

A quantitative and qualitative analysis of determiner-noun combinations in advanced Dutch

EFL writing: A corpus-based study

Radboud University Nijmegen  
Myrthe Vos  
s4230884  
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myrthe.vos@student.ru.nl

Supervisor: Dr P. de Haan  
Second reader: Dr S. van Vuuren

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Teachers who will receive this document: Dr P. de Haan & Dr S. van Vuuren

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Signed

Name of student: Myrthe Vos

Student number: 4230884

## **Abstract**

This study looked into the syntactic development of advanced Dutch EFL writers, specifically their use of determiner-noun combinations. It addresses quantitative and qualitative differences in determiner-noun use between native and non-native English academic writing, and is designed in such a way that it highlights the Dutch student writers' individual development. It focuses on the non-native writers' grammatical competency and related features in their writing, such as structural complexity of noun phrases and mean sentence length. Based on previous research, the expected findings were an initial underuse of determiner-noun pairs and an overuse of personal pronouns (De Haan & Van der Haagen, 2014). This was confirmed by the quantitative and qualitative analyses of part-of-speech tagged data from two corpora, LONGDALE-NL and LOCNESS. Although the non-native writers' individual development was non-linear and varied extensively, the results did indicate a general move towards a more nativelike distribution of determiner-noun pairs. However, the study failed to show an unambiguous relation between grammatical competency and the nativelikeness of determiner-noun use, and found no correspondence to mean sentence length and structural complexity of noun phrases.

Keywords: EFL writing, syntactic development, determiner-noun pairs, qualitative analysis, LONGDALE, complex noun phrases, mean sentence length

## Table of contents

1. Introduction	5
2. Background	8
2.1 English in the Netherlands	8
2.1.1 English teaching in Dutch education	8
2.2 Previous research into determiner-noun pairs	9
2.3 Learner corpus research	11
2.3.1 Contrastive interlanguage analysis and the comparative fallacy	11
2.4 BA English language and culture at Radboud University Nijmegen	12
3. Method	13
3.1 LONGDALE data	13
3.1.1 Cohort 2012	13
3.2 LOCNESS data	14
3.3 Procedure	15
4. Results	17
4.1 Quantitative analysis	17
4.2 Qualitative analysis	21
4.2.1 RAD1210	21
4.2.2 RAD1220	25
4.2.3 RAD1253	27
4.2.4 RAD1277	30
4.2.5 RAD1280	33
4.2.6 Summary	35
5. Discussion	36
6. Conclusion	52
References	54
Appendix I – LONGDALE yr1t1a (tagged)	57
Appendix II – LONGDALE yr2t3 (tagged)	66
Appendix III – LONGDALE yr3t2 (tagged)	81
Appendix IV – LOCNESS ICLE-BR-SUR16-33 (tagged)	95
Appendix V – Penn Treebank tag set	165

## 1. Introduction

Learner corpus research has provided many interesting insights into the linguistic behaviour of non-native writers. By compiling corpora and comparing the non-native data to native English writing, researchers have, for example, shown that non-native writing is less sophisticated than native writing, even if the non-native writers are very advanced (De Haan & Van der Haagen, 2013). Another study by De Haan (2015) shows that non-native writing becomes more complex in terms of noun phrase structure once the use of personal pronouns decreases, and in that way it becomes more similar to native academic writing. De Haan & Van der Haagen (2014), too, found that the linguistic behaviour of non-native writers is different from native writers initially, although not in terms of ungrammaticality. They observed an initial underuse of determiner-noun and noun-noun pairs in non-native writing, but over time this became more similar to the native distribution.

The aim of this study is to find out if there is a relation between grammatical competency and the use of determiner-noun pairs in EFL writing by advanced Dutch students of English. The hypothesis is that as the students' grammatical competency improves, they will use more complex noun phrases and the writing will become more academic in terms of quality. Since complex noun structures consist of smaller units such as nouns and determiner-noun pairs in, for example, prepositional complements, it is assumed that the percentage of determiner-noun pairs should increase over the course of the students' BA course. This is based on previous studies such as De Haan (2015) and De Haan & Van der Haagen (2014). The current study addresses the following research questions:

1. Are there any quantitative differences in determiner-noun combinations between native English and Dutch EFL writing?
2. Are there any qualitative differences in determiner-noun combinations between native English and Dutch EFL writing?
3. Does individual development show a move towards native writers' use of determiner-noun combinations?
4. Is there a relation between grammatical competency and the use of determiner-noun pairs in advanced Dutch EFL writing?
5. Is there a relation between the use of complex noun structures and the frequency of determiner-noun pairs?
6. Is there a relation between sentence length and the use of determiner-noun combinations?

Next, it is important to define some of the terminology used in this study, such as determiners and noun phrases. The *Cambridge grammar of the English language* makes a distinction between determiners and determinatives. Determiners are defined as a dependent function of an NP, and can be divided into three categories: basic determiners (determinatives and DPs), subject-determiners (genitive NPs), and minor determiners (plain NPs and PPs) (Huddleston & Pullum, 2002). Determinatives, on the other hand, represent “a category of words (and certain larger expressions) whose distinctive syntactic property concerns their association with the determiner function” (p.355), such as *the* in *the book*. Examples of basic determiners are articles (*the, a*), demonstrative determinatives (*this, that*), personal determinatives (*we, you*), universal determinatives (*all, both*), distributive determinatives (*each, every*), existential determinatives (*some, any*), cardinal numerals (*one, two, three*), disjunctive determinatives (*either, neither*), the negative determinative *no*, the alternative-additive determinative *another*, positive paucal determinatives (*a few, a little, several*), degree determinatives (*many, much, few, little*), sufficiency determinatives (*enough, sufficient*), and interrogative and relative determiners (*which, what, whichever, whatever*) (Huddleston & Pullum, 2002, p. 356). The second class of determiners, subject-determiners, is made up of genitive NPs, such as *Mark’s* in *Mark’s idea*. According to Huddleston & Pullum (2002), the third class of determiners, so-called minor determiners, can be plain NPs (e.g. *what size shoes, tomorrow morning*) and PPs such as *around ten thousand copies* (p. 357). While it is true that *around* premodifies *ten thousand* and *tomorrow* premodifies *morning*, this study will not treat such phrases as determiners.

English noun phrases typically assume the function of argument in clause structure, as subject (*The student was tired*), object (*She needed a break*), predicative complement (*John is a teacher*), or prepositional complement (*Fiona’s reliance on public support*) (Huddleston & Pullum, 2002). The noun phrase contains a noun as head, except in fused-head constructions, and can be pre- or post-modified by various dependents. Furthermore, English nouns typically can inflect for number (singular or plural, although there are non-count nouns as well) and case (plain or genitive) and can be referential or non-referential (Huddleston & Pullum, 2002). The structure of NPs is quite rigid, i.e. the various pre-modifying dependents tend to occur in a fixed order. For example, if a noun phrase contains an article and an adjective, the adjective is always preceded by the article. In addition to that, it is possible to remove an adjective from an NP without interfering with the grammaticality of the constituent (Van de Velde, 2010).

The previous paragraphs have explained this study’s aim and research questions, as well as some of the terminology that is used. The rest of the thesis is structured as follows.

Chapter 2 provides background information on English in the Netherlands and in Dutch education, and it discusses some of the previous studies into the use of determiner-noun pairs. It furthermore discusses learner corpora and describes the English department at Radboud University Nijmegen, where the non-native data collection took place. The third chapter describes the native and non-native data and the procedure for the quantitative and qualitative analyses. Chapter four consists of the results from the quantitative and qualitative analyses, in which the differences between the native and non-native writers are highlighted. The fifth chapter is dedicated to the discussion of the methods and results, and contains recommendations for future research. Finally, a conclusion to this study is provided in chapter six.

## 2. Background

The aim of this thesis is to investigate the possibility of a relation between grammatical competency and the use of determiner-noun pairs in EFL writing by advanced Dutch students of English. The following sections will provide a theoretical background to the research questions. This chapter is divided into four sections. First, there is a brief introduction to English in the Netherlands and in Dutch secondary education, followed by a section that discusses a number of studies that have also looked into the syntactic development of EFL writers. The third section describes learner corpus research and contrastive interlanguage analysis (CIA). The final section provides a characterisation of Radboud University Nijmegen's students of English Language and Culture and its BA programme, which gives an indication of how the university expects its students' writing competency to develop.

### 2.1 English in the Netherlands

English is the most important foreign language in the Netherlands, and it has been growing in popularity since the Second World War (Edwards, 2016). Although the Netherlands is still an Expanding Circle country within the World Englishes paradigm, McArthur (1993) argues that it is very much on the move towards attaining ESL-like status. Ammon & McConnell (2002), too, argue that English has almost become a second national language in the Netherlands. Edwards (2016) describes English in the Netherlands as “widespread throughout society, not restricted to elites, increasingly used internally as a symbol of prestige, an identity marker and an additional creative resource, and acquired not just at school but also in wider society” (p.157). These characteristics mean that English could qualify as the second language in the Netherlands. However, Dutch English (Dunglish) is not recognised as a valid hybrid variety of English, due to social stigma. There remains a clear preference for native models rather than Dutch English as a target model. It is therefore premature to consider English the official second language in the Netherlands.

#### 2.1.1 English teaching in Dutch education

In 2017, the Netherlands is the leading country in the English Proficiency Index, a statistic based on the results of English tests taken by 950,000 adults worldwide (Education First, 2017). The country scored 72.16 (“very high proficiency”), which corresponds to Common European Framework of Reference (CEFR) level B2, thereby surpassing Denmark (71.15) and Sweden (70.81). This score must at least in part be due to the position of English in Dutch education (Edwards, 2016). In primary education, English is taught in the final two grades



(ages 11-12), though more and more schools have started to offer English at an earlier stage, sometimes even in the first grade (age 4) (Kwakernaak, 2011). The introduction of English in primary education has been controversial, one of the reasons being that the increased amount of time spent on English education meant less time for Dutch (De Korte, 2006, cited in Edwards, 2016).

In secondary school, English is a compulsory subject for all. Pupils are streamed into one of three types of schooling: VMBO (*voorbereidend middelbaar beroepsonderwijs*, pre-vocational secondary education), HAVO (*hoger algemeen voortgezet onderwijs*, senior general secondary education), or VWO (*voorbereidend wetenschappelijk onderwijs*, pre-university education) (Edwards, 2016). English is taught for the full length of secondary education, which, depending on the stream, is four (VMBO), five (HAVO) or six (VWO) years. VWO-pupils, who are most relevant to this particular study, are subject to at least 513 hours of EFL (*Overzicht aantal uren onderwijstijd*), which is 9 per cent of the total number of hours of compulsory secondary education (Fontein, Prüfer, De Vos, & Vloet, 2016).

Finally, higher education in the Netherlands has been subject to “Englishisation” (Edwards, 2016, p.30), as increasingly more courses and degree programmes are now taught in English. According to Dybalska (2010), “there is hardly any chance to complete a university degree programme without demonstrating a high level of linguistic competence in English” (cited in Edwards, p.33). All in all, this shows the importance of English in Dutch education, now and in the future.

## 2.2 Previous research into determiner-noun pairs

The design of this study is based on other longitudinal studies such as De Haan & Van der Haagen (2014) and De Haan (2015), who also looked at the syntactic development of advanced Dutch students of English. De Haan & Van der Haagen (2014) found that Dutch students of English initially underuse determiner-noun combinations compared to native writers, but overuse them later. A possible explanation for this observation is that, as the non-native writers mature and learn more about English grammar, they are able to create sentences that are more complex, that is, sentences that consist of more ‘building blocks’. These building blocks are likely to contain determiners and nouns. As De Haan (2015) shows, students’ frequent use of personal pronouns at the beginning of their degree course decreases over time and makes way for an increased use of noun phrases, which can be premodified by a determiner and/or an adjective and postmodified by a preposition phrase. The non-native writing thus becomes more complex in terms of its noun phrase structure. This is a possible

explanation for the observed development in De Haan & Van der Haagen (2014), and is reflected in the results of De Haan (1994).

Another study that shows that non-native writers' development is non-linear is De Haan & Van der Haagen (2012). Although they studied the use of adjectives in EFL writing rather than determiner-noun combinations, their findings are in line with this study's hypothesis. De Haan & Van der Haagen (2013a) found that Dutch EFL writing initially contains elements of spoken English, which is for example reflected in their use of intensifiers, but as the students learn more about academic writing, they gradually become more nativelike. It is expected that the present study will have pedagogic implications similar to those of De Haan & Van der Haagen (2013a). By making students aware of how particular constructions or constituents, determiner-noun combinations in this case, are used in native writing, their own writing is expected to become more nativelike.

Another study which is relevant to this research is De Haan (2015), which looked at the use of nouns and noun phrases by advanced Dutch students of English. Even though this study only followed two students over a relatively short period of time (September 2011 – January 2012), it showed that the individual students' development differed substantially. It furthermore provided an interesting analysis by linking the results to the students' grammar exam scores. The study shows an increased use of determiner-adjective-noun combinations in the less advanced student (RAD1102), although their use of determiner-noun pairs remained stable (RAD1102) or decreased (RAD1101) (De Haan, 2015). While this finding is in part contrary to the current study's hypothesis (i.e. it did not find an increased use of determiner-noun combinations), it could be due to the fact that the period of observation is only five months, which may not be long enough to observe more syntactic development (Ortega, 2003). De Haan (2015) concludes that "grammatical control does not automatically imply grammatical and/or discourse competence" (p.139), since the students performed equally well on a grammar exam, but displayed varying degrees of grammatical control in their writing. The same conclusion is reported in De Haan (2016), who investigated the use of verbs and verb phrases rather than determiner-noun pairs, but is nevertheless relevant since it also uses data from Radboud University students and has a comparable set-up to this research. The findings indicate that, as non-native writers start to produce more academic and more mature texts, they switch from a more verbal to a nominal style of writing. Both De Haan (2015) and De Haan (2016) conclude that the increased use of nouns indicates that a text is more structurally complex, as students begin to use more complex noun phrases and prepositional phrases.

De Haan & Van Esch (2005), finally, note that there is a relation between a student's level of advancedness and the mean sentence length in their writing. Based on Grant & Ginther (2000), their study consisted of an analysis of argumentative essays by students of English and students of Spanish. They found that the more advanced students produce longer sentences, and, thanks to their longitudinal set-up, they found that the students' mean sentence length increases every year (De Haan & Van Esch, 2005). Based on these findings, it is expected that the students under observation in the current study will display a similar developmental trajectory, meaning that they will use longer sentences that are structurally more complex and contain more determiner-noun combinations in the third year compared to the first year.

### 2.3 Learner corpus research

Learner corpus research is probably one of the best ways to study the syntactic development of EFL writers. Having its origins in corpus linguistics, it began to develop in the late 1980s, when it became easier to store and process L2 data electronically (Granger, Gilquin, & Meunier, 2015). From then on, it was possible to analyse L2 data with a variety of software, such as part-of-speech taggers and concordance programs (Granger et al., 2015). Most learner corpus studies focus on (academic) writing, but recently the field has seen an increase in studies into L2 speech. There also exists a preference for cross-sectional research, although longitudinal studies and research into individual variability are on the rise (Granger et al., 2015). One of the aims of learner corpus research is to gain “a better understanding of the mechanisms of foreign or second language acquisition” (Granger et al., p.3), which is why the data are preferably as natural as possible and with a limited degree of monitoring or editing (Granger et al., 2015). Most learner corpora today have English as the target language, such as the International Corpus of Learner English (ICLE) and the Louvain International Database of Spoken English Interlanguage (LINDSEI). The same goes for the corpora used in this study, LOCNESS (Louvain Corpus of Native English Essays) and LONGDALE (Longitudinal Database of Learner English), on which more information can be found in the following chapter.

#### 2.3.1 Contrastive interlanguage analysis and the comparative fallacy

Contrastive interlanguage analysis (CIA) is a term coined by Granger in 1996, which represents one of the most popular methods in learner corpus research (Granger, 2015). It was designed in such a way that it allows for a comparison of learner language (or interlanguage)

with native language, as well as a comparison of learners with different L1 backgrounds. One of the reasons behind this design was that it would be beneficial to creators of “more efficient language teaching tools and methods” (Granger, 2015, p.9). Like other learner corpus studies, most CIA studies involve written L2 data, and they are characterised by research into advanced interlanguage (Granger, 2015).

The majority of CIA studies compare native data to learner data, and the present study is no exception. One should, however, at all times be aware of the so-called “comparative fallacy” (Granger, 2015), which implies that “by continuing to equate identity with idealized native speaker production as a definition of success, it is difficult to avoid seeing the learner’s IL as anything but deficient” (Larsen-Freeman (2014), cited in Granger, 2015, p.13). In this case, however, the EFL writing that is analysed is by students of English language and culture, who are training to become EFL professionals, which should justify this comparison to the target language (Verheijen, Los, & De Haan, 2013).

#### 2.4 BA English language and culture at Radboud University Nijmegen

The English department at Radboud University Nijmegen argue that they train their students to become EFL professionals, rather than EFL users (De Haan & Van der Haagen, 2013). According to De Haan & Van der Haagen (2013), EFL professionals are “non-native speakers of English who are employed as language teachers, language trainers, translators, or editors, usually in a non-native English environment...[who] should not merely have a very advanced proficiency of English (CEFR C2), but a native-like command” (p.18). Van Vuuren (2017), too, states that in contrast to other Dutch universities the English department in Nijmegen expect their BA students’ exit level to be at C2, for writing, speaking, reading, and listening. However, as is also noted by Van Vuuren (2017), the C1 and C2 CEFR levels remain underspecified and apparently unable to differentiate on such high levels. In 2013, all first-year students of English at Radboud University took the OOPT, a placement tool that corresponds to the CEFR (Van Vuuren, 2017). The results indicated that approximately 40 per cent of first-year students were already at C2, i.e. the level that third-year students are expected to attain (Van Vuuren, 2017). The C1 and C2 levels are clearly not specific enough to map the development of these future EFL professionals and cannot provide an answer to the question of how close to nativelike the students are at a certain point in their degree course. The CEFR is certainly a valuable framework for the classification of other EFL or ESL users, but for these budding EFL professionals there is a need for a more precise tool or framework. That, however, is beyond the scope of this thesis.

### 3. Method

While the previous chapter discussed the position of English in the Netherlands and in Dutch education, as well as a number of relevant studies in the area of corpus linguistics, the current chapter is dedicated to the methods used in this study, and explains which native and non-native data were used and what kind of analysis took place.

#### 3.1 LONGDALE data

The Longitudinal Database of Learner English (LONGDALE) was founded in 2008 by the Centre for English Corpus Linguistics at the University of Louvain, Belgium (Granger et al., 2015). It aims to accumulate longitudinal data from students with different L1 backgrounds by following them over a three-year period. So far, data have been collected by teams at Radboud University Nijmegen (the Netherlands), University of Hannover (Germany), University of Louvain (Belgium), University of Padua (Italy), and University of Paris-Diderot (France), and two new teams from Universidade Federal de Minas Gerais (Brazil) and University of Valencia (Spain) have recently joined the project (Meunier, 2015). The database also contains comprehensive learner profile information, including “age, gender, educational background, variables pertaining to the task, and when available, information on the proficiency levels of the students as measured by internationally recognized tests” (Meunier, 2015, p.124).

The Dutch part of the corpus, LONGDALE-NL, consists of data collected at Radboud University Nijmegen from 2009 onwards (De Haan & Van der Haagen, 2013a). LONGDALE-NL comprises a variety of text types, including personal statements, research proposals, and literature essays. The present study used material from cohort 2012, that is, students who started their degree course in September 2012 and who handed in written work over the following three years. More information on this particular cohort will follow in the section below.

##### 3.1.1 Cohort 2012

Since one of the aims of this study is to characterise individual development in the use of determiner-noun pairs, the study analysed data from five advanced Dutch students of English that participated in the Dutch part of the LONGDALE project. They started their BA degree course in September 2012, and handed in seven pieces of writing during the first year, three in the second year and two in the final year. During this three-year period, the students took courses such as Writing English, Grammar & Translation, Academic Writing, Syntax I and II,

and various literature courses, which have helped them to become (more) natively like in their writing. Not all students handed in their work at each data collection moment, which is why some of them were not eligible for this study. The five students that have been selected for analysis are referred to as RAD1210, RAD1220, RAD1253, RAD1277, and RAD1280. They are all students of British English. The data collection moments that were chosen for this study are September 2012 (yr1t1a), June 2014 (yr2t3), and December 2014 (yr3t2). Ortega (2003) found that, in order to be able to observe substantial changes in the syntactic development of non-native writers, one needs “an observation period of roughly a year of college-level instruction” (p. 492), which is why this study looks at three assignments, one from each year in the BA-programme. Admittedly, the time lapse between the second and third task is only six months instead of one year. This is due to the fact that assignment yr2t3 was the only academic piece of writing from the students’ second year that was recorded in the LONGDALE-NL database. The question of whether this shorter time lapse affected the results will be addressed in Chapter 5. The first assignment, yr1t1a, was written in class and was timed, the other two assignments were untimed and were a literature take-home exam (yr2t3) and a research proposal (yr3t2). The non-native data consisted of 9,461 words in total.

### 3.2 LOCNESS data

LOCNESS, the Louvain Corpus of Native English Essays, consists of argumentative essays written by both American and British university students (De Haan & Van der Haagen, 2013). Compiled in the 1990s, the essays feature a variety of topics and are both timed and untimed (De Haan & Van der Haagen, 2014). LOCNESS was designed to be used as a native reference corpus for comparison, which is why it is similar to learner corpora, in particular ICLE, on parameters such as task type and task length (Granger et al., 2015). The material selected for this study comes from brsur1, the first part of the corpus, which consists of 33 essays written by British undergraduate students in March 1991. Eighteen of these essays were selected for analysis (ICLE-BR-SUR-0016 to ICLE-BR-SUR-0033), because they were academic in nature and written by British English students, and therefore most comparable to the LONGDALE data. The native data amounts to a total of 18,129 words. The essays in question concerned French society and institutions, with topics ranging from French higher education to unionism in France. These texts are regarded as the norm in this study, because, again, the native writers’ academic background is similar to that of the LONGDALE writers, which makes it perfectly suitable to serve as material for comparison.

### 3.3 Procedure

Once access to both corpora had been obtained, the first step was to have a part-of-speech tagger tag the data. The Stanford Natural Language Processing (NLP) Group offers a freely available part-of-speech tagger, which analyses a piece of text within a couple of seconds after it has been pasted into the program, and “assigns parts of speech to each word (and other token), such as noun, verb, adjective” (*Stanford log-linear part-of-speech tagger*). The tags correspond to the Penn Treebank tag set, which can be found in Appendix V (Santorini, 1990). Appendices I to IV contain the LONGDALE and LOCNESS data as tagged by the Stanford part-of-speech tagger.

A quick survey of the results revealed that the part-of-speech tagger had not always been consistent in its analysis. For example, the phrase *information-structure differences* had been tagged in two ways:

“the\_DT information-structure\_NN differences\_NNS” (RAD1253, yr2t3)

“the\_DT many\_JJ information-structure\_JJ differences\_NNS” (RAD1253, yr2t3)

Typing errors also caused the program to assign wrong tags to determiners, adjectives, and nouns, and cardinal numbers in determiner position were assigned a CD-tag rather than a DT-tag. This meant that the data were checked again, manually, in order to eliminate these inconsistencies and correct any errors. The discrepancies between the data as tagged by the Stanford tagger and the manually post-edited data are discussed in the fifth chapter. Post-editing the data consisted of colour-coding determiners, nouns, and attributive adjectives with markers and calculating how frequently these parts of speech and combinations of parts of speech occurred in each students’ three texts, as well as in the native data. This made for an efficient quantitative analysis of the categories relevant to this research, the results of which can also be found in Chapter 4.

The second part of the analysis was based on the qualitative differences between native and non-native writing, with a focus on the Dutch EFL writers’ individual development. This involved comparisons between L1 and L2 writers, between the Dutch EFL writers, and within-subject comparisons, for example RAD1253’s performance at yr1t1a and at yr3t2, to show how the non-native writers developed over time. Chapter 4 shows the results from these quantitative and qualitative analyses.

The fifth research question required the analysis of complex noun phrase structures in selected texts. This consisted of converting the data to a Word-file, printing the texts and marking each complex noun phrase by hand. After they had all been marked, the complex noun phrases were further divided into four categories, based on the number of determiners

they contained (zero to three). The results of this analysis are presented in Chapter 5, where they best fit into the discussion.

Finally, the data required in order to answer the sixth research question were processed by *Wordsmith Tools*, a program that can be used to analyse texts in a number of ways (Scott, 2017). It can, among other things, create key word lists and concordances, and provides the user with a list of statistics (Scott, 2008). The mean sentence length scores and standard deviations were obtained not by myself, but with the help of an expert. Since these results are not entirely my own, they are discussed in Chapter 5, instead of in Chapter 4.



## 4. Results

### 4.1 Quantitative analysis

The results of the quantitative analysis are given below in Tables 1 to 3, with the results from the LOCNESS corpus repeated in each table for comparison. The results are given as percentage scores, which means that, for example, RAD1210 used an average of 12 determiners per 100 words in the first assignment (yr1t1a). It should be noted that sometimes the results from, for example, DT|N and DT|JJ|N do not add up to the percentage of DTs, as is the case for RAD1220 at yr2t3. Such discrepancies are due to two reasons. Firstly, sometimes there was more than one determiner or more than one adjective per noun phrase. For example, in yr1t1a, RAD1220 uses the phrase *one or two lectures*, in which both *one* and *two* are counted as determiners, but count only once as a DT|N pair. The same goes for adjectives. For example in yr2t3, RAD1253 writes about “the\_DT beautiful\_JJ young\_JJ women\_NNS”, where *beautiful* and *young* are counted separately as adjectives, but as one DT|JJ|N combination. Secondly, rounding errors can cause discrepancies. For example in yr1t1a, RAD1253 produced 17 attributive adjectives in a text of 481 words (3.53%), 8 of which were part of a DT|JJ|N combination (1.66%) and the other 9 (1.87%) were part of an JJ|N pair. However, the percentage scores are rounded off to one decimal, which leads to a 0.1% difference.

Table 1

*Results of the quantitative analysis of LONGDALE yr1t1a, percentage scores*

YR1T1A	Native N=18,129	RAD1210 N=535	RAD1220 N=404	RAD1253 N=481	RAD1277 N=330	RAD1280 N=433
DT	13.6	12	9.4	14.6	12.4	12.2
N (total)	24.9	20.2	16.1	19.8	21.5	17.6
Attr. adj.	6.9	7.3	4.7	3.5	5.2	6.2
DT N	9.7	7.1	6.2	12.9	8.5	8.3
DT JJ N	3.7	4.9	3	1.7	3.9	3.9
JJ N	2.4	1.9	1.5	1.9	1.2	1.6
N (compound or unmodified)	8.9	6.4	5.4	3.3	7.9	3.7

Table 2

*Results of the quantitative analysis of LONGDALE yr2t3, percentage scores*

YR2T3	Native N=18,129	RAD1210 N=827	RAD1220 N=795	RAD1253 N=728	RAD1277 N=684	RAD1280 N=730
DT	13.6	12.5	13.3	9.8	13.6	11.9
N (total)	24.9	17.2	24	13.7	24	16.6
Attr. adj.	6.9	3.7	6.8	2.5	5.7	6
DT N	9.7	10	9.3	8	9.1	7.3
DT JJ N	3.7	2.4	3.8	1.6	4.2	4.7
JJ N	2.4	0.5	1.8	0.7	0.4	0.7
N (compound or unmodified)	8.9	4.2	8.6	3.4	10.2	4

Table 3

*Results of the quantitative analysis of LONGDALE yr3t2, percentage scores*

YR3T2	Native N=18,129	RAD1210 N=470	RAD1220 N=1,024	RAD1253 N=717	RAD1277 N=422	RAD1280 N=881
DT	13.6	12.8	12.3	10.2	10.4	12.7
N (total)	24.9	26.6	22.5	25.1	24.6	26
Attr. adj.	6.9	10.4	6.1	7.9	8.3	5
DT N	9.7	8.9	8.3	6.7	7.3	9.6
DT JJ N	3.7	3.4	3.7	3.2	3.1	3
JJ N	2.4	4.9	1.8	3.9	4.7	1.9
N (compound or unmodified)	8.9	9.1	8.7	11.4	9.5	11.4

Tables 1 to 3 have been colour-coded. If a cell is green, it means that for that particular part of speech, the student's score was up to 10 per cent above or below the mean score of the native writers from the LOCNESS corpus. Blue cells represent the runners-up in their category, and are awarded when the score is no more than 15% away from the native writers' percentage. For example, RAD1210's percentage score for total number of nouns at yr3t2 is coloured green, because 26.6 is only 6.8 per cent removed from the native score of 24.9 nouns per 100 words.

The results from yr1t1a in Table 1 show that at this early stage in the BA programme, RAD1277 is already able to produce a text that has a nativelike distribution in terms of determiners, nouns, and adjectives. With two green cells and three blue cells, the student appears to be more nativelike than the other four in this respect. RAD1220 appears to have the least nativelike distribution, scoring consistently far below the native percentages. Examples (1a) and (1b) below are fragments taken from RAD1220's first text. An explanation of the tags used in (1b) can be found in Appendix V.

(1a) "Homework at university is not something you should take lightly, but not to worry. Just follow these steps and you will be successful in your first year. The first thing you have to make sure is that you are thoroughly organised. This means you need to get a diary and use it properly. Write down every single course you take. If you are not fond of paper diaries, use your phone to help remind you of your courses. By doing this you will never miss a class." (RAD1220, yr1t1a)

(1b) "Homework\_NN at\_IN university\_NN is\_VBZ not\_RB something\_NN you\_PRP should\_MD take\_VB lightly\_RB ,\_, but\_CC not\_RB to\_TO worry\_VB .\_. Just\_RB follow\_VB these\_DT steps\_NNS and\_CC you\_PRP will\_MD be\_VB successful\_JJ in\_IN your\_PRP\$ first\_JJ year\_NN .\_. The\_DT first\_JJ thing\_NN you\_PRP have\_VBP to\_TO make\_VB sure\_JJ is\_VBZ that\_IN you\_PRP are\_VBP thoroughly\_RB organised\_VBN .\_. This\_DT means\_VBZ you\_PRP need\_VBP to\_TO get\_VB a\_DT diary\_NN and\_CC use\_VB it\_PRP properly\_RB .\_. Write\_VB down\_RP every\_DT single\_JJ course\_NN you\_PRP take\_VBP .\_. If\_IN you\_PRP are\_VBP not\_RB fond\_JJ of\_IN paper\_NN diaries\_NNS ,\_, use\_VB your\_PRP\$ phone\_NN to\_TO help\_VB remind\_VB you\_PRP of\_IN your\_PRP\$ courses\_NNS .\_. By\_IN doing\_VBG this\_DT you\_PRP will\_MD never\_RB miss\_VB a\_DT class\_NN .\_" (RAD1220, yr1t1a)

RAD1220 uses only 12 nouns in this fragment of 87 words, which is just 13.8 per cent. RAD1253's performance is striking as well, due to the large percentage of determiner-noun combinations compared to the relatively low score of nouns in total (19.8 compared to 24.9, see Table 1). The qualitative analysis below will further discuss possible reasons for RAD1220 and RAD1253's low scores compared to the other non-native writers and the native writers. Important to note, too, is RAD1220, RAD1253, and RAD1280's use of compound or unmodified nouns, or rather, a lack thereof. This difference will also be addressed in the qualitative analysis.

Table 2 shows that the percentage of compound and unmodified nouns does not change much for RAD1253 and RAD1280, but improves dramatically for RAD1220. In fact, RAD1220 has gone from being one of the least nativelike writers in yr1t1a to having the most nativelike distribution of determiners, adjectives, and nouns in yr2t3. This improvement is considerable, with the total number of nouns rising from 16.1 per cent to 24 per cent. At the same time, RAD1253 has become least nativelike in nearly all categories, but especially with respect to the total number of nouns. The excerpt in (2a) and the tagged version in (2b) below show that RAD1253 uses few nouns at this stage.

(2a) “The queen and her fellow judges decide that he is to live, but then the old hag asks him to marry her. He finds this idea repulsive as she is old and ugly. She offers him a choice, she can either be young and probably unfaithful, or old and faithful.”

(RAD1253, yr2t3)

(2b) “The\_DT queen\_NN and\_CC her\_PRP\$ fellow\_JJ judges\_NNS decide\_VBP that\_IN he\_PRP is\_VBZ to\_TO live\_VB ,\_, but\_CC then\_RB the\_DT old\_JJ hag\_NN asks\_VBZ him\_PRP to\_TO marry\_VB her\_PRP .\_ . He\_PRP finds\_VBZ this\_DT idea\_NN repulsive\_JJ as\_IN she\_PRP is\_VBZ old\_JJ and\_CC ugly\_JJ .\_ . She\_PRP offers\_VBZ him\_PRP a\_DT choice\_NN ,\_, she\_PRP can\_MD either\_RB be\_VB young\_JJ and\_CC probably\_RB unfaithful\_JJ ,\_, or\_CC old\_JJ and\_CC faithful\_JJ .\_ .” (RAD1253, yr2t3)

The fragment above contains only 5 nouns, and indicates that RAD1253 has not yet mastered an appropriate academic style. A more extensive discussion of RAD1253’s writing style and the results of the other students follows in section 4.2.

The results from yr3t2 in Table 3 show that, in general, the students have become more nativelike than they were at the time of the first assignment. The percentage scores are not as far apart anymore, and there is not one student who is much more nativelike than the others. However, RAD1277 appears to have become less nativelike at yr3t2 compared to the year before, similar to RAD1280 at yr2t3. RAD1277’s non-nativelike distribution at yr3t2 is due to a return to the use of personal pronouns. It is not immediately visible from the quantitative results, because the percentage score for nouns is comparable to the native score as a result of the use of many compound nouns. This issue will be addressed in more detail in section 4.2.4.

All students clearly follow very different developmental patterns, but RAD1253’s development is most difficult to characterise. What RAD1253 does have in common with the other students, is that the number of unmodified nouns and compound nouns increases. In

RAD1253's case, this percentage has nearly quadrupled by the third year. This increase could be indicative of a more academic writing style, with more compound nouns and unmodified nouns in prepositional complements, which is in correspondence with the findings of De Haan (2015).

In conclusion, the colours allow for a quick (though limited) comparison of the native and non-native data. They suggest that, in terms of quantity, RAD1220 is most native-like out of the five students after three years, with four green cells and two blue cells at yr3t2. This is a remarkable achievement, given how far from nativelike RAD1220's performance is at yr1t1a. When it comes to the development of the use of determiner-noun pairs, it is difficult to establish a general tendency. RAD1210 and RAD1220 behave similarly, as they both produce more DT|N pairs at yr2t3 than at yr1t1a, but then fewer DT|N pairs at yr3t2 than at yr2t3. RAD1280 does the exact opposite, but is in the end most nativelike for this part of speech. RAD1277's distribution at yr1t1a is more nativelike than the others, but least nativelike in the third year. RAD1253, finally, uses increasingly fewer determiner-noun pairs in each of the assignments. The students' very different trajectories of individual development are discussed in more detail in section 4.2.

## 4.2 Qualitative analysis

The following qualitative analysis takes the quantitative analysis above as a starting point. It contains references to specific examples in the native and non-native texts to highlight some of the differences and similarities found in the L1 and L2 data. Given that the emphasis in this thesis is on the Dutch students' individual development, the five non-native writers are discussed separately below. Finally, a summary of the findings is given in section 4.2.6.

### 4.2.1 RAD1210

Table 1 shows that RAD1210's text at yr1t1a is not very nativelike in terms of quantity, except for the student's use of attributive adjectives. The total number of nouns in this text is relatively low, at only 20.2 per cent compared to the native score of 24.9 nouns per 100 words. This is due to RAD1210's frequent use of personal pronouns, as exemplified in (3) and (4).

(3) "Although elementary school probably gave you the opportunity to lay back once a while, university really does not have any room for that behaviour anymore. Before you were a member of a group, you were pretty much always told what to do. Perhaps one of the most important things to remember is that in university you are in fact an

individual. That means that you yourself are responsible for the success you have within your study.” (RAD1210, yr1t1a)

(4) “There you are. You have made the transition from elementary school to university. There really is no way around it, you now are a member of the intellectual elite of your country, and that position is a small burden to bear. Not just because you are expected to perform exceptionally well at your specific subject of study, you are also obliged to reach that high level of success on your own.” (RAD1210, yr1t1a)

All sentences in the two excerpts above contain a personal pronoun. This is in line with findings from De Haan & Van der Haagen (2014), who also observed an initial overuse of personal pronouns paired with an underuse of nouns. Such use of personal pronouns is inappropriate in academic writing, and it means that the sentences are not very complex in terms of noun phrase structure. After all, for every instance of a personal pronoun, a noun could have been used, which could be premodified by a determiner and/or adjective, or postmodified by a prepositional complement. It should be noted that the prompt for this assignment was to write a personal statement, which is why first person singular *I* and second person singular and plural *you* occur so frequently. The relatively low number of nouns has as a consequence that the percentage of determiner-noun pairs is equally low in comparison to the native distribution.

RAD1210’s first text contains some minor grammatical mistakes, but is otherwise well-written. One error would, however, lead to a slightly different percentage score upon correction, i.e. the use of a determiner in the phrase *other members of the staff*:

(4) “You can contact lecturers or other members of the staff to ensure you always know what is going on, what needs to be handed in and what is expected of you.” (RAD1210, yr1t1a)

Native writers would omit the determiner from such a phrase, as can be seen in the following example from LOCNESS, which bears much resemblance to the example above.

(5) “The constitution of 1958 honoured this, by placing the President first among the members of parliament.” (ICLE-BR-SUR-0025.1)

Without the determiner in (4), *staff* would fall into the category of unmodified noun. The percentage score would increase slightly, from 6.4 to 6.5, which means it is still not very close to the native score of 8.9 compound or unmodified nouns per 100 words.

At yr2t3, RAD1210 writes an essay on Middle English literature that contains a few grammatical errors, but is, again, well-written. This is, however, not entirely reflected in the quantitative analysis in section 4.1, as only the scores for determiners and determiner-noun

pairs are close to the native distribution. RAD1210's use of nouns has decreased, falling from 81.1 per cent (20.2, see Table 1) to only 69.1 per cent (17.2, see Table 2) of the native score. Once again, it appears that this is due to the fact that RAD1210 uses far more personal pronouns than the native writers of LOCNESS. Contrary to the first text, which contained mostly first and second person singular pronouns, the second text contains many instances of the third person singular pronouns *he* and *she*, as can be seen in the examples below.

(6) "This particular tale tells the story of a knight of the round table. **He** rapes a young girl in field of grain and that means that **he** is punishable by death." (RAD1210, yr2t3)

(7) "If **he** fails to deliver the answer at the last day, **he** will still be executed. The knight travels through the country but **he** cannot discover the answer since all women tell him something different. On his way back to the castle, **he** runs into an old witch who promises him that **she** will save him in exchange for the knight's promise that **he** will do anything **she** desires from him afterwards. It turns out that the old witch wants to marry with the knight and **he** has got no other choice than to comply." (RAD1210, yr2t3)

Examples (6) and (7) also show that RAD1210's yr2t3 text is not so much an argumentative essay as it is a recollection of the literature that was read in preparation for the assignment. Although this style of writing cannot be considered academic, RAD1210 has two green cells at yr2t3 (see Table 2). This is due to the student's frequent use of noun phrases such as *the knight*, *the queen*, and *the witch*. RAD1210 furthermore uses hardly any compound nouns at this stage, which explains the student's score of only 4.2 per cent in Table 2.

(8) "Upon seeing his sorrow, she presents him with a choice: either she changes herself into a beautiful, young wife but she will be unfaithful to him or she remains old and ugly and she will promise him to be faithful and obedient for eternity." (RAD1210, yr2t3)

The 44 words above contain only 4 nouns, i.e. *sorrow*, *choice*, *wife*, and *eternity*, whereas a sentence of similar length (40 words) from the LOCNESS corpus contains eleven nouns:

(9) "Perhaps due to the ideological extremism of the CGT, perhaps through fear of losing jobs, or of opposing a very authoritative patronat, union membership in France has always been weak, representing at the present time only 15% of the workforce." (ICLE-BR-SUR-0019.1)

Where RAD1210 favours the use of personal pronouns, the native writer prefers to use nouns and a compound noun (*union membership*). If RAD1210 wishes to become more natively like in

academic writing, one of the first things they should do is use as few personal pronouns as possible and increase the total number of nouns and the number of compound nouns.

Finally, the second text contains one sentence that can be interpreted in two different ways due to its ungrammaticality, both of which would alter RAD1210's percentage scores.

(10a) "The king, however, chooses to let his wife, the queen, determine what faith is going to bestow on the knight." (RAD1210, yr2t3)

The Stanford part-of-speech-tagger tags this sentence as follows:

(10b) "The\_DT king\_NN ,\_, however\_RB ,\_, chooses\_VBZ to\_TO let\_VB his\_PRP\$ wife\_NN ,\_, the\_DT queen\_NN ,\_, determine\_VB what\_WP faith\_NN is\_VBZ going\_VBG to\_TO bestow\_VB on\_IN the\_DT knight\_NN .\_" (RAD1210, yr2t3)

First of all, RAD1210 probably meant *fate* instead of *faith*. However, as neither *fate* nor *faith* can bestow something upon someone in this scenario, it is impossible for *what* to be an interrogative pronoun. This leaves two interpretations:

(11a) *The king, however, chooses to let his wife, the queen, determine what fate she is going to bestow on the knight.*

(11b) *The king, however, chooses to let his wife, the queen, determine what fate is to be bestowed on the knight.*

In both (11a) and (11b), *what* is a determiner rather than an interrogative pronoun, and *what fate* would be regarded as a DT|N pair.

RAD1210's second text contains no other errors where determiners and nouns are concerned, except for an omitted determiner in the sentence *He rapes a young girl in field of grain*. It is likely that this is simply a typing error, and it should be noted that typing errors also occur in the native texts.

At yr3t2, RAD1210 produces slightly more nouns on average than a native writer, as can be seen in Table 3. This increase could be due to the prompt, i.e. a research proposal, which was more academic in nature than the previous two prompts. RAD1210's performance is very close to the native distribution, scoring within ten per cent of the native writers' percentages on all categories except for attributive adjectives and adjective-noun pairs (Table 3). Despite this nativelike performance in terms of quantity, the text still contains some sentences that sound distinctly non-native, such as:

(12) "There is a clear parallel noticeable between these novels and the developments in American mental health care." (RAD1210, yr3t2)

The third text also shows that RAD1210 has not fully mastered the distinction between count and non-count nouns. The following two examples demonstrate this:



(13) “Next to literary criticism and close reading of novels this research also relies on a detailed literary research on American psychiatry in and around the 1960s.”

(RAD1210, yr3t2)

(14) “Articles containing criticism on controversial treatments appeared as soon as lobotomies and electro-shock therapies were applied to human beings.” (RAD1210, yr3t2)

In examples (13) and (14), *research* and *therapy* should both be viewed as non-count rather than count nouns, which means that the indefinite article in example (13) should have been omitted and *therapies* in (14) should have been singular. These two sentences, however, do not affect the results too much, as only the correction of example (13) would lead to a change in the percentage scores in Table 3.

All in all, RAD1210’s development shows a move towards nativelikeness, especially in terms of noun production. By the third year, the initial overuse of personal pronouns has decreased and RAD1210 has adopted a style of writing that is clearly more academic.

#### 4.2.2 RAD1220

RAD1220, like RAD1210, uses a large amount of personal pronouns in the first assignment, for example in the following excerpt:

(15) “The first thing you have to make sure is that you are thoroughly organised. This means you need to get a diary and use it properly. Write down every single course you take. If you are not fond of paper diaries, use your phone to help remind you of your courses. By doing this you will never miss a class. The workload at university will be a lot more than you were used to in secondary school. In order to not succumb under this, and to not get a nervous breakdown because of it, you need to carefully plan everything.” (RAD1220, yr1t1a)

Again, this relatively high number of pronouns is related to the fact that the percentage of nouns is rather low in comparison to native writers. In all other respects, however, this text is well-written. It has a clear introduction and conclusion, and it contains hardly any grammatical errors. Although a first look at the results in Table 1 suggests that RAD1220 is least nativelike of the five students, this is not immediately reflected in the quality of RAD1220’s writing. The overall low percentage scores are merely caused by the overuse of personal pronouns, which cannot be modified by determiners, adjectives or other nouns.

At yr2t3, RAD1220’s distribution of determiners, nouns, and adjectives is nativelike (see Table 2). Some non-native features, however, persist, such as the frequent use of the

phrase *a lot*. RAD1220 uses *a lot* seven times in this text, sometimes even twice in one sentence (example (21)), and there is also one instance of *lots*:

(15) “These characters incline to make lots of rash promises, which the trickster dutifully takes advantage of.” (RAD1220, yr2t3)

(16) “Due to the fabliaux’s earlier existence in France, a lot had already been written about when the English picked up the genre (Canby 205).” (RAD1220, yr2t3)

(17) “Consequently, a lot of fabliau literature was not written down and saved, which explains why there are so few surviving English fabliaux (Canby 207).” (RAD1220, yr2t3)

(18) “Unlike nowadays, not a lot of people could read in the Middle Ages.” (RAD1220, yr2t3)

(19) “Manuscripts took a lot of tedious work, and too expensive to waste. It would take until the late thirteenth century for the English people to start using English as their language of choice in speaking and writing (245).” (RAD1220, yr2t3)

(20) “Due to its French origin and big French tradition, there was a lot of material already available and England was quite late to the fabliaux craze.” (RAD1220, yr2t3)

(21) “Due to the amount of tedious labour that went into making these manuscripts, and the fact that not a lot of medieval people knew how to read, not a lot of manuscripts were made.” (RAD1220, yr2t3)

The material from the LOCNESS corpus, 18,129 words in total, only contains six cases of *a lot*, and *lots* does not occur at all. Otherwise, the text is well-written and it contains no other mistakes that are relevant to this research.

RAD1220’s third text, yr3t2, does not contain the phrase *a lot*. However, like RAD1210 at yr3t2, RAD1220 mistakenly uses *research* as a count noun, as in the following example.

(22) “I could not find any previous research relating this specific topic, because this is a brand-new research set up by Dr de Vries.” (RAD1220, yr3t2)

RAD1220 furthermore omits an indefinite article (*a*) or cardinal number (*one*) before *more obscure poem* in the next sentence:

(23) “One assignment will be that they have to read two or three short poems, preferably one they have had in class and more obscure poem, and consequently having them analyse the poems in conversational manner.” (RAD1220, yr3t2)

Correction of this phrase would lead to a slight increase of the DT|N percentage score in Table 3, which is currently 14.4 per cent under the native distribution (8.3 compared to 9.7).

Other than this, there are no errors concerning determiners or nouns in this text that would affect the results upon correction. All in all, RAD1220's third text is comparable to native writing. By using the appropriate academic register, RAD1220 produces a text that is natively like both in terms of quantity and quality of determiner-noun use.

#### 4.2.3 RAD1253

Table 1 shows that RAD1253 is not very close to a natively like distribution at the time of the first assignment. In terms of quality of writing, too, RAD1253 performs relatively poorly in comparison to the other four students, and especially in comparison to native writers. RAD1253's yr1t1a text comes across as incoherent due to a lack of punctuation marks and an occasional lack of agreement between (possessive) pronoun and antecedent, as in the following examples.

(24) "To become a successful student you have to take certain steps that will lead them to their goal of graduating college." (RAD1253, yr1t1a)

(25) "The first step a student could take is to come to all of their classes." (RAD1253, yr1t1a)

(26) "The third step a student should take is to simply do their assignments." (RAD1253, yr1t1a)

(27) "Again there are more reasons why a student should make their assignments." (RAD1253, yr1t1a)

Example (24) is different from the others, because one could argue that in (25)-(27) RAD1253 used *their* as a gender-neutral pronoun to address both male and female students. This, however, is impossible to say of (24), where RAD1253, it seems, was unsure whether to use second person singular or third person plural, and ended up using both. If (25)-(27) are examples of the use of plural *their* in agreement with a singular noun (*student*), it would be interesting to see if this also occurs in native writing. In the LOCNESS data, *their* is used a couple of times in combination with a singular noun phrase, but in all cases the noun phrase refers to a group of people and it is therefore in agreement with *their* on the basis of plurality, rather than gender-neutrality. These NPs are *the bourgeoisie* in (28) and *the older generation* in (29):

(28) "It should be said here that earlier attempts at increasing the role of primary and secondary education and making it open to all frightened the bourgeoisie who then sent their children to schools linked to the Lycées so that they still had an advantage." (ICLE-BR-SUR-0016.1)

(29) “This is quite a problem in France as the older generation cost a great deal of money to support, and the fact that their support is seen as a past debt rather than a future investment in the case of children, makes such support be given rather begrudgingly.” (ICLE-BR-SUR-0017.1)

Other than (28) and (29), there are no occurrences of singular noun phrases combined with *their* in the native data. In examples (25)-(27), RAD1253 would have been more nativelike by using plural *students* as antecedent of *their*. In addition to creating a more coherent text, it would also help lower the percentage of determiners in this text, which would make the student’s distribution more nativelike.

Table 2 shows that RAD1253 uses relatively few nouns in the second text in comparison to the native writers. Like RAD1210, the student appears to have misunderstood the assignment and has written a text that resembles a short story, rather than an argumentative essay. That is why third person singular pronouns *he* and *she* occur frequently, as in (30) and (31) below.

(30) “She breaks the spell, when he gives her what all women want, namely control over their husbands, she rewards him. The knight first meets the wife of bath, when he is desperate looking for the answer to what women most desire as the answer will save his life. She promises to tell him, if he does whatever she asks him to.” (RAD1253, yr2t3)

(31) “She offers him a choice, she can either be young and probably unfaithful, or old and faithful. To this he replies that she can choose as she will probably know what is best for them[...].” (RAD1253, yr2t3)

The use of these personal pronouns does not allow for as much structural complexity as the use of nouns, because they are not usually pre- or postmodified. It is therefore likely that the overuse of personal pronouns has led to such a non-nativelike distribution.

There is one particular construction that RAD1253 uses five times in the yr2t3 text, i.e. *the woman she is*, which occurs in a variety of ways:

(32) “He was tested successfully and thus he is worthy to see the beautiful woman she really is.” (RAD1253, yr2t3)

(33) “She changes his mind set by giving him a lecture on gentillesse, which makes him able to see her for the beautiful young women she is.” (RAD1253, yr2t3)

(34) “He was tested and now he has proven himself, she breaks the spell, which makes him able to see the woman she already was.” (RAD1253, yr2t3)

(35) “She puts a spell on him, which makes him unable to see the beautiful woman she is.” (RAD1253, yr2t3)

(36) “But this is not only because he gives her what she wants, he also has proven himself worthy to see her as the woman she is.” (RAD1253, yr2t3)

This structure is mentioned here because of its frequency of use, not because of ungrammaticality. What is, however, ungrammatical, is the use of *women* as singular in (33), which happens twice in this text, the other instance being the example below.

(37) “He told her that he was disgusted by her, because she was not a noble women, she was old and she was ugly.” (RAD1253, yr2t3)

All in all, RAD1253 has not reached a nativelike distribution of determiners and nouns by the second year of the BA programme, which is visible from both the quantitative and the qualitative analysis.

Compared to the first and second text, RAD1253’s third text comes across as more academic. It contains only a small number of personal pronouns and far more unmodified nouns and compound nouns than the earlier texts, as the quantitative analysis shows.

RAD1253 makes only one determiner-noun error in this last text, which is the omission of a determiner before *less advanced or basic learner of English* in the following sentence:

(38) “In that way I can compare less advanced or basic learner of English to a more advanced learner and draw my conclusions on whether or not the degree of English education helps the students to do better in translating difficult English constructions.” (RAD1253, yr3t2)

This is similar to RAD1220’s omission in example (23), and it is likely that both cases are merely typing errors. Table 3 also indicates RAD1253’s limited use of determiners, i.e. only 75 per cent of the native percentage score (10.2 compared to 13.6 determiners per 100 words). This is unexpected, because the percentage of nouns is relatively high (see Table 3). There are several explanations for this, the most important of which is that the number of unmodified nouns is fairly high. Nouns such as *Dutch*, *English*, and *German*, here used as nouns referring to the languages rather than as adjectives, are very frequent, as in (39a) and (39b).

(39a) “They conclude that the information-structure differences between *Dutch* and *English* are the final hurdle for Dutch learners of *English* as a foreign language [...]” (RAD1253, yr3t2)

(39b) “They\_PRP conclude\_VBP that\_IN the\_DT information-structure\_NN differences\_NNS between\_IN Dutch\_NNP and\_CC English\_NNP are\_VBP the\_DT

final\_JJ hurdle\_NN for\_IN Dutch\_JJ learners\_NNS of\_IN English\_NNP as\_IN a\_DT  
foreign\_JJ language\_NN [...].” (RAD1253, yr3t2)

The tags in example (39b) have been edited, as the tagger originally classified all instances of *Dutch* and *English* as adjectives. The cursive occurrences of *Dutch* and *English* in example (39a) are, however, unmodified nouns. Due to the high frequency of these forms, there are relatively few determiners in RAD1253’s third text.

To conclude, RAD1253’s development can be characterised as a move toward nativelikeness, but not quite reaching the level of, for example, RAD1220. Compared to the other students, RAD1253’s learning curve is the steepest. By the third year, RAD1253 produces a text that has more features of academic writing and contains fewer personal pronouns, which is at the same time indicative of the student’s maturity as a writer.

#### 4.2.4 RAD1277

The quantitative analysis in Table 1 indicated that RAD1277 was most nativelike out of the five students at yr1t1a. This result is reflected in the quality of writing, as RAD1277 produces a text that is grammatically sound, although the tone is far from academic. Like the other four students, RAD1277 uses many personal pronouns, for example in (40) and (41):

(40) “How do you expect to pass those tests when you have not been to one single lecture? You may have excelled in English at secondary school, but university standards are much higher.” (RAD1277, yr1t1a)

(41) “That way, you will make your mother proud of you, and you won’t have to take the resits, which saves you a lot of time.” (RAD1277, yr1t1a)

Contrary to the other four students, however, RAD1277 manages to attain a relatively high percentage of nouns in the yr1t1a text. In fact, RAD1277’s distribution of determiners and nouns at yr2t3 is quite close to the native distribution. One particular NP structure stands out in this text, because it does not occur in the other non-native texts: determiner – adjective – coordinating conjunction (or other) – determiner – adjective – noun. This type of noun phrase occurs twice in RAD1277’s yr2t3 text, i.e. *the classical and the medieval versions* in (42) and *a British rather than a Greek king* in (43):

(42) “Both in the classical and the medieval versions, Orpheus / Sir Orfeo wins back his beloved one by playing music [...].” (RAD1277, yr2t3)

(43) “By making Sir Orfeo a British rather than a Greek king, and by placing the story in Britain, the author of the medieval text made the story more accessible to his, largely British, audience.” (RAD1277, yr2t3)

This structure is slightly different from a more frequent structure, which is determiner – adjective – coordinating conjunction (or other) – adjective – noun, for example *the finite and non-finite form* in (44) and *many academic and scientific articles* in (45) below.

(44) “A verb qualifies as an optional infinitive if both the finite and non-finite form occur in certain contexts.” (RAD1277, yr3t2)

(45) “In order to complete this, many academic and scientific articles concerning psychology and psychiatry have been accessed.” (RAD1210, yr3t2)

The inclusion of a second determiner in such noun phrases as in (42) and (43) appears to be rare, because it occurs just once in the native corpus:

(46) “His finance minister was a personal as well as a political friend and hence was willing to execute D'Estaings wishes.” (ICLE-BR-SUR-0027.1)

RAD1277's yr2t3 and yr3t2 texts contain no other unusual constructions or possible typing errors that would affect the results of the quantitative analysis upon correction. Finally, the relatively high percentage of adjectives in yr3t2 (8.3, see Table 3) can be explained by the fact that the text is a research proposal about the use of optional infinitives. The frequent repetition of this term caused these comparatively high percentage scores.

It is interesting to note that by the second year of their BA course, RAD1277 and RAD1220 appear to have learnt about register in academic writing. Their work contains hardly any personal pronouns, in contrast to the other three students:

(47) “The queen gives him one year and one day to discover what it is that all women most desire. If he fails to deliver the answer at the last day, he will still be executed. The knight travels through the country but he cannot discover the answer since all women tell him something different. On his way back to the castle, he runs into an old witch who promises him that she will safe him in exchange for the knight's promise that he will do anything she desires from him afterwards.” (RAD1210, yr2t3)

(48) “In medieval times, it was not custom to document every single piece of literature that was made. Consequently, a lot of fabliau literature was not written down and saved, which explains why there are so few surviving English fabliaux (Canby 207). Unlike nowadays, not a lot of people could read in the Middle Ages. This sparked the oral tradition of telling stories and rendered it unnecessary to write every single story down. The stories needed to live on through the memories of the people, instead of on the skin of goat.” (RAD1220, yr2t3)

(49) “She puts a spell on him, which makes him unable to see the beautiful woman she is. He was to go on a quest to find out what women really want, and she lets him fulfil

the wish of women. Because when he gives her what all women want, namely dominating and controlling their husbands, he is rewarded and the spell is broken. But this is not only because he gives her what she wants, he also has proven himself worthy to see her as the woman she is.” (RAD1253, yr2t3)

(50) “The story takes place partly in Winchester, which is called Thrace in the narrative, and partly in the Otherworld. This is a magical place where fairies and a fairy king exist. The fairies are said to be a Celtic element, thus making the lay more appealing to its medieval audience. Sir Orfeo contains some of the popular themes in medieval literature, namely that of exile and return, and a happy ending. This truly shows that the narrative has been altered in such a way that it would suit the tastes of its medieval readership.” (RAD1277, yr2t3)

(51) “This tale speaks of a young knight who is set to find out what women most desire and he learns this answer from a woman better known as the loathly lady. Now, when they are about to get married the Loathly Lady puts the knight in a dilemma. She is either forever young, beautiful and unfaithful or she is an old hag who is loyal, true and humble. Although there are several opinions that the old hag is really an old hag, it is actually quite clear that the Loathly Lady was never an old hag, but always was and always will be a beautiful woman.” (RAD1280, yr2t3)

The examples above show that RAD1220 and RAD1277 have appropriated the right academic register, with as few personal pronouns as possible. RAD1210, RAD1253, and RAD1280 have made this transition, too, by the time of the third assignment. When all is taken into account, RAD1277, like RAD1220, produces writing that is natively like in terms of quality and quantity of determiners and nouns at a relatively early stage. However, RAD1277 seems to experience a relapse to the use of personal pronouns by the third year, as in example (52).

(52) “I intend to test my hypothesis by analysing as many transcripts in CHILDES as my schedule allows, and then comparing that to what I have found in previously written academic articles. My contribution to the field will probably be minimal, since I will not be aggregating child speech data of my own, but rather studying already published material. However, I do hope that by connecting loose ends and regrouping information, I will put together a coherent survey of what has been researched on this topic and thereby create something meaningful.” (RAD1277, yr3t2)

The use of personal pronouns is not directly visible from Table 3, given that the possibility of a low percentage of nouns is balanced out by the relatively large number of compound nouns.



The percentage of determiners in RAD1277's third text does indicate that the distribution is not quite natively like. It remains unclear why RAD1277 started to use personal pronouns again, having carefully avoided them in the second assignment. It is possible that the student underestimated the degree of formality. Overall, RAD1277 produces texts that are consistent in quality. It is likely that RAD1277 would have as many green cells in Table 3 as RAD1210 or RAD1220 had there been no personal pronouns in the student's third text.

#### 4.2.5 RAD1280

At yr1t1a, RAD1280's writing is similar to that of RAD1220 in terms of quality. Although their percentage scores are slightly different, RAD1280 and RAD1220 both overuse personal pronouns and produce only few nouns in comparison to native writers. Table 1 shows that RAD1280's distribution is otherwise quite close to the native writers' distribution of determiner-noun pairs. RAD1280's yr1t1a text is grammatically correct, with the exception of the following two infelicitous sentences.

(53) "However, if you are truly terrified by the idea of your first year in university, there are some few basic steps to make even your (worst imaginable) year to a successful one." (RAD1280, yr1t1a)

(54) "Students can help each other when they are facing problems, this will make your year much easier." (RAD1280, yr1t1a)

The sentence in (53) actually contains two phrases whose grammaticality is questionable. Firstly, *some* does not usually premodify *few*. It is most likely that RAD1280 intended to write either *some basic steps* or *a few basic steps*. Secondly, *to* should be omitted or replaced by *into*, so that it is either *to make even your (worst imaginable) year a successful one* or *to make even your (worst imaginable) year into a successful one*. Example (54) is infelicitous due to a lack of agreement between the possessive pronoun *your* and its antecedent. This sentence can be corrected in a number of ways, an example of a version of (54) that has agreement is given below in (54a).

(54a) *As students, you can help each other when you are facing problems. This will make your year much easier.*

Though this sentence has agreement between the possessive pronoun and the antecedent, it is admittedly still not very natively like due to the use of personal pronouns.

The quantitative analysis in Table 2 indicates that by yr2t3, RAD1280's distribution of determiners and nouns is not as close to natively like as those of RAD1220 and RAD1277. RAD1280 still produces large quantities of personal pronouns at this stage. This, together

with some non-punctuated run-on sentences, makes the text come across as less academic, which is illustrated by example (55).

(55) “With saying this, the knight gives the Loathly Lady maistrie and with doing so, he shows that he has respect for her and that she can make her own decisions and she becomes both fair and good.” (RAD1280, yr2t3)

The overuse of personal pronouns is a likely cause of the comparatively low percentage of nouns in RAD1280’s second text. In spite of this, the score of 4.7 determiner-adjective-noun combinations per 100 words is rather high. This can be explained by the frequent use of one of the characters’ names in the literature that is described, i.e. *the Loathly Lady*, as well as by the highly descriptive language that RAD1280 uses.

(56a) “Although there are several opinions that the old hag is really an old hag, it is actually quite clear that the Loathly Lady was never an old hag, but always was and always will be a beautiful woman.” (RAD1280, yr2t3)

(56b) “Although\_IN there\_EX are\_VBP several\_JJ opinions\_NNS that\_IN the\_DT old\_JJ hag\_NN is\_VBZ really\_RB an\_DT old\_JJ hag\_NN ,\_, it\_PRP is\_VBZ actually\_RB quite\_RB clear\_JJ that\_IN the\_DT Loathly\_JJ Lady\_NN was\_VBD never\_RB an\_DT old\_JJ hag\_NN ,\_, but\_CC always\_RB was\_VBD and\_CC always\_RB will\_MD be\_VB a\_DT beautiful\_JJ woman\_NN .\_.” (RAD1280, yr2t3)

Example (56a) and (56b) show that the combination DT|JJ|NN occurs frequently.

By the time of the third assignment, however, RAD1280 has learnt not to use personal pronouns in academic writing. The percentage score for nouns increases by 9.4 per cent and the average number of determiner-noun pairs resembles the numbers found in native writing. RAD1280’s yr3t2 text contains only one determiner-related error, i.e. the use of the indefinite article in *a critical research* in (57) below.

(57) “This research paper aims to serve as a starting point for a critical research in which the CEFR is respected for its usefulness, but is thoroughly investigated and tested to become more efficient, reliable, transparent and easier to use not only by language teachers but also by language learners.” (RAD1280, yr3t2)

This is the same error as RAD1210’s *a detailed literary research* in example (13) and RAD1220’s *a brand-new research* in example (22). Apart from this error, RAD1280’s third text shows that, at least in terms of determiner-noun use, the student has become more nativelike.

#### 4.2.6 Summary

The quantitative analysis in 4.1 showed that all students experienced a general move towards a more nativelike distribution of determiner-noun combinations. For the first assignment, the percentage scores for nouns in the non-native texts are still rather low in comparison to the native writers' mean score. This is also true for RAD1210, RAD1253, and RAD1280 in the second year. RAD1220 and RAD1277, however, have developed more quickly towards a nativelike distribution. The qualitative analysis revealed that this is due to the fact that they hardly produce any personal pronouns at this stage, which shows that RAD1220 and RAD1277 have mastered a sophisticated, academic style of writing. The other three students, on the other hand, start to use a similar style of writing only by the time of the third assignment.

In terms of quality, most progress is made by RAD1253. The examples in section 4.2.3 show that RAD1253 occasionally struggled with grammaticality and register in the first two assignments, but it also becomes clear that the student has improved considerably by the third year. RAD1210 and RAD1280, too, have become more nativelike at this stage, whereas RAD1220 and RAD1277 remain stable in their quality of writing. For RAD1277, this consistent quality does not show from Table 3, in which the percentage scores for determiners and determiner-noun pairs for this student appear to be rather low in comparison to the native writers of LOCNESS. The qualitative analysis revealed that this is due to an unexpected return to the use of personal pronouns, and that the text is otherwise well-written.

In conclusion, some findings from the quantitative analysis are confirmed by the qualitative analysis, but the qualitative analysis can also refute or contradict the numbers. The best supporting evidence of this claim is RAD1210's performance at yr1t1a, which appears quite far from nativelike in Table 1. A close inspection of the actual text, however, revealed that it is not inferior to RAD1210 or RAD1280's text. The numbers in Tables 1 to 3 should therefore be seen as a starting point, which is then complemented by in-depth scrutinisation of the written work.

## 5. Discussion

The previous chapter has outlined the results from the quantitative and qualitative analysis, which indicated that the non-native writers' development is non-linear and that there is a lot of individual variation. This chapter provides answers to the six research questions, discusses the method used in this study, and contains suggestions for future research.

The aim of this study was to find out if there is a relation between grammatical competency and the use of determiner-noun pairs in EFL writing by advanced Dutch students of English, compared to native English writing. This comparison is justified and not an example of the comparative fallacy, because the students are training to become EFL professionals and the university requires them to achieve a nativelike command. The hypothesis was that the students would produce more complex noun phrase structures as they gained grammatical competency during their three-year BA programme, and that their use of determiner-noun combinations would thus come to resemble the distribution found in native academic writing.

The non-native writers' determiner-noun distributions have been discussed in the previous chapter. Their grammatical competency is measured in terms of three test scores: the scores from the students' grammar exam in October 2012 and scores from two diagnostic grammar tests that the students took in September 2012 and June 2013. The results are given below in Table 4. Unfortunately, no scores were available for RAD1253 and RAD1280's performance on the second diagnostic grammar test.

Table 4

*Students' scores on two diagnostic grammar tests and a grammar exam*

	Diagnostic test 1 September 2012	Diagnostic test 2 June 2013	Grammar exam October 2012
RAD1210	32/50	35/50	6.3/10
RAD1220	40/50	42/50	6.8/10
RAD1253	29/50	-	5.3/10
RAD1277	38/50	45/50	8.1/10
RAD1280	27/50	-	3.4/10

The students took the first diagnostic grammar test and the grammar exam around the same time as assignment yr1t1a. Table 4 shows that the students had varying degrees of

grammatical knowledge. RAD1253 and RAD1280 had the lowest scores on the first diagnostic grammar test and on the grammar exam, and RAD1220 and RAD1277 had the highest scores overall. Compared to the quantitative analysis, the relation between grammatical competency and determiner-noun use is not immediately apparent. According to Table 1, for example, RAD1220 has the least nativelike distribution in September 2012, whereas Table 4 shows that the student outperforms RAD1210, RAD1253, and RAD1280 on the first diagnostic grammar test and the grammar exam. However, the qualitative analysis revealed that, except for the relatively large number of personal pronouns it contained, RAD1220's yr1t1a text was well-written and comparable to native writing. The relation between grammatical competency and the nativelikeness of determiner-noun use is most evident from the results of RAD1277 and RAD1253. RAD1277 is most nativelike in terms of quantity and quality at yr1t1a, which is reflected in the grammatical competency scores in Table 4. RAD1253, whose work was deemed least nativelike out of the five students at yr1t1a in terms of quality, also has one of the lowest scores on the first diagnostic test. For RAD1280, however, it is difficult to see the relation between grammatical competency and the use of determiner-noun pairs. This student has the lowest grammatical competency scores overall, and a particularly low score on the grammar exam in October 2012, but the quantitative and qualitative analyses do not reflect this. As in De Haan (2015) and De Haan (2016), there does not seem to be a one-to-one correspondence between increased grammatical knowledge and grammatical control that is true for all students.

With the information above, it is now possible to answer the six research questions posed in the first chapter.

