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The influence of L1 Dutch on cohesion in L2 German writing

Results from a contrastive corpus-based analysis of L1 and L2 students' writing in German

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Second language (L2) writers struggle with cohesion (Crossley/McNamara 2012). One of the reasons is that they tend to rely on native language (L1) strategies to create cohesive texts (Breindl 2016) which may differ from the strategy used in the L2 (e.g., Pit 2007). This challenge has been documented in studies into L2 English (e.g., Stemmer 1991; Johnson 2017; Appel/Szeib 2018). For example, Appel and Szeib (2018) investigated the influence of L1 Arab, L1 Chinese and L1 French on linking adverbials in L2 English and found differences in the use specific to the L1s, such as an overuse of appositional linking by L1 French writers and an overuse of contrastive linking by L1 Chinese writers. However, in stark contrast to the burgeoning research in cohesion in L2 English (e.g., Crossley/McNamara 2011, 2012; Das et al. 2018; Crossley/Kyle/Dascalu 2019) research into cohesion in L2 German has been scarce to date, with only a handful of studies into texts produced by writers with heterogeneous L1 backgrounds. These contrastive studies focus on, for example, the different uses of connectives (Walter, 2007; Schmidt/Walter 2008) and pronominal adverbs (Belz 2005; Breindl 2016; Strobl 2020b) in L1 and L2 writing.

Our study aims to fill this gap by furthering research into contrastive studies of connectives in L1 and L2 German writing, focusing on L2 writers with a homogeneous L1 language background (i.e., Dutch). The contrastive analysis will be based on the Belgisches Deutschkorpus (Beldeko) (Strobl 2020a) and the German Summary Corpus (GerSumCo). These are two corpora that have recently been compiled to analyse cohesion in L2 language. Beldeko consists of 301 texts written by advanced students of L2 German in an academic writing course. GerSumCo is still growing and to date includes 47 texts written by L1 German students. The texts are summaries (of the same source texts) that were produced under comparable conditions. The corpora have been pre-processed and automatically annotated with part-of-speech tags and lemmas. Additionally, the connectives were automatically pre-annotated using DimLex (Stede 2002; Scheffler/Stede 2016), a database containing German connectives and their corresponding PDTB3 tags (Webber et al. 2019) After automated pre-annotation, the data were manually corrected and enriched using the online annotation platform Inception (Klie et al. 2018). The three trained annotators used our own guidelines for the annotation of connectives, which are based on PDTB3.

The preliminary analysis of the corpora via R revealed a higher density of connective use in L2 summaries than in L1 summaries. However, in terms of semantic types, we can see a similar distribution. Crossley and McNamara (2012) documented a similar overuse of connectives in L2 English writing by students with a lower language proficiency, in comparison

with L2 English writing by students with a higher language proficiency. They found that highly proficient writers tend to rely more on implicit cohesion (e.g., semantic overlap) than on explicit cohesion (e.g., connectives) which they called the 'reverse cohesion effect'. In our presentation, we will present the results of our first contrastive analysis of connective use in L1 and L2 German, discussing patterns in light of contrastive research on German and Dutch connectives (Pit 2007) and research on connectives use in L1 German (e.g., Kunz et al. 2021).

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