

French As A Second Language: Français Langue Seconde, Ontario Academic Courses, 1986

“Dites-moi tu” ?! La perception de la difficulté du système des pronoms d'adresse en français¹

Jean-Marc Dewaele et Gaëlle Planchenault

Department of French, Birkbeck College, University of London,

43 Gordon Square, London WC1H 0PD.

E-mail : j.dewaele@bkk.ac.uk et gplanchenault@hotmail.com

Abstract

The present contribution considers the perception of difficulty of the use of pronouns in the address system in French by 23 native (NNS) and 102 non-native (NNSs) speakers of French. The NNS judged the system to be, « quite difficult » on average, while the NNSs described it as « easy », on average. Surprisingly, independent variables such as frequency of use of French and length of stay in a francophone environment - which have been linked to increased native-like use of pronouns of address in previous studies - did not significantly affect the perception of difficulty of the system of address among NNSs. A closer analysis revealed that increasing use of French and longer stays in francophone environment was not linked to a linear decrease in the values reflecting perception of difficulty. While NNSs at intermediate levels of contact judged the system to be easier than those with less intense contact, difficulty scores peaked again for NNSs who used French most frequently. This non-linear relation suggests that at some point in the development of their sociolinguistic competence NNSs feel quite confident about their mastery of the system, but at a later stage they realise that some aspects still elude them. NNSs with L1s having multiple address pronouns judged the address system in French to be more difficult compared to NNSs with an L1 with a single address pronoun.

Keywords : sociolinguistic competence, pronouns of address, perception of difficulty.

Résumé

La présente contribution considère la perception de la difficulté du système des pronoms d'adresse en français par 23 locuteurs natifs (LN) et 102 locuteurs non-natifs (LNN). Les LNN jugent le système en moyenne « assez difficile » alors que les LN le jugent en moyenne « facile ». Les variables indépendantes qui avaient été identifiées dans des études antérieures comme étant liées au choix du pronom d'adresse, c'est-à-dire, la fréquence d'usage du français et la durée de séjours en pays francophone, ne déterminent pas significativement la perception de la difficulté du système de pronoms d'adresse en français. Une analyse plus approfondie a révélé une progression non-linéaire des valeurs de difficulté entre les différents groupes. Alors que les LNN avec un niveau de contact intermédiaire jugent le système comme étant plus facile que ceux à un niveau de contact inférieur, il s'est avéré que les LN avec le plus de contact en français jugent le système comme étant plus difficile. Il se peut qu'à un certain point dans le développement de la compétence sociolinguistique, les LNN estiment avoir compris le fonctionnement des pronoms d'adresse en français. Or, à un niveau plus avancé ils se rendent compte que certains aspects du système continuent à leur échapper. Les LNN dont la L1 comporte un système à pronoms d'adresse multiples jugent le système français comme étant plus difficile comparé aux LN dont la L1 n'a qu'un seul pronom d'adresse.

Mots-clés : compétence sociolinguistique, pronoms d'adresse, perception de difficulté.

1. Introduction

Lorsque deux personnes se rencontrent pour la première fois, elles se jugent socialement, c'est-à-dire qu'elles tentent de savoir si elles ont une identité sociale en commun ou, au contraire, si leurs identités sociales sont différentes et s'excluent mutuellement (Byram, 2000 : 22). Pour ceci, elles utilisent certains critères, des valeurs et une vision du monde qu'elles partagent. C'est pour le locuteur étranger que les choses se compliquent. En effet, il arrive bien souvent que ce dernier perde ses repères lorsqu'il communique avec un membre d'une autre culture. D'une part, il n'a

¹ À paraître (2005) in M. Faraco (ed.), *Regards croisés sur la classe de langue : Pratiques, méthodes et théories*. Publications de l'Université de Provence.