*1. Are there any quantitative differences in determiner-noun combinations between native English and Dutch EFL writing?*

The quantitative analysis showed that, especially in the first year of their BA programme, not all students' distributions of determiner-noun pairs are nativelike. Only RAD1277 and, to some extent, RAD1280 are close to nativelike at yr1t1a in terms of determiner-noun pairs. The percentage scores of RAD1210 and RAD1220 are much lower and RAD1253's is much higher than the native average of 9.7 determiner-noun pairs per 100 words. By the second year, RAD1210 and RAD1220 have reached nativelike levels, like RAD1277. It should be noted, however, that the qualitative analysis later indicated that RAD1210's writing style at yr2t3 was not academic, due to an overuse of personal pronouns. The determiner-noun percentage scores of RAD1253 and RAD1280 are relatively low at this point, i.e. 8 per cent

and 7.3 per cent compared to the native score of 9.7 per cent. Finally, at yr3t2, there are still some quantitative differences between the native and non-native writers' use of determiner-noun pairs, even though the average number of nouns the Dutch students produce has reached nativelike proportions. The increase of the percentage of nouns in non-native writing seems to be related to a decrease in the use of personal pronouns. According to De Haan & Van der Haagen (2014), this move towards a more formal style of writing is due to first-year writing classes such as Writing English, where students are taught about academic register.

2. *Are there any qualitative differences in determiner-noun combinations between native English and Dutch EFL writing?*

The qualitative analysis in the previous chapter showed that there were only a few differences in the use of determiner-noun pairs between native and non-native writers. Some students used determiners that were not appropriate for the non-count nouns they premodified, such as *a detailed literary research* in RAD1210's yr3t2 text. Another qualitative difference that was found was RAD1253's use of *a noble women* and *the beautiful young women she is*, when clearly a native writer would have used *woman* in both cases. In general, however, the students' use of determiner-noun pairs was grammatically correct and comparable to native writing. This was to be expected based on De Haan & Van der Haagen (2012) and De Haan & Van der Haagen (2013a), who found that Dutch students of English made no serious grammatical errors. The quality of RAD1210, RAD1253, and RAD1280's texts improved considerably by the time of the third assignment, unlike RAD1220 and RAD1277 who started to produce formal writing free of personal pronouns before yr2t3.

3. *Does individual development show a move towards native writers' use of determiner-noun combinations?*

The answer to this question is affirmative, although individual development varies extensively. RAD1210 and RAD1220 produce more determiner-noun pairs at yr2t3 than at yr1t1a. They then produce fewer determiner-noun pairs at yr3t2 than at yr2t3, but this is still more than at yr1t1a. Almost the same can be said of RAD1277, except that this student's yr3t2 percentage is lower than that of yr1t1a. RAD1280's development is almost the opposite, because the student produces fewer determiner-noun pairs at yr2t3 than at yr1t1a, but then reaches a nativelike distribution by yr3t2 because of a 2.3 per cent increase. RAD1253's development is rather special. This student's percentage of determiner-noun pairs is very high at yr1t1a, but steadily decreases over time, to one of the lowest percentage scores recorded for

this category. For all students but RAD1277 the scores at yr3t2 are closer to the nativelike percentage than at yr1t1a. These, however, are all findings based on numbers. In terms of quality, it appears that RAD1220 and RAD1277 reach an academically appropriate style by the second year of their BA course, whereas the other students seem to require more time to adapt their writing styles. All in all, this shows that the development of cohorts cannot and should not be generalised. It should be noted that the scope of this study did not allow for personal characteristics of the non-native writers to be taken into account, such as language aptitude and motivation, which could have an impact on their learning trajectory (Dörnyei, 2015; De Bot, Lowie & Verspoor, 2007).

4. *Is there a relation between grammatical competency and the use of determiner-noun pairs in advanced Dutch EFL writing?*

The results of this study do not point to an unambiguous relation between grammatical competency and the use of determiner-noun pairs. Such a relation does seem to exist for RAD1277, who has one of the best scores on the first diagnostic test (September 2012), the best score on the grammar exam (October 2012), and the most nativelike distribution at yr1t1a (September 2012). It also holds for RAD1220, who has the best score on the first diagnostic test and whose first text is comparable to native writing in terms of quality. For a student such as RAD1280, however, the relation between grammatical competency and determiner-noun use is less clear. RAD1280's grammatical knowledge is below average and the student's writing style only becomes more academic by the third year, but RAD1280's written work is not equally poor in terms of quality and grammaticality.

The average number of nouns might be a better indicator of grammatical control than the number of determiner-noun pairs. The determiner-noun scores at yr3t2 do not reflect how much more academic the students' writing styles have become. They also do not show the early decrease in personal pronoun use by RAD1220 and RAD1277 at yr2t3. The percentage scores for nouns, however, do point towards RAD1220 and RAD1277's early adaptation of academically appropriate writing. This is in line with findings from De Haan & Van der Haagen (2014), and it also corresponds to the findings of De Haan (2015), who found that a decrease of personal pronoun use co-occurred with an increase in complex noun phrase structures, such as noun phrases that are postmodified by a prepositional phrase. Given that not all complex noun phrase structures contain determiners, but all contain nouns by definition, it is obvious why such development is most clearly visible from the percentage scores of nouns.

5. *Is there a relation between the use of complex noun structures and the frequency of determiner-noun pairs?*

To find out if the hypothesis above (i.e. the use of more complex noun phrase structures means more nouns, but not necessarily more determiner-noun pairs) is true, an additional analysis of the data was executed. This analysis consisted of counting the total number of complex noun phrase structures and the number of such structures containing 0 to 3 determiners, to establish whether or not there is a relation between the use of complex noun phrase structures and the frequency of determiner-noun pairs. Two examples of such complex noun phrase structures are given below in example (58), in which the first complex noun phrase (in italics) contains one determiner and the second contains two determiners.

(58) “It has proved particularly difficult in France to change the education system because of *the successive changes in policies*, and due to *an apparent lack of national consensus over the role of education*.” (ICLE-BR-SUR-0021.1)

The sentence below gives an example of a complex noun phrase without a determiner and contains the only complex noun phrase with three determiners in this data set.

(59) “He envisaged an orientation cycle in the last two years of the first cycle, then for those carrying on, there was to be a general course of two years when the first half of the 'baccalauréat' would be taken, then the last year would involve more choice for students.” (ICLE-BR-SUR-0021.1)

Due to time constraints it was only possible to analyse one text by a native writer (ICLE-BR-SUR-0021.1) and three texts by a non-native writer (RAD1280). ICLE-BR-SUR-0021.1 was chosen because this writer’s distribution of determiners, nouns, and determiner-noun pairs was closest to the native mean percentage scores, and was therefore deemed most representative. RAD1280 was selected because this student used considerably more nouns by yr3t2 than in the first text at yr1t1a (i.e. 26 nouns per 100 words compared to 17.6 nouns in the first year), which could indicate an increased use of complex noun phrase structures.

The results of the analysis are given below in Table 5. They are presented as percentage scores, so, for example, RAD1280’s score of 2.95 complex NP structures for the third assignment means that the student used 2.95 complex noun phrase structures per 100 words.



Table 5

*Results from the additional analysis of complex noun phrase structures, percentage scores*

	ICLE-BR-SUR-0021.1 N=1,020	RAD1280 yr1t1a N=433	RAD1280 yr2t3 N=730	RAD1280 yr3t2 N=881
Complex NP structures	4.90	1.85	1.64	2.95
Complex NPs with 0 DT N pairs	1.08	0	0	0.34
Complex NPs with 1 DT N pair	2.16	1.15	1.10	0.79
Complex NPs with 2 DT N pairs	1.57	0.69	0.55	1.82
Complex NPs with 3 DT N pairs	0.10	0	0	0

These results indicate that RAD1280 uses far fewer complex noun phrase structures than the native writer in all three texts, but begins to use more by the third year. The table also shows that RAD1280's first and second text contain no complex noun phrase structures without determiners, whereas this structure occurs a number of times in the native text. This difference might be due to the fact that English requires no determiner, or "the zero article" (Aarts & Wekker, 1993, p.125), in a number of cases, for example before singular count nouns with generic reference that denote institutions (*hospital, university*), when Dutch would in fact use a determiner (Aarts & Wekker, 1993). At the same time, however, there are cases where an indefinite article is used in English while Dutch uses the zero article, for example before numerals such as *hundred* and *thousand* (Aarts & Wekker, 1993). Alternatively, the difference could lie in both writers' use of register, as the qualitative analysis showed that RAD1280 only started to use an academically appropriate style of writing by the third year. Further research of the data is necessary to determine whether this initial difference between the native writer and non-native writer is due to L1 interference, or whether use of complex noun phrase structures without determiners is a typical feature of academic writing.

Another question that can be asked in relation to this research question is whether determiner-noun combinations occur predominantly in larger (and therefore more complex) noun phrases. As Table 5 shows, the number of complex noun phrases in RAD1280's text is

rather low. RAD1280 uses 12.2 determiner-noun combinations per 100 words in the first assignment (8.3 and 3.9, see Table 1), but only 1.85 complex noun phrases. Although the numbers shift slightly, the results from the second and third assignment in Tables 2, 3, and 5 reflect this distribution. In the native text, too, the majority of determiner-noun combinations is found outside of complex noun phrase structures.

To conclude, the answer to the research question is not completely affirmative. There is no direct relation between the use of complex noun phrase structures and the frequency of determiner-noun combinations, because not all of these structures contain determiners. As noted earlier, the percentage of nouns used in a text is most likely a better indicator of structural complexity than the percentage of determiner-noun pairs.

*6. Is there a relation between sentence length and the use of determiner-noun combinations?*

This final research question was based on findings by De Haan & Van Esch (2005), who studied non-native writing by students of English and students of Spanish. They concluded that, on average, the more advanced students produced longer sentences. It would therefore be interesting to find out if there is a positive relation between sentence length and the use of determiner-noun combinations in non-native writing. That is, does an increased use of longer sentences mean that the writer also uses more determiner-noun combinations on average? Moreover, does the claim by De Haan & Van Esch (2005) hold for this particular group of non-native writers? Do the more advanced students (RAD1220 and RAD1277, according to Table 4) produce longer sentences at an earlier stage than the other students?

Tables 6 to 8 below contain the results from WordSmith Tools, i.e. the mean sentence length and standard deviation per student per assignment, with the scores from the native writers repeated in each table as a reference. A score of 17.87 for RAD1210 at yr1t1a means that the student's text contained sentences that were on average approximately 18 words long. The standard deviations are also given, as an indication of how much variation in sentence length there was in each student's text.

Table 6

*Mean sentence length and standard deviations for the native writers of LOCNESS and the non-native writers of LONGDALE at yr1t1a*

YR1T1A	Native N=18,129	RAD1210 N=535	RAD1220 N=404	RAD1253 N=481	RAD1277 N=330	RAD1280 N=433
Mean sentence length	21.69	17.87	16.83	20.08	18.83	16.69
Standard deviation	11.22	8.58	7.10	14.04	5.63	5.97

Table 6 shows that, in the first year of their studies, the students use sentences that are slightly shorter than those of native writers. Again, it is important to point out that this difference could be due to text type. It is likely that the texts written by the native writers are longer because they are argumentative essays, rather than personal statements on an informal topic, which the Dutch students were instructed to write. The results from Table 6 furthermore indicate that RAD1253 creates the longest sentences on average, thereby approaching the native score. It should, however, be noted that RAD1253 has a large standard deviation compared to the other students, which is indicative of substantial variation in sentence length in this text. Compare, for example, the following two sentences.

(60) “The first step a student could take is to come to all of their classes.” (RAD1253, yr1t1a)

(61) “So in order for a student to graduate from college the student has to take the following steps; come to the classes so the student is allowed to take the exams and gets more detailed information and better explanation about the course material, understand and know the information in order to pass the exams and make the exercises to know whether or not the information has been understood and to give an example of what could be in an exam.” (RAD1253, yr1t1a)

Example (60) is a relatively short sentence of 15 words, approximately 5 words below the student’s average of 20.08 words per sentence. The sentence in (61) consists of 80 words, and is a rather lengthy summation that contains 13 determiner-noun combinations: *a student, the student, the following steps, the classes, the student, the exams, the course material, the information, the exams, the exercises, the information, an example, and an exam*. Given that the average number of determiner-noun pairs in native writing (see Table 1) is 9.7 (per 100 words) and the average number of determiner-adjective-noun combinations is 3.7 (per 100

words), this use of 13 determiner-noun combinations per 80 words by RAD1253 is not very nativelike. It is in line with the results from Table 1 in Chapter 4, which show that RAD1253 uses more determiner-noun pairs than any of the other writers at this stage. The results do not seem to correspond to the findings of De Haan & Van Esch (2005). RAD1253 is not the most advanced student of this group (see Table 4), but does produce the longest sentences on average in this first assignment. De Haan & Van Esch (2005), however, were also careful to note that occasionally the less advanced students would produce longer sentences due to comma splice errors. Example (61) falls into that category.

Table 7

*Mean sentence length and standard deviations for the native writers of LOCNESS and the non-native writers of LONGDALE at yr2t3*

YR2T3	Native N=18,129	RAD1210 N=827	RAD1220 N=795	RAD1253 N=728	RAD1277 N=684	RAD1280 N=730
Mean sentence length	21.69	22.30	18.40	24.20	23.14	22.06
Standard deviation	11.22	8.83	6.22	11.86	10.18	11.18

Eighteen months after the first assignment, the results are rather different. All non-native writers now produce longer sentences, with an average increase of approximately four words for all students except RAD1220. After adding up the percentage scores for the categories DT|N and DT|JJ|N in Table 2 (Chapter 4) and comparing those to the results from Table 1, it can be concluded that there is no unambiguous correspondence between the production of longer sentences and an increased use of determiner-noun combinations. RAD1280, for example, uses sentences that are on average 5.37 words longer at yr2t3 than at yr1t1a, but the average number of determiner-noun combinations goes from 12.2 (8.3 and 3.9, see Table 1) to 12 (7.3 and 4.7, see Table 2). This means that there is not necessarily a positive relation between sentence length and the frequency of determiner-noun combinations. Furthermore, although RAD1280's mean sentence length increases, the student uses fewer complex noun phrase structures at yr2t3 than at yr1t1a (see Table 5). This is on the one hand unexpected, because the text type for the second assignment is more academic than for the first, and, according to De Haan (2015), an academic style of writing is characterised by the production of more complex noun phrases. It is less surprising on the other hand, since the

qualitative analysis already showed that RAD1280 had not managed to fully adopt the appropriate academic register by the time of the second assignment. At this point, the results from Table 7 still do not correspond to the findings of De Haan & Van Esch (2005). The student who is most advanced in terms of grammatical competency, RAD1277, does not use the longest sentences on average. Instead, it is RAD1253, who had one of the lowest scores on the first diagnostic grammar test and the grammar exam in late 2012 (see Table 4). RAD1253’s yr2t3 text still contains some comma splice errors, though, as in examples (62), (63), and (64) below.

(62) “She breaks the spell, when he gives her what all women want, namely control over their husbands, she rewards him.” (RAD1253, yr2t3)

(63) “She offers him a choice, she can either be young and probably unfaithful, or old and faithful.” (RAD1253, yr2t3)

(64) “By giving him those two options she manipulates him, both options would lead to an unhappy marriage, either because of the cheating or because of the fact that she is old and ugly.” (RAD1253, yr2t3)

The comma splice errors above, and particularly the one in example (64), cause RAD1253’s mean sentence length in Table 7 to be higher than it actually would be without the errors. Even after factoring in the comma splice errors, it remains impossible to claim that the more advanced students produce longer sentences. RAD1220 was one of the best students according to the quantitative and qualitative analyses, as well as the grammar exam and diagnostic grammar tests, but produced the shortest sentences on average. Again, however, it is possible that the findings in this study are different from those in De Haan & Van Esch (2005) due to text type, or due to the limited amount of data that could be analysed.

Table 8

*Mean sentence length and standard deviations for the native writers of LOCNESS and the non-native writers of LONGDALE at yr3t2*

YR3T2	Native N=18,129	RAD1210 N=470	RAD1220 N=1,024	RAD1253 N=717	RAD1277 N=422	RAD1280 N=881
Mean sentence length	21.69	21.68	22.09	28.96	24.88	28.00
Standard deviation	11.22	9.11	8.87	14.00	8.32	9.57

The results in Table 8 show that there is considerable individual variation among the students, the difference between RAD1210 and RAD1253 being approximately 7 words per sentence on average. This difference is interesting, because RAD1253 uses 9.9 determiner-noun combinations on average (6.7 and 3.2, Table 3), whereas RAD1210, whose sentences are shorter, uses 12.3 determiner-noun combinations (8.9 and 3.4, Table 3). This, again, shows that the production of longer sentences does not equal the use of more determiner-noun combinations. The results also indicate that the students' development can be non-linear, since RAD1210's production of relatively shorter sentences at yr3t2 than at yr2t3 does not conform to the general trend of increased mean sentence length.

Table 8 also shows that RAD1220 and especially RAD1210 are incredibly close to the native writers' mean sentence length. RAD1253 and RAD1280, however, use considerably longer sentences, with averages of 28.96 and 28.00 words per sentence. For RAD1280, that means an increased sentence length of 5 words on average, nearly 6 (22.06 at yr2t3 and 28.00 at yr3t2). Although RAD1280's mean sentence length and number of complex noun phrase structures have increased between the second and third assignment, it was shown before that the use of longer sentences does not automatically mean more complex noun phrase structures. Shorter sentences can also contain complex NPs, such as examples (65) and (66) below, which both consist of 22 words yet contain two complex noun phrase structures each.

(65) *"The participants for this research proposal will be a group of 80 Dutch students of English in secondary school (age 12 – 18)."* (RAD1280, yr3t2)

(66) *"Next to the students will be a group of 10 English language teachers and a group of 10 native speakers of English."* (RAD1280, yr3t2)

In conclusion, on the basis of the current data it is impossible to say that there is an unambiguous relation between sentence length and the use of determiner-noun combinations. The tables and examples above show that an increased mean sentence length does not automatically imply the use of more determiner-noun combinations, even when taking into consideration the occurrence of comma splice errors. It also proved difficult to establish a connection between mean sentence length and the structural complexity of noun phrases, although it is possible that analysis of a larger amount of data might lead to slightly different results. Finally, there was no direct correspondence between grammatical competency and mean sentence length, as the most advanced students did not produce the longest sentences. The findings by De Haan & Van Esch (2005) could not be replicated with this particular data set, but, again, the analysis of more data could perhaps lead to different results.

There are still a number of problems related to this study. Firstly, the results from the native data differ from the native data in the quantitative analysis by De Haan & Van der Haagen (2014), who also used LOCNESS essays as reference material. The native writers' results from both studies are given below in Table 9.

Table 9

*Results from the quantitative analysis of LOCNESS data in two comparable studies, percentage scores*

	The current study N=18,129	De Haan & Van der Haagen (2014) N=47,850
DT	13.6	11.6
N	24.9	27.5
DT N	9.7	7.2

The results from the quantitative analysis in Chapter 4 would be slightly different if the native norms of De Haan & Van der Haagen (2014) had been used. It would mean that none of the students reach a nativelike distribution of nouns by the time of the third assignment and that they all overuse determiner-noun pairs, except for RAD1253. Due to time constraints, it was impossible for this study to analyse a larger number of native essays. Obviously, a larger data set means that the percentages become more reliable, and the results from De Haan & Van der Haagen (2014) are therefore more representative in general. However, they analysed native American English essays in addition to the British English essays also used for this study. These essays were both literary and non-literary and concerned a variety of topics, which means that they are in fact less representative of the native British English academic norm that is used for reference in this study.

Secondly, the relatively limited scale of this research also did not allow for the analysis of more non-native data. Further research is needed to find out, for example, what caused RAD1220 and RAD1277 to become more nativelike between the first and second assignment, and why the other three students only reached a more nativelike distribution after yr2t3. The analysis of two to three texts per student per year should be enough to track their development even more closely. It is true that the time lapses between the three tasks in this study are uneven, i.e. 18 months between yr1t1a and yr2t3 and 6 months between yr2t3 and yr3t2. According to Ortega (2003), having a smaller time lapse between tasks means that syntactic development is less likely to be visible. The qualitative results and certainly the

quantitative results, nonetheless, show great individual progress towards nativelikeness between the second and third assignment, perhaps even more than between the first and second assignment. The uneven time lapses between the tasks are therefore not considered to have affected the results, but the recommendation for future research remains to analyse more data per student per year.

Another issue that should be taken into account is the influence of text type and prompts on the results. The prompt for the first assignment was to write about the steps first-year students can take to become more successful in college. This led the students to assume an expert's point-of-view and address their readers in the second person singular or plural, which is at least one of the reasons why the non-native writers used such large quantities of personal pronouns at yr1t1a. It is likely that these numbers would be lower if the prompt for the first assignment was to write an academic essay. It should also be noted that the texts produced at yr1t1a were timed, in-class assignments. The other two assignments were untimed take-home exams and research proposals. If the aim is to have a fair comparison of advanced Dutch students of English to native English students, it would be ideal to control for text type and the time allowed for each task in future research.

One limitation of this study is that the data concerning the students' grammatical competency were incomplete. That is, the scores for RAD1253 and RAD1280 on the second diagnostic grammar test were missing from the LONGDALE-NL database, either because the students did not complete this test or because the data simply were not entered into the file. There were also no grammatical competency scores available from the students' third year. For a more thorough investigation of the relation between grammatical competency and the use of determiner-noun combinations, future studies should ideally report grammatical competency scores for all students. It would be best to have these grammar exams take place around the same time as every data collection moment, so that the results are most representative of the student's grammatical competency at that point in time.

Due to time constraints, it was unfortunately not possible to analyse the structural complexity of noun phrases in all the students' texts. The results from the analysis of RAD1280's texts did not confirm the hypothesis that the use of more structurally complex noun phrases corresponds directly with the production of determiner-noun pairs. It is possible that this hypothesis would have been confirmed if a larger data set had been used. Related to this is the category of compound or unmodified nouns, which remains a rather broad category. A recommendation for future research is that this category be split in two, compound nouns on the one hand and unmodified nouns on the other. That way, it becomes possible to



investigate, for example, if there is a relation between the increased use of compound nouns and the use of more complex noun phrase structures. Based on the results in Tables 2, 3, and 5, it is possible that these are related, because RAD1280's percentage of compound or unmodified nouns rises from 4 to 11.4 per 100 words between the second and third assignment, which is also when the student begins to use more noun phrases that have complex structures. More research is necessary to determine whether this is a common development also found in comparable advanced EFL writing.

Future research could also consist of a replication of the current study, but with advanced EFL writers (students of English, ideally) that have a first language that is not Dutch. Denmark and Sweden are in the top three of the 2017 English Proficiency Index, and are therefore ideal candidates (Education First, 2017). By using the same set-up as this study, but perhaps using a larger data set, it then becomes possible to compare the Dutch and Danish or Swedish EFL writers' developmental patterns. That is not to say that the current study's method is the best way to analyse EFL writing. It is mostly for comparative purposes that a replication of this study with another L2 is recommended. Such a study would also be more comprehensive, because it allows for an L2 vs. L2 comparison, in addition to L1 vs. L2, within-subject, and between-subject comparisons.

Finally, there were some issues with the part-of-speech tagger, which necessitated manual post-editing of the complete data set. Grant & Ginther (2000), who also studied learner essays that had been tagged by a computerised tagging program, ran into similar problems and they, too, resorted to re-editing their data by hand. Although the Stanford NLP studio tagger is efficient and user-friendly, the tagged output (see Appendices I-IV) still contained a large number of mistakes. For example, words like *English* and *French* that can be used either as adjectives or nouns were frequently assigned the wrong labels.

(67a) "For a general comparison between the French & English systems we can start with the primary schools." (ICLE-BR-SUR-0016.1)

(67b) "For\_IN a\_DT general\_JJ comparison\_NN between\_IN the\_DT French\_NNP &\_CC English\_NNP systems\_NNS we\_PRP can\_MD start\_VB with\_IN the\_DT primary\_JJ schools\_NNS .\_" (ICLE-BR-SUR-0016.1)

(68a) "There is relatively little selection in French universities, especially when you compare it with the British system of required grades and interviews." (ICLE-BR-SUR-0016.1)

(68b) "There\_EX is\_VBZ relatively\_RB little\_JJ selection\_NN in\_IN French\_JJ universities\_NNS ,\_, especially\_RB when\_WRB you\_PRP compare\_VBP it\_PRP

with\_IN the\_DT British\_JJ system\_NN of\_IN required\_JJ grades\_NNS and\_CC interviews\_NNS .\_.” (ICLE-BR-SUR-0016.1)

In example (67a), *French* and *English* are attributive adjectives, but are tagged in (67b) as proper nouns (see Appendix V). This is in contrast with French and British in example (68a) and (68b), where the part-of-speech tagger did assign the right labels. However, *little*, which is a degree determinative in the sentence in (68a), is also tagged as an attributive adjective. A similar error occurred with *little*, which is correctly assigned a JJ-tag in example (69b), but incorrectly in example (70b) where it functions as a determiner.

(69a) “Employers were wary of unions, so the state had to act as an intermediary between the two sides to develop a little dialogue between them.”  
(ICLE-BR-SUR-0023.1)

(69b) “Employers\_NNS were\_VBD wary\_JJ of\_IN unions\_NNS ,\_, so\_IN the\_DT state\_NN had\_VBD to\_TO act\_VB as\_IN an\_DT intermediary\_JJ between\_IN the\_DT two\_CD sides\_NNS to\_TO develop\_VB a\_DT little\_JJ dialogue\_NN between\_IN them\_PRP .\_.” (ICLE-BR-SUR-0023.1)

(70a) “Most corpuses are based on advanced language learners or translators, but little research is focused on the translations of less advanced translators.” (RAD1253, yr3t2)

(70b) “Most\_JJS corpuses\_NNS are\_VBP based\_VBN on\_IN advanced\_JJ language\_NN learners\_NNS or\_CC translators\_NNS ,\_, but\_CC little\_JJ research\_NN is\_VBZ focused\_VBN on\_IN the\_DT translations\_NNS of\_IN less\_JJR advanced\_JJ translators\_NNS .\_.” (RAD1253, yr3t2)

The tagged output also contained instances of demonstrative pronoun *this* tagged as a determiner, as in example (71) below.

(71a) “I might have to get some help from the students to transcribe this accurately.”  
(RAD1220, yr3t2)

(71b) “I\_PRP might\_MD have\_VB to\_TO get\_VB some\_DT help\_NN from\_IN the\_DT students\_NNS to\_TO transcribe\_VB this\_DT accurately\_RB .\_.” (RAD1220, yr3t2)

Manual post-editing of the tagged data was necessary, because the part-of-speech tagger did not identify all determiners (e.g. *little* in (70)), and, conversely, identified words as determiners when they were not (e.g. *this* in (71)). The tagger also did not recognise subject-determiners as determiners, such as *Fouchet’s* in example (72).

(72a) “There was not great reform of secondary education after the events of May 1968 but by the early 70's it was realized that Fouchet's reforms of 1963 were still not good enough.” (ICLE-BR-SUR-0033.1)

(72b) “There\_EX was\_VBD not\_RB great\_JJ reform\_NN of\_IN secondary\_JJ education\_NN after\_IN the\_DT events\_NNS of\_IN May\_NNP 1968\_CD but\_CC by\_IN the\_DT early\_JJ 70\_CD 's\_POS it\_PRP was\_VBD realized\_VBN that\_IN Fouchet\_NN 's\_POS reforms\_NNS of\_IN 1963\_CD were\_VBD still\_RB not\_RB good\_JJ enough\_RB .\_.” (ICLE-BR-SUR-0033.1)

The final recommendation for future research is therefore to use a more sophisticated part-of-speech tagger, which makes it possible to analyse more data and makes the quantitative analysis more efficient.

The findings of this research have pedagogical implications. First-year writing courses should pay more attention to register and the appropriate use of personal pronouns in academic writing. If the advanced Dutch students of English are made aware of this at an early stage, it is likely that their first-year texts will become more nativelike in terms of quantity and quality of determiner-noun use. A replication of this study could then be used to show that the new cohorts are closer to native writing at an earlier stage.

## 6. Conclusion

This study investigated the relation between the use of determiner-noun pairs and grammatical competency in advanced Dutch EFL writing. Based on previous longitudinal studies into syntactic development in non-native writing, the hypothesis was that the Dutch students would use fewer determiner-noun pairs on average than native English writers in the first year. Then, as the students learnt more about grammar and academic writing, their distribution would gradually become more nativelike in terms of quantity and quality, and their writing would come to contain more complex noun phrase structures. This increase in structural complexity would involve the use of more determiners and nouns, as they are the building blocks of noun phrases. This was based on findings by De Haan & Van der Haagen (2014), De Haan (2015), and De Haan (2016).

The results from the quantitative analysis indicated that this hypothesis was true to some extent, i.e. most students produced fewer determiner-noun pairs than native writers at the time of the first assignment. However, the quantitative analysis failed to show that the students had a nativelike distribution of determiner-noun pairs by the time of the third assignment. In terms of quantity, the average number of nouns was a better indicator of grammatical competency than determiner-noun scores. This is because as students become more advanced, their writing becomes more sophisticated and starts to contain more structurally complex noun phrases, as shown in Table 5 for RAD1280. However, it was not possible on the basis of this study's findings to confirm a relation between mean sentence length and the use of determiner-noun combinations, or between mean sentence length and structural complexity of noun phrases.

The qualitative analysis consisted of comparisons between LONGDALE-NL and LOCNESS data, comparisons between students, and comparisons at the individual level to show a student's development over time. The results revealed a discrepancy between the quantitative and qualitative analysis. RAD1220, who had the least nativelike quantitative distribution at yr1t1a, produced a well-written, almost error-free text. RAD1253's yr1t1a text was more nativelike in terms of quantity than RAD1220's, but the qualitative analysis showed that this text contained more grammatical errors and was less coherent. The qualitative analysis furthermore revealed that RAD1220 and RAD1270 were comparable to native writers by year two in terms of personal pronoun use, whereas the other three students only reached that level by the final year of their BA degree course. The pedagogical implications of this research are therefore that first-year writing classes should pay more attention to the explanation of academic register and the appropriate use of personal pronouns. Once the

students' texts are free of personal pronouns, their distribution of determiners and nouns comes to resemble native academic writing.

In general, the students became more nativelike over the three-year period and started to produce longer sentences, although individual development varied to a large extent. As mentioned earlier, some students proved to develop at a faster rate than others. This means that it is not right and in fact impossible to make generalising statements when reporting data from one or more cohorts, because every student has a unique developmental trajectory.

The results from this study failed to show an unambiguous correspondence between the students' grammatical competency and the nativelikeness of their determiner-noun use. For two students the hypothesis appeared to hold: RAD1220 and RAD1277 were considered most grammatically competent and produced texts that were nativelike in terms of quality and quantity of determiner-noun pairs. For other students, such as RAD1280, there was no such relation between grammatical competency and determiner-noun use. RAD1280 performed poorly on the measures for grammatical competency, but this was not reflected in the student's writing. More detailed research of within-subject development is required in order to explain the differences between the students' different rates of development.

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**RAD1210**

There\_EX you\_PRP are\_VBP .\_. You\_PRP have\_VBP made\_VBN the\_DT transition\_NN from\_IN elementary\_JJ school\_NN to\_TO university\_NN .\_. There\_EX really\_RB is\_VBZ no\_DT way\_NN around\_IN it\_PRP ,\_, you\_PRP now\_RB are\_VBP a\_DT member\_NN of\_IN the\_DT intellectual\_JJ elite\_NN of\_IN your\_PRP\$ country\_NN ,\_, and\_CC that\_IN position\_NN is\_VBZ a\_DT small\_JJ burden\_NN to\_TO bear\_VB .\_. Not\_RB just\_RB because\_IN you\_PRP are\_VBP expected\_VBN to\_TO perform\_VB exceptionally\_RB well\_RB at\_IN your\_PRP\$ specific\_JJ subject\_NN of\_IN study\_NN ,\_, you\_PRP are\_VBP also\_RB obliged\_VBN to\_TO reach\_VB that\_DT high\_JJ level\_NN of\_IN success\_NN on\_IN your\_PRP\$ own\_JJ .\_. It\_PRP is\_VBZ understandable\_JJ that\_IN such\_PDT a\_DT task\_NN ahead\_RB may\_MD cause\_VB some\_DT stress\_NN and\_CC perhaps\_RB even\_RB panic\_VB among\_IN freshmen\_NNS .\_. Luckily\_RB ,\_, there\_EX are\_VBP a\_DT few\_JJ basic\_JJ steps\_NNS every\_DT new\_JJ student\_NN can\_MD take\_VB in\_RP order\_NN to\_TO enlarge\_VB the\_DT chance\_NN of\_IN succeeding\_VBG .\_. This\_DT short\_JJ essay\_NN argues\_VBZ three\_CD of\_IN these\_DT steps\_NNS ,\_, hoping\_VBG to\_TO provide\_VB some\_DT comfort\_NN to\_TO those\_DT in\_IN need\_NN of\_IN guidance\_NN .\_. Although\_IN elementary\_JJ school\_NN probably\_RB gave\_VBD you\_PRP the\_DT opportunity\_NN to\_TO lay\_VB back\_RB once\_RB a\_DT while\_NN ,\_, university\_NN really\_RB does\_VBZ not\_RB have\_VB any\_DT room\_NN for\_IN that\_DT behaviour\_NN anymore\_RB .\_. Before\_IN you\_PRP were\_VBD a\_DT member\_NN of\_IN a\_DT group\_NN ,\_, you\_PRP were\_VBD pretty\_RB much\_JJ always\_RB told\_VBD what\_WP to\_TO do\_VB .\_. Perhaps\_RB one\_CD of\_IN the\_DT most\_RBS important\_JJ things\_NNS to\_TO remember\_VB is\_VBZ that\_IN in\_IN university\_NN you\_PRP are\_VBP in\_IN fact\_NN an\_DT individual\_NN .\_. That\_DT means\_VBZ that\_IN you\_PRP yourself\_PRP are\_VBP responsible\_JJ for\_IN the\_DT success\_NN you\_PRP have\_VBP within\_IN your\_PRP\$ study\_NN .\_. You\_PRP can\_MD contact\_VB lecturers\_NNS or\_CC other\_JJ members\_NNS of\_IN the\_DT staff\_NN to\_TO ensure\_VB you\_PRP always\_RB know\_VBP what\_WP is\_VBZ going\_VBG on\_RP ,\_, what\_WP needs\_VBZ to\_TO be\_VB handed\_VBN in\_IN and\_CC what\_WP is\_VBZ expected\_VBN of\_IN you\_PRP .\_. Do\_VB not\_RB wait\_VB around\_IN passively\_RB for\_IN things\_NNS to\_TO come\_VB your\_PRP\$ way\_NN ,\_, take\_VB matters\_NNS into\_IN your\_PRP\$ own\_JJ hands\_NNS and\_CC you\_PRP will\_MD find\_VB things\_NNS will\_MD go\_VB much\_JJ smoother\_JJR .\_. Studying\_VBG in\_IN your\_PRP\$ spare\_JJ time\_NN is\_VBZ of\_IN the\_DT utmost\_NN importance\_NN .\_.

Do\_VB not\_RB forget\_VB though\_RB ,\_, relaxation\_NN is\_VBZ also\_RB a\_DT big\_JJ part\_NN of\_IN your\_PRP\$ everyday\_JJ life\_NN .\_. Try\_VB to\_TO cooperate\_VB some\_DT spare\_JJ time\_NN into\_IN your\_PRP\$ planning\_NN .\_. Provide\_VB yourself\_PRP with\_IN stress-free\_JJ periods\_NNS .\_. Plan\_NN to\_TO have\_VB a\_DT relaxing\_NN warm\_JJ bath\_NN every\_DT Friday\_NNP ,\_, get\_VB yourself\_PRP a\_DT new\_JJ magazine\_NN every\_DT Thursday\_NNP and\_CC promise\_VBP yourself\_PRP Sunday\_NNP morning\_NN is\_VBZ to\_TO be\_VB spend\_VB with\_IN friends\_NNS .\_. This\_DT way\_NN you\_PRP will\_MD ensure\_VB you\_PRP are\_VBP not\_RB overworking\_VBG yourself\_PRP ,\_, you\_PRP will\_MD be\_VB able\_JJ to\_TO keep\_VB up\_RP a\_DT steady\_JJ pace\_NN of\_IN studying\_VBG for\_IN a\_DT longer\_JJR period\_NN of\_IN time\_NN .\_. If\_IN you\_PRP neglect\_NN spare\_JJ time\_NN ,\_, you\_PRP may\_MD find\_VB yourself\_PRP used\_VBN up\_RP before\_IN your\_PRP\$ freshmen\_NNS year\_NN has\_VBZ even\_RB started\_VBN .\_. In\_IN extend\_VB to\_TO the\_DT first\_JJ tip\_NN about\_IN active\_JJ participation\_NN ;\_: there\_EX is\_VBZ another\_DT tip\_NN to\_TO keep\_VB in\_IN mind\_NN .\_. Do\_VB never\_RB procrastinate\_VBP .\_. It\_PRP is\_VBZ as\_IN simple\_JJ as\_IN that\_DT .\_. If\_IN you\_PRP have\_VBP the\_DT time\_NN to\_TO get\_VB some\_DT work\_NN done\_VBN ,\_, do\_VBP get\_VB some\_DT work\_NN done\_VBN ,\_, do\_VBP not\_RB indulge\_VB yourself\_PRP in\_IN useless\_JJ activities\_NNS with\_IN the\_DT excuse\_NN that\_IN you\_PRP have\_VBP some\_DT time\_NN to\_TO do\_VB things\_NNS later\_RB .\_. Procrastination\_NN will\_MD in\_IN the\_DT end\_NN always\_RB bring\_VBP forth\_RB more\_RBR stress\_NN and\_CC more\_JJR negative\_JJ energy\_NN .\_. Again\_RB ,\_, take\_VB matters\_NNS into\_IN your\_PRP\$ own\_JJ hands\_NNS ,\_, and\_CC use\_VB time\_NN wisely\_RB .\_. The\_DT transition\_NN from\_IN elementary\_JJ school\_NN to\_TO university\_NN is\_VBZ a\_DT huge\_JJ one\_CD ,\_, frightening\_JJ maybe\_RB .\_. Keep\_VB in\_IN mind\_NN that\_WDT millions\_NNS of\_IN students\_NNS before\_IN you\_PRP have\_VBP done\_VBN ,\_, why\_WRB could\_MD not\_RB you\_PRP do\_VBP it\_PRP too\_RB ?\_. Keep\_VB these\_DT basic\_JJ steps\_NNS in\_IN the\_DT back\_NN of\_IN your\_PRP\$ head\_NN ;\_: do\_VB not\_RB procrastinate\_VB ,\_, plan\_VBP yourself\_PRP some\_DT spare\_JJ time\_NN and\_CC most\_JJS of\_IN all\_DT ,\_, take\_VB matters\_NNS into\_IN your\_PRP\$ own\_JJ hands\_NNS .\_. Those\_DT steps\_NNS combined\_VBN with\_IN a\_DT healthy\_JJ dose\_NN of\_IN curiosity\_NN ,\_, intelligence\_NN and\_CC motivation\_NN will\_MD get\_VB you\_PRP towards\_IN a\_DT successful\_JJ study\_NN .\_.

## **RAD1220**

University\_NNP differs\_VBZ a\_DT lot\_NN from\_IN secondary\_JJ school\_NN and\_CC because\_IN of\_IN that\_IN it\_PRP needs\_VBZ a\_DT whole\_JJ new\_JJ approach\_NN on\_IN how\_WRB to\_TO handle\_VB with\_IN schoolwork\_NN .\_. Homework\_NN at\_IN university\_NN is\_VBZ not\_RB something\_NN you\_PRP should\_MD take\_VB lightly\_RB ,\_, but\_CC not\_RB to\_TO worry\_VB .\_. Just\_RB follow\_VB these\_DT steps\_NNS and\_CC you\_PRP will\_MD be\_VB successful\_JJ in\_IN your\_PRP\$ first\_JJ year\_NN .\_. The\_DT first\_JJ thing\_NN you\_PRP have\_VBP to\_TO make\_VB sure\_JJ is\_VBZ that\_IN you\_PRP are\_VBP thoroughly\_RB organised\_VBN .\_. This\_DT means\_VBZ you\_PRP need\_VBP to\_TO get\_VB a\_DT diary\_NN and\_CC use\_VB it\_PRP properly\_RB .\_. Write\_VB down\_RP every\_DT single\_JJ course\_NN you\_PRP take\_VBP .\_. If\_IN you\_PRP are\_VBP not\_RB fond\_JJ of\_IN paper\_NN diaries\_NNS ,\_, use\_VB your\_PRP\$ phone\_NN to\_TO help\_VB remind\_VB you\_PRP of\_IN your\_PRP\$ courses\_NNS .\_. By\_IN doing\_VBG this\_DT you\_PRP will\_MD never\_RB miss\_VB a\_DT class\_NN .\_. The\_DT workload\_NN at\_IN university\_NN will\_MD be\_VB a\_DT lot\_NN more\_JJR than\_IN you\_PRP were\_VBD used\_VBN to\_TO in\_IN secondary\_JJ school\_NN .\_. In\_IN order\_NN to\_TO not\_RB succumb\_VB under\_IN this\_DT ,\_, and\_CC to\_TO not\_RB get\_VB a\_DT nervous\_JJ breakdown\_NN because\_IN of\_IN it\_PRP ,\_, you\_PRP need\_VBP to\_TO carefully\_RB plan\_VB everything\_NN .\_. Do\_VB not\_RB do\_VB everything\_NN at\_IN once\_RB but\_CC spread\_VB your\_PRP\$ workload\_NN over\_IN the\_DT entire\_JJ week\_NN ,\_, and\_CC alternate\_JJ reading\_NN with\_IN making\_VBG exercises\_NNS .\_. Your\_PRP\$ brain\_NN needs\_VBZ some\_DT time\_NN to\_TO rest\_NN ,\_, too\_RB ,\_, every\_DT now\_RB and\_CC then\_RB .\_. So\_RB make\_VB sure\_JJ you\_PRP schedule\_VBP some\_DT breaks\_NNS during\_IN your\_PRP\$ homework\_NN as\_RB well\_RB .\_. Attendance\_NN is\_VBZ very\_RB important\_JJ at\_IN university\_NN .\_. Every\_DT lecture\_NN is\_VBZ crucial\_JJ and\_CC you\_PRP can\_MD not\_RB afford\_VB to\_TO miss\_VB more\_JJR than\_IN one\_CD or\_CC two\_CD lectures\_VBZ during\_IN one\_CD period\_NN .\_. Just\_RB being\_VBG there\_EX is\_VBZ not\_RB going\_VBG to\_TO get\_VB you\_PRP a\_DT good\_JJ grade\_NN either\_CC ,\_, you\_PRP need\_VBP to\_TO be\_VB active\_JJ in\_IN class\_NN and\_CC come\_VB well\_RB prepared\_VBN .\_. It\_PRP is\_VBZ no\_DT use\_NN coming\_VBG to\_TO class\_NN when\_WRB you\_PRP did\_VBD not\_RB read\_VB the\_DT texts\_NNS ,\_, did\_VBD not\_RB do\_VB your\_PRP\$ homework\_NN or\_CC even\_RB did\_VBD not\_RB bring\_VB the\_DT right\_JJ books\_NNS with\_IN you\_PRP .\_. Preparation\_NN and\_CC active\_JJ participation\_NN in\_IN class\_NN is\_VBZ key\_JJ .\_.

Your\_PRP\$ fellow\_JJ students\_NNS go\_VBP through\_IN the\_DT same\_JJ things\_NNS as\_IN you\_PRP do\_VBP and\_CC it\_PRP can\_MD be\_VB very\_RB useful\_JJ to\_TO work\_VB together\_RB .\_. You\_PRP can\_MD help\_VB each\_DT other\_JJ with\_IN exercises\_NNS or\_CC difficult\_JJ texts\_NNS .\_. If\_IN there\_EX is\_VBZ something\_NN that\_IN you\_PRP could\_MD not\_RB get\_VB your\_PRP\$ head\_NN around\_IN ,\_, they\_PRP can\_MD help\_VB you\_PRP .\_. It\_PRP is\_VBZ also\_RB a\_DT lot\_NN more\_JJR fun\_NN to\_TO work\_VB together\_RB on\_IN an\_DT exercise\_NN ,\_, but\_CC do\_VBP make\_VB sure\_JJ it\_PRP is\_VBZ not\_RB all\_DT fun\_NN and\_CC games\_NNS and\_CC that\_IN you\_PRP get\_VBP some\_DT actual\_JJ work\_NN done\_VBN .\_. At\_IN first\_RB ,\_, university\_NN is\_VBZ very\_RB scary\_JJ ,\_, but\_CC it\_PRP all\_PDT a\_DT matter\_NN of\_IN getting\_VBG used\_VBN to\_TO the\_DT new\_JJ regime\_NN .\_. It\_PRP is\_VBZ all\_DT up\_IN to\_TO yourself\_PRP if\_IN you\_PRP want\_VBP to\_TO be\_VB successful\_JJ at\_IN university\_NN ,\_, but\_CC if\_IN you\_PRP enjoy\_VBP it\_PRP ,\_, it\_PRP will\_MD not\_RB be\_VB a\_DT problem\_NN to\_TO be\_VB successful\_JJ .\_.

### **RAD1253**

When\_WRB going\_VBG to\_TO college\_NN there\_EX is\_VBZ one\_CD thing\_NN all\_DT students\_NNS want\_VBP ,\_, which\_WDT is\_VBZ to\_TO graduate\_VB .\_. Though\_IN not\_RB all\_DT students\_NNS will\_MD be\_VB able\_JJ to\_TO graduate\_VB ;\_: might\_MD be\_VB because\_IN they\_PRP have\_VBP a\_DT lack\_NN of\_IN discipline\_NN ,\_, might\_MD be\_VB because\_IN the\_DT level\_NN of\_IN education\_NN is\_VBZ simply\_RB too\_RB high\_JJ .\_. In\_IN most\_JJS cases\_NNS the\_DT student\_NN can\_MD determine\_VB whether\_IN or\_CC not\_RB he\_PRP or\_CC she\_PRP will\_MD graduate\_VB .\_. To\_TO become\_VB a\_DT successful\_JJ student\_NN you\_PRP have\_VBP to\_TO take\_VB certain\_JJ steps\_NNS that\_WDT will\_MD lead\_VB them\_PRP to\_TO their\_PRP\$ goal\_NN of\_IN graduating\_VBG college\_NN .\_. The\_DT first\_JJ step\_NN a\_DT student\_NN could\_MD take\_VB is\_VBZ to\_TO come\_VB to\_TO all\_DT of\_IN their\_PRP\$ classes\_NNS .\_. Students\_NNS have\_VBP to\_TO come\_VB to\_TO class\_NN for\_IN multiple\_JJ reasons\_NNS .\_. The\_DT first\_JJ of\_IN all\_DT is\_VBZ that\_IN you\_PRP have\_VBP to\_TO have\_VB an\_DT minimum\_NN attendance\_NN of\_IN eighty\_CD per\_IN cent\_NN .\_. When\_WRB students\_NNS are\_VBP less\_FW attendant\_JJ than\_IN eight\_CD per\_IN cent\_NN ,\_, but\_CC more\_JJR than\_IN fifty\_CD per\_IN cent\_NN ,\_, the\_DT student\_NN is\_VBZ not\_RB allowed\_VBN to\_TO have\_VB a\_DT second\_JJ chance\_NN of\_IN doing\_VBG the\_DT examination\_NN .\_. When\_WRB attendant\_JJ less\_JJR than\_IN

fifty\_CD per\_IN cent\_NN ,\_, the\_DT student\_NN is\_VBZ not\_RB allowed\_VBN to\_TO do\_VB the\_DT examination\_NN .\_. Another\_DT reason\_NN is\_VBZ that\_IN in\_IN class\_NN the\_DT teachers\_NNS explain\_VBP and\_CC give\_VBP more\_JJR detailed\_JJ information\_NN about\_IN what\_WP is\_VBZ in\_IN the\_DT books\_NNS .\_. This\_DT is\_VBZ even\_RB more\_RBR important\_JJ for\_IN students\_NNS who\_WP are\_VBP n't\_RB that\_DT good\_JJ in\_IN studying\_VBG individually\_RB and\_CC for\_IN students\_NNS who\_WP do\_VBP not\_RB really\_RB understand\_VB all\_DT aspects\_NNS of\_IN the\_DT subjects\_NNS in\_IN their\_PRP\$ books\_NNS .\_. Students\_NNS that\_WDT do\_VBP not\_RB understand\_VB the\_DT topics\_NNS of\_IN their\_PRP\$ classes\_NNS will\_MD not\_RB be\_VB able\_JJ to\_TO pass\_VB their\_PRP\$ exams\_NNS .\_. The\_DT second\_JJ step\_NN is\_VBZ to\_TO know\_VB and\_CC understand\_VB the\_DT course\_NN material\_NN .\_. It\_PRP is\_VBZ not\_RB possible\_JJ to\_TO pass\_VB an\_DT exam\_NN without\_IN even\_RB knowing\_VBG anything\_NN about\_IN the\_DT subject\_NN .\_. Therefor\_RB it\_PRP is\_VBZ really\_RB important\_JJ to\_TO understand\_VB the\_DT information\_NN .\_. Read\_VB the\_DT information\_NN multiple\_JJ times\_NNS and\_CC summarize\_VB the\_DT text\_NN ,\_, know\_VBP what\_WP is\_VBZ important\_JJ and\_CC know\_VB what\_WP is\_VBZ not\_RB .\_. The\_DT more\_JJR a\_DT student\_NN tries\_VBZ to\_TO understand\_VB what\_WP is\_VBZ really\_RB meant\_VBN in\_IN the\_DT text\_NN the\_DT easier\_JJR that\_IN student\_NN gets\_VBZ a\_DT high\_JJ grade\_NN .\_. The\_DT third\_JJ step\_NN a\_DT student\_NN should\_MD take\_VB is\_VBZ to\_TO simply\_RB do\_VB their\_PRP\$ assignments\_NNS .\_. Again\_RB there\_EX are\_VBP more\_RBR reasons\_NNS why\_WRB a\_DT student\_NN should\_MD make\_VB their\_PRP\$ assignments\_NNS .\_. To\_TO start\_VB with\_IN the\_DT reason\_NN that\_IN an\_DT assignment\_NN shows\_VBZ whether\_IN or\_CC not\_RB the\_DT course\_NN material\_NN has\_VBZ been\_VBN understood\_VBN .\_. And\_CC when\_WRB it\_PRP has\_VBZ not\_RB been\_VBN understood\_VBN a\_DT student\_NN should\_MD repeat\_VB the\_DT information\_NN until\_IN understood\_VBN .\_. Another\_DT reason\_NN is\_VBZ that\_IN repetition\_NN helps\_VBZ to\_TO take\_VB all\_PDT the\_DT information\_NN to\_TO you\_PRP .\_. Assignments\_NNS are\_VBP important\_JJ preparations\_NNS for\_IN the\_DT exams\_NNS ,\_, they\_PRP give\_VBP you\_PRP an\_DT example\_NN of\_IN what\_WP to\_TO expect\_VB at\_IN least\_JJS in\_IN an\_DT exam\_NN .\_. So\_RB in\_IN order\_NN for\_IN a\_DT student\_NN to\_TO graduate\_VB from\_IN college\_NN the\_DT student\_NN has\_VBZ to\_TO take\_VB the\_DT following\_VBG steps\_NNS ;\_: come\_VBN to\_TO the\_DT classes\_NNS so\_IN the\_DT student\_NN is\_VBZ allowed\_VBN to\_TO take\_VB the\_DT exams\_NNS and\_CC gets\_VBZ more\_RBR

detailed\_JJ information\_NN and\_CC better\_JJR explanation\_NN about\_IN the\_DT course\_NN material\_NN ,\_, understand\_VB and\_CC know\_VB the\_DT information\_NN in\_IN order\_NN to\_TO pass\_VB the\_DT exams\_NNS and\_CC make\_VB the\_DT exercises\_NNS to\_TO know\_VB whether\_IN or\_CC not\_RB the\_DT information\_NN has\_VBZ been\_VBN understood\_VBN and\_CC to\_TO give\_VB an\_DT example\_NN of\_IN what\_WP could\_MD be\_VB in\_IN an\_DT exam\_NN .\_.

### **RAD1277**

Being\_VBG a\_DT first-year\_JJ student\_NN myself\_PRP ,\_, I\_PRP know\_VBP the\_DT first\_JJ weeks\_NNS in\_IN college\_NN can\_MD be\_VB difficult\_JJ .\_. Everything\_NN on\_IN campus\_NN is\_VBZ new\_JJ to\_TO you\_PRP :\_: the\_DT fellow\_JJ students\_NNS ,\_, professors\_NNS ,\_, grand\_JJ lecture-rooms\_NNS ,\_, and\_CC let\_VB 's\_PRP not\_RB forget\_VB the\_DT vast\_JJ amount\_NN of\_IN assignments\_NNS for\_IN every\_DT class\_NN .\_. On\_IN top\_NN of\_IN that\_DT ,\_, you\_PRP need\_VBP to\_TO start\_VB doing\_VBG your\_PRP\$ own\_JJ grocery\_NN shopping\_NN ,\_, laundry\_NN ,\_, dishes\_NNS ,\_, and\_CC unfortunately\_RB ,\_, your\_PRP\$ room\_NN is\_VBZ not\_RB going\_VBG to\_TO tidy\_VB itself\_PRP .\_. At\_IN first\_RB ,\_, this\_DT whole\_JJ new\_JJ life\_NN can\_MD be\_VB tricky\_JJ .\_. Do\_VB not\_RB worry\_VB ,\_, though\_RB ,\_, my\_PRP\$ dear\_RB freshmen\_NNS ,\_, because\_IN first-year\_JJ students\_NNS can\_MD take\_VB specific\_JJ steps\_NNS to\_TO make\_VB sure\_JJ that\_IN they\_PRP are\_VBP successful\_JJ in\_IN college\_NN .\_. First\_NNP of\_IN all\_DT ,\_, I\_PRP would\_MD like\_VB to\_TO emphasise\_VB the\_DT importance\_NN of\_IN lecture-attendance\_NN .\_. How\_WRB do\_VBP you\_PRP expect\_VB to\_TO pass\_VB those\_DT tests\_NNS when\_WRB you\_PRP have\_VBP not\_RB been\_VBN to\_TO one\_CD single\_JJ lecture\_NN ?\_. You\_PRP may\_MD have\_VB excelled\_VBN in\_IN English\_NNP at\_IN secondary\_JJ school\_NN ,\_, but\_CC university\_NN standards\_NNS are\_VBP much\_RB higher\_JJR .\_. So\_RB please\_VB ,\_, do\_VB yourself\_PRP a\_DT favour\_NN and\_CC listen\_VB attentively\_RB to\_TO what\_WP your\_PRP\$ professors\_NNS have\_VBP to\_TO say\_VB .\_. Secondly\_RB ,\_, it\_PRP is\_VBZ not\_RB a\_DT bad\_JJ idea\_NN to\_TO complete\_VB the\_DT assignments\_NNS you\_PRP are\_VBP given\_VBN ,\_, for\_IN they\_PRP often\_RB contain\_VBP a\_DT hint\_NN of\_IN test\_NN subject-matter\_NN .\_. By\_IN doing\_VBG these\_DT exercises\_NNS ,\_, you\_PRP will\_MD get\_VB acquainted\_VBN with\_IN the\_DT peculiarities\_NNS of\_IN the\_DT subject\_NN in\_IN question\_NN .\_. This\_DT will\_MD save\_VB you\_PRP time\_NN when\_WRB in\_IN the\_DT process\_NN of\_IN cramming\_VBG all\_PDT the\_DT need-to-

know\_JJ information\_NN inside\_IN your\_PRP\$ head\_NN ,\_, a\_DT phenomenon\_NN also\_RB known\_VBN as\_IN studying\_VBG .\_. In\_IN the\_DT third\_JJ place\_NN ,\_, I\_PRP would\_MD like\_VB to\_TO warn\_VB you\_PRP against\_IN the\_DT consequences\_NNS of\_IN the\_DT adage\_NN ` `` Work\_NN hard\_RB ,\_, play\_VBP harder\_JJR ' " .\_. Although\_IN partying\_VBG is\_VBZ a\_DT lot\_NN of\_IN fun\_NN ,\_, and\_CC definitely\_RB part\_NN of\_IN the\_DT university\_NN life\_NN experience\_NN ,\_, the\_DT study\_NN load\_NN should\_MD not\_RB be\_VB underestimated\_VBN .\_. To\_TO go\_VB out\_RP the\_DT night\_NN before\_IN an\_DT important\_JJ exam\_NN is\_VBZ never\_RB a\_DT wise\_JJ decision\_NN ,\_, keep\_VB that\_DT in\_IN mind\_NN .\_. In\_IN conclusion\_NN ,\_, go\_VB to\_TO class\_NN ,\_, finish\_VB your\_PRP\$ assignments\_NNS and\_CC pass\_VB the\_DT tests\_NNS by\_IN studying\_VBG diligently\_RB .\_. That\_DT way\_NN ,\_, you\_PRP will\_MD make\_VB your\_PRP\$ mother\_NN proud\_NN of\_IN you\_PRP ,\_, and\_CC you\_PRP wo\_MD n't\_RB have\_VB to\_TO take\_VB the\_DT resits\_NNS ,\_, which\_WDT saves\_VBZ you\_PRP a\_DT lot\_NN of\_IN time\_NN .\_. Congratulations\_NNS ,\_, you\_PRP have\_VBP just\_RB killed\_VBN two\_CD birds\_NNS with\_IN one\_CD stone\_NN .\_.

### **RAD1280**

The\_DT first\_JJ year\_NN of\_IN going\_VBG to\_TO university\_NN is\_VBZ a\_DT fun\_NN and\_CC most\_JJS of\_IN all\_DT scary\_JJ year\_NN .\_. All\_PDT these\_DT new\_JJ impressions\_NNS ,\_, new\_JJ friends\_NNS ,\_, new\_JJ courses\_NNS and\_CC new\_JJ teachers\_NNS may\_MD look\_VB scary\_JJ but\_CC actually\_RB they\_PRP are\_VBP not\_RB that\_IN bad\_JJ .\_. In\_IN fact\_NN ,\_, making\_VBG a\_DT fresh\_JJ start\_NN is\_VBZ an\_DT opportunity\_NN that\_WDT must\_MD be\_VB taken\_VBN seriously\_RB .\_. In\_IN the\_DT end\_NN ,\_, everybody\_NN is\_VBZ there\_RB to\_TO help\_VB one\_CD another\_DT .\_. However\_RB ,\_, if\_IN you\_PRP are\_VBP truly\_RB terrified\_VBN by\_IN the\_DT idea\_NN of\_IN your\_PRP\$ first\_JJ year\_NN in\_IN university\_NN ,\_, there\_EX are\_VBP some\_DT few\_JJ basic\_JJ steps\_NNS to\_TO make\_VB even\_RB your\_PRP\$ -LRB- -LRB- worst\_JJS imaginable\_JJ -RRB- -RRB- year\_NN to\_TO a\_DT successful\_JJ one\_CD .\_. Firstly\_RB ,\_, remember\_VBP that\_IN this\_DT is\_VBZ the\_DT first\_JJ year\_NN of\_IN all\_DT of\_IN your\_PRP\$ classmates\_NNS .\_. Everybody\_NN is\_VBZ nervous\_JJ about\_IN making\_VBG new\_JJ friends\_NNS and\_CC hoping\_VBG for\_IN acceptance\_NN within\_IN the\_DT class\_NN .\_. Be\_VB aware\_JJ of\_IN your\_PRP\$ classmates\_NNS and\_CC find\_VB topics\_NNS which\_WDT relates\_VBZ to\_TO other\_JJ classmates\_NNS .\_. This\_DT will\_MD help\_VB you\_PRP to\_TO find\_VB a\_DT way\_NN to\_TO start\_VB a\_DT

conversation\_NN .\_. For\_IN example\_NN ,\_, since\_IN this\_DT is\_VBZ all\_DT your\_PRP\$ first\_JJ year\_NN ,\_, you\_PRP could\_MD talk\_VB about\_IN the\_DT expectations\_NNS of\_IN the\_DT courses\_NNS you\_PRP will\_MD be\_VB attending\_VBG together\_RB .\_. Having\_VBG friends\_NNS within\_IN your\_PRP\$ class\_NN is\_VBZ one\_CD of\_IN the\_DT keys\_NNS in\_IN making\_VBG your\_PRP\$ year\_NN successful\_JJ .\_. Students\_NNS can\_MD help\_VB each\_DT other\_JJ when\_WRB they\_PRP are\_VBP facing\_VBG problems\_NNS ,\_, this\_DT will\_MD make\_VB your\_PRP\$ year\_NN much\_RB easier\_JJR .\_. Secondly\_RB ,\_, the\_DT courses\_NNS that\_IN you\_PRP will\_MD be\_VB attending\_VBG ,\_, are\_VBP all\_DT very\_RB interesting\_JJ .\_. Think\_VB about\_IN those\_DT courses\_NNS in\_IN a\_DT positive\_JJ way\_NN and\_CC make\_VB sure\_JJ that\_IN you\_PRP come\_VBP well-prepared\_JJ to\_TO the\_DT course\_NN .\_. Finish\_VB your\_PRP\$ homework\_NN in\_IN time\_NN and\_CC be\_VB active\_JJ when\_WRB you\_PRP are\_VBP discussing\_VBG homework\_NN .\_. You\_PRP should\_MD have\_VB the\_DT right\_JJ books\_NNS and\_CC bring\_VB them\_PRP to\_TO class\_NN if\_IN necessary\_JJ .\_. You\_PRP are\_VBP not\_RB taking\_VBG this\_DT course\_NN nor\_CC the\_DT teacher\_NN seriously\_RB when\_WRB you\_PRP come\_VBP to\_TO class\_NN unprepared\_JJ .\_. Studying\_VBG the\_DT chapters\_NNS and\_CC making\_VBG your\_PRP\$ homework\_NN makes\_VBZ you\_PRP understand\_VBP the\_DT courses\_NNS better\_JJR and\_CC it\_PRP will\_MD improve\_VB your\_PRP\$ skills\_NNS .\_. Even\_RB when\_WRB you\_PRP already\_RB know\_VBP something\_NN ,\_, more\_JJR practice\_NN will\_MD only\_RB make\_VB you\_PRP better\_RBR .\_. Thirdly\_RB ,\_, you\_PRP have\_VBP chosen\_VBN to\_TO attend\_VB this\_DT course\_NN .\_. In\_IN a\_DT way\_NN you\_PRP are\_VBP saying\_VBG that\_IN this\_DT is\_VBZ where\_WRB your\_PRP\$ interest\_NN is\_VBZ in\_IN .\_. Normally\_RB ,\_, you\_PRP should\_MD be\_VB interested\_JJ in\_IN most\_JJS of\_IN the\_DT subjects\_NNS you\_PRP will\_MD be\_VB following\_VBG and\_CC if\_IN this\_DT is\_VBZ not\_RB the\_DT case\_NN you\_PRP should\_MD ask\_VB yourself\_PRP whether\_IN you\_PRP have\_VBP chosen\_VBN the\_DT right\_JJ educational\_JJ programme\_NN .\_. When\_WRB you\_PRP find\_VBP you\_PRP are\_VBP in\_IN the\_DT wrong\_JJ courses\_NNS ,\_, please\_VB contact\_VB your\_PRP\$ study\_NN advisor\_NN and\_CC discuss\_VB with\_IN him\_PRP what\_WP the\_DT possibilities\_NNS are\_VBP .\_. There\_EX are\_VBP a\_DT lot\_NN of\_IN ways\_NNS to\_TO come\_VB to\_TO a\_DT solution\_NN ,\_, when\_WRB you\_PRP just\_RB tell\_VBP people\_NNS what\_WP is\_VBZ on\_IN your\_PRP\$ mind\_NN .\_. To\_TO sum\_VB up\_RP ,\_, there\_EX are\_VBP three\_CD key\_JJ elements\_NNS in\_IN making\_VBG your\_PRP\$ year\_NN successful\_JJ .\_. Stick\_NNP to\_TO the\_DT points\_NNS



above\_IN and\_CC as\_IN one\_NN might\_MD expect\_VB ,\_, your\_PRP\$ first\_JJ year\_NN  
will\_MD be\_VB very\_RB successful\_JJ one\_CD .\_.

