

# The Integrated Contrastive Model evaluated: The French and Dutch demonstrative determiner in L1 and L2

Guðrun Vanderbauwhede *University of Leuven, Belgium*

In this paper, we evaluate the effectiveness of Granger's Integrated Contrastive Model for describing real language use and predicting correct and incorrect L2 productions with a detailed corpus-based study of the structural and semantic similarities and divergences between the French and Dutch demonstrative determiner systems in L1 and their precise impact on written L2 productions. This study allows us to formulate six objective recommendations for developing pedagogical grammars and thus illustrates to what extent the combination of L1 and L2 corpora analysis should become an obligatory practical step rather than a theoretical one between primary forged linguistic analyses and the elaboration of well-balanced and representative didactic material.

*Keywords:* demonstratives; determiners; French/Dutch; error analysis; corpus linguistics; reference

Dans cet article, nous évaluons l'efficacité de l'Integrated Contrastive Model de Granger pour décrire la langue réelle et pour prédire les productions L2 correctes et erronées par le biais d'une étude de corpus détaillée des ressemblances et divergences structurelles et sémantiques entre les systèmes du déterminant démonstratif en français et en néerlandais en L1 et leur impact précis sur les productions écrites en L2. Cette étude permet de formuler six recommandations objectives pour le développement de grammaires pédagogiques et illustre, par conséquent, dans quelle mesure la combinaison d'analyses de corpus L1 et L2 devrait devenir une étape pratique obligatoire plutôt qu'une étape théorique entre les premières analyses linguistiques et l'élaboration de matériaux didactiques représentatifs.

*Mots clés:* démonstratifs; déterminants; français/néerlandais; analyse d'erreurs; linguistique de corpus; référence

## Introduction

The domain of the French and Dutch demonstrative determiner is a well-studied topic in descriptive and cognitive linguistics (Kleiber 1983; Corblin

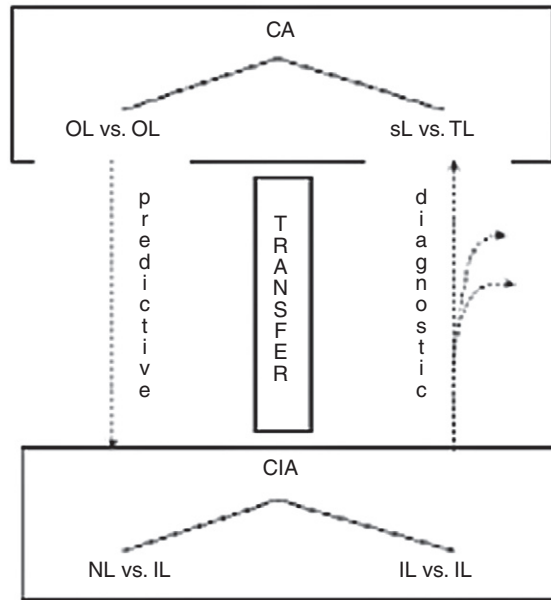
1987; Kirsner 1993; Apothéloz 1995; Reichler-Béguelin 1995; Maes 1996; De Mulder 1997; Charolles 2002; Leeman 2004, among many others), but has only rarely been the subject of study in Applied Linguistics (Van Peteghem and Willems 1983; Devos, De Muynck and Van Herreweghe 1991; Van Langendonck, Lauwers, Lamiroy, Melis and Van Belle 2005). Moreover, most French (Vlugter, Sleeman and Verheugd 1996; Raes, De Clercq and Leroy 2000; D'haene and De Rammelaere 2007) and Dutch (Vannes 1989; Rosen, Hans and Kinnard 1991; Vandevyvere 1999) L2 grammars for Dutch and French learners respectively mainly focus on the demonstrative pronoun rather than on its determiner equivalent and give only a limited overview of the demonstrative determiner forms and their basic uses, that is, expressing textual and situational reference, since these uses are generally similar in both languages.

However, pilot studies show that even Dutch learners of L2 French and French learners of L2 Dutch on B2-C1 level have not yet acquired perfect knowledge and mastery of the demonstrative determiner in L2, contrary to what is intuitively believed and indicated by grammars. The studies also indicate that formal errors such as incorrect morphology or orthography as well as semantic ones, such as the overuse and underuse of the demonstrative determiner or the incorrect use of the complex demonstrative in French, seem to be more common than initially thought.

In what follows, we will present the main results of a detailed corpus-based study of the French and Dutch demonstrative determiner in L1 and L2 and evaluate the effectiveness of the Integrated Contrastive Model elaborated by Granger (1996) (see also Granger 1998; 2002; Johansson 1998; Gilquin 2000–2001), for describing real language use and predicting correct and incorrect L2 productions. More particularly, we will illustrate to what extent the combination of L1 and L2 corpora analysis should become an obligatory practical step rather than a theoretical one between primary forged linguistic analyses and well-balanced and representative didactic material.

## The Integrated Contrastive Model

In order to provide a precise overview of the structural and distributional similarities and differences between the French and Dutch demonstrative determiner in L1 and to investigate if and to what extent divergences in L1 may have an impact on L2 productions, we use Granger's Integrated Contrastive Model and combine detailed Contrastive Analysis (CA) and Contrastive Interlanguage Analysis (CIA) on the basis of L1 and L2 corpora. The aim of this interaction is twofold: L1 corpora 'provide the basis for describing the relationships between languages and formulating hypotheses about learning problems' (predictive function); L2 corpora, by contrast, 'can be used to identify characteristics of learner language, which may in their turn be related



**Figure 1.** The Integrated Contrastive Model (Granger 1996: 47)

to a contrastive description' (diagnostic function) (Johansson 1998: 7). Granger (1996) visualises the Integrated Contrastive Model in Figure 1.

