

1. RESEARCH OUTLINE (still ongoing)

RESEARCH PROJECT:
 → Empirical verification of general impression that L2 dissertations present a poorer degree of cohesion and cohesiveness in comparison to L1 dissertations.
 → What are the main causes?

PILOT STUDY*

1. What **kind of anaphora** do our learners use?
2. What is the frequency of **pronominal vs. nominal** anaphora ? Do our learners tend to be over-explicit (cf. Hendriks 2003)?
3. Do they tend to use **definite and demonstrative** devices in a different way than native speakers of French?
4. How can we **explain possible differences** between native speakers and learners?

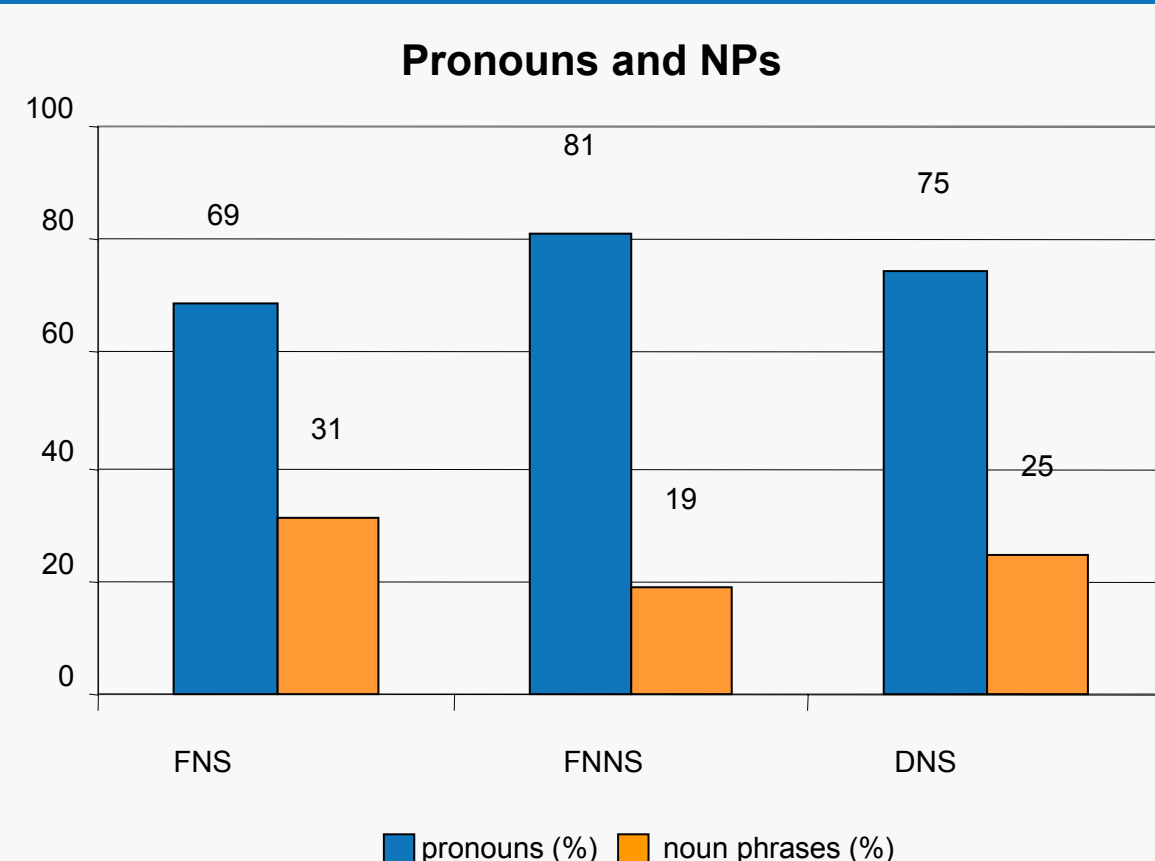
2. METHODOLOGY

Pilot study: selection of **1000 anaphora/corpus**
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 • French learner-corpus (FNNS)
 • French corpus of native speakers (FNS)
 • Dutch corpus of native speakers (DNS)