**RAD1210**

Geoffrey\_NNP Chaucer\_NNP is\_VBZ perhaps\_RB the\_DT most\_RBS famous\_JJ Middle\_NN English\_NNP writer\_NN we\_PRP know\_VBP .\_. His\_PRP\$ Canterbury\_NNP Tales\_NNS are\_VBP still\_RB an\_DT academic\_JJ source\_NN of\_IN information\_NN about\_IN Middle\_NNP English\_NNP and\_CC about\_IN Britain\_NNP in\_IN and\_CC around\_IN the\_DT middle\_JJ ages\_NNS .\_. Some\_DT of\_IN his\_PRP\$ tales\_NNS give\_VBP the\_DT people\_NNS reason\_NN for\_IN discussion\_NN ,\_, one\_CD of\_IN those\_DT is\_VBZ The\_DT Wife\_NN of\_IN Bath\_NN .\_. This\_DT particular\_JJ tale\_NN tells\_VBZ the\_DT story\_NN of\_IN a\_DT knight\_NN of\_IN the\_DT round\_NN table\_NN .\_. He\_PRP rapes\_VBZ a\_DT young\_JJ girl\_NN in\_IN field\_NN of\_IN grain\_NN and\_CC that\_DT means\_VBZ that\_IN he\_PRP is\_VBZ punishable\_JJ by\_IN death\_NN .\_. The\_DT king\_NN ,\_, however\_RB ,\_, chooses\_VBZ to\_TO let\_VB his\_PRP\$ wife\_NN ,\_, the\_DT queen\_NN ,\_, determine\_VB what\_WP faith\_NN is\_VBZ going\_VBG to\_TO bestow\_VB on\_IN the\_DT knight\_NN .\_. The\_DT queen\_NN gives\_VBZ him\_PRP one\_CD year\_NN and\_CC one\_CD day\_NN to\_TO discover\_VB what\_WP it\_PRP is\_VBZ that\_IN all\_DT women\_NNS most\_RBS desire\_NN .\_. If\_IN he\_PRP fails\_VBZ to\_TO deliver\_VB the\_DT answer\_NN at\_IN the\_DT last\_JJ day\_NN ,\_, he\_PRP will\_MD still\_RB be\_VB executed\_VBN .\_. The\_DT knight\_NN travels\_VBZ through\_IN the\_DT country\_NN but\_CC he\_PRP can\_MD not\_RB discover\_VB the\_DT answer\_NN since\_IN all\_DT women\_NNS tell\_VBP him\_PRP something\_NN different\_JJ .\_. On\_IN his\_PRP\$ way\_NN back\_RB to\_TO the\_DT castle\_NN ,\_, he\_PRP runs\_VBZ into\_IN an\_DT old\_JJ witch\_NN who\_WP promises\_VBZ him\_PRP that\_IN she\_PRP will\_MD safe\_JJ him\_PRP in\_IN exchange\_NN for\_IN the\_DT knight\_NN 's\_POS promise\_NN that\_IN he\_PRP will\_MD do\_VB anything\_NN she\_PRP desires\_NNS from\_IN him\_PRP afterwards\_RB .\_. It\_PRP turns\_VBZ out\_RP that\_IN the\_DT old\_JJ witch\_NN wants\_VBZ to\_TO marry\_VB with\_IN the\_DT knight\_NN and\_CC he\_PRP has\_VBZ got\_VBN no\_DT other\_JJ choice\_NN than\_IN to\_TO comply\_VB .\_. Upon\_IN seeing\_VBG his\_PRP\$ sorrow\_NN ,\_, she\_PRP presents\_VBZ him\_PRP with\_IN a\_DT choice\_NN :\_: either\_CC she\_PRP changes\_VBZ herself\_PRP into\_IN a\_DT beautiful\_JJ ,\_, young\_JJ wife\_NN but\_CC she\_PRP will\_MD be\_VB unfaithful\_JJ to\_TO him\_PRP or\_CC she\_PRP remains\_VBZ old\_JJ and\_CC ugly\_JJ and\_CC she\_PRP will\_MD promise\_VB him\_PRP to\_TO be\_VB faithful\_JJ and\_CC obedient\_JJ for\_IN eternity\_NN .\_. The\_DT knight\_NN then\_RB lets\_VBZ her\_PRP

make\_VB the\_DT decision\_NN and\_CC she\_PRP is\_VBZ so\_RB pleased\_JJ with\_IN  
 that\_IN she\_PRP turns\_VBZ into\_IN a\_DT beautiful\_JJ young\_JJ wife\_NN .\_. Or\_CC at\_IN  
 least\_JJS ,\_, that\_DT is\_VBZ what\_WP the\_DT story\_NN makes\_VBZ its\_PRP\$  
 audience\_NN think\_VBP initially\_RB .\_. The\_DT witch\_NN in\_IN The\_DT Wife\_NN of\_IN  
 Bath\_NN does\_VBZ not\_RB actually\_RB change\_VB her\_PRP\$ appearance\_NN since\_IN  
 it\_PRP is\_VBZ the\_DT knight\_NN who\_WP learns\_VBZ how\_WRB to\_TO look\_VB at\_IN  
 her\_PRP\$ differently\_RB .\_. The\_DT knight\_NN has\_VBZ to\_TO go\_VB through\_IN  
 three\_CD changes\_NNS in\_IN order\_NN to\_TO become\_VB the\_DT pure\_JJ of\_IN  
 heart\_NN that\_IN the\_DT witch\_NN wants\_VBZ him\_PRP to\_TO be\_VB .\_. He\_PRP  
 first\_RB needs\_VBZ to\_TO change\_VB his\_PRP\$ understanding\_NN of\_IN nobility\_NN .\_.  
 The\_DT knight\_NN is\_VBZ a\_DT man\_NN born\_VBN with\_IN a\_DT title\_NN and\_CC  
 he\_PRP therefore\_RB thinks\_VBZ he\_PRP is\_VBZ noble\_JJ by\_IN birth\_NN right\_NN .\_.  
 The\_DT witch\_NN ,\_, however\_RB ,\_, teaches\_VBZ him\_PRP that\_IN nobility\_NN is\_VBZ  
 earned\_VBN through\_IN behaviour\_NN and\_CC not\_RB through\_IN birth\_NN right\_NN :\_:  
 `` `` Thanne\_FW comth\_FW oure\_NN verray\_NN gentillesse\_NN of\_IN grace\_NN ;\_:  
 It\_PRP was\_VBD no\_DT thyng\_NN biquethe\_NN us\_PRP with\_IN oure\_NN place\_NN " "  
 -LRB\_-LRB- Treharne\_NN 773\_CD -RRB\_-RRB- .\_. The\_DT knight\_NN has\_VBZ  
 not\_RB been\_VBN behaving\_VBG noble\_JJ at\_IN all\_DT and\_CC this\_DT is\_VBZ  
 what\_WP makes\_VBZ him\_PRP think\_VB .\_. Nobility\_NN can\_MD be\_VB earned\_VBN  
 with\_IN the\_DT choices\_NNS he\_PRP makes\_VBZ and\_CC how\_WRB he\_PRP  
 treats\_VBZ other\_JJ human\_JJ beings\_NNS and\_CC from\_IN the\_DT moment\_NN the\_DT  
 witch\_NN tells\_VBZ him\_PRP this\_DT ,\_, he\_PRP starts\_VBZ to\_TO transform\_VB  
 inside\_RB .\_. The\_DT witch\_NN has\_VBZ found\_VBN a\_DT second\_JJ fault\_NN  
 within\_IN the\_DT knight\_NN .\_. The\_DT knight\_NN tells\_VBZ her\_PRP\$ :\_: `` ``  
 Thou\_PRP art\_NN so\_RB loothly\_RB ,\_, and\_CC so\_RB oold\_JJ also\_RB ,\_, and\_CC  
 therto\_JJ comen\_NN of\_IN so\_RB lough\_JJ a\_DT kynde\_NN ,\_, that\_WDT litel\_VBP  
 wonder\_NN is\_VBZ thogh\_IN I\_PRP walwe\_VBP and\_CC wynde\_VBP " "  
 -LRB\_-LRB- Treharne\_NN 772\_CD -RRB\_-RRB- .\_. He\_PRP does\_VBZ not\_RB concern\_NN  
 himself\_PRP lucky\_JJ or\_CC rich\_JJ with\_IN the\_DT witch\_NN as\_IN his\_PRP\$ wife\_NN  
 .\_. She\_PRP then\_RB tells\_VBZ him\_PRP that\_IN wealth\_NN and\_CC richness\_NN  
 is\_VBZ not\_RB found\_VBN in\_IN earthly\_JJ possessions\_NNS or\_CC money\_NN .\_.  
 It\_PRP is\_VBZ found\_VBN in\_IN acceptance\_NN of\_IN what\_WP one\_PRP has\_VBZ :\_:  
 `` `` Whoso\_NNP that\_IN halt\_NN hym\_NN payd\_NN of\_IN his\_PRP\$ povertie\_NN ,\_,  
 I\_PRP holde\_VBP hym\_NN riche\_NN ,\_, al\_NNP hadde\_NNP he\_PRP nat\_VBD a\_DT

sherte\_NN " " -LRB-\_-LRB- Treharne\_NN 774\_CD -RRB-\_-RRB- .\_. The\_DT knight\_NN then\_RB accepts\_VBZ her\_PRP words\_NNS as\_IN the\_DT truth\_NN and\_CC this\_DT is\_VBZ the\_DT second\_JJ step\_NN in\_IN his\_PRP\$ inner\_JJ transformation\_NN .\_. The\_DT last\_JJ and\_CC most\_RBS important\_JJ part\_NN of\_IN his\_PRP\$ transformation\_NN can\_MD be\_VB found\_VBN in\_IN the\_DT way\_NN he\_PRP treats\_VBZ women\_NNS .\_. He\_PRP started\_VBD out\_RP as\_IN a\_DT knight\_NN who\_WP raped\_VBD women\_NNS ,\_, who\_WP took\_VBD form\_NN women\_NNS what\_WP he\_PRP wanted\_VBD without\_IN any\_DT regard\_NN for\_IN their\_PRP\$ feelings\_NNS or\_CC wishes\_NNS .\_. The\_DT answer\_NN to\_TO the\_DT question\_NN was\_VBD :\_: `` `` Wommen\_JJ desiren\_NNS have\_VBP sovereynetee\_NN as\_IN wel\_NN over\_IN hir\_NN housbonde\_NN as\_IN hir\_NN love\_NN ,\_, and\_CC for\_IN to\_TO been\_VBN in\_IN maistrie\_NN hym\_NN above\_IN " " -LRB-\_-LRB- Treharne\_NN 771\_CD -RRB-\_-RRB- and\_CC this\_DT is\_VBZ the\_DT most\_RBS important\_JJ lesson\_NN the\_DT knight\_NN has\_VBZ to\_TO learn\_VB .\_. After\_IN the\_DT witch\_NN proposes\_VBZ the\_DT deal\_NN to\_TO him\_PRP he\_PRP answers\_VBZ with\_IN the\_DT following\_NN :\_: `` `` My\_PRP\$ lady\_NN and\_CC my\_PRP\$ love\_NN ,\_, and\_CC wyf\_NN so\_RB deere\_JJ ,\_, I\_PRP put\_VBP me\_PRP in\_IN youre\_NN wise\_JJ governance\_NN ;\_: Cheseth\_NNP yourself\_PRP which\_WDT may\_MD be\_VB moost\_JJ plesance\_NN ,\_, and\_CC moost\_NN honour\_NN to\_TO yow\_VB and\_CC me\_PRP also\_RB " " -LRB-\_-LRB- Treharne\_NN 775\_CD -RRB-\_-RRB- .\_. He\_PRP has\_VBZ understood\_VBN the\_DT lesson\_NN the\_DT witch\_NN was\_VBD trying\_VBG to\_TO teach\_VB him\_PRP and\_CC his\_PRP\$ transformation\_NN is\_VBZ complete\_JJ .\_. After\_IN the\_DT knight\_NN 's\_POS quest\_NN for\_IN the\_DT answer\_NN to\_TO the\_DT queen\_NN 's\_POS question\_NN ,\_, it\_PRP turns\_VBZ out\_RP that\_IN he\_PRP was\_VBD being\_VBG tested\_VBN all\_DT along\_RB .\_. The\_DT witch\_NN proposed\_VBD him\_PRP with\_IN a\_DT choice\_NN :\_: either\_CC she\_PRP would\_MD change\_VB into\_IN a\_DT beautiful\_JJ and\_CC unfaithful\_JJ wife\_NN or\_CC she\_PRP would\_MD remain\_VB old\_JJ and\_CC ugly\_JJ and\_CC would\_MD stay\_VB with\_IN him\_PRP forever\_RB .\_. The\_DT knight\_NN then\_RB passes\_VBZ his\_PRP\$ test\_NN by\_IN letting\_VBG her\_PRP\$ make\_VB the\_DT decision\_NN :\_: he\_PRP is\_VBZ the\_DT one\_NN who\_WP changed\_VBD ,\_, not\_RB the\_DT witch\_NN .\_. All\_PDT the\_DT information\_NN the\_DT witch\_NN has\_VBZ given\_VBN him\_PRP has\_VBZ opened\_VBN his\_PRP\$ eyes\_NNS and\_CC has\_VBZ given\_VBN him\_PRP spiritual\_JJ enlightenment\_NN .\_. The\_DT witch\_NN never\_RB changed\_VBD ,\_, the\_DT

knight\_NN is\_VBZ just\_RB able\_JJ to\_TO appreciate\_VB her\_PRP\$ for\_IN the\_DT beautiful\_JJ human\_JJ being\_VBG that\_IN she\_PRP is\_VBZ . .

## **RAD1220**

It\_PRP is\_VBZ a\_DT known\_JJ fact\_NN that\_IN there\_EX are\_VBP very\_RB few\_JJ fabliaux\_NN existing\_VBG in\_IN the\_DT Middle\_NNP English\_NNP language\_NN . . Other\_JJ than\_IN the\_DT fabliau\_NN Dame\_NNP Sirip\_NNP and\_CC some\_DT stories\_NNS written\_VBN by\_IN Chaucer\_NNP , , there\_EX are\_VBP hardly\_RB any\_DT fabliaux\_NN known\_VBN to\_TO be\_VB written\_VBN in\_IN Middle\_NNP English\_NNP . . The\_DT fabliaux\_NN are\_VBP a\_DT separate\_JJ , , though\_IN marginalised\_VBN genre\_NN in\_IN literature\_NN with\_IN some\_DT typical\_JJ characteristics\_NNS . . Often\_RB written\_VBN in\_IN verse\_NN , , they\_PRP contain\_VBP octosyllabic\_JJ couplets\_NNS -LRB-\_-LRB- Burrow\_NN 91\_CD -RRB-\_-RRB- . . Their\_PRP\$ scope\_NN is\_VBZ around\_IN fifty\_CD to\_TO approximately\_RB 1,000\_CD lines\_NNS . . As\_IN a\_DT theme\_NN , , deceit\_NN is\_VBZ at\_IN the\_DT fabliau\_NN 's\_POS core\_NN . . Thus\_RB , , the\_DT fabliaux\_NN genre\_NN has\_VBZ standard\_JJ set\_VBN character\_NN roles\_NNS , , namely\_RB : : the\_DT trickster\_NN , , the\_DT dupe\_NN , , the\_DT desirer\_NN and\_CC the\_DT desired\_VBN . . These\_DT characters\_NNS incline\_VBP to\_TO make\_VB lots\_NNS of\_IN rash\_JJ promises\_NNS , , which\_WDT the\_DT trickster\_NN dutifully\_RB takes\_VBZ advantage\_NN of\_IN . . The\_DT trick\_NN played\_VBN by\_IN the\_DT trickster\_NN plays\_VBZ is\_VBZ also\_RB named\_VBN cointise\_NN or\_CC engin\_NN , , terms\_NNS that\_WDT stem\_VBP from\_IN the\_DT fabliaux\_NN 's\_POS French\_JJ origins\_NNS . . The\_DT fabliaux\_NN feature\_NN ordinary\_JJ people\_NNS , , such\_JJ as\_IN monks\_NNS , , priests\_NNS , , clerks\_NNS , , merchants\_NNS and\_CC peasants\_NNS . . It\_PRP has\_VBZ a\_DT concrete\_JJ setting\_NN , , mostly\_RB urban\_JJ or\_CC rural\_JJ . . Even\_RB though\_IN the\_DT fabliaux\_NN were\_VBD popular\_JJ in\_IN France\_NNP , , they\_PRP never\_RB fully\_RB got\_VBD through\_IN to\_TO the\_DT English\_NNP literary\_JJ tradition\_NN because\_IN of\_IN its\_PRP\$ French\_JJ origin\_NN , , and\_CC the\_DT manuscript\_NN culture\_NN and\_CC oral\_JJ traditions\_NNS . . The\_DT fabliaux\_NN are\_VBP part\_NN of\_IN the\_DT French\_JJ literary\_JJ tradition\_NN , , and\_CC are\_VBP thus\_RB not\_RB inherently\_RB English\_JJ . . It\_PRP is\_VBZ a\_DT genre\_NN that\_WDT came\_VBD to\_TO life\_NN in\_IN France\_NNP in\_IN the\_DT twelfth\_JJ century\_NN , , but\_CC became\_VBD popular\_JJ in\_IN the\_DT thirteenth\_JJ century\_NN -LRB-\_-LRB- 91\_CD -RRB-\_-RRB- . . Due\_JJ to\_TO the\_DT

fabliaux\_NN 's\_POS earlier\_JJR existence\_NN in\_IN France\_NNP ,\_, a\_DT lot\_NN had\_VBD already\_RB been\_VBN written\_VBN about\_IN when\_WRB the\_DT English\_NNP picked\_VBD up\_RP the\_DT genre\_NN -LRB-\_-LRB- Canby\_NN 205\_CD -RRB-\_-RRB- .\_. Another\_DT reason\_NN why\_WRB there\_EX are\_VBP hardly\_RB any\_DT English\_JJ fabliaux\_NN is\_VBZ because\_IN when\_WRB the\_DT tradition\_NN came\_VBD to\_TO England\_NNP ,\_, the\_DT popularity\_NN of\_IN the\_DT fabliaux\_NN had\_VBD already\_RB greatly\_RB diminished\_VBN in\_IN France\_NNP -LRB-\_-LRB- Lewis\_NNP 243\_CD -RRB-\_-RRB- .\_. They\_PRP were\_VBD not\_RB interesting\_JJ anymore\_RB to\_TO the\_DT public\_JJ and\_CC thus\_RB the\_DT part\_NN that\_WDT fabliaux\_NN played\_VBD in\_IN literature\_NN at\_IN the\_DT time\_NN was\_VBD marginal\_JJ .\_. In\_IN medieval\_JJ times\_NNS ,\_, it\_PRP was\_VBD not\_RB custom\_NN to\_TO document\_VB every\_DT single\_JJ piece\_NN of\_IN literature\_NN that\_WDT was\_VBD made\_VBN .\_. Consequently\_RB ,\_, a\_DT lot\_NN of\_IN fabliau\_NN literature\_NN was\_VBD not\_RB written\_VBN down\_RP and\_CC saved\_VBN ,\_, which\_WDT explains\_VBZ why\_WRB there\_EX are\_VBP so\_RB few\_JJ surviving\_VBG English\_JJ fabliaux\_NN -LRB-\_-LRB- Canby\_NN 207\_CD -RRB-\_-RRB- .\_. Unlike\_IN nowadays\_RB ,\_, not\_RB a\_DT lot\_NN of\_IN people\_NNS could\_MD read\_VB in\_IN the\_DT Middle\_NNP Ages\_NNPS .\_. This\_DT sparked\_VBD the\_DT oral\_JJ tradition\_NN of\_IN telling\_VBG stories\_NNS and\_CC rendered\_VBD it\_PRP unnecessary\_JJ to\_TO write\_VB every\_DT single\_JJ story\_NN down\_RB .\_. The\_DT stories\_NNS needed\_VBN to\_TO live\_VB on\_IN through\_IN the\_DT memories\_NNS of\_IN the\_DT people\_NNS ,\_, instead\_RB of\_IN on\_IN the\_DT skin\_NN of\_IN goat\_NN .\_. Even\_RB if\_IN texts\_NNS were\_VBD written\_VBN down\_RP ,\_, it\_PRP was\_VBD not\_RB in\_IN Middle\_NNP English\_NNP .\_. The\_DT people\_NNS who\_WP made\_VBD the\_DT manuscripts\_NNS were\_VBD often\_RB monks\_NNS .\_. After\_IN the\_DT loss\_NN of\_IN Normandy\_NNP ,\_, French\_NNP continued\_VBD to\_TO be\_VB spoken\_VBN ,\_, especially\_RB amongst\_IN the\_DT higher\_JJR regions\_NNS of\_IN society\_NN where\_WRB French\_NNP had\_VBD taken\_VBN over\_RP completely\_RB as\_IN the\_DT language\_NN of\_IN government\_NN and\_CC the\_DT genteel\_JJ .\_. Consequently\_RB ,\_, the\_DT monks\_NNS that\_WDT made\_VBD these\_DT manuscripts\_NNS ,\_, would\_MD often\_RB write\_VB them\_PRP Anglo-Norman\_JJ or\_CC French\_JJ ,\_, and\_CC not\_RB Middle\_NN English\_JJ -LRB-\_-LRB- Lewis\_NNP 245\_CD -RRB-\_-RRB- .\_. It\_PRP were\_VBD the\_DT upper\_JJ classes\_NNS that\_WDT could\_MD read\_VB and\_CC used\_VBD the\_DT manuscripts\_NNS ,\_, not\_RB the\_DT common\_JJ folk\_NN .\_. It\_PRP was\_VBD no\_DT use\_NN writing\_VBG

stories\_NNS down\_RB in\_IN Middle\_NNP English\_NNP when\_WRB no\_DT soul\_NN  
 could\_MD read\_VB these\_DT manuscripts\_NNS .\_. Manuscripts\_NNS took\_VBD a\_DT  
 lot\_NN of\_IN tedious\_JJ work\_NN ,\_, and\_CC too\_RB expensive\_JJ to\_TO waste\_NN .\_.  
 It\_PRP would\_MD take\_VB until\_IN the\_DT late\_JJ thirteenth\_JJ century\_NN for\_IN  
 the\_DT English\_JJ people\_NNS to\_TO start\_VB using\_VBG English\_NNP as\_IN  
 their\_PRP\$ language\_NN of\_IN choice\_NN in\_IN speaking\_NN and\_CC writing\_NN -LRB-  
 -LRB- 245\_CD -RRB- -RRB- .\_. Eventually\_RB ,\_, Dame\_NNP Sirip\_NNP would\_MD  
 become\_VB one\_CD of\_IN the\_DT first\_JJ Middle\_NN English\_NNP fabliaux\_NN to\_TO  
 be\_VB written\_VBN down\_RP .\_. It\_PRP is\_VBZ safe\_JJ to\_TO say\_VB ,\_, that\_IN  
 English\_NNP writers\_NNS never\_RB really\_RB made\_VBD the\_DT fabliaux\_NN  
 genre\_NN their\_PRP\$ own\_JJ .\_. Chaucer\_NNP may\_MD be\_VB an\_DT exception\_NN  
 to\_TO this\_DT ,\_, though\_IN some\_DT French\_JJ scholars\_NNS argue\_VBP that\_IN  
 even\_RB his\_PRP\$ work\_NN is\_VBZ far\_RB from\_IN original\_JJ -LRB- -LRB- Canby\_JJ  
 208\_CD -RRB- -RRB- .\_. This\_DT lack\_NN of\_IN originality\_NN is\_VBZ due\_JJ to\_TO  
 the\_DT medieval\_JJ mentality\_NN of\_IN preferring\_VBG sentence\_NN and\_CC solace\_NN  
 over\_IN originality\_NN .\_. It\_PRP was\_VBD frowned\_VBN upon\_IN to\_TO write\_VB  
 an\_DT original\_JJ story\_NN ,\_, which\_WDT can\_MD be\_VB a\_DT reason\_NN as\_IN  
 to\_TO why\_WRB there\_EX are\_VBP hardly\_RB any\_DT English\_JJ fabliaux\_NN .\_. In\_IN  
 conclusion\_NN ,\_, there\_EX are\_VBP a\_DT few\_JJ reasons\_NNS why\_WRB there\_EX  
 are\_VBP so\_RB few\_JJ fabliaux\_NN in\_IN Middle\_NNP English\_NNP .\_. Due\_JJ to\_TO  
 its\_PRP\$ French\_JJ origin\_NN and\_CC big\_JJ French\_JJ tradition\_NN ,\_, there\_EX  
 was\_VBD a\_DT lot\_NN of\_IN material\_NN already\_RB available\_JJ and\_CC  
 England\_NNP was\_VBD quite\_RB late\_JJ to\_TO the\_DT fabliaux\_NN craze\_NN .\_.  
 The\_DT fabliaux\_NN 's\_POS popularity\_NN had\_VBD diminished\_VBN greatly\_RB  
 and\_CC because\_RB of\_IN that\_DT ,\_, writers\_NNS were\_VBD not\_RB sparked\_VBN  
 to\_TO write\_VB them\_PRP .\_. It\_PRP also\_RB did\_VBD not\_RB help\_VB that\_IN  
 during\_IN that\_DT time\_NN ,\_, Middle\_NNP English\_NNP was\_VBD not\_RB the\_DT  
 language\_NN of\_IN choice\_NN .\_. French\_NNP was\_VBD still\_RB used\_VBN as\_IN a\_DT  
 language\_NN and\_CC thus\_RB also\_RB in\_IN manuscripts\_NNS .\_. Due\_JJ to\_TO the\_DT  
 amount\_NN of\_IN tedious\_JJ labour\_NN that\_WDT went\_VBD into\_IN making\_VBG  
 these\_DT manuscripts\_NNS ,\_, and\_CC the\_DT fact\_NN that\_IN not\_RB a\_DT lot\_NN  
 of\_IN medieval\_JJ people\_NNS knew\_VBD how\_WRB to\_TO read\_VB ,\_, not\_RB a\_DT  
 lot\_NN of\_IN manuscripts\_NNS were\_VBD made\_VBN .\_. It\_PRP would\_MD take\_VB  
 some\_DT time\_NN for\_IN Middle\_NNP English\_NNP to\_TO sink\_VB into\_IN all\_DT

layers\_NNS of\_IN society\_NN ,\_, and\_CC to\_TO finally\_RB replace\_VB French\_JJ as\_IN the\_DT main\_JJ language\_NN .\_. When\_WRB that\_DT finally\_RB happened\_VBN ,\_, the\_DT fabliaux\_NN were\_VBD picked\_VBN up\_RP by\_IN Chaucer\_NNP ,\_, who\_WP gave\_VBD us\_PRP the\_DT Canterbury\_NNP Tales\_NNS .\_.

### **RAD1253**

There\_EX are\_VBP many\_JJ questions\_NNS raised\_VBD about\_IN The\_DT Wife\_NN of\_IN Bath\_NNP 's\_POS Tale\_NNP ,\_, such\_JJ as\_IN if\_IN the\_DT girl\_NN he\_PRP raped\_VBD was\_VBD a\_DT peasant\_NN ?\_. Or\_CC whether\_IN or\_CC not\_RB the\_DT knight\_NN actually\_RB belonged\_VBD to\_TO the\_DT knights\_NNS of\_IN king\_NN Arthur\_NNP as\_IN he\_PRP does\_VBZ not\_RB show\_VB a\_DT very\_RB courtliness\_NN behaviour\_NN .\_. The\_DT one\_CD of\_IN most\_JJS controversy\_NN would\_MD be\_VB whether\_IN or\_CC not\_RB the\_DT wife\_NN of\_IN bath\_NN actually\_RB undergoes\_VBZ a\_DT physical\_JJ transformation\_NN .\_. Some\_DT say\_VBP that\_IN she\_PRP transforms\_VBZ herself\_PRP ,\_, others\_NNS say\_VBP that\_IN she\_PRP puts\_VBZ a\_DT spell\_NN on\_IN her\_PRP\$ husband\_NN so\_IN he\_PRP perceives\_VBZ her\_PRP\$ differently\_RB .\_. But\_CC even\_RB though\_IN many\_JJ people\_NNS claim\_VBP that\_IN she\_PRP does\_VBZ ,\_, the\_DT old\_JJ hag\_NN does\_VBZ not\_RB transform\_VB physically\_RB in\_IN the\_DT transformation\_NN scene\_NN of\_IN The\_DT Wife\_NN of\_IN Bath\_NNP 's\_POS Tale\_NNP ,\_, because\_IN she\_PRP breaks\_VBZ the\_DT spell\_NN as\_RB soon\_RB as\_IN he\_PRP gives\_VBZ her\_PRP\$ what\_WP she\_PRP wants\_VBZ and\_CC because\_IN she\_PRP transforms\_VBZ the\_DT knight\_NN by\_IN giving\_VBG him\_PRP a\_DT lecture\_NN on\_IN gentillesse\_NN .\_. She\_PRP breaks\_VBZ the\_DT spell\_NN ,\_, when\_WRB he\_PRP gives\_VBZ her\_PRP\$ what\_WP all\_DT women\_NNS want\_VBP ,\_, namely\_RB control\_NN over\_IN their\_PRP\$ husbands\_NNS ,\_, she\_PRP rewards\_VBZ him\_PRP .\_. The\_DT knight\_NN first\_RB meets\_VBZ the\_DT wife\_NN of\_IN bath\_NN ,\_, when\_WRB he\_PRP is\_VBZ desperate\_JJ looking\_VBG for\_IN the\_DT answer\_NN to\_TO what\_WP women\_NNS most\_RBS desire\_VBP as\_IN the\_DT answer\_NN will\_MD save\_VB his\_PRP\$ life\_NN .\_. She\_PRP promises\_VBZ to\_TO tell\_VB him\_PRP ,\_, if\_IN he\_PRP does\_VBZ whatever\_WDT she\_PRP asks\_VBZ him\_PRP to\_TO .\_. The\_DT answer\_NN to\_TO the\_DT question\_NN is\_VBZ that\_IN all\_DT women\_NNS want\_VBP to\_TO be\_VB in\_IN control\_NN over\_IN their\_PRP\$ husbands\_NNS and\_CC loved\_VBD ones\_NNS .\_. The\_DT queen\_NN and\_CC her\_PRP\$ fellow\_JJ judges\_NNS decide\_VBP that\_IN he\_PRP is\_VBZ to\_TO live\_VB ,\_, but\_CC



then\_RB the\_DT old\_JJ hag\_NN asks\_VBZ him\_PRP to\_TO marry\_VB her\_PRP .\_.  
 He\_PRP finds\_VBZ this\_DT idea\_NN repulsive\_JJ as\_IN she\_PRP is\_VBZ old\_JJ and\_CC  
 ugly\_JJ .\_. She\_PRP offers\_VBZ him\_PRP a\_DT choice\_NN ,\_, she\_PRP can\_MD  
 either\_RB be\_VB young\_JJ and\_CC probably\_RB unfaithful\_JJ ,\_, or\_CC old\_JJ and\_CC  
 faithful\_NN .\_. To\_TO this\_DT he\_PRP replies\_VBZ that\_IN she\_PRP can\_MD choose\_VB  
 as\_IN she\_PRP will\_MD probably\_RB know\_VB what\_WP is\_VBZ best\_JJS for\_IN  
 them\_PRP -LRB-\_-LRB- Chaucer\_NNP 770-775\_CD -RRB-\_-RRB- .\_. By\_IN giving\_VBG  
 him\_PRP those\_DT two\_CD options\_NNS she\_PRP manipulates\_VBZ him\_PRP ,\_,  
 both\_DT options\_NNS would\_MD lead\_VB to\_TO an\_DT unhappy\_JJ marriage\_NN ,\_,  
 either\_CC because\_IN of\_IN the\_DT cheating\_NN or\_CC because\_IN of\_IN the\_DT  
 fact\_NN that\_IN she\_PRP is\_VBZ old\_JJ and\_CC ugly\_JJ .\_. ```` when\_WRB the\_DT  
 knight\_NN asks\_VBZ her\_PRP\$ to\_TO make\_VB the\_DT choice\_NN --\_: when\_WRB  
 he\_PRP admits\_VBZ himself\_PRP from\_IN within\_IN himself\_PRP to\_TO the\_DT  
 sovereignty\_NN of\_IN women\_NNS --\_: then\_RB and\_CC only\_RB then\_RB he\_PRP  
 is\_VBZ truly\_RB blessed\_VBN --\_: and\_CC the\_DT lady\_NN is\_VBZ revealed\_VBN in\_IN  
 all\_DT her\_PRP\$ charms\_NNS " " -LRB-\_-LRB- Huppé\_NNP 381\_CD -RRB-\_-RRB- .\_.  
 He\_PRP was\_VBD tested\_VBN successfully\_RB and\_CC thus\_RB he\_PRP is\_VBZ  
 worthy\_JJ to\_TO see\_VB the\_DT beautiful\_JJ woman\_NN she\_PRP really\_RB is\_VBZ .\_.  
 She\_PRP changes\_VBZ his\_PRP\$ mind\_NN set\_VBN by\_IN giving\_VBG him\_PRP a\_DT  
 lecture\_NN on\_IN gentillesse\_NN ,\_, which\_WDT makes\_VBZ him\_PRP able\_JJ to\_TO  
 see\_VB her\_PRP\$ for\_IN the\_DT beautiful\_JJ young\_JJ women\_NNS she\_PRP is\_VBZ .\_.  
 He\_PRP told\_VBD her\_PRP that\_IN he\_PRP was\_VBD disgusted\_VBN by\_IN her\_PRP ,\_,  
 because\_IN she\_PRP was\_VBD not\_RB a\_DT noble\_JJ women\_NNS ,\_, she\_PRP  
 was\_VBD old\_JJ and\_CC she\_PRP was\_VBD ugly\_JJ .\_. In\_IN her\_PRP\$ lecture\_NN  
 she\_PRP explains\_VBZ that\_IN gentillesse\_NN comes\_VBZ from\_IN Christ\_NNP and\_CC  
 that\_IN it\_PRP does\_VBZ not\_RB come\_VB from\_IN nobility\_NN .\_. She\_PRP  
 argues\_VBZ that\_IN poverty\_NN might\_MD even\_RB give\_VB her\_PRP\$ better\_JJR  
 virtues\_NNS .\_. She\_PRP also\_RB tells\_VBZ him\_PRP that\_DT her\_PRP\$ age\_NN and\_CC  
 the\_DT fact\_NN that\_IN she\_PRP is\_VBZ ugly\_JJ might\_MD be\_VB because\_IN those\_DT  
 protect\_VB her\_PRP as\_IN she\_PRP is\_VBZ blessed\_VBN -LRB-\_-LRB- Chaucer\_NNP  
 772-774\_CD -RRB-\_-RRB- .\_. ```` Their\_PRP\$ prime\_JJ purpose\_NN is\_VBZ to\_TO  
 work\_VB a\_DT sort\_NN of\_IN magic\_NN in\_IN the\_DT Knight\_NNP ,\_, to\_TO  
 transform\_VB him\_PRP ;\_: and\_CC the\_DT magic\_NN is\_VBZ potent\_JJ " " -LRB-\_-LRB-  
 Roppolo\_NNP 267\_CD -RRB-\_-RRB- .\_. With\_IN her\_PRP\$ words\_NNS she\_PRP

tries\_VBZ to\_TO transform\_VB his\_PRP\$ way\_NN of\_IN thinking\_NN ,\_, but\_CC she\_PRP will\_MD not\_RB let\_VB him\_PRP see\_VB herself\_PRP until\_IN she\_PRP is\_VBZ completely\_RB assured\_VBN that\_IN he\_PRP has\_VBZ changed\_VBN completely\_RB .\_. As\_RB soon\_RB as\_IN he\_PRP makes\_VBZ her\_PRP\$ choose\_VB ,\_, he\_PRP shows\_VBZ that\_IN he\_PRP does\_VBZ not\_RB matter\_VB anymore\_RB whether\_IN she\_PRP is\_VBZ beautiful\_JJ or\_CC not\_RB and\_CC he\_PRP proves\_VBZ himself\_PRP a\_DT man\_NN of\_IN true\_JJ gentillesse\_NN .\_. He\_PRP was\_VBD tested\_VBN and\_CC now\_RB he\_PRP has\_VBZ proven\_VBN himself\_PRP ,\_, she\_PRP breaks\_VBZ the\_DT spell\_NN ,\_, which\_WDT makes\_VBZ him\_PRP able\_JJ to\_TO see\_VB the\_DT woman\_NN she\_PRP already\_RB was\_VBD .\_. The\_DT answer\_NN to\_TO the\_DT question\_NN whether\_IN or\_CC not\_RB the\_DT old\_JJ hag\_NN transforms\_VBZ herself\_PRP is\_VBZ that\_IN she\_PRP does\_VBZ not\_RB ,\_, in\_IN fact\_NN she\_PRP transforms\_VBZ the\_DT knight\_NN .\_. She\_PRP puts\_VBZ a\_DT spell\_NN on\_IN him\_PRP ,\_, which\_WDT makes\_VBZ him\_PRP unable\_JJ to\_TO see\_VB the\_DT beautiful\_JJ woman\_NN she\_PRP is\_VBZ .\_. He\_PRP was\_VBD to\_TO go\_VB on\_IN a\_DT quest\_NN to\_TO find\_VB out\_RP what\_WP women\_NNS really\_RB want\_VBP ,\_, and\_CC she\_PRP lets\_VBZ him\_PRP fulfil\_VB the\_DT wish\_NN of\_IN women\_NNS .\_. Because\_IN when\_WRB he\_PRP gives\_VBZ her\_PRP\$ what\_WP all\_DT women\_NNS want\_VBP ,\_, namely\_RB dominating\_VBG and\_CC controlling\_VBG their\_PRP\$ husbands\_NNS ,\_, he\_PRP is\_VBZ rewarded\_VBN and\_CC the\_DT spell\_NN is\_VBZ broken\_VBN .\_. But\_CC this\_DT is\_VBZ not\_RB only\_RB because\_IN he\_PRP gives\_VBZ her\_PRP\$ what\_WP she\_PRP wants\_VBZ ,\_, he\_PRP also\_RB has\_VBZ proven\_VBN himself\_PRP worthy\_JJ to\_TO see\_VB her\_PRP as\_IN the\_DT woman\_NN she\_PRP is\_VBZ .\_. At\_IN first\_RB he\_PRP rejects\_VBZ her\_PRP\$ for\_IN the\_DT wrong\_JJ reasons\_NNS ,\_, but\_CC during\_IN her\_PRP\$ lecture\_NN on\_IN gentillesse\_NN she\_PRP transforms\_VBZ his\_PRP\$ mind\_NN set\_VBN into\_IN that\_DT of\_IN a\_DT man\_NN of\_IN true\_JJ gentillesse\_NN .\_.

### **RAD1277**

Based\_VBN on\_IN Ovid\_NNP and\_CC Virgil\_NNP 's\_POS versions\_NNS of\_IN the\_DT story\_NN ,\_, the\_DT lay\_JJ of\_IN Sir\_NNP Orfeo\_NNP certainly\_RB shows\_VBZ some\_DT similarities\_NNS with\_IN the\_DT classic\_JJ myth\_NN -LRB-\_-LRB- Kittredge\_NN 176\_CD -RRB-\_-RRB- .\_. At\_IN the\_DT time\_NN in\_IN which\_WDT Sir\_NNP Orfeo\_NNP was\_VBD composed\_VBN ,\_, which\_WDT is\_VBZ the\_DT late\_JJ thirteenth\_NN or\_CC early\_JJ fourteenth\_JJ century\_NN ,\_, `` `` imitation\_NN ,\_, not\_RB

originality\_NN ,\_, was\_VBD the\_DT rule\_NN in\_IN English\_NNP writing\_VBG " " -LRB-  
 \_-LRB- 176\_CD -RRB-\_-RRB- \_-. The\_DT text\_NN is\_VBZ not\_RB completely\_RB  
 the\_DT same\_JJ ,\_, however\_RB ,\_, as\_IN it\_PRP has\_VBZ been\_VBN altered\_VBN  
 extensively\_RB in\_IN order\_NN to\_TO suit\_VB the\_DT tastes\_NNS of\_IN its\_PRP\$  
 medieval\_JJ readership\_NN \_-. Thus\_RB ,\_, Sir\_NNP Orfeo\_NNP is\_VBZ a\_DT  
 retelling\_NN of\_IN the\_DT myth\_NN of\_IN Orpheus\_NNP and\_CC Eurydice\_NNP ,\_,  
 only\_RB revised\_VBN in\_IN such\_JJ a\_DT way\_NN that\_IN it\_PRP would\_MD please\_VB  
 its\_PRP\$ medieval\_JJ audience\_NN \_-. Both\_CC in\_IN the\_DT classical\_JJ and\_CC the\_DT  
 medieval\_JJ versions\_NNS ,\_, Orpheus\_NNP /\_: Sir\_NNP Orfeo\_NNP wins\_VBZ back\_RP  
 his\_PRP\$ beloved\_JJ one\_NN by\_IN playing\_VBG music\_NN -LRB-\_-LRB- Kittredge\_NN  
 187\_CD -RRB-\_-RRB- \_-. In\_IN the\_DT medieval\_JJ adaptation\_NN ,\_, Sir\_NNP  
 Orfeo\_NNP is\_VBZ a\_DT `` `` minstrel\_NN " " -LRB-\_-LRB- Sir\_NNP Orfeo\_NNP  
 430\_CD ,\_, 3rd\_CD ed\_VBD \_-. -RRB-\_-RRB- ,\_, who\_WP `` `` charms\_NNS the\_DT  
 court\_NN of\_IN the\_DT fairy\_NN king\_NN with\_IN his\_PRP\$ playing\_NN ,\_, and\_CC ,\_,  
 on\_IN being\_VBG promised\_VBN whatever\_WDT boon\_NN he\_PRP may\_MD ask\_VB " " -LRB-  
 -LRB- Kittredge\_NNP 188\_CD -RRB-\_-RRB- ,\_, he\_PRP requests\_NNS :\_:  
 However\_RB ,\_, in\_IN the\_DT original\_JJ myth\_NN by\_IN Ovid\_NNP ,\_, Orpheus\_NNP  
 went\_VBD into\_IN the\_DT Underworld\_NN and\_CC stated\_VBN beforehand\_RB to\_TO  
 Pluto\_NNP and\_CC Proserpine\_NNP what\_WP his\_PRP\$ mission\_NN entailed\_VBD ,\_,  
 i.e.\_FW retrieving\_VBG his\_PRP\$ Eurydice\_NNP -LRB-\_-LRB- Kittredge\_NNP 187\_CD -  
 RRB-\_-RRB- \_-. Elements\_NNS such\_JJ as\_IN the\_DT harp\_NN ,\_, which\_WDT was\_VBD  
 an\_DT immensely\_RB popular\_JJ instrument\_NN among\_IN Celtic\_JJ people\_NNS -LRB-  
 \_-LRB- 186\_CD -RRB-\_-RRB- ,\_, and\_CC Sir\_NNP Orfeo\_NNP being\_VBG a\_DT  
 minstrel\_NN made\_VBD the\_DT story\_NN more\_RBR relatable\_JJ for\_IN its\_PRP\$  
 early\_JJ fourteenth\_JJ century\_NN audience\_NN \_-. Another\_DT difference\_NN  
 between\_IN the\_DT older\_JJR and\_CC newer\_JJR versions\_NNS of\_IN Orpheus\_NNP  
 ' \_POS story\_NN is\_VBZ the\_DT location\_NN \_-. There\_EX is\_VBZ quite\_RB an\_DT  
 extensive\_JJ difference\_NN between\_IN the\_DT stories\_NNS ,\_, as\_IN `` `` Orfeo\_NNP  
 's\_POS journey\_NN takes\_VBZ him\_PRP not\_RB to\_TO Hades\_NNP but\_CC to\_TO a\_DT  
 land\_NN of\_IN fairy\_NN " " -LRB-\_-LRB- Burrow\_NNP 86\_CD -RRB-\_-RRB- \_-.  
 This\_DT Otherworld\_NN `` `` exhibits\_VBZ certain\_JJ Celtic\_JJ features\_NNS " " -LRB-\_-  
 LRB- Burrow\_NNP 86\_CD -RRB-\_-RRB- ,\_, such\_JJ as\_IN fairies\_NNS \_-. As\_IN  
 Treharne\_JJ notes\_NNS ,\_, `` `` Celtic\_JJ sources\_NNS may\_MD have\_VB played\_VBN  
 a\_DT formative\_JJ role\_NN in\_IN the\_DT narrative\_JJ composition\_NN ,\_, particularly\_RB

in\_IN the\_DT account\_NN of\_IN the\_DT fairies\_NNS and\_CC the\_DT Otherworld\_NNP " " -  
 -LRB-\_-LRB- 551\_CD -RRB-\_-RRB- .\_. Besides\_IN the\_DT Otherworld\_NNP ,\_, the\_DT  
 story\_NN takes\_VBZ place\_NN in\_IN Winchester\_NNP ,\_, or\_CC `` `` Traciens\_NNP " " -  
 LRB-\_-LRB- Sir\_NNP Orfeo\_NNP 50\_CD -RRB-\_-RRB- ,\_, which\_WDT was\_VBD  
 where\_WRB the\_DT court\_NN --\_: and\_CC therefore\_RB king\_NN Orfeo\_NNP --\_:  
 resided\_VBD at\_IN that\_DT time\_NN .\_. The\_DT original\_JJ Orpheus\_NNP ,\_,  
 however\_RB ,\_, was\_VBD supposed\_VBN to\_TO be\_VB the\_DT son\_NN of\_IN the\_DT  
 Greek\_JJ Oeagrus\_NN ,\_, king\_NN of\_IN Thrace\_NNP ,\_, according\_VBG to\_TO  
 Apollodorus\_NNP -LRB-\_-LRB- Bowra\_NNP 113\_CD -RRB-\_-RRB- .\_. By\_IN  
 making\_VBG Sir\_NNP Orfeo\_NNP a\_DT British\_JJ rather\_RB than\_IN a\_DT Greek\_JJ  
 king\_NN ,\_, and\_CC by\_IN placing\_VBG the\_DT story\_NN in\_IN Britain\_NNP ,\_, the\_DT  
 author\_NN of\_IN the\_DT medieval\_JJ text\_NN made\_VBD the\_DT story\_NN more\_RBR  
 accessible\_JJ to\_TO his\_PRP\$ ,\_, largely\_RB British\_JJ ,\_, audience\_NN .\_. An\_DT  
 element\_NN frequently\_RB seen\_VBN in\_IN lais\_NN is\_VBZ exile\_NN and\_CC return\_NN  
 .\_. The\_DT story\_NN of\_IN Sir\_NNP Orfeo\_NNP is\_VBZ no\_DT exception\_NN to\_TO  
 that\_DT `` `` rule\_NN ' ' ' .\_. In\_IN the\_DT classical\_JJ version\_NN ,\_, however\_RB ,\_,  
 Orpheus\_NNP does\_VBZ not\_RB really\_RB go\_VB into\_IN exile\_NN .\_. After\_IN  
 having\_VBG made\_VBN the\_DT gods\_NNS and\_CC nymphs\_NNS cry\_VBP ,\_, they\_PRP  
 merely\_RB advise\_VBP him\_PRP to\_TO make\_VB his\_PRP\$ way\_NN to\_TO the\_DT  
 Underworld\_NN to\_TO get\_VB back\_RB Eurydice\_NNP -LRB-\_-LRB- Bowra\_NNP  
 116\_CD -RRB-\_-RRB- .\_. In\_IN the\_DT lay\_JJ ,\_, Sir\_NNP Orfeo\_NNP goes\_VBZ into\_IN  
 exile\_NN after\_IN having\_VBG broken\_VBN his\_PRP\$ vow\_NN to\_TO keep\_VB  
 Heurodys\_NNPS safe\_JJ .\_. He\_PRP says\_VBZ :\_: `` `` Into\_NNP wildernes\_VBZ  
 Ichil\_NNP te\_FW /\_: And\_CC live\_JJ þer\_NN evermore\_RB " " -LRB-\_-LRB- Sir\_NNP  
 Orfeo\_NNP 212-13\_CD -RRB-\_-RRB- ,\_, and\_CC advises\_VBZ his\_PRP\$ lords\_NNS  
 to\_TO appoint\_VB a\_DT new\_JJ king\_NN if\_IN they\_PRP hear\_VBP that\_IN he\_PRP  
 has\_VBZ passed\_VBN away\_RB .\_. Later\_RB ,\_, of\_IN course\_NN ,\_, he\_PRP  
 returns\_VBZ with\_IN his\_PRP\$ Heurodys\_NNS ,\_, a\_DT passage\_NN which\_WDT  
 reminds\_VBZ one\_CD of\_IN the\_DT story\_NN of\_IN Odysseus\_NNP and\_CC  
 Penelope\_NNP ,\_, and\_CC all\_DT is\_VBZ well\_RB .\_. The\_DT fact\_NN that\_IN the\_DT  
 adaptation\_NN features\_VBZ the\_DT element\_NN of\_IN exile\_NN and\_CC return\_NN ,\_,  
 and\_CC also\_RB a\_DT happy\_JJ ending\_NN ,\_, indicates\_VBZ that\_IN the\_DT story\_NN  
 was\_VBD moulded\_VBN to\_TO the\_DT likes\_NN of\_IN medieval\_JJ people\_NNS .\_.  
 In\_IN conclusion\_NN ,\_, Sir\_NNP Orfeo\_NNP is\_VBZ an\_DT adaptation\_NN of\_IN

the\_DT classical\_JJ myth\_NN of\_IN Orpheus\_NNP and\_CC Eurydice\_NNP ,\_, only\_RB revised\_VBN in\_IN such\_JJ a\_DT way\_NN that\_IN it\_PRP would\_MD please\_VB its\_PRP\$ medieval\_JJ audience\_NN .\_. The\_DT author\_NN of\_IN the\_DT story\_NN has\_VBZ given\_VBN Sir\_NNP Orfeo\_NNP some\_DT medieval\_JJ characteristics\_NNS ,\_, e.g.\_FW he\_PRP is\_VBZ a\_DT minstrel\_NN who\_WP plays\_VBZ the\_DT harp\_NN .\_. The\_DT story\_NN takes\_VBZ place\_NN partly\_RB in\_IN Winchester\_NNP ,\_, which\_WDT is\_VBZ called\_VBN Thrace\_NNP in\_IN the\_DT narrative\_NN ,\_, and\_CC partly\_RB in\_IN the\_DT Otherworld\_NNP .\_. This\_DT is\_VBZ a\_DT magical\_JJ place\_NN where\_WRB fairies\_NNS and\_CC a\_DT fairy\_NN king\_NN exist\_VBP .\_. The\_DT fairies\_NNS are\_VBP said\_VBN to\_TO be\_VB a\_DT Celtic\_JJ element\_NN ,\_, thus\_RB making\_VBG the\_DT lay\_VBN more\_RBR appealing\_JJ to\_TO its\_PRP\$ medieval\_JJ audience\_NN .\_. Sir\_NNP Orfeo\_NNP contains\_VBZ some\_DT of\_IN the\_DT popular\_JJ themes\_NNS in\_IN medieval\_JJ literature\_NN ,\_, namely\_RB that\_IN of\_IN exile\_NN and\_CC return\_NN ,\_, and\_CC a\_DT happy\_JJ ending\_NN .\_. This\_DT truly\_RB shows\_VBZ that\_IN the\_DT narrative\_NN has\_VBZ been\_VBN altered\_VBN in\_IN such\_JJ a\_DT way\_NN that\_IN it\_PRP would\_MD suit\_VB the\_DT tastes\_NNS of\_IN its\_PRP\$ medieval\_JJ readership\_NN .\_.

### **RAD1280**

The\_DT Canterbury\_NNP Tales\_NNS is\_VBZ a\_DT set\_NN of\_IN tales\_NNS written\_VBN and\_CC ,\_, unfortunately\_RB ,\_, not\_RB completely\_RB finished\_VBN ,\_, by\_IN Geoffrey\_NNP Chaucer\_NNP in\_IN the\_DT late\_JJ 14th\_JJ century\_NN .\_. The\_DT tales\_NNS are\_VBP presented\_VBN as\_IN a\_DT sort\_NN of\_IN story-telling\_JJ contest\_NN held\_VBD amongst\_IN pilgrims\_NNS .\_. One\_CD of\_IN these\_DT tales\_NNS is\_VBZ called\_VBN `` `` The\_DT Wife\_NN of\_IN Bath\_NNP 's\_POS Tale\_NNP " `` and\_CC is\_VBZ probably\_RB amongst\_IN the\_DT best\_JJS known\_VBN tales\_NNS of\_IN Chaucer\_NNP ,\_, with\_IN a\_DT prologue\_NN which\_WDT is\_VBZ almost\_RB twice\_RB as\_RB long\_JJ as\_IN her\_PRP\$ tale\_NN .\_. This\_DT tale\_NN speaks\_VBZ of\_IN a\_DT young\_JJ knight\_NN who\_WP is\_VBZ set\_VBN to\_TO find\_VB out\_RP what\_WP women\_NNS most\_RBS desire\_NN and\_CC he\_PRP learns\_VBZ this\_DT answer\_NN from\_IN a\_DT woman\_NN better\_RB known\_VBN as\_IN the\_DT loathly\_JJ lady\_NN .\_. Now\_RB ,\_, when\_WRB they\_PRP are\_VBP about\_IN to\_TO get\_VB married\_VBN the\_DT Loathly\_NNP Lady\_NNP puts\_VBZ the\_DT knight\_NN in\_IN a\_DT dilemma\_NN .\_. She\_PRP is\_VBZ either\_RB forever\_RB young\_JJ ,\_, beautiful\_JJ and\_CC unfaithful\_JJ

or\_CC she\_PRP is\_VBZ an\_DT old\_JJ hag\_NN who\_WP is\_VBZ loyal\_JJ ,\_, true\_JJ  
 and\_CC humble\_JJ .\_. Although\_IN there\_EX are\_VBP several\_JJ opinions\_NNS that\_IN  
 the\_DT old\_JJ hag\_NN is\_VBZ really\_RB an\_DT old\_JJ hag\_NN ,\_, it\_PRP is\_VBZ  
 actually\_RB quite\_RB clear\_JJ that\_IN the\_DT Loathly\_NNP Lady\_NN was\_VBD  
 never\_RB an\_DT old\_JJ hag\_NN ,\_, but\_CC always\_RB was\_VBD and\_CC always\_RB  
 will\_MD be\_VB a\_DT beautiful\_JJ woman\_NN .\_. When\_WRB reading\_VBG the\_DT  
 text\_NN it\_PRP becomes\_VBZ clear\_JJ that\_IN the\_DT Loathly\_NNP Lady\_NN is\_VBZ  
 actually\_RB fair\_JJ and\_CC good\_JJ .\_. In\_IN lines\_NNS 1219\_CD up\_RP until\_IN  
 1227\_CD the\_DT Loathly\_NNP Lady\_NNP asks\_VBZ the\_DT knight\_NN to\_TO  
 choose\_VB what\_WP he\_PRP prefers\_VBZ .\_. `` `` Now\_RB chese\_JJ yourselven\_NN ,\_,  
 whether\_NN that\_WDT yow\_VBP liketh\_NN "-" -LRB-\_-LRB- Chaucer\_NNP -RRB-\_-  
 RRB- .\_. The\_DT knight\_NN responds\_VBZ to\_TO this\_DT by\_IN saying\_VBG that\_IN  
 she\_PRP must\_MD choose\_VB herself\_PRP what\_WP she\_PRP wants\_VBZ to\_TO be\_VB  
 for\_IN him\_PRP and\_CC as\_IN an\_DT argument\_NN for\_IN this\_DT he\_PRP says\_VBZ  
 `` `` I\_PRP do\_VBP no\_DT fors\_NNS the\_DT whether\_NN of\_IN the\_DT two\_CD ;:;  
 For\_IN as\_IN yow\_NN liketh\_NN ,\_, it\_PRP suffiseth\_VBP me\_PRP "-" -LRB-\_-LRB-  
 Chaucer\_NNP 1234-1235\_CD -RRB-\_-RRB- .\_. With\_IN saying\_VBG this\_DT ,\_, the\_DT  
 knight\_NN gives\_VBZ the\_DT Loathly\_NNP Lady\_NN maistrie\_NN and\_CC with\_IN  
 doing\_VBG so\_RB ,\_, he\_PRP shows\_VBZ that\_IN he\_PRP has\_VBZ respect\_NN for\_IN  
 her\_PRP\$ and\_CC that\_IN she\_PRP can\_MD make\_VB her\_PRP\$ own\_JJ decisions\_NNS  
 and\_CC she\_PRP becomes\_VBZ both\_DT fair\_JJ and\_CC good\_JJ .\_. There\_EX are\_VBP  
 people\_NNS such\_JJ as\_IN Theodore\_NNP Silverstein\_NNP ,\_, who\_WP suggest\_VBP  
 that\_IN the\_DT old\_JJ hag\_NN has\_VBZ been\_VBN put\_VBN under\_IN a\_DT curse\_NN  
 and\_CC that\_IN this\_DT spell\_NN is\_VBZ dissolved\_VBN after\_IN the\_DT knight\_NN  
 has\_VBZ given\_VBN the\_DT Loathly\_NNP Lady\_NNP the\_DT maistrie\_NN she\_PRP  
 needed\_VBD .\_. And\_CC because\_IN the\_DT spell\_NN is\_VBZ lifted\_VBN ,\_, she\_PRP  
 is\_VBZ now\_RB fair\_JJ and\_CC good\_JJ -LRB-\_-LRB- p.\_NN 168\_CD -RRB-\_-RRB- .\_.  
 Although\_IN this\_DT seems\_VBZ an\_DT adequate\_JJ interpretation\_NN of\_IN the\_DT  
 text\_NN ,\_, there\_EX is\_VBZ a\_DT quite\_RB different\_JJ and\_CC far\_RB more\_RBR  
 likely\_JJ interpretation\_NN to\_TO be\_VB found\_VBN .\_. One\_CD without\_IN  
 miraculous\_JJ spells\_NNS or\_CC curses\_NNS but\_CC with\_IN virtue\_NN and\_CC the\_DT  
 true\_JJ nature\_NN of\_IN somebody\_NN .\_. So\_RB rather\_RB than\_IN a\_DT curse\_NN  
 or\_CC spell\_NN that\_WDT has\_VBZ to\_TO be\_VB lifted\_VBN ,\_, it\_PRP is\_VBZ a\_DT  
 change\_NN of\_IN heart\_NN which\_WDT causes\_VBZ the\_DT Loathly\_NNP Lady\_NN

to\_TO actually\_RB be\_VB a\_DT young\_JJ ,\_, beautiful\_JJ and\_CC truthful\_JJ woman\_NN .\_. It\_PRP all\_DT starts\_NNS with\_IN the\_DT knight\_NN as\_IN the\_DT bad\_JJ guy\_NN because\_IN he\_PRP raped\_VBD a\_DT girl\_NN and\_CC is\_VBZ therefore\_RB a\_DT sinner\_NN .\_. Because\_IN of\_IN viciousness\_NN the\_DT knight\_NN 's\_POS vision\_NN is\_VBZ impaired\_JJ .\_. He\_PRP sees\_VBZ true\_JJ virtue\_NN as\_IN a\_DT foul\_JJ thing\_NN and\_CC think\_VB that\_IN beauty\_NN is\_VBZ the\_DT most\_RBS important\_JJ thing\_NN in\_IN the\_DT world\_NN .\_. This\_DT is\_VBZ the\_DT case\_NN until\_IN the\_DT Loathly\_NNP Lady\_NN gives\_VBZ him\_PRP the\_DT dilemma\_NN .\_. The\_DT knight\_NN could\_MD have\_VB chosen\_VBN for\_IN young\_JJ and\_CC beautiful\_JJ because\_IN that\_DT is\_VBZ what\_WP he\_PRP used\_VBD to\_TO desire\_NN .\_. But\_CC instead\_RB he\_PRP gives\_VBZ the\_DT choice\_NN to\_TO Loathly\_NNP Lady\_NNP and\_CC says\_VBZ that\_IN whatever\_WDT she\_PRP chooses\_VBZ is\_VBZ fine\_JJ with\_IN him\_PRP .\_. This\_DT shows\_VBZ that\_IN the\_DT knight\_NN has\_VBZ changed\_VBN from\_IN being\_VBG vicious\_JJ to\_TO being\_VBG virtuous\_JJ .\_. This\_DT change\_NN ,\_, and\_CC the\_DT victory\_NN over\_IN the\_DT temptation\_NN to\_TO sin\_NN ,\_, has\_VBZ led\_VBN to\_TO a\_DT purified\_VBN vision\_NN of\_IN the\_DT knight\_NN .\_. The\_DT change\_NN of\_IN heart\_NN ,\_, from\_IN viciousness\_NN to\_TO virtuous\_JJ makes\_VBZ the\_DT knight\_NN see\_VBP that\_IN true\_JJ virtue\_NN is\_VBZ actually\_RB not\_RB foul\_JJ but\_CC a\_DT beautiful\_JJ thing\_NN .\_. `` `` The\_DT transformation\_NN -LSB-\_-LRB- of\_IN the\_DT Loathly\_NNP Lady\_NN -RSB-\_-RRB- is\_VBZ thus\_RB the\_DT natural\_JJ consequence\_NN of\_IN his\_PRP\$ own\_JJ corrected\_VBN vision\_NN and\_CC insight\_NN rather\_RB than\_IN a\_DT miraculous\_JJ transformation\_NN of\_IN the\_DT Loathly\_NNP Lady\_NNP ,\_, for\_IN she\_PRP has\_VBZ been\_VBN truly\_RB beautiful\_JJ and\_CC truly\_RB gentil\_NN all\_DT along\_IN .\_. " " -LRB-\_-LRB- Levy\_NNP p.\_NN 109\_CD -RRB-\_-RRB- .\_. The\_DT Loathly\_NNP Lady\_NN was\_VBD not\_RB so\_RB loathly\_RB after\_IN all\_DT .\_. It\_PRP was\_VBD because\_IN of\_IN the\_DT knight\_NN who\_WP through\_IN his\_PRP\$ viciousness\_NN did\_VBD not\_RB perceive\_VB the\_DT world\_NN correctly\_RB and\_CC did\_VBD not\_RB perceive\_VB true\_JJ beauty\_NN .\_. Despite\_IN the\_DT fact\_NN that\_IN some\_DT people\_NNS say\_VBP the\_DT Loathly\_NNP Lady\_NN really\_RB did\_VBD transform\_VB because\_IN she\_PRP was\_VBD put\_VBN under\_IN a\_DT spell\_NN and\_CC she\_PRP needed\_VBD maistrie\_NN to\_TO dissolve\_VB this\_DT spell\_NN and\_CC be\_VB forever\_RB young\_JJ ,\_, beautiful\_JJ and\_CC true\_JJ .\_. It\_PRP can\_MD also\_RB be\_VB argued\_VBN that\_IN the\_DT Loathly\_NNP Lady\_NN did\_VBD not\_RB transform\_VB at\_IN all\_DT ,\_, but\_CC that\_IN the\_DT knight\_NN 's\_POS

change\_NN of\_IN heart\_NN made\_VBD the\_DT knight\_NN recognise\_VBP beauty\_NN  
and\_CC saw\_VBD true\_JJ beauty\_NN in\_IN the\_DT Loathly\_NNP Lady\_NN who\_WP  
he\_PRP first\_RB believed\_VBD to\_TO be\_VB an\_DT old\_JJ hag\_NN .\_. Thus\_RB ,\_,  
it\_PRP was\_VBD the\_DT knight\_NN who\_WP changed\_VBD ,\_, rather\_RB than\_IN  
the\_DT Loathly\_NNP Lady\_NN .\_.



**RAD1210**

Next\_JJ to\_TO literary\_JJ criticism\_NN and\_CC close\_JJ reading\_NN of\_IN novels\_NNS this\_DT research\_NN also\_RB relies\_VBZ on\_IN a\_DT detailed\_JJ literary\_JJ research\_NN on\_IN American\_JJ psychiatry\_NN in\_IN and\_CC around\_IN the\_DT 1960s\_NNS .\_. In\_IN order\_NN to\_TO complete\_VB this\_DT ,\_, many\_JJ academic\_JJ and\_CC scientific\_JJ articles\_NNS concerning\_VBG psychology\_NN and\_CC psychiatry\_NN have\_VBP been\_VBN accessed\_VBN .\_. How\_WRB do\_VBP Anthony\_NNP Burgess\_NNP ' \_POS A\_DT Clockwork\_JJ Orange\_NNP and\_CC Ken\_NNP Kesey\_NNP 's\_POS One\_CD Flew\_NN over\_IN the\_DT Cuckoo\_NN 's\_POS Nest\_NNP criticize\_VB American\_JJ mental\_JJ health\_NN care\_NN around\_IN the\_DT 1960s\_NNS ?\_. Mental\_JJ health\_NN care\_NN in\_IN the\_DT United\_NNP States\_NNPS of\_IN America\_NNP saw\_VBD significant\_JJ changes\_NNS in\_IN treatments\_NNS ,\_, institutionalization\_NN ,\_, bureaucracy\_NN and\_CC both\_DT professional\_JJ and\_CC unprofessional\_JJ opinions\_NNS .\_. Controversial\_JJ treatments\_NNS like\_IN electro-shock\_JJ therapy\_NN and\_CC prefrontal\_JJ lobotomies\_NNS were\_VBD applied\_VBN to\_TO human\_JJ patients\_NNS on\_IN a\_DT regular\_JJ basis\_NN .\_. The\_DT results\_NNS of\_IN these\_DT varied\_JJ drastically\_RB per\_IN patient\_NN and\_CC in\_IN many\_JJ cases\_NNS ,\_, the\_DT patient\_NN was\_VBD clearly\_RB worse\_JJR off\_IN than\_IN before\_IN the\_DT therapy\_NN or\_CC operation\_NN .\_. A\_DT Clockwork\_NNP Orange\_NNP and\_CC One\_CD Flew\_NN over\_IN the\_DT Cuckoo\_NN 's\_POS Nest\_NNP are\_VBP both\_DT novels\_NNS that\_WDT appeared\_VBD in\_IN the\_DT 1960s\_NNS and\_CC are\_VBP both\_DT novels\_NNS that\_WDT carry\_VBP psychological\_JJ health\_NN care\_NN at\_IN the\_DT centre\_NN of\_IN their\_PRP\$ narratives\_NNS .\_. There\_EX is\_VBZ a\_DT clear\_JJ parallel\_NN noticeable\_JJ between\_IN these\_DT novels\_NNS and\_CC the\_DT developments\_NNS in\_IN American\_JJ mental\_JJ health\_NN care\_NN .\_. The\_DT question\_NN remains\_VBZ ,\_, how\_WRB much\_JJ of\_IN a\_DT parallel\_NN is\_VBZ there\_EX ?\_. Many\_JJ literary\_JJ reviews\_NNS have\_VBP been\_VBN written\_VBN of\_IN both\_DT One\_CD Flew\_NN over\_IN the\_DT Cuckoo\_NN 's\_POS Nest\_NNP and\_CC A\_NNP Clockwork\_NNP Orange\_NNP .\_. These\_DT reviews\_NNS do\_VBP not\_RB deal\_VB with\_IN the\_DT social\_JJ criticism\_NN that\_IN they\_PRP could\_MD have\_VB meant\_VBN to\_TO deliver\_VB during\_IN their\_PRP\$ time\_NN of\_IN publication\_NN .\_. There\_EX is\_VBZ a\_DT widespread\_JJ variety\_NN of\_IN articles\_NNS and\_CC

books\_NNS on\_IN the\_DT developments\_NNS of\_IN mental\_JJ health\_NN care\_NN in\_IN the\_DT United\_NNP States\_NNPS of\_IN America\_NNP around\_IN the\_DT 1960s\_NNS .\_. Some\_DT date\_NN as\_IN early\_JJ as\_IN 1942\_CD ,\_, when\_WRB the\_DT first\_JJ lobotomies\_NNS were\_VBD performed\_VBN on\_IN rats\_NNS and\_CC dogs\_NNS and\_CC contain\_VBP detailed\_JJ descriptions\_NNS of\_IN the\_DT method\_NN of\_IN procedure\_NN .\_. Articles\_NNPS containing\_VBG criticism\_NN on\_IN controversial\_JJ treatments\_NNS appeared\_VBD as\_RB soon\_RB as\_IN lobotomies\_NNS and\_CC electro-shock\_JJ therapies\_NNS were\_VBD applied\_VBN to\_TO human\_JJ beings\_NNS .\_. The\_DT connection\_NN between\_IN A\_DT Clockwork\_JJ Orange\_NNP and\_CC One\_CD Flew\_NN over\_IN the\_DT Cuckoo\_NN 's\_POS Nest\_NNP and\_CC anti-psychiatry\_JJ in\_IN the\_DT 1960s\_NNS has\_VBZ been\_VBN made\_VBN before\_IN ;\_: they\_PRP even\_RB both\_DT have\_VBP been\_VBN labeled\_VBN `` `` anti-psychiatry\_JJ " \_ " novels\_NNS in\_IN some\_DT occasions\_NNS .\_. Still\_RB ,\_, detailed\_JJ descriptions\_NNS of\_IN what\_WP exactly\_RB makes\_VBZ these\_DT novels\_NNS anti-psychiatry\_JJ have\_VBP not\_RB yet\_RB been\_VBN created\_VBN .\_. It\_PRP is\_VBZ expected\_VBN that\_IN a\_DT clear\_JJ parallel\_NN between\_IN the\_DT novels\_NNS and\_CC anti-psychiatry\_JJ will\_MD show\_VB .\_. The\_DT exact\_JJ concrete\_JJ establishment\_NN of\_IN these\_DT parallels\_NNS will\_MD differ\_VB .\_. One\_CD Flew\_NN over\_IN the\_DT Cuckoo\_NN 's\_POS Nest\_NNP focuses\_VBZ its\_PRP\$ negative\_JJ behaviour\_NN mainly\_RB towards\_IN bureaucracy\_NN in\_IN American\_JJ mental\_JJ health\_NN care\_NN and\_CC not\_RB as\_RB much\_JJ towards\_IN the\_DT controversial\_JJ treatments\_NNS in\_IN themselves\_PRP .\_. A\_DT Clockwork\_NNP Orange\_NNP does\_VBZ offer\_VB criticism\_NN on\_IN these\_DT treatments\_NNS .\_. This\_DT research\_NN will\_MD analyse\_VB two\_CD American\_JJ classics\_NNS in\_IN great\_JJ detail\_NN for\_IN their\_PRP\$ -LRB-\_-LRB- potential\_NN -RRB-\_-RRB- traces\_NNS of\_IN anti-psychiatry\_JJ .\_. If\_IN it\_PRP does\_VBZ turn\_VB out\_RP that\_IN these\_DT novels\_NNS offered\_VBD provocative\_JJ criticism\_NN ,\_, one\_PRP can\_MD even\_RB consider\_VB conducting\_VBG further\_JJ research\_NN to\_TO find\_VB out\_RP how\_WRB much\_JJ of\_IN an\_DT impact\_NN these\_DT two\_CD novels\_NNS had\_VBD on\_IN the\_DT social\_JJ changes\_NNS that\_WDT were\_VBD made\_VBN to\_TO American\_JJ psychological\_JJ health\_NN care\_NN during\_IN and\_CC after\_IN the\_DT late\_JJ 1960s\_NNS .\_.