Following the perception of Granger (1996) and Johansson (1998; 2007), we not only use comparable corpora to obtain an original-language versus original-language analysis (OL vs. OL in the model) for the contrastive L1 study, we also used parallel or translation corpora to perform a detailed source-language versus target-language analysis (SL vs. TL in the model). As Johansson (1998: 7) correctly points out, 'no corpus is ideal for all purposes' and every corpus presents its own advantages and disadvantages. On the one hand, comparable corpora contain original texts of real language use, but they are sometimes difficult to compare from a linguistic point of view. Parallel or translation corpora, on the other hand, are much easier to compare, but users need to be aware of translation effects, such as explicitation, implicitation or neutralisation (e.g. Blum-Kulka 1986; Holmes 1988; Baker 1993; Chesterman 2001; Toury 2001).

With respect to contrastive L2 study, we here only focus on the comparison of native and interlanguage varieties of French and Dutch (NL vs. IL in the model) and we do not compare different interlanguages of French and Dutch (e.g. those of French Dutch, German, British learners, etc.) (IL vs. IL in the model), since the aim of this study was not to demonstrate new second language acquisition regularities.

Contrary to other contrastive studies of the demonstrative determiner for other language pairs (e.g. French–Swedish by Jonasson 1998; French–

Norwegian by Whittaker 2004; French–Danish by Lundquist 2005; Spanish–Dutch by Goethals 2007), we included several text types for analysis, in order to provide the best possible representation of French and Dutch demonstrative determiner use in L1 and L2. Indeed, whereas Jonasson's study (1998), for instance, only includes fictional texts and consequently only focuses on the divergence between the recognitional or shared knowledge use of the French and Swedish demonstrative, as this use is very frequent for this text type, our study aims at providing a more complete and better documented overview of the French and Dutch demonstrative determiner comparison. More precisely, our L1 corpora, based on the Dutch Parallel Corpus<sup>1</sup> and the Namur Corpus,<sup>2</sup> contain 25% of fictional, 20% of essayistic, 20% of journalistic, 10% of informative texts and 25% of debates written by French and Dutch professional authors (200,000 words, 978 demonstrative determiners in the SL and 200,000 words, 759 demonstrative determiners in the SL, respectively). The L2 corpora consist of the Learner Corpus Dutch (LCD),<sup>3</sup> which comprises 1315 Dutch L2 texts of a B2-C1 level written by French native speakers (ca. 500,000 words, 2007 demonstrative determiners), and the Learner Corpus French (LCF),<sup>4</sup> which contains 1,402 French L2 texts on B2-C1 level written by Dutch native speakers (ca. 500,000 words, 2,583 demonstrative determiners). The L2 corpora include approximately the same text selection as do the L1 corpora, which enables comparing both corpora types.

## Similarities and divergences between the French and Dutch demonstrative determiner in L1

### Structural similarities and divergences

Comparing the French and Dutch demonstrative determiner forms, we observed that only their basic syntactic construction (demonstrative + N) corresponds in both languages. Their morphological functioning, by contrast, differs greatly. In particular, Tables 1–3 allow us to account for three important formal differences.

First, there are three genders in Dutch (masculine, feminine and neuter), whereas there are only two in French (masculine, feminine). This causes another morphological division of the demonstrative forms in the singular in the two languages. Conversely, this formal divergence is not marked in the plural. Second, contrary to French, where the simple form *ce* does not express the proximity–distance opposition (with all its other features such as noteworthiness, givenness and foregrounding: Kirsner 1979; 1993; Kirsner, Van Heuven and Vermeulen 1987; Kirsner and Van Heuven 1988), this opposition is inherently marked in the Dutch simple forms (*deze* vs. *die*, *dit* vs. *dat*) and can even be reinforced by the locating adverbs *hier* and *daar* (cf. English: *this N here*, *that N there*). Third, the demonstrative determiner and pronoun forms are equivalent in Dutch, contrary to French (*ce* vs. *celui-ci*).

**Table 1.** The Dutch demonstrative determiner forms

	Singular			Plural		
	Masculine	Feminine	Neuter	Masculine	Feminine	Neuter
Simple forms	<i>deze/die</i>		<i>dit/dat</i>	<i>deze/die</i>		
Complex forms	<i>deze (N) hier</i>		<i>dit (N) hier</i>	<i>deze (N) hier</i>		
	<i>deze (N) daar</i>		<i>dit (N) daar</i>	<i>deze (N) daar</i>		
	<i>die (N) hier</i>		<i>dat (N) hier</i>	<i>die (N) hier</i>		
	<i>die (N) daar</i>		<i>dat (N) daar</i>	<i>die (N) daar</i>		

**Table 2.** The French demonstrative determiner forms

	Singular		Plural	
	Masculine	Feminine	Masculine	Feminine
Simple forms	<i>ce, cet</i>	<i>cette</i>	<i>ces</i>	
Complex forms	<i>ce(t) (N)-ci</i>	<i>cette (N)-ci</i>	<i>ces (N)-ci</i>	
	<i>ce(t) (N)-là</i>	<i>cette (N)-là</i>	<i>ces (N)-là</i>	

