

Nominal compounds in Dutch and French

Typological differences and additional language acquisition from a Diasystematic Construction Grammar perspective

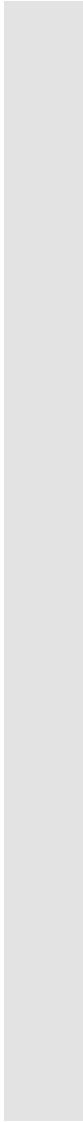
Kristel Van Goethem & Isa Hendrikx

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Introduction

Introduction

- **Compound constructions in Dutch and French:**
 - In both Dutch and French, morphological and syntactic patterns are available to build lexical multi-word units
 - Du. *wetenschapsbeleid* 'science policy' vs *wetenschappelijk beleid* 'scientific policy' (Booij 2019: 105)
 - Fr. *village(-)vacances* vs *village de vacances* 'holiday resort'
- Languages may significantly vary with respect to their degree of analyticity (cf. « Germanic / Romance Sandwich », e.g. van Haeringen 1956, Hüning et al. 2006, Lamiroy 2011)
 - Dutch is a more synthetic language than French
 - **Dutch has a stronger tendency towards compounding than French** (Van Goethem 2009; Van Goethem & Amiot 2019)

Introduction

- 3 important **differences** between Dutch and French compounding:
 1. **Productivity:** Compounding is more productive in Dutch than in French (Van Goethem 2009; Van Goethem & Amiot 2019)
 - Du. *badkamer* vs Fr. *salle de bains* 'bathroom'
 - Du. *zoutwaterzwembad* vs Fr. *piscine d'eau salée* 'saltwater pool'
 2. **Word order:** Dutch has right-headed compounding, whereas French has left-headed compounding
 - Du. *postzegel* vs Fr. *timbre-poste* '(postage) stamp'
 3. **Demarcation compound/phrase:** The distinction between compounds and (lexicalized) phrases is more clearly established in Dutch than in French (spelling, prosody, linking elements, loss of adjectival inflection)
 - Du. *hoogspanning* vs Fr. *haute tension* 'high voltage'



Research question: What is the impact of these differences on the acquisition of Dutch compounds by French-speaking learners?

Outline

- 1. State of the art
- 2. Diasystematic Construction Grammar
- 3. Aims of the study and research hypotheses
- 4. Corpus data and methods
- 5. A multilevel constructional analysis
- 6. Discussion and conclusions



1. State of the art

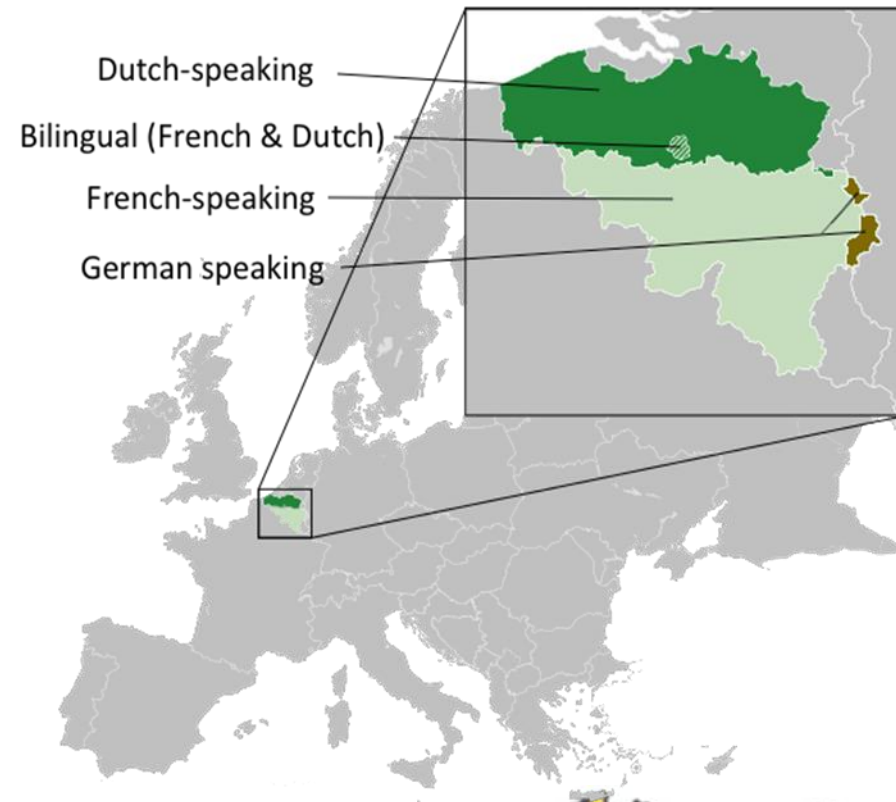
State of the art: acquisition of word-formation

- Little attention has been paid to the **acquisition of word-formation** (Lefer 2011)
- **Morphological awareness** is well documented in English (e.g. Pasquarella et al. 2011), but it is still an **uncharted territory for languages such as Dutch and French** (except for some fragmented studies, e.g. Deacon et al. 2007 for French)
- Nevertheless, several studies emphasize the **need for more explicit attention to word-formation in foreign language pedagogy** (a.o. Balteiro 2011, Jeon 2011, Leontjev et al. 2016)