**RAD1220**

The DT broader JJR context NN of IN my PRP\$ research NN is VBZ second JJ language NN acquisition NN , , spoken VBN English NNP and CC the DT CEFR NN : : The DT Common JJ European JJ Framework NN of IN Reference NNP for IN Languages NNP . . The DT Common JJ European JJ Framework NN of IN Reference NNP for IN Languages NNP , , or CC CEFR NN for IN short JJ , , was VBD issued VBN by IN the DT council NN of IN Europe NNP in IN 2001 CD . . The DT CEFR NNP has VBZ been VBN very RB influential JJ so RB far RB in IN curriculum NN , , planning NN , , language NN examinations NNS and CC testing NN . . Moreover RB , , the DT CEFR NNP has VBZ had VBN a DT positive JJ effect NN on IN the DT promotion NN of IN plurilingualism NN since IN the DT CEFR NN can MD be VB used VBN for IN many JJ languages NNS -LRB- -LRB- Hulstijn NN 663 CD -RRB- -RRB- . . It PRP is VBZ a DT descriptive JJ framework NN that WDT covers VBZ reading NN , , writing VBG , , listening VBG and CC speaking VBG set VBN out RP over IN six CD different JJ Common JJ Reference NNP Levels NNS , , starting VBG at IN A1 NN and CC ending VBG at IN C2 NN , , which WDT is VBZ the DT highest JJS level NN -LRB- -LRB- North NN 9 CD -RRB- -RRB- . . Each DT level NN and CC scale NN is VBZ defined VBN by IN ` `` can MD do VB ' ' statements NNS involving VBG tasks NNS and CC goals NNS that WDT language NN learners NNS can MD learn VB in IN order NN to TO master VB a DT language NN . . Though IN it PRP needs VBZ to TO be VB said VBN that IN being VBG an DT A2-learner NN or CC a DT B1-learner NN does VBZ not RB mean VB they PRP are VBP at IN that DT level NN across IN the DT whole JJ scale NN . . A DT learner NN may MD be VB B1-level JJ in IN oral JJ communication NN skills NNS , , but CC be VB at IN a DT C1-level NN in IN reading NN . . As IN a DT result NN , , the DT Council NNP of IN Europe NNP has VBZ stated VBN that IN using VBG a DT general JJ term NN as IN B1-level NN may MD be VB too RB restricting VBG when WRB assessing VBG the DT learner NN 's POS abilities NNS -LRB- -LRB- North JJ 12 CD -RRB- -RRB- . . I PRP will MD thus RB choose VB only RB one CD fluency NN scale NN as IN to TO prevent VB this DT research NN of IN becoming VBG too RB elaborate JJ . . Despite IN the DT positives NNS effects NNS that IN the DT CEFR NNP has VBZ had VBN , , many JJ scholars NNS criticise VBP the DT framework NN . . For IN instance NN , , there EX has VBZ not RB been VBN enough JJ research NN concerning VBG the DT descriptive JJ scales NNS and CC L2 NN learners NNS . . For IN instance NN , , Hulstijn NNP argues VBZ that IN

teachers\_NNS do\_VBP not\_RB have\_VB enough\_JJ support\_NN from\_IN the\_DT  
 CEFR\_NN when\_WRB they\_PRP assess\_VBP students\_NNS -LRB-\_-LRB- 666\_CD -RRB-\_-RRB-  
 .\_. After\_IN all\_DT ,\_, the\_DT CEFR\_NN is\_VBZ not\_RB based\_VBN on\_IN  
 empirical\_JJ research\_NN with\_IN L2\_NN learners\_NNS data\_NNS .\_. It\_PRP is\_VBZ  
 not\_RB proven\_VBN that\_IN L2\_NN learners\_NNS ,\_, after\_IN attaining\_VBG a\_DT  
 certain\_JJ level\_NN ,\_, can\_MD indeed\_RB perform\_VB every\_DT descriptive\_JJ ` ``  
 can\_MD do\_VB ' \_ " statement\_NN given\_VBN in\_IN that\_DT specific\_JJ scale\_NN .\_.  
 Hulstijn\_NNP argues\_VBZ in\_IN his\_PRP\$ article\_NN that\_IN research\_NN is\_VBZ of\_IN  
 major\_JJ importance\_NN ` ` `` it\_PRP is\_VBZ high\_JJ time\_NN that\_WDT research\_NN  
 of\_IN SLA\_NNP ,\_, researchers\_NNS of\_IN language\_NN assessment\_NN ,\_, and\_CC  
 corpus\_NN linguists\_NNS paid\_VBD attention\_NN to\_TO each\_DT other\_JJ 's\_POS  
 work\_NN and\_CC engaged\_VBN in\_IN collaborative\_JJ research\_NN ,\_, testing\_VBG  
 the\_DT linguistic\_JJ ,\_, psycholinguistic\_JJ ,\_, and\_CC sociolinguistic\_JJ assumptions\_NNS  
 on\_IN which\_WDT the\_DT CEFR\_NN rests\_VBZ " \_ " -LRB-\_-LRB- 666\_CD -RRB-\_-RRB-  
 .\_. My\_PRP\$ research\_NN question\_NN is\_VBZ :\_: How\_WRB does\_VBZ two\_CD  
 second-year\_JJ students\_NNS of\_IN English\_NNP differ\_VBP in\_IN fluency\_NN level\_NN  
 and\_CC how\_WRB can\_MD they\_PRP be\_VB placed\_VBN in\_IN the\_DT Common\_JJ  
 European\_JJ Framework\_NN of\_IN Reference\_NNP for\_IN Languages\_NNPS ?\_. It\_PRP  
 is\_VBZ relevant\_JJ because\_IN it\_PRP has\_VBZ ties\_NNS with\_IN the\_DT Oral\_NNP  
 Communication\_NNP Skills\_NNS classes\_NNS at\_IN our\_PRP\$ own\_JJ university\_NN  
 and\_CC second\_JJ language\_NN acquisition\_NN in\_IN general\_JJ ,\_, which\_WDT is\_VBZ  
 important\_JJ to\_TO us\_PRP ,\_, the\_DT students\_NNS ,\_, as\_IN L2\_NN learners\_NNS .\_.  
 As\_IN I\_PRP have\_VBP mentioned\_VBN before\_RB ,\_, there\_EX is\_VBZ also\_RB a\_DT  
 lack\_NN of\_IN empirical\_JJ research\_NN on\_IN L2\_NN learners\_NNS and\_CC the\_DT  
 CEFR\_NNP .\_. I\_PRP could\_MD not\_RB find\_VB any\_DT previous\_JJ research\_NN  
 relating\_VBG this\_DT specific\_JJ topic\_NN ,\_, because\_IN this\_DT is\_VBZ a\_DT brand-  
 new\_JJ research\_NN set\_VBN up\_RP by\_IN Dr\_NNP de\_IN Vries\_NNP .\_. I\_PRP will\_MD  
 answer\_VB my\_PRP\$ research\_NN question\_NN by\_IN testing\_VBG two\_CD second-  
 year\_JJ students\_NNS and\_CC their\_PRP\$ fluency\_NN .\_. I\_PRP would\_MD like\_VB  
 to\_TO have\_VB them\_PRP do\_VB three\_CD different\_JJ assignments\_NNS to\_TO see\_VB  
 how\_WRB fluent\_JJ they\_PRP are\_VBP ,\_, but\_CC before\_IN I\_PRP have\_VBP them\_PRP  
 do\_VB these\_DT assignments\_NNS ,\_, they\_PRP need\_VBP to\_TO do\_VB a\_DT  
 vocabulary\_NN test\_NN in\_IN order\_NN to\_TO assess\_VB their\_PRP\$ level\_NN .\_. I\_PRP  
 am\_VBP going\_VBG to\_TO record\_VB their\_PRP\$ speech\_NN during\_IN the\_DT

sessions\_NNS so\_IN I\_PRP can\_MD transcribe\_VB and\_CC analyse\_VB the\_DT session\_NN afterwards\_RB .\_. I\_PRP aim\_VBP to\_TO get\_VB 15\_CD to\_TO 30\_CD minutes\_NNS of\_IN speech\_NN recorded\_VBN of\_IN each\_DT participating\_VBG student\_NN .\_. The\_DT topics\_NNS of\_IN the\_DT assignments\_NNS are\_VBP both\_DT academic\_JJ and\_CC non-academic\_JJ .\_. Before\_IN conducting\_VBG the\_DT assignments\_NNS I\_PRP will\_MD meet\_VB up\_RP with\_IN the\_DT students\_NNS to\_TO explain\_VB the\_DT aims\_NNS of\_IN this\_DT research\_NN project\_NN and\_CC what\_WP is\_VBZ expected\_VBN of\_IN them\_PRP .\_. They\_PRP also\_RB need\_VBP to\_TO sign\_VB a\_DT consent\_NN form\_NN so\_IN I\_PRP can\_MD use\_VB their\_PRP\$ material\_NN for\_IN this\_DT project\_NN .\_. One\_CD assignment\_NN will\_MD be\_VB that\_IN they\_PRP have\_VBP to\_TO read\_VB two\_CD or\_CC three\_CD short\_JJ poems\_NNS ,\_, preferably\_RB one\_CD they\_PRP have\_VBP had\_VBN in\_IN class\_NN and\_CC more\_JJR obscure\_JJ poem\_NN ,\_, and\_CC consequently\_RB having\_VBG them\_PRP analyse\_VB the\_DT poems\_NNS in\_IN conversational\_JJ manner\_NN .\_. I\_PRP am\_VBP curious\_JJ to\_TO see\_VB if\_IN their\_PRP\$ fluency\_NN is\_VBZ impeded\_VBN by\_IN discussing\_VBG an\_DT unfamiliar\_JJ poem\_NN or\_CC not\_RB .\_. The\_DT first\_JJ assignment\_NN will\_MD be\_VB conducted\_VBN individually\_RB .\_. The\_DT second\_JJ assignment\_NN will\_MD entail\_VB some\_DT `` Keep\_VB Britain\_NNP Tidy\_NNP ' '\_POS advertisements\_NNS that\_IN they\_PRP have\_VBP to\_TO describe\_VB and\_CC analyse\_VB again\_RB .\_. This\_DT assignment\_NN will\_MD be\_VB done\_VBN in\_IN pairs\_NNS ,\_, which\_WDT will\_MD hopefully\_RB spark\_VB some\_DT lively\_JJ discussion\_NN between\_IN the\_DT two\_CD students\_NNS .\_. The\_DT third\_JJ assignment\_NN will\_MD be\_VB a\_DT egg-wrapping\_JJ assignment\_NN and\_CC will\_MD also\_RB be\_VB done\_VBN in\_IN pairs\_NNS .\_. There\_EX might\_MD be\_VB some\_DT trouble\_NN transcribing\_VBG this\_DT assignment\_NN since\_IN it\_PRP is\_VBZ a\_DT group\_NN activity\_NN with\_IN spontaneous\_JJ speech\_NN .\_. I\_PRP might\_MD have\_VB to\_TO get\_VB some\_DT help\_NN from\_IN the\_DT students\_NNS to\_TO transcribe\_VB this\_DT accurately\_RB .\_. Once\_RB the\_DT assignments\_NNS are\_VBP done\_VBN and\_CC I\_PRP have\_VBP processed\_VBN the\_DT materials\_NNS ,\_, I\_PRP will\_MD meet\_VB up\_RP with\_IN the\_DT students\_NNS to\_TO evaluate\_VB the\_DT assignments\_NNS and\_CC the\_DT overall\_JJ process\_NN .\_. The\_DT recorded\_JJ materials\_NNS need\_VBP to\_TO be\_VB transcribed\_VBN first\_RB .\_. I\_PRP am\_VBP not\_RB sure\_JJ how\_WRB to\_TO go\_VB about\_RB this\_DT as\_IN of\_IN yet\_RB ,\_, but\_CC I\_PRP will\_MD figure\_VB this\_DT out\_RB later\_RB on\_IN .\_. I\_PRP will\_MD

analyse\_VB the\_DT transcriptions\_NNS using\_VBG CorpusTool\_NNP ,\_, which\_WDT is\_VBZ a\_DT programme\_NN that\_WDT can\_MD analyse\_VB sentences\_NNS and\_CC can\_MD group\_VB them\_PRP in\_IN specific\_JJ categories\_NNS like\_IN linking\_VBG words\_NNS ,\_, subjects\_NNS or\_CC objects\_NNS etc.\_FW .\_. I\_PRP will\_MD compare\_VB each\_DT students\_NNS ' \_POS statistics\_NNS and\_CC look\_VB for\_IN significant\_JJ differences\_NNS but\_CC also\_RB similarities\_NNS .\_. After\_IN this\_DT ,\_, I\_PRP will\_MD check\_VB with\_IN the\_DT first\_JJ vocabulary\_NN test\_NN whether\_IN or\_CC not\_RB they\_PRP are\_VBP comparable\_JJ with\_IN the\_DT statistics\_NNS found\_VBN in\_IN Corpustool\_NNP ,\_, but\_CC I\_PRP will\_MD also\_RB assess\_VB their\_PRP\$ results\_NNS with\_IN the\_DT help\_NN of\_IN one\_CD of\_IN the\_DT fluency\_NN CEFR\_NN scales\_NNS .\_. Ultimately\_RB ,\_, my\_PRP\$ hypothesis\_NN will\_MD be\_VB that\_IN both\_DT students\_NNS will\_MD be\_VB C2-level\_JJ ,\_, but\_CC that\_IN one\_CD may\_MD be\_VB a\_DT lower\_JJR C2-level\_NN or\_CC a\_DT high\_JJ C1-level\_NN which\_WDT will\_MD also\_RB show\_VB in\_IN the\_DT statistics\_NNS in\_IN Corpustool\_NNP .\_. My\_PRP\$ research\_NN may\_MD contribute\_VB to\_TO the\_DT field\_NN in\_IN the\_DT sense\_NN that\_IN it\_PRP will\_MD give\_VB some\_DT insights\_NNS in\_IN how\_WRB the\_DT students\_NNS differ\_VBP in\_IN their\_PRP\$ fluency\_NN and\_CC what\_WP distinguishes\_VBZ a\_DT very\_RB fluent\_JJ student\_NN from\_IN a\_DT less\_JJR fluent\_JJ student\_NN .\_. Once\_RB we\_PRP know\_VBP what\_WP distinguishes\_VBZ students\_NNS in\_IN their\_PRP\$ fluency\_NN ,\_, perhaps\_RB we\_PRP can\_MD gear\_VB certain\_JJ courses\_NNS like\_IN Oral\_NNP Communication\_NNP skills\_NNS towards\_IN improvement\_NN and\_CC awareness\_NN .\_. We\_PRP might\_MD be\_VB able\_JJ to\_TO make\_VB students\_NNS aware\_JJ of\_IN what\_WP is\_VBZ good\_JJ spoken\_VBN English\_NNP and\_CC how\_WRB they\_PRP may\_MD improve\_VB themselves\_PRP .\_. Moreover\_RB ,\_, during\_IN this\_DT research\_NN project\_NN I\_PRP will\_MD test\_VB whether\_IN or\_CC not\_RB the\_DT CEFR\_NN is\_VBZ a\_DT valuable\_JJ scheme\_NN in\_IN assessing\_VBG the\_DT fluency\_NN levels\_NNS of\_IN students\_NNS or\_CC that\_IN the\_DT CEFR\_NNP needs\_VBZ reviewing\_VBG .\_.

### **RAD1253**

The\_DT article\_NN `` `` Information\_NNP Structure\_NN :\_: The\_DT final\_JJ hurdle\_NN ?\_ . :\_: The\_DT development\_NN of\_IN syntactic\_JJ structures\_NNS in\_IN -LRB\_-LRB-

very\_RB -RRB-\_-RRB- advanced\_VBD Dutch\_JJ EFL\_NN writing\_VBG "-" explains\_VBZ  
 that\_IN the\_DT underuse\_NN of\_IN constructions\_NNS such\_JJ as\_IN the\_DT it-cleft\_NN  
 makes\_VBZ English\_JJ text\_NN written\_VBN by\_IN native\_JJ speakers\_NNS of\_IN  
 Dutch\_JJ perceived\_VBN as\_IN L2\_NN texts\_NNS .\_. They\_PRP conclude\_VBP that\_IN  
 the\_DT information-structure\_NN differences\_NNS between\_IN Dutch\_JJ and\_CC  
 English\_JJ are\_VBP the\_DT final\_JJ hurdle\_NN for\_IN Dutch\_JJ learners\_NNS of\_IN  
 English\_NNP as\_IN a\_DT foreign\_JJ language\_NN -LRB-\_-LRB- Verheijen\_NNP ,\_,  
 Los\_NNP and\_CC de\_IN Haan\_NNP 92-107\_CD -RRB-\_-RRB- .\_. These\_DT  
 constructions\_NNS are\_VBP probably\_RB underused\_JJ because\_IN of\_IN the\_DT  
 differences\_NNS in\_IN Dutch\_JJ and\_CC English\_JJ grammar\_NN .\_. This\_DT might\_MD  
 be\_VB due\_JJ to\_TO the\_DT fact\_NN that\_IN ,\_, as\_IN van\_NN der\_FW Beek\_FW  
 states\_NNS in\_IN her\_PRP\$ thesis\_NN ``\_`` Topics\_NNS in\_IN Corpus-Based\_JJ Dutch\_JJ  
 Syntax\_NN ,\_, "-" it-clefts\_NNS have\_VBP a\_DT low\_JJ frequency\_NN in\_IN Dutch\_NNP  
 .\_. In\_IN the\_DT course\_NN Pragmatics\_NNS in\_IN Translation\_NN we\_PRP have\_VBP  
 learned\_VBN about\_IN the\_DT many\_JJ information-structure\_JJ differences\_NNS  
 between\_IN Dutch\_JJ and\_CC English\_JJ ,\_, which\_WDT have\_VBP to\_TO do\_VB  
 with\_IN the\_DT SVO-structure\_NN in\_IN English\_NNP and\_CC the\_DT SOV-  
 structure\_NN or\_CC V2\_NN structure\_NN in\_IN Dutch\_NNP .\_. In\_IN this\_DT course\_NN  
 we\_PRP had\_VBD to\_TO read\_VB chapter\_NN nine\_CD of\_IN The\_DT Cambridge\_NNP  
 Grammar\_NN of\_IN the\_DT English\_NNP Language\_NN ,\_, which\_WDT describes\_VBZ  
 all\_PDT the\_DT properties\_NNS of\_IN clefts\_NNS and\_CC the\_DT form\_NN of\_IN  
 clefts\_NNS .\_. By\_IN using\_VBG his\_PRP\$ article\_NN to\_TO explain\_VB how\_WRB  
 these\_DT clefts\_NNS work\_VBP in\_IN English\_NNP ,\_, we\_PRP were\_VBD taught\_VBN  
 how\_WRB to\_TO translate\_VB those\_DT into\_IN felicitous\_JJ Dutch\_JJ sentences\_NNS .\_.  
 The\_DT element\_NN that\_WDT is\_VBZ foregrounded\_VBN in\_IN the\_DT English\_NNP it-  
 cleft\_NN can\_MD in\_IN Dutch\_NNP either\_CC be\_VB in\_IN first\_JJ position\_NN or\_CC  
 be\_VB foregrounded\_VBN in\_IN the\_DT middle\_JJ field\_NN ,\_, a\_DT solution\_NN  
 that\_WDT is\_VBZ only\_RB learned\_VBN by\_IN advanced\_JJ language\_NN learners\_NNS  
 .\_. Research\_NNP has\_VBZ been\_VBN done\_VBN by\_IN many\_JJ different\_JJ  
 researchers\_NNS such\_JJ as\_IN Ahlemeyer\_NNP and\_CC Kohlhof\_NNP ,\_, Doherty\_NNP  
 and\_CC Fischer\_NNP on\_IN the\_DT translation\_NN of\_IN clefts\_NNS from\_IN  
 English\_NNP to\_TO German\_NNP .\_. Ahlemeyer\_NNP and\_CC Kohlhof\_NNP show\_VBP  
 in\_IN their\_PRP\$ article\_NN ``\_`` Bridging\_VBG the\_DT Cleft\_NNP :\_: The\_DT  
 Analysis\_NN of\_IN the\_DT Translation\_NN of\_IN English\_NNP It-Clefts\_NNPS into\_IN

German\_NNP .\_. " " that\_IN in\_IN German\_JJ clefts\_NNS are\_VBP not\_RB only\_RB translated\_VBN with\_IN a\_DT Spaltsatz\_NNP ,\_, a\_DT similar\_JJ construction\_NN in\_IN German\_JJ ,\_, but\_CC that\_IN they\_PRP also\_RB use\_VBP specific\_JJ word\_NN orders\_NNS ,\_, so\_RB that\_IN the\_DT cleft\_NN can\_MD be\_VB dropped\_VBN as\_IN it\_PRP is\_VBZ infelicitous\_JJ in\_IN German\_JJ -LRB-\_-LRB- 1-25\_CD -RRB-\_-RRB- .\_. They\_PRP based\_VBD their\_PRP\$ research\_NN on\_IN a\_DT corpus\_NN of\_IN English-German\_NNP translations\_NNS ,\_, and\_CC Doherty\_NNP supports\_VBZ their\_PRP\$ conclusion\_NN ;\_: she\_PRP states\_VBZ that\_IN clefts\_NNS are\_VBP only\_RB used\_VBN in\_IN German\_JJ if\_IN no\_DT other\_JJ options\_NNS are\_VBP options\_NNS are\_VBP not\_RB possible\_JJ -LRB-\_-LRB- 273-293\_CD -RRB-\_-RRB- .\_. Most\_JJS corpuses\_NNS are\_VBP based\_VBN on\_IN advanced\_JJ language\_NN learners\_NNS or\_CC translators\_NNS ,\_, but\_CC little\_JJ research\_NN is\_VBZ focused\_VBN on\_IN the\_DT translations\_NNS of\_IN less\_JJR advanced\_JJ translators\_NNS .\_. My\_PRP\$ research\_NN will\_MD focus\_VB on\_IN the\_DT difference\_NN between\_IN those\_DT more\_JJR advanced\_JJ learners\_NNS and\_CC the\_DT less\_JJR advanced\_JJ translators\_NNS ,\_, and\_CC my\_PRP\$ research\_NN question\_NN will\_MD be\_VB ;\_: will\_MD the\_DT degree\_NN of\_IN English\_NNP education\_NN help\_NN university\_NN students\_NNS to\_TO become\_VB better\_RBR in\_IN the\_DT translation\_NN of\_IN it-clefts\_NNS than\_IN students\_NNS in\_IN their\_PRP\$ last\_JJ year\_NN of\_IN secondary\_JJ school\_NN ?\_. In\_IN secondary\_JJ school\_NN Dutch\_JJ students\_NNS become\_VBP more\_RBR educated\_VBN in\_IN grammar\_NN ,\_, reading\_NN ,\_, writing\_VBG and\_CC communication\_NN skills\_NNS ;\_: however\_RB translation\_NN is\_VBZ not\_RB the\_DT main\_JJ focus\_NN of\_IN English\_NNP education\_NN .\_. The\_DT students\_NNS become\_VBP more\_RBR familiar\_JJ with\_IN the\_DT English\_NNP language\_NN in\_IN those\_DT five\_CD years\_NNS of\_IN English\_NNP education\_NN and\_CC my\_PRP\$ hypothesis\_NN is\_VBZ that\_IN the\_DT more\_RBR familiar\_JJ a\_DT student\_NN becomes\_VBZ with\_IN the\_DT English\_NNP language\_NN ,\_, the\_DT better\_JJR he\_PRP or\_CC she\_PRP will\_MD be\_VB able\_JJ to\_TO deal\_VB with\_IN translating\_VBG difficult\_JJ English\_JJ constructions\_NNS such\_JJ as\_IN the\_DT it-cleft\_NN .\_. My\_PRP\$ research\_NN will\_MD be\_VB based\_VBN on\_IN secondary\_JJ school\_NN pupils\_NNS ,\_, but\_CC it\_PRP will\_MD also\_RB be\_VB based\_VBN on\_IN students\_NNS of\_IN English\_NNP at\_IN University\_NNP .\_. I\_PRP will\_MD use\_VB secondary\_JJ school\_NN pupils\_NNS because\_IN they\_PRP are\_VBP the\_DT ones\_NNS that\_WDT start\_VBP to\_TO get\_VB educated\_VBN in\_IN English\_NNP .\_. The\_DT ones\_NNS that\_WDT enter\_VBP secondary\_JJ school\_NN have\_VBP just\_RB



enough\_RB knowledge\_NN to\_TO be\_VB able\_JJ to\_TO translate\_VB basic\_JJ sentences\_NNS ,\_, but\_CC are\_VBP far\_RB from\_IN experts\_NNS yet\_RB .\_. They\_PRP are\_VBP beginners\_NNS when\_WRB it\_PRP comes\_VBZ to\_TO translation\_NN .\_. The\_DT ones\_NNS that\_WDT are\_VBP about\_IN to\_TO go\_VB to\_TO the\_DT final\_JJ year\_NN should\_MD have\_VB had\_VBN enough\_JJ education\_NN to\_TO be\_VB able\_JJ to\_TO translate\_VB more\_RBR difficult\_JJ English\_JJ sentences\_NNS .\_. As\_IN the\_DT article\_NN ``\_`` Information\_NNP Structure\_NN :\_: The\_DT final\_JJ hurdle\_NN ?\_. :\_: The\_DT development\_NN of\_IN syntactic\_JJ structures\_NNS in\_IN -LRB-\_-LRB- very\_RB -RRB-\_-RRB- advanced\_VBD Dutch\_JJ EFL\_NN writing\_VBG "\_ " explains\_VBZ that\_IN the\_DT it-cleft\_NN is\_VBZ one\_CD of\_IN the\_DT final\_JJ hurdles\_NNS for\_IN learners\_NNS of\_IN English\_NNP as\_IN a\_DT second\_JJ language\_NN -LRB-\_-LRB- 92-107\_CD -RRB-\_-RRB- ,\_, testing\_VBG the\_DT group\_NN that\_WDT has\_VBZ just\_RB entered\_VBN secondary\_JJ school\_NN will\_MD be\_VB too\_RB difficult\_JJ for\_IN them\_PRP as\_IN they\_PRP will\_MD not\_RB have\_VB had\_VBN enough\_JJ language\_NN education\_NN .\_. Therefore\_RB I\_PRP will\_MD be\_VB testing\_VBG the\_DT following\_VBG two\_CD groups\_NNS ;\_: a\_DT fifth\_JJ year\_NN student\_NN of\_IN VWO\_NN and\_CC a\_DT second\_JJ year\_NN student\_NN of\_IN English\_NNP .\_. In\_IN that\_DT way\_NN I\_PRP can\_MD compare\_VB less\_JJR advanced\_JJ or\_CC basic\_JJ learner\_NN of\_IN English\_NNP to\_TO a\_DT more\_RBR advanced\_JJ learner\_NN and\_CC draw\_VB my\_PRP\$ conclusions\_NNS on\_IN whether\_IN or\_CC not\_RB the\_DT degree\_NN of\_IN English\_NNP education\_NN helps\_VBZ the\_DT students\_NNS to\_TO do\_VB better\_JJR in\_IN translating\_VBG difficult\_JJ English\_JJ constructions\_NNS .\_.

### **RAD1277**

Many\_JJ articles\_NNS have\_VBP been\_VBN written\_VBN on\_IN children\_NNS 's\_POS use\_NN of\_IN optional\_JJ infinitives\_NNS ,\_, or\_CC root\_NN infinitives\_NNS as\_IN they\_PRP are\_VBP sometimes\_RB called\_VBN .\_. Optional\_JJ infinitives\_NNS are\_VBP a\_DT remarkable\_JJ phenomenon\_NN of\_IN child\_NN speech\_NN ,\_, of\_IN which\_WDT all\_DT children\_NNS at\_IN an\_DT early\_JJ stage\_NN of\_IN language\_NN acquisition\_NN make\_VBP use\_NN .\_. A\_DT verb\_VBP qualifies\_VBZ as\_IN an\_DT optional\_JJ infinitive\_JJ if\_IN both\_CC the\_DT finite\_JJ and\_CC non-finite\_JJ form\_NN occur\_VBP in\_IN certain\_JJ contexts\_NNS .\_. I\_PRP find\_VBP this\_DT flexibility\_NN incredibly\_RB fascinating\_JJ ,\_, and\_CC I\_PRP would\_MD love\_VB to\_TO discover\_VB more\_JJR about\_IN its\_PRP\$ origins\_NNS and\_CC implications\_NNS for\_IN other\_JJ speech\_NN

aspects\_NNS ,\_, such\_JJ as\_IN the\_DT mean\_NN length\_NN of\_IN utterance\_NN -LRB-\_-LRB- MLU\_NN -RRB-\_-RRB- .\_. The\_DT majority\_NN of\_IN previously\_RB published\_VBN articles\_NNS on\_IN this\_DT subject\_JJ focus\_NN on\_IN children\_NNS with\_IN Specific\_JJ Language\_NN Impairment\_NN -LRB-\_-LRB- SLI\_NN -RRB-\_-RRB- ,\_, and\_CC how\_WRB they\_PRP often\_RB experience\_VBP an\_DT extended\_JJ stage\_NN of\_IN optional\_JJ infinitive\_JJ production\_NN .\_. I\_PRP intend\_VBP to\_TO focus\_VB ,\_, however\_RB ,\_, on\_IN children\_NNS without\_IN any\_DT impairments\_NNS ,\_, although\_IN I\_PRP might\_MD make\_VB some\_DT comparisons\_NNS occasionally\_RB .\_. The\_DT possible\_JJ presence\_NN of\_IN a\_DT correlation\_NN between\_IN the\_DT size\_NN of\_IN a\_DT child\_NN 's\_POS MLU\_NNP and\_CC the\_DT extent\_NN to\_TO which\_WDT they\_PRP use\_VBP optional\_JJ infinitives\_NNS will\_MD be\_VB my\_PRP\$ main\_JJ point\_NN of\_IN focus\_NN .\_. In\_IN ``\_`` The\_DT acquisition\_NN of\_IN Dutch\_JJ syntax\_NN " " ,\_, Wijnen\_NN and\_CC Verrips\_NNS have\_VBP done\_VBN extensive\_JJ research\_NN into\_IN the\_DT use\_NN of\_IN optional\_JJ infinitives\_NNS ,\_, and\_CC its\_PRP\$ potential\_JJ relation\_NN to\_TO the\_DT mean\_NN length\_NN of\_IN utterance\_NN .\_. I\_PRP expect\_VBP to\_TO derive\_VB a\_DT great\_JJ deal\_NN of\_IN information\_NN from\_IN their\_PRP\$ work\_NN .\_. Schaerlaekens\_NNS ' \_POS textbook\_NN on\_IN children\_NNS 's\_POS language\_NN development\_NN includes\_VBZ a\_DT couple\_NN of\_IN sections\_NNS in\_IN which\_WDT she\_PRP explains\_VBZ in\_IN basic\_JJ terms\_NNS how\_WRB optional\_JJ infinitives\_NNS function\_NN and\_CC what\_WP their\_PRP\$ purpose\_NN is\_VBZ .\_. I\_PRP will\_MD study\_VB her\_PRP\$ work\_NN for\_IN essential\_JJ background\_NN information\_NN .\_. Furthermore\_RB ,\_, I\_PRP intend\_VBP to\_TO analyse\_VB the\_DT works\_NNS of\_IN Haegeman\_NN -LRB-\_-LRB- 1995\_CD -RRB-\_-RRB- ,\_, Krämer\_NN -LRB-\_-LRB- 1993\_CD -RRB-\_-RRB- ,\_, Wexler\_NNP -LRB-\_-LRB- 1994\_CD -RRB-\_-RRB- ,\_, and\_CC Freudenthal\_NNP et\_FW al.\_FW -LRB-\_-LRB- 2006\_CD -RRB-\_-RRB- .\_. My\_PRP\$ hypothesis\_NN is\_VBZ that\_DT children\_NNS that\_WDT use\_VBP finite\_JJ verbs\_NNS are\_VBP capable\_JJ of\_IN producing\_VBG longer\_JJR sentences\_NNS than\_IN when\_WRB they\_PRP were\_VBD still\_RB using\_VBG non-finite\_JJ verbs\_NNS in\_IN places\_NNS where\_WRB grammar\_NN dictates\_VBZ that\_IN they\_PRP should\_MD use\_VB finite\_JJ verbs\_NNS .\_. It\_PRP seems\_VBZ only\_RB logical\_JJ that\_IN a\_DT child\_NN that\_WDT knows\_VBZ how\_WRB and\_CC when\_WRB to\_TO apply\_VB finiteness\_NN will\_MD also\_RB be\_VB able\_JJ to\_TO incorporate\_VB objects\_NNS and\_CC perhaps\_RB even\_RB adjectives\_NNS and\_CC adverbs\_NNS into\_IN the\_DT sentence\_NN ,\_, thus\_RB extending\_VBG the\_DT mean\_NN

length\_NN of\_IN utterance\_NN .\_. I\_PRP intend\_VBP to\_TO test\_VB my\_PRP\$ hypothesis\_NN by\_IN analysing\_VBG as\_RB many\_JJ transcripts\_NNS in\_IN CHILDES\_NNP as\_IN my\_PRP\$ schedule\_NN allows\_VBZ ,\_, and\_CC then\_RB comparing\_VBG that\_IN to\_TO what\_WP I\_PRP have\_VBP found\_VBN in\_IN previously\_RB written\_VBN academic\_JJ articles\_NNS .\_. My\_PRP\$ contribution\_NN to\_TO the\_DT field\_NN will\_MD probably\_RB be\_VB minimal\_JJ ,\_, since\_IN I\_PRP will\_MD not\_RB be\_VB aggregating\_VBG child\_NN speech\_NN data\_NNS of\_IN my\_PRP\$ own\_JJ ,\_, but\_CC rather\_RB studying\_VBG already\_RB published\_VBN material\_NN .\_. However\_RB ,\_, I\_PRP do\_VBP hope\_VB that\_IN by\_IN connecting\_VBG loose\_JJ ends\_NNS and\_CC regrouping\_VBG information\_NN ,\_, I\_PRP will\_MD put\_VB together\_RB a\_DT coherent\_JJ survey\_NN of\_IN what\_WP has\_VBZ been\_VBN researched\_VBN on\_IN this\_DT topic\_NN and\_CC thereby\_RB create\_VB something\_NN meaningful\_JJ .\_.

### **RAD1280**

The\_DT Common\_JJ European\_JJ Framework\_NN for\_IN Reference\_NNP for\_IN language\_NN -LRB-\_-LRB- CEFR\_NN -RRB-\_-RRB- is\_VBZ a\_DT guideline\_NN which\_WDT is\_VBZ used\_VBN to\_TO describe\_VB students\_NNS ' \_POS proficiency\_NN during\_IN the\_DT process\_NN and\_CC eventual\_JJ end\_NN result\_NN -LRB-\_-LRB- or\_CC fossilization\_NN -RRB-\_-RRB- when\_WRB acquiring\_VBG a\_DT foreign\_JJ language\_NN .\_. The\_DT CEFR\_NN levels\_NNS range\_VBP from\_IN A1\_NN to\_TO C2\_NN ,\_, with\_IN A1\_NN being\_VBG a\_DT beginner\_NN and\_CC C2\_NN being\_VBG the\_DT highest\_JJS level\_NN possible\_JJ .\_. CEFR\_NN is\_VBZ often\_RB used\_VBN in\_IN educational\_JJ contexts\_NNS ,\_, and\_CC learners\_NNS ,\_, language\_NN teachers\_NNS ,\_, and\_CC employers\_NNS will\_MD find\_VB the\_DT framework\_NN very\_RB helpful\_JJ in\_IN setting\_VBG the\_DT curricular\_JJ system\_NN in\_IN various\_JJ countries\_NNS and\_CC regions\_NNS .\_. It\_PRP is\_VBZ also\_RB helps\_VBZ people\_NNS to\_TO be\_VB more\_RBR specific\_JJ about\_IN what\_WP language\_NN students\_NNS can\_MD and\_CC can\_MD not\_RB do\_VB in\_IN the\_DT language\_NN they\_PRP are\_VBP acquiring\_VBG -LRB-\_-LRB- Hulstijn\_NN 663\_CD -RRB-\_-RRB- .\_. Hulstijn\_NNP is\_VBZ a\_DT professor\_NN from\_IN the\_DT university\_NN of\_IN Amsterdam\_NNP and\_CC claims\_VBZ that\_IN `` `` -LSB-\_-LRB- the\_DT CEFR\_NN -RSB-\_-RRB- is\_VBZ ,\_, of\_IN course\_NN ,\_, not\_RB perfect\_JJ ,\_, but\_CC it\_PRP is\_VBZ good\_JJ enough\_RB to\_TO be\_VB improved\_VBN upon\_IN and\_CC developed\_VBD further\_RB " " -LRB-\_-LRB-

Hulstijn\_NNP 663\_CD -RRB-\_-RRB- .\_. In\_IN order\_NN to\_TO find\_VB out\_RP what\_WP exactly\_RB can\_MD be\_VB improved\_VBN ,\_, the\_DT main\_JJ research\_NN question\_NN will\_MD try\_VB to\_TO find\_VB an\_DT answer\_NN to\_TO in\_IN which\_WDT ways\_NNS CEFR\_NN is\_VBZ used\_VBN in\_IN evaluating\_VBG second\_JJ language\_NN learners\_NNS and\_CC how\_WRB this\_DT framework\_NN can\_MD be\_VB improved\_VBN .\_. Hulstijn\_NNP ,\_, Anderson\_NNP and\_CC others\_NNS have\_VBP suggested\_VBN that\_IN the\_DT CEFR\_NN is\_VBZ a\_DT good\_JJ initiative\_NN ,\_, but\_CC is\_VBZ not\_RB yet\_RB perfect\_JJ and\_CC needs\_VBZ improvement\_NN .\_. This\_DT research\_NN question\_NN will\_MD look\_VB at\_IN how\_WRB the\_DT CEFR\_NN framework\_NN is\_VBZ used\_VBN by\_IN language\_NN learners\_NNS and\_CC teachers\_NNS and\_CC might\_MD show\_VB what\_WP aspects\_NNS of\_IN the\_DT framework\_NN work\_NN as\_IN hoped\_VBN and\_CC what\_WP can\_MD be\_VB improved\_VBN .\_. After\_IN finding\_VBG what\_WP can\_MD be\_VB improved\_VBN about\_IN the\_DT framework\_NN ,\_, a\_DT proposal\_NN to\_TO certain\_JJ changes\_NNS can\_MD be\_VB made\_VBN ,\_, which\_WDT in\_IN turn\_NN ,\_, may\_MD lead\_VB to\_TO a\_DT better\_JJR functioning\_VBG CEFR\_NN .\_. Previous\_JJ research\_NN has\_VBZ shown\_VBN that\_IN the\_DT CEFR\_NN is\_VBZ a\_DT good\_JJ starting\_VBG point\_NN .\_. Some\_DT say\_VBP it\_PRP is\_VBZ far\_RB from\_IN perfect\_JJ and\_CC needs\_VBZ more\_RBR improvement\_NN whilst\_IN others\_NNS say\_VBP ,\_, including\_VBG CEFR\_NN itself\_PRP say\_VBP ,\_, that\_IN this\_DT is\_VBZ a\_DT good\_JJ framework\_NN in\_IN itself\_PRP and\_CC should\_MD be\_VB used\_VBN as\_IN guidelines\_NNS rather\_RB than\_IN as\_IN strict\_JJ scales\_NNS .\_. Some\_DT critics\_NNS of\_IN the\_DT framework\_NN ,\_, such\_JJ as\_IN Little\_JJ ,\_, find\_VB it\_PRP problematic\_JJ that\_IN the\_DT CEFR\_NN scales\_NNS have\_VBP no\_DT reference\_NN to\_TO a\_DT specific\_JJ language\_NN -LRB-\_-LRB- Alderson\_NNP 660\_CD -RRB-\_-RRB- .\_. However\_RB ,\_, quite\_RB recently\_RB ,\_, a\_DT project\_NN has\_VBZ been\_VBN set\_VBN up\_RP to\_TO develop\_VB Reference\_NNP Level\_NNP Descriptions\_NNPS specifically\_RB for\_IN English\_NNP ,\_, but\_CC Alderson\_NNP claims\_VBZ that\_IN this\_DT project\_NN was\_VBD flawed\_VBN from\_IN the\_DT beginning\_NN because\_IN of\_IN its\_PRP\$ narrow\_JJ focus\_NN on\_IN students\_NNS who\_WP have\_VBP taken\_VBN a\_DT Cambridge\_NNP ESOL\_NNP exam\_NN -LRB-\_-LRB- 660\_CD -RRB-\_-RRB- .\_. Another\_DT study\_NN which\_WDT is\_VBZ conducted\_VBN is\_VBZ all\_DT about\_IN Anchor\_NNP Items\_NNS for\_IN Foreign\_JJ Language\_NN Skills\_NNS -LRB-\_-LRB- EBAFLS\_NN -RRB-\_-RRB- ,\_, it\_PRP aims\_VBZ to\_TO be\_VB more\_RBR transparent\_JJ

and\_CC reliable\_JJ so\_RB that\_IN diplomas\_NNS across\_IN borders\_NNS really\_RB do\_VBP have\_VB the\_DT same\_JJ value\_NN .\_. Bonnet\_NN states\_NNS that\_WDT with\_IN the\_DT CEFR\_NN this\_DT is\_VBZ still\_RB not\_RB the\_DT case\_NN .\_. Although\_IN there\_EX is\_VBZ some\_DT research\_NN done\_VBN on\_IN trying\_VBG to\_TO improve\_VB the\_DT CEFR\_NN or\_CC come\_VB up\_RP with\_IN a\_DT variant\_NN on\_IN it\_PRP ,\_, Hulstijn\_NNP argues\_VBZ that\_IN the\_DT task\_NN to\_TO develop\_VB and\_CC test\_VB a\_DT theory\_NN of\_IN language\_NN proficiency\_NN will\_MD remain\_VB on\_IN the\_DT agenda\_NN forever\_RB -LRB-\_-LRB- 664\_CD -RRB-\_-RRB- .\_. The\_DT hypothesis\_NN that\_WDT will\_MD be\_VB explored\_VBN in\_IN this\_DT research\_NN paper\_NN is\_VBZ that\_IN the\_DT CEFR\_NN scales\_NNS ,\_, which\_WDT are\_VBP often\_RB used\_VBN in\_IN educational\_JJ contexts\_NNS ,\_, are\_VBP in\_IN need\_NN of\_IN improvement\_NN .\_. This\_DT hypothesis\_NN will\_MD be\_VB attested\_VBN by\_IN the\_DT means\_NNS of\_IN two\_CD sub-hypotheses\_NNS .\_. One\_CD ,\_, Language\_NN learners\_NNS as\_RB well\_RB as\_IN language\_NN teachers\_NNS and\_CC native\_JJ speakers\_NNS find\_VBP the\_DT CEFR\_NN scales\_NNS vaguely\_RB defined\_VBN and\_CC two\_CD ,\_, There\_EX is\_VBZ no\_DT consensus\_NN amongst\_IN teachers\_NNS and\_CC native\_JJ speakers\_NNS about\_IN the\_DT CEFR\_NN level\_NN of\_IN the\_DT students\_NNS .\_. This\_DT research\_NN paper\_NN aims\_VBZ to\_TO serve\_VB as\_IN a\_DT starting\_VBG point\_NN for\_IN a\_DT critical\_JJ research\_NN in\_IN which\_WDT the\_DT CEFR\_NN is\_VBZ respected\_VBN for\_IN its\_PRP\$ usefulness\_NN ,\_, but\_CC is\_VBZ thoroughly\_RB investigated\_VBN and\_CC tested\_VBN to\_TO become\_VB more\_RBR efficient\_JJ ,\_, reliable\_JJ ,\_, transparent\_JJ and\_CC easier\_JJ to\_TO use\_VB not\_RB only\_RB by\_IN language\_NN teachers\_NNS but\_CC also\_RB by\_IN language\_NN learners\_NNS .\_. These\_DT improvements\_NNS on\_IN the\_DT CEFR\_NN scales\_NNS will\_MD allow\_VB language\_NN teachers\_NNS to\_TO reach\_VB consensus\_NN on\_IN students\_NNS ' \_POS levels\_NNS and\_CC language\_NN students\_NNS will\_MD have\_VB a\_DT better\_JJR understanding\_NN of\_IN why\_WRB they\_PRP have\_VBP achieved\_VBN a\_DT certain\_JJ level\_NN and\_CC not\_RB the\_DT other\_JJ .\_. The\_DT participants\_NNS for\_IN this\_DT research\_NN proposal\_NN will\_MD be\_VB a\_DT group\_NN of\_IN 80\_CD Dutch\_JJ students\_NNS of\_IN English\_NNP in\_IN secondary\_JJ school\_NN -LRB-\_-LRB- age\_NN 12\_CD -- : 18\_CD -RRB-\_-RRB- .\_. Next\_JJ to\_TO the\_DT students\_NNS will\_MD be\_VB a\_DT group\_NN of\_IN 10\_CD English\_JJ language\_NN teachers\_NNS and\_CC a\_DT group\_NN of\_IN 10\_CD native\_JJ speakers\_NNS of\_IN English\_NNP .\_. The\_DT students\_NNS will\_MD be\_VB shown\_VBN

a\_DT clip\_NN and\_CC afterwards\_RB they\_PRP have\_VBP to\_TO describe\_VB what\_WP they\_PRP saw\_VBD in\_IN the\_DT clip\_NN .\_. After\_IN that\_DT ,\_, the\_DT experimenter\_NN will\_MD ask\_VB a\_DT set\_NN of\_IN five\_CD questions\_NNS in\_IN order\_NN to\_TO get\_VB some\_DT spontaneous\_JJ speech\_NN produced\_VBN by\_IN the\_DT students\_NNS .\_. To\_TO round\_VB off\_RP the\_DT experiment\_NN there\_EX will\_MD be\_VB a\_DT short\_JJ questionnaire\_NN in\_IN which\_WDT there\_EX will\_MD be\_VB questions\_NNS about\_IN what\_WP they\_PRP thought\_VBD about\_IN the\_DT experiment\_NN ,\_, about\_IN CEFR\_NN and\_CC what\_WP they\_PRP find\_VBP difficult\_JJ whilst\_IN using\_VBG CEFR\_NN as\_IN a\_DT framework\_NN .\_. The\_DT oral\_JJ experiments\_NNS -LRB-\_-LRB- short\_JJ story\_NN and\_CC spontaneous\_JJ speech\_NN -RRB-\_-RRB- will\_MD be\_VB recorded\_VBN and\_CC the\_DT students\_NNS ,\_, the\_DT teachers\_NNS ,\_, and\_CC the\_DT native\_JJ speakers\_NNS of\_IN English\_NNP will\_MD be\_VB asked\_VBN to\_TO assign\_VB a\_DT CEFR\_NN level\_NN to\_TO each\_DT student\_NN .\_. After\_IN all\_PDT the\_DT data\_NNS has\_VBZ been\_VBN collected\_VBN ,\_, I\_PRP will\_MD analyze\_VB the\_DT data\_NNS and\_CC see\_VB whether\_IN there\_EX are\_VBP any\_DT differences\_NNS between\_IN the\_DT assigned\_VBN CEFR\_NN levels\_NNS .\_. Through\_IN the\_DT motivation\_NN which\_WDT students\_NNS ,\_, teachers\_NNS and\_CC native\_JJ speakers\_NNS gave\_VBD ,\_, I\_PRP will\_MD try\_VB to\_TO find\_VB out\_RP what\_WP the\_DT choice\_NN was\_VBD for\_IN that\_DT specific\_JJ level\_NN .\_. Ideally\_RB for\_IN this\_DT research\_NN ,\_, students\_NNS ,\_, teachers\_NNS ,\_, and\_CC native\_JJ speakers\_NNS will\_MD think\_VB that\_IN a\_DT student\_NN could\_MD be\_VB assigned\_VBN two\_CD different\_JJ levels\_NNS .\_. Based\_VBN on\_IN this\_DT information\_NN ,\_, combined\_VBN with\_IN the\_DT teachers\_NNS '\_POS and\_CC native\_JJ speakers\_NNS '\_POS motivation\_NN for\_IN a\_DT specific\_JJ level\_NN ,\_, and\_CC the\_DT questionnaires\_NNS about\_IN the\_DT functionality\_NN of\_IN CEFR\_NN ,\_, I\_PRP will\_MD try\_VB to\_TO redefine\_VB or\_CC improve\_VB the\_DT descriptions\_NNS of\_IN the\_DT CEFR\_NN levels\_NNS .\_.

**ICLE-BR-SUR-0016.1**

Before\_IN we\_PRP can\_MD discuss\_VB the\_DT situation\_NN of\_IN French\_JJ education\_NN today\_NN and\_CC in\_IN the\_DT recent\_JJ past\_NN we\_PRP should\_MD look\_VB at\_IN its\_PRP\$ history\_NN as\_IN this\_DT helps\_VBZ to\_TO explain\_VB the\_DT elitisme\_NN in\_IN the\_DT system\_NN .\_. We\_PRP need\_VBP to\_TO go\_VB back\_RB to\_TO the\_DT late\_JJ 18th\_JJ century\_NN when\_WRB Napoleon\_NNP put\_VBD forward\_RB his\_PRP\$ views\_NNS on\_IN education\_NN .\_. He\_PRP believed\_VBD that\_IN people\_NNS should\_MD be\_VB educated\_VBN in\_IN order\_NN for\_IN the\_DT state\_NN to\_TO run\_VB smoothly\_RB .\_. ie\_FW :\_: he\_PRP did\_VBD not\_RB really\_RB believe\_VB in\_IN the\_DT right\_NN of\_IN people\_NNS to\_TO be\_VB educated\_VBN just\_RB in\_IN the\_DT need\_NN of\_IN the\_DT state\_NN for\_IN people\_NNS to\_TO be\_VB educated\_VBN .\_. As\_IN most\_JJS of\_IN the\_DT population\_NN were\_VBD involved\_VBN in\_IN agriculture\_NN at\_IN that\_DT time\_NN ,\_, there\_EX was\_VBD only\_RB need\_VB for\_IN a\_DT very\_RB basic\_JJ primary\_JJ education\_NN for\_IN the\_DT majority\_NN of\_IN people\_NNS .\_. This\_DT he\_PRP left\_VBD mainly\_RB up\_RB to\_TO the\_DT church\_NN as\_IN he\_PRP believed\_VBD the\_DT church\_NN would\_MD promote\_VB social\_JJ cooperation\_NN .\_. Secondary\_JJ and\_CC Higher\_JJR education\_NN were\_VBD more\_RBR important\_JJ as\_IN the\_DT would\_MD train\_VB the\_DT professionals\_NNS which\_WDT the\_DT country\_NN needed\_VBD ,\_, and\_CC this\_DT section\_NN of\_IN education\_NN was\_VBD therefore\_RB run\_VBN by\_IN the\_DT state\_NN .\_. At\_IN this\_DT stage\_NN we\_PRP can\_MD already\_RB see\_VB the\_DT opportunity\_NN for\_IN a\_DT gap\_NN between\_IN primary\_JJ &\_CC secondary\_JJ education\_NN which\_WDT remained\_VBD in\_IN fact\_NN until\_IN relatively\_RB recently\_RB ,\_, despite\_IN attempts\_NNS at\_IN reforms\_NNS which\_WDT I\_PRP will\_MD go\_VB into\_IN later\_RB .\_. This\_DT system\_NN of\_IN education\_NN did\_VBD not\_RB lead\_VB to\_TO much\_JJ social\_JJ mobility\_NN as\_IN the\_DT children\_NNS from\_IN poorer\_JJR social\_JJ backgrounds\_NNS left\_VBD school\_NN after\_IN primary\_JJ ,\_, ``\_`` ecole\_FW primaire\_FW " " ,\_, with\_IN a\_DT very\_RB basic\_JJ education\_NN ,\_, whereas\_IN the\_DT children\_NNS from\_IN richer\_JJR backgrounds\_NNS could\_MD go\_VB on\_IN to\_TO secondary\_JJ and\_CC higher\_JJR education\_NN .\_. These\_DT ``\_`` bourgeois\_FW " " children\_NNS would\_MD then\_RB go\_VB on\_IN to\_TO Lycée\_NNP and\_CC either\_RB to\_TO University\_NNP or\_CC ``\_`` Les\_NNP Grandes\_NNP

Ecoles\_NNP " " so\_IN joining\_VBG the\_DT class\_NN of\_IN the\_DT élite\_NN .\_. This\_DT elitism\_NN has\_VBZ survived\_VBN to\_TO a\_DT certain\_JJ degree\_NN up\_IN to\_TO today\_NN .\_. The\_DT gap\_NN between\_IN primary\_JJ and\_CC secondary\_JJ education\_NN became\_VBD a\_DT major\_JJ concern\_NN for\_IN the\_DT later\_JJ governments\_NNS .\_. Under\_IN the\_DT second\_JJ and\_CC third\_JJ republics\_NNS not\_RB much\_RB advance\_NN was\_VBD made\_VBN on\_IN the\_DT education\_NN question\_NN as\_IN this\_DT did\_VBD not\_RB appear\_VB to\_TO be\_VB a\_DT priority\_NN .\_. Under\_IN the\_DT forth\_RB republic\_NN reforms\_NNS were\_VBD proposed\_VBN but\_CC because\_IN of\_IN the\_DT multi-party\_JJ governments\_NNS who\_WP had\_VBD to\_TO face\_VB internal\_JJ struggles\_NNS all\_PDT the\_DT time\_NN ,\_, they\_PRP failed\_VBD in\_IN most\_JJS cases\_NNS to\_TO be\_VB passed\_VBN .\_. The\_DT main\_JJ proposal\_NN for\_IN reform\_NN put\_VBD forward\_RB by\_IN Jean\_NNP Zay\_NNP &\_CC later\_RB the\_DT Languin-Wallon\_NNP plan\_NN which\_WDT formed\_VBD the\_DT basis\_NN for\_IN the\_DT eventual\_JJ reforms\_NNS ,\_, concerned\_JJ what\_WP was\_VBD called\_VBN `` `` orientation\_NN " " .\_. This\_DT was\_VBD an\_DT attempt\_NN to\_TO bring\_VB primary\_JJ and\_CC secondary\_JJ education\_NN together\_RB .\_. It\_PRP should\_MD be\_VB said\_VBN here\_RB that\_IN earlier\_JJR attempts\_NNS at\_IN increasing\_VBG the\_DT role\_NN of\_IN primary\_JJ and\_CC secondary\_JJ education\_NN and\_CC making\_VBG it\_PRP open\_JJ to\_TO all\_DT frightened\_VBD the\_DT bourgeoisie\_NN who\_WP then\_RB sent\_VBD their\_PRP\$ children\_NNS to\_TO schools\_NNS linked\_VBN to\_TO the\_DT Lycées\_NNPS so\_IN that\_IN they\_PRP still\_RB had\_VBD an\_DT advantage\_NN .\_. Longuin-Wallon\_NNP plan\_NN proposed\_VBD an\_DT orientation\_NN period\_NN from\_IN the\_DT age\_NN of\_IN 11\_CD to\_TO 15\_CD which\_WDT would\_MD be\_VB compulsory\_JJ for\_IN all\_DT children\_NNS and\_CC would\_MD provide\_VB a\_DT more\_RBR coherent\_JJ link\_NN between\_IN primary\_JJ and\_CC secondary\_JJ education\_NN .\_. Two\_CD years\_NNS of\_IN this\_DT orientation\_NN would\_MD be\_VB a\_DT set\_NN syllabus\_NN for\_IN all\_DT pupils\_NNS of\_IN all\_DT abilities\_NNS giving\_VBG everyone\_NN an\_DT equal\_JJ chance\_NN .\_. After\_IN these\_DT two\_CD years\_NNS the\_DT pupils\_NNS would\_MD choose\_VB options\_NNS according\_VBG their\_PRP\$ interests\_NNS and\_CC their\_PRP\$ abilities\_NNS .\_. This\_DT system\_NN was\_VBD the\_DT basis\_NN for\_IN the\_DT CES\_NN -LRB-\_-LRB- collège\_NN d'enseignement\_NN secondaires\_NNS -RRB-\_-RRB- These\_DT proposals\_NNS were\_VBD thwarted\_VBN twice\_RB by\_IN the\_DT two\_CD world\_NN wars\_NNS but\_CC are\_VBP now\_RB in\_IN operation\_NN .\_. I\_PRP will\_MD now\_RB explain\_VB how\_WRB the\_DT



system\_NN works\_VBZ today\_NN ,\_, how\_WRB it\_PRP compares\_VBZ to\_TO  
 England\_NNP and\_CC why\_WRB ,\_, despite\_IN attempts\_NNS by\_IN the\_DT  
 government\_NN ,\_, the\_DT system\_NN is\_VBZ still\_RB prone\_JJ to\_TO elitism\_NN .\_.  
 We\_PRP have\_VBP already\_RB seen\_VBN how\_WRB the\_DT CES\_NN works\_VBZ  
 so\_RB now\_RB we\_PRP can\_MD discuss\_VB what\_WP happens\_VBZ next\_JJ .\_.  
 Pupils\_NNS can\_MD either\_RB stay\_VB on\_IN in\_IN secondary\_JJ education\_NN ie\_FW  
 CES\_FW until\_IN they\_PRP are\_VBP 16\_CD and\_CC then\_RB leave\_VBP school\_NN  
 or\_CC they\_PRP can\_MD go\_VB to\_TO a\_DT Lycée\_NNP where\_WRB they\_PRP  
 will\_MD take\_VB the\_DT bacalauréat\_NN in\_IN either\_CC Science\_NN or\_CC Arts\_NNS  
 .\_. The\_DT third\_JJ option\_NN ,\_, which\_WDT was\_VBD not\_RB always\_RB available\_JJ  
 ,\_, is\_VBZ the\_DT Lycée\_NNP technique\_NN where\_WRB the\_DT courses\_NNS are\_VBP  
 more\_RBR vocational\_JJ .\_. You\_PRP study\_NN for\_IN 1\_CD ,\_, 2\_CD or\_CC 3\_CD  
 years\_NNS at\_IN the\_DT Lycée\_NNP technique\_NN .\_. After\_IN the\_DT first\_JJ year\_NN  
 you\_PRP receive\_VBP a\_DT PEP\_NN -\_: prévé\_NN d'études\_NNS professionnelles\_NNS .\_.  
 After\_IN two\_CD years\_NNS you\_PRP receive\_VBP a\_DT CEP\_NN -\_: certificat\_NN  
 d'enseignements\_NNS professionnelles\_NNS and\_CC after\_IN 3\_CD years\_NNS a\_DT  
 CAP\_NN -\_: certificat\_NN d'aptitude\_NN professionnelles\_NNS .\_. Most\_JJS of\_IN the\_DT  
 pupils\_NNS leaving\_VBG the\_DT Lycée\_NNP technique\_NN will\_MD go\_VB to\_TO  
 work\_VB ,\_, although\_IN they\_PRP can\_MD take\_VB other\_JJ exams\_NNS if\_IN  
 they\_PRP wish\_VBP to\_TO go\_VB on\_IN to\_TO higher\_JJR education\_NN .\_. It\_PRP  
 is\_VBZ rather\_RB like\_IN a\_DT technical\_JJ college\_NN in\_IN England\_NNP .\_.  
 Lycée\_NNP is\_VBZ more\_RBR like\_IN a\_DT sixth\_JJ form\_NN college\_NN although\_IN  
 the\_DT bacalauréat\_NN is\_VBZ not\_RB the\_DT same\_JJ as\_IN A\_DT levels\_NNS ,\_,  
 as\_IN you\_PRP study\_VB more\_RBR subjects\_NNS for\_IN one\_CD exam\_NN .\_. After\_IN  
 attaining\_VBG the\_DT bacalauréat\_NN you\_PRP can\_MD go\_VB to\_TO university\_NN .\_.  
 There\_EX is\_VBZ relatively\_RB little\_JJ selection\_NN in\_IN French\_JJ universities\_NNS  
 ,\_, especially\_RB when\_WRB you\_PRP compare\_VBP it\_PRP with\_IN the\_DT British\_JJ  
 system\_NN of\_IN required\_JJ grades\_NNS and\_CC interviews\_NNS .\_. This\_DT may\_MD  
 appear\_VB to\_TO evade\_VB elitism\_NN but\_CC unfortunately\_RB it\_PRP does\_VBZ  
 not\_RB as\_IN children\_NNS from\_IN lower\_JJR classes\_NNS will\_MD be\_VB  
 guided\_VBN towards\_IN more\_JJR practical\_JJ subjects\_NNS in\_IN the\_DT  
 orientation\_NN period\_NN and\_CC so\_IN the\_DT Lycée\_NNP technique\_NN because\_IN  
 their\_PRP\$ parents\_NNS would\_MD be\_VB able\_JJ to\_TO afford\_VB to\_TO put\_VB  
 them\_PRP through\_IN university\_NN .\_. A\_DT system\_NN of\_IN grants\_NNS for\_IN

the\_DT first\_JJ two\_CD years\_NNS was\_VBD proposed\_VBN to\_TO try\_VB and\_CC  
 avoid\_VB this\_DT .\_. So\_RB by\_IN the\_DT time\_NN the\_DT student\_NN reaches\_VBZ  
 university\_NN ,\_, there\_EX is\_VBZ already\_RB a\_DT marked\_JJ case\_NN of\_IN  
 elitism\_NN .\_. There\_EX is\_VBZ one\_CD more\_JJR extreme\_JJ case\_NN of\_IN elitism\_NN  
 however\_RB and\_CC that\_DT is\_VBZ the\_DT Grandes\_NNP Ecoles\_NNP .\_. To\_TO  
 get\_VB into\_IN one\_CD of\_IN these\_DT highly\_RB prestigious\_JJ colleges\_NNS you\_PRP  
 have\_VBP to\_TO take\_VB another\_DT exam\_NN as\_RB well\_RB as\_IN having\_VBG  
 the\_DT bac\_NN ,\_, rather\_RB like\_IN oxford\_NN and\_CC Cambridge\_NNP .\_. They\_PRP  
 are\_VBP highly\_RB selective\_JJ and\_CC elitist\_JJ .\_. The\_DT three\_CD main\_JJ  
 schools\_NNS are\_VBP Ecole\_NNP Polytechnique\_NNP ,\_, Ecole\_NNP Normale\_NNP  
 superieure\_NN and\_CC Ecole\_NNP National\_NNP d'Administration\_NNP .\_. From\_IN  
 these\_DT schools\_NNS people\_NNS go\_VBP on\_IN to\_TO occupy\_VB the\_DT highest\_JJS  
 paid\_VBN jobs\_NNS in\_IN the\_DT private\_JJ and\_CC public\_JJ sector\_NN .\_. As\_IN  
 an\_DT example\_NN of\_IN their\_PRP\$ power\_NN and\_CC prestige\_NN we\_PRP can\_MD  
 look\_VB at\_IN Giscard\_NNP D'Estain\_NNP first\_RB cabinet\_NN .\_. Out\_IN 16\_CD  
 members\_NNS 7\_CD were\_VBD from\_IN the\_DT Grandes\_NNP Ecoles\_NNP .\_. For\_IN  
 a\_DT general\_JJ comparison\_NN between\_IN the\_DT French\_NNP &\_CC English\_NNP  
 systems\_NNS we\_PRP can\_MD start\_VB with\_IN the\_DT primary\_JJ schools\_NNS .\_.  
 In\_IN short\_JJ the\_DT French\_NNP is\_VBZ moving\_VBG towards\_IN the\_DT old\_JJ  
 English\_JJ system\_NN of\_IN teaching\_VBG a\_DT wider\_JJR range\_NN of\_IN  
 subjects\_NNS and\_CC giving\_VBG teachers\_NNS more\_RBR autonomy\_NN to\_TO  
 decide\_VB on\_IN what\_WP and\_CC how\_WRB to\_TO teach\_VB whereas\_IN  
 England\_NNP is\_VBZ reverting\_VBG to\_TO the\_DT French\_JJ method\_NN of\_IN a\_DT  
 cour-curricula\_JJ set\_VBN out\_RP by\_IN a\_DT centralized\_JJ body\_NN .\_. There\_EX  
 is\_VBZ always\_RB going\_VBG to\_TO be\_VB a\_DT problem\_NN with\_IN university\_NN  
 being\_VBG associated\_VBN with\_IN elitism\_NN because\_IN of\_IN the\_DT fact\_NN  
 that\_IN poorer\_JJR families\_NNS would\_MD rather\_RB see\_VB their\_PRP\$ children\_NNS  
 going\_VBG out\_RP to\_TO work\_VB than\_IN being\_VBG a\_DT drain\_NN on\_IN  
 their\_PRP\$ resorces\_NNS ,\_, even\_RB though\_IN the\_DT selection\_NN process\_NN in\_IN  
 itself\_PRP is\_VBZ not\_RB classist\_JJ .\_. The\_DT Grandes\_NNP Ecoles\_NNP are\_VBP  
 exceptional\_JJ cases\_NNS ,\_, and\_CC as\_IN with\_IN Oxford\_NNP and\_CC  
 Cambridge\_NNP ,\_, you\_PRP will\_MD find\_VB that\_IN most\_JJS of\_IN its\_PRP\$  
 entrants\_NNS are\_VBP upper\_JJ class\_NN ,\_, public\_JJ school\_NN boys\_NNS who\_WP  
 will\_MD come\_VB out\_RP and\_CC work\_NN in\_IN the\_DT highest\_JJS jobs\_NNS -\_:

wages\_NNS wise\_JJ and\_CC prestige\_NN wise\_JJ -: and\_CC perpetuate\_VB the\_DT cycle\_NN by\_IN sending\_VBG their\_PRP\$ children\_NNS to\_TO the\_DT best\_JJS schools\_NNS money\_NN can\_MD buy\_VB ..