**Table 3.** The French demonstrative pronoun forms

	Singular			Plural	
	Masculine	Feminine	Unvarying	Masculine	Feminine
Simple forms	<i>celui</i>	<i>celle</i>	<i>ce</i>	<i>ceux</i>	<i>celles</i>
Complex forms	<i>celui-ci</i>	<i>celle-ci</i>	<i>ceci</i>	<i>ceux-ci</i>	<i>celles-ci</i>
	<i>celui-là</i>	<i>celle-là</i>	<i>cela</i>	<i>ceux-là</i>	<i>celles-là</i>

Despite these clear contrastive differences, these morphological divergences are not made explicit in most French and Dutch L2 grammars for Dutch and French learners of a B2 level, respectively (e.g. Vandevyvere 1999; D'haene and De Rammelaere 2007) and do not always appear correctly in C1 grammars (e.g. Vannes 1989<sup>7</sup>; Devos et al. 1991; Van Langendonck et al. 2005). For instance, we observed that where the proximity–distance opposition is mentioned in French grammars for Dutch learners, the focus almost always lies on the French complex demonstrative forms, despite a prominent conclusion we can draw from our L1 corpus study that the complex demonstrative form is only rarely used in French (966 simple forms against only 12 complex forms). Thus, considering

these important divergences between both languages, it seems almost inevitable that we will have to account for negative L1 transfer in the L2 corpora at this level. In the next section, we will verify if and to what extent these three structural divergences may have a negative impact on L2 productions.

## Semantic similarities and divergences

In order to detect similarities and divergences between the semantic use of the French and Dutch demonstrative determiner, we first made a descriptive overview of the different referential uses of the demonstrative noun phrase (DemNP) in the L1 corpora and looked into the stratification of these uses between the text types. This overview not only accounts for the standard DemNP uses, in the examples below, such as direct (1) and indirect (2) anaphora, which involve reference to entities already established in the preceding text or in the universe of discourse during the preceding interaction, and situational uses (3), which serve to establish a referent in the universe of discourse. It also includes less frequent and less documented uses, such as classifying generic uses (4), several meta-linguistic and meta-discursive textual uses (5) and recognitional uses (6). In (4), the DemNP *these beavers* not only refers to the beavers we are looking at in the situational context, but also refers to the class of beavers that builds dams at night. In (5), the book is present in the situational context of the reader, but the author of the book cannot point to the book anymore. In (6), the DemNP *those Crown Court stars nowadays* is mentioned for the first time in the text and reactivates a referent in the common memory between the speaker and the hearer (shared knowledge). Our corpus study showed that both French and Dutch DemNPs are generally used to express the same semantic meaning and that there exists a prototypical relation between some of their referential uses and the text types in which they occur (e.g. situational uses in debates, meta-discursive textual and recognitional uses in fictional and essayistic texts).

- (1) *Il voyait toutes sortes de chiffres et de signes et ces chiffres et ces signes signifiaient chaque fois autre chose.*  
*Hij zag allemaal cijfers en tekens en die cijfers en tekens betekenden weer iets anders.*  
 'He saw all sorts of numbers and signs and **those numbers and signs** meant something different every time'.  
 (NC – F)
- (2) *Il avait noté les angles et les aspects, mais chaque astrologue aurait interprété différemment ces liens réciproques entre les planètes.*  
*Hij had graden en aspecten opgeschreven, maar iedere astroloog zou die onderlinge verhoudingen tussen de planeten weer anders interpreteren.*  
 'He had written down grades and aspects, but every astrologer would

- have interpreted **those mutual relations between planets** differently'.  
(NC – F)
- (3) *Il y avait plusieurs semaines, il était déjà venu se promener dans ce quartier.*  
*Enkele weken geleden wandelde hij al door deze buurt.*  
'Some weeks ago, he had already been for a walk in **this neighbourhood**'.  
(NC – F)
- (4) *Ces castors construisent des barrages la nuit. (à savoir les castors polaires)*  
*Deze bevers bouwen 's nachts dammen. (namelijk bevers uit noordelijke streken)*  
'**These beavers** build dams at night. (namely polar beavers)'  
(Kleiber and Lazzaro 1987: 80)
- (5) *Avant-propos. Cette biographie . . .*  
*Voorwoord. Deze biografie . . .*  
'Foreword. **This biography . . .**'  
(DPC – NF)
- (6) *Il plaidait bien, comme ces ténors des assises aujourd'hui.*  
*Hij pleitte krachtig, zoals die tenoren van de assisen vandaag.*  
'He pleaded strongly, like **those Crown Court stars nowadays**'.  
(DPC – NF)

Nevertheless, thanks to the combination of parallel and comparable corpora analysis, we could also account for semantic or distributional divergences between the French and Dutch demonstrative determiner. More specifically, the parallel corpus study showed that only 48.45% of the demonstrative determiners were translated by a demonstrative in the L1 corpora. In 20.02% of the cases, the demonstrative determiner was translated by the definite article or vice versa while 31.54% was translated by another grammatical element (e.g. by an adverb, a personal pronoun, an indefinite determiner) or vice versa (see Table 4).