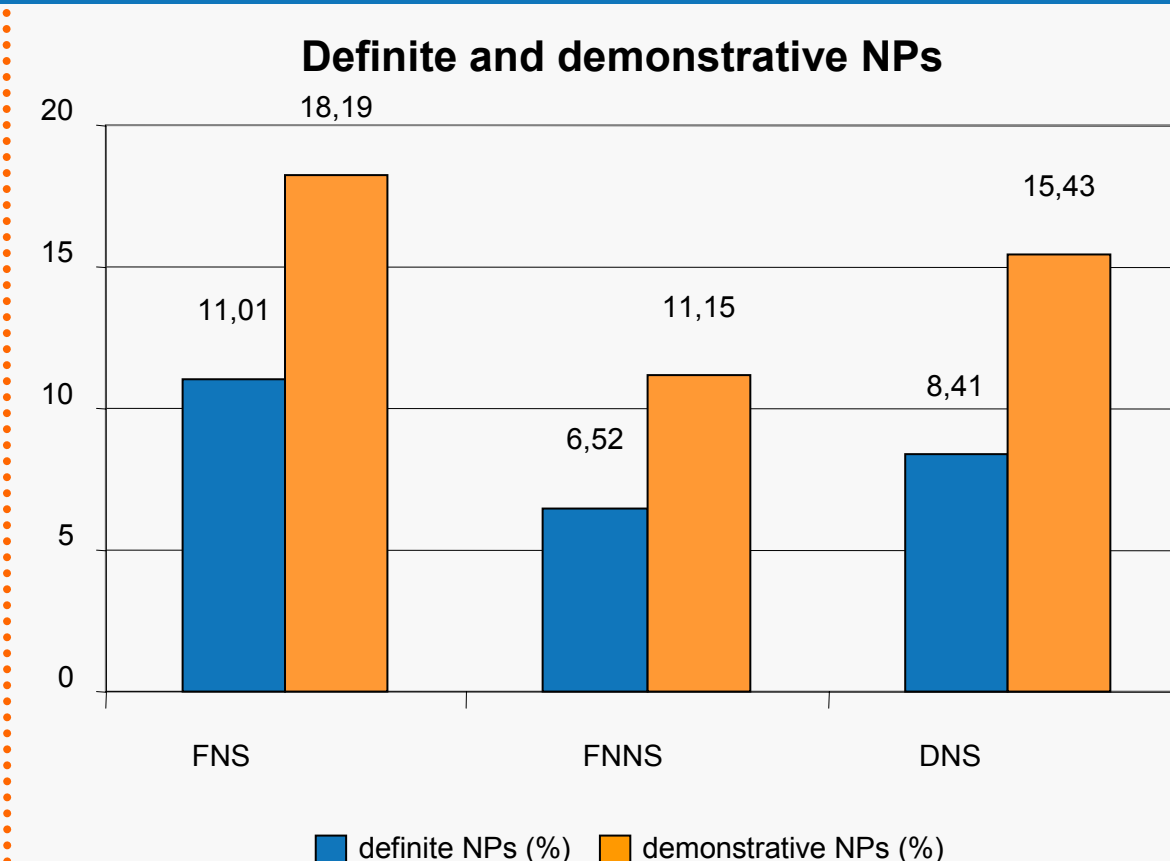
Manual search and tagging of the anaphoric expressions

Guideline : “une expression est anaphorique lorsqu’il est nécessaire de se reporter à une mention antérieure pour trouver son référent [...]” (Kleiber 1991)

