



LIÈGE université
UR L&L
Langues et Lettres



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Contents

- Exploratory study
- Next steps
- Conclusion

Exploratory study – Terminology

- ‘Crossovers’ (McAndrew & Eid 2003; McGlynn et al. 2009): *non-native speakers who cross language boundaries in order to attend school*
- Van Mensel (2007: 2): ‘crossing’ (Rampton 1995)
- Canada: identity (Magnan 2010; Pilote 2006) or education (McAndrew 2013)
- Belgium: in particular in the case of Brussels
- Emphasis on own and parental attitudes/motivations (Mettewie 2004, 2007; Van Mensel 2014)
- Babault & Puren (2005): sociolinguistic research, focus on families, border region with France

Exploratory study – Methodology

- Impact of inter-community ‘crossing’ of French-speaking pupils into primary and secondary schools in the Dutch-speaking area of Belgium *as a whole*: lacuna current debate
- Describing and mapping the increase of Walloon pupils in the Flemish education system
- Data: the Flemish Department of Education and Training (*Dataloop*)
- Processing data (*Excel*)
- Mapping quantitatively and geographically (*Batchgeo*)
- Dedicated website: www.crossoversinbelgium.com

Vlaanderen

is onderwijs & vorming

Mobiliteit en aantrekkingskracht basis- en secundair onderwijs

2008-20092009-20102010-20112011-20122012-20132013-20142014-20152015-20162016-2017

Cijfers per schooljaar

Kaart

Evolutie

Wat zie ik ?

Gemeente woonplaats

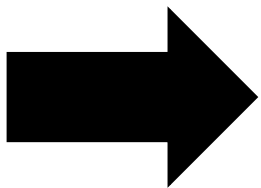
AalstAalterAarschotAartselaarAffligemAlkenAlveringemAnderlechtAntwerpenAnzegemArdooiArendonkAsAsseAssenedeAvelgemBaarle-HertogBalenBeernemBeerseBeerselBegijnendijkBekkevoortBeringenBerlaarBerlareBertemBeverBeverenBierbeekBilzenBlankenberge

Overzicht

mobiliteit

Mobiliteit: waar gaan de leerlingen die wonen in de geselecteerde gemeente naar school?

Selecteer in de linker kolom één gemeente.



Vestigingsplaats: Gemeente										
	A	B	C	D	E	F	G	H	I	J
1	Vestigingsplaats:	Woonplaats: Ger	Aantal							
2	Leuven	Andenne	1							
3	Leuven	Arlon	1							
4	Leuven	Beauvechain	93							
5	Leuven	Braine-le-Châtea	1							
6	Leuven	Braives	1							
7	Leuven	Chastre	2							
8	Leuven	Chaufontaine	1							
9	Leuven	Chaumont-Gistot	3							
10	Leuven	Court-Saint-Etien	1							
11	Leuven	Eghezee	3							
12	Leuven	Enghien	1							
13	Leuven	Frasnes-lez-Anva	1							
14	Leuven	Geer	1							
15	Leuven	Gembloux	1							
16	Leuven	Grez-Doiceau	117							
17	Leuven	Hannut	2							
18	Leuven	Helecine	8							
19	Leuven	Incourt	13							
20	Leuven	Jodoigne	31							
21	Leuven	Lasne	3							
22	Leuven	Liege	6							
23	Leuven	Lincent	1							
24	Leuven	Marche-en-Fame	1							
25	Leuven	Mons	2							
26	Leuven	Mont-Saint-Guib	1							
27	Leuven	Namur	1							
28	Leuven	Nivelles	1							
29	Leuven	Orp-Jauche	3							
30	Leuven	Ottignies-Louvair	6							
31	Leuven	Oupeye	3							
32	Leuven	Perwez	3							
33	Leuven	Pont-a-Celles	1							
34	Leuven	Ramillies	3							
35	Leuven	Rendeux	1							
36	Leuven	Rixensart	5							
37	Leuven	Sankt-Vith	1							
38	Leuven	Silly	3							
39	Leuven	Sombreffe	1							
		08-09 SO	16-17 SO	klad	Arlon	Namur	Luxemburg	Antwerpen	Leuven	
Gereed										

Vestigingsplaats: Geme...	Woonplaats: Gemeente	Aantal
Leuven	Andenne	1
Leuven	Arlon	1
Leuven	Beauvechain	93
Leuven	Braine-le-Château	1

(Vergeet geen kolomhoofd in te voeren - Je kunt ook onze [Spreadsheet Template](#) proberen, of klik op "Nu in kaart brengen" en probeer het uit met onze voorbeeldgegevens.)

Valideer & Stel opties in

Breng nu in kaart

Done: 3 columns, 49 rows - scroll down to Validate & Set Options

Valideer & Stel opties in

Wij hebben onze beste inschatting gemaakt van jouw gegevens, maar kijk onderaan even na indien alles ok is.