These numerous shifts can be explained by translation mechanisms, such as reformulation of the entire NP or syntagmatic (e.g. addition of adjectives)

**Table 4.** The translation of the French and Dutch demonstrative determiner in the L1 corpora

French SL Dutch SL	Dutch TL French TL	Number	%	
Demonstrative	Demonstrative	530	48.45%	48.45%
Demonstrative	Definite article	138	12.61%	20.02%
Definite article	Demonstrative	81	7.40%	
Demonstrative	Other structure	174	15.90%	31.54%
Other structure	Demonstrative	171	15.63%	
		1094	100%	100%

**Table 5.** Quantitative comparison of the French and Dutch DemNP referential uses in the L1 corpora

DemNP referential use	French		Dutch	
	N	%	N	%
Direct anaphora	170	17.38	196	25.82
Cataphora	9	0.92	2	0.26
Indirect anaphora	239	24.44	141	18.58
Resumptive anaphora	253	25.87	210	27.67
Recognitional use	115	11.76	42	5.53
Temporal deixis	65	6.65	51	6.72
Spatial deixis	46	4.40	55	7.25
Purely textual deixis	16	1.64	29	3.82
Mixed textual and situational use	54	5.52	31	4.08
Other superposed uses	11	1.12	2	0.26
Total	978	100	759	100

and paradigmatic (e.g. use of hyperonyms and synonyms) explicitation and implicitation within the NP, as well as by the first indications of distributional divergences on the determiner level. Indeed, analysis of instances of complete NP–NP correspondence involving only a determiner shift reveals distributional divergences between the French and Dutch demonstrative determiner systems. More precisely, we observed 2.23 times more instances of French demonstrative–Dutch definite article (irrespective of the translation direction) than Dutch demonstrative–French definite article in our corpora.

Furthermore, quantitative and qualitative analysis of the comparable L1 corpora show that, although French and Dutch DemNPs can express the same semantic meaning, there are important quantitative divergences for direct (FR < DU) and indirect (FR > DU) demonstrative anaphora, recognitional (FR > DU), situational (FR < DU) and text-deictic (FR < DU) uses (Table 5).

Besides some stylistic differences (e.g. more anaphoric variation in French) and more general linguistic constraints (e.g. the availability of the Dutch determiner *beide* (both vs. *ces deux*), some semi-fixed uses), we propose one main hypothesis in order to explain these quantitative divergences: the semantic bleaching of the referential force of the French DemNP compared to the referential force of the Dutch DemNP (Vanderbauwhede and Verleyen 2010; Vanderbauwhede 2012). In its recognitional use, for instance, the French demonstrative determiner appears more often than the Dutch demonstrative does. In example (7), the demonstrative determiner is not excluded in Dutch, but its strong referential force, evoking not only shared knowledge but also textual and situational reference, makes it less suitable for recognitional use. Hence, the definite article is more appropriate. In French, by contrast, the demonstrative determiner is bleached, making it appropriate for recognitional use. The definite article is excluded.



- (7) *Et toi? Viens-tu au rendez-vous parfois? Regretter ce baiser qu'on ne s'est pas donné?*  
*En jij? Denk jij wel eens aan de ontmoeting? Met spijt om de kus die niet is gewisseld?*  
 'And you? Do you sometimes think about when we met? With regret for **that / the kiss we didn't share?**'  
 (NC – F)

This fundamental semantic difference between French and Dutch also exists for some anaphoric and situational uses of the demonstrative determiner. Some time phrases in rhematic position, for instance, expressing anteriority with respect to the moment of speech, such as *ces derniers temps* (8) and *ces vingt dernières années* (9), are always translated by a definite article in Dutch (*de jongste tijd, de laatste twintig jaar*) rather than by the demonstrative determiner. Contrary to the French demonstrative, the Dutch demonstrative has very strong referential force and hence does not accept a numeral or the adjective *laatste* (*last*) in the same time phrase (*\*deze laatste (twintig) jaar*).

- (8) *Il ne s'agit pas d'un ouvrage politique, comme on a l'habitude d'en lire ces derniers temps.*  
*Het is geen politiek boek; een genre dat de jongste tijd veel gelezen wordt.*  
 'It is not a political book; such as are being read a lot **these / the days**.'  
 (DPC – NF)
- (9) *Les principales crises de ces vingt dernières années . . .*  
*De belangrijkste crisissen van de laatste twintig jaar . . .*  
 'The most important crises of **these / the last twenty years . . .**'  
 (NC – D)

These quantitative divergences as well as their semantic – sometimes subtle – explanations do not appear at all in any French or Dutch L2 grammar at a B2-C1 level as this issue has not been studied before from a contrastive point of view. Therefore, in the next section we will verify if these divergences really cause negative transfer in L2 productions and to what extent this contrastive topic may need to be included in L2 grammars.

## The formal and semantic use of the French and Dutch demonstrative determiner in L2

### More explicit instruction for French learners of Dutch

In order to verify whether and which formal and semantic divergences between the French and Dutch demonstrative determiner in L1 may cause negative transfer in written L2 productions and may need to be included in

L2 grammars, we performed a detailed error analysis, which allowed us to classify all the errors<sup>5</sup> into different categories (Tables 6 and 7).

