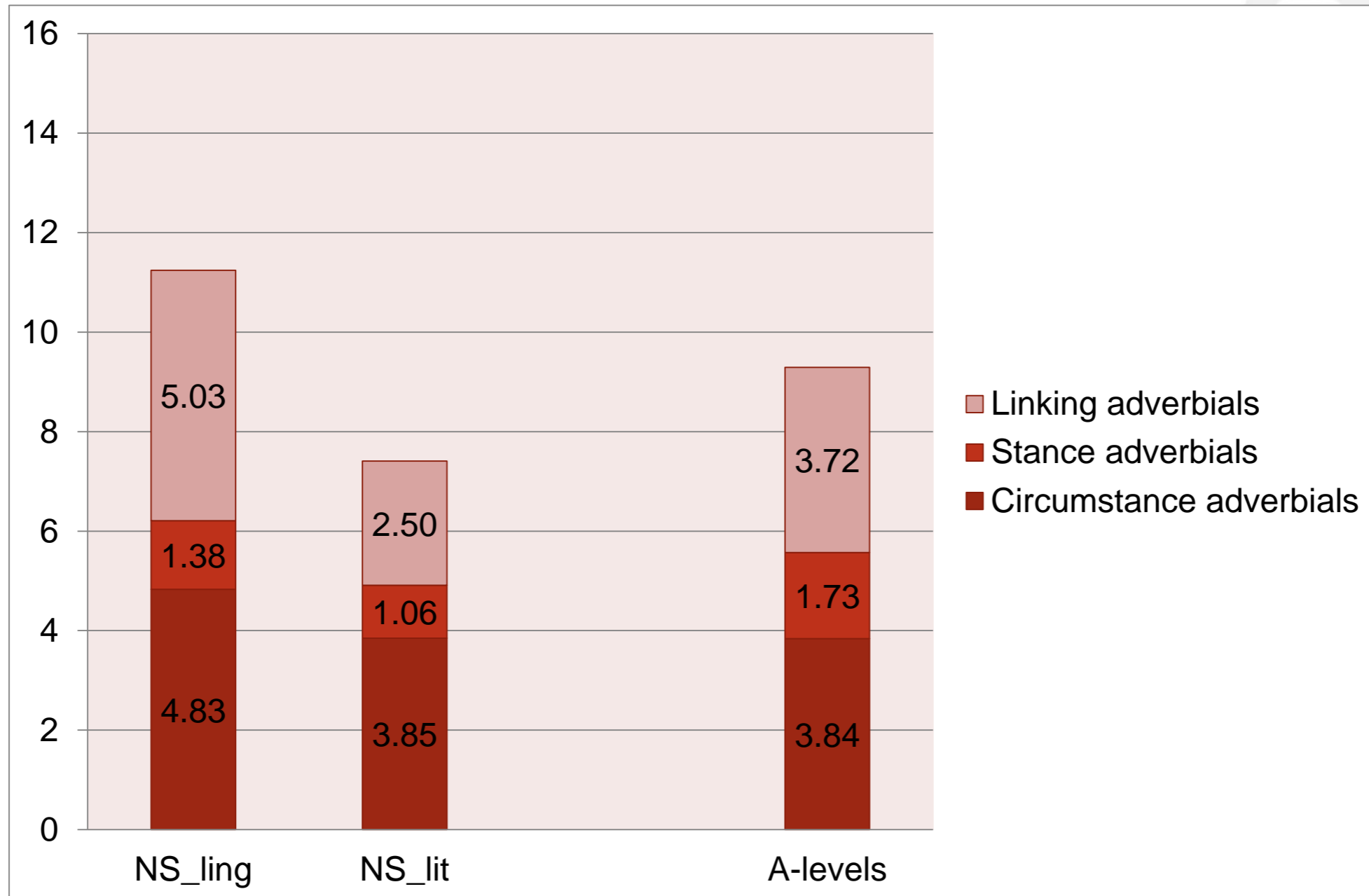
•New

> In an article that I read for my
history class, the author...