### **ICLE-BR-SUR-0017.1**

Studies\_NNS in\_IN demography\_NN have\_VBP shown\_VBN that\_IN the\_DT growth\_NN of\_IN a\_DT nation\_NN is\_VBZ closely\_RB linked\_VBN to\_TO its\_PRP\$ economic\_JJ development\_NN ,\_, social\_JJ structure\_NN ,\_, and\_CC also\_RB cultural\_JJ trends\_NNS .. On\_IN studying\_VBG France\_NNP throughout\_IN the\_DT twentieth\_JJ century\_NN we\_PRP can\_MD see\_VB that\_IN this\_DT is\_VBZ indeed\_RB true\_JJ .. If\_IN we\_PRP start\_VBP at\_IN the\_DT beginning\_NN of\_IN the\_DT century\_NN we\_PRP see\_VBP that\_IN the\_DT growth\_NN of\_IN the\_DT population\_NN was\_VBD inhibited\_VBN greatly\_RB by\_IN the\_DT first\_JJ world\_NN war\_NN ,\_, where\_WRB France\_NNP suffered\_VBD many\_JJ losses\_NNS .. The\_DT fact\_NN that\_IN the\_DT men\_NNS in\_IN the\_DT society\_NN left\_VBD to\_TO fight\_VB meant\_VBN that\_IN the\_DT number\_NN of\_IN births\_NNS was\_VBD reduced\_VBN greatly\_RB .. This\_DT was\_VBD also\_RB the\_DT case\_NN on\_IN the\_DT return\_NN of\_IN the\_DT men\_NNS ,\_, when\_WRB many\_JJ did\_VBD not\_RB come\_VB back\_RB having\_VBG been\_VBN killed\_VBN .. Therefore\_RB after\_IN the\_DT first\_JJ world\_NN war\_NN the\_DT population\_NN of\_IN France\_NNP decreased\_VBD greatly\_RB .. Immigration\_NNP was\_VBD already\_RB present\_JJ at\_IN this\_DT time\_NN ,\_, and\_CC helped\_VBD to\_TO make\_VB up\_RP for\_IN the\_DT large\_JJ number\_NN of\_IN losses\_NNS in\_IN the\_DT war\_NN .. Slowly\_RB the\_DT population\_NN began\_VBD to\_TO build\_VB itself\_PRP up\_RP again\_RB until\_IN the\_DT beginning\_NN of\_IN the\_DT Second\_JJ World\_NNP War\_NNP .. In\_IN this\_DT war\_NN France\_NNP did\_VBD not\_RB suffer\_VB as\_RB many\_JJ casualties\_NNS and\_CC deaths\_NNS as\_IN in\_IN the\_DT first\_JJ world\_NN war\_NN ,\_, but\_CC the\_DT fact\_NN that\_IN there\_EX had\_VBD already\_RB been\_VBN losses\_NNS made\_VBD the\_DT situation\_NN grave\_NN for\_IN France\_NNP .. The\_DT economy\_NN needed\_VBD rebuilding\_NN ,\_, as\_IN did\_VBD the\_DT whole\_JJ country\_NN ,\_, and\_CC the\_DT work\_NN force\_NN was\_VBD very\_RB depleted\_JJ .. There\_EX was\_VBD an\_DT urgent\_JJ call\_NN for\_IN immigrant\_JJ workers\_NNS to\_TO come\_VB to\_TO France\_NNP ,\_, and\_CC indeed\_RB they\_PRP did\_VBD come\_VB -LRB-\_-LRB- about\_IN 4\_CD million\_CD -RRB-\_-RRB- .. When\_WRB the\_DT troops\_NNS came\_VBD home\_NN ,\_, and\_CC families\_NNS were\_VBD reunited\_VBN there\_EX was\_VBD a\_DT great\_JJ

increase\_NN in\_IN births\_NNS .\_. The\_DT previous\_JJ Malthusian\_JJ attitude\_NN  
 that\_WDT less\_JJR children\_NNS meant\_VBD a\_DT better\_JJR life\_NN and\_CC  
 greater\_JJR security\_NN was\_VBD replaced\_VBN by\_IN a\_DT new\_JJ attitude\_NN  
 that\_WDT in\_IN order\_NN to\_TO create\_VB and\_CC rebuild\_VB France\_NNP a\_DT  
 strong\_JJ workforce\_NN was\_VBD needed\_VBN .\_. Having\_VBG a\_DT child\_NN  
 was\_VBD regarded\_VBN as\_IN an\_DT `` investment\_NN in\_IN the\_DT future\_NN ' " .\_.  
 The\_DT french\_JJ realised\_VBN that\_IN a\_DT defeat\_NN was\_VBD due\_JJ to\_TO the\_DT  
 fact\_NN that\_IN they\_PRP were\_VBD not\_RB a\_DT strong\_JJ nation\_NN ,\_, and\_CC  
 they\_PRP wanted\_VBD to\_TO build\_VB such\_PDT a\_DT nation\_NN .\_. The\_DT  
 gouvernement\_NN also\_RB adopted\_VBD various\_JJ policies\_NNS to\_TO try\_VB and\_CC  
 increase\_VB births\_NNS in\_IN the\_DT society\_NN .\_. It\_PRP was\_VBD suggested\_VBN  
 in\_IN the\_DT 1920s\_NNS that\_WDT contraception\_NN should\_MD be\_VB made\_VBN  
 illegal\_JJ ,\_, but\_CC in\_IN the\_DT end\_NN this\_DT was\_VBD restricted\_JJ .\_.  
 Family\_NNP allowances\_NNS were\_VBD increased\_VBN ,\_, and\_CC medical\_JJ  
 costs\_NNS were\_VBD paid\_VBN for\_IN in\_IN order\_NN to\_TO try\_VB and\_CC  
 encourage\_VB births\_NNS .\_. Also\_RB leave\_VB from\_IN work\_NN was\_VBD  
 increased\_VBN .\_. The\_DT main\_JJ incentive\_NN was\_VBD however\_RB that\_IN the\_DT  
 economy\_NN was\_VBD improving\_VBG all\_PDT the\_DT time\_NN ,\_, there\_EX was\_VBD  
 full\_JJ employment\_NN which\_WDT generated\_VBD security\_NN and\_CC therefore\_RB  
 created\_VBD the\_DT right\_JJ sort\_NN of\_IN environment\_NN to\_TO favour\_VB birth\_NN  
 .\_. There\_EX was\_VBD therefore\_RB a\_DT baby\_NN boom\_NN in\_IN the\_DT after\_IN  
 war\_NN period\_NN ,\_, during\_IN `` `` les\_FW trente\_FW glorieuses\_NNS " " .\_. This\_DT  
 lasted\_VBD until\_IN the\_DT 1970s\_NNS when\_WRB a\_DT slight\_JJ decrease\_NN in\_IN  
 births\_NNS was\_VBD recorded\_VBN .\_. It\_PRP was\_VBD decided\_VBN that\_IN this\_DT  
 decrease\_NN was\_VBD due\_JJ to\_TO changes\_NNS in\_IN attitudes\_NNS in\_IN  
 society\_NN .\_. Firstly\_RB ,\_, education\_NN possibilities\_NNS had\_VBD been\_VBN  
 improved\_VBN ,\_, and\_CC therefore\_RB more\_JJR people\_NNS stayed\_VBD in\_IN  
 further\_JJ education\_NN which\_WDT delayed\_VBD marriages\_NNS which\_WDT  
 had\_VBD become\_VBN rarer\_RBR .\_. Women\_NNS also\_RB tended\_VBD more\_JJR  
 to\_TO want\_VB to\_TO be\_VB educated\_VBN ,\_, and\_CC to\_TO continue\_VB in\_IN  
 further\_JJ education\_NN ,\_, as\_IN more\_JJR opportunities\_NNS became\_VBD available\_JJ  
 for\_IN them\_PRP on\_IN the\_DT job\_NN market\_NN as\_IN industries\_NNS boomed\_VBD  
 and\_CC office\_NN jobs\_NNS were\_VBD in\_IN their\_PRP\$ plenty\_NN .\_. As\_IN more\_JJR  
 women\_NNS began\_VBD to\_TO work\_VB births\_NNS dropped\_VBD as\_IN work\_NN

was\_VBD not\_RB compatible\_JJ with\_IN a\_DT family\_NN ,\_, although\_IN more\_JJR facilities\_NNS for\_IN looking\_VBG after\_IN children\_NNS were\_VBD created\_VBN such\_JJ as\_IN crèches\_NNS .\_. Women\_NNS even\_RB if\_IN they\_PRP did\_VBD not\_RB particularly\_RB want\_VB a\_DT career\_NN still\_RB tended\_VBD to\_TO stay\_VB in\_IN education\_NN as\_IN it\_PRP was\_VBD regarded\_VBN as\_IN giving\_VBG them\_PRP a\_DT cultural\_JJ background\_NN considered\_VBN necessary\_JJ in\_IN french\_JJ society\_NN .\_. As\_IN the\_DT economy\_NN developed\_VBD society\_NN became\_VBD a\_DT consumer\_NN society\_NN ,\_, and\_CC couples\_NNS began\_VBD to\_TO favour\_VB having\_VBG material\_NN things\_NNS rather\_RB than\_IN say\_VB a\_DT second\_JJ child\_NN .\_. Couples\_NNS preferred\_VBN having\_VBG a\_DT car\_NN ,\_, or\_CC annual\_JJ holidays\_NNS to\_TO a\_DT child\_NN ,\_, and\_CC thus\_RB the\_DT birth\_NN rate\_NN decreased\_VBD .\_. Also\_RB attitudes\_NNS of\_IN young\_JJ people\_NNS helped\_VBD to\_TO decrease\_VB the\_DT birth\_NN rate\_NN ,\_, as\_IN more\_JJR co-habitation\_NN was\_VBD seen\_VBN ,\_, and\_CC fewer\_JJR marriages\_NNS .\_. With\_IN the\_DT reintroduction\_NN of\_IN contraception\_NN readily\_RB available\_JJ and\_CC also\_RB the\_DT IVG\_NNP programme\_NN in\_IN 1974\_CD this\_DT helped\_VBD to\_TO decrease\_VB the\_DT number\_NN in\_IN births\_NNS .\_. At\_IN the\_DT moment\_NN the\_DT french\_JJ population\_NN is\_VBZ not\_RB even\_RB actually\_RB renewing\_VBG itself\_PRP ,\_, as\_IN each\_DT family\_NN needs\_VBZ to\_TO have\_VB 2\_CD children\_NNS which\_WDT it\_PRP is\_VBZ not\_RB having\_VBG .\_. If\_IN it\_PRP had\_VBD not\_RB been\_VBN for\_IN immigration\_NN ,\_, the\_DT population\_NN would\_MD have\_VB been\_VBN around\_IN 36\_CD million\_CD instead\_RB of\_IN the\_DT 56\_CD million\_CD it\_PRP is\_VBZ today\_NN .\_. With\_IN the\_DT decrease\_NN in\_IN births\_NNS ,\_, there\_EX is\_VBZ therefore\_RB an\_DT increase\_NN in\_IN the\_DT number\_NN of\_IN old\_JJ people\_NNS in\_IN french\_JJ society\_NN as\_IN medicine\_NN and\_CC healthy\_JJ eating\_NN provides\_VBZ a\_DT longer\_RBR life\_NN expectancy\_NN .\_. This\_DT is\_VBZ quite\_RB a\_DT problem\_NN in\_IN France\_NNP as\_IN the\_DT older\_JJR generation\_NN cost\_VBD a\_DT great\_JJ deal\_NN of\_IN money\_NN to\_TO support\_VB ,\_, and\_CC the\_DT fact\_NN that\_IN their\_PRP\$ support\_NN is\_VBZ seen\_VBN as\_IN a\_DT past\_JJ debt\_NN rather\_RB than\_IN a\_DT future\_JJ investment\_NN in\_IN the\_DT case\_NN of\_IN children\_NNS ,\_, makes\_VBZ such\_JJ support\_NN be\_VB given\_VBN rather\_RB begrudgingly\_RB .\_. There\_EX have\_VBP been\_VBN further\_JJ recent\_JJ attempts\_NNS to\_TO try\_VB and\_CC encourage\_VB the\_DT birth\_NN of\_IN children\_NNS ,\_, such\_JJ as\_IN leave\_NN being\_VBG increased\_VBN to\_TO six\_CD months\_NNS ,\_, and\_CC

cash\_NN payments\_NNS being\_VBG made\_VBN for\_IN third\_JJ children\_NNS ,\_, other\_JJ payments\_NNS being\_VBG greatly\_RB increased\_VBN also\_RB .\_. This\_DT however\_RB does\_VBZ not\_RB seem\_VB to\_TO have\_VB won\_VBN over\_IN the\_DT current\_JJ materialism\_NN of\_IN the\_DT society\_NN of\_IN today\_NN .\_. If\_IN the\_DT graph\_NN below\_IN is\_VBZ studied\_VBN than\_IN we\_PRP can\_MD see\_VB that\_IN demography\_NN is\_VBZ definitely\_RB related\_JJ to\_TO the\_DT economic\_JJ ,\_, cultural\_JJ and\_CC social\_JJ trends\_NNS of\_IN a\_DT country\_NN .\_. <graph>\_JJ The\_DT current\_JJ situation\_NN of\_IN the\_DT population\_NN today\_NN is\_VBZ that\_IN there\_EX are\_VBP more\_RBR old\_JJ people\_NNS in\_IN society\_NN than\_IN young\_JJ ,\_, and\_CC that\_IN when\_WRB the\_DT children\_NNS born\_VBN during\_IN the\_DT baby\_NN boom\_NN reach\_VBP old\_JJ age\_NN ,\_, there\_EX will\_MD be\_VB more\_RBR old\_JJ people\_NNS than\_IN young\_JJ ,\_, which\_WDT may\_MD lead\_VB to\_TO an\_DT `` `` immobilisme\_NN " " of\_IN society\_NN where\_WRB there\_EX are\_VBP no\_DT new\_JJ ideas\_NNS and\_CC fresh\_JJ blood\_NN .\_. Recent\_JJ studies\_NNS show\_VBP however\_RB that\_IN marriage\_NN is\_VBZ now\_RB being\_VBG favoured\_VBN again\_RB ,\_, and\_CC not\_RB being\_VBG delayed\_VBN as\_IN it\_PRP was\_VBD earlier\_RBR ,\_, although\_IN there\_EX are\_VBP no\_DT signs\_NNS that\_IN materialism\_NN is\_VBZ decreasing\_VBG ,\_, and\_CC with\_IN the\_DT current\_JJ economic\_JJ situation\_NN ,\_, where\_WRB there\_EX is\_VBZ great\_JJ job\_NN instability\_NN and\_CC high\_JJ unemployment\_NN there\_EX is\_VBZ not\_RB ,\_, today\_NN ,\_, a\_DT very\_RB favourable\_JJ environment\_NN to\_TO encourage\_VB birth\_NN ,\_, even\_RB though\_IN all\_DT possible\_JJ is\_VBZ being\_VBG done\_VBN to\_TO encourage\_VB it\_PRP as\_IN regards\_VBZ allowances\_NNS ,\_, lodging\_NN ,\_, job\_NN security\_NN ,\_, and\_CC child-minding\_NN .\_. France\_NNP is\_VBZ again\_RB in\_IN difficulty\_NN ,\_, and\_CC it\_PRP remains\_VBZ to\_TO be\_VB seen\_VBN when\_WRB it\_PRP will\_MD be\_VB able\_JJ to\_TO remedy\_VB the\_DT situation\_NN ,\_, as\_IN mainly\_RB the\_DT economic\_JJ situation\_NN is\_VBZ the\_DT problem\_NN -\_: a\_DT secure\_JJ environment\_NN is\_VBZ needed\_VBN in\_IN order\_NN for\_IN births\_NNS to\_TO be\_VB favoured\_VBN .\_.

### **ICLE-BR-SUR-0018.1**

The\_DT roots\_NNS of\_IN the\_DT problems\_NNS in\_IN higher\_JJR education\_NN lie\_NN with\_IN Napoleon\_NNP 's\_POS policy\_NN on\_IN education\_NN which\_WDT was\_VBD to\_TO educate\_VB a\_DT well-trained\_JJ small\_JJ elite\_NN to\_TO run\_VB the\_DT country\_NN ,\_, while\_IN guaranteeing\_VBG that\_IN the\_DT country\_NN remained\_VBD

stable\_JJ by\_IN ensuring\_VBG that\_IN the\_DT majority\_NN of\_IN the\_DT population\_NN  
 was\_VBD not\_RB over-educated\_JJ .\_. Although\_IN any\_DT French\_JJ citizen\_NN  
 with\_IN the\_DT baccalauréat\_NN is\_VBZ entitled\_VBN through\_IN the\_DT  
 constitution\_NN to\_TO a\_DT university\_NN education\_NN ,\_, the\_DT system\_NN is\_VBZ  
 still\_RB characterised\_VBN by\_IN major\_JJ inequalities\_NNS .\_. The\_DT system\_NN  
 of\_IN non-selection\_JJ for\_IN all\_DT university\_JJ courses\_NNS -LRB--LRB- with\_IN  
 a\_DT few\_JJ exceptions\_NNS such\_JJ as\_IN dentistry\_NN and\_CC medicine\_NN  
 had\_VBD led\_VBN to\_TO the\_DT impoverishment\_NN of\_IN the\_DT quality\_NN of\_IN  
 instruction\_NN and\_CC the\_DT status\_NN of\_IN the\_DT universities\_NNS .\_. Trying\_VBG  
 to\_TO appear\_VB to\_TO be\_VB democratic\_JJ ,\_, the\_DT system\_NN allows\_VBZ any\_DT  
 bachelier\_NN to\_TO enter\_VB the\_DT first\_JJ year\_NN of\_IN a\_DT university\_NN  
 course\_NN .\_. However\_RB ,\_, the\_DT drop\_NN out\_RP rate\_NN is\_VBZ incredibly\_RB  
 high\_JJ ,\_, about\_IN 57\_CD %\_NN ,\_, so\_RB many\_JJ waste\_NN a\_DT year\_NN and\_CC  
 undergo\_VBP a\_DT great\_JJ deal\_NN of\_IN stress\_NN ,\_, both\_CC emotional\_JJ and\_CC  
 financial\_JJ in\_IN this\_DT manner\_NN .\_. Before\_IN the\_DT Evènements\_NNS of\_IN  
 1968\_CD ,\_, many\_JJ argued\_VBD that\_IN the\_DT universities\_NNS were\_VBD  
 overcrowded\_JJ ,\_, dirty\_JJ ,\_, and\_CC ruled\_VBD to\_TO closely\_RB from\_IN Paris\_NNP  
 .\_. After\_IN 1968\_CD ,\_, Edgar\_NNP Faure\_NNP tried\_VBD to\_TO allow\_VB for\_IN  
 more\_JJR autonomy\_NN and\_CC less\_JJR direct\_JJ rule\_NN from\_IN Paris\_NNP .\_.  
 Although\_IN the\_DT Ministry\_NNP was\_VBD still\_RB to\_TO be\_VB responsible\_JJ  
 for\_IN Building\_NN costs\_NNS ,\_, the\_DT universities\_NNS were\_VBD to\_TO be\_VB  
 allowed\_VBN to\_TO divide\_VB into\_IN Unités\_NNP d'Enseignement\_NNP et\_NNP de\_FW  
 Recherche\_NNP -LRB--LRB- UER\_NNP -RRB--RRB- and\_CC given\_VBN more\_RBR  
 freedom\_NN in\_IN choosing\_VBG academic\_JJ staff\_NN .\_. However\_RB ,\_,  
 universities\_NNS were\_VBD often\_RB divided\_VBN into\_IN new\_JJ universities\_NNS  
 according\_VBG to\_TO the\_DT political\_JJ leanings\_NNS of\_IN its\_PRP\$ professors\_NNS  
 ,\_, and\_CC have\_VBP been\_VBN held\_VBN back\_RP by\_IN political\_JJ squabbles\_NNS  
 .\_. The\_DT university\_NN graduate\_NN does\_VBZ not\_RB enjoy\_VB the\_DT same\_JJ  
 prestige\_NN as\_IN his\_PRP\$ European\_JJ counterparts\_NNS .\_. The\_DT  
 Universities\_NNS have\_VBP little\_JJ contact\_NN with\_IN the\_DT outside\_JJ business\_NN  
 world\_NN and\_CC the\_DT divided\_VBN nature\_NN of\_IN the\_DT UERs\_NNS  
 allows\_VBZ little\_JJ scope\_NN for\_IN cross\_JJ fertilization\_NN of\_IN disciplines\_NNS .\_.  
 A\_DT licence\_NN ,\_, does\_VBZ not\_RB automatically\_RB guarantee\_VB a\_DT good\_JJ  
 job\_NN ,\_, and\_CC a\_DT `` `` jeune\_NN diplômé\_NN " " could\_MD quite\_RB easily\_RB

find\_VB himself\_PRP working\_VBG in\_IN a\_DT supermarket\_NN check-out\_NN .\_.  
Many\_JJ students\_NNS ,\_, therefore\_RB wonder\_VB if\_IN it\_PRP is\_VBZ worth\_IN  
the\_DT strain\_NN of\_IN the\_DT French\_JJ university\_NN which\_WDT does\_VBZ not\_RB  
guarantee\_VB any\_DT future\_NN .\_. When\_WRB it\_PRP comes\_VBZ to\_TO the\_DT  
top\_JJ jobs\_NNS ,\_, the\_DT ex-students\_NNS of\_IN the\_DT `` `` Grandes\_NNP  
Ecoles\_NNP " " will\_MD always\_RB be\_VB top\_JJ priority\_NN .\_. Described\_VBN by\_IN  
`` `` The\_DT Guardian\_NNP " " as\_IN `` `` The\_DT Cram\_NNP de\_FW la\_FW Cream\_NN  
" " ,\_, these\_DT schools\_NNS train\_VBP an\_DT elite\_NN for\_IN future\_JJ top\_JJ  
careers\_NNS in\_IN administration\_NN ,\_, industry\_NN and\_CC government\_NN .\_. Two-  
thirds\_NNS of\_IN the\_DT top\_JJ hundred\_CD french\_JJ firms\_NNS have\_VBP  
directors\_NNS who\_WP are\_VBP ex\_FW graduates\_NNS of\_IN these\_DT schools\_NNS .\_.  
The\_DT privileged\_JJ graduates\_NNS of\_IN these\_DT schools\_NNS can\_MD  
guarantee\_VB a\_DT high-ranking\_JJ career\_NN and\_CC and\_CC accelerated\_VBD  
promotion\_NN .\_. Entry\_NN to\_TO these\_DT schools\_NNS is\_VBZ via\_IN highly\_RB  
competitive\_JJ exams\_NNS ,\_, requiring\_VBG two\_CD of\_IN three\_CD years\_NNS of\_IN  
intensive\_JJ studying\_VBG in\_IN `` `` classe\_JJ préparatoires\_NNS " " after\_IN the\_DT  
baccalauréat\_NN in\_IN lycées\_NNS ,\_, far\_RB superior\_JJ to\_TO anything\_NN  
studied\_VBN in\_IN the\_DT first\_JJ two\_CD years\_NNS at\_IN university\_NN .\_. Only\_RB  
one\_CD in\_IN twenty\_CD candidates\_NNS is\_VBZ successful\_JJ and\_CC once\_RB  
enrolled\_VBD in\_IN a\_DT Grande\_NNP Ecole\_NNP ,\_, the\_DT work\_NN will\_MD be\_VB  
nowhere\_RB near\_IN so\_RB intense\_JJ as\_IN it\_PRP was\_VBD in\_IN these\_DT  
preparatory\_JJ classes\_NNS .\_. The\_DT status\_NN of\_IN these\_DT schools\_NNS is\_VBZ  
not\_RB necessarily\_RB due\_JJ to\_TO the\_DT quality\_NN of\_IN the\_DT teaching\_NN  
they\_PRP offer\_VBP ,\_, but\_CC is\_VBZ based\_VBN on\_IN the\_DT calibre\_NN of\_IN  
its\_PRP\$ students\_NNS ,\_, and\_CC the\_DT quality\_NN of\_IN the\_DT various\_JJ  
figures\_NNS associated\_VBN with\_IN it\_PRP .\_. These\_DT Grandes\_NNP Ecoles\_NNP ,\_,  
with\_IN their\_PRP\$ selective\_JJ entry\_NN processes\_NNS are\_VBP the\_DT inverse\_NN  
of\_IN the\_DT universities\_NNS .\_. Where\_WRB the\_DT universities\_NNS are\_VBP  
poorly\_RB equipped\_VBN ,\_, the\_DT Grandes\_NNP Ecoles\_NNP have\_VBP more\_RBR  
generous\_JJ allowances\_NNS .\_. The\_DT select\_JJ and\_CC small\_JJ number\_NN of\_IN  
the\_DT Grandes\_NNP Ecoles\_NNP contrasts\_VBZ with\_IN the\_DT overcrowding\_NN  
in\_IN the\_DT university\_NN lecture\_NN theatres\_NNS .\_. Whereas\_IN the\_DT  
university\_NN courses\_NNS tend\_VBP to\_TO be\_VB narrow\_JJ in\_IN perspective\_NN  
and\_CC the\_DT universities\_NNS are\_VBP cut\_VBN off\_RP from\_IN the\_DT external\_JJ



world\_NN ,\_, courses\_NNS in\_IN the\_DT Grandes\_NNP Ecoles\_NNP are\_VBP far\_RB  
 more\_RBR general\_JJ in\_IN nature\_NN and\_CC they\_PRP have\_VBP en\_IN established\_JJ  
 network\_NN of\_IN links\_NNS in\_IN industry\_NN and\_CC with\_IN the\_DT business\_NN  
 world\_NN .\_. A\_DT graduate\_NN of\_IN a\_DT Grande\_NNP Ecole\_NNP will\_MD be\_VB  
 set\_VBN up\_RP for\_IN life\_NN ,\_, not\_RB only\_RB by\_IN the\_DT guarantee\_NN of\_IN  
 a\_DT good\_JJ job\_NN but\_CC also\_RB through\_IN the\_DT ``\_`` old-boys\_JJ "\_"  
 network\_NN ,\_, through\_IN which\_WDT graduates\_VBZ from\_IN the\_DT same\_JJ  
 school\_NN will\_MD always\_RB do\_VB each\_DT other\_JJ favours\_NNS .\_. Higher\_JJR  
 education\_NN is\_VBZ still\_RB the\_DT privilege\_NN of\_IN the\_DT middle\_JJ and\_CC  
 upperclasses\_NNS ,\_, with\_IN only\_RB about\_RB 6\_CD %\_NN of\_IN the\_DT  
 university\_NN population\_NN coming\_VBG from\_IN working\_VBG class\_NN  
 backgrounds\_NNS ,\_, compared\_VBN to\_TO 30\_CD %\_NN in\_IN British\_JJ  
 Universities\_NNS .\_. This\_DT is\_VBZ even\_RB more\_RBR accentuated\_VBN in\_IN  
 the\_DT Grandes\_NNP Ecoles\_NNP ,\_, which\_WDT are\_VBP largely\_RB the\_DT  
 domaine\_NN of\_IN the\_DT children\_NNS of\_IN ``\_`` cadres\_NNS supérieurs\_NNS "\_"  
 and\_CC have\_VBP proportionally\_RB more\_RBR men\_NNS than\_RB female\_JJ .\_. In\_IN  
 1945\_CD ,\_, Debré\_NNP established\_VBD the\_DT Grande\_NNP Ecole\_NNP for\_IN  
 Administration\_NNP ,\_, with\_IN the\_DT aim\_NN of\_IN democratising\_VBG or\_CC  
 deparicising\_VBG the\_DT Civil\_NNP Service\_NNP via\_IN this\_DT school\_NN .\_.  
 However\_RB ,\_, it\_PRP remains\_VBZ that\_IN the\_DT majority\_NN of\_IN these\_DT  
 pupils\_NNS are\_VBP children\_NNS of\_IN ``\_`` cadres\_NNS Supérieures\_NNS "\_", ,\_,  
 male\_NN ,\_, and\_CC from\_IN the\_DT Parisian\_JJ region\_NN .\_. Attempts\_NNS have\_VBP  
 been\_VBN made\_VBN to\_TO make\_VB higher\_JJR education\_NN more\_RBR  
 accessible\_JJ ,\_, for\_IN example\_NN the\_DT establishment\_NN of\_IN the\_DT  
 University\_NNP of\_IN Vincennes\_NNP for\_IN non-bacheliers\_NNS and\_CC through\_IN  
 the\_DT introduction\_NN of\_IN ``\_`` Instituts\_NNP Universitaires\_NNP de\_IN  
 Technologie\_NNP "\_"-LRB-\_-LRB- IUTS\_NN -RRB-\_-RRB- which\_WDT lead\_VBP  
 to\_TO diplomas\_NNS with\_IN a\_DT technical\_JJ and\_CC vocational\_JJ bias\_NN .\_.  
 However\_RB ,\_, the\_DT snobbery\_NN within\_IN the\_DT French\_JJ system\_NN  
 meant\_VBD that\_IN these\_DT qualifications\_NNS were\_VBD accredited\_VBN with\_IN  
 low\_JJ prestige\_NN .\_. However\_RB ,\_, employers\_NNS are\_VBP now\_RB  
 beginning\_VBG to\_TO accept\_VB them\_PRP .\_. It\_PRP has\_VBZ been\_VBN argued\_VBN  
 that\_IN the\_DT Universities\_NNP are\_VBP the\_DT ``\_`` car-parks\_JJ "\_", ,\_, for\_IN the\_DT  
 student\_NN proletariat\_NN ,\_, while\_IN ``\_`` Les\_NNP Grandes\_NNP Ecoles\_NNP "\_"

provide\_VB the\_DT nurseries\_NNS for\_IN the\_DT nations\_NNS future\_JJ leaders\_NNS and\_CC that\_IN the\_DT IUTs\_NNS are\_VBP factories\_NNS to\_TO churn\_VB out\_RP the\_DT workforce\_NN to\_TO keep\_VB industry\_NN and\_CC the\_DT economy\_NN running\_VBG smoothly\_RB and\_CC that\_IN the\_DT Grandes\_NNP Ecoles\_NNP are\_VBP to\_TO train\_VB the\_DT nations\_NNS future\_JJ leaders\_NNS to\_TO run\_VB the\_DT country\_NN .\_. The\_DT French\_NNP higher\_JJR education\_NN system\_NN remains\_VBZ embued\_JJ with\_IN snobbery\_NN .\_. It\_PRP is\_VBZ entrenched\_VBN with\_IN out-dated\_JJ conceptions\_NNS and\_CC prejudices\_NNS which\_WDT prevent\_VBP it\_PRP from\_IN advancing\_VBG into\_IN a\_DT universally\_RB equal\_JJ system\_NN .\_.

### **ICLE-BR-SUR-0019.1**

In\_IN discussing\_VBG the\_DT factors\_NNS which\_WDT have\_VBP marked\_VBN the\_DT development\_NN of\_IN industrial\_JJ relations\_NNS in\_IN France\_NNP under\_IN the\_DT Fifth\_NNP Republic\_NNP ,\_, it\_PRP is\_VBZ first\_JJ worth\_JJ mentioning\_VBG that\_IN de\_FW Gaulle\_NNP established\_VBD the\_DT ` \_ `` comités\_FW d'entreprise\_FW ' \_ " in\_IN 1946\_CD ,\_, a\_DT forum\_NN where\_WRB the\_DT management\_NN -LRB-\_-LRB- patronat\_NN -RRB-\_-RRB- ,\_, staff\_NN and\_CC trade\_NN unions\_NNS could\_MD meet\_VB to\_TO discuss\_VB the\_DT business\_NN objectives\_NNS and\_CC solve\_VB any\_DT disputes\_NNS between\_IN different\_JJ interest\_NN groups\_NNS .\_. It\_PRP must\_MD also\_RB be\_VB noted\_VBN before\_IN beginning\_VBG the\_DT discussion\_NN of\_IN the\_DT Fifth\_NNP Republic\_NNP ,\_, that\_IN from\_IN 1884-1968\_CD French\_JJ Unions\_NNS did\_VBD not\_RB have\_VB the\_DT right\_NN to\_TO organise\_VB collectively\_RB at\_IN the\_DT workplace\_NN ,\_, they\_PRP only\_RB had\_VBD the\_DT right\_NN to\_TO ` \_ `` social\_JJ status\_NN ' \_ " -\_: as\_IN a\_DT national\_JJ body\_NN .\_. Furthermore\_RB ,\_, the\_DT French\_JJ union\_NN movement\_NN is\_VBZ not\_RB organized\_VBN according\_VBG to\_TO professions\_NNS as\_IN in\_IN Great\_NNP Britain\_NNP ,\_, but\_CC along\_IN lines\_NNS of\_IN ideological\_JJ stance\_NN ,\_, which\_WDT gives\_VBZ it\_PRP a\_DT different\_JJ role\_NN altogether\_RB .\_. The\_DT French\_JJ unions\_NNS were\_VBD not\_RB ,\_, for\_IN a\_DT long\_JJ time\_NN ,\_, concerned\_VBN with\_IN representing\_VBG the\_DT immediate\_JJ material\_NN interests\_NNS of\_IN their\_PRP\$ members\_NNS ,\_, but\_CC in\_IN fighting\_VBG long-term\_JJ battles\_NNS which\_WDT they\_PRP hoped\_VBD would\_MD bring\_VB about\_IN a\_DT better\_JJR and\_CC more\_RBR just\_RB society\_NN .\_. The\_DT CGT\_NNP -LRB-\_-LRB- Confédération\_NNP Générale\_NNP du\_NNP Travail\_NNP -RRB-\_-RRB- the\_DT

largest\_JJS union\_NN with\_IN ca\_MD 1.2\_CD million\_CD members\_NNS -LRB-\_-LRB- it\_PRP claims\_VBZ more\_RBR -RRB-\_-RRB- has\_VBZ always\_RB had\_VBN strong\_JJ communist\_NN affiliations\_NNS ,\_, and\_CC has\_VBZ constantly\_RB been\_VBN hostile\_JJ to\_TO cooperation\_NN with\_IN the\_DT patronat\_NN ,\_, seeing\_VBG its\_PRP\$ role\_NN as\_IN the\_DT destruction\_NN of\_IN capitalism\_NN .\_. The\_DT CFDT\_NNP -LRB-\_-LRB- Confédération\_NNP française\_NN démocratique\_NN du\_NNP travail\_NN -RRB-\_-RRB- ,\_, has\_VBZ a\_DT more\_RBR reformist\_JJ stance\_NN ,\_, and\_CC the\_DT FO\_NN -LRB-\_-LRB- Force\_NN Ouvrière\_NN -RRB-\_-RRB- has\_VBZ a\_DT more\_RBR co-operation\_NN nature\_NN .\_. Perhaps\_RB due\_JJ to\_TO the\_DT ideological\_JJ extremism\_NN of\_IN the\_DT CGT\_NNP ,\_, perhaps\_RB through\_IN fear\_NN of\_IN losing\_VBG jobs\_NNS ,\_, or\_CC of\_IN opposing\_VBG a\_DT very\_RB authoritative\_JJ patronat\_NN ,\_, union\_NN membership\_NN in\_IN France\_NNP has\_VBZ always\_RB been\_VBN weak\_JJ ,\_, representing\_VBG at\_IN the\_DT present\_JJ time\_NN only\_RB 15\_CD %\_NN of\_IN the\_DT workforce\_NN .\_. Thus\_RB we\_PRP begin\_VB our\_PRP\$ discussion\_NN of\_IN the\_DT Fifth\_NNP Republic\_NNP .\_. From\_IN 1958\_CD to\_TO 1973\_CD ,\_, economic\_JJ growth\_NN ,\_, full\_JJ employment\_NN and\_CC prosperity\_NN meant\_VBD that\_IN industrial\_JJ disputes\_NNS were\_VBD fairly\_RB few\_JJ and\_CC far\_RB between\_IN .\_. Negotiation\_NN at\_IN any\_DT level\_NN was\_VBD pretty\_RB rare\_JJ as\_RB well\_RB .\_. The\_DT French\_JJ patronat\_NN fall\_NN into\_IN three\_CD categories\_NNS :\_: the\_DT mandarin\_NN -\_: who\_WP is\_VBZ a\_DT product\_NN of\_IN the\_DT French\_JJ elite\_NN and\_CC a\_DT bureaucrat\_NN ;\_: the\_DT American-style\_JJ boss\_NN who\_WP has\_VBZ worked\_VBN his\_PRP\$ way\_NN up\_IN through\_IN the\_DT hierarchy\_NN ;\_: and\_CC the\_DT remnants\_NNS of\_IN the\_DT old\_JJ bourgeois\_NN dynasties\_NNS .\_. Although\_IN today\_NN ,\_, we\_PRP can\_MD divide\_VB basic\_JJ attitudes\_NNS to\_TO industrial\_JJ relations\_NNS into\_IN two\_CD groups\_NNS :\_: the\_DT ` `` patron\_NN patrimonial\_NN -\_: who\_WP regards\_VBZ his\_PRP\$ firm\_NN as\_IN part\_NN of\_IN his\_PRP\$ own\_JJ personal\_JJ heritage\_NN which\_WDT he\_PRP governs\_VBZ by\_IN divine\_JJ right\_NN ;\_: and\_CC the\_DT ` `` patron-Saint-Simonien\_NN ' \_' -\_: who\_WP has\_VBZ a\_DT more\_RBR co-operative\_JJ stance\_NN ,\_, realising\_VBG the\_DT creative\_JJ potential\_NN of\_IN a\_DT motivated\_JJ and\_CC happy\_JJ workforce\_NN .\_. Although\_IN the\_DT proportion\_NN of\_IN the\_DT latter\_JJ is\_VBZ growing\_VBG ,\_, French\_JJ industrial\_JJ relations\_NNS have\_VBP been\_VBN marred\_VBN by\_IN a\_DT majority\_NN of\_IN the\_DT former\_JJ ,\_, probably\_RB due\_JJ to\_TO the\_DT organisation\_NN of\_IN French\_JJ industry\_NN in\_IN small\_JJ and\_CC medium-sized\_JJ businesses\_NNS .\_. So\_RB from\_IN 1958-73\_CD ,\_,

we\_PRP witness\_NN a\_DT lot\_NN of\_IN patronat\_NN control\_NN ,\_, an\_DT excess\_NN  
 of\_IN ` `` contractualisation\_NN ' " :\_: patronat\_NN agreements\_NNS with\_IN  
 individual\_JJ workers\_NNS ,\_, a\_DT lack\_NN of\_IN collective\_JJ negotiations\_NNS ,\_,  
 despite\_IN the\_DT comité\_NN d'entreprise\_NN .\_. The\_DT unions\_NNS ,\_, in\_IN  
 particular\_JJ the\_DT CGT\_NNP ,\_, spent\_VBD its\_PRP\$ time\_NN showing\_VBG its\_PRP\$  
 allegiance\_NN to\_TO the\_DT international\_JJ proletariat\_NN and\_CC the\_DT Soviet\_JJ  
 Communists\_NNPS by\_IN organising\_VBG sporadic\_JJ ,\_, ineffective\_JJ one-day\_JJ  
 strikes\_NNS which\_WDT were\_VBD ineffective\_JJ .\_. Then\_RB in\_IN 1968\_CD ,\_, as\_IN  
 a\_DT result\_NN of\_IN the\_DT massive\_JJ demonstrations\_NNS and\_CC frustration\_NN ,\_,  
 the\_DT unions\_NNS won\_VBD the\_DT right\_NN to\_TO organize\_VB at\_IN the\_DT  
 workplace\_NN .\_. Union\_NNP members\_NNS were\_VBD ceded\_VBN noticeboards\_NNS  
 and\_CC a\_DT greater\_JJR part\_NN in\_IN negotiations\_NNS .\_. In\_IN 1973\_CD at\_IN  
 the\_DT time\_NN of\_IN the\_DT first\_JJ oil\_NN shock\_NN ,\_, the\_DT CGT\_NNP saw\_VBD  
 this\_DT as\_IN a\_DT chance\_NN to\_TO finally\_RB bring\_VB down\_RP capitalism\_NN  
 and\_CC used\_VBN strikes\_NNS to\_TO exacerbate\_VB the\_DT government\_NN 's\_POS  
 attempts\_NNS to\_TO bring\_VB down\_RP inflation\_NN .\_. The\_DT unions\_NNS  
 demanded\_VBD higher\_JJR salaries\_NNS but\_CC in\_IN the\_DT face\_NN of\_IN high\_JJ  
 inflation\_NN and\_CC unemployment\_NN ,\_, these\_DT demands\_NNS were\_VBD  
 totally\_RB unrealistic\_JJ .\_. The\_DT patronat\_NN began\_VBD to\_TO get\_VB annoyed\_JJ  
 and\_CC between\_IN 1975\_CD and\_CC 1977\_CD refused\_VBD categorically\_RB to\_TO  
 discuss\_VB salaries\_NNS ,\_, a\_DT reduction\_NN in\_IN the\_DT working\_VBG week\_NN  
 and\_CC holidays\_NNS with\_IN the\_DT unions\_NNS .\_. Union\_NNP membership\_NN  
 fell\_VBD drastically\_RB as\_IN employees\_NNS tried\_VBD desperately\_RB to\_TO  
 cling\_VB on\_IN to\_TO their\_PRP\$ jobs\_NNS by\_IN agreeing\_VBG to\_TO any\_DT  
 type\_NN of\_IN contract\_NN with\_IN the\_DT patronat\_NN .\_. When\_WRB Mitterrand\_NNP  
 came\_VBD to\_TO power\_NN in\_IN 1981\_CD ,\_, despite\_IN the\_DT lack\_NN of\_IN  
 links\_NNS between\_IN French\_JJ unions\_NNS and\_CC the\_DT Socialist\_NNP party\_NN  
 ,\_, the\_DT unions\_NNS were\_VBD hopeful\_JJ that\_IN workers\_NNS ' \_POS rights\_NNS  
 would\_MD improve\_VB .\_. The\_DT French\_JJ government\_NN has\_VBZ always\_RB  
 been\_VBN interventionist\_JJ and\_CC in\_IN truth\_NN ,\_, workers\_NNS have\_VBP  
 done\_VBN better\_RB from\_IN state\_NN legislation\_NN -LRB\_-LRB- 1884-social\_JJ  
 statute\_NN ,\_, 1968-right\_JJ to\_TO organize\_VB at\_IN the\_DT workplace\_NN -RRB\_-  
 RRB- than\_IN from\_IN the\_DT political\_JJ games\_NNS of\_IN the\_DT unions\_NNS .\_.  
 In\_IN 1982\_CD ,\_, we\_PRP see\_VBP a\_DT turning-point\_NN in\_IN French\_JJ industrial\_JJ

relations\_NNS with\_IN the\_DT passing\_NN of\_IN the\_DT lois\_NN Auroux\_NNP .\_. Firstly\_RB ,\_, the\_DT workers\_NNS were\_VBD granted\_VBN the\_DT long-awaited\_JJ reduction\_NN in\_IN working\_VBG hours\_NNS to\_TO 39\_CD a\_DT week\_NN .\_. There\_EX was\_VBD to\_TO be\_VB a\_DT ` `` Réglement\_NNP Intérieur\_NNP ' \_POS stating\_VBG all\_DT rules\_NNS of\_IN firm\_NN practice\_NN ,\_, so\_RB that\_IN employees\_NNS would\_MD know\_VB when\_WRB they\_PRP were\_VBD infringing\_VBG on\_IN their\_PRP\$ employers\_NNS ' \_POS terms\_NNS .\_. Any\_DT discipline\_NN case\_NN could\_MD be\_VB referred\_VBN to\_TO the\_DT ` `` Conseil\_NNP de\_NNP Prud\_NNP ` `` hommes\_NNS ' \_" ,\_, to\_TO assure\_VB that\_IN there\_EX had\_VBD not\_RB been\_VBN arbitrary\_JJ disciplining\_VBG and\_CC that\_IN the\_DT penalty\_NN fitted\_VBD the\_DT infringement\_NN -\_: Workers\_NNS had\_VBD the\_DT right\_NN to\_TO elect\_VB their\_PRP\$ own\_JJ members\_NNS to\_TO this\_DT body\_NN .\_. The\_DT right\_NN of\_IN negotiation\_NN and\_CC wage\_NN -\_: bargaining\_NN by\_IN the\_DT unions\_NNS was\_VBD extended\_VBN to\_TO firms\_NNS of\_IN less\_JJR than\_IN 50\_CD employees\_NNS ,\_, and\_CC the\_DT comité\_NN d'entreprise\_NN had\_VBD now\_RB to\_TO discuss\_VB salaries\_NNS and\_CC working\_VBG hours\_NNS on\_IN an\_DT annual\_JJ basis\_NN .\_. Union\_NNP representatives\_NNS were\_VBD protected\_VBN from\_IN discrimination\_NN by\_IN hostile\_JJ bosses\_NNS ,\_, and\_CC granted\_VBD the\_DT right\_NN to\_TO do\_VB union\_NN work\_NN on\_IN firm\_JJ time\_NN -\_: in\_IN some\_DT cases\_NNS they\_PRP even\_RB got\_VBD offices\_NNS .\_. With\_IN the\_DT new\_JJ change\_NN in\_IN negotiations\_NNS and\_CC as\_IN a\_DT result\_NN of\_IN the\_DT oil\_NN shocks\_NNS ,\_, there\_EX was\_VBD also\_RB a\_DT change\_NN in\_IN the\_DT bosses\_NNS ' \_POS attitudes\_NNS .\_. There\_EX has\_VBZ been\_VBN an\_DT increase\_NN in\_IN the\_DT number\_NN of\_IN ` `` patron\_NN Saint-Simoniens\_NNS ' \_POS who\_WP have\_VBP begun\_VBN to\_TO realise\_VB the\_DT potential\_NN of\_IN a\_DT cooperative\_JJ and\_CC happy\_JJ workforce\_NN .\_. Workers\_NNS also\_RB have\_VBP the\_DT right\_NN to\_TO express\_VB their\_PRP\$ opinions\_NNS directly\_RB to\_TO management\_NN as\_IN a\_DT result\_NN of\_IN the\_DT lois\_NN Auroux\_NNP ,\_, instead\_RB of\_IN having\_VBG to\_TO go\_VB via\_IN the\_DT comité\_NN d'entreprise\_NN or\_CC their\_PRP\$ 'd\_MD élué\_VB syndical\_NN ' \_" .\_. There\_EX were\_VBD management-inspired\_JJ improvements\_NNS to\_TO working\_VBG conditions\_NNS and\_CC Labour\_NN relations\_NNS .\_. Surprisingly\_RB ,\_, the\_DT unions\_NNS were\_VBD hostile\_JJ to\_TO these\_DT -\_: fearing\_VBG that\_IN management\_NN was\_VBD trying\_VBG to\_TO push\_VB them\_PRP to\_TO the\_DT sidelines\_NNS and\_CC undermining\_VBG their\_PRP\$ power\_NN to\_TO

represent\_VB workers\_NNS ' \_POS interests\_NNS .\_. Two\_CD examples\_NNS of\_IN  
 such\_JJ ` `` enlightened\_VBN ' \_" bosses\_NNS were\_VBD Carayon\_NNP and\_CC  
 Bougeneaux\_NNP -\_: Carayon\_NNP tried\_VBD to\_TO reduce\_VB monotony\_NN by\_IN  
 forming\_VBG production\_NN teams\_NNS in\_IN semi-autonomous\_JJ groups\_NNS ,\_,  
 so\_RB that\_IN the\_DT could\_MD fulfil\_VB projects\_NNS completing\_VBG -\_:  
 learning\_VBG from\_IN each\_DT other\_JJ ,\_, giving\_VBG each\_DT worker\_NN a\_DT  
 sense\_NN of\_IN achievement\_NN importance\_NN and\_CC worth\_NN ,\_, and\_CC team\_NN  
 spirit\_NN .\_. This\_DT move\_NN was\_VBD successful\_JJ in\_IN increasing\_VBG  
 productivity\_NN and\_CC is\_VBZ widely\_RB adopted\_VBN in\_IN France\_NNP ,\_,  
 although\_IN the\_DT CGT\_NNP were\_VBD suspicious\_JJ and\_CC had\_VBD him\_PRP  
 removed\_VBN from\_IN power\_NN .\_. Bougeneaux\_NNP used\_VBD staff-participation\_JJ  
 schemes\_NNS to\_TO encourage\_VB staff\_NN to\_TO participate\_VB in\_IN the\_DT  
 running\_NN of\_IN their\_PRP\$ firm\_NN ,\_, to\_TO increase\_VB innovation\_NN ,\_, and\_CC  
 a\_DT sense\_NN of\_IN belonging\_VBG .\_. This\_DT worked\_VBD well\_RB too\_RB .\_.  
 The\_DT Eighties\_NNP also\_RB marked\_VBD the\_DT era\_NN of\_IN individualism\_NN ,\_,  
 when\_WRB workers\_NNS preferred\_VBN to\_TO form\_VB individual\_JJ links\_NNS  
 with\_IN bosses\_NNS rather\_RB than\_IN collective\_JJ negotiation\_NN .\_. This\_DT  
 may\_MD be\_VB because\_RB ,\_, as\_IN Union\_NNP membership\_NN fell\_VBD ,\_, the\_DT  
 Unions\_NNS appeared\_VBD even\_RB more\_RBR extreme\_JJ than\_IN before\_RB  
 because\_IN those\_DT who\_WP remained\_VBD were\_VBD committed\_VBN political\_JJ  
 activists\_NNS .\_. Thus\_RB individual\_JJ agreements\_NNS have\_VBP risen\_VBN ,\_,  
 and\_CC the\_DT unions\_NNS have\_VBP lost\_VBN power\_NN .\_. They\_PRP  
 organised\_VBD strikes\_NNS as\_IN a\_DT measure\_NN of\_IN protest\_NN against\_IN  
 the\_DT ` `` politique\_NN d'austérité\_NN ' \_" in\_IN 1983\_CD ,\_, but\_CC apart\_RB from\_IN  
 the\_DT disruptions\_NNS of\_IN 1986\_CD over\_IN salaries\_NNS ,\_, have\_VBP been\_VBN  
 fairly\_RB inactive\_JJ .\_. French\_JJ industrial\_JJ relations\_NNS have\_VBP been\_VBN  
 characterized\_VBN by\_IN a\_DT strong\_JJ authoritative\_JJ patronat\_NN but\_CC one\_CD  
 which\_WDT has\_VBZ evolved\_VBN in\_IN the\_DT face\_NN of\_IN economic\_JJ  
 pressure\_NN ;\_: a\_DT state\_NN which\_WDT protects\_VBZ workers\_NNS by\_IN  
 intervening\_VBG in\_IN otherwise\_RB largely\_RB hostile\_JJ relationships\_NNS ,\_, a\_DT  
 weak\_JJ unionized\_VBD group\_NN ;\_: and\_CC a\_DT series\_NN of\_IN individual\_JJ  
 agreements\_NNS between\_IN management\_NN and\_CC workers\_NNS which\_WDT  
 looks\_VBZ as\_IN if\_IN it\_PRP will\_MD continue\_VB throughout\_IN the\_DT 90\_CD  
 's\_POS .\_.

## ICLE-BR-SUR-0020.1

All\_DT industrial\_JJ relations\_NNS are\_VBP based\_VBN on\_IN socialist\_JJ groupings\_NNS .\_. In\_IN France\_NNP unionisation\_NN has\_VBZ proved\_VBN to\_TO be\_VB very\_RB weak\_JJ and\_CC generally\_RB unsuccessful\_JJ and\_CC this\_DT seems\_VBZ to\_TO reflect\_VB the\_DT Socialist\_NNP political\_JJ parties\_NNS ,\_, whose\_WP\$ underlying\_JJ prejudices\_NNS and\_CC differences\_NNS make\_VBP them\_PRP divided\_VBN and\_CC unstable\_JJ too\_RB .\_. When\_WRB the\_DT socialists\_NNS came\_VBD to\_TO power\_NN in\_IN 1981\_CD ,\_, the\_DT Trade\_NNP Unions\_NNS hoped\_VBD to\_TO gain\_VB a\_DT lot\_NN .\_. In\_IN the\_DT Auroux\_NNP laws\_NNS of\_IN 1982/3\_CD the\_DT socialists\_NNS looked\_VBD to\_TO sorting\_VBG out\_RP the\_DT ``\_`` code\_NN du\_NNP travail\_NN "\_ " whose\_WP\$ laws\_NNS had\_VBD barely\_RB been\_VBN implemented\_VBN especially\_RB due\_JJ to\_TO the\_DT large\_JJ number\_NN of\_IN Petite\_JJ et\_FW Moyenne\_FW Entreprise\_FW which\_WDT existed\_VBD .\_. They\_PRP changed\_VBD about\_IN 1/3\_CD of\_IN this\_DT ``\_`` Code\_NNP du\_NNP Travail\_NNP "\_ " giving\_VBG greater\_JJR protection\_NN in\_IN the\_DT workplace\_NN for\_IN the\_DT worker\_NN ,\_, rules\_NNS on\_IN disciplinary\_JJ matters\_NNS publicised\_VBN and\_CC checked\_VBN by\_IN the\_DT Ministry\_NNP of\_IN Labour\_NNP ,\_, and\_CC increased\_VBD freedom\_NN of\_IN expression\_NN .\_. Completely\_RB against\_IN the\_DT TU\_NNP 's\_POS wishes\_NNS ,\_, and\_CC before\_IN the\_DT 1986\_CD elections\_NNS ,\_, the\_DT Socialists\_NNPS made\_VBD redundancy\_NN easier\_JJR to\_TO give\_VB and\_CC were\_VBD trying\_VBG to\_TO make\_VB the\_DT working\_VBG week\_NN more\_RBR flexible\_JJ .\_. Trade\_NNP Unions\_NNS were\_VBD legalised\_VBN in\_IN 1884\_CD ,\_, although\_IN they\_PRP were\_VBD not\_RB allowed\_VBN to\_TO form\_VB meetings\_NNS or\_CC have\_VB a\_DT place\_NN on\_IN the\_DT factory\_NN floors\_NNS and\_CC public\_JJ services\_NNS ,\_, including\_VBG railways\_NNS were\_VBD at\_IN first\_JJ forbidden\_VBN to\_TO unionize\_VB .\_. However\_RB they\_PRP had\_VBD to\_TO wait\_VB until\_IN Nov\_NNP 1968\_CD for\_IN trade\_NN unions\_NNS to\_TO be\_VB given\_VBN a\_DT legal\_JJ status\_NN in\_IN factories\_NNS and\_CC work\_NN places\_NNS .\_. This\_DT came\_VBD after\_IN violent\_JJ and\_CC extensive\_JJ strikes\_NNS during\_IN May\_NNP 1968\_CD when\_WRB it\_PRP is\_VBZ said\_VBD that\_IN approximately\_RB 100,000\_CD workers\_NNS striked\_VBD ,\_, frightening\_JJ employers\_NNS into\_IN changing\_VBG attitudes\_NNS .\_. The\_DT main\_JJ Trade\_NNP Union\_NNP group\_NN is\_VBZ the\_DT CGT\_NNP founded\_VBN in\_IN

1895\_CD and\_CC very\_RB closely\_RB attached\_VBN to\_TO the\_DT Communist\_JJ party\_NN -LRB-\_-LRB- PCF\_NN -RRB-\_-RRB- .\_. It\_PRP advocates\_VBZ industrial\_JJ action\_NN and\_CC membership\_NN of\_IN the\_DT PCF\_NN is\_VBZ a\_DT large\_JJ aid\_NN in\_IN being\_VBG a\_DT member\_NN .\_. Then\_RB there\_EX is\_VBZ the\_DT CGT-FO\_NN -LRB-\_-LRB- confédération\_NN générale\_NN du\_NNP travail-force\_NN ouvrière\_NN -RRB-\_-RRB- which\_WDT was\_VBD a\_DT break-away\_NN from\_IN the\_DT Communist\_JJ CGT\_NN in\_IN 1947\_CD .\_. The\_DT 3rd\_JJ biggest\_JJS party\_NN is\_VBZ the\_DT CFDT\_NNP -LRB-\_-LRB- Confédération\_NNP française\_NN démocratique\_NN du\_NNP travail\_NN -RRB-\_-RRB- .\_. This\_DT is\_VBZ a\_DT group\_NN form\_NN in\_IN 1963\_CD when\_WRB the\_DT CFTC\_NNP broke\_VBD up\_RP as\_IN it\_PRP had\_VBD become\_VBN too\_RB radical\_JJ for\_IN many\_JJ of\_IN its\_PRP\$ Catholic\_JJ members\_NNS .\_. The\_DT CFDT\_NNP is\_VBZ connected\_VBN with\_IN the\_DT PS\_NNP -LRB-\_-LRB- Partie\_NNP Socialiste\_NNP -RRB-\_-RRB- although\_IN it\_PRP is\_VBZ the\_DT least\_JJS eager\_JJ to\_TO appear\_VB as\_IN acting\_VBG as\_IN a\_DT back-up\_JJ for\_IN politics\_NNS .\_. Besides\_IN these\_DT 3\_CD groups\_NNS there\_EX are\_VBP many\_JJ other\_JJ Trade\_NNP Union\_NNP formations\_NNS in\_IN France\_NNP -: their\_PRP\$ large\_JJ number\_NN meaning\_NN weakness\_NN and\_CC low\_JJ membership\_NN .\_. The\_DT economic\_JJ crisis\_NN of\_IN the\_DT 70s\_CD meant\_VBD that\_IN union\_NN membership\_NN fell\_VBD dramatically\_RB .\_. The\_DT Unions\_NNS can\_MD pressure\_VB employers\_NNS on\_IN matters\_NNS of\_IN wages\_NNS and\_CC working\_VBG conditions\_NNS when\_WRB there\_EX is\_VBZ a\_DT recession\_NN on\_IN ,\_, but\_CC they\_PRP are\_VBP powerless\_JJ in\_IN economic\_JJ crisis.As\_NNS unemployment\_NN rose\_VBD ,\_, wages\_NNS were\_VBD held\_VBN down\_RP in\_IN the\_DT name\_NN of\_IN competition\_NN .\_. Chaos\_NN reigned\_VBD .\_. Due\_JJ to\_TO the\_DT expulsion\_NN of\_IN the\_DT Communists\_NNPS from\_IN government\_NN in\_IN 1947\_CD and\_CC the\_DT following\_VBG split\_NN of\_IN the\_DT CGT\_NNP to\_TO create\_VB the\_DT CGT-FO\_NN ,\_, there\_EX has\_VBZ been\_VBN much\_JJ hostility\_NN between\_IN Communists\_NNPS and\_CC non-Communists\_NNPS .\_. The\_DT Communists\_NNPS adopted\_VBD and\_CC kept\_VBD the\_DT aim\_NN for\_IN industrial\_JJ revolution\_NN in\_IN the\_DT footsteps\_NNS of\_IN the\_DT proles\_NNS in\_IN the\_DT Soviet\_NNP Union\_NNP .\_. Employers\_NNS are\_VBP also\_RB afraid\_JJ of\_IN them\_PRP as\_IN they\_PRP donot\_VBP really\_RB know\_VB how\_WRB far\_RB they\_PRP want\_VBP to\_TO go\_VB .\_. Of\_IN course\_NN ,\_, hostilities\_NNS increased\_VBN during\_IN the\_DT Cold\_NNP War\_NNP ,\_, but\_CC surely\_RB relations\_NNS should\_MD be\_VB cooler\_JJR



with\_IN present\_JJ West-East\_JJ relations\_NNS improving\_VBG .\_. TU\_NNP membership\_NN in\_IN France\_NNP is\_VBZ approximation\_NN 3-4\_CD million\_CD .\_. French\_JJ unionization\_NN was\_VBD approximately\_RB 23\_CD %\_NN in\_IN the\_DT 70s\_CD and\_CC has\_VBZ fallen\_VBN to\_TO around\_IN 11\_CD %\_NN now\_RB .\_. Collective-bargaining\_JJ has\_VBZ been\_VBN introduced\_VBN but\_CC is\_VBZ very\_RB difficult\_JJ due\_JJ to\_TO all\_PDT the\_DT representatives\_NNS needed\_VBN from\_IN each\_DT TU\_NNP .\_. The\_DT government\_NN began\_VBD very\_RB interventionist\_JJ in\_IN its\_PRP\$ efforts\_NNS to\_TO rebuild\_VB the\_DT economy\_NN .\_. It\_PRP also\_RB had\_VBD to\_TO act\_VB as\_IN a\_DT go-between\_NN between\_IN the\_DT employers\_NNS and\_CC employees\_NNS who\_WP refused\_VBD to\_TO get\_VB on\_IN :\_: the\_DT employers\_NNS refused\_VBD to\_TO recognise\_VB the\_DT trade\_NN unions\_NNS as\_IN a\_DT legitimate\_JJ and\_CC safe\_JJ partner\_NN .\_. Relations\_NNS between\_IN them\_PRP remained\_VBD hostile\_JJ and\_CC unco-operative\_JJ until\_IN the\_DT events\_NNS of\_IN May\_NNP 1968\_CD frightened\_VBD the\_DT employers\_NNS into\_IN believing\_VBG there\_RB would\_MD be\_VB a\_DT revolution\_NN .\_. They\_PRP therefore\_RB began\_VBD to\_TO listen\_VB more\_RBR closely\_RB to\_TO employees\_NNS ,\_, speaking\_VBG to\_TO them\_PRP directly\_RB and\_CC so\_RB making\_VBG the\_DT Trade\_NNP Unions\_NNS redundant\_JJ .\_. The\_DT TUs\_NNS were\_VBD at\_IN the\_DT time\_NN not\_RB being\_VBG looked\_VBD on\_IN favourably\_RB anyway\_RB ,\_, after\_IN accepting\_VBG the\_DT Grenelle\_NNP agreemts\_NNS proposed\_VBD immediatly\_RB after\_IN the\_DT events\_NNS of\_IN May\_NNP 1968\_CD .\_. The\_DT workers\_NNS felt\_VBD that\_IN they\_PRP had\_VBD been\_VBN compromised\_VBN .\_. The\_DT elections\_NNS of\_IN 1986\_CD were\_VBD a\_DT first\_RB ,\_, as\_IN the\_DT trade\_NN unions\_NNS gave\_VBD no\_DT specific\_JJ indications\_NNS or\_CC directions\_NNS to\_TO their\_PRP\$ members\_NNS ,\_, as\_IN previously\_RB done\_VBN ,\_, on\_IN how\_WRB to\_TO vote\_VB .\_. The\_DT CGT\_NNP were\_VBD doubtful\_JJ of\_IN the\_DT Communists\_NNPS success\_NN ,\_, which\_WDT was\_VBD well\_RB anticipated\_VBN as\_IN they\_PRP did\_VBD not\_RB do\_VB too\_RB healthily\_RB .\_. It\_PRP seems\_VBZ very\_RB doubtful\_JJ that\_IN any\_DT trade\_NN union\_NN will\_MD ever\_RB gain\_VB concessions\_NNS from\_IN a\_DT government\_NN ,\_, be\_VB it\_PRP left\_VBD or\_CC right\_NN .\_. Employers\_NNS do\_VBP regret\_VB the\_DT lack\_NN of\_IN unionism\_NN in\_IN their\_PRP\$ firms\_NNS though\_RB ,\_, because\_IN when\_WRB trouble\_NN does\_VBZ arise\_VB ,\_, the\_DT workers\_NNS are\_VBP not\_RB organised\_VBN and\_CC have\_VBP no\_DT leadership\_NN ;\_: concession\_NN groups\_NNS led\_VBN by\_IN political\_JJ activists\_NNS usually\_RB

emerge\_VBP ,\_, which\_WDT are\_VBP obviously\_RB not\_RB good\_JJ for\_IN the\_DT employers\_NNS .\_. More\_RBR and\_CC more\_RBR employers\_NNS are\_VBP setting\_VBG up\_RP discussion\_NN groups\_NNS to\_TO ease\_VB talks\_NNS between\_IN themselves\_PRP and\_CC their\_PRP\$ employees\_NNS .\_. These\_DT extend\_VBP the\_DT `` `` comités\_JJ d'enterprise\_NN " \_" which\_WDT were\_VBD strengthened\_VBN after\_IN 1968\_CD but\_CC make\_VB no\_DT decisions\_NNS and\_CC are\_VBP simply\_RB forums\_NNS for\_IN discussion\_NN :\_: they\_PRP are\_VBP consultative\_JJ bodies\_NNS .\_.