State of the art: CLIL

- **Content and Language Integrated Learning (CLIL)** is a pedagogical approach promoted by the European Union to enhance widespread multilingualism (Coyle, Hood, & Marsh 2010)
- Although the CLIL approach has been extensively documented internationally (e.g. Ruiz de Zarobe et al. 2011, Rumlich 2016), its **impact on AL acquisition** remains unclear
 - Dalton-Puffer (2007), AL English:
 - Positive effect on **morphology**, receptive skills, vocabulary and spoken fluency
 - Less clear effect on syntax, writing and pragmatics
- **Multidisciplinary ARC-CLIL project** (2014-2019, UCLouvain & Université de Namur) exploring the linguistic, cognitive, educational and socio-affective effects of CLIL in French-speaking Belgium (cf. Hiligsmann et al., 2017)
 - General positive effect of CLIL, especially on AL Dutch
 - But limited number of case studies: phraseology (Bulon 2019), intensification (Hendrikx 2019)

State of the art: CLIL in French-speaking Belgium

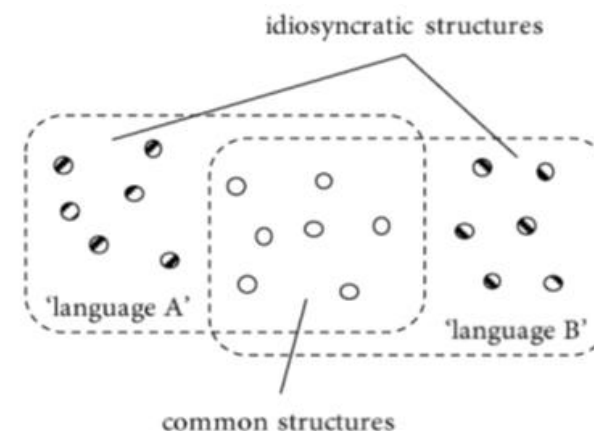




2. Diasystematic Construction Grammar

Diasystematic Construction Grammar (DCxG)

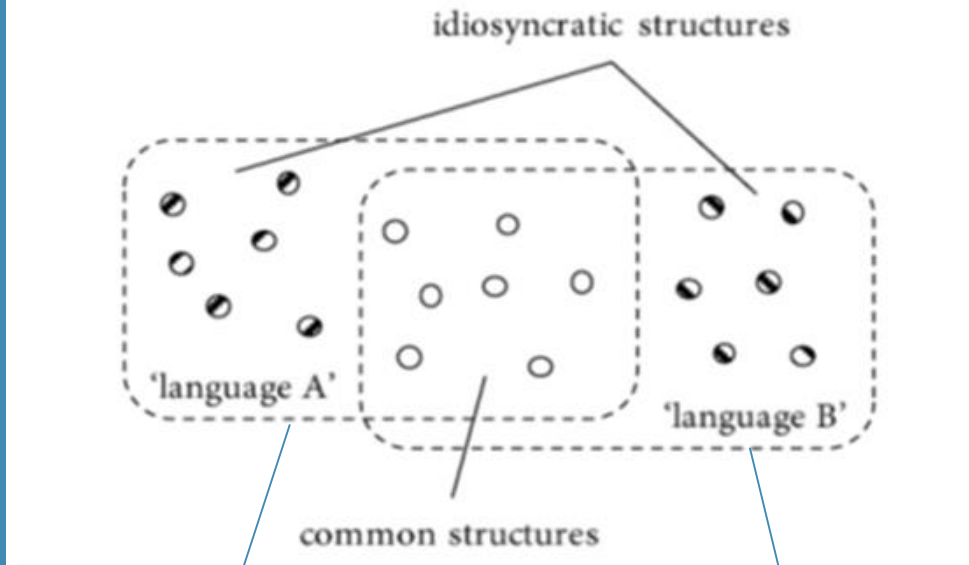
- DCxG recently developed by **Höder** (2012, 2014a, 2014b, 2018)
- **Integration of CxG into the study of multilingualism**, in line with most recent cognitive insights on multilingualism
 - “multilingual speakers store and process all of their languages in terms of constructions that are organized into one common constructicon” (Höder et al. 2021: 311) ↔ earlier static conceptions of separate language systems in the bilingual’s mind
- The **multilingual constructicon**
 - contains “some constructions [that] are unspecified for language (such as abstract syntactic constructions and lexical concepts), while others (above all lexically and phonologically filled constructions) are language-specific” (Höder 2012: 247)
 - The common structures are called “**diaconstructions**”, the idiosyncratic structures are “**idioconstructions**”.



DCxG applied to AL acquisition

- DCxG first applied to **language contact** (Boas & Höder, 2018, 2021), but more recently also to **(additional) language acquisition** (Höder et al. 2021; Jach 2021; Van Goethem and Hendrikx 2021)
- **Dynamic and emergent view on AL learning:**
 - Dynamic process of constructional reorganization involving construction addition (entrenchment of newly acquired constructions) and deletion (so-called “disentrenchment” of redundant constructions) (Höder et al. 2021)
- **Effects of cross-linguistic similarities and differences:**
 - Typologically similar languages have more shared ‘diaconstructions’ and learners can build on their L1 constructions for their AL productions
 - The greater the typological difference between the L1 and AL, the more reorganizational processes need to take place in the learners’ construction.