In order to respond to the main criticism with respect to error analysis of L2 productions, namely that it ‘examines only what learners do wrongly and not what they do correctly’ (Ellis and Barkhuizen 2005: 70; see also Corder 1981; Berkoff 1982; Gass and Selinker 2001; Cuq and Gruca 2002), we examined the number of errors within a broader perspective. When omitting

**Table 6.** Error analysis of the *Learner Corpus French*

	Learner Corpus French	
	N	%
Morphology	53	48.18
Incorrect morphology of the simple form	36	32.73
<i>ce</i> instead of <i>cet</i>	0	0
<i>ce</i> instead of <i>cette</i>	7	6.36
<i>ce</i> instead of <i>ces</i>	3	2.73
<i>cet</i> instead of <i>ce</i>	2	1.82
<i>cet</i> instead of <i>cette</i>	9	8.18
<i>cet</i> instead of <i>ces</i>	0	0
<i>cette</i> instead of <i>ce</i>	10	9.09
<i>cette</i> instead of <i>cet</i>	1	0.91
<i>cette</i> instead of <i>ces</i>	1	0.91
<i>ces</i> instead of <i>ce</i>	0	0
<i>ces</i> instead of <i>cet</i>	0	0
<i>ces</i> instead of <i>cette</i>	0	0
<i>cettes</i> instead of <i>ces</i>	3	2.73
Incorrect morphology of the complex form	4	3.64
Formal confusion between a demonstrative and a non-demonstrative form	10	9.09
<i>ses</i> instead of <i>ces</i>	6	5.45
<i>ces</i> instead of <i>ses</i>	2	1.82
<i>se</i> instead of <i>ce</i>	1	0.91
<i>cette</i> instead of <i>c'est</i>	1	0.91
Incorrect (semi-)fixed locution	3	2.73
Use	57	51.82
Incorrect use of the complex form	21	19.09
Overuse of <i>-ci/-là</i>	13	11.82
<i>-ci</i> instead of <i>-là</i>	8	7.27
<i>-là</i> instead of <i>-ci</i>	0	0
Overuse of the demonstrative determiner	15	13.64
Demonstrative instead of definite article	15	13.64
Underuse of the demonstrative determiner	11	10.00
Definite article instead of demonstrative	11	10.00
Redundant repetition of the DemNP	10	9.09
Total	110	100

**Table 7.** Error analysis of the *Learner Corpus Dutch*

	Learner Corpus Dutch	
	N	%
Morphology	101	43.91
Incorrect morphology of the demonstrative form	101	43.91
<i>deze</i> instead of <i>dit</i>	40	17.39
<i>dit</i> instead of <i>deze</i>	59	24.35
<i>die</i> instead of <i>dat</i>	0	0
<i>dat</i> instead of <i>die</i>	2	0.87
Morphology + use	24	10.43
Incorrect morphology of the demonstrative form + incorrect use of the <i>prox.</i> – <i>dist.</i> opposition	24	10.43
<i>deze</i> instead of <i>dat</i>	0	0.87
<i>dat</i> instead of <i>deze</i>	5	2.17
<i>die</i> instead of <i>dit</i>	14	6.09
<i>dit</i> instead of <i>die</i>	5	1.30
Use	105	45.65
Incorrect use of the <i>prox.</i> – <i>dist.</i> opposition	74	32.17
<i>deze</i> instead of <i>die</i>	6	2.61
<i>die</i> instead of <i>deze</i>	58	25.22
<i>dit</i> instead of <i>dat</i>	4	1.74
<i>dat</i> instead of <i>dit</i>	6	2.61
Overuse of the demonstrative determiner	24	10.43
Demonstrative instead of definite article	17	7.39
Demonstrative instead of indefinite article	4	1.74
Demonstrative instead of zero article	3	1.30
Underuse of the demonstrative determiner	2	0.87
Definite article instead of demonstrative	2	0.87
Redundant repetition of the DemNP	5	2.17
Total	230	100

the 11 and 2 cases of underuse of the demonstrative determiner in the *LCF* (Dutch learners of French) and the *LCD* (French learners of Dutch) respectively, we found that 96.17% of the French demonstrative determiners were produced correctly (2,484 correct demonstratives over a total of 2,583 demonstratives), compared with only 88.64% of the Dutch demonstrative determiners produced correctly (1,779 correct demonstratives in a total of 2,007 demonstratives).

This main result leads to two important conclusions. First, we can conclude that the use of the demonstrative determiner is not really a major problem for French and Dutch learners of Dutch and French at the B2-C1 level, which is not surprising with a view to what is indicated in pedagogical grammars. Hence, the acquisition of the demonstrative determiner does not need to become a central topic for B2-C1 learners. However, we observed that

3.83% and 11.36% of the demonstrative determiners in the LCF and the LCD were produced incorrectly, which is nevertheless a considerable number for B2-C1 learners of whom we could expect perfect acquisition of the demonstrative determiner system, as it is taught from A1 level onwards. It thus follows that each error made by these learners is one too many meriting particular attention. As a result, it is probably in this double spirit that didactic units should be elaborated: it is not because the demonstrative topic is already instructed at A1 level that it should no longer appear at a B2-C1 level.

Second, we observed an important quantitative difference between the overall acquisition level of the demonstrative determiner in both learner corpora, with 96.17% of correct demonstratives in the LCF and only 88.64% of correct demonstratives in the LCD. Although both learner corpora are of the same Common European Framework of Reference for Languages (CEFR) level, we found that the acquisition of the demonstrative determiner is more problematic for French learners of Dutch than for Dutch learners of French. Consequently, a more explicit and intense instruction of the Dutch demonstrative determiner seems necessary for French learners of Dutch.