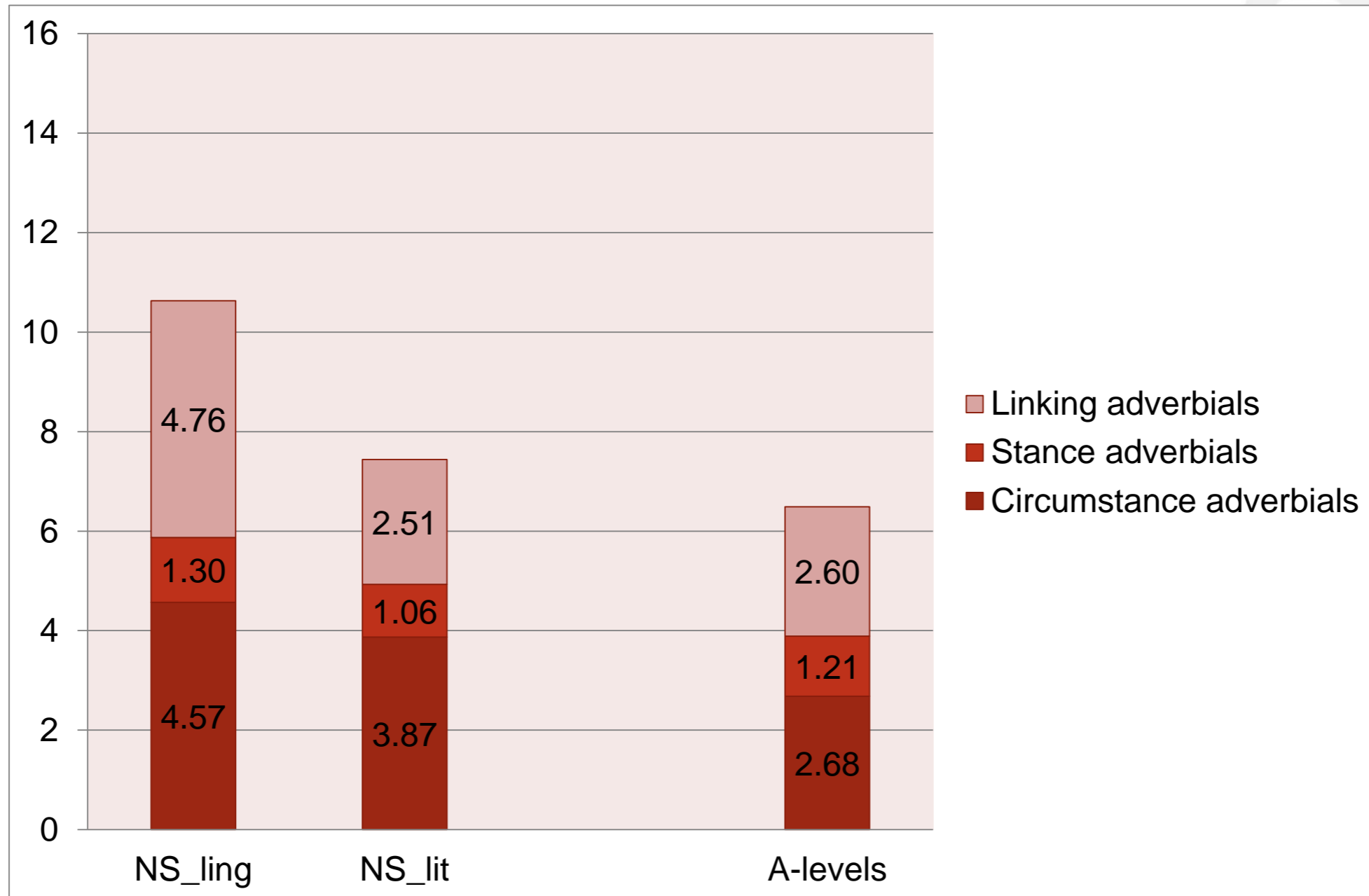
•Inert

> In addition, ...