### **ICLE-BR-SUR-0021.1**

Although\_IN the\_DT Fifth\_NNP Republic\_NNP has\_VBZ been\_VBN considerably\_RB more\_RBR stable\_JJ than\_IN previous\_JJ Republics\_NNS ,\_, there\_EX have\_VBP ,\_, however\_RB ,\_, been\_VBN various\_JJ changes\_NNS in\_IN government\_NN which\_WDT have\_VBP prevented\_VBN continuity\_NN in\_IN policy\_NN matters\_NNS ,\_, especially\_RB in\_IN terms\_NNS of\_IN education\_NN .\_. I\_PRP will\_MD briefly\_RB mention\_VB previous\_JJ reforms\_NNS from\_IN the\_DT beginning\_NN of\_IN the\_DT Fifth\_NNP Republic\_NNP and\_CC show\_VBP that\_IN the\_DT present\_JJ situation\_NN is\_VBZ still\_RB beridden\_VBN by\_IN inequality\_NN and\_CC various\_JJ forms\_NNS of\_IN social\_JJ selection\_NN at\_IN secondary\_JJ and\_CC at\_IN higher\_JJR education\_NN level\_NN .\_. I\_PRP will\_MD briefly\_RB compare\_VB it\_PRP to\_TO points\_NNS in\_IN the\_DT English\_JJ system\_NN .\_. The\_DT Fouchet\_NN reforms\_NNS made\_VBD the\_DT first\_JJ cycle\_NN of\_IN secondary\_JJ school\_NN -LRB-\_-LRB- the\_DT first\_JJ four\_CD years\_NNS -RRB-\_-RRB- more\_RBR combined\_JJ ,\_, yet\_RB they\_PRP also\_RB introduced\_VBD tracks\_NNS or\_CC `` `` filières\_NNS ' \_" at\_IN this\_DT early\_JJ stage\_NN where\_WRB people\_NNS had\_VBD to\_TO make\_VB options\_NNS concerning\_VBG their\_PRP\$ future\_NN .\_. It\_PRP proved\_VBD that\_IN those\_DT from\_IN the\_DT lower\_JJR social\_JJ classes\_NNS were\_VBD encouraged\_VBN ,\_, and\_CC still\_RB are\_VBP to\_TO a\_DT certain\_JJ extent\_NN to\_TO take\_VB the\_DT shorter\_JJR educational\_JJ option\_NN which\_WDT leads\_VBZ to\_TO employment\_NN at\_IN an\_DT earlier\_JJR stage\_NN .\_. Haby\_NNP sought\_VBD to\_TO resolve\_VB these\_DT problems\_NNS of\_IN social\_JJ selection\_NN and\_CC aimed\_VBN to\_TO postpone\_VB the\_DT need\_NN to\_TO make\_VB choices\_NNS until\_IN a\_DT later\_JJ time\_NN .\_. He\_PRP envisaged\_VBD an\_DT orientation\_NN cycle\_NN in\_IN the\_DT last\_JJ two\_CD years\_NNS of\_IN the\_DT first\_JJ cycle\_NN ,\_, then\_RB for\_IN those\_DT carrying\_VBG on\_IN ,\_, there\_EX was\_VBD to\_TO be\_VB a\_DT general\_JJ course\_NN of\_IN two\_CD

years\_NNS when\_WRB the\_DT first\_JJ half\_NN of\_IN the\_DT `` baccaur at\_NN ' ' would\_MD be\_VB taken\_VBN , , then\_RB the\_DT last\_JJ year\_NN would\_MD involve\_VB more\_RBR choice\_NN for\_IN students\_NNS . . The\_DT second\_JJ half\_NN of\_IN the\_DT `` bac\_NN ' ' would\_MD be\_VB taken\_VBN at\_IN this\_DT stage\_NN . . The\_DT problem\_NN was\_VBD that\_IN the\_DT orientation\_NN cycle\_NN brought\_VBD back\_RP some\_DT of\_IN the\_DT `` tracking\_NN ' ' of\_IN the\_DT previous\_JJ system\_NN so\_IN a\_DT form\_NN of\_IN social\_JJ selection\_NN still\_RB continued\_VBD . . Savary\_NNP aimed\_VBD to\_TO reduce\_VB these\_DT inequalities\_NNS but\_CC a\_DT change\_NN of\_IN government\_NN shortened\_VBD his\_PRP\$ tenure\_NN in\_IN office\_NN . . Chev nement\_NNP aimed\_VBD more\_RBR at\_IN reconstructing\_VBG than\_IN reforming\_VBG , , with\_IN the\_DT encouragement\_NN of\_IN an\_DT ' '  cole\_JJ d mocratique\_NN ' ' as\_IN opposed\_VBN to\_TO the\_DT idea\_NN of\_IN ' '  cole\_JJ unique\_JJ ' ' by\_IN Haby\_NNP . . The\_DT results\_NNS of\_IN this\_DT are\_VBP seen\_VBN today\_NN . . At\_IN secondary\_JJ level\_NN , , those\_DT leaving\_VBG school\_NN after\_IN the\_DT first\_JJ cycle\_NN to\_TO continue\_VB training\_NN in\_IN a\_DT Coll ge\_NNP d'enseignement\_NN secondaire\_NN for\_IN example\_NN are\_VBP still\_RB primarily\_RB those\_DT from\_IN poor\_JJ backgrounds\_NNS who\_WP are\_VBP dissuaded\_VBN by\_IN their\_PRP\$ parents\_NNS from\_IN going\_VBG to\_TO the\_DT Lyc e\_NNP but\_CC instead\_RB encouraged\_VBD to\_TO find\_VB a\_DT job\_NN at\_IN an\_DT earlier\_JJR stage\_NN . . Having\_VBG said\_VBD this\_DT though\_RB , , there\_EX are\_VBP still\_RB however\_RB several\_JJ working\_VBG class\_NN children\_NNS who\_WP go\_VBP on\_IN to\_TO the\_DT lyc e\_NN where\_WRB they\_PRP will\_MD take\_VB their\_PRP\$ `` bac\_FW ' ' . . This\_DT route\_NN has\_VBZ always\_RB had\_VBD a\_DT great\_JJ deal\_NN of\_IN importance\_NN attached\_VBN to\_TO it\_PRP because\_IN acquiring\_VBG a\_DT `` bacaur at\_NN ' ' is\_VBZ the\_DT requirement\_NN to\_TO continue\_VB into\_IN further\_JJ education\_NN . . Lionel\_NNP Jospin\_NNP in\_IN 1989\_CD aimed\_VBN to\_TO increase\_VB the\_DT numbers\_NNS of\_IN those\_DT taking\_VBG the\_DT `` bac\_NN ' ' to\_TO 80\_CD %\_NN in\_IN fifteen\_CD years\_NNS as\_IN an\_DT attempt\_NN to\_TO increase\_VB equality\_NN of\_IN opportunity\_NN , , however\_RB he\_PRP aimed\_VBD for\_IN 80\_CD %\_NN of\_IN people\_NNS to\_TO take\_VB the\_DT `` bac\_NN ' ' , , which\_WDT does\_VBZ not\_RB necessarily\_RB mean\_VB they\_PRP will\_MD pass\_VB it\_PRP . . At\_IN this\_DT secondary\_JJ level\_NN , , therefore\_RB , , children\_NNS may\_MD either\_RB continue\_VB to\_TO take\_VB the\_DT `` bac\_NN ' ' , , or\_CC they\_PRP may\_MD take\_VB a\_DT shorter\_JJR course\_NN for\_IN example\_NN

the\_DT ` `` Brevet\_NNP d'enseignement\_NNP professionnel\_NN ' \_" -LRB-\_-LRB-  
 BEP\_NNP -RRB-\_-RRB- \_ . Another\_DT course\_NN ,\_, which\_WDT leads\_VBZ to\_TO  
 the\_DT ` `` Certificat\_NNP d'aptitude\_NNP professionnel\_NN ' \_" is\_VBZ supposed\_VBN  
 to\_TO be\_VB more\_RBR practical\_JJ ,\_, and\_CC more\_RBR linked\_VBN to\_TO future\_JJ  
 employment\_NN \_ . The\_DT result\_NN is\_VBZ that\_IN a\_DT pupil\_NN who\_WP  
 has\_VBZ obtained\_VBN the\_DT ` `` bac\_NN ' \_" may\_MD continue\_VB into\_IN  
 higher\_JJR education\_NN \_ . The\_DT likelihood\_NN of\_IN a\_DT pupil\_NN  
 continuing\_VBG with\_IN education\_NN will\_MD depend\_VB ,\_, as\_IN in\_IN  
 England\_NNP on\_IN family\_NN background\_NN ,\_, in\_IN terms\_NNS of\_IN what\_WP  
 parents\_NNS did\_VBD ,\_, but\_CC also\_RB in\_IN terms\_NNS of\_IN family\_NN  
 financial\_JJ support\_NN since\_IN grants\_NNS are\_VBP so\_RB low\_JJ in\_IN France\_NNP  
 ,\_, and\_CC now\_RB non-existent\_JJ in\_IN Great-Britain\_NNP \_ . At\_IN the\_DT higher\_JJR  
 education\_NN level\_NN ,\_, there\_EX are\_VBP universities\_NNS and\_CC grands-  
 écoles\_NNS in\_IN France\_NNP \_ . It\_PRP is\_VBZ the\_DT grands-écoles\_NNS  
 which\_WDT are\_VBP seen\_VBN as\_IN élitist\_NN and\_CC since\_IN two\_CD years\_NNS  
 studying\_VBG needs\_NNS to\_TO be\_VB done\_VBN before\_IN you\_PRP even\_RB  
 take\_VBP the\_DT entrance\_NN exam\_NN ,\_, once\_RB again\_RB ,\_, those\_DT with\_IN  
 less\_JJR financial\_JJ resources\_NNS will\_MD be\_VB discouraged\_VBN from\_IN  
 taking\_VBG this\_DT route\_NN \_ . The\_DT grands-écoles\_NNS come\_VBP in\_IN  
 different\_JJ forms\_NNS ,\_, the\_DT best\_JJS reputed\_VBN of\_IN which\_WDT is\_VBZ  
 the\_DT ` `` Ecole\_NNP Polytechnique\_NNP ' \_POS \_ . The\_DT ` `` Ecole\_NNP  
 Normale\_NNP Supérieur\_NNP ' \_POS is\_VBZ also\_RB very\_RB élitist\_JJ and\_CC  
 trains\_NNS teachers\_NNS \_ . The\_DT ` `` Ecole\_NNP National\_NNP  
 d'Administration\_NNP ' \_POS is\_VBZ particularly\_RB important\_JJ though\_IN because\_IN  
 it\_PRP trains\_VBZ the\_DT top\_JJ civil\_JJ servants\_NNS of\_IN the\_DT country\_NN \_ .  
 The\_DT result\_NN is\_VBZ that\_IN those\_DT who\_WP have\_VBP the\_DT means\_NNS  
 to\_TO continue\_VB into\_IN a\_DT ` `` grand-école\_NN ' \_" can\_MD assure\_VB  
 themselves\_PRP of\_IN a\_DT well-paid\_JJ ,\_, high-positioned\_JJ job\_NN when\_WRB  
 they\_PRP leave\_VBP \_ . In\_IN England\_NNP ,\_, it\_PRP is\_VBZ the\_DT universities\_NNS  
 at\_IN this\_DT stage\_NN which\_WDT are\_VBP seen\_VBN as\_IN more\_JJR prestigious\_JJ  
 ,\_, as\_IN compared\_VBN to\_TO the\_DT polytechnics\_NNS \_ . However\_RB ,\_, social\_JJ  
 selection\_NN in\_IN England\_NNP actually\_RB begins\_VBZ at\_IN an\_DT earlier\_JJR  
 stage\_NN and\_CC it\_PRP is\_VBZ accentuated\_VBN by\_IN the\_DT presence\_NN of\_IN  
 private\_JJ schools\_NNS \_ . The\_DT English\_NNP seem\_VBP to\_TO be\_VB more\_RBR

prepared\_JJ than\_IN the\_DT French\_JJ to\_TO pay\_VB directly\_RB for\_IN their\_PRP\$ children\_NNS 's\_POS education\_NN ,\_, which\_WDT explains\_VBZ the\_DT greater\_JJR importance\_NN of\_IN private\_JJ schools\_NNS in\_IN Great-britain\_NN .\_. The\_DT fees\_NNS for\_IN private\_JJ schools\_NNS are\_VBP very\_RB high\_JJ ,\_, particularly\_RB for\_IN the\_DT more\_RBR prestigious\_JJ ones\_NNS like\_IN Harrow\_NNP ,\_, and\_CC Eton\_NNP .\_. These\_DT high\_JJ fees\_NNS immediately\_RB form\_VBP as\_IN a\_DT barrier\_NN to\_TO families\_NNS of\_IN a\_DT lower\_JJR income\_NN :\_: -: even\_RB if\_IN they\_PRP may\_MD wish\_VB for\_IN their\_PRP\$ children\_NNS to\_TO go\_VB there\_RB .\_. The\_DT form\_NN of\_IN social\_JJ selection\_NN at\_IN secondary\_JJ level\_NN in\_IN Great-Britain\_NNP ,\_, is\_VBZ therefore\_RB to\_TO do\_VB with\_IN financial\_JJ means\_NNS .\_. The\_DT system\_NN is\_VBZ seen\_VBN as\_IN cyclical\_JJ to\_TO a\_DT certain\_JJ extent\_NN though\_IN because\_IN those\_DT children\_NNS who\_WP went\_VBD to\_TO a\_DT private\_JJ school\_NN often\_RB become\_VBP those\_DT who\_WP are\_VBP best\_RBS paid\_VBN in\_IN later\_JJ life\_NN .\_. In\_IN the\_DT French\_JJ system\_NN at\_IN this\_DT level\_NN ,\_, the\_DT question\_NN is\_VBZ more\_RBR about\_IN merit\_NN than\_IN financial\_JJ means\_NNS .\_. Those\_DT who\_WP enter\_VBP the\_DT lycée\_NN may\_MD be\_VB seen\_VBN as\_IN the\_DT meritocratic\_JJ élite\_NN therefore\_RB .\_. At\_IN the\_DT higher\_JJR education\_NN level\_NN in\_IN France\_NNP ,\_, the\_DT grands-écoles\_NNS are\_VBP seen\_VBN to\_TO be\_VB highly\_RB selective\_JJ not\_RB only\_RB in\_IN terms\_NNS of\_IN merit\_NN but\_CC to\_TO a\_DT certain\_JJ extent\_NN in\_IN terms\_NNS of\_IN dissuading\_VBG those\_DT of\_IN a\_DT lower\_JJR social\_JJ standing\_NN .\_. At\_IN the\_DT higher\_JJR education\_NN level\_NN in\_IN Great-Britain\_NNP however\_RB ,\_, it\_PRP is\_VBZ the\_DT universities\_NNS which\_WDT are\_VBP seen\_VBN as\_IN more\_JJR prestigious\_JJ .\_. However\_RB ,\_, the\_DT fact\_NN that\_IN the\_DT highly\_RB élite\_JJ universities\_NNS of\_IN Oxford\_NNP and\_CC Cambridge\_NNP do\_VBP take\_VB on\_RP students\_NNS that\_WDT are\_VBP not\_RB from\_IN a\_DT particularly\_RB wealthy\_JJ background\_NN serves\_VBZ as\_IN a\_DT landmark\_NN that\_IN if\_IN you\_PRP are\_VBP good\_JJ enough\_RB then\_RB you\_PRP will\_MD succeed\_VB whatever\_WDT your\_PRP\$ background\_NN .\_. It\_PRP has\_VBZ proved\_VBN particularly\_RB difficult\_JJ in\_IN France\_NNP to\_TO change\_VB the\_DT education\_NN system\_NN because\_IN of\_IN the\_DT successive\_JJ changes\_NNS in\_IN policies\_NNS ,\_, and\_CC due\_JJ to\_TO an\_DT apparent\_JJ lack\_NN of\_IN national\_JJ consensus\_NN over\_IN the\_DT rôle\_NN of\_IN education\_NN .\_. The\_DT present\_JJ situation\_NN may\_MD be\_VB liked\_VBN by\_IN Chevènement\_NNP though\_IN ,\_, who\_WP said\_VBD that\_IN in\_IN some\_DT cases\_NNS

inequality\_NN was\_VBD the\_DT only\_JJ answer\_NN if\_IN it\_PRP meant\_VBD that\_IN highly\_RB trained\_JJ people\_NNS were\_VBD the\_DT result\_NN . . .

### **ICLE-BR-SUR-0022.1**

The\_DT Algeiran\_NNP crisis\_NN led\_VBD the\_DT French\_NNP Parliament\_NNP in\_IN 1958\_CD to\_TO allow\_VB de\_FW Gaulle\_NNP and\_CC his\_PRP\$ government\_NN recast\_IN the\_DT political\_JJ groundrules\_NNS in\_IN a\_DT new\_JJ constitution\_NN . . . This\_DT ,\_, he\_PRP confirmed\_VBD ,\_, would\_MD be\_VB typical\_JJ of\_IN any\_DT constitution\_NN in\_IN a\_DT traditionally\_RB democratic\_JJ Western\_JJ society\_NN . . . Despite\_IN this\_DT limitation\_NN de\_IN Gaulle\_NNP and\_CC his\_PRP\$ followers\_NNS were\_VBD able\_JJ to\_TO shape\_VB the\_DT new\_JJ Constitution\_NNP largely\_RB according\_VBG to\_TO their\_PRP\$ own\_JJ views\_NNS as\_IN to\_TO what\_WP would\_MD constitute\_VB a\_DT strong\_JJ and\_CC durable\_JJ republican\_JJ regime\_NN . . . Debré\_NNP ,\_, for\_IN example\_NN ,\_, was\_VBD impressed\_VBN by\_IN the\_DT British\_JJ model\_NN ;\_: parlementarisme\_NN rationnel\_NN meant\_VBD that\_IN the\_DT Government\_NN is\_VBZ not\_RB at\_IN the\_DT mercy\_NN of\_IN Parliament\_NNP ,\_, yet\_RB is\_VBZ ultimately\_RB answerable\_JJ to\_TO it\_PRP and\_CC thereby\_RB be\_VB forced\_VBN to\_TO resign\_VB . . . De\_NNP Gaulle\_NNP ,\_, however\_RB ,\_, was\_VBD the\_DT main\_JJ inspiration\_NN of\_IN the\_DT Constitution\_NNP . . . His\_PRP\$ experience\_NN of\_IN 1940\_CD made\_VBD him\_PRP realise\_VB the\_DT need\_NN for\_IN strong\_JJ ,\_, determined\_VBD leadership\_NN from\_IN the\_DT top\_NN . . . Before\_IN the\_DT war\_NN this\_DT was\_VBD greatly\_RB lacking\_VBG . . . The\_DT majority\_NN of\_IN articles\_NNS relevant\_JJ to\_TO the\_DT President\_NNP in\_IN the\_DT 1958\_CD Constitution\_NNP were\_VBD largely\_RB similar\_JJ to\_TO those\_DT under\_IN the\_DT Third\_NNP and\_CC Fourth\_JJ Republics\_NNS . . . Despite\_IN this\_DT ,\_, there\_EX were\_VBD several\_JJ new\_JJ powers\_NNS introduced\_VBN and\_CC listed\_VBN in\_IN Article\_NNP 19\_CD including\_VBG ,\_, for\_IN example\_NN ,\_, Article\_NNP 11\_CD -\_: referendum\_NN ,\_, Article\_NNP 12\_CD -\_: right\_NN of\_IN dissolution\_NN and\_CC Article\_NNP 16\_CD -\_: emergency\_NN powers\_NNS . . . There\_EX were\_VBD ,\_, however\_RB ambiguities\_NNS and\_CC certainties\_NNS in\_IN the\_DT text\_NN which\_WDT have\_VBP proved\_VBN very\_RB significant\_JJ in\_IN determining\_VBG the\_DT President\_NNP 's\_POS role\_NN in\_IN the\_DT 5th\_JJ Republic\_NN . . . The\_DT role\_NN of\_IN the\_DT Prime\_NNP Minister\_NNP was\_VBD such\_JJ that\_IN he\_PRP had\_VBD powers\_NNS and\_CC responsibilities\_NNS in\_IN respect\_NN of\_IN government\_NN policy\_NN that\_WDT

could\_MD be\_VB seen\_VBN to\_TO overlap\_VB with\_IN the\_DT President\_NNP 's\_POS function\_NN to\_TO mediate\_VB -LRB\_-LRB- arbitrage\_NN -RRB\_-RRB- between\_IN contending\_VBG groups\_NNS to\_TO ensure\_VB the\_DT smooth\_JJ running\_NN of\_IN the\_DT country\_NN ,\_, assigned\_VBN to\_TO him\_PRP by\_IN Article\_NNP 5\_CD .\_. This\_DT was\_VBD open\_JJ to\_TO varying\_VBG interpretation\_NN .\_. The\_DT maximalist\_JJ interpretation\_NN was\_VBD generally\_RB accepted\_VBN .\_. This\_DT meant\_VBD that\_IN the\_DT President\_NNP ,\_, instead\_RB of\_IN being\_VBG limited\_VBN to\_TO the\_DT `` domaine\_FW réservé\_FW ' ' ie\_FW the\_DT powers\_NNS attributed\_VBN to\_TO him\_PRP under\_IN the\_DT Constitution\_NNP ,\_, he\_PRP was\_VBD justified\_VBN by\_IN virtue\_NN of\_IN this\_DT article\_NN in\_IN intervening\_VBG in\_IN policy-making\_NN and\_CC its\_PRP\$ implementation\_NN .\_. The\_DT President\_NNP was\_VBD also\_RB independent\_JJ in\_IN carrying\_VBG out\_RP this\_DT function\_NN :\_: he\_PRP was\_VBD not\_RB accountable\_JJ to\_TO Parliament\_NNP by\_IN virtue\_NN of\_IN Article\_NN 68\_CD and\_CC not\_RB even\_RB directly\_RB accountable\_JJ to\_TO it\_PRP via\_IN ministers\_NNS or\_CC the\_DT Prime\_NNP Minister\_NNP for\_IN their\_PRP\$ `` contreseing\_VBG ' ' -LRB\_-LRB- countersignature\_NN -RRB\_-RRB- was\_VBD not\_RB required\_VBN by\_IN him\_PRP .\_. Whereas\_IN it\_PRP had\_VBD previously\_RB been\_VBN the\_DT normal\_JJ French\_JJ practice\_NN and\_CC was\_VBD that\_DT of\_IN other\_JJ european\_JJ democracies\_NNS to\_TO confer\_VB the\_DT most\_RBS significant\_JJ powers\_NNS to\_TO those\_DT most\_RBS accountable\_JJ this\_DT was\_VBD not\_RB the\_DT case\_NN under\_IN the\_DT 5th\_JJ Republic\_NN at\_IN least\_JJS while\_IN the\_DT PRESIDENT\_NNP IS\_VBZ SUPPORTED\_VBN BY\_IN A\_DT PRALIAMENTARY\_NN MAJORITY\_NN .\_. Under\_IN these\_DT circumstances\_NNS the\_DT President\_NNP has\_VBZ been\_VBN largely\_RB free\_JJ to\_TO fulfil\_VB this\_DT maximalist\_JJ interpretation\_NN and\_CC thus\_RB be\_VB assumed\_VBN to\_TO be\_VB the\_DT head\_NN of\_IN the\_DT Executive\_NNP .\_. This\_DT `` gouvernement\_NN présidentiel\_NN ' ' can\_MD be\_VB explained\_VBN for\_IN various\_JJ factors\_NNS .\_. Because\_IN of\_IN de\_FW Gaulle\_NNP 's\_POS enigma\_NN ,\_, the\_DT wish\_NN of\_IN the\_DT French\_JJ people\_NNS and\_CC a\_DT friendly\_JJ and\_CC somewhat\_RB submissive\_JJ relationship\_NN between\_IN de\_FW Gaulle\_NNP and\_CC his\_PRP\$ Prime\_NNP Minister\_NNP it\_PRP was\_VBD soon\_RB realized\_VBN that\_IN the\_DT President\_NNP 's\_POS role\_NN would\_MD surpass\_VB that\_IN as\_IN outlined\_VBN in\_IN the\_DT Constitution\_NNP .\_. De\_NNP Gaulle\_NNP realized\_VBD that\_IN the\_DT President\_NNP could\_MD lose\_VB this\_DT position\_NN in\_IN two\_CD situations\_NNS :\_: if\_IN a\_DT

less\_JJR prestigious\_JJ Prime\_NNP Minister\_NNP should\_MD succeed\_VB him\_PRP or\_CC the\_DT parliamentary\_JJ majority\_NN forced\_VBD a\_DT newly\_RB elected\_VBN president\_NN to\_TO conform\_VB more\_JJR rigidly\_RB to\_TO a\_DT constitution\_NN .\_. In\_IN his\_PRP\$ desire\_NN to\_TO maintain\_VB the\_DT concept\_NN of\_IN presidential\_JJ dominance\_NN in\_IN the\_DT Executive\_NNP -\_: in\_IN the\_DT future\_NN he\_PRP solved\_VBD this\_DT by\_IN modifying\_VBG ,\_, by\_IN referendum\_NN ,\_, the\_DT way\_NN in\_IN which\_WDT a\_DT President\_NN was\_VBD elected\_VBN .\_. In\_IN October\_NNP 1962\_CD this\_DT modification\_NN ,\_, which\_WDT involved\_VBD the\_DT direct\_JJ election\_NN of\_IN the\_DT President\_NNP by\_IN universal\_JJ suffrage\_NN ,\_, was\_VBD accepted\_VBN by\_IN the\_DT French\_JJ people\_NNS .\_. This\_DT effectively\_RB meant\_VBN that\_IN any\_DT government\_NN policies\_NNS had\_VBD to\_TO be\_VB in\_IN line\_NN with\_IN those\_DT for\_IN which\_WDT the\_DT President\_NNP had\_VBD been\_VBN elected\_VBN ,\_, thereby\_RB affirming\_VBG his\_PRP\$ role\_NN as\_IN head\_NN of\_IN the\_DT Executive\_NNP .\_. The\_DT Prime\_NNP Minister\_NNP 's\_POS role\_NN was\_VBD leadership\_NN in\_IN the\_DT field\_NN of\_IN political\_JJ debate\_NN and\_CC the\_DT everyday\_JJ matters\_NNS involving\_VBG economic\_JJ and\_CC administrative\_JJ functions\_NNS that\_WDT went\_VBD with\_IN it\_PRP .\_. The\_DT President\_NNP defined\_VBN in\_IN collaboration\_NN with\_IN the\_DT Prime\_NNP Minister\_NNP and\_CC the\_DT Government\_NN government\_NN policy\_NN ,\_, the\_DT latter\_JJ being\_VBG accountable\_JJ to\_TO Parliament\_NNP .\_. The\_DT following\_VBG survey\_NN considers\_VBZ the\_DT interpretations\_NNS of\_IN their\_PRP\$ roles\_NNS by\_IN de\_FW Gaulle\_NNP 's\_POS successors\_NNS .\_. Georges\_NNP Pompidou\_NNP -LRB-\_-LRB- 1969-1979\_CD -RRB-\_-RRB- Being\_VBG elected\_VBN President\_NNP ,\_, affirmed\_VBD the\_DT people\_NNS 's\_POS desire\_NN that\_IN `` gouvernement\_NN présidentiel\_NN '`` should\_MD be\_VB maintained\_VBN :\_: because\_IN he\_PRP won\_VBD on\_IN the\_DT basis\_NN that\_IN he\_PRP would\_MD continue\_VB the\_DT regime\_NN in\_IN all\_DT its\_PRP\$ aspects\_NNS .\_. Valéry\_NNP Giscard\_NNP d'Estaing\_NNP This\_DT was\_VBD described\_VBN as\_IN a\_DT tentacular\_JJ presidency\_NN .\_. He\_PRP was\_VBD far\_RB more\_RBR interventionist\_JJ in\_IN the\_DT field\_NN of\_IN domestic\_JJ policy\_NN .\_. Despite\_IN this\_DT he\_PRP was\_VBD not\_RB as\_IN deformative\_NN of\_IN the\_DT Constitution\_NNP as\_IN his\_PRP\$ predecessors\_NNS ,\_, conforming\_VBG closely\_RB to\_TO articles\_NNS 11\_CD ,\_, 12\_CD ,\_, and\_CC 16\_CD .\_. François\_NNP Mitterand\_NNP Although\_IN ,\_, as\_IN suggested\_VBN by\_IN his\_PRP\$ `` cent-dix\_JJ propositions\_NNS pour\_VBP la\_NNP France\_NNP '``\_POS ,\_,



Mitterrand\_NNP seemed\_VBD to\_TO accept\_VB the\_DT maximalist\_JJ interpretation\_NN of\_IN the\_DT President\_NNP 's\_POS role\_NN ,\_, he\_PRP stood\_VBD further\_RB back\_RB from\_IN intervention\_NN in\_IN government\_NN policy\_NN than\_IN his\_PRP\$ predecessors\_NNS ,\_, preferring\_VBG to\_TO concentrate\_VB on\_IN ` `` les\_FW grandes\_FW directions\_NNS ,\_, les\_FW grandes\_FW orientations\_NNS ' \_POS .\_. The\_DT period\_NN of\_IN 1986-1988\_CD ,\_, that\_DT of\_IN cohabitation\_NN has\_VBZ been\_VBN particularly\_RB significant\_JJ in\_IN the\_DT evolution\_NN of\_IN the\_DT President\_NNP 's\_POS role\_NN .\_. Chirac\_NNP became\_VBD Prime\_NNP Minister\_NNP after\_IN the\_DT Right\_NNP 's\_POS majority\_NN in\_IN the\_DT legislative\_JJ elections\_NNS .\_. In\_IN effect\_NN ,\_, Mitterrand\_NNP remained\_VBD in\_IN power\_NN and\_CC lost\_VBD many\_JJ of\_IN his\_PRP\$ theoretical\_JJ prerogatives\_NNS to\_TO the\_DT Government\_NN .\_. Since\_IN cohabitation\_NN Rocard\_NN -LRB-\_-LRB- P.M.\_NN -RRB-\_-RRB- has\_VBZ been\_VBN at\_IN the\_DT forefront\_NN of\_IN domestic\_JJ politics\_NNS .\_. As\_IN has\_VBZ been\_VBN shown\_VBN ,\_, the\_DT role\_NN of\_IN the\_DT President\_NNP in\_IN the\_DT 5th\_JJ Republic\_NN has\_VBZ been\_VBN ,\_, and\_CC is\_VBZ likely\_JJ to\_TO continue\_VB to\_TO be\_VB ,\_, dictated\_VBN by\_IN circumstances\_NNS .\_. As\_IN it\_PRP is\_VBZ ,\_, Mitterrand\_NNP remains\_VBZ the\_DT ` `` Head\_NNP of\_IN the\_DT Executive\_NNP and\_CC maintains\_VBZ ,\_, in\_IN theory\_NN ,\_, the\_DT practical\_JJ powers\_NNS which\_WDT developed\_VBD under\_IN his\_PRP\$ predecessors\_NNS although\_IN in\_IN reality\_NN these\_DT seem\_VBP ,\_, at\_IN least\_JJS under\_IN him\_PRP ,\_, to\_TO have\_VB somewhat\_RB waned\_VBN .\_.

### **ICLE-BR-SUR-0023.1**

The\_DT trade\_NN union\_NN movement\_NN in\_IN France\_NNP originated\_VBD after\_IN the\_DT French\_JJ revolution\_NN and\_CC has\_VBZ always\_RB tended\_VBN to\_TO be\_VB revolutionary\_JJ or\_CC ideological\_JJ in\_IN character\_NN .\_. The\_DT number\_NN of\_IN French\_JJ employees\_NNS unionized\_VBD is\_VBZ relatively\_RB small\_JJ -LRB-\_-LRB- about\_IN 11\_CD %\_NN -RRB-\_-RRB- and\_CC thus\_RB there\_EX is\_VBZ great\_JJ competition\_NN between\_IN individual\_JJ trade\_NN unions\_NNS for\_IN membership\_NN ,\_, and\_CC a\_DT great\_JJ distinction\_NN between\_IN the\_DT individual\_JJ characteristics\_NNS .\_. During\_IN an\_DT economic\_JJ expansion\_NN ,\_, as\_IN was\_VBD experienced\_VBN by\_IN France\_NNP in\_IN the\_DT period\_NN 1945-75\_CD ,\_, unions\_NNS can\_MD make\_VB demands\_NNS for\_IN their\_PRP\$ workers\_NNS for\_IN better\_JJR pay\_NN and\_CC working\_NN conditions\_NNS .\_. But\_CC during\_IN a\_DT

recession\_NN ,\_, as\_IN followed\_VBN the\_DT oil\_NN crisis\_NN in\_IN 1975\_CD ,\_, their\_PRP\$ demands\_NNS would\_MD be\_VB ineffective\_JJ and\_CC membership\_NN would\_MD drop\_VB .\_. This\_DT is\_VBZ what\_WP happened\_VBD in\_IN France\_NNP .\_. Membership\_NN fell\_VBD as\_IN the\_DT unions\_NNS were\_VBD deemed\_VBN ineffective\_JJ in\_IN securing\_VBG worker\_NN demands\_NNS .\_. The\_DT unions\_NNS has\_VBZ always\_RB been\_VBN political\_JJ in\_IN nature\_NN which\_WDT limited\_VBD their\_PRP\$ membership\_NN ,\_, and\_CC once\_RB membership\_NN dropped\_VBD ,\_, those\_DT members\_NNS who\_WP were\_VBD left\_VBN tended\_VBD to\_TO be\_VB those\_DT who\_WP identified\_VBD with\_IN the\_DT unions\_NNS ' \_POS political\_JJ views\_NNS ,\_, which\_WDT restricted\_JJ union\_NN aims\_NNS still\_RB further\_RB .\_. Before\_IN 1968\_CD ,\_, unions\_NNS were\_VBD not\_RB legally\_RB allowed\_VBN in\_IN the\_DT workplace\_NN in\_IN France\_NNP and\_CC there\_EX were\_VBD few\_JJ negotiations\_NNS .\_. The\_DT little\_JJ there\_EX was\_VBD was\_VBD at\_IN a\_DT general\_JJ and\_CC regional\_JJ level\_NN ,\_, far\_RB removed\_VBN from\_IN the\_DT average\_JJ worker\_NN 's\_POS demands\_NNS ,\_, and\_CC this\_DT did\_VBD not\_RB help\_VB the\_DT falling\_VBG membership\_NN numbers\_NNS .\_. Employers\_NNS tended\_VBD to\_TO be\_VB suspicious\_JJ of\_IN unions\_NNS and\_CC did\_VBD not\_RB see\_VB them\_PRP as\_IN a\_DT valuable\_JJ means\_NNS of\_IN worker\_NN representation\_NN .\_. This\_DT was\_VBD because\_IN the\_DT great\_JJ majority\_NN of\_IN firms\_NNS in\_IN France\_NNP were\_VBD small\_JJ family\_NN concerns\_NNS which\_WDT had\_VBD sprung\_VBN up\_RP in\_IN the\_DT 19th\_JJ century\_NN -\_: the\_DT PME\_NN -LRB-\_-LRB- petites\_NNS et\_FW moyennes\_FW entreprises\_NNS -RRB-\_-RRB- .\_. The\_DT boss\_NN was\_VBD seen\_VBN as\_IN a\_DT patriarch\_NN who\_WP should\_MD not\_RB be\_VB challenged\_VBN .\_. The\_DT period\_NN of\_IN industrial\_JJ relations\_NNS in\_IN France\_NNP under\_IN the\_DT 5th\_JJ Republic\_NN can\_MD be\_VB divided\_VBN into\_IN three\_CD periods\_NNS .\_. The\_DT first\_JJ is\_VBZ 1958\_CD to\_TO 1968\_CD .\_. During\_IN this\_DT time\_NN the\_DT State\_NN was\_VBD highly\_RB interventionist\_JJ in\_IN its\_PRP\$ approach\_NN to\_TO the\_DT economy\_NN ,\_, regulating\_VBG pay\_NN and\_CC price\_NN levels\_NNS and\_CC investing\_VBG in\_IN and\_CC developping\_VBG the\_DT economy\_NN .\_. Employers\_NNS were\_VBD wary\_JJ of\_IN unions\_NNS ,\_, so\_IN the\_DT state\_NN had\_VBD to\_TO act\_VB as\_IN an\_DT intermediary\_JJ between\_IN the\_DT two\_CD sides\_NNS to\_TO develop\_VB a\_DT little\_JJ dialogue\_NN between\_IN them\_PRP .\_. However\_RB in\_IN May\_NNP 1968\_CD there\_EX were\_VBD worker\_NN strikes\_NNS and\_CC riots\_NNS ,\_, and\_CC employers\_NNS saw\_VBD their\_PRP\$

authority\_NN in\_IN question\_NN ,\_, and\_CC were\_VBD forced\_VBN to\_TO stand\_VB  
 down\_RP .\_. Trade\_NNP unions\_NNS were\_VBD legalised\_VBN in\_IN the\_DT work\_NN  
 place\_NN .\_. As\_RB well\_RB as\_IN being\_VBG legitimized\_VBN in\_IN the\_DT  
 workplace\_NN ,\_, unions\_NNS could\_MD also\_RB put\_VB up\_RP candidates\_NNS for\_IN  
 the\_DT `` `` comités\_FW d'entreprise\_FW " " -LRB-\_-LRB- a\_DT sort\_NN of\_IN joint\_JJ  
 employee/employer\_NN council\_NN for\_IN discussion\_NN and\_CC debate\_NN -RRB-\_-  
 RRB- and\_CC for\_IN the\_DT industrial\_JJ tribunals\_NNS .\_. Their\_PRP\$ powers\_NNS  
 were\_VBD dramatically\_RB increased\_VBN therefore\_RB ,\_, paradoxically\_RB at\_IN a\_DT  
 time\_NN when\_WRB membership\_NN was\_VBD beginning\_VBG to\_TO fall\_VB .\_.  
 The\_DT `` `` Genelle\_NNP Agreements\_NNP " " also\_RB raised\_VBN minimum\_JJ  
 pay\_NN and\_CC raised\_VBD pay\_NN in\_IN certain\_JJ industries\_NNS -LRB-\_-LRB-  
 e.g.\_FW the\_DT railway\_NN industry\_NN -RRB-\_-RRB- .\_. From\_IN this\_DT time\_NN  
 on\_IN employers\_NNS became\_VBD more\_RBR modernist\_JJ in\_IN their\_PRP\$  
 thinking\_NN and\_CC trade\_NN unions\_NNS could\_MD get\_VB the\_DT changes\_NNS  
 they\_PRP wanted\_VBD by\_IN negotiating\_VBG collective\_JJ contracts\_NNS .\_. The\_DT  
 prominent\_JJ positions\_NNS in\_IN the\_DT CNPF\_NN were\_VBD taken\_VBN by\_IN  
 this\_DT new\_JJ generation\_NN of\_IN entrepreneurs\_NNS .\_. It\_PRP should\_MD be\_VB  
 mentioned\_VBN here\_RB that\_IN the\_DT CNPF\_NN is\_VBZ an\_DT organisation\_NN  
 set\_VBD up\_RP in\_IN 1946\_CD to\_TO protect\_VB employers\_NNS .\_. With\_IN the\_DT  
 oil\_NN shock\_NN and\_CC ensuing\_VBG recession\_NN of\_IN 1973\_CD ,\_, the\_DT third\_JJ  
 period\_NN in\_IN french\_JJ industrial\_JJ relations\_NNS began\_VBD .\_. The\_DT  
 recession\_NN ,\_, and\_CC the\_DT increased\_VBN competition\_NN from\_IN the\_DT  
 Common\_NNP Market\_NNP meant\_VBD that\_IN firms\_NNS had\_VBD to\_TO  
 increase\_VB their\_PRP\$ productivity\_NN and\_CC competitiveness\_NN ,\_, and\_CC this\_DT  
 meant\_VBN laying\_VBG off\_RP workers\_NNS .\_. The\_DT trade\_NN unions\_NNS  
 were\_VBD powerless\_JJ to\_TO stop\_VB the\_DT rising\_VBG unemployment\_NN ,\_,  
 and\_CC were\_VBD often\_RB wrongfooted\_VBN as\_IN they\_PRP could\_MD not\_RB  
 gain\_VB better\_JJR pay\_NN for\_IN their\_PRP\$ members\_NNS during\_IN the\_DT  
 recession\_NN .\_. This\_DT meant\_VBD membership\_NN would\_MD fall\_VB .\_.  
 When\_WRB the\_DT socialists\_NNS came\_VBD to\_TO power\_NN in\_IN 1981\_CD with\_IN  
 the\_DT election\_NN of\_IN Mitterrand\_NNP ,\_, no\_DT one\_NN was\_VBD quite\_RB sure\_JJ  
 how\_WRB they\_PRP would\_MD act\_VB in\_IN the\_DT field\_NN of\_IN industrial\_JJ  
 relations\_NNS .\_. As\_IN it\_PRP turned\_VBD out\_RP ,\_, the\_DT Auroux\_NNP Laws\_NNPS  
 of\_IN 1982\_CD and\_CC 1983\_CD completely\_RB modernised\_VBN industrial\_JJ

relations\_NNS and\_CC changed\_VBD a\_DT third\_JJ of\_IN the\_DT `` `` code\_NN du\_NNP  
 travail\_NN " " .\_. The\_DT Auroux\_NNP Laws\_NNP had\_VBD four\_CD main\_JJ  
 aspects\_NNS .\_. The\_DT first\_JJ was\_VBD that\_IN employees\_NNS would\_MD now\_RB  
 be\_VB able\_JJ to\_TO voice\_VB their\_PRP\$ opinions\_NNS directly\_RB -LRB-\_-LRB-  
 not\_RB just\_RB via\_IN trade\_NN union\_NN channels\_NNS -RRB-\_-RRB- and\_CC  
 collectively\_RB ,\_, and\_CC employers\_NNS would\_MD be\_VB forced\_VBN to\_TO  
 listen\_VB to\_TO their\_PRP\$ points\_NNS of\_IN view\_NN .\_. Secondly\_RB ,\_,  
 discrimination\_NN against\_IN a\_DT worker\_NN would\_MD not\_RB be\_VB allowed\_VBN  
 .\_. The\_DT company\_NN would\_MD have\_VB to\_TO draw\_VB up\_RP rules\_NNS for\_IN  
 a\_DT code\_NN of\_IN practice\_NN ,\_, which\_WDT would\_MD be\_VB made\_VBN  
 known\_VBN to\_TO all\_DT employees\_NNS and\_CC to\_TO the\_DT Ministry\_NNP of\_IN  
 Employment\_NNP .\_. Thirdly\_RB ,\_, if\_IN an\_DT employee\_NN did\_VBD something\_NN  
 wrong\_JJ ,\_, he\_PRP could\_MD not\_RB be\_VB punished\_VBN arbitrarily\_RB .\_. He\_PRP  
 was\_VBD to\_TO be\_VB invited\_VBN to\_TO attend\_VB a\_DT preliminary\_JJ  
 interview\_NN with\_IN his\_PRP\$ employer\_NN to\_TO see\_VB what\_WP he\_PRP had\_VBD  
 done\_VBN wrong\_JJ ,\_, and\_CC could\_MD have\_VB a\_DT union\_NN representative\_NN  
 present\_JJ if\_IN he\_PRP so\_RB wished\_VBD .\_. Presivously\_RB only\_RB industrial\_JJ  
 tribunals\_NNS could\_MD help\_VB employees\_NNS .\_. Finally\_RB there\_EX was\_VBD  
 great\_JJ encouragement\_NN to\_TO collective\_JJ bargaining\_NN .\_. It\_PRP was\_VBD  
 hoped\_VBN that\_IN negotiation\_NN would\_MD become\_VB a\_DT regular\_JJ part\_NN  
 of\_IN industrial\_JJ relations\_NNS ,\_, not\_RB just\_RB something\_NN used\_VBN in\_IN  
 crisis\_NN situations\_NNS .\_. Any\_DT firm\_NN with\_IN over\_IN 100\_CD employees\_NNS  
 could\_MD have\_VB a\_DT comité\_NN d'entreprise\_NN and\_CC should\_MD negotiate\_VB  
 regularly\_RB on\_IN a\_DT firm\_JJ level\_NN .\_. There\_EX would\_MD also\_RB be\_VB  
 industry\_NN negotiations\_NNS every\_DT so\_RB often\_RB to\_TO decide\_VB pay\_NN  
 levels\_NNS in\_IN the\_DT sector\_NN .\_. However\_RB the\_DT Auroux\_NNP laws\_NNS  
 on\_IN collective\_JJ bargaining\_NN were\_VBD not\_RB compulsory\_JJ and\_CC could\_MD  
 only\_RB act\_VB as\_IN an\_DT encouragement\_NN .\_. But\_CC it\_PRP is\_VBZ  
 encouraging\_VBG to\_TO see\_VB negotiation\_NN becoming\_VBG a\_DT more\_RBR  
 normal\_JJ and\_CC everyday\_JJ part\_NN of\_IN industrial\_JJ relations\_NNS .\_. The\_DT  
 collective\_JJ bargaining\_NN which\_WDT was\_VBD used\_VBN at\_IN the\_DT `` ``  
 height\_NN " " of\_IN the\_DT unions\_NNS sucess\_VBP -LRB-\_-LRB- 1968-1973\_CD -  
 RRB-\_-RRB- was\_VBD not\_RB without\_IN weaknesses\_NNS .\_. The\_DT  
 negotiations\_NNS were\_VBD often\_RB carried\_VBN out\_RP at\_IN a\_DT general\_JJ ,\_,

regional\_JJ level\_NN which\_WDT was\_VBD far\_RB removed\_VBN from\_IN individual\_JJ worker\_NN aims\_NNS .\_. Often\_RB the\_DT industry\_NN was\_VBD taken\_VBN as\_IN a\_DT whole\_NN in\_IN subjects\_NNS like\_IN pay\_NN and\_CC only\_RB the\_DT minimum\_JJ pay\_NN of\_IN the\_DT weakest\_JJS firms\_NNS in\_IN the\_DT industry\_NN was\_VBD altered\_VBN .\_. The\_DT unions\_NNS tended\_VBD to\_TO view\_VB the\_DT SMIC\_NNP as\_IN the\_DT bottom\_JJ rung\_VBN in\_IN the\_DT pay\_NN ladder\_NN and\_CC put\_VBD pressure\_NN on\_IN the\_DT Government\_NN to\_TO increase\_VB it\_PRP ,\_, thus\_RB increasing\_VBG all\_DT pay\_NN levels\_NNS .\_. The\_DT unions\_NNS also\_RB tended\_VBD to\_TO view\_VB each\_DT negotiation\_NN as\_IN an\_DT opportunity\_NN to\_TO gain\_VB as\_RB much\_JJ as\_IN they\_PRP could\_MD on\_IN that\_DT one\_CD occasion\_NN .\_. Meanwhile\_RB the\_DT employers\_NNS saw\_VBD this\_DT ,\_, and\_CC thus\_RB only\_RB offered\_VBD very\_RB few\_JJ changes\_NNS as\_IN they\_PRP were\_VBD fearful\_JJ of\_IN what\_WP the\_DT unions\_NNS would\_MD try\_VB to\_TO take\_VB .\_. Once\_RB negotiations\_NNS were\_VBD completed\_VBN ,\_, and\_CC collective\_JJ agreements\_NNS decided\_VBN upon\_IN ,\_, neither\_DT party\_NN stuck\_VBD to\_TO the\_DT agreement\_NN and\_CC observed\_VBD its\_PRP\$ rules\_NNS and\_CC conditions\_NNS .\_. Finally\_RB the\_DT pluralism\_NN of\_IN trade\_NN unions\_NNS exacerbated\_VBD the\_DT problems\_NNS .\_. Many\_JJ different\_JJ union\_NN representatives\_NNS had\_VBD to\_TO be\_VB involved\_VBN in\_IN any\_DT negotiation\_NN and\_CC this\_DT complicated\_VBN the\_DT process\_NN .\_. There\_EX were\_VBD other\_JJ methods\_NNS of\_IN employee\_NN representation\_NN ,\_, of\_IN course\_NN ,\_, such\_JJ as\_IN the\_DT `` `` comité\_JJ d'entreprise\_NN " " but\_CC this\_DT was\_VBD not\_RB compulsory\_JJ in\_IN firms\_NNS with\_IN over\_IN 100\_CD employees\_NNS ,\_, and\_CC of\_IN course\_NN the\_DT abundance\_NN of\_IN PME\_NNP 's\_POS meant\_VBN that\_IN many\_JJ firms\_NNS were\_VBD not\_RB eligible\_JJ for\_IN it\_PRP anyway\_RB .\_. Then\_RB ,\_, as\_IN we\_PRP can\_MD see\_VB ,\_, the\_DT level\_NN of\_IN unionization\_NN in\_IN France\_NNP is\_VBZ very\_RB low\_JJ .\_. It\_PRP has\_VBZ reached\_VBN the\_DT stage\_NN where\_WRB even\_RB employers\_NNS wish\_VBP it\_PRP were\_VBD higher\_JJR ,\_, since\_IN when\_WRB there\_EX is\_VBZ worker\_NN discontent\_NN ,\_, the\_DT problems\_NNS are\_VBP aggravated\_VBN by\_IN the\_DT fact\_NN that\_IN the\_DT workers\_NNS have\_VBP no\_DT coherent\_JJ leadership\_NN and\_CC are\_VBP so\_RB disorganized\_JJ .\_. However\_RB it\_PRP should\_MD be\_VB remembered\_VBN that\_IN workers\_NNS in\_IN France\_NNP quite\_RB often\_RB show\_VBP their\_PRP\$ support\_NN for\_IN a\_DT trade\_NN union\_NN by\_IN voting\_VBG

for\_IN it\_PRP ,\_, not\_RB by\_IN joining\_VBG it\_PRP and\_CC becoming\_VBG a\_DT member\_NN .\_. We\_PRP can\_MD therefore\_RB see\_VB that\_DT relations\_NNS between\_IN employers\_NNS and\_CC employees\_NNS have\_VBP often\_RB been\_VBN strained\_VBN .\_. The\_DT best\_JJS time\_NN for\_IN the\_DT unions\_NNS was\_VBD between\_IN 1968\_CD and\_CC 1973\_CD when\_WRB they\_PRP could\_MD negotiate\_VB collective\_JJ contracts\_NNS for\_IN their\_PRP\$ members\_NNS ,\_, but\_CC this\_DT was\_VBD stopped\_VBN by\_IN the\_DT recession\_NN of\_IN the\_DT 1970\_CD 's\_POS .\_. Their\_PRP\$ powers\_NNS had\_VBD increased\_VBN ,\_, but\_CC paradoxically\_RB ,\_, union\_NN membership\_NN did\_VBD not\_RB .\_.

### **ICLE-BR-SUR-0024.1**

Under\_IN the\_DT 5th\_JJ Republic\_NN the\_DT most\_RBS salient\_JJ feature\_NN to\_TO emerge\_VB is\_VBZ the\_DT form\_NN of\_IN presidentialism\_NN started\_VBN by\_IN General\_NNP de\_NNP Gaulle\_NNP and\_CC carried\_VBD on\_RP successful\_JJ by\_IN his\_PRP\$ successors\_NNS .\_. From\_IN 1791\_CD to\_TO 1958\_CD France\_NNP has\_VBZ known\_VBN 16\_CD constitutions\_NNS and\_CC since\_IN 1875\_CD 3\_CD Republics\_NNS .\_. The\_DT 4th\_JJ Republic\_NN was\_VBD characterised\_VBN by\_IN a\_DT weak\_JJ government\_NN and\_CC a\_DT weak\_JJ presidency\_NN ,\_, with\_IN power\_NN being\_VBG concentrated\_VBN in\_IN the\_DT hands\_NNS of\_IN a\_DT divided\_VBN National\_NNP Assembly\_NNP .\_. The\_DT collapse\_NN of\_IN the\_DT 4th\_JJ Republic\_NN and\_CC the\_DT mounting\_VBG problem\_NN of\_IN the\_DT Algerian\_NNP situation\_NN brought\_VBD back\_RB to\_TO power\_NN the\_DT charismatic\_JJ figure\_NN of\_IN de\_FW Gaulle\_NNP who\_WP was\_VBD seen\_VBN as\_IN the\_DT only\_JJ person\_NN capable\_JJ of\_IN dealing\_VBG and\_CC solving\_VBG the\_DT Algerian\_NNP problem\_NN .\_. In\_IN his\_PRP\$ years\_NNS in\_IN exile\_NN de\_IN Gaulle\_NNP saw\_VBD France\_NNP humiliated\_VBN by\_IN her\_PRP\$ defeat\_NN and\_CC subsequent\_JJ occupation\_NN by\_IN the\_DT Germans\_NNPS ,\_, ruled\_VBN by\_IN the\_DT notorious\_JJ Vichy\_NNP regime\_NN and\_CC ,\_, after\_IN the\_DT end\_NN of\_IN the\_DT war\_NN ,\_, still\_RB not\_RB in\_IN control\_NN of\_IN her\_PRP\$ fate\_NN ,\_, having\_VBG to\_TO align\_VB herself\_PRP with\_IN the\_DT United\_NNP States\_NNPS .\_. France\_NNP was\_VBD `` `` the\_DT sick\_JJ man\_NN of\_IN Europe\_NNP " " .\_. De\_NNP Gaulle\_NNP saw\_VBD this\_DT sickness\_NN as\_IN a\_DT result\_NN of\_IN the\_DT role\_NN and\_CC authority\_NN of\_IN the\_DT state\_NN being\_VBG undermined\_VBN and\_CC on\_IN coming\_VBG to\_TO power\_NN in\_IN 1958\_CD de\_IN Gaulle\_NNP was\_VBD determined\_VBN to\_TO strengthen\_VB

the\_DT state\_NN and\_CC create\_VB a\_DT strong\_JJ Executive\_NNP ,\_, which\_WDT  
 he\_PRP hoped\_VBD he\_PRP would\_MD lead\_VB .\_. His\_PRP\$ importance\_NN in\_IN  
 shaping\_VBG the\_DT 1958\_CD constitution\_NN can\_MD not\_RB be\_VB  
 overestimated\_VBN and\_CC ,\_, though\_IN it\_PRP can\_MD be\_VB said\_VBD that\_IN  
 it\_PRP was\_VBD tailor-made\_JJ for\_IN him\_PRP ,\_, it\_PRP would\_MD be\_VB truer\_JJR  
 to\_TO say\_VB that\_IN the\_DT constitution\_NN became\_VBD more\_RBR and\_CC  
 more\_RBR tailor-made\_JJ for\_IN him\_PRP as\_IN a\_DT result\_NN of\_IN constitutional\_JJ  
 amendment\_NN and\_CC changes\_NNS in\_IN political\_JJ life\_NN .\_. On\_IN drafting\_VBG  
 the\_DT text\_NN two\_CD conflicting\_VBG notions\_NNS had\_VBD to\_TO be\_VB  
 reconciled\_VBN .\_. De\_NNP Gaulle\_NNP favoured\_VBD a\_DT return\_NN to\_TO the\_DT  
 old\_JJ Bonapartist\_NNP tradition\_NN of\_IN the\_DT President\_NNP having\_VBG full\_JJ ,\_,  
 almost\_RB ,\_, omnipotent\_JJ powers\_NNS but\_CC others\_NNS fearing\_VBG this\_DT  
 style\_NN of\_IN power\_NN concentrated\_VBD in\_IN the\_DT hands\_NNS of\_IN just\_RB  
 one\_CD source\_NN wanted\_VBD the\_DT government\_NN to\_TO have\_VB more\_JJR  
 power\_NN .\_. A\_DT compromise\_NN was\_VBD reached\_VBN in\_IN which\_WDT  
 power\_NN would\_MD be\_VB shared\_VBN by\_IN a\_DT strong\_JJ Executive\_NNP  
 comprising\_VBG of\_IN a\_DT president\_NN and\_CC a\_DT cabinet\_NN headed\_VBN by\_IN  
 a\_DT Prime\_NNP Minister\_NNP responsible\_JJ to\_TO Parliament\_NNP .\_. De\_NNP  
 Gaulle\_NNP ended\_VBN by\_IN strengthening\_VBG the\_DT Executive\_NNP in\_IN  
 favour\_NN of\_IN the\_DT presidency\_NN and\_CC his\_PRP\$ interpretation\_NN of\_IN  
 the\_DT most\_RBS ambiguous\_JJ word\_NN in\_IN the\_DT text\_NN ,\_, `` `` arbitration\_NN  
 " " has\_VBZ been\_VBN untouched\_VBN for\_IN more\_JJR than\_IN 30\_CD years\_NNS .\_.  
 In\_IN Article\_NNP 5\_CD the\_DT word\_NN `` `` arbitration\_NN " " can\_MD be\_VB  
 interpreted\_VBN differently\_RB ; : on\_IN one\_CD hand\_NN it\_PRP can\_MD mean\_VB  
 that\_IN the\_DT president\_NN is\_VBZ an\_DT impartial\_JJ observer\_NN and\_CC  
 referee\_NN and\_CC does\_VBZ not\_RB deal\_VB with\_IN problems\_NNS but\_CC on\_IN  
 the\_DT other\_JJ hand\_NN it\_PRP can\_MD mean\_VB that\_IN he\_PRP is\_VBZ in\_IN  
 charge\_NN of\_IN the\_DT daily\_JJ run\_NN of\_IN the\_DT country\_NN ,\_, obviously\_RB  
 having\_VBG a\_DT more\_RBR dynamic\_JJ and\_CC interventionist\_JJ role\_NN .\_. De\_NNP  
 Gaulle\_NNP chose\_VBD the\_DT second\_JJ interpretation\_NN and\_CC quickly\_RB  
 established\_JJ presidential\_JJ preeminence\_NN and\_CC authority\_NN .\_. This\_DT  
 interpretation\_NN has\_VBZ been\_VBN upheld\_VBN by\_IN his\_PRP\$ successors\_NNS  
 and\_CC the\_DT Gaullist\_NNP legacy\_NN has\_VBZ continued\_VBN .\_. What\_WDT  
 then\_RB ,\_, were\_VBD his\_PRP\$ powers\_NNS and\_CC how\_WRB have\_VBP they\_PRP

expanded\_VBN under\_IN successive\_JJ presidents\_NNS ?\_. In\_IN his\_PRP\$ 10\_CD years\_NNS in\_IN office\_NN de\_IN Gaulle\_NNP implemented\_VBD many\_JJ changes\_NNS in\_IN the\_DT french\_JJ political\_JJ system\_NN .\_. The\_DT traditional\_JJ powers\_NNS bestowed\_VBN on\_IN him\_PRP were\_VBD ruthlessly\_RB exploited\_VBN ,\_, used\_VBN and\_CC abused\_VBN .\_. These\_DT included\_VBD Head\_NNP of\_IN State\_NNP ,\_, Commander-in-Chief\_NNP of\_IN Armed\_NNP Forces\_NNP and\_CC the\_DT power\_NN to\_TO appoint\_VB or\_CC dismiss\_VB the\_DT Prime\_NNP Minister\_NNP of\_IN his\_PRP\$ choice\_NN .\_. De\_NNP Gaulle\_NNP was\_VBD also\_RB given\_VBN carte\_NN blanche\_NN to\_TO define\_VB European\_JJ ,\_, domestic\_JJ ,\_, defence\_NN and\_CC foreign\_JJ policy\_NN and\_CC he\_PRP did\_VBD so\_RB ,\_, creating\_VBG the\_DT office\_NN of\_IN the\_DT presidency\_NN and\_CC turning\_VBG the\_DT presidency\_NN into\_IN the\_DT centre\_NN of\_IN decision-making\_NN .\_. He\_PRP became\_VBD the\_DT chief\_JJ policy\_NN maker\_NN and\_CC in\_IN the\_DT fields\_NNS of\_IN foreign\_JJ and\_CC defence\_NN policy\_NN he\_PRP left\_VBD his\_PRP\$ hallmark\_NN firmly\_RB implanted\_VBN .\_. His\_PRP\$ achievements\_NNS were\_VBD to\_TO veto\_VB twice\_RB Britain\_NNP 's\_POS entry\_NN into\_IN the\_DT common\_JJ Market\_NN ,\_, solve\_VB the\_DT Algerian\_NNP problem\_NN single-handedly\_RB ,\_, make\_VBP a\_DT rapprochement\_NN with\_IN countries\_NNS in\_IN Eastern\_NNP Europe\_NNP ,\_, give\_VBP full\_JJ recognition\_NN to\_TO the\_DT Communist\_JJ party\_NN of\_IN China\_NNP and\_CC in\_IN his\_PRP\$ attempt\_NN to\_TO break\_VB away\_RP from\_IN American\_JJ tutelage\_NN withdrew\_VBD France\_NNP from\_IN NATO\_NNP ,\_, and\_CC drew\_VBD up\_RP plans\_NNS for\_IN France\_NNP 's\_POS own\_JJ nuclear\_JJ deterrent\_NN .\_. De\_NNP Gaulle\_NNP made\_VBD use\_NN of\_IN all\_PDT his\_PRP\$ principal\_JJ powers\_NNS in\_IN his\_PRP\$ first\_JJ four\_CD years\_NNS in\_IN office\_NN and\_CC he\_PRP wielded\_VBD his\_PRP\$ power-tool\_NN ,\_, the\_DT power\_NN to\_TO call\_VB a\_DT referendum\_NN ,\_, ruthlessly\_RB .\_. This\_DT was\_VBD used\_VBN twice\_RB on\_IN the\_DT Algerian\_NNP problem\_NN ,\_, in\_IN October\_NNP 1962\_CD to\_TO reform\_VB the\_DT constitution\_NN in\_IN order\_NN for\_IN the\_DT president\_NN to\_TO be\_VB elected\_VBN by\_IN universal\_JJ suffrage\_NN ,\_, and\_CC once\_RB more\_RBR in\_IN 1969\_CD .\_. The\_DT referendum\_NN ,\_, under\_IN de\_FW Gaulle\_NNP ,\_, became\_VBD synonymous\_JJ with\_IN a\_DT plebiscite\_NN as\_IN each\_DT time\_NN de\_IN Gaulle\_NNP put\_VBD forward\_RB the\_DT proposal\_NN it\_PRP was\_VBD clear\_JJ that\_IN the\_DT elector\_NN was\_VBD voting\_VBG for\_IN de\_FW Gaulle\_NNP 's\_POS proposals\_NNS ,\_, giving\_VBG him\_PRP ,\_, in\_IN effect\_NN ,\_, a\_DT vote\_NN of\_IN confidence\_NN .\_. The\_DT



1962\_CD reform\_NN tipped\_VBD the\_DT balance\_NN in\_IN the\_DT favour\_NN of\_IN the\_DT presidency\_NN after\_IN a\_DT record\_NN turnout\_NN -LRB-\_-LRB- 85\_CD %\_NN -RRB-\_-RRB- voted\_VBD for\_IN his\_PRP\$ proposal\_NN to\_TO elect\_VB a\_DT President\_NN by\_IN the\_DT people\_NNS .\_. Now\_RB ,\_, de\_FW Gaulle\_NNP proclaimed\_VBD ,\_, the\_DT president\_NN is\_VBZ the\_DT elected\_VBN of\_IN the\_DT nation\_NN ,\_, by\_IN the\_DT nation\_NN ,\_, and\_CC as\_IN such\_JJ is\_VBZ the\_DT holder\_NN and\_CC source\_NN of\_IN legitimate\_JJ power\_NN ,\_, having\_VBG the\_DT mandate\_NN from\_IN the\_DT people\_NNS .\_. Also\_RB within\_IN de\_FW Gaulle\_NNP 's\_POS power\_NN was\_VBD the\_DT power\_NN to\_TO dissolve\_VB the\_DT National\_NNP Assembly\_NNP ,\_, which\_WDT he\_PRP did\_VBD twice\_RB ,\_, in\_IN 1962\_CD and\_CC 1968\_CD .\_. After\_IN the\_DT student\_NN revolts\_NNS of\_IN May\_NNP 1968\_CD he\_PRP reformed\_VBD the\_DT french\_JJ higher\_JJR education\_NN system\_NN and\_CC under\_IN Article\_NNP 16\_CD exercised\_VBN his\_PRP\$ emergency\_NN powers\_NNS in\_IN Algeria\_NNP between\_IN April\_NNP 23rd\_JJ and\_CC September\_NNP 29th\_JJ .\_. Though\_IN the\_DT office\_NN of\_IN president\_NN was\_VBD far\_RB from\_IN being\_VBG `` `` omnipotent\_JJ ,\_, omniscient\_JJ and\_CC omnipresent\_JJ " " his\_PRP\$ power\_NN and\_CC influence\_NN was\_VBD quite\_RB considerable\_JJ .\_. De\_NNP Gaulle\_NNP 's\_POS contribution\_NN to\_TO the\_DT presidential\_JJ power\_NN was\_VBD great\_JJ and\_CC far-reaching\_JJ and\_CC he\_PRP unhesitatingly\_RB used\_VBD and\_CC exploited\_VBD the\_DT text\_NN of\_IN the\_DT constitution\_NN to\_TO change\_VB matters\_NNS in\_IN his\_PRP\$ favour\_NN .\_. This\_DT interpretation\_NN of\_IN Article\_NNP 5\_CD has\_VBZ been\_VBN left\_VBN untouched\_JJ and\_CC the\_DT role\_NN of\_IN the\_DT President\_NNP has\_VBZ expanded\_VBN and\_CC extended\_VBN into\_IN other\_JJ domains\_NNS .\_. Under\_IN his\_PRP\$ successor\_NN George\_NNP Pompidou\_NNP ,\_, the\_DT presidency\_NN has\_VBZ embraced\_VBN the\_DT economic\_JJ ,\_, financial\_JJ and\_CC institutional\_JJ spheres\_NNS .\_. Pompidou\_NNP declared\_VBD that\_IN the\_DT presidency\_NN would\_MD continue\_VB to\_TO be\_VB the\_DT seat\_NN of\_IN decision-making\_NN .\_. His\_PRP\$ slogan\_NN was\_VBD `` `` continuité\_NN et\_FW ouverture\_FW " " .\_. The\_DT only\_JJ difference\_NN between\_IN Pompidou\_NNP and\_CC de\_IN Gaulle\_NNP was\_VBD style\_NN ;\_: Pompidou\_NNP was\_VBD more\_RBR cautious\_JJ and\_CC realised\_VBD that\_IN France\_NNP had\_VBD her\_PRP\$ limits\_NNS on\_IN the\_DT international\_JJ scene\_NN .\_. At\_IN home\_NN Pompidou\_NN intervened\_VBD in\_IN financial\_JJ and\_CC economic\_JJ areas\_NNS ,\_, creating\_VBG and\_CC restructuring\_VBG French\_JJ industry\_NN .\_. The\_DT functions\_NNS of\_IN

the\_DT presidency\_NN have\_VBP thus\_RB expanded\_VBN .\_. The\_DT reasons\_NNS  
 behind\_IN de\_FW Gaulle\_NNP 's\_POS and\_CC Pompidou\_NNP 's\_POS success\_NN to\_TO  
 keep\_VB presidential\_JJ authority\_NN strong\_JJ lies\_NNS in\_IN the\_DT large\_JJ  
 majority\_NN enjoyed\_VBN by\_IN the\_DT Gaullists\_NNPS .\_. This\_DT was\_VBD the\_DT  
 key\_JJ and\_CC cornerstone\_NN to\_TO presidential\_JJ preeminence\_NN .\_. In\_IN 1974\_CD  
 Valéry\_NNP Giscard\_NNP d'Estaing\_NN ,\_, Pompidou\_NNP 's\_POS former\_JJ  
 Finance\_NNP Minister\_NNP ,\_, narrowly\_RB beat\_VB the\_DT socialist\_JJ candidate\_NN  
 ,\_, François\_NNP Mitterrand\_NNP ,\_, to\_TO become\_VB the\_DT 3rd\_JJ president\_NN  
 of\_IN the\_DT Vth\_NNP Republic\_NNP .\_. D'Estaing\_VBG further\_RB enhanced\_VBD  
 the\_DT presidency\_NN by\_IN embracing\_VBG social\_JJ and\_CC environmental\_JJ  
 fields\_NNS .\_. He\_PRP promoted\_VBD an\_DT advanced\_JJ liberal\_JJ society\_NN and\_CC  
 succeeded\_VBD in\_IN the\_DT social\_JJ domain\_NN to\_TO reduce\_VB the\_DT voting\_NN  
 age\_NN to\_TO 18\_CD ,\_, legalise\_VB female\_JJ contraception\_NN and\_CC abortion\_NN  
 and\_CC he\_PRP retained\_VBD his\_PRP\$ tight\_JJ hold\_NN over\_IN the\_DT financial\_JJ  
 area\_NN .\_. In\_IN the\_DT environmental\_JJ field\_NN he\_PRP promoted\_VBD  
 protection\_NN of\_IN the\_DT environment\_NN ,\_, by\_IN obstructing\_VBG plans\_NNS  
 to\_TO build\_VB concrete\_JJ motorways\_NNS and\_CC ugly\_JJ edifices\_NNS and\_CC  
 maintained\_VBD the\_DT natural\_JJ beauty\_NN of\_IN the\_DT French\_JJ countryside\_NN  
 .\_. François\_NNP Mitterrand\_NNP has\_VBZ seen\_VBN his\_PRP\$ party\_NN ,\_, the\_DT  
 socialists\_NNS ,\_, occupying\_VBG seats\_NNS in\_IN the\_DT opposition\_NN and\_CC  
 has\_VBZ thus\_RB been\_VBN forced\_VBN to\_TO `` `` cohabit\_VB " " with\_IN his\_PRP\$  
 non-socialist\_JJ Prime\_NNP Minister\_NNP ,\_, M.\_NNP Rocard\_NNP ,\_, and\_CC  
 divide\_VBP some\_DT of\_IN the\_DT powers\_NNS between\_IN him\_PRP .\_.  
 Mitterrand\_NNP has\_VBZ also\_RB been\_VBN obliged\_VBN to\_TO fall\_VB back\_RB  
 on\_IN the\_DT text\_NN of\_IN the\_DT constitution\_NN where\_WRB in\_IN articles\_NNS  
 20\_CD and\_CC 21\_CD it\_PRP states\_VBZ the\_DT prime\_JJ Minister\_NNP deals\_NNS  
 with\_IN the\_DT nation\_NN 's\_POS affairs\_NNS .\_. The\_DT ambiguity\_NN of\_IN the\_DT  
 text\_NN has\_VBZ favoured\_VBN the\_DT presidency\_NN according\_VBG to\_TO the\_DT  
 political\_JJ climate\_NN at\_IN the\_DT time\_NN .\_. Presidential\_JJ authority\_NN has\_VBZ  
 been\_VBN the\_DT most\_RBS salient\_JJ factor\_NN of\_IN the\_DT 5th\_JJ Republic\_NN  
 and\_CC since\_IN de\_FW Gaulle\_NNP the\_DT office\_NN has\_VBZ grown\_VBN in\_IN  
 strength\_NN ,\_, prestige\_NN and\_CC has\_VBZ enhanced\_VBN powers\_NNS ranging\_VBG  
 from\_IN Chief\_NNP policy\_NN maker\_NN in\_IN defence\_NN and\_CC foreign\_JJ  
 affairs\_NNS ,\_, modernising\_VBG the\_DT French\_JJ economy\_NN and\_CC

advocating\_VBG an\_DT advanced\_JJ liberal\_JJ society\_NN .\_. Under\_IN Mitterrand\_NNP we\_PRP have\_VBP seen\_VBN the\_DT nationalisation\_NN of\_IN firms\_NNS and\_CC new\_JJ balance\_NN of\_IN power\_NN in\_IN Parliament\_NNP .\_. The\_DT text\_NN is\_VBZ more\_RBR adhered\_JJ to\_TO now\_RB as\_IN Mitterrand\_NNP has\_VBZ not\_RB got\_VBN a\_DT majority\_NN to\_TO back\_VB up\_RP his\_PRP\$ policies\_NNS in\_IN Parliament\_NNP but\_CC he\_PRP still\_RB enjoys\_VBZ the\_DT privileges\_NNS and\_CC wields\_VBZ power\_NN in\_IN the\_DT same\_JJ manner\_NN as\_IN his\_PRP\$ predecessors\_NNS .\_.

