

# Evaluation of written texts by Japanese university students: is comparison with French equivalents possible?

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# Twofold motivation

- As a teacher of English  
Evaluation of progress in students' writing ability
- As a (corpus-based/driven) linguist  
Similarity/difference in F and E linking devices

# Development of Textbook

## (Academic skills in English)

- Hirokazu Yokokawa (Kobe University)
- Tim Greer (Kobe University)
- Masayuki Murakami (Kyoto University of Foreign Studies)
- Mitsumi Uchida (Osaka Prefecture Unviersity)
- Mari Yamauchi (Kobe Kaisei College)

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# **Development of Textbook**

## **(Academic skills in English)**

**Each of the 10 units consists of**

- Sound focus
- Language skills
- IT skills
- Communication sheets

# Communication sheets

## Pair work activity

- A interviews B (5mns)
- B interviews A (5mns)
- summary writing (10mns)

# For evaluation of writing ability

- written texts by 39 university students
- Topic: recent changes in lifestyles
- LI: Japanese (38), Korean (1)
- before and after the 4-month term
- stored in FilemakerPro

 ***analysis yet to be done***

# FR–EN comparison

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Science

- “Consequential” participial construction
- Copula + infinitive construction
- Deverbal linking devices

# FR–EN comparison

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“Consequential” participial construction

Copula + infinitive construction

- Deverbal linking devices

# “Consequential” participial construction



Uchida (2002)

in Saito et al. (eds.) Rodopi

*Four years ago, the natural protection along the river was “cleared away”..., **giving rise to** the danger of overflow. ....*

*Après que la rivière ait été, il y a quatre ans,  
<<nettoyée>> de la végétation ..., **entraînant** de ce fait l’exposition des sols....*

Data: JOC corpus

# “Consequential” participial construction



Uchida (2002)

in Saito et al. (eds.) Rodopi

*The remaining Portuguese officials are employed at surprisingly low grades for their number of years of service, **placing** them at a disadvantage. . . .*

*Les autres fonctionnaires portugais sont, bizarrement, mal classés . . . , **ce qui les place dans une situation discriminatoire. . . .***

Data: JOC corpus

# Copula + infinitive construction



Uchida and Yanagi (2004)  
in Nakamura et al. (eds.) Rodopi

*An increase in ... **is to be expected.***

***Il est à souhaiter ....***

Data: Hansard (LDC)

# Copula + infinitive construction



Uchida and Yanagi (2004)

in Nakamura et al. (eds.) Rodopi

	<b>be to</b> construction	<b>être à</b> construction
<b>active</b> in form	active meaning “necessity/futurity”	active progressive OR passive “necessity/futurity”
<b>passive</b> in form	passive meaning “necessity/futurity”	NA

# Copula + infinitive construction



Uchida and Yanagi (2004)  
in Nakamura et al. (eds.) Rodopi

*What is to be done about it?*

*Que peut-on y faire?*

Data: Hansard (LDC)

# Deverbal linking devices

- from present participles

EN: *during, following, concerning, providing, including*

FR: *concernant, devant, durant, pendant, suivant*

- from past participles

EN: *provided, included, except*

FR: *y compris, non compris, excepté*

# Deverbal linking devices



Uchida (2004) EURALEX

EN: *including* vs. FR: *y compris*

Data: CRATER2 + some texts from Gutenberg



Uchida (2005) in Iyeiri (ed) J. Benjamins

EN: *including* vs. *except*

Data: WordbanksOnline

# Twofold motivation

- As a teacher of English

How to analyse the data

- As a (corpus-based/driven) linguist

Errors made by F1-French learners of English

Comments/Advise by F1-French and other researchers/teachers/speakers of English/French

## **References**

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