The Learning Process of Determiners in French Immersion Context in British Columbia.

Réjean Canac-Marquis, Simon Fraser University

This paper presents some results of a pseudo-longitudinal study of the learning process of French as a second language (FL2) in French immersion classroom context in British Columbia. The focus of the présentation are the determiner and agreement systems with focus on the evolution of the acquisition process throughout the different stages (grades).

The corpus (Canac-Marquis and Sabatier 2010, 2012) consists in the recording of in-class student interactions and compiles over 100 hours of recordings in 5 different immersion class grades (2-5-8-10-12) located in the same school district (Delta, British Columbia). The nature of the corpus allows us to focus on the transversal acquisition of the agreement and determiner systems in the noun phrase at different stages.


Assuming that the immersion setting may apply its own dynamic and effects on the nature and progress of the learning process (for instance: Genesee 2004; Canac-Marquis and Sabatier 2012), our results seek to provide further light on issues regarding, for instance: determiner learning stages (omission, optionality and target-like; Chierchia, Guasti & Gualmini 2001); the parallel development of French clitics, bare NPs and determiners (Schaeffer 1997, 2000); accuracy in gender agreement (determiner and adjectives) and noun placement (adjective-noun) or whether gender errors affect definite and indefinite determiners similarly. In each case, we will discuss how our results confirm or provide a different take on some of the studies and analyses discussed in the literature.