DCxG applied to the acquisition of Dutch compounds



Language A = L1 French
Mostly phrasal constructions
 $[N1 \text{ Prep } N2]_{NP}$
(e.g. *salle de bains*)

Language B = AL Dutch
Mostly compound constructions
 $[N2 \text{ } N1]_N$ (e.g. *badkamer*)

• During AL acquisition:

1. Dutch compounds ($[N2 \text{ } N1]_N$, e.g. *badkamer*) will have to be added to the learner's multilingual constructional network and have to be tagged as **Dutch idioconstructions**
2. Some other constructions will have to be "disentrenched", evolving into **French idioconstructions** (e.g. $[N1 \text{ Prep } N2]_{NP}$, e.g. *salle de bains* vs **kamer van bad*)
3. Some schematic phrasal constructions evolve into shared **diaconstructions**: e.g. $[N1 \text{ Prep } Det \text{ } N2]_{NP}$ (e.g. *fête pour mon anniversaire* / *feest voor mijn verjaardag*)

3. Aims of the study and research hypotheses

Aims of the study

- The **aims of this study** are threefold:
 - i. to provide a **corpus analysis of the acquisition of Dutch compounds at multiple levels of abstraction** (schematic and substantive compound constructions)
 - ii. to investigate the impact of **additional target-language input through CLIL programs** on the acquisition of compound constructions, within the context of learning Dutch in French-speaking Belgium
 - iii. to describe and interpret the results from the perspective of **DCxG**
- Focus on **Dutch nominal compounds**

Research hypotheses

- **Research hypotheses:**
 - i. **Overgeneralization of French idioconstructions** (mistagged as FR-DU diaconstructions):
 - Phrasal structures instead of compounds (**kamer van bad* instead of *badkamer*)
 - Left-headed compounds instead of right-headed compounds (**kamerbad*)
 - ii. **Positive impact of CLIL** on accuracy and productivity of the compounds and word-formation in AL Dutch



4. Corpus data and methods

Data collection and corpus sample

- *Multilingual Traditional Immersion and Native Corpus* (MuLTINCo) (Meunier et al. 2020)
 - Written corpus collected in 2015-2017 from 213 AL Dutch learners in 5 schools in French-speaking Belgium and 59 L1 Dutch speakers (17 Y.O.)
 - The participants were asked to write an e-mail to a friend about a party or their holidays

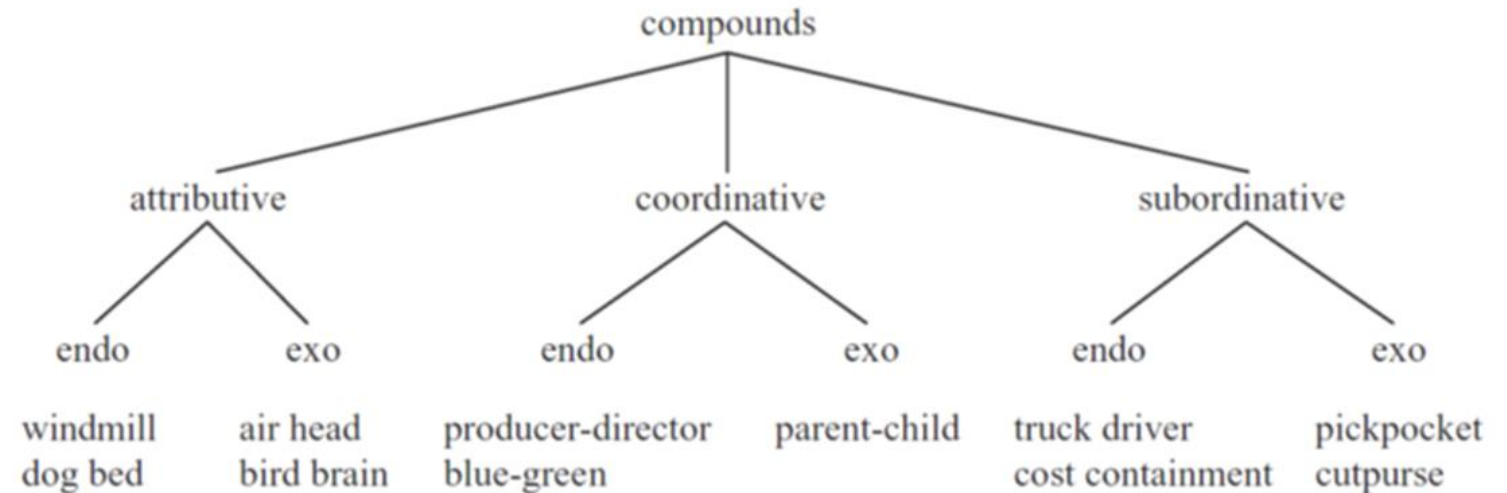
	AL Dutch non-CLIL	AL Dutch CLIL	Native Dutch
Number of participants	84	129	59
Number of nouns	3205	5964	2146
Number of compound nouns*	240	476	155
Proportion compounds per nouns	0,075	0,080	0,072

***Excluded:** blends, derivational compounds, lexicalized compounds, proper names

Data annotation

- **Formal properties:**
 - Compound length
 - Compound structure
- **Semantic properties :**
 - Compound function

(Bisetto & Scalise 2005: 326)



- **Accuracy:**
 - Accuracy of the compound
 - Word-formation accuracy



5. A multilevel constructional analysis

Schematic level: formal properties

Compound length	AL Dutch non-CLIL	AL Dutch CLIL	Native Dutch
2 components	227 (94,58%)	443 (93,07%)	139 (89,68%)
3 components	9 (3,75%)	33 (6,93%)	16 (10,32%)
4 components	3 (1,25%)	0	0
coordination	1 (0,42%)	0	0
Totals	240	476	155

2 components:

- *Er waren veel **nachtclub** en het was niet duur.* (non-CLIL) 'night club'

3 components:

- *Ik dacht vandaag weer terug aan de leuke avond die we gisteren hadden op de **kerstboomverbranding** en in de winterbar* (Controls) 'lit. Christmas tree-burning'

4 components:

