

**” It’s like the Rosetta stone!”. A Sociocognitive
Cross-sectional study of Metasyntactic Awareness and
Cross- linguistic Influence in French-Norwegian
Bilingual Children in Oslo**

Sebastien Lucas

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"It's like the Rosetta stone"

A SOCIOCOGNITIVE CROSS-SECTIONAL STUDY OF METASYNTACTIC AWARENESS AND CROSS-LINGUISTIC INFLUENCE IN FRENCH-NORWEGIAN BILINGUAL CHILDREN

Purpose of the research

This research aims to study metalinguistic strategies and crosslinguistic awareness on **Bilingual First Language Acquisition French Norwegian children** (n=33, age 10) from families claiming to use the **One Person One Language strategy**.

In a socio-cognitive and interactionist theoretical framework, the study assess the following question research :

1. Are there (conscious) **crosslinguistic transfers** ?
2. Are there impacts from parental **attitudes** and **correction practices** on **metasyntactic skills and transfers**, and **crosslinguistic awareness** in bilinguals?
3. To what extent does **metalinguistic discourse** of bilingual children inform about **transfer organization** and indicates **metalinguistic reflection**?

Interdisciplinary theoretical Framework for a better understanding of syntactic transfers and metasyntactic skills of a bilingual reader

SOCIOLINGUISTICS

Parents' **ideology** towards language contact and bilingualism.
Parent **corrective feedback practices** of children's code-mixed utterances.

Syntactic transfers and metasyntactic skills of a bilingual reader

PSYCHOLINGUISTICS
Language activation.
Crosslinguistic transfers.
Metalinguistic strategy.

LINGUISTICS
Metalinguistic discourse.
Metalanguage.
Discourse analysis.

Collecting data: A mixed method approach

QUALITATIVE

SEMI-DIRECTIVE INTERVIEWS WITH CHILDREN IN FRENCH
With French-Norwegian children conducted in the family home

QUANTITATIVE

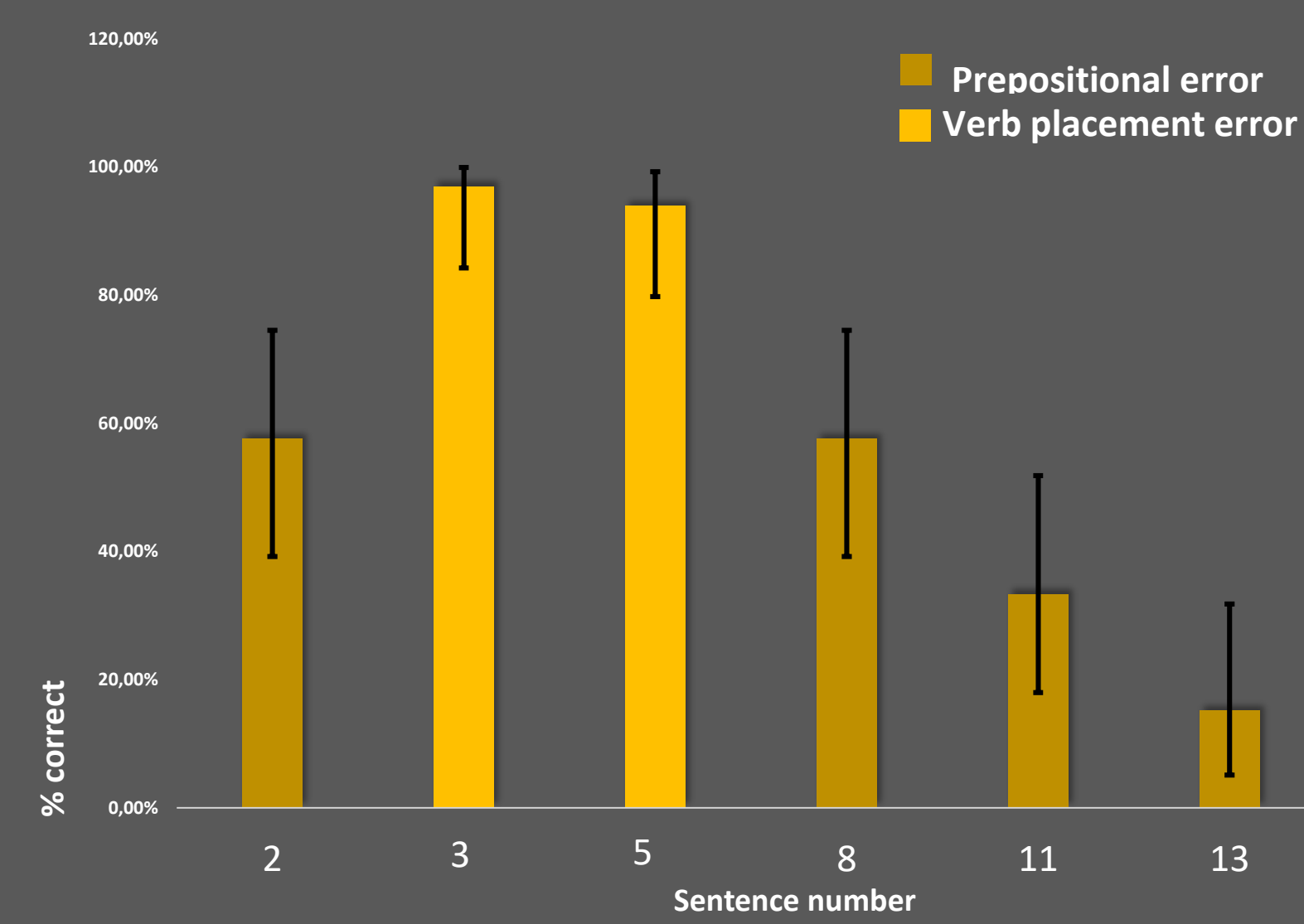
GRAMMATICALITY JUDGMENT TASK IN FRENCH
With French children (n=30) and French-Norwegian children (n=33)