### Morphological as well as semantic errors

A closer look to Tables 6 and 7 also allows us to observe that Dutch learners of French and French learners of Dutch not only make morphological errors with respect to the demonstrative determiner (respectively 48.18% and 43.19%) (10), but also a high number of semantic errors (51.82% and 45.65% respectively), such as an incorrect use of the complex form or an overuse of the demonstrative determiner (11). The LCD also contains some errors with respect to the demonstrative which are both morphological (incorrect form) and semantic (incorrect use of the proximity–distance opposition in Dutch) (12).

- (10) *\*Ce station de ski offre de nombreuses pistes.*  
 → *Cette station de ski*  
 ‘This ski station offers numerous ski runs’.  
 (LCF)
- (11) *Selon \*ces résultats donnés . . .*  
 → *les résultats donnés / ces résultats . . .*  
 ‘Following the given results / these results . . .’  
 (LCF)
- (12) *Voor \*die millennium wil ik dat mijn familieleven beter is.*  
 → *dit millennium*  
 ‘For \*that / this millennium I would like to have a better family life’.  
 (LCD)

In conclusion, these results obviously show that, contrary to the current situation in most L2 grammars, both formal and semantic content should be integrated in L2 instruction of the French and Dutch demonstrative determiner.

### Specific instruction for French and Dutch learners

Subsequently, the relative frequency of the various error types in Tables 6 and 7 shows that more specific and intensive instruction of the demonstrative morphology and the proximity–distance opposition (morphology and semantic use) should be offered to French learners of Dutch, whereas difficulties with respect to the semantic use of the French demonstrative determiner deserve special attention from Dutch learners of French.

Indeed, in the LCD, we found that 43.91% of the errors can be related to an incorrect morphology of the demonstrative form (13), 10.43% to an incorrect morphology of the demonstrative form as well as to an incorrect use of the proximity–distance opposition (14), and that a very considerable number of errors, namely, 32.17%, can be related to an incorrect use of the proximity–distance opposition (15).

- (13) *\*Deze cursiefje gaat over . . .*  
 → *Dit cursiefje*  
 ‘This column deals with . . .’  
 (LCD)
- (14) *Maak altijd een lijst met de taken die \*dit dag moeten uitgevoerd worden.*  
 → *die dag*  
 ‘Always draw up a list of tasks which have to be executed \*this / that day’.  
 (LCD)
- (15) *‘Hana’ is een hoofdstuk van ‘Werk’, een boek van Josse De Pauw. \*Dat stuk gaat over . . .*  
 → *Dit stuk*  
 ‘Hanna’ is a chapter of ‘Work’, a book by Josse De Pauw. \*That / This chapter deals with . . .’  
 (LCD)

In the LCF, we not only find many morphology errors (48.18%) and errors related to an incorrect use of the complex demonstrative form (19.09%), but also an important overuse (16) and underuse (17) of the demonstrative determiner (23.64%).

- (16) *Un gouvernement et des lois donnent à la fois du bonheur et du malheur à l’homme. \*Cet individu n’a pas le droit de . . .*  
 → *L’individu*

'A government and laws give happiness as well as sadness to human beings. \***This / An individual** doesn't have the right to . . .'

(LCF)

(17) \**Les dernières années, nous avons . . .*

→ *Ces dernières années*

'\***The / These last years**, we have . . .'

(LCF)

### Three types of explanations

Examining the various types of errors, we observed that most of them can be explained by three main causes: negative L1 transfer and errors induced by the instructional context; specific difficulties proper to one language; and more general second language acquisition problems.

#### *Negative L1 transfer and errors induced by the instructional context*

First, most of the errors found in the L2 corpora can be explained by all the structural and semantic divergences between the French and Dutch demonstrative determiner observed in the L1 corpora, except the structural difference between the demonstrative determiner and pronoun morphology in French (different forms) and Dutch (same forms). For instance, the different distribution of the demonstrative determiner forms in French and Dutch on the singular level, related to the thematic of noun gender, explains the majority of the morphological errors in both L2 corpora and can be considered as a clear example of negative L1 transfer. In (18), for instance, the morphological error \**cette questionnaire* can be explained by the fact that the Dutch learner probably did not know the correct gender of the noun *questionnaire* (masculine), since Dutch only has one form for both masculine and feminine (*deze*), whereas French has two (*ce, cette*):

(18) \**Cette questionnaire est à compléter . . .*

→ *Ce questionnaire*

'**This questionnaire** has to be completed . . .'

(LCF)

With respect to the proximity–distance opposition at the demonstrative determiner level, we observed that this opposition produces two recurrent types of errors in the learner corpora. On the one hand, we think that the extensive overuse of the French complex forms *-ci* and *-là*, as in (19) is largely induced by pedagogical grammars. Indeed, the majority of French L2 grammars treat the complex forms on an equal level as the simple forms, although we observed in our L1 corpora that the forms *-ci* and *-là* do not have the same status and are less frequent than the Dutch demonstrative forms *deze*

et *die*, which mark the proximity–distance opposition inherently and can be completed by the adverbs *hier* and *daar*. Thus, this type of error seems not only to be induced by negative L1 transfer, but also by an incorrect instructional context.