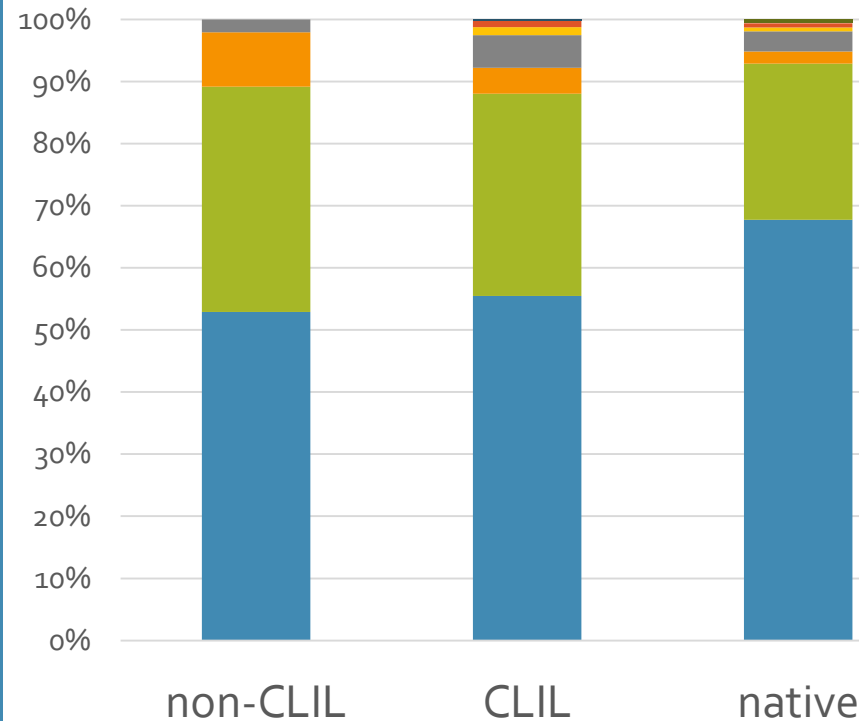
- *We hebben een groot **voetbal wedstrijd** met anderen jongeren georganiseerd.* (non-CLIL) 'lit. football game'

Coordination:

- *het best was dat zijn heel goed speelde (ze deden meestal **rock- en popcovers**, ook met een paar van hun eigen liedjes).* (non-CLIL) 'rock and pop cover songs'

Schematic level: formal properties

Compound structure



[N+N]_N

- Daarna trekken we meer het *regenwoud* in en gaan we daar op safari. (Controls) 'rainforest'

[V+N]_N

- Maar als je een goed *schuilplaats* vindt, dan ben jij in zekerheid, lol! (CLIL) 'lit. hiding place'

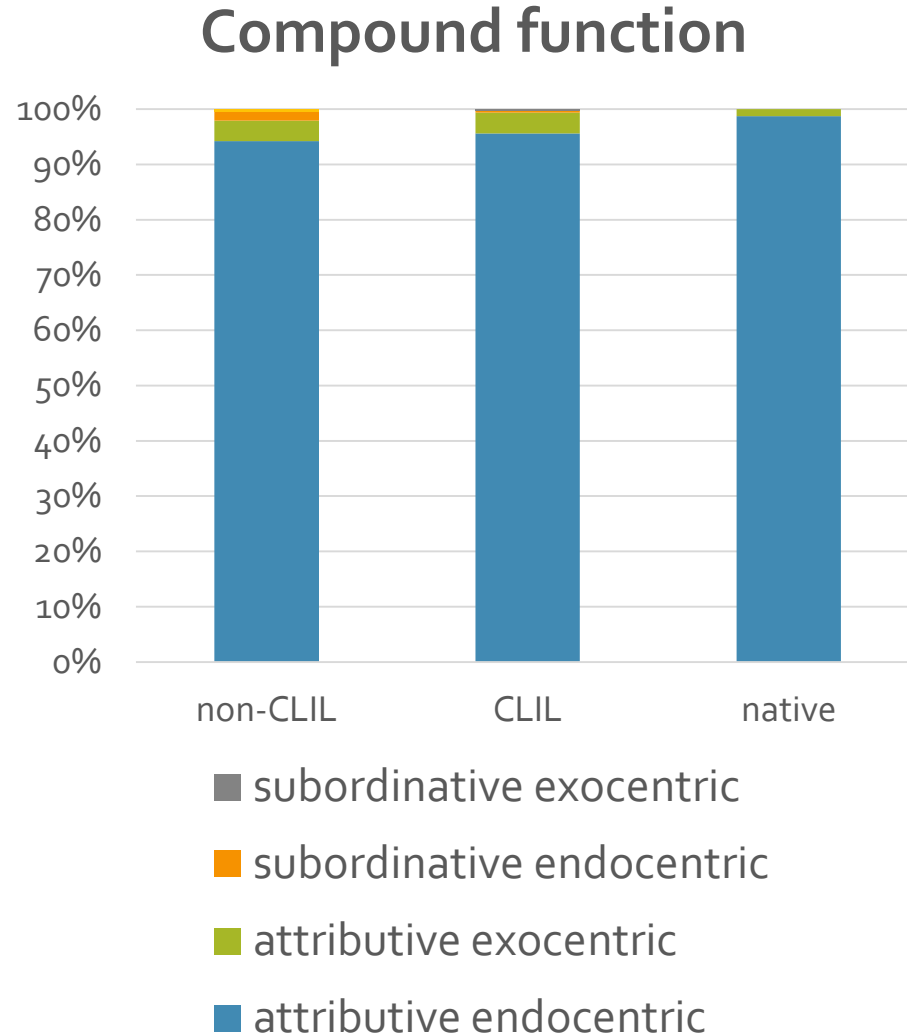
[A+N]_N

- Ze heeft een auto gehad van haar ouders, een nieuwe gsm van zijn *grootouders* en ze heeft veel geld gehad (non-CLIL) 'grandparents'