SELF-ADMINISTRATED SOCIOLINGUISTIC QUESTIONNAIRE
With both parents

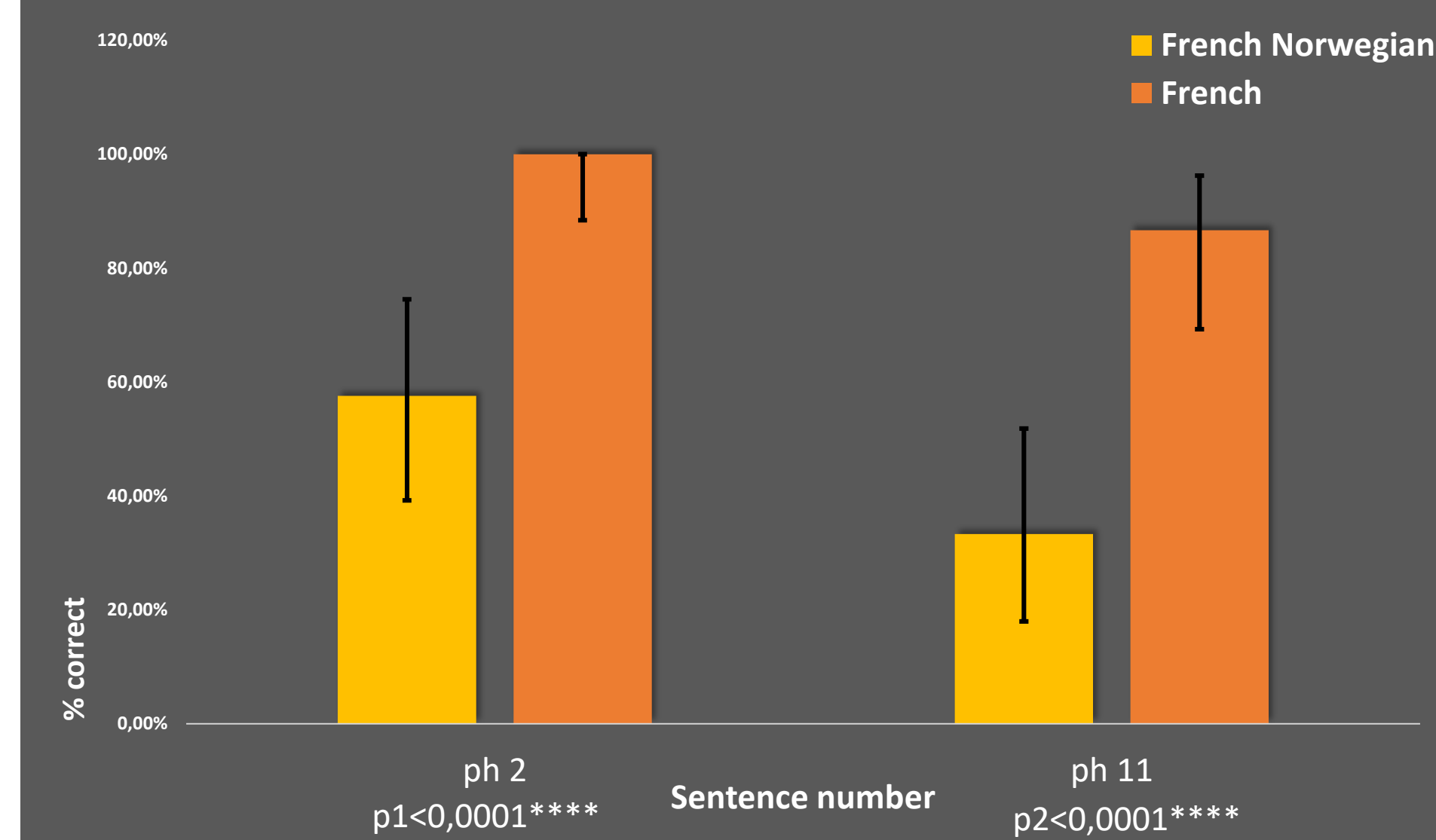
Results and conclusions

- ✓ **Bilingual children show metasyntactic skills but weakened when preposition involved.**
