

ProSeg: A comparative corpus of spoken L2 French

Elisabeth Delais-Roussarie, Tanja Kupisch, Paolo Mairano, Fabian Santiago, Frida Splendido

▶ **To cite this version:**

Elisabeth Delais-Roussarie, Tanja Kupisch, Paolo Mairano, Fabian Santiago, Frida Splendido. ProSeg: A comparative corpus of spoken L2 French. EuroSLA 2018, Sep 2018, Münster, Germany. , 2018. halshs-02109337

HAL Id: halshs-02109337
https://shs.hal.science/halshs-02109337

Submitted on 24 Apr 2019

HAL is a multi-disciplinary open access archive for the deposit and dissemination of scientific research documents, whether they are published or not. The documents may come from teaching and research institutions in France or abroad, or from public or private research centers.

L'archive ouverte pluridisciplinaire **HAL**, est destinée au dépôt et à la diffusion de documents scientifiques de niveau recherche, publiés ou non, émanant des établissements d'enseignement et de recherche français ou étrangers, des laboratoires publics ou privés.

ProSeg: A comparative corpus of spoken L2 French

Elisabeth DELAIS-ROUSSARIE[1], Tanja KUPISCH[2], Paolo MAIRANO[3], Fabian SANTIAGO[4] & Frida SPLENDIDO[5]

[1]CNRS & Université de Nantes, [2]Universität Konstanz/UiT The Arctic University of Norway, [3]Université de Lille, [4]Université Paris 8, [5]Lund University

CONTACT: elisabeth.delais-roussarie@univ.nantes.fr

1. Introduction

Advantages of speech corpora in L2 acquisition studies [2]

- They represent of the oral dimension in an L2 in an **ecological** way (i.e. with spontaneous speech);
- They put in perspective several explanatory factors affecting the L2 acquisition process and competence, such as L1 transfer, speech style (reading vs. spontaneous speech), age of acquisition. [5, 6]
- They can be used for cross-comparisons between language pairs, especially when using the same recording protocol [6]

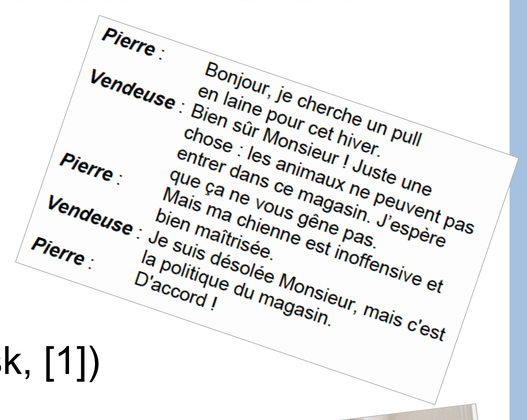
- Given these advantages, many current studies are based on speech corpora. But different procedures may be used for data collection, each having its advantages [3]
  - **Experimental data** targeting specific linguistic phenomena;
  - **Naturalistic speech** from an oral corpus. ProSeg (**Pro**sody **Seg**mentals) combines the two procedures.

2. Main features of ProSeg

General features

The *ProSeg Corpus* has been designed to allow for :

- prosodic and segmental descriptions of L2 French
- comparison of potential effects of L1 transfer
- contrastive analyses of the oral productions in L1 and L2 with a comparable set of data
- analyses of task effects



Procedure

1. Background questionnaire
2. Placement test (DIALANG, yes-no vocabulary task, [1])
3. Reading tasks in L2 French (several texts including a dialogue)
4. Picture description task
5. Free speech (summary: book/ movie)
6. Reading task in the L1