[Prep/Adv+N]_N

- Het *tegendeel* is onwaarschijnlijk, niet waar? (CLIL) 'lit. against part; opposite'

Schematic level: semantic properties



Attributive endocentric

- *het was de verjaardag van mijn **buurjongen**.* (Non-CLIL) 'neighbor boy'

Attributive exocentric

- *We konden ook alcohol drinken zelfs als we nog **snotneuzen** zijn, ik moet toch aanvaarden dat ik vandaag een kater heb* (CLIL) 'lit. snot noses; brats'

Subordinative endocentric

- *Daarna hebben we de GSM gedragen met een **haardroger** en we hebben zijn geld op de chauffage gezet.* (CLIL) 'hairdryer'

Subordinative exocentric

- *Er waren veel mensen in de straten en wij waren bang voor **pickpocketen**.* (CLIL)

Substantive level: frequency and productivity

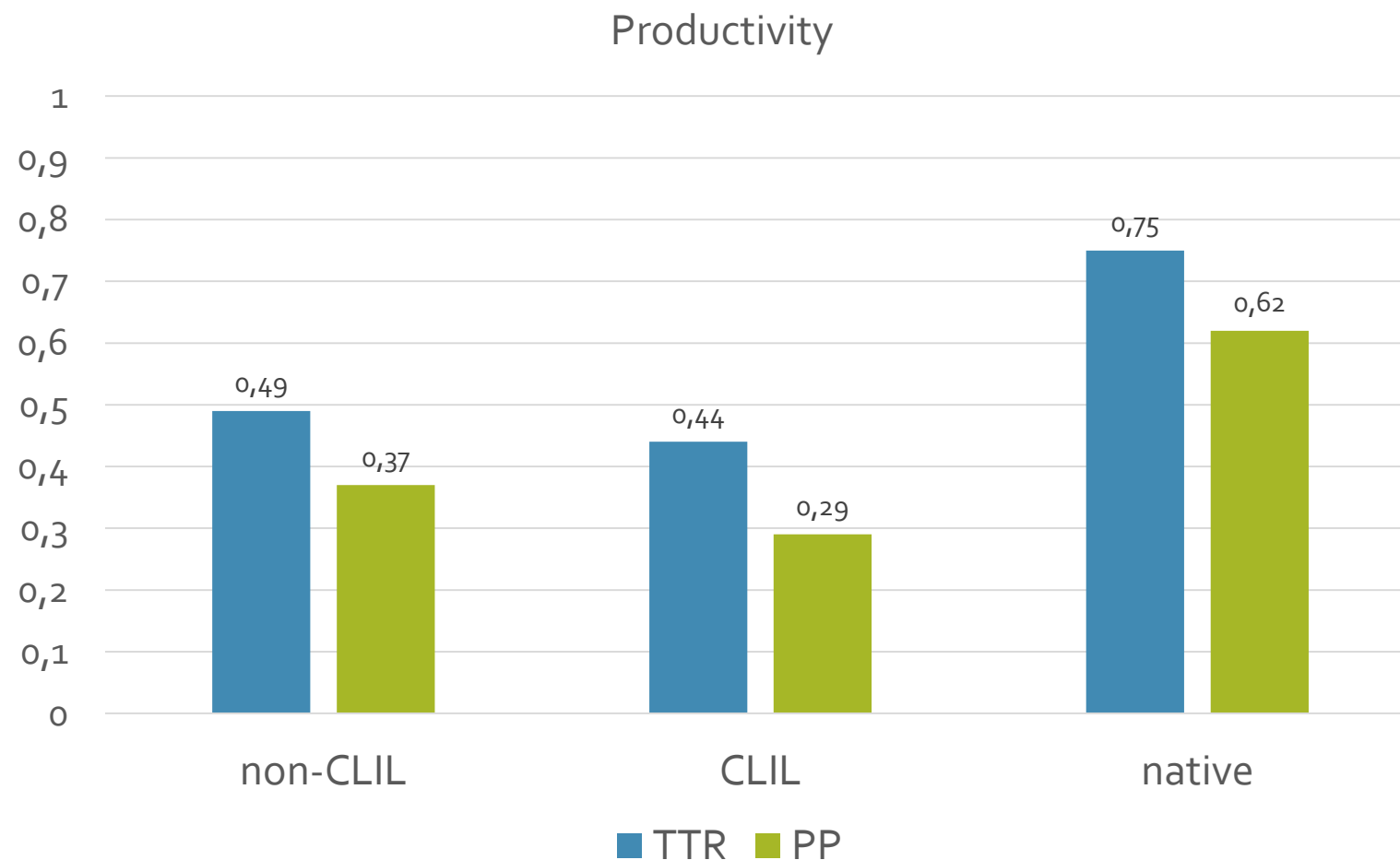
Most frequent compounds per condition

Top 5	AL Dutch non-CLIL	AL Dutch CLIL	Native Dutch
1	<u>zwembad</u> (27) 'swimming pool'	<u>verjaardag</u> (54) 'birthday'	<u>zwembad</u> (9) 'swimming pool'
2	<u>verjaardag</u> (22) 'birthday'	<u>zwembad</u> (52) 'swimming pool'	<u>verjaardag</u> (6) 'birthday'
3	<u>vliegtuig</u> (19) 'aeroplane'	<u>vliegtuig</u> (17) 'aeroplane'	<u>verjaardagsfeest</u> (5) 'birthday party'
4	**aeroport (6)	*Paasvakantie (10), <u>verjaardagsfeest</u> (10)	°dansvloer (4) 'dance floor'
5	*voetbal (5) / *volleybal (5) / <u>verjaardagsfeest</u> (5)	*ziekenhuis (9) 'hospital'	°halfuur (3) / <u>vliegtuig</u> (3) / °zonsondergang 'sunset' (3)
Totals	240	476	155