Basis Opties

RegioInternational

Locatie / AdresVestigingsplaats: Gemeente

Stad / ProvincieWoonplaats: Gemeente

Staat / Provincie / PostcodeAantal

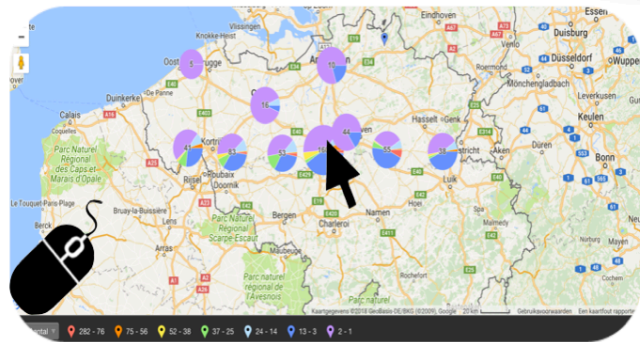
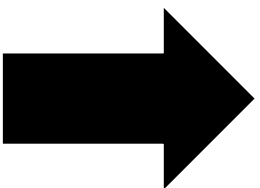
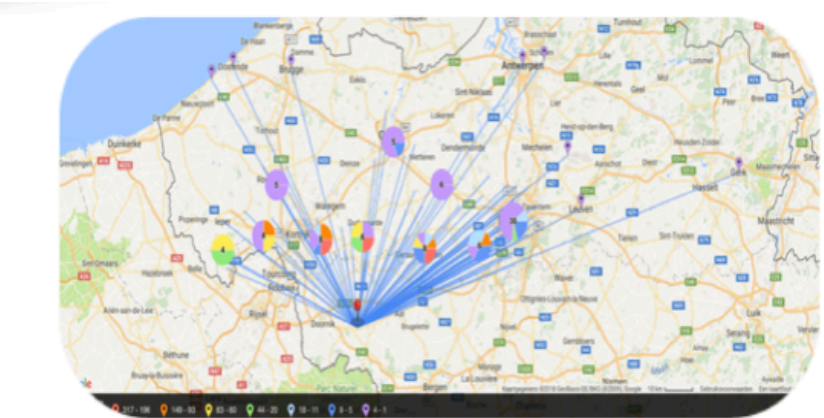
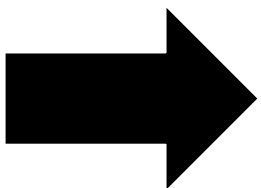
Zip / Postcode / Landgeen