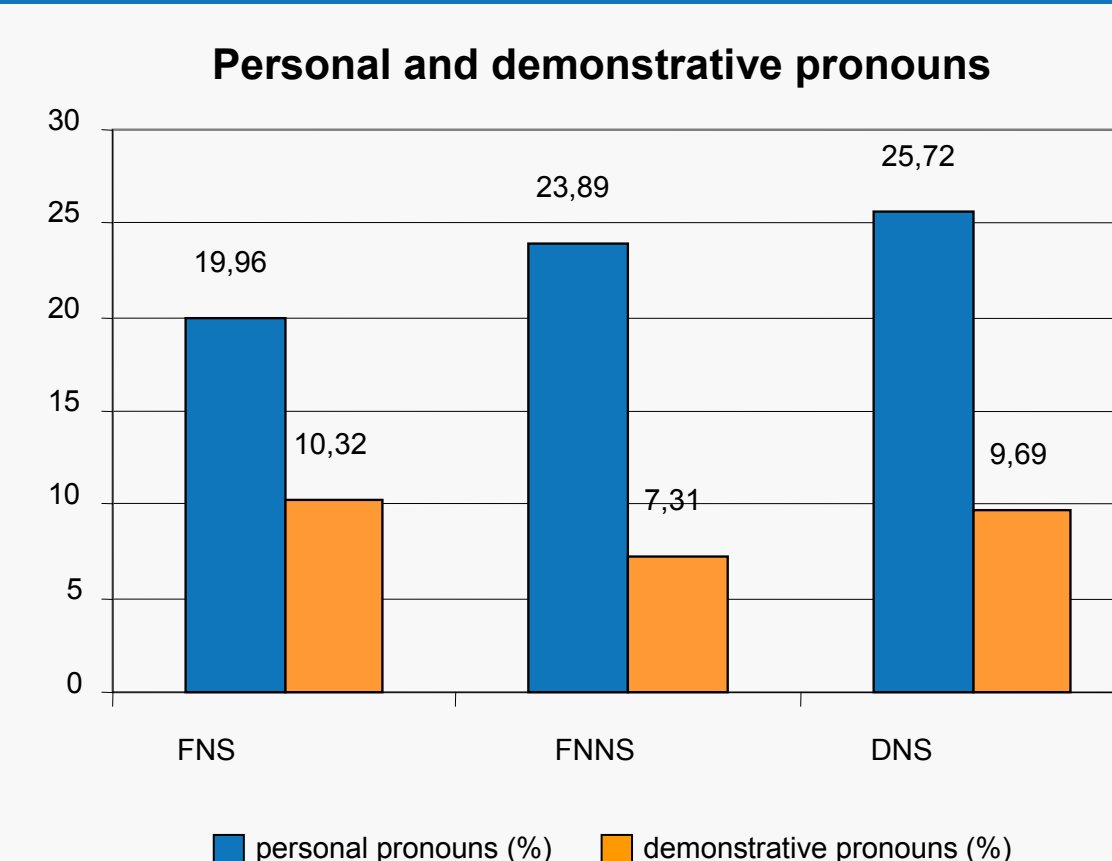
3. PROVISIONAL RESULTS



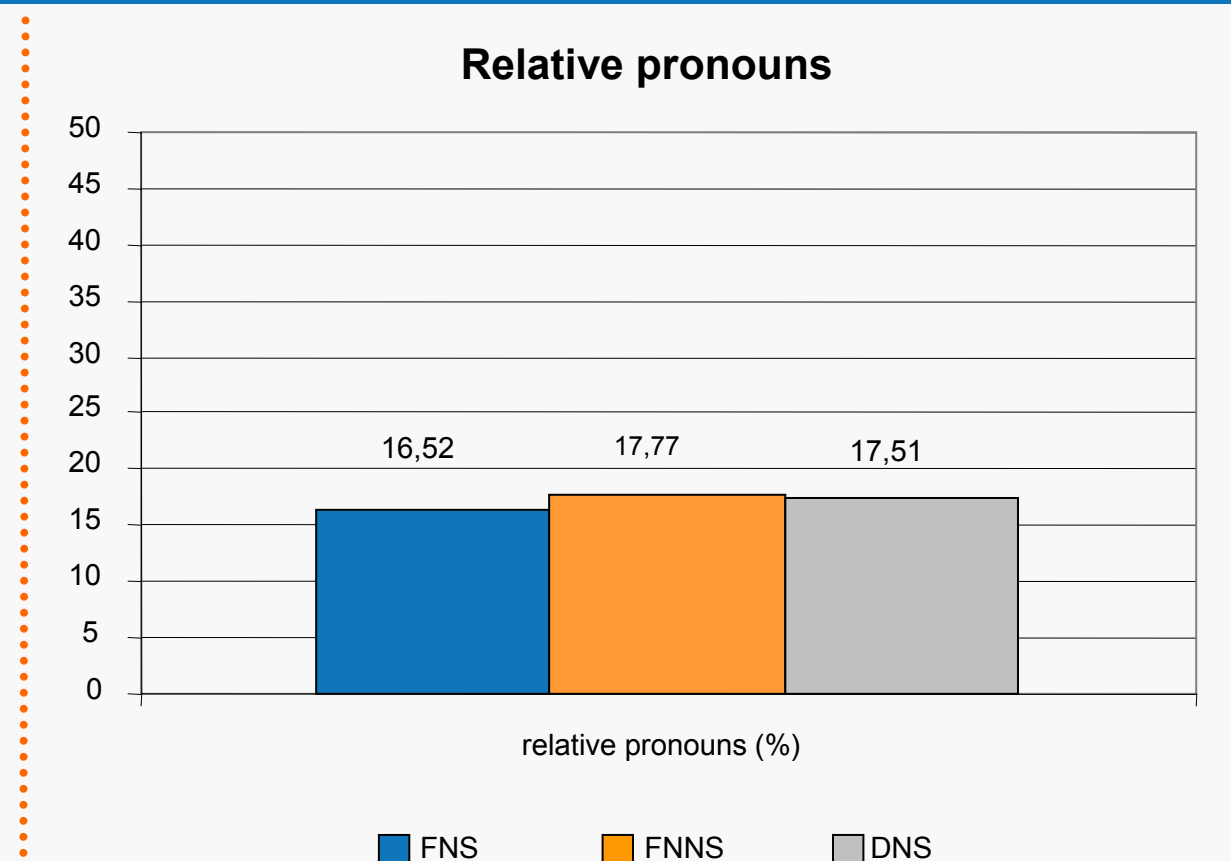
- proportions = 4.26 (FNNS), 2.23 (FNS) and 3.00 (DNS)
- note that generic NPs and full descriptions were not included (cf. guideline)
- the learners have used considerably more pronouns than the FNS



- proportions = 1.65 (FNS), 1.71 (FNNS) and 1.83 (DNS)
- no significant differences
- note that generic NPs and full descriptions are often definite NPs



- the learners have used 3.27 times more personal pronouns than demonstrative pronouns, the FNS 1.93 times and the DNS 2.65 times
- learners : rather modest use of demonstrative pronouns



- parallel amount of relative pronouns in the 3 corpora

4. COMMENTS and HYPOTHESES

- neither over-explicitation nor under-explicitation : explicitness is guaranteed by correct use of zero anaphora and use of generic NPs (and full descriptions)
- lexical knowledge of learners = less developed than in FNS ?
 → could explain the lower amount of NPs in the FNNS corpus
- stylistic rule “avoid lexical repetitions”

- a more detailed analysis of the specific contexts in which demonstrative pronouns can be used will show if there are any specific reasons for the lower amount in the FNS-corpus
- evolution of the use could be interesting to investigate (not treated by Bartning and Schlyter in their developmental stages)

- learners : frequent use of this more complex structure (see further research on other complex structures)
- strategy to avoid problems with grammatical agreement ?
 - 166 invariable forms vs. 14 variable ones
 - But FNS also 158 invariable forms vs. 10 variable ones

GENRE INFLUENCES

- no material support (movie, picture sequence,...) + different themes → more divergent productions → impact on comparison
- not one or several protagonists, but one or several global text topics → important use of generic NPs (exploitation of lexical relations within a semantic field) + different type of thematic progression
- sometimes even NS have problems using anaphora correctly (cf. annotations of correctors) → specific genre properties → requires certain level of literacy

5. CONCLUSIONS and PERSPECTIVES FOR FURTHER RESEARCH

- advanced learners vs. FNS : **refined differences** → role of other factors (connectors etc.) ?
- rethink our conception of anaphora and **refine analysis** → 2 problems : scalarity of “givenness” + generic NPs
- add dissertations of **1st year students** → less refined differences ?

* And side project of my Ph.D. in modern French linguistics “Celui-ci” et “il” : analyse syntaxique, sémantique et discursive de deux anaphores en français moderne