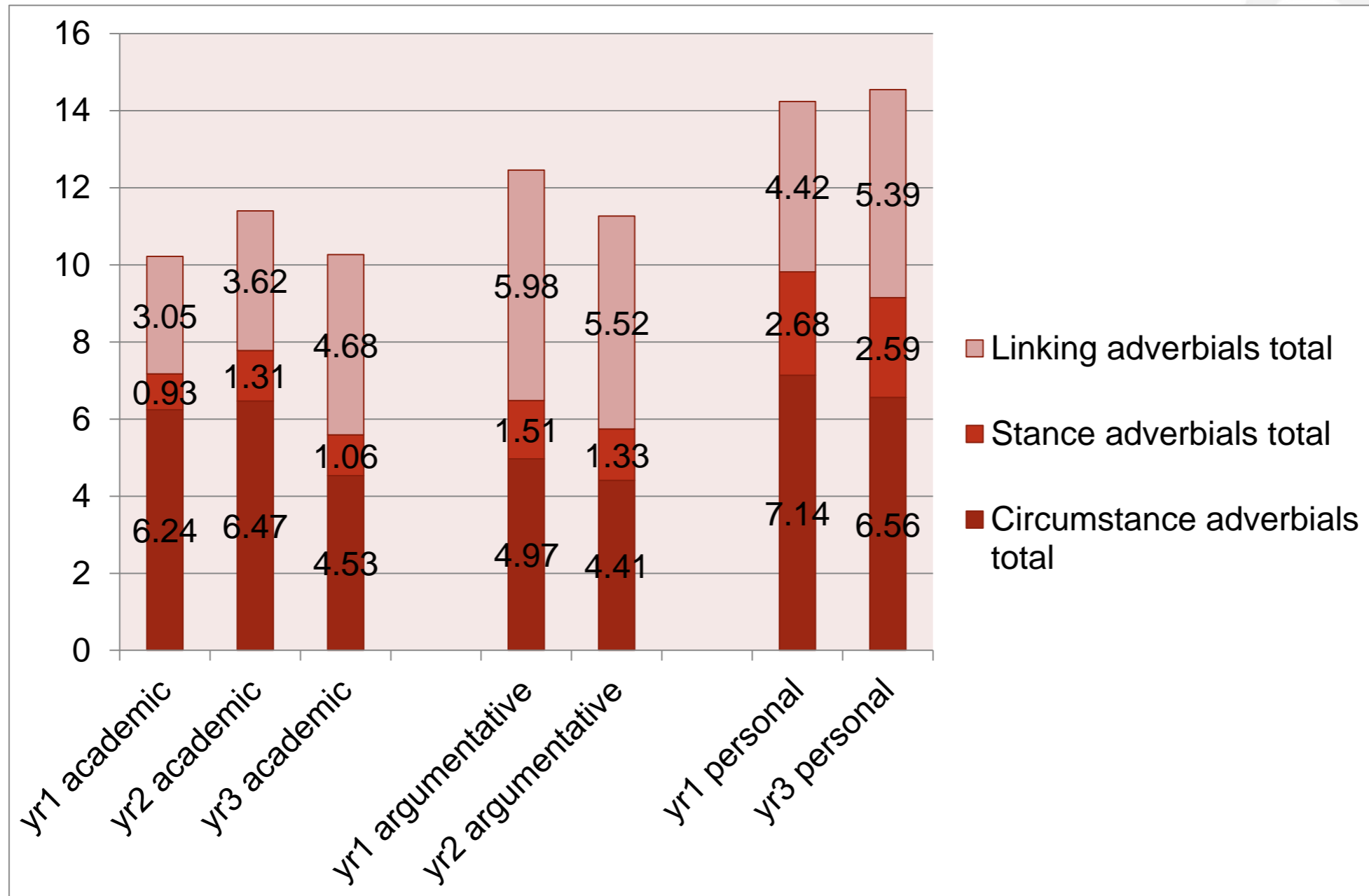
Main adverbial categories in reference corpora (per 1000 words)