Groeppeer door / ThematischeSingle Color

Waarde

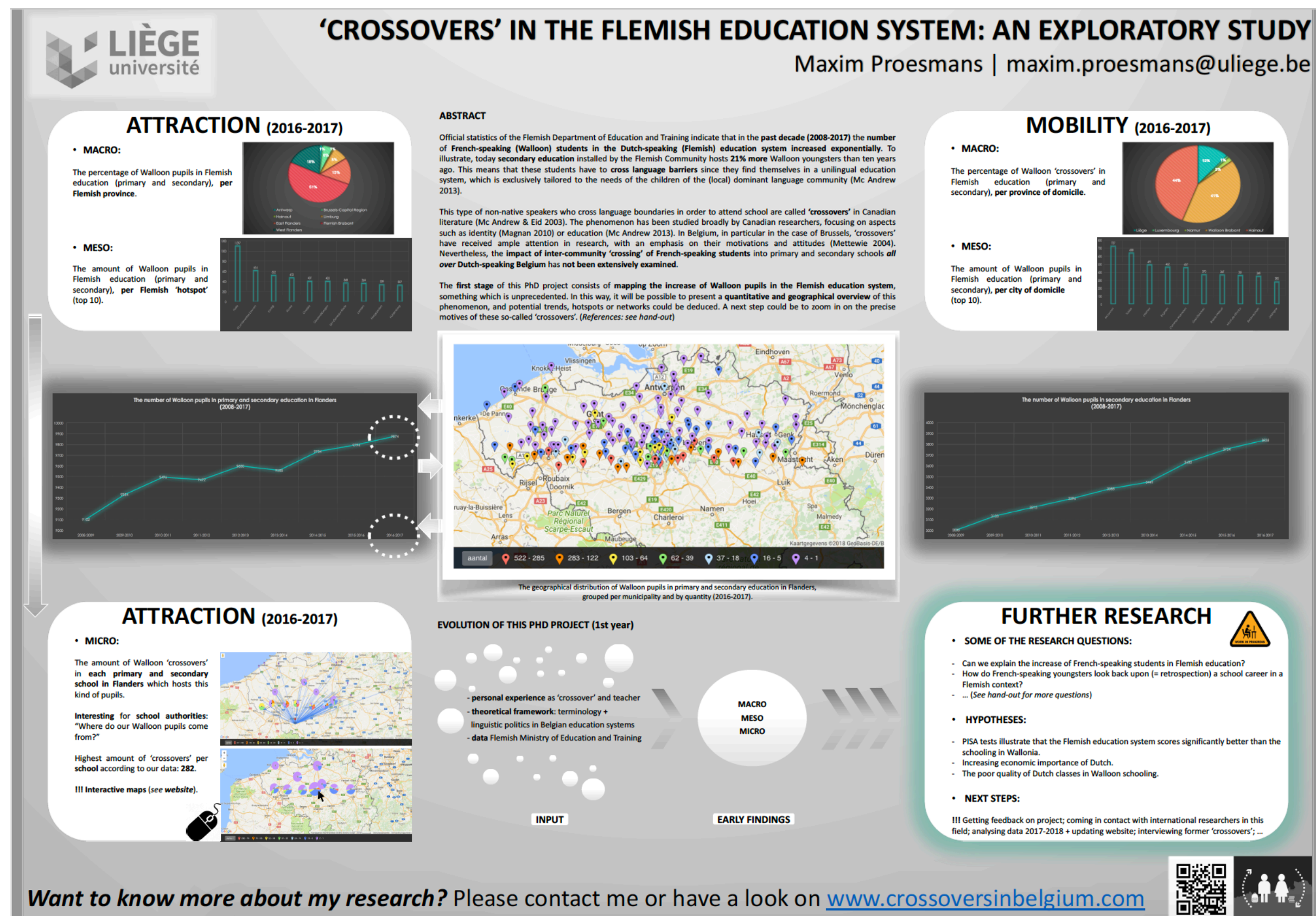
Markeer box voorbeeld

Leuven Andenne, 1



Where do Walloon ‘crossovers’ go to school?

Exploratory study – Early findings



Next steps?

- Exploratory study as an essential starting point
- Popularizing character
- Quantitative and geographical range of the phenomenon
- Focus on the development of my research project
- *Examining linguistic ‘crossing’ of French-speaking learners of Dutch in Belgium: A longitudinal approach to L2 proficiency development*

Next steps – Purpose

- L2 proficiency development can be approached from different perspectives
- Use of *chunks*: excellent discriminator (Verspoor, Schmid & Xu 2012)
- Multiword units, formulaic sequences, MEU (Westhoff 2007; Wray 2002: 9)
- ‘more or less fixed word sequences characteristic of fluent native-like language use’. Smiskova-Gustafsson (2013: 81)
- “Real” chunks >< “Quasi” chunks (Westhoff 2007)

Next steps – Purpose

- [Typology](#) of *chunks* (Granger & Paquot, 2008: 43-44; Smiskova-Gustafsson 2013: 139-140).
- Referential, textual and communicative
- E.g. *heavy rain; in other words; you're welcome*
- Characteristic feature of native-like language use, spoken and written (i.a. Wray 2002)
- Processing advantages and social function (Smiskova-Gustafsson 2013: 6)

Next steps – Purpose

*Chunks are often a distinguishing factor between native and non-native speakers (Pawley & Syder, 1983), between natural, idiomatic ways of expression and what may be rather awkward-sounding (though grammatically correct) use of language. Native-like chunks not only help L2 learners sound fluent, accurate and authentic, they also have the potential to speed up linguistic development (Eyckmans, Boers, & Stengers, 2007; Pawley & Syder, 1983). **Clearly, when tracing the acquisition of L2 in relation to native-like norms, chunks are a highly relevant developmental variable.** Smiskova-Gustafsson (2013: 2)*

Next steps – Purpose

Main aim:

- Analyze language development, particularly development of *chunks* in French-speaking learners of Dutch who attend Flemish schools;
- Through examining written learner texts;
- Focus on low, intermediate and high proficiency groups;
- And variability within learners.

Next steps – Methodology

- **Longitudinal**

Frequent measurements; 1st-3rd-5th year of secondary; 2 years

- **Dynamic Systems Theory** (i.a. Verspoor, de Bot & Lowie 2011)

Examine the variability in individual trajectories

capture a more detailed developmental process

- **Usage-Based** (i.a. Tomasello 2003)

Learning of constructions through usage; mapping form onto meaning

Frequency of forms in input = important factor language learning

Next steps – Data

- Aimed at French-speaking ‘crossovers’ in Flemish secondary schools
- 3 schools (geographically well-balanced)
- n=30
- Different measurements during two years of their secondary school education
- Writing tasks (informal subject: e.g. *holiday*)
- Advantages writing: e.g. more reflection → complexity conceptually and linguistically; easier to collect (Smiskova-Gustafsson 2013: 52)
- Sociolinguistic questionnaire in order to interpret background and contextual information

Next steps – Research questions

- Do high-proficient L2 learners use more chunks / chunk types than their low-proficient counterparts?
- When zooming in on one (average) chunk profile of each proficiency level (low-intermediate-high) from a longitudinal and DST perspective, would we discover qualitative differences in the development of these individuals?
- What are the most frequent types of errors produced by learners of Dutch (in a situation of ‘total immersion’) across different proficiency levels?

Conclusions

- Preliminary study: essential starting point
- Further course: L2 proficiency development of French-speaking 'crossovers'
- Use of *chunks*
- Longitudinal, dynamic usage-based approach
- L2 writing tasks
- Capture both between-group differences and individual development

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