Participants

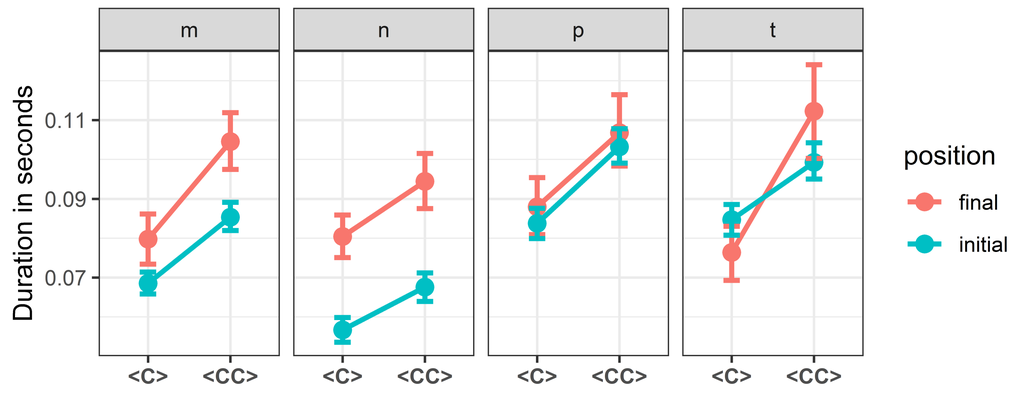
- 65 participants (so far)
- Recorded both in L2 French and in their L1
- All learners are university students

L1	University	N	Age	Proficiency Level
Italian	Turin	25	25.2 (SD = 3.7)	B1-C1
German	Konstanz	21	24.6 (SD = 6.5)	B1-C2
Swedish	Lund	5	25 (SD = 5)	B2 -C1
French (controls)	Paris 8	14	26 (SD = 5)	Native

3. Studies in progess/preparation

(Non-native) gemination in L2 French

- Analysis of <CC> vs. <C> spelling, e.g., *i**mm**igrés,* (immigrated) vs '*i**m**iter*' (imitate)
- **Results:** Italians produce geminate consonants in L2 French due to L1 transfer and, specifically, of L1 orthography [4]



Foreign Accent Rating

- Two sentences extracted from read texts with no self-repairs or hesitations
- Judgments by native and non-native speakers of French (including teachers of French) in terms of
  - (i) accent strength
  - (ii) accent source (L1)

Prosodic phrasing and rhythm

- Prosodic analysis of the segmentation, durational and tonal patterns in accentual phrases (APs)
- Data taken from the long text and the monologues. Comparison of L1 German, L1 Swedish, L1 Italian and L1 French speakers.
- **Hypothesis**: L1 Swedish learners have advantages in producing e APs in L2 French due to the existence of a tonal accent in Swedish.

REFERENCES **[1] Alderson, J. C. 2005.** Diagnosing Foreign Language Proficiency: The Interface between Learning and Assessment. London: Continuum**. [2] Hawkins J.A. & P. Buttery. (2009).** *Using learner language from corpora to profile levels of proficiency. Studies in Language Testing.* Cambridge University Press. **[3] Delais-Roussarie E. & H. Yoo** (**2014**). Corpus and research in phonetics and phonology (I): Methodological and formal considerations. In Durand J., Gut U. & G. Kristoffersen (eds), *Handbook of Corpus Phonology*. Oxford University Press. **[4] Mairano, P., Santiago, F. & Delais-Roussarie, E. (2018).** Gémination non-native en français d'apprenants italophones. *Actes des Journées d'étude sur la parole* (JEP 2018), Aix en Provence, Juin 2018 **[5] Santiago, F. & E. Delais-Roussarie**. (**2015a**). The acquisition of question intonation by Mexican Spanish Learners of French. In Delais-Roussarie, E., M. Avanzi & S. Herment (eds.), *Prosody and languages in contact: L2 acquisition, attrition, languages in multilingual situations*. Springer Verlag**. [6] Santiago, F. & E. Delais-Roussarie. (2015b)**. What motivates extra-rising patterns in L2 French: Acquisition Factors or L1 Transfer?, *Proceedings of the 18th International Congress of Phonetic Sciences (ICPhS*).