- ° = occurs in native corpus, but not in the learner corpora
- * = occurs in learner corpora, but not in native corpus
- ** = misuse (codeswitching)

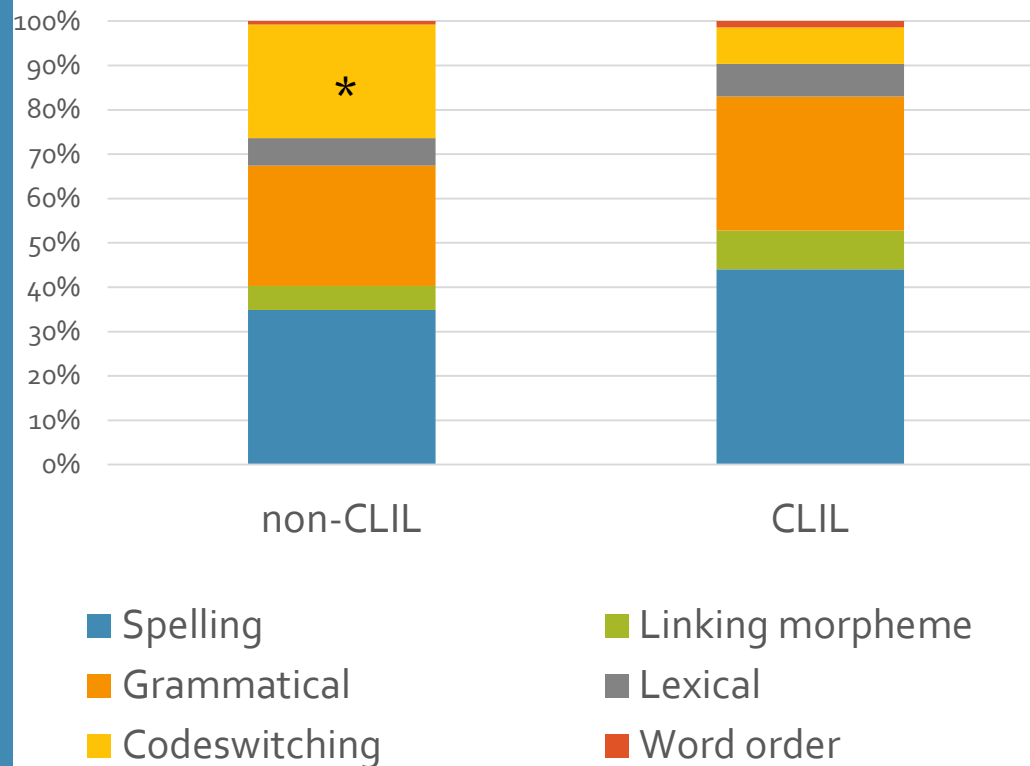
Substantive
level:
frequency and
productivity

Productivity of compounds per condition



Substantive level: accuracy

Misuse in the compound nouns



Spelling mistake

- *We zullen met de auto gaan omdat mijn moeder voor het **vliegtruig** bang is?* (Non-CLIL)

Lexical mistake

- *Bovendien waren er geen proper **voetweg** zoals het uitgelegt werd in onze guide.* (CLIL)

Code switching*

- *Ik heb ook een **lakeside** gedaan .* (Non-CLIL)

Grammatical mistake

- *Iedereen houdt van **vuurwerken**, en een beetje in de frisse , zwarte nacht stappen en naar de sterren kijken* (CLIL)

Mistake in the linking morpheme

- *Daarna hebben we een **aardbeienstaart** gegeten dat de koker had gemaakt .* (CLIL)