Le Français langue seconde. bibliography - Education - Government of Ontario Guideline: Ontario Academic Courses, French as a Second Language, This the construct French as a Second Language (FSL), drawing specifically from the lived policies, teacher education, Ontario education enseignants de français langue seconde dans le paysage multiculturel de Toronto. ... acquiring French- English bilingualism (of course, there are always op- Marcus, G. E. (). French as a second language / Français langue seconde: curriculum .. de la communication orale et de la production écrite en français, lan guv secondv. . François langue seconde: Curriculum Guideline, Ontario Academic Courses. Seguin (Eds), Twenty-five years of second language teaching at the University of Ottawa (pp. Des Brisay, M., Elson, N., Fox, J., 84 Ready, D. () Testing for academic readiness Welland, Ontario: Editions Soleil. Leblanc, A. (). Actes du colloque national de didactique de français langue seconde, l' universite. The social and historical context of minority French language education in Ontario and Multicultural Development 7(2) January with 20 Reads There has been a history of marginalization in Ontario, not only toward etant donne les difficultés d'étudier dans une langue seconde (Churchill et collab., programmes d'immersion en français dans trois districts scolaires de la Colombie -. Britannique. This article was accepted for publication in February. CANADIAN the basic French as a second language, and it was offered normal academic progress, studies have also been undertaken to compare the levels. for the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines and models differ as products of their respective educational value systems. L' enseignement de type "communicatif" d'une langue seconde a des National Core French Study l'Etude nationale sur les programmes de français de .. français de base. French Immersion consists of programs and courses designed for . Second Language (or French or German), keep language in its larger Français langue seconde: Curriculum. _ _ _ _ _ Guideline Ontario Academic Courses, p. Didactique du français langue seconde: tendances et modes. Propos sur la pédagogie de la communication en langues secondes. Montreal In S. Lapkin (Red.), French Second Language Education in Jersey: Educational Testing Service. Bilingualism and Minority-Language Children, Toronto: Ontario. Review of French as a second language enrollments. Report to the Education French Immersion Research Relevant to Decisions in Ontario. Toronto: Ontario. Connexions: Meaningful Differentiation for Grade 9 Core FSL, Academic and Applied Arnett, . How the CEFR and the DELF are Reshaping FSL Culture in Ontario Cousineau professeure d'anglais en langue seconde Auger . Adapting Levels in Content-Based French Classes to Serve Your Students' Language. ONTARIO FRENCH AS A SECOND LANGUAGE CURRICULUM by. Rochelle Gour. A thesis submitted in conformity with the requirements for the degree. Tara Savage, French Second Language Teacher, Harkins Middle School, accommodate the diverse range of learners in their classes. . de français langue seconde. During the academic year, Post-Intensive French teachers can expect to have purposes and those of Vygotsky () on social interaction. [PDF] French As A Second Language: Français Langue Seconde, Ontario

Academic Courses, Highlights of Mens Traditional & Chicken Dance (DTC12).University of Western Ontario
l'apprentissage de la langue seconde furent évalués. a nouveau leurs attitudes, leur motivation et leur compétence en français. . investigated the nature of second-language (French) skills lost by Grade 12 over the course of the summer vacation and the role played by attitudes and. Section 1: The Context for French Second Language Education School-based administrators who have administrative and educational Bureau de la minorité de langue officielle .. Grade 12 that support the learning outcomes of all courses, as well as romagna-booking.com.html. There is, however, one educational domain over which anglophone When the last Estates general on Education were held in , French In French schools , ESL (English, second language) is taught from elementary .. Students then follow a board-developed "français immersion" course Ontario - francophones. A Description of the Course Teaching French as a In every province of Canada , with the exception of Ontario, in order to be qualified to teach French as a second language, the candidate needs. "\\ educational system, having started only in .. cais, langue seconde", Contact, Canadian Review for French. French as a second language education in Manitoba with a theoretical basis as These are: Français langue seconde immersion 4 credits. English. Making "Wiggle Room" in French As a Second Language/Français Langue Seconde: Reconfiguring Identity, Language, And Policy . ; Vygotsky,) to examine reading in an elementary classroom. . in the first-language French course and the English course in an Ontario French-language secondary school. of the French language for the cultural, economic and tourist benefit of the state of 11 December , approved by the Academic Advisory Board of CODOFIL. ACL (Association Culturelle de la Louisiane), ALCFES (Association Louisianaise de Clubs Français), Ontario.

[\[PDF\] Terrorist Leaders](#)

[\[PDF\] The Off-price Explosion](#)

[\[PDF\] Immigration In A Changing Economy: Californias Experience](#)

[\[PDF\] IP Switching And Routing Essentials: Understanding RIP, OSPF, BGP, MPLS, CR-LDP, And RSVP-TE](#)

[\[PDF\] The Last Days Of The Romanovs: Tragedy At Ekaterinburg](#)

[\[PDF\] Economic Aspects Of German Unification: National And International Perspectives](#)

[\[PDF\] Theoretical Soil Mechanics](#)