- (19) *Dans \*ce texte-ci, vous trouverez les résultats remarquables d'un sondage . . .*  
 → *ce texte*  
 'In **this text** (**\*here**) you will find the remarkable results of a poll . . .'  
 (LCF)

On the other hand, we observed extensive overuse of the Dutch non-marked distal forms *die* and *dat* in the LCD. This is illustrated in example (20), where the use of the proximal form is inappropriate. This type of error shows that several learners in the corpus do not have sufficient mastery of the proximity–distance opposition at the demonstrative determiner level, which differs structurally from French. Moreover, the overuse of a non-marked form is a well-known phenomenon in L2: the Markedness Differential Hypothesis proposed by Eckman (1977) not only predicts that contrastive divergences are more difficult to acquire than their similarities, but also that marked contrastive differences (*deze* and *dit*) are more difficult to acquire than non-marked contrastive differences (*die* and *dat*). This can produce a simplification of the system and cause overuse of the non-marked form in L2.

- (20) *Op zaterdag 25 mei nodigen we jullie uit op onze jaarlijkse opendeurdag. \*Deze dag kunnen jullie het laboratorium bezoeken.*  
 → *Die dag*  
 'On Saturday May 25<sup>th</sup> we invite you to our yearly open day. **\*On this / that day** you can visit the laboratory'.  
 (LCD)

Finally, we found that the distributional divergences between the French and Dutch demonstrative determiner cause quite frequently negative transfer in both L2 corpora and explain several examples of overuse and underuse. This type of error is related to specific constructions, such as *de + N + referential marker* (21) and *dat is de Y die . . .* (22), which block or do not privilege the use of the demonstrative determiner in Dutch, contrary to French (*ce + N + referential marker, c'est ce Y qui . . . , ce N qui . . .*).

- (21) *\*Dit jaar 2004 was een slecht jaar.*  
 → *Dit jaar / Het jaar 2004*  
 → *Cette année / L'année 2004 / Cette année 2004*  
 '\***This / The year 2004** was a bad year'.  
 (LCD)

- (22) *Nemen we het technologische aspect. Dat is \*dit aspect dat ons treft.*

- *Dat is het aspect dat ons treft. / Het is dat aspect dat ons treft.*  
 → *Tel est cet / l'aspect qui nous touche. / C'est cet aspect qui nous touche.*  
 'Let's take the technological aspect. It is **\*this / the aspect that affects us / It is that aspect that affects us**.'  
 (LCD)

*Specific difficulties proper to one language*

Next to negative L1 transfer and some instructional problems, we also find errors which are the result of difficulties related to the demonstrative determiner in one language. This seems to be the case for French. More precisely, the morphology of the French demonstrative determiner form is particularly apt to homophony errors (e.g. *cet / cette, ce / se, ces / ses, cette / c'est*), as is illustrated in (23) and (24). It seems obvious that the inclusion of this specific difficulty in French L2 grammars would probably decrease the number of errors in L2 texts of Dutch learners, even if these errors are generally considered as performance errors. However, it should be pointed out that numerous native French speakers make exactly the same homophony errors in written productions and that this difficulty is more an orthographical problem rather than one related to the functioning and the usage of the demonstrative determiner.

- (23) *De \*ses sondages, nous pouvons conclure . . .*  
 → *ces sondages*  
 '**\*His / These investigations** allow us to conclude that . . .'  
 (LCF)
- (24) *\*Cette une des conversations banales . . .*  
 → *C'est*  
 '**\*This** is one of the trivial conversations . . . / **It is** one of the trivial conversations . . .'  
 (LCF)

*General second language acquisition problems*

As stated above, most of the errors made in the L2 corpora can be explained by negative L1 transfer or by specific difficulties inherent in one language. However, there remains a last small group of errors which can be explained by more general second language acquisition problems. These errors are not directly or solely related to the French or Dutch demonstrative determiner. For instance, we observed that the cases of semantic overuse or underuse of the demonstrative determiner cannot all be explained by distributional divergences between both languages. Some of the errors probably have to be explained by an incomplete acquisition of the reference system of the entire definite determiner system. In (25), for instance, the use of the demonstrative



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determiner at the beginning of a written summary is inappropriate in Dutch as well as in French and concerns a more general incomplete acquisition of how textual reference should be established. This group of errors is the only group where the specificity of the text type intervenes. All the other errors are spread out over the corpus and are not limited to any text type in particular.

- (25) \**Die lezing van Professor Moors gaat over . . .*  
→ *De lezing van Professor Moors*  
'\*That / The talk by Professor Moors deals with . . .'  
(LCD)

Apart from this more general problem of establishing definite textual reference, which is still partly related to the demonstrative determiner domain, the last group of remaining errors in the L2 corpora can be explained by stylistic reasons unrelated to the demonstrative determiner domain. In this case, the DemNP is grammatically correct, but is stylistically marked and is the result of incomplete acquisition of several linguistic systems, such as limited lexical knowledge or limited knowledge of the pronominal system (26).

- (26) *Dit cursiefje heeft een klassieke structuur. Dit cursiefje eindigt op een ironische pointe. Ik heb dit cursiefje gekozen omdat . . .*  
→ *Deze tekst / het*  
'This column has a classic structure. This column / This text has an ironic end. I have chosen this column / it because . . .'  
(LCD)

### Conclusion: from L1 and L2 corpus investigation to the elaboration of didactic units

This detailed corpus-based study of the French and Dutch demonstrative determiner in L1 and L2 has enabled us to evaluate the effectiveness of Granger's Integrated Contrastive Model and its role for second language acquisition.