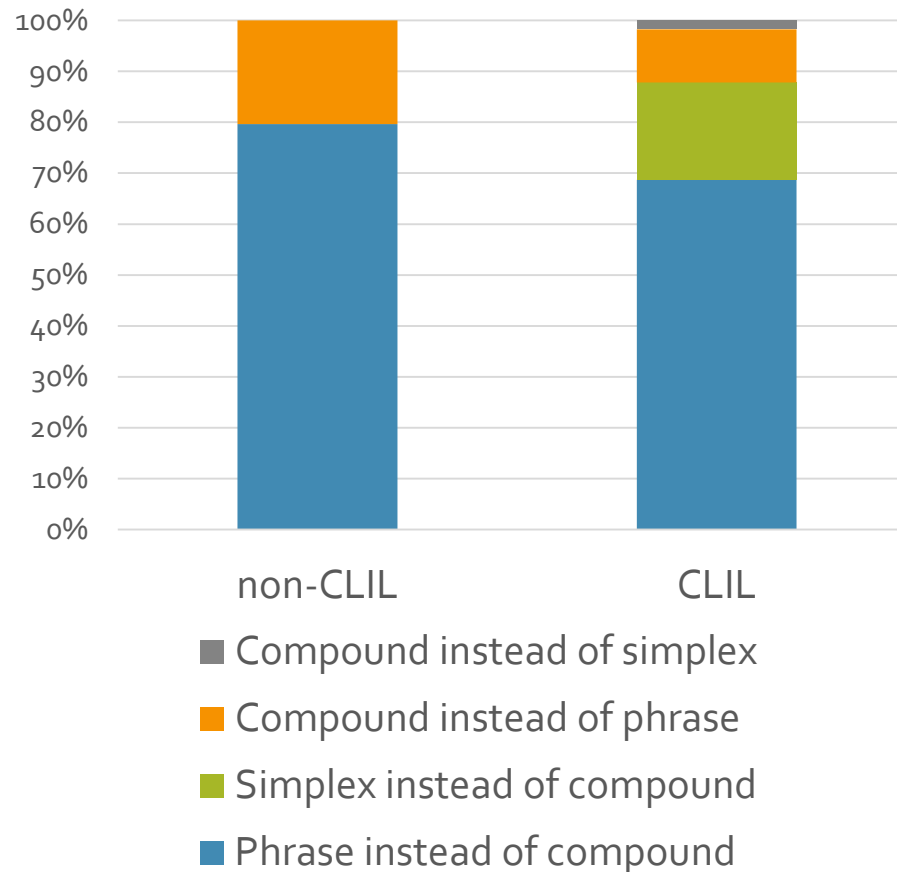
Mistake in the word order

- *een nieuwe jas , een **album foto** een fototoestel, nieuwe zonnebrillen, ...* (CLIL)

	Non-CLIL	CLIL
Total number of mistakes	129 (53,75%)	218 (45,80%)
Total number of compound nouns with mistakes	111 (46,25%)	188 (39,50%)
Total number of compound nouns	240	476

Substantive level: accuracy

Word-formation mistakes



Phrase instead of compound

- *we zijn in een mooie **hotel met 2 sterren** gebleven* . (non- CLIL)

Compound instead of phrase

- *dat was een idee op mijn zusje en mijn **bestvriend** Floriane*. (non-CLIL)

Simplex instead of compound

- *... het was voor de 18 **jaar** van mijn vriend Felix ...* (CLIL) (verjaardag)

Compound instead of simplex

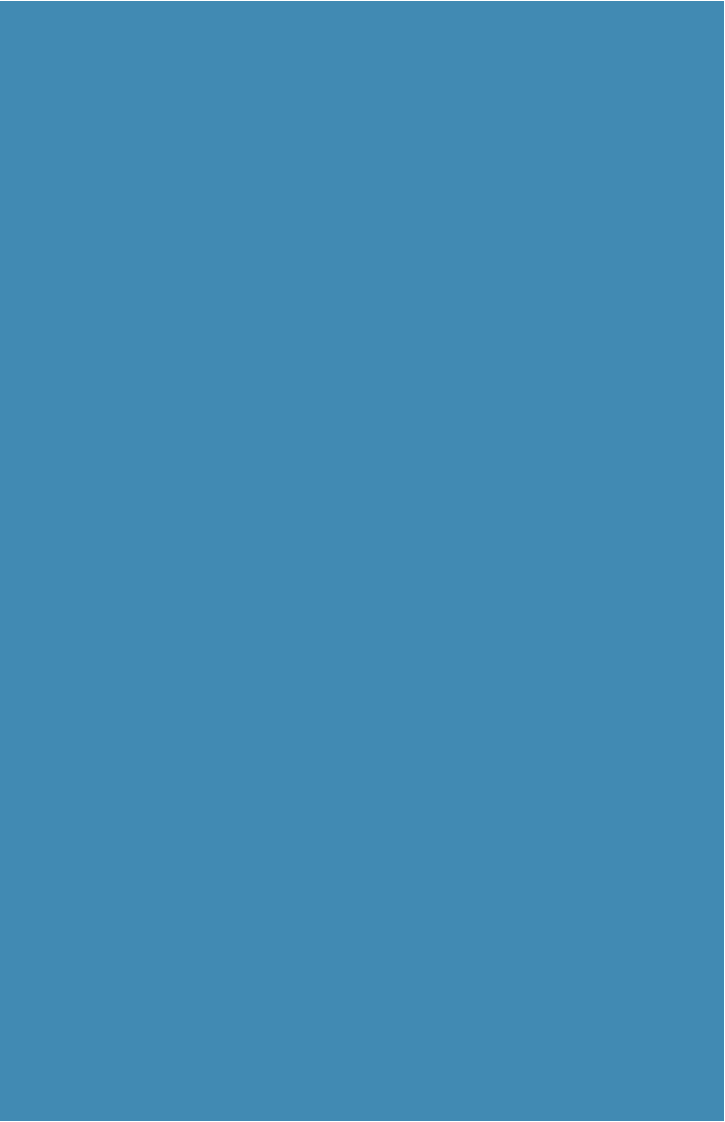
- *Ik was de **kookman** , ik weet het als het best idëe was want ik heb nooit koken van mijn hele leven* (CLIL)

	Non-CLIL	CLIL
Total number of word-formation mistakes	19	68
Total number of nouns	3205	5964
Proportion mistakes/nouns	0.59%	1.14%*

***Checked in *Corpus Hedendaags Nederlands*: the compound had to be at least 10 times as frequent as the phrase to consider it misuse:**

e.g. *mensen van mijn klas* (1 hit) vs *mijn klasgenoten* (123 hits) → misuse

e.g. *in het centrum van de stad* (1076 hits) vs *in het stadscentrum* (956 hits) → no misuse



6. Discussion and conclusions

Conclusions

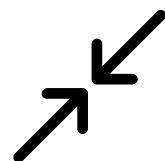
Cf. Research hypotheses

(1) Overgeneralization of French idioconstructions (mistagged as FR-DU diaconstructions):