### **ICLE-BR-SUR-0025.1**

When\_WRB General\_NNP de\_NNP Gaulle\_NNP came\_VBD to\_TO power\_NN in\_IN 1958\_CD ,\_, it\_PRP was\_VBD generally\_RB expected\_VBN that\_IN the\_DT role\_NN of\_IN president\_NN would\_MD be\_VB given\_VBN a\_DT new\_JJ status\_NN in\_IN the\_DT policy\_NN of\_IN decision\_NN making\_NN .\_. De\_NNP Gaulle\_NNP 's\_POS Bayeux\_NNP speech\_NN and\_CC subsequent\_JJ centrings\_NNS made\_VBD it\_PRP clear\_JJ that\_IN a\_DT clearly\_RB visible\_JJ president\_NN was\_VBD required\_VBN ,\_, who\_WP would\_MD be\_VB the\_DT `` keystone\_NN ' ' to\_TO the\_DT parliamentary\_JJ régime\_NN .\_. The\_DT constitution\_NN of\_IN 1958\_CD honoured\_VBD this\_DT ,\_, by\_IN placing\_VBG the\_DT President\_NNP first\_RB among\_IN the\_DT members\_NNS of\_IN parliament\_NN .\_. There\_EX is\_VBZ however\_RB a\_DT fundamental\_JJ difference\_NN between\_IN the\_DT powers\_NNS that\_IN the\_DT constitution\_NN and\_CC those\_DT who\_WP drafted\_VBD it\_PRP gave\_VBD the\_DT President\_NNP and\_CC the\_DT powers\_NNS that\_IN he\_PRP subsequently\_RB acquired\_VBD .\_. The\_DT result\_NN is\_VBZ a\_DT very\_RB interesting\_JJ example\_NN of\_IN how\_WRB circumstances\_NNS and\_CC personality\_NN can\_MD change\_VB the\_DT constitution\_NN .\_. The\_DT constitution\_NN had\_VBD originally\_RB left\_VBN policy\_NN and\_CC decision\_NN making\_VBG to\_TO the\_DT prime\_JJ minister\_NN and\_CC his\_PRP\$ government\_NN -LRB-\_-LRB- articles\_NNS 20-23\_CD -RRB-\_-RRB- .\_. The\_DT power\_NN granted\_VBN under\_IN article\_NN twelve\_CD to\_TO dissolve\_VB parliament\_NN would\_MD ,\_, according\_VBG to\_TO Michel\_NNP Debré\_NNP ,\_, only\_RB allow\_VBP a\_DT short\_JJ exchange\_NN with\_IN the\_DT public\_NN .\_. According\_VBG to\_TO the\_DT constitution\_NN ,\_, the\_DT President\_NNP was\_VBD only\_RB to\_TO assume\_VB the\_DT role\_NN of\_IN constitutional\_JJ dictator\_NN in\_IN times\_NNS of\_IN grave\_JJ trouble\_NN -LRB-\_-LRB- art.\_NN 16\_CD -RRB-\_-RRB- .\_. In\_IN a\_DT brilliant\_JJ exegesis\_NN of\_IN the\_DT constitution\_NN he\_PRP had\_VBD authored\_VBN in\_IN large\_JJ part\_NN ,\_,

Michel\_NNP Debré\_NNP said\_VBD that\_IN the\_DT role\_NN of\_IN the\_DT President\_NNP
 was\_VBD to\_TO be\_VB that\_DT of\_IN an\_DT arbiter\_NN ,\_, to\_TO oversee\_VB the\_DT
 constitution\_NN ,\_, and\_CC be\_VB `` beyond\_IN politics\_NNS and\_CC the\_DT
 political\_JJ parties\_NNS .\_. This\_DT seems\_VBZ to\_TO have\_VB been\_VBN
 somewhat\_RB unrealistic\_JJ .\_. Neither\_CC the\_DT war\_NN in\_IN Algeria\_NNP ,\_,
 nor\_CC ,\_, despite\_IN appearances\_NNS the\_DT personality\_NN of\_IN de\_FW
 Gaulle\_NNP would\_MD let\_VB him\_PRP be\_VB the\_DT arbiter\_NN of\_IN the\_DT
 constitution\_NN .\_. The\_DT referendum\_NN in\_IN 1962\_CD gave\_VBD the\_DT
 President\_NNP the\_DT legitimacy\_NN of\_IN the\_DT public\_JJ vote\_NN .\_. Now\_RB
 he\_PRP was\_VBD directly\_RB answerable\_JJ to\_TO the\_DT people\_NNS .\_. In\_IN
 1964\_CD Charles\_NNP de\_IN Gaulle\_NNP realistically\_RB defined\_VBD his\_PRP\$
 role\_NN as\_IN President\_NNP .\_. He\_PRP was\_VBD still\_RB prepared\_VBN to\_TO
 play\_VB the\_DT role\_NN of\_IN arbiter\_NN when\_WRB absolutely\_RB necessary\_JJ .\_.
 According\_VBG to\_TO him\_PRP he\_PRP was\_VBD the\_DT head\_NN of\_IN
 Parliament\_NNP and\_CC no\_DT other\_JJ institution\_NN either\_CC social\_JJ or\_CC
 judiciary\_NN was\_VBD higher\_JJR than\_IN him\_PRP .\_. He\_PRP saw\_VBD
 parliament\_NN as\_IN `` sitting\_VBG around\_IN him\_PRP ' ' " .\_. According\_VBG to\_TO
 him\_PRP ,\_, article\_NN 16\_CD was\_VBD the\_DT absolute\_JJ defence\_NN of\_IN ``
 La\_NNP Patrie\_NNP ' ' \_POS .\_. Because\_IN of\_IN Article\_NNP twelve\_CD ,\_, the\_DT
 President\_NNP can\_MD dissolve\_VB Parliament\_NNP at\_IN any\_DT time\_NN that\_IN
 he\_PRP thinks\_VBZ is\_VBZ opportune\_JJ to\_TO him\_PRP and\_CC so\_RB he\_PRP
 can\_MD directly\_RB interfere\_VB with\_IN the\_DT organisation\_NN of\_IN
 Parliament\_NNP .\_. When\_WRB he\_PRP thinks\_VBZ that\_IN the\_DT constitution\_NN
 is\_VBZ being\_VBG abused\_VBN ,\_, he\_PRP can\_MD enroll\_VB the\_DT conseil\_NN
 constitutionnel\_NN ,\_, and\_CC ,\_, according\_VBG to\_TO de\_FW Gaulle\_NNP ,\_,
 when\_WRB the\_DT conseil\_NN Constitutionnel\_NNP can\_MD not\_RB be\_VB used\_VBN
 ,\_, as\_IN arbiter\_NN of\_IN the\_DT constitution\_NN ,\_, the\_DT President\_NNP can\_MD
 interfere\_VB with\_IN the\_DT unconstitutional\_JJ question\_NN himself\_PRP .\_.
 General\_NNP de\_NNP Gaulle\_NNP himself\_PRP only\_RB ever\_RB used\_VBN article\_NN
 16\_CD once\_RB when\_WRB their\_PRP\$ was\_VBD trouble\_NN in\_IN Algiers\_NNP ,\_,
 and\_CC order\_NN was\_VBD quickly\_RB restored\_VBN .\_. The\_DT President\_NNP
 can\_MD be\_VB tried\_VBN for\_IN high\_JJ treason\_NNS .\_. It\_PRP has\_VBZ been\_VBN
 shown\_VBN however\_RB that\_IN in\_IN times\_NNS of\_IN trouble\_NN ,\_, those\_DT in\_IN
 power\_NN of\_IN communications\_NNS often\_RB regain\_VBP control\_NN .\_. This\_DT

is\_VBZ the\_DT only\_JJ control\_NN there\_EX is\_VBZ on\_IN the\_DT President\_NNP .\_. Critics\_NNS of\_IN the\_DT constitution\_NN ,\_, said\_VBD it\_PRP left\_VBD too\_RB much\_JJ power\_NN to\_TO the\_DT President\_NNP ,\_, which\_WDT could\_MD be\_VB dangerous\_JJ in\_IN the\_DT hands\_NNS of\_IN his\_PRP\$ successors\_NNS .\_. Defenders\_NNS of\_IN the\_DT constitution\_NN said\_VBD however\_RB that\_IN the\_DT fact\_NN that\_IN he\_PRP was\_VBD elected\_VBN by\_IN the\_DT people\_NNS was\_VBD a\_DT control\_NN .\_. When\_WRB his\_PRP\$ successors\_NNS ,\_, first\_RB Pompidou\_NNP ,\_, who\_WP had\_VBD been\_VBN de\_IN Gaulle\_NNP 's\_POS prime\_JJ minister\_NN for\_IN six\_CD years\_NNS and\_CC then\_RB Giscard\_NNP d'Estaing\_NN had\_VBD come\_VBN to\_TO power\_NN ,\_, they\_PRP both\_DT made\_VBD it\_PRP clear\_JJ that\_IN they\_PRP intended\_VBD to\_TO keep\_VB the\_DT presidency\_NN as\_IN de\_FW Gaulle\_NNP had\_VBD left\_VBN it\_PRP .\_. Pompidou\_NNP himself\_PRP praised\_VBD the\_DT `\_' bastard\_NN '\_' qualities\_NNS of\_IN the\_DT system\_NN If\_IN in\_IN the\_DT last\_JJ years\_NNS of\_IN his\_PRP\$ presidency\_NN ,\_, d'Estaing\_NN took\_VBD on\_RP a\_DT more\_RBR prominent\_JJ role\_NN then\_RB ,\_, it\_PRP was\_VBD only\_RB partly\_RB because\_IN of\_IN his\_PRP\$ personality\_NN .\_. The\_DT main\_JJ reason\_NN was\_VBD the\_DT division\_NN between\_IN his\_PRP\$ prime\_JJ minister\_NN and\_CC his\_PRP\$ party\_NN ,\_, which\_WDT he\_PRP wanted\_VBD to\_TO hide\_VB by\_IN his\_PRP\$ prominence\_NN .\_. When\_WRB the\_DT constitution\_NN was\_VBD drafted\_VBN it\_PRP was\_VBD expected\_VBN that\_IN there\_EX would\_MD be\_VB controversy\_NN between\_IN the\_DT prime\_JJ ministers\_NNS and\_CC presidents\_NNS ,\_, but\_CC after\_IN three\_CD different\_JJ Presidents\_NNS each\_DT with\_IN very\_RB individual\_JJ personalities\_NNS ,\_, these\_DT were\_VBD not\_RB apparent\_JJ .\_. Each\_DT of\_IN the\_DT Presidents\_NNP added\_VBD their\_PRP\$ own\_JJ personalities\_NNS to\_TO the\_DT role\_NN ,\_, for\_IN example\_NN Pompidou\_NNP was\_VBD interested\_JJ in\_IN defence\_NN and\_CC economics\_NNS and\_CC so\_RB added\_VBD these\_DT areas\_NNS to\_TO his\_PRP\$ role\_NN as\_IN President\_NNP .\_. With\_IN hindsight\_NN however\_RB it\_PRP is\_VBZ true\_JJ to\_TO say\_VB that\_IN d'Estaing\_NN and\_CC Pompidou\_NNP left\_VBD the\_DT presidency\_NN very\_RB much\_RB as\_IN they\_PRP had\_VBD found\_VBN it\_PRP .\_. Mitterand\_NNP had\_VBD always\_RB criticized\_VBN the\_DT ambiguous\_JJ constitution\_NN .\_. In\_IN a\_DT parliamentary\_JJ debate\_NN with\_IN d'Estaing\_NN ,\_, he\_PRP thundered\_VBD that\_IN France\_NNP should\_MD adopt\_VB an\_DT `\_' honest\_JJ '\_' system\_NN .\_. In\_IN his\_PRP\$ election\_NN campaign\_NN in\_IN 1981\_CD however\_RB the\_DT socialist\_JJ candidate\_NN made\_VBD no\_DT criticism\_NN of\_IN the\_DT

constitution\_NN ,\_, most\_JJS probably\_RB because\_IN he\_PRP recognized\_VBD ,\_, that\_IN the\_DT electorat\_NN was\_VBD perfectly\_RB happily\_RB with\_IN the\_DT system\_NN .\_. In\_IN his\_PRP\$ first\_JJ speech\_NN after\_IN his\_PRP\$ election\_NN ,\_, he\_PRP said\_VBD that\_IN he\_PRP intended\_VBD to\_TO carry\_VB out\_RP the\_DT role\_NN of\_IN president\_NN to\_TO the\_DT full\_JJ extent\_NN of\_IN his\_PRP\$ powers\_NNS and\_CC that\_IN he\_PRP considered\_VBD himself\_PRP as\_IN `` guardian\_NN ' ' of\_IN the\_DT constitution\_NN .\_. During\_IN the\_DT years\_NNS of\_IN cohabitation\_NN however\_RB ,\_, Mitterand\_NNP had\_VBD to\_TO use\_VB only\_RB his\_PRP\$ `` de\_FW facto\_FW ' ' powers\_NNS as\_IN strictly\_RB defined\_VBN by\_IN the\_DT constitution\_NN and\_CC he\_PRP was\_VBD less\_RBR in\_IN prominence\_NN than\_IN his\_PRP\$ predecessors.It\_NN is\_VBZ possible\_JJ that\_IN he\_PRP benefited\_VBD from\_IN this\_DT More\_RBR recently\_RB ,\_, Mitterand\_NNP has\_VBZ been\_VBN heard\_VBN to\_TO criticize\_VB his\_PRP\$ prime\_JJ minister\_NN Rocard\_NNP in\_IN public\_NN .\_.

#### **ICLE-BR-SUR-0026.1**

The\_DT Constitution\_NNP of\_IN the\_DT 5th\_JJ Republic\_NN was\_VBD drawn\_VBN up\_RP as\_IN a\_DT compromise\_NN between\_IN the\_DT `` `` Republicans\_NNPS " " of\_IN the\_DT political\_JJ parties\_NNS of\_IN the\_DT 4th\_JJ Republic\_NN and\_CC de\_IN Gaulle\_NNP and\_CC his\_PRP\$ followers\_NNS who\_WP wanted\_VBD to\_TO enhance\_VB the\_DT role\_NN of\_IN the\_DT president\_NN .\_. The\_DT constitution\_NN which\_WDT was\_VBD drawn\_VBN up\_RP between\_IN Michel\_NNP Debré\_NNP ,\_, de\_FW Gaulle\_NNP and\_CC a\_DT small\_JJ group\_NN of\_IN ministers\_NNS ,\_, was\_VBD however\_RB unclear\_JJ .\_. It\_PRP tried\_VBD to\_TO fuse\_NN two\_CD incompatible\_JJ notions\_NNS :\_: that\_IN of\_IN separation\_NN of\_IN powers\_NNS with\_IN a\_DT powerful\_JJ head\_NN of\_IN state\_NN -LRB-\_-LRB- presidentialism\_NN -RRB-\_-RRB- and\_CC the\_DT principle\_NN of\_IN parliamentary\_JJ responsibility\_NN to\_TO a\_DT government\_NN -LRB-\_-LRB- parliamentarism\_NN -RRB-\_-RRB- .\_. This\_DT is\_VBZ shown\_VBN below\_IN :\_: <chart>\_NN .\_. Some\_DT articles\_NNS clear\_JJ state\_NN that\_IN it\_PRP is\_VBZ the\_DT prime\_JJ minister\_NN who\_WP rules\_NNS -LRB-\_-LRB- for\_IN example\_NN article\_NN 21\_CD -RRB-\_-RRB- whereas\_IN successive\_JJ presidents\_NNS and\_CC prime\_JJ ministers\_NNS have\_VBP said\_VBN it\_PRP is\_VBZ the\_DT president\_NN who\_WP is\_VBZ the\_DT supreme\_JJ power\_NN -LRB-\_-LRB- by\_IN their\_PRP\$ interpretation\_NN of\_IN article\_NN 5\_CD -RRB-\_-RRB- .\_.

Whatever\_WDT the\_DT case\_NN it\_PRP became\_VBD clear\_JJ that\_IN the\_DT  
 constitution\_NN strengthened\_VBD presidential\_JJ power\_NN and\_CC made\_VBD the\_DT  
 executive\_NN responsible\_JJ to\_TO parliament\_NN .\_. Before\_IN discussing\_VBG the\_DT  
 ambiguity\_NN and\_CC the\_DT role\_NN of\_IN the\_DT president\_NN I\_PRP will\_MD  
 briefly\_RB mention\_VB the\_DT functions\_NNS of\_IN the\_DT prime\_JJ minister\_NN .\_.  
 Much\_JJ of\_IN his\_PRP\$ original\_JJ power\_NN as\_IN defined\_VBN by\_IN the\_DT  
 constitution\_NN <quote>\_NN has\_VBZ been\_VBN usurped\_VBN by\_IN successive\_JJ  
 presidents\_NNS and\_CC their\_PRP\$ interpretation\_NN of\_IN their\_PRP\$ function\_NN  
 such\_JJ that\_IN now\_RB his\_PRP\$ main\_JJ role\_NN is\_VBZ to\_TO take\_VB interest\_NN  
 in\_IN areas\_NNS which\_WDT do\_VBP not\_RB interest\_VB the\_DT president\_NN ,\_,  
 coordinate\_JJ government\_NN policy\_NN ,\_, liaise\_VBP with\_IN parliament\_NN to\_TO  
 enable\_VB the\_DT smooth\_JJ passing\_NN of\_IN a\_DT law\_NN ,\_, maintain\_VBP  
 friendly\_JJ contact\_NN with\_IN the\_DT largest\_JJS coalition\_NN party\_NN and\_CC  
 arbitrate\_VB in\_IN conflicts\_NNS between\_IN coalition\_NN parties\_NNS .\_. The\_DT  
 original\_JJ role\_NN given\_VBN to\_TO the\_DT president\_NN of\_IN the\_DT 5th\_JJ  
 Republic\_NN was\_VBD a\_DT continuation\_NN of\_IN that\_DT of\_IN the\_DT 4th\_JJ  
 Republic\_NN in\_IN that\_IN he\_PRP could\_MD nominate\_VB and\_CC dismiss\_VB the\_DT  
 prime\_JJ minister\_NN and\_CC other\_JJ ministers\_NNS ,\_, he\_PRP is\_VBZ chairman\_NN  
 of\_IN the\_DT Constitutional\_NNP Council\_NNP ,\_, he\_PRP can\_MD negotiate\_VB  
 and\_CC ratify\_VB international\_JJ treaties\_NNS ,\_, sign\_NN decrees\_NNS ,\_,  
 promulgate\_NN laws\_NNS and\_CC grant\_NN pardons\_NNS .\_. However\_RB ,\_, the\_DT  
 constitution\_NN did\_VBD allow\_VB for\_IN an\_DT extension\_NN of\_IN the\_DT role\_NN  
 of\_IN the\_DT president\_NN granting\_VBG him\_PRP new\_JJ powers\_NNS ;\_: for\_IN  
 example\_NN the\_DT ability\_NN to\_TO dissolve\_VB the\_DT national\_JJ assembly\_NN  
 and\_CC ask\_VB the\_DT Constitutional\_NNP Council\_NNP to\_TO judge\_VB on\_IN the\_DT  
 constitutionality\_NN of\_IN a\_DT law\_NN -LRB-\_-LRB- previously\_RB the\_DT prime\_JJ  
 minister\_NN 's\_POS role\_NN -RRB-\_-RRB- .\_. It\_PRP is\_VBZ because\_IN of\_IN  
 article\_NN 5\_CD that\_IN the\_DT definition\_NN of\_IN the\_DT president\_NN 's\_POS  
 functions\_NNS is\_VBZ ambiguous\_JJ because\_IN this\_DT article\_NN contains\_VBZ  
 the\_DT concept\_NN of\_IN arbitrage\_NN -LRB-\_-LRB- the\_DT president\_NN can\_MD  
 either\_RB be\_VB directly\_RB involved\_VBN in\_IN or\_CC kept\_VBD apart\_RB from\_IN  
 decision\_NN making\_NN -RRB-\_-RRB- and\_CC is\_VBZ sufficiently\_RB vague\_JJ to\_TO  
 have\_VB allowed\_VBN successive\_JJ presidents\_NNS to\_TO interpret\_VB it\_PRP as\_IN  
 they\_PRP wished\_VBD .\_. Whatever\_WDT the\_DT aim\_NN of\_IN the\_DT initiators\_NNS

of\_IN the\_DT constitution\_NN the\_DT power\_NN of\_IN the\_DT presidency\_NN has\_VBZ been\_VBN strengthened\_VBN throughout\_IN the\_DT 5th\_JJ Republic\_NN and\_CC the\_DT nature\_NN of\_IN his\_PRP\$ office\_NN has\_VBZ changed\_VBN such\_JJ that\_IN he\_PRP is\_VBZ now\_RB the\_DT head\_NN of\_IN state\_NN and\_CC of\_IN the\_DT executive\_NN ,\_, guardian\_NN of\_IN national\_JJ heritage\_NN and\_CC patrimony\_NN and\_CC the\_DT ultimate\_JJ political\_JJ decision\_NN maker\_NN .\_. The\_DT priority\_NN given\_VBN to\_TO each\_DT of\_IN the\_DT above\_JJ rules\_NNS has\_VBZ depended\_VBN on\_IN the\_DT temperament\_NN of\_IN the\_DT president\_NN in\_IN power\_NN but\_CC it\_PRP seems\_VBZ that\_IN the\_DT president\_NN 's\_POS role\_NN has\_VBZ been\_VBN much\_RB more\_RBR forceful\_JJ ,\_, interventionist\_JJ and\_CC political\_JJ than\_IN a\_DT reading\_NN of\_IN the\_DT constitution\_NN would\_MD imply\_VB .\_. De\_NNP Gaulle\_NNP was\_VBD the\_DT first\_JJ President\_NN of\_IN the\_DT 5th\_JJ Republic\_NN and\_CC it\_PRP was\_VBD he\_PRP who\_WP established\_VBD the\_DT role\_NN .\_. He\_PRP introduced\_VBD two\_CD provisions\_NNS to\_TO enable\_VB him\_PRP to\_TO govern\_VB the\_DT country\_NN as\_IN he\_PRP wished\_VBD .\_. The\_DT first\_JJ of\_IN these\_DT was\_VBD the\_DT introduction\_NN of\_IN article\_NN 16\_CD which\_WDT gave\_VBD him\_PRP the\_DT right\_NN to\_TO claim\_NN special\_JJ powers\_NNS in\_IN emergency\_NN situations\_NNS .\_. This\_DT was\_VBD not\_RB very\_RB popular\_JJ because\_IN of\_IN the\_DT possibility\_NN for\_IN abuse\_NN .\_. The\_DT second\_JJ provision\_NN was\_VBD the\_DT introduction\_NN of\_IN the\_DT referendum\_NN as\_IN an\_DT alternative\_JJ means\_NNS of\_IN election\_NN .\_. This\_DT gave\_VBD de\_IN Gaulle\_NNP the\_DT opportunity\_NN to\_TO have\_VB a\_DT link\_NN with\_IN the\_DT people\_NNS and\_CC it\_PRP brought\_VBD about\_RB the\_DT only\_JJ amendment\_NN of\_IN the\_DT constitution\_NN in\_IN 1962\_CD -: that\_IN of\_IN election\_NN by\_IN universal\_JJ suffrage\_NN .\_. Despite\_IN these\_DT provisions\_NNS de\_IN Gaulle\_NNP was\_VBD not\_RB prevented\_VBN from\_IN acting\_VBG unconstitutionally\_RB ;\_: for\_IN example\_NN in\_IN 1960\_CD he\_PRP refused\_VBD to\_TO invoke\_VB a\_DT session\_NN of\_IN parliament\_NN despite\_IN the\_DT majority\_NN of\_IN parliament\_NN wanting\_VBG it\_PRP and\_CC in\_IN 1961\_CD he\_PRP abused\_VBD article\_NN 16\_CD .\_. Like\_IN his\_PRP\$ three\_CD successors\_NNS ,\_, de\_FW Gaulle\_NNP used\_VBD the\_DT political\_JJ circumstances\_NNS to\_TO strengthen\_VB his\_PRP\$ position\_NN .\_. It\_PRP was\_VBD in\_IN Algeria\_NNP that\_IN he\_PRP really\_RB used\_VBD his\_PRP\$ political\_JJ position\_NN to\_TO win\_VB the\_DT Algerian\_NNP war\_NN .\_. For\_IN the\_DT first\_JJ four\_CD years\_NNS of\_IN the\_DT Republic\_NNP it\_PRP was\_VBD Algeria\_NNP



which\_WDT kept\_VBD the\_DT other\_JJ political\_JJ parties\_NNS from\_IN acting\_VBG against\_IN de\_FW Gaulle\_NNP and\_CC he\_PRP was\_VBD allowed\_VBN to\_TO abuse\_VB the\_DT constitution\_NN ,\_, consolidate\_VB his\_PRP\$ personal\_JJ position\_NN and\_CC strengthen\_VB his\_PRP\$ office\_NN .\_. Despite\_IN using\_VBG his\_PRP\$ own\_JJ personality\_NN to\_TO expand\_VB his\_PRP\$ role\_NN he\_PRP did\_VBD leave\_VB some\_DT decision\_NN making\_VBG to\_TO his\_PRP\$ ministers\_NNS .\_. He\_PRP was\_VBD mainly\_RB responsible\_JJ for\_IN foreign\_JJ and\_CC defence\_NN policies\_NNS ,\_, colonial\_NN and\_CC French\_JJ community\_NN questions\_NNS and\_CC economic\_JJ questions\_NNS .\_. Having\_VBG failed\_VBN in\_IN his\_PRP\$ aims\_NNS with\_IN the\_DT referendum\_NN of\_IN 1969\_CD de\_IN Gaulle\_NNP resigned\_VBD but\_CC the\_DT practice\_NN was\_VBD firmly\_RB established\_VBN for\_IN his\_PRP\$ successor\_NN ,\_, Pompidou\_NNP to\_TO use\_VB it\_PRP to\_TO gain\_VB power\_NN over\_IN and\_CC alongside\_IN parliament\_NN .\_. He\_PRP continued\_VBD to\_TO rule\_VB in\_IN the\_DT same\_JJ way\_NN as\_IN de\_FW Gaulle\_NNP which\_WDT surprised\_VBD a\_DT lot\_NN of\_IN people\_NNS showing\_VBG how\_WRB ``\_`` Gaullist\_NNP "\_ " tradition\_NN has\_VBZ become\_VBN embedded\_JJ in\_IN the\_DT 5th\_JJ Republic\_NN .\_. He\_PRP used\_VBD the\_DT referendum\_NN in\_IN '72\_CD with\_IN reference\_NN to\_TO UK\_NNP entry\_NN into\_IN the\_DT EC\_NNP and\_CC to\_TO dismiss\_VB Chaban-Dalmas\_NNP .\_. Pompidou\_NNP expanded\_VBD the\_DT role\_NN of\_IN de\_FW Gaulle\_NNP to\_TO include\_VB economic\_JJ and\_CC industrial\_JJ policies\_NNS .\_. He\_PRP was\_VBD obsessed\_VBN with\_IN the\_DT economical\_JJ development\_NN of\_IN France\_NNP and\_CC transforming\_VBG the\_DT nation\_NN into\_IN a\_DT great\_JJ industrial\_JJ power\_NN .\_. He\_PRP was\_VBD responsible\_JJ for\_IN the\_DT devaluation\_NN of\_IN the\_DT franc\_NN in\_IN '69\_CD but\_CC did\_VBD give\_VB a\_DT lot\_NN of\_IN control\_NN to\_TO his\_PRP\$ ministers\_NNS .\_. Giscard\_NNP d'Estaing\_NNPS came\_VBD to\_TO power\_NN in\_IN 1974\_CD and\_CC increased\_VBD the\_DT role\_NN of\_IN the\_DT president\_NN once\_RB more\_RBR ,\_, showing\_VBG how\_WRB it\_PRP has\_VBZ evolved\_VBN over\_IN time\_NN .\_. He\_PRP was\_VBD unwilling\_JJ to\_TO relinquish\_VB any\_DT of\_IN the\_DT previous\_JJ presidential\_JJ powers\_NNS and\_CC added\_VBD to\_TO this\_DT his\_PRP\$ own\_JJ special\_JJ fields\_NNS of\_IN finance\_NN ,\_, social\_JJ and\_CC environmental\_JJ questions\_NNS .\_. He\_PRP was\_VBD more\_RBR centrist\_JJ and\_CC interventionist\_JJ .\_. He\_PRP nominated\_VBD Chirac\_NNP as\_IN his\_PRP\$ prime\_JJ minister\_NN but\_CC Chirac\_NNP did\_VBD not\_RB like\_VB the\_DT way\_NN the\_DT president\_NN intervened\_VBD so\_RB much\_JJ so\_IN he\_PRP resigned\_VBD .\_. He\_PRP

then\_RB nominated\_VBD Barre\_NNP to\_TO keep\_VB the\_DT support\_NN of\_IN the\_DT largest\_JJS party\_NN but\_CC Barre\_NNP was\_VBD unpopular\_JJ and\_CC was\_VBD one\_CD of\_IN the\_DT many\_JJ reasons\_NNS for\_IN d'Estaing\_NN 's\_POS defeat\_NN .\_. Mitterrand\_NNP came\_VBD to\_TO power\_NN in\_IN 1981\_CD and\_CC immediately\_RB dissolved\_VBD the\_DT national\_JJ assembly\_NN .\_. His\_PRP\$ main\_JJ concerns\_NNS involved\_VBN increasing\_VBG the\_DT economical\_JJ strength\_NN of\_IN the\_DT country\_NN and\_CC making\_VBG France\_NNP a\_DT more\_RBR pluralistic\_JJ society\_NN .\_. In\_IN ' ' 86\_CD -\_: '88\_CD there\_EX was\_VBD a\_DT period\_NN of\_IN cohabitation\_NN with\_IN Chirac\_NNP as\_IN head\_NN of\_IN government\_NN .\_. The\_DT president\_NN was\_VBD no\_RB longer\_RB head\_NN of\_IN parliament\_NN but\_CC he\_PRP kept\_VBD his\_PRP\$ role\_NN in\_IN foreign\_JJ and\_CC domestic\_JJ policies\_NNS and\_CC as\_IN ``\_`` chef\_NN des\_FW armées\_FW " " .\_. He\_PRP had\_VBD to\_TO go\_VB back\_RB to\_TO the\_DT role\_NN defined\_VBN by\_IN the\_DT constitution\_NN which\_WDT allowed\_VBD him\_PRP to\_TO move\_VB into\_IN the\_DT background\_NN slightly\_RB in\_IN political\_JJ life\_NN .\_. ' ' 88\_CD -\_: '91\_CD has\_VBZ seen\_VBN a\_DT socialist\_JJ majority\_NN again\_RB but\_CC Mitterrand\_NNP has\_VBZ continued\_VBN to\_TO hold\_VB himself\_PRP in\_IN the\_DT background\_NN and\_CC has\_VBZ help\_NN open\_VB conflict\_NN with\_IN Rocard\_NNP ,\_, giving\_VBG Rocard\_NNP more\_JJR room\_NN for\_IN manoeuvre\_NN .\_. Therefore\_RB as\_IN can\_MD be\_VB seen\_VBN the\_DT role\_NN of\_IN the\_DT president\_NN has\_VBZ evolved\_VBN over\_IN time\_NN and\_CC has\_VBZ been\_VBN strengthened\_VBN .\_. He\_PRP has\_VBZ often\_RB usurped\_VBD the\_DT role\_NN of\_IN the\_DT prime\_JJ minister\_NN and\_CC used\_VBD his\_PRP\$ own\_JJ personality\_NN to\_TO leave\_VB his\_PRP\$ mark\_NN on\_IN the\_DT country\_NN ;\_: for\_IN example\_NN de\_IN Gaulle\_NNP is\_VBZ responsible\_JJ for\_IN many\_JJ of\_IN the\_DT Institutions\_NNS ,\_, Pompidou\_NNP the\_DT industry\_NN ,\_, d'Estaing\_VBG Nuclear\_JJ Power\_NN and\_CC the\_DT telecommunications\_NNS network\_NN .\_. The\_DT president\_NN is\_VBZ now\_RB the\_DT head\_NN of\_IN state\_NN ,\_, de\_FW facto\_FW head\_NN of\_IN government\_NN and\_CC ultimate\_JJ political\_JJ decision\_NN maker\_NN .\_.

### **ICLE-BR-SUR-0027.1**

The\_DT constitution\_NN of\_IN the\_DT 5th\_JJ Republic\_NN was\_VBD adopted\_VBN by\_IN the\_DT nation\_NN on\_IN the\_DT 28th\_JJ of\_IN September\_NNP 1958\_CD .\_. It\_PRP was\_VBD a\_DT compromise\_NN between\_IN the\_DT Gaullists\_NNPS and\_CC

other\_JJ political\_JJ forces\_NNS .\_. Although\_IN a\_DT rather\_RB controversial\_JJ constitution\_NN two\_CD facts\_NNS did\_VBD emerge\_VB .\_. First\_RB that\_IN the\_DT presidency\_NN had\_VBD been\_VBN strengthened\_VBN and\_CC secondly\_RB that\_IN the\_DT executive\_NN had\_VBD been\_VBN strengthened\_VBN vis-à-vis\_JJ the\_DT parliament\_NN .\_. I\_PRP will\_MD briefly\_RB discuss\_VB the\_DT Prime\_NNP Ministers\_NNPS role\_NN and\_CC then\_RB elaborate\_VB on\_IN the\_DT Presidents\_NNS functions\_NNS .\_. Then\_RB I\_PRP will\_MD analyse\_VB each\_DT presidency\_NN showing\_VBG how\_WRB the\_DT presidents\_NNS role\_NN has\_VBZ evolved\_VBN .\_. In\_IN the\_DT constitution\_NN it\_PRP is\_VBZ not\_RB very\_RB clear\_JJ who\_WP exactly\_RB is\_VBZ in\_IN charge\_NN .\_. Some\_DT articles\_NNS clearly\_RB suggest\_VBP it\_PRP is\_VBZ the\_DT prime\_JJ minister\_NN who\_WP is\_VBZ in\_IN charge\_NN while\_IN past\_JJ Presidents\_NNS and\_CC prime\_JJ ministers\_NNS have\_VBP claimed\_VBN it\_PRP is\_VBZ the\_DT president\_NN .\_. Some\_DT argued\_VBD that\_IN there\_EX should\_MD be\_VB a\_DT twin-headed\_JJ executive\_NN but\_CC in\_IN the\_DT past\_JJ prime\_JJ ministers\_NNS have\_VBP always\_RB accepted\_VBN Presidential\_JJ supremacy\_NN .\_. The\_DT constitution\_NN says\_VBZ that\_IN the\_DT Prime\_NNP Minister\_NNP is\_VBZ in\_IN general\_JJ charge\_NN of\_IN the\_DT government\_NN .\_. Certain\_JJ function\_NN have\_VBP been\_VBN clearly\_RB listed\_VBN eg\_FW .\_. The\_DT appointing\_NN of\_IN ministers\_NNS .\_. However\_RB this\_DT function\_NN has\_VBZ been\_VBN usurped\_VBN by\_IN the\_DT president\_NN ,\_, along\_IN with\_IN certain\_JJ other\_JJ functions\_NNS .\_. Giscard\_NNP d'Estaing\_NN when\_WRB asked\_VBD what\_WP the\_DT prime\_JJ minister\_NN role\_NN was\_VBD ,\_, replied\_VBD that\_IN the\_DT prime\_JJ minister\_NN was\_VBD in\_IN charge\_NN of\_IN contingency\_NN problems\_NNS whereas\_IN the\_DT president\_NN was\_VBD in\_IN charge\_NN of\_IN what\_WP was\_VBD permanent\_JJ and\_CC essential\_JJ .\_. He\_PRP was\_VBD clearly\_RB violating\_VBG the\_DT spirit\_NN of\_IN the\_DT constitution\_NN but\_CC was\_VBD merely\_RB reiterating\_VBG what\_WP was\_VBD practiced\_VBN and\_CC preached\_VBN by\_IN his\_PRP\$ predecessors\_NNS .\_. So\_IN the\_DT role\_NN of\_IN the\_DT prime\_JJ minister\_NN remains\_VBZ a\_DT controversial\_JJ issue\_NN .\_. The\_DT role\_NN of\_IN the\_DT president\_NN is\_VBZ defined\_VBN in\_IN the\_DT Constitution\_NNP but\_CC is\_VBZ rather\_RB ambiguous\_JJ and\_CC controversial\_JJ too\_RB .\_. Article\_NNP 5\_CD claims\_NNS that\_IN the\_DT president\_NN is\_VBZ an\_DT ```` arbiter\_NN " " .\_. This\_DT is\_VBZ rather\_RB ambiguous\_JJ .\_. Does\_VBZ this\_DT mean\_NN he\_PRP plays\_VBZ a\_DT neutral\_JJ function\_NN ,\_, as\_IN he\_PRP is\_VBZ an\_DT impartial\_JJ referee\_NN and\_CC stays\_VBZ

away\_RB from\_IN the\_DT making\_NN of\_IN policies\_NNS or\_CC does\_VBZ it\_PRP mean\_VB he\_PRP must\_MD intervene\_VB and\_CC play\_VB an\_DT active\_JJ role\_NN ?\_. The\_DT term\_NN '`` arbiter\_NN '`` is\_VBZ sufficiently\_RB vague\_JJ enough\_JJ to\_TO allow\_VB presidents\_NNS to\_TO interpret\_VB it\_PRP as\_IN they\_PRP wish\_VBP ,\_, and\_CC this\_DT they\_PRP did\_VBD .\_. De\_NNP Gaulle\_NNP claimed\_VBD it\_PRP empowered\_VBD him\_PRP to\_TO rule\_VB the\_DT nations\_NNS and\_CC his\_PRP\$ successors\_NNS all\_DT acted\_VBD as\_IN if\_IN it\_PRP meant\_VBD playing\_VBG an\_DT interventionist\_JJ role\_NN .\_. According\_VBG to\_TO the\_DT constitution\_NN the\_DT president\_NN has\_VBZ five\_CD basic\_JJ functions\_NNS .\_. He\_PRP is\_VBZ the\_DT ceremonial\_JJ head\_NN of\_IN state\_NN ,\_, the\_DT head\_NN of\_IN the\_DT executive\_NN ,\_, guardian\_NN of\_IN the\_DT national\_JJ interest\_NN ,\_, the\_DT spokesman\_NN of\_IN the\_DT government\_NN and\_CC lastly\_RB the\_DT appointer\_NN of\_IN the\_DT prime\_JJ minister\_NN and\_CC other\_JJ people\_NNS in\_IN key\_JJ positions\_NNS .\_. The\_DT presidential\_JJ interpretation\_NN of\_IN the\_DT last\_JJ point\_NN has\_VBZ been\_VBN rather\_RB elastic\_JJ .\_. Not\_RB only\_RB have\_VBP prime\_JJ ministers\_NNS been\_VBN appointed\_VBN ,\_, they\_PRP have\_VBP been\_VBN dismissed\_VBN .\_. Accordiing\_VBG to\_TO this\_DT article\_NN ,\_, the\_DT president\_NN appoints\_VBZ ministers\_NNS with\_IN the\_DT aid\_NN of\_IN the\_DT Prime\_NNP Minister\_NNP but\_CC over\_IN time\_NN the\_DT president\_NN needs\_VBZ merely\_RB the\_DT formal\_JJ consent\_NN of\_IN the\_DT prime\_JJ minister\_NN .\_. So\_IN the\_DT priority\_NN given\_VBN to\_TO these\_DT functions\_NNS ,\_, and\_CC their\_PRP\$ interpretation\_NN has\_VBZ very\_RB much\_JJ depended\_VBD on\_IN the\_DT personality\_NN and\_CC tempement\_NN of\_IN the\_DT presidents\_NNS .\_. General\_NNP Charles\_NNP De\_NNP Gaulle\_NNP was\_VBD the\_DT first\_JJ president\_NN of\_IN the\_DT fifth\_JJ Republic\_NN .\_. He\_PRP was\_VBD elected\_VBN in\_IN 1958\_CD and\_CC stayed\_VBD in\_IN power\_NN for\_IN ten\_CD years\_NNS .\_. He\_PRP argued\_VBD that\_IN the\_DT reason\_NN for\_IN the\_DT collapse\_NN of\_IN the\_DT Fourth\_JJ Republic\_NN was\_VBD the\_DT lack\_NN of\_IN a\_DT strong\_JJ executive\_NN authority\_NN .\_. Too\_RB much\_JJ power\_NN was\_VBD given\_VBN to\_TO the\_DT parliament\_NN and\_CC not\_RB enough\_JJ to\_TO the\_DT president\_NN .\_. The\_DT president\_NN could\_MD only\_RB exercise\_VB his\_PRP\$ power\_NN depending\_VBG on\_IN the\_DT mood\_NN of\_IN the\_DT parliament\_NN .\_. De\_NNP Gaulle\_NNP had\_VBD seen\_VBN his\_PRP\$ beloved\_JJ country\_NN collapse\_NN -LRB\_-LRB- the\_DT squabbling\_NN politicians\_NNS of\_IN the\_DT 30\_CD 's\_POS ,\_, the\_DT cowardice\_NN of\_IN the\_DT political\_JJ elite\_NN in\_IN the\_DT 40s\_CD and\_CC

under\_IN occupation\_NN -RRB-\_-RRB- and\_CC so\_RB he\_PRP did\_VBD not\_RB wish\_VB to\_TO see\_VB this\_DT happen\_VB again\_RB .\_. He\_PRP therefore\_RB interefered\_VBD directly\_RB and\_CC indirectly\_RB in\_IN the\_DT making\_NN of\_IN the\_DT constitution\_NN .\_. He\_PRP had\_VBD no\_DT parliamentary\_JJ experience\_NN and\_CC disliked\_VBD being\_VBG vetoed\_VBN or\_CC overruled\_VBN and\_CC so\_RB was\_VBD determined\_VBN to\_TO strengthen\_VB the\_DT presidency\_NN .\_. Although\_IN he\_PRP was\_VBD unable\_JJ to\_TO change\_VB the\_DT constitution\_NN into\_IN a\_DT fully\_RB presidential\_JJ one\_NN he\_PRP did\_VBD manage\_VB too\_RB include\_VBP two\_CD clauses\_NNS which\_WDT gave\_VBD the\_DT president\_NN a\_DT lot\_NN of\_IN power\_NN .\_. The\_DT first\_JJ was\_VBD the\_DT right\_NN for\_IN the\_DT president\_NN to\_TO claim\_NN special\_JJ powers\_NNS in\_IN times\_NNS of\_IN emergency\_NN and\_CC secondly\_RB was\_VBD the\_DT use\_NN of\_IN referenda\_NN .\_. De\_NNP Gaulle\_NNP like\_IN referenda\_NN .\_. It\_PRP enabled\_VBD him\_PRP to\_TO bypass\_VB parliament\_NN and\_CC talk\_NN to\_TO the\_DT nation\_NN directly\_RB .\_. In\_IN fact\_NN it\_PRP was\_VBD thanks\_NNS to\_TO a\_DT referendum\_NN in\_IN October\_NNP 1962\_CD he\_PRP managed\_VBD to\_TO make\_VB a\_DT major\_JJ constitutional\_JJ change\_NN -\_: the\_DT election\_NN of\_IN the\_DT president\_NN by\_IN universal\_JJ suffrage\_NN .\_. The\_DT significance\_NN of\_IN this\_DT can\_MD not\_RB be\_VB overestimated\_VBN because\_IN it\_PRP pushed\_VBD in\_IN favour\_NN of\_IN the\_DT president\_NN the\_DT ambiguous\_JJ balance\_NN between\_IN power\_NN between\_IN the\_DT President\_NNP and\_CC the\_DT Prime\_NNP Minister\_NNP .\_. In\_IN 1959\_CD the\_DT president\_NN of\_IN the\_DT National\_NNP Assembly\_NNP defined\_VBD the\_DT so-called\_JJ presidential\_JJ domain\_NN .\_. The\_DT president\_NN could\_MD deal\_VB with\_IN only\_RB Foreign\_NNP Affairs\_NNP ,\_, Defence\_NNP Policy\_NNP ,\_, the\_DT French\_NNP Community\_NNP and\_CC Algeria\_NNP .\_. This\_DT interpretation\_NN was\_VBD rejected\_VBN by\_IN De\_NNP Gaulle\_NNP by\_IN his\_PRP\$ speeches\_NNS and\_CC his\_PRP\$ actions\_NNS .\_. He\_PRP dealt\_VBD with\_IN the\_DT above\_JJ issues\_NNS but\_CC also\_RB added\_VBD colonies\_NNS and\_CC Europe\_NNP to\_TO his\_PRP\$ domain\_NN .\_. He\_PRP claimed\_VBD that\_IN it\_PRP was\_VBD up\_RB to\_TO the\_DT President\_NNP to\_TO decide\_VB which\_WDT domaines\_VBZ he\_PRP would\_MD intervene\_VB in\_IN .\_. So\_RB although\_IN De\_NNP Gaulle\_NNP defined\_VBD his\_PRP\$ own\_JJ domain\_NN he\_PRP did\_VBD not\_RB hesitate\_VB to\_TO intervene\_VB in\_IN other\_JJ matters\_NNS which\_WDT he\_PRP believed\_VBD important\_JJ or\_CC interesting\_JJ .\_. Regarding\_VBG algeria\_NNS ,\_, presidential\_JJ supremacy\_NN was\_VBD quickly\_RB established\_VBN .\_.

De\_NNP Gaulle\_NNP made\_VBD important\_JJ decisions\_NNS without\_IN consulting\_VBG his\_PRP\$ minister\_NN or\_CC Prime\_NNP Minister\_NNP .\_. Time\_NNP and\_CC time\_NN again\_RB he\_PRP stressed\_VBD the\_DT personal\_JJ nature\_NN of\_IN his\_PRP\$ policies\_NNS .\_. He\_PRP was\_VBD autocratic\_JJ in\_IN his\_PRP\$ behaviour\_NN .\_. Regarding\_VBG Europe\_NNP too\_RB he\_PRP was\_VBD autocratic\_JJ .\_. Apprehensive\_JJ ministers\_NNS would\_MD learn\_VB at\_IN the\_DT same\_JJ time\_NN as\_IN the\_DT rest\_NN of\_IN the\_DT world\_NN at\_IN De\_NNP Gaulles\_NNP press\_NN conferences\_NNS any\_DT change\_NN of\_IN French\_JJ policies\_NNS .\_. In\_IN fact\_NN the\_DT veto\_NN of\_IN Britains\_NNS entry\_NN into\_IN the\_DT EEC\_NN in\_IN 1962\_CD was\_VBD a\_DT purely\_RB personal\_JJ decision\_NN -LRB-\_-LRB- it\_PRP did\_VBD not\_RB enjoy\_VB the\_DT unanimous\_JJ support\_NN of\_IN his\_PRP\$ ministers\_NNS -RRB-\_-RRB- .\_. So\_IN we\_PRP can\_MD see\_VB that\_IN it\_PRP was\_VBD De\_NNP Gaulle\_NNP imperious\_JJ and\_CC imposing\_VBG nature\_NN which\_WDT expanded\_VBD the\_DT role\_NN of\_IN the\_DT president\_NN .\_. His\_PRP\$ Prime\_JJ Ministers\_NNPS just\_RB executed\_VBD his\_PRP\$ policies\_NNS .\_. After\_IN De\_NNP Gaulle\_NNP came\_VBD George\_NNP Pompidou\_NNP in\_IN 1969\_CD .\_. He\_PRP had\_VBD claimed\_VBN to\_TO limit\_VB the\_DT functions\_NNS during\_IN his\_PRP\$ election\_NN campaign\_NN however\_RB once\_RB in\_IN power\_NN ,\_, the\_DT Gaullist\_NNP legacy\_NN was\_VBD kept\_VBN alive\_JJ and\_CC was\_VBD infact\_NN strengthened\_VBD .\_. He\_PRP not\_RB only\_RB appointed\_VBN his\_PRP\$ prime\_JJ minister\_NN ,\_, but\_CC dismissed\_VBD him\_PRP too\_RB .\_. He\_PRP had\_VBD vetoed\_VBN his\_PRP\$ prime\_JJ ministers\_NNS plans\_NNS for\_IN regionalisation\_NN .\_. To\_TO the\_DT presidential\_JJ domain\_NN he\_PRP added\_VBD financial\_JJ industrial\_JJ and\_CC economic\_JJ matters\_NNS since\_IN being\_VBG an\_DT ex-banker\_NN he\_PRP was\_VBD interested\_JJ in\_IN these\_DT issues\_NNS .\_. In\_IN 1973\_CD Valéry\_NNP Giscard\_NNP D'Estaing\_NNPS came\_VBD to\_TO power\_NN .\_. Having\_VBG been\_VBN finance\_NN minister\_NN under\_IN Pompidou\_NNP he\_PRP continued\_VBD his\_PRP\$ interest\_NN in\_IN the\_DT financial\_JJ field\_NN .\_. His\_PRP\$ finance\_NN minister\_NN was\_VBD a\_DT personal\_JJ as\_RB well\_RB as\_IN a\_DT political\_JJ friend\_NN and\_CC hence\_RB was\_VBD willing\_JJ to\_TO execute\_VB D'Estaings\_NNS wishes\_NNS .\_. However\_RB in\_IN 1976\_CD Raymond\_NNP Barre\_NNP was\_VBD appointed\_VBN Finance\_NNP Minister\_NNP and\_CC he\_PRP was\_VBD not\_RB as\_IN accomodating\_VBG .\_. However\_RB D'Estaing\_VBG putting\_VBG pressure\_NN on\_IN him\_PRP ,\_, showed\_VBD him\_PRP that\_IN presidential\_JJ approval\_NN would\_MD be\_VB necessary\_JJ on\_IN

financial\_NN matters\_NNS .\_. D'Estaing\_VBG added\_VBN social\_JJ and\_CC  
 environmental\_JJ issues\_NNS to\_TO the\_DT presidential\_JJ domain\_NN as\_RB well\_RB  
 as\_IN including\_VBG all\_PDT the\_DT previous\_JJ ones\_NNS .\_. He\_PRP took\_VBD a\_DT  
 courageous\_JJ and\_CC keen\_JJ interest\_NN in\_IN social\_JJ matters\_NNS eg\_FW .\_.  
 He\_PRP amended\_VBD the\_DT 1st\_JJ divorce\_NN bill\_NN sent\_VBN to\_TO him\_PRP  
 by\_IN the\_DT Judiciary\_NNP .\_. Mitterrand\_NNP was\_VBD elected\_VBN president\_NN  
 in\_IN 1981\_CD .\_. He\_PRP did\_VBD not\_RB relinquish\_VB the\_DT presidential\_JJ  
 powers\_NNS that\_WDT had\_VBD been\_VBN established\_VBN over\_IN the\_DT  
 years\_NNS .\_. However\_RB in\_IN 1986\_CD the\_DT Socialist\_NNP Party\_NNP did\_VBD  
 not\_RB enjoy\_VB a\_DT majority\_NN in\_IN parliament\_NN and\_CC so\_RB  
 Mitterrand\_NNP had\_VBD to\_TO chose\_VBD as\_IN his\_PRP\$ Prime\_NNP minister\_NN  
 the\_DT leader\_NN of\_IN the\_DT party\_NN holding\_VBG the\_DT most\_RBS seats\_NNS .\_.  
 This\_DT was\_VBD Chirac\_NNP of\_IN the\_DT RPR\_NN and\_CC the\_DT period\_NN  
 1986\_CD to\_TO 1988\_CD saw\_VBD the\_DT period\_NN of\_IN `` `` Cohabitation\_NNP " "  
 .\_. Mitterrand\_NNP was\_VBD obliged\_VBN to\_TO fall\_VB back\_RB to\_TO the\_DT  
 powers\_NNS of\_IN the\_DT president\_NN as\_IN defined\_VBN in\_IN the\_DT  
 constitution\_NN .\_. This\_DT shows\_VBZ that\_IN the\_DT president\_NN can\_MD only\_RB  
 enjoy\_VB supremacy\_NN when\_WRB his\_PRP\$ party\_NN is\_VBZ in\_IN the\_DT  
 majority\_NN in\_IN the\_DT parliament\_NN .\_. The\_DT occasional\_JJ infringement\_NN  
 and\_CC violation\_NN of\_IN the\_DT constitution\_NN causes\_VBZ little\_JJ reaction\_NN  
 from\_IN the\_DT French\_NNP .\_. The\_DT French\_NNP have\_VBP never\_RB had\_VBN  
 much\_JJ respect\_NN for\_IN the\_DT prevailing\_VBG constitution\_NN .\_. In\_IN the\_DT  
 USA\_NN it\_PRP is\_VBZ a\_DT quasi-sacred\_JJ text\_NN but\_CC in\_IN France\_NNP it\_PRP  
 is\_VBZ not\_RB the\_DT foundation\_NN of\_IN a\_DT social\_JJ system\_NN but\_CC  
 merely\_RB the\_DT mechanism\_NN to\_TO make\_VB the\_DT system\_NN work\_NN .\_. If\_IN  
 it\_PRP does\_VBZ not\_RB work\_VB it\_PRP can\_MD be\_VB discarded\_VBN .\_. The\_DT  
 past\_JJ presidents\_NNS have\_VBP been\_VBN able\_JJ to\_TO exploit\_VB the\_DT public\_JJ  
 indifference\_NN to\_TO the\_DT constitution\_NN and\_CC with\_IN their\_PRP\$ strong\_JJ  
 imposing\_VBG personality\_NN been\_VBN able\_JJ to\_TO assert\_VB presidential\_JJ pre-  
 eminence\_NN .\_.

### **ICLE-BR-SUR-0028.1**

After\_IN the\_DT debacle\_NN of\_IN the\_DT Fourth\_JJ Republic\_NN when\_WRB  
 government\_NN and\_CC ministerial\_JJ instability\_NN had\_VBD led\_VBN to\_TO a\_DT

series\_NN of\_IN coalition\_NN governments\_NNS whose\_WP\$ power\_NN had\_VBD been\_VBN very\_RB limited\_VBN due\_JJ to\_TO the\_DT endless\_JJ compromises\_NNS of\_IN its\_PRP\$ constituent\_JJ elements\_NNS ,\_, there\_EX was\_VBD a\_DT real\_JJ need\_NN in\_IN France\_NNP for\_IN a\_DT strong\_JJ government\_NN base\_NN .\_. Matters\_NNS had\_VBD come\_VBN to\_TO a\_DT head\_NN in\_IN 1958\_CD with\_IN the\_DT uprising\_NN and\_CC unrest\_NN in\_IN Algeria\_NNP .\_. De\_NNP Gaulle\_NNP had\_VBD outlined\_VBN his\_PRP\$ plans\_NNS for\_IN the\_DT constitution\_NN in\_IN 1946\_CD with\_IN his\_PRP\$ famous\_JJ speech\_NN at\_IN Bayeux\_NNP ,\_, but\_CC he\_PRP had\_VBD slipped\_VBN back\_RB into\_IN the\_DT shadows\_NNS of\_IN the\_DT Fourth\_JJ Republic\_NNP ,\_, annoyed\_VBD at\_IN the\_DT lack\_NN of\_IN attention\_NN being\_VBG payed\_VBN to\_TO him\_PRP by\_IN the\_DT French\_JJ and\_CC the\_DT victorious\_JJ allies\_NNS who\_WP did\_VBD not\_RB like\_VB his\_PRP\$ authoritarian\_JJ style\_NN of\_IN leadership\_NN and\_CC negotiation\_NN .\_. By\_IN 1958\_CD ,\_, the\_DT country\_NN needed\_VBD De\_NNP Gaulle\_NNP and\_CC the\_DT referendum\_NN passing\_VBG the\_DT new\_JJ constitution\_NN received\_VBD an\_DT 85\_CD %\_NN ` `` yes\_UH ' \_ " vote\_NN .\_. This\_DT was\_VBD in\_IN sharp\_JJ contrast\_NN to\_TO the\_DT apathetic\_JJ 53\_CD %\_NN vote\_NN on\_IN a\_DT 35\_CD %\_NN second\_JJ turn\_NN out\_RP which\_WDT had\_VBD marked\_VBN the\_DT start\_NN of\_IN the\_DT Fourth\_JJ Republic\_NN .\_. The\_DT new\_JJ constitution\_NN of\_IN the\_DT Fifth\_JJ Republic\_NNP aimed\_VBN to\_TO separate\_VB the\_DT legislative\_JJ ,\_, executive\_JJ and\_CC judiciary\_NN ,\_, with\_IN the\_DT powers\_NNS of\_IN the\_DT executive\_NN not\_RB stemming\_VBG from\_IN the\_DT executive\_NN .\_. If\_IN there\_EX had\_VBD been\_VBN any\_DT doubt\_NN ,\_, which\_WDT of\_IN course\_NN there\_EX had\_VBD about\_IN exactly\_RB where\_WRB the\_DT power\_NN lay\_VBD ,\_, then\_RB De\_NNP Gaulle\_NNP by\_IN his\_PRP\$ very\_JJ actions\_NNS soon\_RB began\_VBD to\_TO show\_VB who\_WP was\_VBD in\_IN charge\_NN .\_. There\_EX are\_VBP several\_JJ bones\_NNS of\_IN contention\_NN about\_IN the\_DT definition\_NN of\_IN the\_DT Presidents\_NNS fonctions\_NNS .\_. Firstly\_RB article\_NN 16\_CD grants\_NNS the\_DT President\_NNP special\_JJ powers\_NNS in\_IN times\_NNS of\_IN national\_JJ emergency\_NN .\_. However\_RB there\_EX is\_VBZ no\_DT distinguishing\_JJ criteria\_NNS for\_IN what\_WP constitutes\_VBZ a\_DT national\_JJ emergency\_NN .\_. In\_IN 1961\_CD ,\_, De\_NNP Gaulle\_NNP used\_VBD these\_DT special\_JJ powers\_NNS .\_. The\_DT cause\_NN of\_IN the\_DT time\_NN of\_IN emergency\_NN according\_VBG to\_TO De\_NNP Gaulle\_NNP was\_VBD in\_IN Algeria\_NNP but\_CC this\_DT was\_VBD strigently\_RB debated\_VBN at\_IN the\_DT



time\_NN .\_. It\_PRP had\_VBD been\_VBN thought\_VBN that\_IN De\_NNP Gaulle\_NNP was\_VBD rather\_RB abusing\_VBG these\_DT special\_JJ powers\_NNS .\_. Secondly\_RB ,\_, at\_IN the\_DT start\_NN of\_IN the\_DT Fifth\_NNP Republic\_NNP there\_RB had\_VBD been\_VBN doubt\_NN about\_IN how\_WRB far\_RB the\_DT powers\_NNS of\_IN the\_DT President\_NNP were\_VBD superior\_JJ to\_TO parliament\_NN .\_. In\_IN article\_NN 12\_CD ,\_, the\_DT President\_NNP has\_VBZ the\_DT right\_NN to\_TO dissolve\_VB the\_DT `` `` assemblée\_NN nationale\_NN " " but\_CC again\_RB it\_PRP is\_VBZ not\_RB blatantly\_RB clear\_JJ under\_IN what\_WP circumstances\_NNS .\_. In\_IN the\_DT Fourth\_JJ Republic\_NN ,\_, the\_DT President\_NNP could\_MD not\_RB dissolve\_VB the\_DT `` `` assemblée\_NN nationale\_NN " " until\_IN the\_DT parliamentary\_JJ session\_NN was\_VBD two\_CD years\_NNS old\_JJ .\_. When\_WRB the\_DT `` `` assemblée\_NN nationale\_NN " " brought\_VBD down\_RP the\_DT government\_NN in\_IN 1962\_CD after\_IN the\_DT appointment\_NN of\_IN Pompidou\_NNP as\_IN Prime\_NNP Minister\_NNP ,\_, De\_NNP Gaulle\_NNP dissolved\_VBD the\_DT parliament\_NN .\_. In\_IN a\_DT dispute\_NN between\_IN parliament\_NN and\_CC President\_NNP ,\_, the\_DT President\_NNP had\_VBD shown\_VBN who\_WP held\_VBD the\_DT `` `` trump\_JJ card\_NN " " .\_. Equally\_RB on\_IN 22nd\_JJ May\_NNP 1981\_CD ,\_, Mitterrand\_NNP on\_IN becoming\_VBG President\_NNP dissolved\_VBD the\_DT `` `` assemblée\_NN nationale\_NN " " so\_RB as\_IN to\_TO get\_VB a\_DT majority\_NN of\_IN `` `` députés\_NNS " " in\_IN it\_PRP to\_TO aid\_VB him\_PRP with\_IN his\_PRP\$ new\_JJ socialist\_JJ policies\_NNS .\_. This\_DT was\_VBD surprising\_JJ and\_CC yet\_RB a\_DT tactic\_NN which\_WDT worked\_VBD well\_RB for\_IN Mitterrand\_NNP .\_. Beforehand\_RB ,\_, Mitterrand\_NNP had\_VBD been\_VBN an\_DT ardent\_JJ critic\_NN of\_IN the\_DT institutions\_NNS of\_IN the\_DT 5th\_JJ Republic\_NN ,\_, yet\_RB this\_DT act\_NN was\_VBD seen\_VBN as\_IN being\_VBG more\_RBR `` `` Gaullian\_NNP " " than\_IN De\_NNP Gaulle\_NNP .\_. Thirdly\_RB comes\_VBZ the\_DT most\_RBS contentious\_JJ of\_IN all\_PDT the\_DT Presidents\_NNS powers\_NNS .\_. The\_DT ability\_NN to\_TO appoint\_VB and\_CC sack\_NN the\_DT Prime\_NNP Minister\_NNP .\_. With\_IN the\_DT drawing\_VBG up\_RB of\_IN the\_DT constitution\_NN of\_IN 1958\_CD ,\_, such\_PDT a\_DT measure\_NN had\_VBD been\_VBN discussed\_VBN ,\_, but\_CC rejected\_VBD .\_. When\_WRB De\_NNP Gaulle\_NNP was\_VBD asked\_VBN on\_IN the\_DT matter\_NN in\_IN 1958\_CD ,\_, he\_PRP indicated\_VBD that\_IN the\_DT President\_NNP could\_MD not\_RB sack\_NN his\_PRP\$ Prime\_NNP Minister\_NNP .\_. Yet\_RB in\_IN 1962\_CD ,\_, Michel\_NNP De\_NNP Brey\_NNP was\_VBD sacked\_VBN and\_CC replaced\_VBN by\_IN Pompidou\_NNP ,\_, a\_DT financier\_NN who\_WP was\_VBD not\_RB

even\_RB a\_DT politician\_NN .\_. Article\_NNP 8\_CD of\_IN the\_DT constitution\_NN discusses\_VBZ the\_DT matter\_NN and\_CC although\_IN the\_DT word\_NN `` ``  
 nomme\_FW " " is\_VBZ there\_RB ,\_, there\_EX is\_VBZ no\_DT mention\_NN of\_IN the\_DT word\_NN meaning\_NN to\_TO sack\_NN `` `` renvoyer\_NN " " .\_. In\_IN the\_DT Mitterrand\_NNP presidency\_NN ,\_, he\_PRP has\_VBZ changed\_VBN his\_PRP\$ Prime\_NNP Minister\_NNP to\_TO signify\_VB a\_DT change\_NN of\_IN policy\_NN .\_. In\_IN 1984\_CD ,\_, Mauroi\_NNP was\_VBD dropped\_VBN in\_IN favour\_NN of\_IN Fabius\_NNP .\_. The\_DT constitution\_NN implies\_VBZ that\_IN Prime\_NNP Ministers\_NNPS can\_MD only\_RB be\_VB changed\_VBN with\_IN the\_DT fall\_NN of\_IN a\_DT government\_NN .\_. In\_IN 1986\_CD a\_DT very\_RB interesting\_JJ situation\_NN arose\_VBD with\_IN the\_DT loss\_NN of\_IN the\_DT Socialist\_NNP majority\_NN in\_IN the\_DT assemblée\_NN nationale\_NN to\_TO the\_DT right\_NN who\_WP had\_VBD a\_DT majority\_NN of\_IN 4\_CD votes\_NNS .\_. Mitterrand\_NNP appointed\_VBN Chirac\_NNP ,\_, the\_DT leader\_NN of\_IN the\_DT right\_JJ wing\_NN coalition\_NN to\_TO the\_DT post\_NN of\_IN Prime\_NNP Minister\_NNP .\_. This\_DT raised\_VBD several\_JJ questions\_NNS on\_IN the\_DT spheres\_NNS in\_IN which\_WDT the\_DT President\_NNP could\_MD operate\_VB .\_. Beforehand\_RB ,\_, the\_DT Prime\_NNP Minister\_NNP had\_VBD to\_TO bow\_VB to\_TO the\_DT authority\_NN of\_IN the\_DT President\_NNP .\_. It\_PRP was\_VBD his\_PRP\$ job\_NN to\_TO `` `` get\_VB his\_PRP\$ hands\_NNS dirty\_JJ " " in\_IN the\_DT words\_NNS of\_IN Sartre\_NNP and\_CC actually\_RB implement\_VBP the\_DT policies\_NNS evolving\_VBG from\_IN the\_DT President\_NNP .\_. There\_EX had\_VBD been\_VBN disputes\_NNS in\_IN this\_DT area\_NN before\_IN .\_. In\_IN 1976\_CD ,\_, Chirac\_NNP when\_WRB Prime\_NNP Minister\_NNP to\_TO Giscard\_NNP d'Estaing\_NNP had\_VBD resigned\_VBN as\_IN he\_PRP believed\_VBD the\_DT President\_NNP was\_VBD interfering\_VBG too\_RB much\_RB into\_IN his\_PRP\$ job\_NN .\_. Giscard\_NNP had\_VBD been\_VBN a\_DT finance\_NN minister\_NN and\_CC was\_VBD very\_RB interested\_JJ in\_IN this\_DT sphere\_NN .\_. De\_NNP Gaulle\_NNP had\_VBD very\_RB much\_JJ concerned\_JJ himself\_PRP with\_IN foreign\_JJ affairs\_NNS .\_. Pompidou\_NNP when\_WRB President\_NNP in\_IN domestic\_JJ matters\_NNS .\_. However\_RB with\_IN Chirac\_NNP alongside\_IN him\_PRP ,\_, Mitterrand\_NNP saw\_VBD his\_PRP\$ supreme\_JJ authority\_NN infringed\_VBN upon\_IN .\_. Chirac\_NNP accompanied\_VBD him\_PRP to\_TO important\_JJ meetings\_NNS and\_CC by\_IN raising\_VBG the\_DT old\_JJ `` `` conseil\_FW inter-ministeriel\_FW " " ,\_, even\_RB managed\_VBD to\_TO barr\_VB Mitterrand\_NNP from\_IN some\_DT important\_JJ ministerial\_JJ meetings\_NNS which\_WDT took\_VBD place\_NN at\_IN the\_DT Prime\_NNP

Ministers\_NNPS residence\_NN .\_. However\_RB Mitterrand\_NNP did\_VBD what\_WP previous\_JJ 5th\_JJ Republic\_NN presidents\_NNS had\_VBD done\_VBN .\_. When\_WRB criticism\_NN rained\_VBD in\_IN on\_IN governmental\_JJ policy\_NN ,\_, on\_IN the\_DT planned\_VBN introduction\_NN of\_IN selection\_NN for\_IN higher\_JJR education\_NN for\_IN instance\_NN ,\_, Mitterrand\_NNP stepped\_VBD back\_RB and\_CC used\_VBD the\_DT Prime\_NNP Minister\_NNP as\_IN a\_DT shield\_NN .\_. By\_IN disassociating\_VBG from\_IN and\_CC criticising\_VBG the\_DT government\_NN ,\_, Mitterrand\_NNP took\_VBD on\_IN the\_DT form\_NN of\_IN the\_DT `` `` gardien\_FW de\_FW l'interêt\_FW national\_JJ " " .\_. Fifthly\_RB there\_EX had\_VBD been\_VBN doubt\_NN about\_IN De\_NNP Gaule\_NNP 's\_POS use\_NN of\_IN article\_NN 11\_CD in\_IN which\_WDT the\_DT President\_NNP can\_MD by-pass\_VB parliament\_NN and\_CC hold\_VB a\_DT referendum\_NN on\_IN a\_DT planned\_JJ policy\_NN .\_. De\_NNP Gaule\_NNP did\_VBD this\_DT in\_IN 1962\_CD over\_IN the\_DT plans\_NNS to\_TO have\_VB the\_DT President\_NNP elected\_VBN by\_IN universal\_JJ suffrage\_NN .\_. Under\_IN the\_DT 4th\_JJ Republic\_NN ,\_, the\_DT 2\_CD houses\_NNS of\_IN parliament\_NN had\_VBD voted\_VBN for\_IN there\_EX President\_NNP ,\_, under\_IN the\_DT 5th\_JJ Republic\_NN ,\_, an\_DT electoral\_JJ college\_NN of\_IN about\_IN 80\_CD 000\_CD high\_JJ official\_JJ civil\_JJ councillors\_NNS had\_VBD voted\_VBN .\_. The\_DT proposal\_NN was\_VBD passed\_VBN decisively\_RB by\_IN the\_DT people\_NNS .\_. Strictly\_RB De\_NNP Gaule\_NNP had\_VBD changed\_VBN the\_DT constitution\_NN in\_IN an\_DT unconstitutional\_JJ manner\_NN ,\_, but\_CC it\_PRP did\_VBD not\_RB really\_RB matter\_VB as\_IN he\_PRP had\_VBD the\_DT mandate\_NN of\_IN the\_DT people\_NNS .\_. Other\_JJ powers\_NNS of\_IN the\_DT president\_NN such\_JJ as\_IN the\_DT promulgation\_NN of\_IN laws\_NNS ,\_, ability\_NN to\_TO appoint\_VB leading\_VBG members\_NNS of\_IN the\_DT armed\_JJ and\_CC civil\_JJ services\_NNS -LRB-\_-LRB- article\_NN 14\_CD -RRB-\_-RRB- ,\_, the\_DT right\_NN to\_TO pardon\_NN through\_IN article\_NN 17\_CD and\_CC the\_DT right\_NN to\_TO send\_VB legislation\_NN back\_RB to\_TO parliament\_NN through\_IN article\_NN 10\_CD clearly\_RB demonstrate\_VBP the\_DT power\_NN of\_IN the\_DT President\_NNP .\_. The\_DT stability\_NN of\_IN the\_DT 5th\_JJ Republic\_NN ,\_, which\_WDT is\_VBZ now\_RB the\_DT second\_JJ longest\_JJS after\_IN the\_DT 3rd\_JJ Republic\_NNP proofs\_NNS that\_WDT despite\_IN ambiguities\_NNS in\_IN the\_DT constitution\_NN ,\_, actions\_NNS of\_IN the\_DT President\_NNP have\_VBP helped\_VBN clarify\_VB the\_DT boundaries\_NNS of\_IN his\_PRP\$ powers\_NNS .\_. The\_DT behaviour\_NN of\_IN Mitterrand\_NNP when\_WRB faced\_VBN with\_IN `` `` cohabitation\_NN " " show\_VB the\_DT stability\_NN of\_IN

the\_DT 5th\_JJ Republic\_NN and\_CC its\_PRP\$ ability\_NN to\_TO overcome\_VB the\_DT severest\_JJS of\_IN problems\_NNS . . .