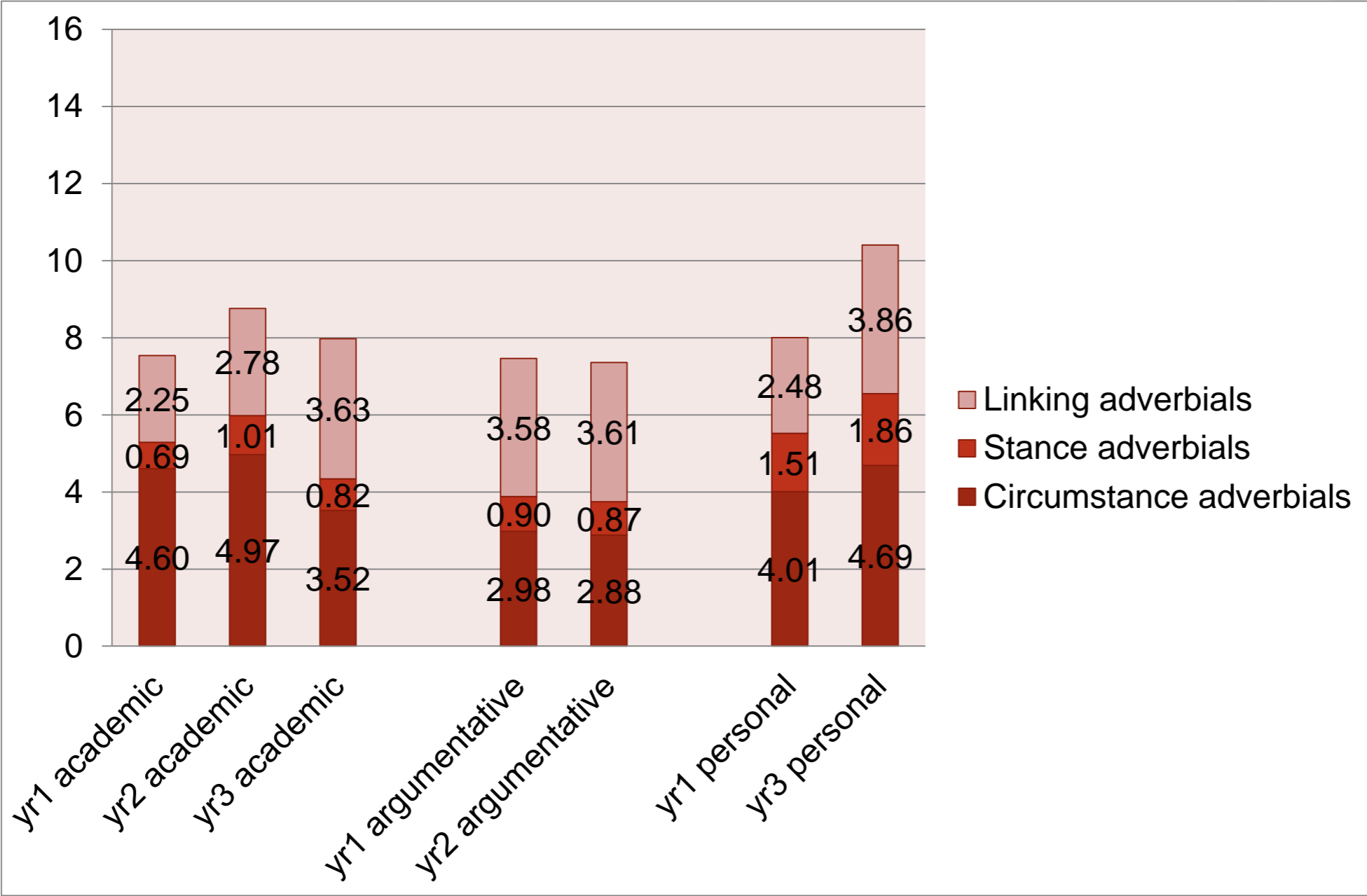
Main adverbial categories in reference corpora (per 100 clauses)



Main adverbial categories in LONGDALE (per 1000 words)



Main adverbial categories in LONGDALE (per 100 clauses)



Linking by means of addition adverbials

Apart from that, I needed to find a course that interested me.

(yr1t1RAD0935a)

Next to that I am still hoping to go live in Nijmegen soon.

(yr1t1RAD0955a)

On top of that I never really had the motivation to work for anything

(yr1t1RAD0903a)

In addition to this, the fact that women were inferior to men, showed what America truly was. (yr1t3, RAD0927g)

Beside that, they still have to be domestic goddesses and perfect mothers.

(yr1t3RAD0950g)

In addition to that I will focus on the role and representation of the press in the Watergate scandal. (yr1t3RAD0962g)

But besides that, they serve another important cause ; they tell us about the people who wrote and were supposed to read it. (yr2t3RAD0837j)

Conclusions

- The number of pre-subject adverbials used by our students overall does exceed the number of pre-subject adverbials used by native writers
- There's an overall decrease in the number of circumstance adverbials in the LONGDALE corpus in the direction of native writing, although this might be partly due to students starting to write longer sentences over time
- As pre-subject adverbials are a sentence phenomenon, measuring them per 100 main clauses may be a more reliable method
- Students use fewer stance adverbials than native writers, with the exception of 'personal' writing assignments
- There's an overall increase in the number of linking adverbials which exceeds the use of linking adverbials in the reference corpora

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