With respect to the L1 study, we observed several structural and semantic similarities and divergences between the French and Dutch demonstrative determiner systems. On the one hand, although most of their structural divergences (different morphological functioning, proximity–distance opposition, determiners vs. pronouns) are well known and have been observed before, they unfortunately almost never appear in L2 grammars of a B2 level and are not always interpreted correctly in C1 grammars. On the other hand, although the semantic use of the French and Dutch demonstrative determiner largely corresponds in both languages, our corpus study allowed us to observe an important bleaching of the referential force of the French demonstrative determiner in comparison with its Dutch equivalent. However, no L2 grammar refers to these important distributional divergences.

Subsequently, the aim of this study was to verify if and which formal and semantic divergences between the French and Dutch demonstrative determiner in L1 may cause negative transfer in L2 productions. Thanks to a detailed analysis of two written L2 corpora, we can now formulate at least six objective recommendations for the elaboration of new grammar units:

1. As only 3.83% and 11.36% of the demonstrative determiners in LCF and LCD were produced incorrectly, instruction of the French and Dutch demonstrative determiner on B2-C1 level still is required, but should not be considered as a central topic in grammar instruction.
2. As errors with respect to the demonstrative determiner are more frequent in LCD than in LCF, a more explicit instruction of the Dutch demonstrative determiner is required for French learners of Dutch in comparison with Dutch learners who have to acquire the French demonstrative determiner system.
3. As Dutch learners of French and French learners of Dutch do not only make morphological errors with respect to the demonstrative determiner, but also a high number of semantic errors, we can conclude that morphological and semantic (contrastive) topics with respect to the French and Dutch demonstrative determiner merit equal L2 instruction.
4. As the relative frequency of the error types in LCF and LCD diverges, a language-specific instruction should be included in didactic units. In particular, a more specific and intense instruction of the demonstrative morphology and the proximity–distance opposition should be offered to French learners of Dutch, whereas difficulties with respect to the semantic use of the French demonstrative determiner deserve special attention from Dutch learners of French.
5. As the different structural and semantic divergences between the French and Dutch demonstrative determiner in the L1 study, except the structural difference between the demonstrative determiner and pronoun morphology in both languages, explain the majority of errors observed in the L2 corpora (e.g. formal errors due to different morphological functioning, overuse of the French complex forms *-ci* and *-là*, overuse and underuse of the demonstrative determiner due to different semantic functioning), these divergences deserve to be included in didactic units. Especially the proximity–distance opposition at the demonstrative level needs a more correct presentation in L2 grammars.
6. As all the errors observed cannot be explained by possible negative L1 transfer and some of the errors are the result of difficulties related to the demonstrative determiner in one language (e.g. homophony cases in French) or have to be explained by an incomplete acquisition of the establishment of definite reference in texts, L2 grammars should also include information about specific difficulties inherent in one language and pay attention to more general second language acquisition problems with respect to the topic of the demonstrative determiner.

This corpus-based study, which allowed us to formulate new and objective recommendations for the elaboration of L2 grammars, also confirmed Granger's Integrated Contrastive Model. Indeed, by combining detailed Contrastive Analysis (CA) and Contrastive Interlanguage Analysis (CIA), based on well-balanced comparable, parallel and learner corpora, we were not only able to dissociate translation mechanisms (SL vs. TL) from real distributional formal and semantic differences between the French and Dutch demonstrative determiner (OL vs. OL), but also to investigate to what extent these distributional differences in L1 may have an impact on written L2 productions (NL vs. IL). Thus, Granger's model appeared to be an excellent tool for this study, as it clearly focuses on the combination of different corpus studies. However, although the combination of this type of L1 and L2 studies is well known in SLA studies and is maybe not the most original one from a methodological point of view, it is remarkable that L1 and L2 corpora analysis unfortunately remains a merely theoretical step between primary linguistic analyses and the elaboration of representative didactic units for many linguistic topics. We can only hope that the study presented above has demonstrated the numerous benefits of combining L1 and L2 corpus analysis for foreign language learning and the necessity of this type of analysis as a truly practical step for pedagogic grammaticography.

## Notes

1. The Dutch Parallel Corpus ([www.kuleuven-kortrijk.be/dpc](http://www.kuleuven-kortrijk.be/dpc)) is a 10-million-word parallel corpus comprising texts in Dutch, English and French (Paulussen, Macken, Trushkina, Desmet and Vandeweghe 2006). The DPC project was coordinated by the University of Leuven Kortrijk Campus (Belgium) and University College Ghent (Belgium) and was funded by the Dutch Language Union (Nederlandse Taalunie).
2. The Namur Corpus ([www.kuleuven-kortrijk.be/~hpauluss/NC/NC\\_descr](http://www.kuleuven-kortrijk.be/~hpauluss/NC/NC_descr)) is a 2-million-word parallel corpus comprising fictional and non-fictional texts in Dutch, English and French (Paulussen 1999). It was compiled at the University of Namur (Belgium).
3. The Learner Corpus Dutch (*Leerdercorpus Nederlands*) was compiled at the University of Leuven, Louvain-la-Neuve (Belgium) (Perrez 2006).
4. The Learner Corpus French (*Leerdercorpus Frans*) was compiled at the University of Leuven (Belgium), Ghent University (Belgium) and Lessius University College (Belgium) (Vanderbauwhede *to appear*).
5. 'A linguistic form or combination of forms which, in the same context and under similar conditions of production, would, in all likelihood, not be produced by the speakers' native speaker counterparts' (Lennon 1991: 182).

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email: [gudrun.vanderbauwhede@arts.kuleuven.be](mailto:gudrun.vanderbauwhede@arts.kuleuven.be)

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