### ICLE-BR-SUR-0029.1

Much\_JJ of\_IN this\_DT ambiguity\_NN arose\_VBD from\_IN the\_DT fact\_NN that\_IN the\_DT Constitution\_NNP was\_VBD a\_DT compromise\_NN between\_IN ` `` presidentialisme\_NN ' \_ " and\_CC ` `` parlementarism\_NN ' \_ " . . . The\_DT President\_NNP was\_VBD given\_VBN the\_DT traditional\_JJ powers\_NNS of\_IN the\_DT Head\_NNP of\_IN State\_NNP as\_RB well\_RB as\_IN becoming\_VBG the\_DT ` `` chef\_NN cérémoniale\_NN de\_IN l'Etat\_NNP ' \_ POS , \_ , a\_DT similar\_JJ rôle\_NN to\_TO that\_DT of\_IN our\_PRP\$ Queen\_NN , \_ , and\_CC as\_RB well\_RB as\_IN becoming\_VBG the\_DT Chief\_NNP of\_IN the\_DT army\_NN . . . He\_PRP was\_VBD given\_VBN a\_DT lot\_NN of\_IN power\_NN through\_IN articles\_NNS such\_JJ as\_IN 8\_CD , \_ , 12\_CD and\_CC 11\_CD of\_IN the\_DT Constitution\_NNP as\_IN he\_PRP did\_VBD n't\_RB need\_VB the\_DT ` `` contreseing\_VBG ' \_ " of\_IN the\_DT Prime\_NNP Minister\_NNP or\_CC other\_JJ ministers\_NNS responsible\_JJ . . . It\_PRP was\_VBD with\_IN Article\_NNP 8\_CD that\_IN the\_DT main\_JJ ambiguity\_NN arose\_VBD . . . It\_PRP gave\_VBD the\_DT President\_NNP the\_DT power\_NN to\_TO name\_VB the\_DT Prime\_NNP Minister\_NNP but\_CC it\_PRP remained\_VBD ambiguous\_JJ whether\_IN he\_PRP also\_RB had\_VBD the\_DT power\_NN to\_TO sack\_NN him\_PRP . . . De\_NNP Gaulle\_NNP used\_VBD this\_DT to\_TO his\_PRP\$ favour\_NN and\_CC after\_IN appointing\_VBG Michel\_NNP Debré\_NNP in\_IN 1958\_CD he\_PRP was\_VBD forced\_VBN to\_TO withdraw\_VB from\_IN this\_DT position\_NN in\_IN 1962\_CD . . . De\_NNP Gaulle\_NNP saw\_VBD him\_PRP as\_IN a\_DT good\_JJ Prime\_NNP Minister\_NNP in\_IN war\_NN time\_NN but\_CC after\_IN the\_DT Algerian\_NNP war\_NN he\_PRP decided\_VBD he\_PRP no\_RB longer\_RBR had\_VBD any\_DT use\_NN and\_CC effectively\_RB sacked\_VBD him\_PRP . . . In\_IN choosing\_VBG Georges\_NNP Pompidou\_NNP in\_IN his\_PRP\$ place\_NN de\_IN Gaulle\_NNP illustrated\_VBD also\_RB that\_IN the\_DT choice\_NN of\_IN Prime\_NNP Minister\_NNP was\_VBD solely\_RB his\_PRP\$ . . . This\_DT interpretation\_NN of\_IN Article\_NNP 8\_CD was\_VBD a\_DT cornerstone\_NN in\_IN the\_DT development\_NN of\_IN the\_DT President\_NNP 's\_POS power\_NN . . . In\_IN choosing\_VBG initially\_RB Debré\_NNP , \_ , de\_FW Gaulle\_NNP set\_VBD a\_DT precedent\_NN in\_IN that\_IN he\_PRP created\_VBD a\_DT ` `` domaine\_FW réservé\_FW " \_ " for\_IN the\_DT President\_NNP in\_IN which\_WDT the\_DT Prime\_NNP Minister\_NNP was\_VBD not\_RB to\_TO interfere\_VB . . . The\_DT President\_NNP was\_VBD to\_TO

deal\_VB with\_IN long\_JJ term\_NN issues\_NNS especially\_RB foreign\_JJ and\_CC defence\_NN policies\_NNS whereas\_IN the\_DT Prime\_NNP Minister\_NNP was\_VBD to\_TO deal\_VB with\_IN the\_DT short\_JJ term\_NN domestic\_JJ issues\_NNS .\_. This\_DT autocratic\_JJ and\_CC authoritarian\_JJ rôle\_NN of\_IN the\_DT President\_NNP evolved\_VBD throughout\_IN the\_DT 5th\_JJ Republic\_NN .\_. Pompidou\_NNP ,\_, after\_IN having\_VBG been\_VBN Prime\_JJ Minister\_NNP for\_IN six\_CD years\_NNS carried\_VBN on\_IN dealing\_VBG with\_IN economic\_JJ ,\_, domestic\_JJ and\_CC financial\_JJ policies\_NNS .\_. Article\_NNP 11\_CD was\_VBD not\_RB in\_IN itself\_PRP so\_RB ambiguous\_JJ .\_. The\_DT President\_NNP could\_MD put\_VB important\_JJ decisions\_NNS to\_TO the\_DT people\_NNS by\_IN referendum\_NN .\_. De\_NNP Gaulle\_NNP used\_VBD it\_PRP in\_IN 1961\_CD to\_TO ask\_VB the\_DT French\_JJ whether\_IN they\_PRP thought\_VBD the\_DT Algerians\_NNPS should\_MD decide\_VB their\_PRP\$ own\_JJ future\_NN .\_. In\_IN 1973\_CD Pompidou\_NNP used\_VBD it\_PRP to\_TO see\_VB whether\_IN there\_EX should\_MD have\_VB been\_VBN an\_DT enlargement\_NN of\_IN the\_DT European\_NNP Community\_NNP as\_IN the\_DT British\_JJ wanted\_VBD to\_TO join\_VB under\_IN Heath\_NNP .\_. However\_RB ,\_, here\_RB Pompidou\_NNP was\_VBD able\_JJ to\_TO use\_VB Article\_NNP 11\_CD for\_IN tactical\_JJ reasons\_NNS ,\_, to\_TO divide\_VB the\_DT opposition\_NN .\_. It\_PRP was\_VBD also\_RB a\_DT good\_JJ way\_NN to\_TO increase\_VB contact\_NN with\_IN the\_DT people\_NNS outside\_IN of\_IN the\_DT normal\_JJ methods\_NNS .\_. Where\_WRB the\_DT real\_JJ ambiguity\_NN lay\_VBD was\_VBD in\_IN whether\_IN you\_PRP could\_MD use\_VB Article\_NNP 11\_CD to\_TO revise\_VB the\_DT Constitution\_NNP .\_. There\_EX was\_VBD a\_DT set\_VBN procedure\_NN for\_IN constitutional\_JJ revision\_NN under\_IN Article\_NNP 89\_CD but\_CC de\_FW Gaulle\_NNP used\_VBD Article\_NNP 11\_CD to\_TO introduce\_VB elections\_NNS `\_' on\_IN suffrage\_NN universal\_JJ direct\_JJ ' ' .\_. Through\_IN his\_PRP\$ interpretation\_NN he\_PRP could\_MD submit\_VB an\_DT idea\_NN to\_TO the\_DT people\_NNS without\_IN having\_VBG to\_TO put\_VB it\_PRP to\_TO the\_DT Parliament\_NNP first\_RB .\_. By\_IN the\_DT elections\_NNS of\_IN 1965\_CD the\_DT President\_NNP had\_VBD therefore\_RB gained\_VBN more\_JJR power\_NN as\_IN a\_DT matter\_NN of\_IN interpretation\_NN .\_. This\_DT procedure\_NN has\_VBZ never\_RB been\_VBN used\_VBN recently\_RB and\_CC is\_VBZ unlikely\_JJ to\_TO be\_VB used\_VBN again\_RB .\_. More\_RBR ambiguity\_NN lies\_VBZ in\_IN Article\_NNP 16\_CD which\_WDT purports\_VBZ to\_TO give\_VB wide-reaching\_JJ powers\_NNS to\_TO the\_DT President\_NNP in\_IN a\_DT state\_NN of\_IN national\_JJ emergency\_NN .\_. It\_PRP has\_VBZ also\_RB been\_VBN used\_VBN in\_IN 1961\_CD following\_VBG the\_DT `\_'

putsch\_NN ' ' of\_IN the\_DT Generals\_NNS in\_IN Algeria\_NNP .\_. The\_DT President\_NNP must\_MD consult\_VB the\_DT Prime\_NNP Minister\_NNP ,\_, the\_DT presidents\_NNS of\_IN the\_DT two\_CD assemblies\_NNS and\_CC the\_DT ` `` conseil\_NN constitutionnelle\_NN ' ' beforehand\_RB but\_CC in\_IN 1961\_CD they\_PRP were\_VBD not\_RB all\_DT in\_IN agreement\_NN that\_WDT France\_NNP was\_VBD threatened\_VBN .\_. Nevertheless\_RB through\_IN this\_DT ambiguity\_NN de\_IN Gaulle\_NNP was\_VBD able\_JJ to\_TO implement\_VB Article\_NNP 16\_CD .\_. Although\_IN Article\_NNP 21\_CD says\_VBZ that\_IN the\_DT Prime\_NNP Minister\_NNP should\_MD ` `` devise\_VB l'action\_NNP du\_NNP Gouvernement\_NNP ' \_POS in\_IN practice\_NN ,\_, and\_CC again\_RB as\_IN a\_DT matter\_NN of\_IN interpretation\_NN ,\_, this\_DT has\_VBZ not\_RB been\_VBN the\_DT case\_NN .\_. It\_PRP 's\_VBZ the\_DT President\_NNP who\_WP 's\_VBZ the\_DT Head\_NNP of\_IN the\_DT executive\_NN and\_CC under\_IN Article\_NNP 9\_CD he\_PRP claims\_VBZ the\_DT ` `` Conseil\_NNP des\_NNP Ministres\_NNP ' \_POS ,\_, fixes\_NNS the\_DT order\_NN of\_IN the\_DT day\_NN and\_CC generally\_RB directs\_VBZ the\_DT policy\_NN .\_. Through\_IN such\_JJ ambiguity\_NN the\_DT President\_NNP has\_VBZ again\_RB been\_VBN able\_JJ to\_TO receive\_VB larger\_JJR powers\_NNS and\_CC develop\_VB his\_PRP\$ rôle\_NN .\_. When\_WRB Giscard\_NNP d'Estaing\_NN came\_VBD to\_TO power\_NN in\_IN 1974\_CD he\_PRP was\_VBD obliged\_VBN to\_TO appoint\_VB Chirac\_NNP as\_IN Prime\_NNP Minister\_NNP .\_. Not\_RB being\_VBG a\_DT gaullist\_NN and\_CC not\_RB being\_VBG the\_DT leader\_NN of\_IN the\_DT largest\_JJS party\_NN he\_PRP often\_RB ignored\_VBD Chirac\_NNP and\_CC went\_VBD straight\_RB to\_TO the\_DT ministers\_NNS .\_. With\_IN this\_DT and\_CC his\_PRP\$ interference\_NN in\_IN financial\_JJ matters\_NNS ,\_, Chirac\_NNP resigned\_VBD in\_IN 1976\_CD .\_. Under\_IN Mitterand\_NNP ,\_, advisors\_NNS often\_RB had\_VBD more\_JJR power\_NN than\_IN ministers\_NNS .\_. Through\_IN such\_JJ ambiguity\_NN and\_CC interpretation\_NN the\_DT President\_NNP has\_VBZ been\_VBN able\_JJ to\_TO assume\_VB wide\_JJ powers\_NNS .\_. Uncontent\_JJ with\_IN his\_PRP\$ Mitterand\_NNP used\_VBD interpretation\_NN and\_CC the\_DT fact\_NN that\_IN the\_DT Algerian\_NNP war\_NN had\_VBD traumatised\_VBN the\_DT nation\_NN to\_TO assume\_VB more\_JJR power\_NN .\_. For\_IN example\_NN he\_PRP refused\_VBD to\_TO allow\_VB Parliament\_NNP to\_TO sit\_VB in\_IN 1963\_CD .\_. Mitterand\_NNP realising\_VBG he\_PRP would\_MD lose\_VB his\_PRP\$ majority\_NN in\_IN the\_DT National\_NNP Assembly\_NNP at\_IN the\_DT next\_JJ election\_NN used\_VBD such\_JJ powers\_NNS to\_TO put\_VB men\_NNS of\_IN his\_PRP\$ own\_JJ choice\_NN in\_IN high\_JJ positions\_NNS .\_. After\_IN being\_VBG elected\_VBN in\_IN 1981\_CD ,\_, since\_IN the\_DT National\_NNP

Assembly\_NNP had\_VBD been\_VBN elected\_VBN in\_IN 1975\_CD and\_CC had\_VBD a\_DT majority\_NN ,\_, he\_PRP wanted\_VBD a\_DT majority\_NN for\_IN the\_DT left\_NN and\_CC used\_VBN Article\_NNP 12\_CD to\_TO dissolve\_VB it\_PRP .\_. The\_DT ambiguities\_NNS such\_JJ as\_IN in\_IN Article\_NNP 34\_CD and\_CC 37\_CD over\_IN the\_DT way\_NN legislation\_NN is\_VBZ past\_JJ also\_RB gave\_VBD wide\_JJ reaching\_VBG powers\_NNS to\_TO the\_DT President\_NNP .\_. All\_DT in\_IN all\_DT it\_PRP is\_VBZ this\_DT ambiguous\_JJ nature\_NN of\_IN the\_DT Constitution\_NNP ,\_, resulting\_VBG from\_IN the\_DT compromise\_NN it\_PRP tried\_VBD to\_TO make\_VB ,\_, that\_WDT led\_VBD to\_TO a\_DT great\_JJ development\_NN in\_IN the\_DT rôle\_NN of\_IN the\_DT President\_NNP in\_IN the\_DT 5th\_JJ Republic\_NNP mainly\_RB under\_IN the\_DT precedent\_NN set\_VBN by\_IN Charles\_NNP de\_IN Gaulle\_NNP .\_.

### **ICLE-BR-SUR-0030.1**

Demography\_NN is\_VBZ the\_DT study\_NN of\_IN population\_NN and\_CC the\_DT effect\_NN that\_IN its\_PRP\$ general\_JJ character\_NN has\_VBZ on\_IN a\_DT country\_NN 's\_POS society\_NN and\_CC economy\_NN .\_. Demographers\_NNS claim\_VBP that\_IN it\_PRP is\_VBZ a\_DT major\_JJ factor\_NN in\_IN considering\_VBG the\_DT problems\_NNS of\_IN that\_DT country\_NN 's\_POS evolution\_NN -: for\_IN example\_NN ,\_, it\_PRP is\_VBZ thought\_VBN that\_IN many\_JJ of\_IN France\_NNP 's\_POS problems\_NNS during\_IN the\_DT twentieth\_JJ century\_NN have\_VBP been\_VBN caused\_VBN by\_IN a\_DT premature\_JJ decline\_NN in\_IN the\_DT birth\_NN rate\_NN in\_IN the\_DT nineteenth\_JJ century\_NN ,\_, and\_CC the\_DT consequent\_JJ ageing\_NN of\_IN the\_DT population\_NN .\_. At\_IN the\_DT beginning\_NN of\_IN the\_DT 19th\_JJ century\_NN France\_NNP had\_VBD the\_DT largest\_JJS population\_NN in\_IN Europe\_NNP ,\_, after\_IN Russia\_NNP ,\_, and\_CC was\_VBD also\_RB a\_DT major\_JJ world\_NN power\_NN .\_. Since\_IN this\_DT time\_NN ,\_, both\_DT its\_PRP\$ power\_NN and\_CC population\_NN in\_IN relation\_NN to\_TO the\_DT rest\_NN of\_IN Europe\_NNP ,\_, have\_VBP been\_VBN in\_IN steady\_JJ decline\_NN .\_. By\_IN the\_DT beginning\_NN of\_IN the\_DT first\_JJ world\_NN war\_NN ,\_, France\_NNP 's\_POS population\_NN trailed\_VBD far\_RB behind\_IN that\_DT of\_IN Germany\_NNP ,\_, which\_WDT was\_VBD one\_CD reason\_NN why\_WRB Germany\_NNP felt\_VBD confident\_JJ of\_IN victory\_NN .\_. During\_IN both\_DT World\_NNP Wars\_NNP France\_NNP not\_RB only\_RB lost\_VBD thousands\_NNS of\_IN men\_NNS ,\_, but\_CC the\_DT birth\_NN rate\_NN also\_RB dropped\_VBD dramatically\_RB .\_. During\_IN the\_DT economic\_JJ crisis\_NN and\_CC depression\_NN between\_IN the\_DT

wars\_NNS ,\_, the\_DT birthrate\_NN was\_VBD also\_RB low\_JJ ,\_, because\_IN it\_PRP
was\_VBD a\_DT time\_NN of\_IN gloom\_NN and\_CC pessimism\_NN ,\_, with\_IN little\_JJ
hope\_NN for\_IN the\_DT future\_NN ,\_, and\_CC so\_IN people\_NNS could\_MD n't\_RB
afford\_VB large\_JJ families\_NNS .\_. The\_DT consequence\_NN of\_IN these\_DT
factors\_NNS was\_VBD that\_IN by\_IN the\_DT end\_NN of\_IN the\_DT second\_JJ world\_NN
war\_NN ,\_, the\_DT adult\_JJ population\_NN in\_IN France\_NNP was\_VBD greatly\_RB
reduced\_VBN .\_. It\_PRP was\_VBD at\_IN this\_DT time\_NN that\_IN the\_DT birth\_NN
rate\_NN suddenly\_RB increased\_VBD ,\_, with\_IN the\_DT Babyboom\_NNP .\_. Between\_IN
1946\_CD and\_CC 1964\_CD the\_DT birth\_NN rate\_NN increased\_VBD 20\_CD %\_NN .\_. -
\_: this\_DT was\_VBD due\_JJ to\_TO decreasing\_VBG infant\_NN mortality\_NN ,\_, the\_DT
introduction\_NN of\_IN social\_JJ security\_NN and\_CC family\_RB benefits\_NNS ,\_, a\_DT
new\_JJ optimism\_NN for\_IN the\_DT future\_NN ,\_, and\_CC an\_DT abandoning\_NN of\_IN
former\_JJ Malthusian\_JJ attitudes\_NNS ,\_, in\_IN favour\_NN of\_IN a\_DT more\_RBR
dynamic\_JJ outlook\_NN .\_. The\_DT birth\_NN rate\_NN had\_VBD in\_IN fact\_NN ,\_,
begun\_VBN to\_TO increase\_VB before\_IN the\_DT end\_NN of\_IN the\_DT war\_NN ,\_,
as\_IN people\_NNS took\_VBD on\_RP a\_DT care-free\_JJ attitude\_NN ,\_, with\_IN little\_JJ
feeling\_NN of\_IN responsibility\_NN .\_. At\_IN the\_DT same\_JJ time\_NN ,\_, the\_DT
death\_NN rate\_NN was\_VBD decreasing\_VBG ,\_, due\_JJ to\_TO advances\_NNS in\_IN
medicine\_NN ,\_, and\_CC living\_NN conditions\_NNS .\_. This\_DT meant\_VBD that\_IN
the\_DT number\_NN of\_IN old\_JJ people\_NNS was\_VBD steadily\_RB increasing\_VBG .\_.
So\_RB ,\_, after\_IN the\_DT war\_NN ,\_, there\_EX was\_VBD a\_DT reduced\_VBN
number\_NN of\_IN adults\_NNS ,\_, to\_TO look\_VB after\_IN ,\_, and\_CC produce\_VBP
goods\_NNS for\_IN ,\_, a\_DT increased\_VBN number\_NN of\_IN children\_NNS and\_CC
old\_JJ people\_NNS .\_. This\_DT ,\_, and\_CC the\_DT need\_NN to\_TO build\_VB the\_DT
economy\_NN ,\_, led\_VBD to\_TO the\_DT influx\_NN of\_IN immigrant\_JJ workers\_NNS
into\_IN France\_NNP ,\_, with\_IN has\_VBZ in\_IN turn\_NN led\_VBD to\_TO many\_JJ of\_IN
today\_NN 's\_POS problems\_NNS with\_IN immigrants\_NNS .\_. During\_IN the\_DT
fifties\_NNS ,\_, the\_DT school\_NN system\_NN had\_VBD to\_TO be\_VB adapted\_VBN
to\_TO provide\_VB for\_IN the\_DT Babyboom\_NNP ;\_: by\_IN the\_DT end\_NN of\_IN
the\_DT 60\_CD 's\_POS ,\_, they\_PRP had\_VBD reached\_VBN the\_DT Universities\_NNS ,\_,
which\_WDT became\_VBD overcrowded\_JJ ,\_, and\_CC inadequate\_JJ to\_TO meet\_VB
the\_DT needs\_NNS of\_IN the\_DT thousands\_NNS of\_IN extra\_JJ students\_NNS .\_.
This\_DT was\_VBD one\_CD of\_IN the\_DT direct\_JJ causes\_NNS of\_IN May\_NNP ' ' \_POS
68\_CD ,\_, along\_IN with\_IN the\_DT fact\_NN that\_IN there\_EX was\_VBD no\_DT



guarantee\_NN of\_IN a\_DT job\_NN afterwards\_RB ,\_, with\_IN so\_RB many\_JJ  
 students\_NNS competing\_VBG together\_RB .\_. The\_DT Babyboom\_NN generation\_NN  
 is\_VBZ now\_RB working\_VBG and\_CC so\_IN the\_DT country\_NN is\_VBZ  
 benefitting\_VBG from\_IN the\_DT taxes\_NNS which\_WDT they\_PRP are\_VBP  
 paying\_VBG .\_. But\_CC ,\_, at\_IN the\_DT same\_JJ time\_NN ,\_, with\_IN an\_DT ever\_RB  
 decreasing\_VBG death\_NN rate\_NN ,\_, +\_CC ever\_RB increasing\_VBG number\_NN of\_IN  
 old\_JJ people\_NNS ,\_, the\_DT Treasury\_NNP is\_VBZ having\_VBG to\_TO pay\_VB vast\_JJ  
 sums\_NNS in\_IN pensions\_NNS ,\_, +\_CC care\_NN for\_IN the\_DT elderly\_JJ .\_. Since\_IN  
 the\_DT end\_NN of\_IN the\_DT Babyboom\_NNP ,\_, the\_DT birthrate\_NN has\_VBZ  
 declined\_VBN again\_RB ,\_, due\_JJ to\_TO the\_DT legalisation\_NN of\_IN contraception\_NN  
 +\_CC abortion\_NN ,\_, and\_CC the\_DT fact\_NN that\_IN many\_JJ people\_NNS see\_VBP  
 having\_VBG less\_JJR children\_NNS as\_IN a\_DT way\_NN to\_TO better\_JJR their\_PRP\$  
 standard\_NN of\_IN living\_NN .\_. At\_IN present\_JJ ,\_, the\_DT birth\_NN rate\_NN is\_VBZ  
 around\_IN 13,6\_CD ?\_./\_: 00\_CD ,\_, while\_IN the\_DT death\_NN rate\_NN is\_VBZ  
 about\_IN 9\_CD ?\_./\_: 00\_CD .\_. This\_DT means\_VBZ that\_IN the\_DT base\_NN of\_IN  
 the\_DT pyramid\_NN of\_IN ages\_NNS is\_VBZ being\_VBG eroded\_VBN away\_RB .\_.  
 The\_DT consequences\_NNS are\_VBP that\_IN the\_DT population\_NN is\_VBZ  
 becoming\_VBG top\_JJ heavy\_NN ,\_, with\_IN a\_DT smaller\_JJR number\_NN of\_IN  
 taxpayers\_NNS having\_VBG to\_TO provide\_VB for\_IN the\_DT pensions\_NNS of\_IN a\_DT  
 larger\_JJR number\_NN of\_IN old\_JJ people\_NNS -: this\_DT has\_VBZ been\_VBN  
 worsened\_VBN by\_IN the\_DT lowering\_NN of\_IN the\_DT retirement\_NN age\_NN to\_TO  
 60\_CD .\_. Furthermore\_RB ,\_, the\_DT strain\_NN on\_IN the\_DT taxpayers\_NNS can\_MD  
 only\_RB continue\_VB to\_TO get\_VB worse\_JJR ,\_, unless\_IN this\_DT trend\_NN is\_VBZ  
 reversed\_VBN .\_. This\_DT is\_VBZ why\_WRB many\_JJ French\_JJ people\_NNS now\_RB  
 support\_VBP a\_DT policy\_NN of\_IN encouraging\_JJ people\_NNS to\_TO have\_VB  
 children\_NNS to\_TO halt\_VB a\_DT greying\_JJ population\_NN .\_. The\_DT  
 consequence\_NN for\_IN business\_NN is\_VBZ that\_IN it\_PRP has\_VBZ had\_VBN to\_TO  
 adapt\_VB its\_PRP\$ production\_NN away\_RB from\_IN baby\_NN +\_CC children\_NNS  
 's\_POS products\_NNS ,\_, to\_TO those\_DT required\_VBN by\_IN the\_DT older\_JJR  
 generations\_NNS ,\_, in\_IN particular\_JJ medical\_JJ supplies\_NNS .\_. They\_PRP are\_VBP  
 also\_RB having\_VBG to\_TO pay\_VB more\_JJR to\_TO their\_PRP\$ older\_JJR workers\_NNS  
 ,\_, due\_JJ to\_TO their\_PRP\$ age\_NN even\_RB though\_IN they\_PRP do\_VBP n't\_RB  
 produce\_VB any\_DT more\_JJR than\_IN the\_DT decreasing\_VBG number\_NN of\_IN  
 young\_JJ people\_NNS do\_VBP .\_.

## ICLE-BR-SUR-0031.1

The DT French JJ system NN of IN higher JJR education NN has VBZ always RB been VBN of IN a DT hierarchical JJ nature NN and CC divided VBN .\_. It PRP was VBD so RB before RB mai\_FW ' ' 68\_CD ,\_, and CC despite IN attempts NNS at IN reform NN ,\_, it PRP has VBZ been VBN determined VBN to TO remain VB so RB .\_. Before IN 1968\_CD ,\_, French JJ universities NNS were VBD overcrowded JJ -LRB-\_-LRB- the DT number NN of IN students NNS rose VBD from IN 122,000\_CD in IN 1936\_CD to TO 612,000\_CD in IN 1968\_CD -RRB-\_-RRB- ,\_, centralized VBN and CC impersonal JJ .\_. In IN response NN to TO the DT events NNS of IN ' ' 68\_CD ,\_, the DT Faure NNP reforms NNS were VBD drawn VBN up RP .\_. They PRP abolished VBD old JJ universities NNS as IN such JJ ,\_, and CC gave VBD them PRP the DT opportunity NN to TO form VB themselves PRP into IN ` `` unités NNS d'enseignements NNS et\_FW de\_FW recherche\_FW ' ' .\_. They PRP formed VBD their PRP\$ own JJ councils NNS ,\_, and CC could MD group VB themselves PRP into IN new JJ universities NNS .\_. These DT universities NNS had VBD their PRP\$ own JJ councils NNS made VBD up RP of IN staff NN ,\_, teaching NN and CC non-teaching JJ ,\_, and CC student NN delegates NNS .\_. They PRP elected VBD the DT President NNP who WP fulfilled VBD a DT similar JJ role NN to TO that DT of IN the DT British JJ universities NNS ' \_POS Vice-Chancellor NNP .\_. The DT Faure NNP reforms NNS gave VBD the DT universities NNS a DT framework NN within IN which\_WDT to TO create VB a DT new JJ system NN of IN university NN education NN and CC to TO create VB new JJ personalities NNS for IN themselves PRP .\_. These DT reforms NNS dealt VBN with IN the DT centralized VBN and CC impersonal JJ aspects NNS .\_. But CC the DT universities NNS could MD not RB cope VB with IN their PRP\$ new JJ powers NNS .\_. They PRP reverted VBD back RB to TO their PRP\$ interdepartmental JJ wrangling NN ,\_, and CC when WRB it PRP came VBD to TO joining\_VBG together RB to TO form VB universities NNS ,\_, the DT subjects NNS dominated VBN by IN the DT Left\_VBN ,\_, suchas\_VBZ sociology NN ,\_, did VBD not RB want VB to TO combine\_VB with IN those DT subjects NNS dominated VBN by IN more JJR Right-wing NN professors NNS .\_. The DT apolitical JJ sciences NNS did VBD not RB want VB to TO be\_VB ` `` contaminated\_VBN ' ' by IN the DT Left-wingers NNPS .\_. Within IN the DT new JJ universities NNS ,\_, the DT departments NNS were VBD out RB to TO protect\_VB their PRP\$ own JJ

positions\_NNS and\_CC to\_TO protect\_VB their\_PRP\$ share\_NN of\_IN the\_DT global\_JJ budget\_NN ,\_, so\_RB there\_RB was\_VBD little\_JJ tendency\_NN to\_TO create\_VB new\_JJ inter-disciplinary\_JJ courses\_NNS as\_IN Faure\_NNP had\_VBD hoped\_VBN .\_. The\_DT universities\_NNS are\_VBP very\_RB much\_RB out\_IN of\_IN touch\_NN with\_IN the\_DT needs\_NNS of\_IN the\_DT outside\_JJ world\_NN .\_. Their\_PRP\$ DEUGs\_NNS and\_CC licences\_NNS were\_VBD very\_RB much\_JJ theoretical\_JJ and\_CC literal\_JJ and\_CC of\_IN no\_DT use\_NN in\_IN finding\_VBG jobs\_NNS in\_IN specialized\_VBN industry\_NN .\_. Many\_JJ professors\_NNS wanted\_VBD to\_TO keep\_VB universities\_NNS as\_IN ` `` la\_DT finalité\_NN culturelle\_NN ' ' .\_. Donot\_NNP want\_VBP interaction\_NN with\_IN patrons\_NNS ,\_, etc.\_FW .\_. But\_CC this\_DT is\_VBZ necessary\_JJ to\_TO make\_VB degrees\_NNS more\_RBR relevant\_JJ to\_TO job\_NN requirements\_NNS .\_. Also\_RB left\_JJ wing\_NN departments\_NNS resisted\_VBD any\_DT attempt\_NN by\_IN State\_NN for\_IN reform\_NN .\_. Refused\_VBN to\_TO see\_VB such\_JJ attempts\_NNS as\_IN sincere\_JJ or\_CC benevolent\_JJ ,\_, always\_RB suspected\_VBN state\_NN of\_IN ulterior\_JJ motives\_NNS .\_. Gulf\_NNP between\_IN universities\_NNS and\_CC Grandes\_NNP Ecoles\_NNP slightly\_RB bridged\_VBN by\_IN Instituts\_NNP Universitaires\_NNP de\_IN Technologie\_NNP ,\_, but\_CC governments\_NNS leave\_VBP Grandes\_NNP Ecoles\_NNP to\_TO themselves\_PRP as\_IN serve\_VB France\_NNP well\_RB and\_CC were\_VBD not\_RB infected\_VBN by\_IN virus\_NN of\_IN ' ' 68\_CD .\_. Politicisation\_NN of\_IN struggle\_NN for\_IN reform\_NN .\_. Measures\_NNS brought\_VBD in\_RP by\_IN Savary\_NNP to\_TO reduce\_VB influence\_NN of\_IN professors\_NNS in\_IN councils\_NNS revoked\_VBN by\_IN Right\_RB when\_WRB returned\_VBN to\_TO power\_NN .\_. Reaction\_NN against\_IN Devaquet\_JJ projet\_NN was\_VBD unfounded\_JJ .\_. It\_PRP would\_MD have\_VB retained\_VBN ` `` bac\_NN ' ' as\_IN means\_NNS of\_IN selection\_NN for\_IN entry\_NN but\_CC would\_MD have\_VB eased\_VBN pressure\_NN on\_IN crowded\_JJ universities\_NNS .\_.

### **ICLE-BR-SUR-0032.1**

At\_IN the\_DT beginning\_NN of\_IN the\_DT Fifth\_NNP Republic\_NNP ,\_, education\_NN reforms\_NNS had\_VBD not\_RB been\_VBN implemented\_VBN because\_IN of\_IN political\_JJ instability\_NN ,\_, other\_JJ priorities\_NNS -LRB-\_-LRB- notably\_RB the\_DT Second\_JJ World\_NNP War\_NNP -RRB-\_-RRB- and\_CC the\_DT notorious\_JJ French\_JJ concept\_NN of\_IN academic\_JJ tradition\_NN and\_CC élitism\_NN .\_. The\_DT problems\_NNS to\_TO be\_VB solved\_VBN were\_VBD that\_DT of\_IN modernization\_NN ,\_, democratization\_NN and\_CC secularization\_NN .\_. At\_IN that\_DT time\_NN -LRB-\_-

LRB- 1959\_CD -RRB-\_-RRB- most\_RBS children\_NNS stayed\_VBD at\_IN primary\_JJ school\_NN ,\_, only\_RB 35\_CD %\_NN were\_VBD progressing\_VBG to\_TO secondary\_JJ education\_NN -LRB-\_-LRB- the\_DT sixième\_NN year\_NN -RRB-\_-RRB- .\_. Berthoin\_NNP was\_VBD the\_DT first\_JJ minister\_NN of\_IN education\_NN to\_TO address\_VB the\_DT problem\_NN of\_IN democratization\_NN .\_. He\_PRP tried\_VBD to\_TO prolong\_VB school\_NN life\_NN for\_IN a\_DT large\_JJ number\_NN of\_IN pupils\_NNS by\_IN making\_VBG education\_NN compulsory\_NN until\_IN the\_DT age\_NN of\_IN 16\_CD ,\_, abolishing\_VBG the\_DT entrance\_NN examination\_NN to\_TO the\_DT ` `` sixième\_NN ' \_" and\_CC abandoning\_VBG the\_DT ` `` classe\_FW de\_FW la\_FW fin\_FW des\_FW études\_NNS ' \_POS ,\_, where\_WRB children\_NNS stayed\_VBD at\_IN primary\_JJ school\_NN until\_IN 14\_CD .\_. He\_PRP introduced\_VBD the\_DT concept\_NN of\_IN orientation\_NN and\_CC observation\_NN ,\_, whereby\_WRB a\_DT pupil\_NN could\_MD be\_VB directed\_VBN towards\_IN the\_DT school\_NN mostly\_RB suited\_VBN to\_TO his\_PRP\$ needs\_NNS -LRB-\_-LRB- the\_DT prestigious\_JJ lycée\_NN and\_CC the\_DT College\_NNP d'Enseignement\_NNP Général\_NNP -RRB-\_-RRB- ,\_, whilst\_IN trying\_VBG to\_TO bring\_VB the\_DT two\_CD schools\_NNS closer\_RBR together\_RB .\_. The\_DT lycée\_NN had\_VBD always\_RB been\_VBN the\_DT bastion\_NN of\_IN élitism\_NN ,\_, with\_IN its\_PRP\$ Napoleonic\_JJ tradition\_NN .\_. In\_IN 1963\_CD Fouchet\_NN created\_VBD the\_DT College\_NNP d'Enseignement\_NNP Secondaire\_NNP ,\_, a\_DT lower\_JJR common\_JJ secondary\_JJ school\_NN ,\_, to\_TO try\_VB and\_CC encourage\_VB upward\_RB social\_JJ mobility\_NN .\_. Jean\_NNP Capelle\_NNP ,\_, a\_DT leading\_VBG figure\_NN in\_IN the\_DT initiative\_NN had\_VBD very\_RB much\_JJ admired\_VBN ,\_, and\_CC tried\_VBD to\_TO emulate\_VB the\_DT English\_NNP comprehensive\_JJ schools\_NNS .\_. But\_CC in\_IN an\_DT article\_NN by\_IN Hain\_NNP Gaziel\_NNP ,\_, his\_PRP\$ efforts\_NNS were\_VBD a\_DT failure\_NN .\_. The\_DT creation\_NN of\_IN 3\_CD ` `` filières\_NNS ' \_POS were\_VBD basically\_RB a\_DT division\_NN between\_IN prospective\_JJ lycée\_NN and\_CC C.E.G.\_NN students\_NNS .\_. The\_DT third\_JJ stream\_NN was\_VBD theoretically\_RB intended\_VBN to\_TO push\_VB pupils\_NNS to\_TO the\_DT upper\_JJ two\_CD streams\_NNS ,\_, but\_CC in\_IN practice\_NN transfer\_NN was\_VBD difficult\_JJ -\_: only\_RB 1\_CD %\_NN managed\_VBD it\_PRP .\_. It\_PRP was\_VBD dubbed\_VBN the\_DT ` `` pouvelle\_NN ' \_" of\_IN the\_DT system\_NN .\_. These\_DT two\_CD reforms\_NNS came\_VBD at\_IN the\_DT time\_NN of\_IN a\_DT population\_NN expansion\_NN which\_WDT demanded\_VBD education\_NN of\_IN any\_DT kind\_NN and\_CC prevented\_VBD proper\_JJ reforms\_NNS -\_: giving\_VBG away\_RP a\_DT

little\_JJ in\_IN order\_NN to\_TO conserve\_VB a\_DT great\_JJ deal\_NN .\_. School\_NNP pupils\_NNS became\_VBD disillusioned\_JJ ,\_, seeing\_VBG the\_DT school\_NN as\_IN an\_DT agent\_NN of\_IN social\_JJ discrimination\_NN .\_. The\_DT lycées\_NNS were\_VBD for\_IN the\_DT bourgeois\_NN ,\_, cadres\_NNS supérieurs\_NNS ,\_, while\_IN the\_DT chances\_NNS of\_IN the\_DT children\_NNS of\_IN an\_DT ` `` ouvrier\_NN ' "' getting\_VBG anywhere\_RB near\_IN higher\_JJR education\_NN were\_VBD remote\_JJ .\_. It\_PRP seemed\_VBD that\_IN equality\_NN of\_IN opportunity\_NN and\_CC high\_JJ academic\_JJ standards\_NNS were\_VBD incompatible\_JJ .\_. The\_DT demonstrations\_NNS of\_IN May\_NNP 68\_CD led\_VBD to\_TO an\_DT era\_NN of\_IN dialogue\_NN between\_IN parents\_NNS ,\_, teachers\_NNS and\_CC government\_NN .\_. The\_DT resulting\_VBG Haby\_NNP reforms\_NNS brought\_VBD about\_RB the\_DT ` `` tronc\_NN commun\_NN ' "' in\_IN the\_DT C.E.S.\_NNP ,\_, where\_WRB over\_IN 50\_CD %\_NN of\_IN pupils\_NNS now\_RB attended\_VBD .\_. This\_DT type\_NN of\_IN ' "' école\_JJ unique\_JJ ' "' had\_VBD been\_VBN demanded\_VBN by\_IN idealists\_NNS such\_JJ as\_IN Compagnons\_NNP de\_IN l'Université\_NNP over\_IN 50\_CD years\_NNS before\_RB .\_. It\_PRP involved\_VBD mixed\_JJ ability\_NN teaching\_NN up\_IN to\_TO the\_DT age\_NN of\_IN 16\_CD ,\_, an\_DT attempt\_NN at\_IN ensuring\_VBG that\_IN equality\_NN of\_IN opportunity\_NN was\_VBD obtained\_VBN .\_. But\_CC schools\_NNS found\_VBD ways\_NNS of\_IN streaming\_NN pupils\_NNS ,\_, under\_IN pressure\_NN from\_IN the\_DT parents\_NNS of\_IN abler\_JJ children\_NNS .\_. When\_WRB Beullac\_NNP became\_VBD minister\_NN in\_IN 1978\_CD ,\_, he\_PRP was\_VBD instructed\_VBN not\_RB to\_TO apply\_VB the\_DT Haby\_NNP laws\_NNS too\_RB rigidly\_RB and\_CC there\_RB was\_VBD discretion\_NN as\_IN to\_TO how\_WRB far\_RB schools\_NNS could\_MD stream\_NN their\_PRP\$ pupils\_NNS .\_. Haby\_NNP had\_VBD said\_VBN that\_IN his\_PRP\$ reform\_NN involved\_VBN ` `` the\_DT same\_JJ opportunities\_NNS in\_IN every\_DT satchel\_NN ' "' but\_CC was\_VBD criticised\_VBN for\_IN subordinating\_VBG education\_NN to\_TO the\_DT needs\_NNS of\_IN the\_DT economy\_NN ,\_, producing\_VBG a\_DT versatile\_JJ but\_CC poorly\_RB qualified\_VBN workforce\_NN and\_CC providing\_VBG education\_NN on\_IN the\_DT level\_NN of\_IN the\_DT ` `` SMIC\_NN culturel\_NN ' "' .\_. Elitism\_NNP was\_VBD reintroduced\_VBN as\_IN abler\_NN pupils\_NNS were\_VBD able\_JJ to\_TO take\_VB German\_JJ lessons\_NNS .\_. Under\_IN the\_DT Socialists\_NNPS since\_IN 1981\_CD ,\_, the\_DT move\_NN to\_TO integrate\_VB private\_JJ schools\_NNS into\_IN the\_DT State\_NN system\_NN was\_VBD dropped\_VBN under\_IN public\_JJ pressure\_NN and\_CC now\_RB 17\_CD %\_NN of\_IN pupils\_NNS are\_VBP members\_NNS of\_IN that\_DT clique\_NN .\_.

Savary\_NNP left\_VBD office\_NN to\_TO be\_VB replace\_VB by\_IN Chevenement\_NNP who\_WP advocated\_VBD to\_TO return\_VB to\_TO the\_DT conservative\_JJ values\_NNS of\_IN discipline\_NN &\_CC hard\_JJ work\_NN ,\_, while\_IN introducing\_VBG modern\_JJ ,\_, technological\_JJ subjects\_NNS .\_. But\_CC still\_RB ,\_, government\_NN was\_VBD trying\_VBG to\_TO fit\_VB new\_JJ reforms\_NNS into\_IN the\_DT existing\_VBG system\_NN and\_CC lycées\_NNS remained\_VBD virtually\_JJ unchanged\_JJ .\_. For\_IN the\_DT less\_JJR privileged\_JJ child\_NN ,\_, the\_DT outlook\_NN is\_VBZ still\_RB grim\_JJ .\_. He\_PRP has\_VBZ a\_DT 43\_CD %\_NN chance\_NN of\_IN getting\_VBG to\_TO higher\_JJR education\_NN ,\_, as\_IN opposed\_VBN to\_TO 80\_CD %\_NN for\_IN the\_DT child\_NN of\_IN a\_DT ``cadre\_NN supérier\_NN ' ' .\_. In\_IN England\_NNP ,\_, the\_DT chances\_NNS of\_IN a\_DT working\_VBG class\_NN child\_NN to\_TO progress\_NN is\_VBZ much\_RB higher\_JJR ,\_, even\_RB in\_IN the\_DT élitist\_NN Oxbridge\_NNP ,\_, 50\_CD %\_NN are\_VBP non-public\_JJ school\_NN .\_. With\_IN the\_DT introduction\_NN of\_IN GCSE\_NNP 's\_POS ,\_, the\_DT social\_JJ stigma\_NN of\_IN having\_VBG CSE\_NNP 's\_POS rather\_RB than\_IN O\_NN levels\_NNS is\_VBZ removed\_VBN ,\_, and\_CC there\_EX is\_VBZ less\_JJR pressure\_NN to\_TO continue\_VB to\_TO A\_DT levels\_NNS .\_. In\_IN France\_NNP ,\_, there\_EX is\_VBZ no\_DT half-way\_NN house\_NN .\_. The\_DT baccalauréat\_NN is\_VBZ all-important\_JJ ,\_, a\_DT national\_JJ obsession\_NN ,\_, with\_IN those\_DT who\_WP do\_VBP not\_RB obtain\_VB it\_PRP becoming\_VBG ``zéros\_NNS ' ' .\_. This\_DT segregation\_NN of\_IN ``bacheliers\_NNS ' ' and\_CC ``non-bacheliers\_NNS ' ' is\_VBZ likely\_JJ to\_TO worsen\_VB as\_IN the\_DT Rocard\_NNP government\_NN has\_VBZ stated\_VBN its\_PRP\$ aim\_NN of\_IN 80\_CD %\_NN of\_IN pupils\_NNS taking\_VBG the\_DT bac\_NN .\_. exam\_NN by\_IN the\_DT year\_NN 2000\_CD .\_. Critics\_NNS ,\_, including\_VBG the\_DT magazine\_NN Paris\_NNP Match\_NNP ,\_, see\_VB this\_DT creating\_VBG a\_DT ``ghetto\_NN du\_NNP désespoir\_NNP ' ' as\_IN those\_DT without\_IN the\_DT bac\_NN .\_. will\_MD be\_VB discriminated\_VBN against\_IN for\_IN the\_DT rest\_NN of\_IN his\_PRP\$ life\_NN .\_. The\_DT chances\_NNS are\_VBP that\_IN the\_DT majority\_NN of\_IN the\_DT 20\_CD %\_NN of\_IN ``zéros\_NNS ' ' will\_MD be\_VB of\_IN lower\_JJR social\_JJ categories\_NNS ,\_, children\_NNS of\_IN ``ouvriers\_NNS ' ' or\_CC ``salariés\_NNS agricoles\_NNS ' ' .\_. As\_IN it\_PRP is\_VBZ ,\_, the\_DT percentage\_NN of\_IN these\_DT children\_NNS having\_VBG to\_TO repeat\_VB a\_DT year\_NN is\_VBZ 25\_CD %\_NN higher\_JJR than\_IN those\_DT from\_IN better-off\_JJ backgrounds\_NNS .\_. Secondary\_JJ school\_NN now\_RB involves\_VBZ 2\_CD years\_NNS of\_IN observation\_NN ,\_, 2\_CD of\_IN orientation\_NN and\_CC then\_RB to\_TO

the\_DT lycée\_NN d'Enseignement\_NN Generale\_NNP or\_CC Lycée\_NNP  
 d'Enseignement\_NNP Professionnelle\_NNP -LRB-\_-LRB- equivalent\_JJ of\_IN an\_DT  
 English\_JJ Technological\_JJ College\_NNP -RRB-\_-RRB- .\_. The\_DT ` `` brevets\_NNS  
 '\_POS gained\_VBN at\_IN the\_DT L.E.P.\_NNP do\_VBP not\_RB gain\_VB as\_RB much\_JJ  
 admiration\_NN and\_CC prestige\_NN as\_IN they\_PRP should\_MD ,\_, since\_IN the\_DT  
 French\_NNP are\_VBP still\_RB bound\_VBN by\_IN their\_PRP\$ academic\_JJ tradition\_NN  
 ,\_, high\_JJ standards\_NNS and\_CC élitism\_NN .\_. Does\_VBZ this\_DT has\_VBZ to\_TO  
 suffer\_VB at\_IN the\_DT expense\_NN of\_IN social\_JJ equality\_NN ?\_. In\_IN England\_NNP  
 ,\_, selection\_NN to\_TO higher\_JJR education\_NN is\_VBZ a\_DT fact\_NN of\_IN life\_NN .\_.  
 If\_IN you\_PRP follow\_VBP the\_DT theory\_NN that\_IN the\_DT higher\_JJR the\_DT  
 social\_JJ class\_NN ,\_, the\_DT better\_JJR the\_DT A\_DT level\_NN grades\_NNS -: then\_RB  
 social\_JJ selection\_NN may\_MD be\_VB a\_DT problem\_NN .\_. But\_CC the\_DT  
 comprehensive\_JJ system\_NN with\_IN streaming\_NN and\_CC special\_JJ help\_NN for\_IN  
 remedials\_NNS means\_VBZ that\_IN this\_DT is\_VBZ less\_RBR likely\_JJ .\_. In\_IN  
 France\_NNP ,\_, the\_DT bac\_NN .\_. certificate\_NN is\_VBZ a\_DT ticket\_NN for\_IN  
 university\_NN ,\_, without\_IN further\_JJ selection\_NN .\_. But\_CC the\_DT social\_JJ  
 discrimination\_NN has\_VBZ already\_RB taken\_VBN place\_NN ,\_, with\_IN the\_DT  
 likelihood\_NN of\_IN a\_DT ` `` lower\_JJR class\_NN ' \_" pupil\_NN gaining\_VBG the\_DT  
 bac\_NN .\_. much\_RB lower\_JJR than\_IN that\_DT of\_IN his\_PRP\$ more\_JJR privileged\_JJ  
 contemporary\_JJ .\_. The\_DT English\_JJ system\_NN of\_IN course\_NN has\_VBZ its\_PRP\$  
 elitist\_JJ elements\_NNS ,\_, the\_DT public\_JJ school\_NN causing\_VBG much\_JJ  
 controversy\_NN and\_CC often\_RB giving\_VBG a\_DT child\_NN a\_DT better\_JJR  
 chance\_NN to\_TO progress\_VB to\_TO higher\_JJR education\_NN .\_. French\_NNP has\_VBZ  
 a\_DT history\_NN of\_IN elitism\_NN ,\_, since\_IN the\_DT time\_NN of\_IN Napoleon\_NNP  
 and\_CC is\_VBZ determined\_VBN not\_RB to\_TO sacrifice\_VB its\_PRP\$ academic\_JJ  
 standards\_NNS .\_. But\_CC for\_IN the\_DT less\_JJR privileged\_JJ child\_NN ,\_, the\_DT  
 education\_NN system\_NN is\_VBZ ,\_, according\_VBG to\_TO Charles\_NNP Vial\_NNP ,\_,  
 a\_DT ` `` cursus\_FW d'obstacles\_FW ' \_" .\_. He\_PRP has\_VBZ only\_RB a\_DT 6\_CD  
 %\_NN chance\_NN of\_IN getting\_VBG the\_DT prestigious\_JJ C\_NN bac\_NN ,\_, if\_IN  
 he\_PRP is\_VBZ the\_DT child\_NN of\_IN a\_DT ` `` salarié\_NN agricole\_NN ' \_" .\_. A\_DT  
 balance\_NN must\_MD be\_VB struck\_VBN .\_. To\_TO keep\_VB standards\_NNS high\_JJ  
 and\_CC to\_TO ensure\_VB equality\_NN of\_IN opportunity\_NN .\_. Even\_RB when\_WRB  
 these\_DT children\_NNS make\_VBP it\_PRP to\_TO university\_NN ,\_, they\_PRP are\_VBP  
 50\_CD %\_NN more\_RBR likely\_JJ to\_TO fail\_VB their\_PRP\$ D.E.U.G.\_NNP than\_IN

children\_NNS higher\_JJR up\_IN the\_DT social\_JJ scale\_NN .\_. This\_DT can\_MD not\_RB be\_VB coincidence\_NN -: maybe\_RB the\_DT French\_JJ should\_MD look\_VB to\_TO the\_DT English\_NNP comprehensive\_JJ school\_NN ,\_, as\_IN Fouchet\_NN and\_CC Capelle\_NNP tried\_VBD to\_TO do\_VB in\_IN 1963\_CD ,\_, to\_TO try\_VB and\_CC find\_VB a\_DT compromise\_NN .\_.

### **ICLE-BR-SUR-0033.1**

The\_DT Fifth\_NNP Republic\_NNP inherited\_VBD the\_DT limitations\_NNS and\_CC dissatisfaction\_NN of\_IN the\_DT Fourth\_JJ .\_. The\_DT education\_NN system\_NN needed\_VBD immediate\_JJ modernisation\_NN and\_CC democratization\_NN .\_. The\_DT first\_JJ reform\_NN which\_WDT aimed\_VBD at\_IN achieve\_VB these\_DT was\_VBD the\_DT Berthoin\_NNP reform\_NN which\_WDT was\_VBD issued\_VBN by\_IN decree\_NN under\_IN de\_FW Gaulle\_NNP 's\_POS emergency\_NN powers\_NNS with\_IN no\_DT opportunity\_NN for\_IN parliamentary\_JJ debate\_NN .\_. Under\_IN this\_DT reform\_NN ,\_, the\_DT school-leaving\_JJ age\_NN was\_VBD raised\_VBN to\_TO 16\_CD ,\_, thus\_RB ensuring\_VBG a\_DT longer\_RBR span\_NN of\_IN education\_NN .\_. A\_DT cycle\_NN of\_IN observation\_NN of\_IN 2\_CD years\_NNS was\_VBD introduced\_VBN for\_IN pupils\_NNS at\_IN the\_DT age\_NN of\_IN 11\_CD ,\_, the\_DT idea\_NN being\_VBG that\_IN during\_IN these\_DT 2\_CD years\_NNS pupils\_NNS ' \_POS progress\_NN would\_MD be\_VB observed\_VBN and\_CC at\_IN the\_DT end\_NN of\_IN the\_DT cycle\_NN each\_DT pupil\_NN would\_MD be\_VB guided\_VBN by\_IN teachers\_NNS into\_IN either\_CC the\_DT lycée\_NN or\_CC the\_DT CEG\_NN -LRB-\_-LRB- collège\_NN d'enseignement\_NN général\_NN -RRB-\_-RRB- as\_IN best\_JJS suited\_VBN the\_DT individual\_NN .\_. Berthoin\_NNP hoped\_VBD this\_DT would\_MD reduce\_VB social\_JJ discrimination\_NN since\_IN all\_DT pupils\_NNS would\_MD follow\_VB the\_DT same\_JJ syllabus\_NN .\_. However\_RB ,\_, this\_DT cycle\_NN of\_IN observation\_NN took\_VBD place\_NN in\_IN different\_JJ institutions\_NNS -: the\_DT lycée\_NN ,\_, the\_DT CEG\_NNP and\_CC the\_DT primary\_JJ school\_NN -: and\_CC little\_JJ transfer\_NN of\_IN pupils\_NNS actually\_RB took\_VBD place\_NN -LRB-\_-LRB- 1\_CD %\_NN of\_IN pupils\_NNS transferred\_VBN to\_TO the\_DT lycée\_NN on\_IN average\_NN -RRB-\_-RRB- .\_. In\_IN these\_DT institutions\_NNS syllabuses\_NNS were\_VBD harmonized\_VBN but\_CC this\_DT was\_VBD inefficient\_JJ and\_CC insufficient\_JJ as\_IN far\_RB as\_IN equality\_NN of\_IN opportunity\_NN was\_VBD concerned\_VBN .\_. The\_DT Fouchet\_NN reforms\_NNS of\_IN 1963\_CD sought\_VBD to\_TO relieve\_VB the\_DT continued\_JJ dissatisfaction\_NN of\_IN the\_DT political\_JJ Left\_VBN ,\_, primary\_JJ



teachers\_NNS and\_CC trade\_NN unions\_NNS by\_IN improving\_VBG on\_IN the\_DT  
 Berthoin\_NNP reforms\_NNS .\_. Fouchet\_NN tried\_VBD to\_TO introduce\_VB a\_DT  
 common\_JJ middle\_JJ school\_NN for\_IN all\_DT pupils\_NNS -: the\_DT CES\_NN -:  
 which\_WDT would\_MD cover\_VB the\_DT 11\_CD to\_TO 14\_CD age\_NN span\_NN .\_.  
 It\_PRP was\_VBD to\_TO be\_VB formed\_VBN by\_IN converting\_VBG the\_DT junior\_NN  
 classes\_NNS of\_IN the\_DT lycée\_NN into\_IN separate\_JJ units\_NNS and\_CC by\_IN  
 transforming\_VBG the\_DT CEG\_NNP 's\_POS .\_. At\_IN the\_DT end\_NN of\_IN the\_DT  
 CES\_NNP ,\_, entry\_NN to\_TO the\_DT lycée\_NN would\_MD be\_VB by\_IN the\_DT  
 pupils\_NNS carte\_VBP scolaire\_JJ not\_RB by\_IN exam\_NN .\_. Lycée\_JJ teachers\_NNS  
 feared\_VBD a\_DT drop\_NN in\_IN standards\_NNS ,\_, and\_CC middle\_JJ class\_NN  
 parents\_NNS feared\_VBN tougher\_JJR competition\_NN for\_IN their\_PRP\$ children\_NNS  
 .\_. Hence\_RB conversion\_NN was\_VBD resisted\_VBN -: in\_IN the\_DT opinion\_NN of\_IN  
 the\_DT Legrand\_NNP report\_NN ,\_, the\_DT CES\_NNP never\_RB actually\_RB came\_VBD  
 into\_IN existence\_NN .\_. However\_RB the\_DT CES\_NN such\_JJ as\_IN it\_PRP was\_VBD  
 did\_VBD provide\_VB for\_IN an\_DT increased\_VBN equality\_NN for\_IN pupils\_NNS  
 but\_CC the\_DT biggest\_JJS drawback\_NN was\_VBD the\_DT streaming\_NN system\_NN -:  
 the\_DT 3\_CD filières\_NNS ,\_, of\_IN which\_WDT filière\_JJ number\_NN one\_CD had\_VBD  
 the\_DT bad\_JJ teachers\_NNS and\_CC was\_VBD dominated\_VBN by\_IN children\_NNS  
 of\_IN the\_DT middle\_JJ class\_NN .\_. This\_DT led\_VBD to\_TO a\_DT continuation\_NN  
 of\_IN social\_JJ selection\_NN for\_IN the\_DT lycées\_NNS and\_CC a\_DT further\_JJ  
 setback\_NN for\_IN democratization\_NN .\_. There\_EX was\_VBD not\_RB great\_JJ  
 reform\_NN of\_IN secondary\_JJ education\_NN after\_IN the\_DT events\_NNS of\_IN  
 May\_NNP 1968\_CD but\_CC by\_IN the\_DT early\_JJ 70\_CD 's\_POS it\_PRP was\_VBD  
 realized\_VBN that\_IN Fouchet\_NN 's\_POS reforms\_NNS of\_IN 1963\_CD were\_VBD  
 still\_RB not\_RB good\_JJ enough\_RB .\_. In\_IN 1975\_CD René\_NNP Haby\_NNP was\_VBD  
 appointed\_VBN Minister\_NNP of\_IN Education\_NNP .\_. He\_PRP attempted\_VBD to\_TO  
 re-structure\_VB the\_DT system\_NN of\_IN education\_NN but\_CC in\_IN fact\_NN his\_PRP\$  
 reforms\_NNS were\_VBD fitted\_VBN into\_IN the\_DT existing\_VBG system\_NN .\_.  
 He\_PRP renamed\_VBD the\_DT CES\_NNP `` `` collège\_NN unique\_JJ ' ' and\_CC  
 introduced\_VBN 2\_CD cycles\_NNS .\_. The\_DT first\_JJ lasted\_VBN 4\_CD years\_NNS .\_.  
 The\_DT first\_JJ 2\_CD years\_NNS consisted\_VBD of\_IN a\_DT common\_JJ course\_NN  
 for\_IN all\_DT pupils\_NNS ,\_, designed\_VBN to\_TO offer\_VB a\_DT minimum\_JJ level\_NN  
 of\_IN education\_NN -LRB-\_-LRB- le\_DT SMIC\_NN culturel\_NN -RRB-\_-RRB- .\_.  
 Classes\_NNS were\_VBD to\_TO be\_VB of\_IN mixed\_JJ ability\_NN ,\_, the\_DT only\_JJ

streaming\_NN would\_MD be\_VB by\_IN age\_NN .\_. Weak\_JJ pupils\_NNS received\_VBD extra\_JJ tuition\_NN as\_IN did\_VBD bright\_JJ pupils\_NNS -\_: so\_IN the\_DT ones\_NNS who\_WP suffered\_VBD were\_VBD those\_DT of\_IN average\_JJ ability\_NN .\_. Treating\_VBG inequals\_NNS equally\_RB did\_VBD not\_RB work\_VB .\_. The\_DT final\_JJ 2\_CD years\_NNS of\_IN the\_DT first\_JJ cycle\_NN contained\_VBD a\_DT basic\_JJ core\_NN of\_IN subjects\_NNS and\_CC options\_NNS were\_VBD introduced\_VBN .\_. The\_DT 2nd\_JJ cycle\_NN covered\_VBD the\_DT final\_JJ 3\_CD years\_NNS of\_IN secondary\_JJ education\_NN .\_. In\_IN the\_DT lycées\_NNS générales\_NNS ,\_, pupils\_NNS studying\_VBG for\_IN the\_DT bac\_NN took\_VBD a\_DT common\_JJ curriculum\_NN for\_IN 2\_CD years\_NNS and\_CC specialised\_VBN in\_IN the\_DT final\_JJ year\_NN .\_. Options\_NNS coming\_VBG later\_RB would\_MD give\_VB pupils\_NNS a\_DT longer\_JJR time\_NN to\_TO develop\_VB their\_PRP\$ true\_JJ potential\_NN ,\_, Haby\_NNP thought\_VBD .\_. Technological\_JJ subjects\_NNS were\_VBD introduced\_VBN to\_TO modernize\_VB the\_DT syllabus\_NN .\_. To\_TO conform\_VB to\_TO Giscard\_NNP 's\_POS notion\_NN of\_IN citizenship\_NN for\_IN an\_DT advanced\_JJ industrial\_JJ society\_NN ,\_, manual\_JJ subjects\_NNS became\_VBD compulsory\_JJ .\_. Implementation\_NN of\_IN the\_DT reforms\_NNS took\_VBD time\_NN .\_. Haby\_NNP was\_VBD replaced\_VBN by\_IN Beullac\_NNP who\_WP sought\_VBD a\_DT closer\_RBR alignment\_NN between\_IN the\_DT economy\_NN and\_CC education\_NN .\_. From\_IN 1979\_CD pupils\_NNS were\_VBD given\_VBN probation\_NN periods\_NNS in\_IN industry\_NN .\_. This\_DT gave\_VBD a\_DT positive\_JJ face\_NN to\_TO the\_DT Haby\_NNP reforms\_NNS which\_WDT had\_VBD failed\_VBN to\_TO democratize\_VB the\_DT system\_NN by\_IN offering\_VBG equality\_NN of\_IN treatment\_NN .\_. Mitterrand\_NNP came\_VBD to\_TO power\_NN in\_IN 1981\_CD ;\_: Alain\_NNP Savary\_NNP was\_VBD appointed\_VBN Minister\_NNP of\_IN education\_NN .\_. He\_PRP spent\_VBD 18\_CD months\_NNS negotiation\_NN in\_IN order\_NN to\_TO achieve\_VB a\_DT plan\_NN for\_IN a\_DT united\_VBN secular\_JJ system\_NN of\_IN education\_NN .\_. He\_PRP reached\_VBD a\_DT compromise\_NN which\_WDT satisfied\_JJ neither\_CC Left\_VBN nor\_CC Right\_RB ;\_: after\_IN a\_DT massive\_JJ Right\_NNP wing\_NN demonstration\_NN in\_IN 1984\_CD his\_PRP\$ Bill\_NNP was\_VBD withdrawn\_VBN and\_CC he\_PRP resigned\_VBD .\_. He\_PRP was\_VBD replaced\_VBN by\_IN Chevènement\_NNP for\_IN whom\_WP equality\_NN of\_IN the\_DT system\_NN took\_VBD second\_JJ place\_NN to\_TO modernisation\_NN .\_. He\_PRP aimed\_VBD at\_IN modernizing\_VBG the\_DT system\_NN to\_TO bring\_VB French\_JJ children\_NNS into\_IN the\_DT new\_JJ era\_NN of\_IN technology\_NN .\_. French\_JJ ,\_, maths\_NNS and\_CC

technological\_JJ subjects\_NNS were\_VBD given\_VBN top\_JJ priority\_NN on\_IN the\_DT curriculum\_NN .\_. He\_PRP targeted\_VBD the\_DT lycée\_NN and\_CC the\_DT baccalaureat\_NN in\_IN his\_PRP\$ plans\_NNS :\_: 1\_LS -RRB-\_-RRB- he\_PRP wanted\_VBD to\_TO achieve\_VB Lycée\_NN attendance\_NN of\_IN 80\_CD %\_NN of\_IN all\_DT pupils\_NNS by\_IN the\_DT year\_NN 2000\_CD 2\_LS -RRB-\_-RRB- renew\_VB humanities\_NNS in\_IN the\_DT lycée\_NN 3\_CD -RRB-\_-RRB- give\_VBP greater\_JJR autonomy\_NN to\_TO the\_DT lycée\_NN 4\_CD -RRB-\_-RRB- restructure\_NN the\_DT bac\_NN into\_IN 8\_CD series\_NN 5\_CD -RRB-\_-RRB- increase\_VBP the\_DT number\_NN of\_IN bacheliers\_NNS in\_IN the\_DT technological\_JJ field\_NN .\_. However\_RB ,\_, time\_NN was\_VBD against\_IN him\_PRP and\_CC the\_DT Left\_VBN lost\_VBD its\_PRP\$ majority\_NN in\_IN 1986\_CD .\_. René\_NNP Monony\_NNP erased\_VBD these\_DT plans\_NNS but\_CC following\_VBG the\_DT demise\_NN of\_IN the\_DT loi\_NN Devaquet\_NN in\_IN November\_NNP 1986\_CD ,\_, Chirac\_NNP suspended\_VBD all\_DT social\_JJ reforms\_NNS .\_. The\_DT constant\_JJ attempts\_NNS to\_TO introduce\_VB a\_DT comprehensive\_JJ school\_NN on\_IN the\_DT English\_NNP model\_NN have\_VBP been\_VBN frustrated\_VBN by\_IN the\_DT centralised\_JJ system\_NN of\_IN education\_NN .\_. Reforms\_NNS are\_VBP made\_VBN to\_TO fit\_VB into\_IN the\_DT existing\_VBG structure\_NN where\_WRB they\_PRP meet\_VBP firmly\_RB entrenched\_JJ vested\_JJ interests\_NNS which\_WDT oppose\_VBP their\_PRP\$ implementation\_NN .\_. Consequently\_RB the\_DT reforms\_NNS are\_VBP unsuccessful\_JJ .\_. The\_DT Lycées\_NNS teachers\_NNS have\_VBP constantly\_RB feared\_VBN a\_DT drop\_NN in\_IN standards\_NNS and\_CC hence\_RB have\_VBP opposed\_VBN all\_DT attempts\_NNS to\_TO convert\_VB their\_PRP\$ junior\_JJ classes\_NNS into\_IN a\_DT comprehensive\_JJ middle\_JJ school\_NN .\_. The\_DT lycées\_NNS exist\_VBP as\_IN a\_DT kind\_NN of\_IN equivalent\_JJ to\_TO English\_JJ 6th\_JJ form\_NN colleges\_NNS with\_IN junior\_JJ classes\_NNS attached\_VBN .\_. Despite\_IN the\_DT lack\_NN of\_IN entrance\_NN exam\_NN for\_IN the\_DT lycées\_NNS ,\_, the\_DT French\_JJ system\_NN resembles\_VBZ that\_IN of\_IN the\_DT English\_NNP pre-comprehensive\_JJ system\_NN with\_IN its\_PRP\$ superior\_JJ grammar\_NN schools\_NNS and\_CC inferior\_NN secondary\_JJ modern\_JJ schools\_NNS .\_. Options\_NNS in\_IN France\_NNP are\_VBP chosen\_VBN later\_RB in\_IN the\_DT hope\_NN that\_IN this\_DT will\_MD allow\_VB each\_DT pupil\_NN to\_TO develop\_VB his\_PRP\$ full\_JJ potential\_NN .\_. In\_IN England\_NNP ,\_, options\_NNS come\_VBP earlier\_RB but\_CC it\_PRP is\_VBZ not\_RB until\_IN ``\_`` A\_NN "``\_`` levels\_NNS are\_VBP reached\_VBN that\_IN pupils\_NNS really\_RB have\_VBP to\_TO make\_VB an\_DT important\_JJ decision\_NN -LRB-\_-LRB-

this\_DT is\_VBZ still\_RB earlier\_JJ than\_IN French\_JJ specialization\_NN for\_IN the\_DT bac\_NN -RRB-\_-RRB-\_. Furthermore\_RB ,\_, the\_DT French\_JJ education\_NN system\_NN is\_VBZ linked\_VBN more\_RBR closely\_RB with\_IN the\_DT economy\_NN than\_IN its\_PRP\$ English\_NNP counterpart\_NN .\_. In\_IN England\_NNP ,\_, changes\_NNS are\_VBP made\_VBN according\_VBG to\_TO technological\_JJ developments\_NNS not\_RB economic\_JJ ones\_NNS .\_. There\_EX tends\_VBZ to\_TO be\_VB social\_JJ differentiation\_NN in\_IN England\_NNP between\_IN State\_NNP schools\_NNS and\_CC private\_JJ fee-paying\_JJ schools\_NNS -: the\_DT latter\_JJ attracting\_VBG middle\_JJ class\_NN children\_NNS .\_. In\_IN France\_NNP the\_DT difference\_NN is\_VBZ that\_IN social\_JJ differentiation\_NN exists\_VBZ within\_IN the\_DT State\_NN system\_NN itself\_PRP ,\_, hence\_RB the\_DT attempts\_NNS to\_TO create\_VB a\_DT more\_RBR comprehensive\_JJ system\_NN to\_TO achieve\_VB democratization\_NN .\_. .\_.

## Appendix V – Penn Treebank tag set

The following table is taken from Santorini (1990), page 6.

<b>Tag</b>	<b>Part of speech</b>
CC	Coordinating conjunction
CD	Cardinal number
DT	Determiner
EX	Existential <i>there</i>
FW	Foreign word
IN	Preposition or subordinating conjunction
JJ	Adjective
JJR	Adjective, comparative
JJS	Adjective, superlative
LS	List item marker
MD	Modal
NN	Noun, singular or mass
NNS	Noun, plural
NP	Proper noun, singular
NPS	Proper noun, plural
PDT	Predeterminer
POS	Possessive ending
PP	Personal pronoun
PP\$	Possessive pronoun
RB	Adverb
RBR	Adverb, comparative
RBS	Adverb, superlative
RP	Particle
SYM	Symbol
TO	<i>to</i>
UH	Interjection
VB	Verb, base form
VBD	Verb, past tense
VBG	Verb, gerund or present participle

VBN	Verb, past participle
VBP	Verb, non-3 <sup>rd</sup> person singular present
VBZ	Verb, 3 <sup>rd</sup> person singular present
WDT	Wh-determiner
WP	Wh-pronoun
WP\$	Possessive wh-pronoun
WRB	Wh-adverb