- ✓ Phrasal structures instead of compounds
→ 'phrase instead of compound' is indeed the most frequent word-formation mistake in the learner group
(= mistagged as FR-DU diaconstruction instead of FR idioconstruction)
→ However, also cases of overgeneralization (compound instead of phrase/simplex)
(= mistagged as DU idioconstructions)
- ✗ Left-headed compounds instead of right-headed compounds
→ Difference in word order between FR/DU does not seem to be an obstacle (few mistakes)
(= DU right-headed word order correctly tagged as DU idioconstruction by the learners)

Conclusions

(2) Positive impact of CLIL on accuracy and productivity of the compounds and word-formation in AL Dutch



- Better entrenchment of Dutch compounds in CLIL-group with respect to compound structure and accuracy, but not with respect to productivity and frequency
 - However, non-CLIL learners have a higher proportion of misused hapaxes
- Significantly more codeswitching in non-CLIL group (= overgeneralization of FR substantive idioconstructions)
- Significantly more word-formation mistakes in CLIL group
 - Typical word-formation mistakes of CLIL group: 'simplex instead of compound' and 'compound instead of simplex' (= linguistic creativity?)

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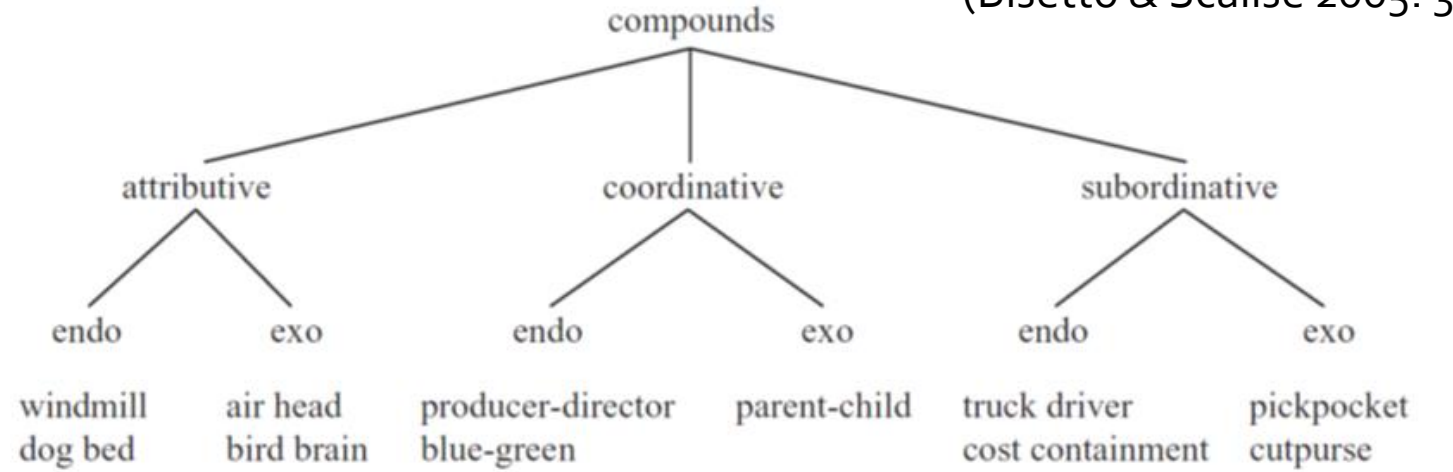
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Data annotation: formal properties

Formal properties	Categories of the variable	Examples
Compound length	Number of lexical components	2: <i>voetbal</i> 'football'
		3: <i>voetbalclub</i> 'football club'
Compound structure	$[N+N]_N$	<i>telefoonnummer</i> 'phone number'
	$[V+N]_N$	<i>surfplaatsje</i> 'surfing site'
	$[A+N]_N$	<i>rondtrip</i> 'round trip'
	$[Num+N]_N$	<i>vijftal</i> 'about five'
	$[NP+N]_N$	<i>onderwaterwereld</i> 'lit. under water world; the universe under the water'

Data annotation: semantic properties

(Bisetto & Scalise 2005: 326)



Compound function	Example
Attributive endocentric	<i>windmolen</i> 'windmill'
Attributive exocentric	<i>leeghoofd</i> 'air head'
Coordinative endocentric	<i>hotel-restaurant</i>
Coordinative exocentric	<i>ouder-kind(relatie)</i> 'parent-child (relationship)'
Subordinative endocentric	<i>kurkentrekker</i> 'corkscrew'
Subordinative exocentric	<i>zakkenroller</i> 'pickpocket'

Data annotation: accuracy of the compound

Accuracy of the compound	Example
Spelling mistakes	* <i>vliechtuig</i>
Lexical mistakes	* <i>lievelingseetje</i> (lievelingseten)
Grammar mistakes (gender/number)	* <i>dit e-mail</i> * <i>mijn nieuwe zonnebrilen</i>
Linking morpheme	* <i>verjaarssdag</i>
Word order	* <i>schoolmuziek</i> (muziekschool)
Codeswitching (FR/ENG)	<i>pasta met *basilic sauce</i> * <i>football</i>

Data annotation: word-formation accuracy

Word-formation accuracy	Example
Phrase instead of compound*	* <i>vakantie van Pasen</i> (Paasvakantie)
Simplex instead of compound	<i>een *stap in Padoue</i> (uitstap)
Compound instead of phrase	* <i>vrijtijd</i> (vrije tijd)

***Checked in *Corpus Hedendaags Nederlands*: the compound had to be at least 10 times as frequent as the phrase to consider it misuse:**

e.g. *mensen van mijn klas* (1 hit) vs *mijn klasgenoten* (123 hits) → misuse

e.g. *in het centrum van de stad* (1076 hits) vs *in het stadscentrum* (956 hits) → no misuse