- ✓ **Syntactic transfers occur when prepositional constructions are involved.**

Ungrammatical sentence judgment task results

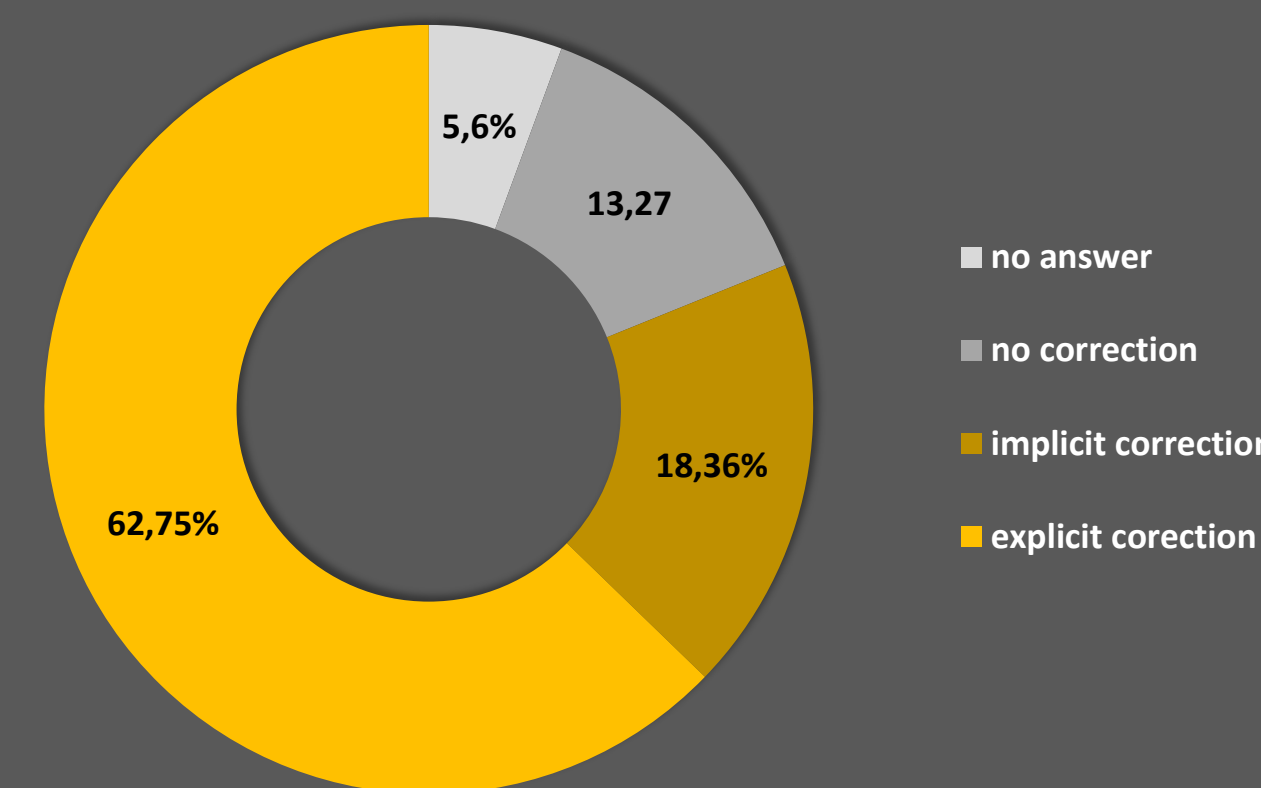


Ungrammatical sentence judgment task involving preposition

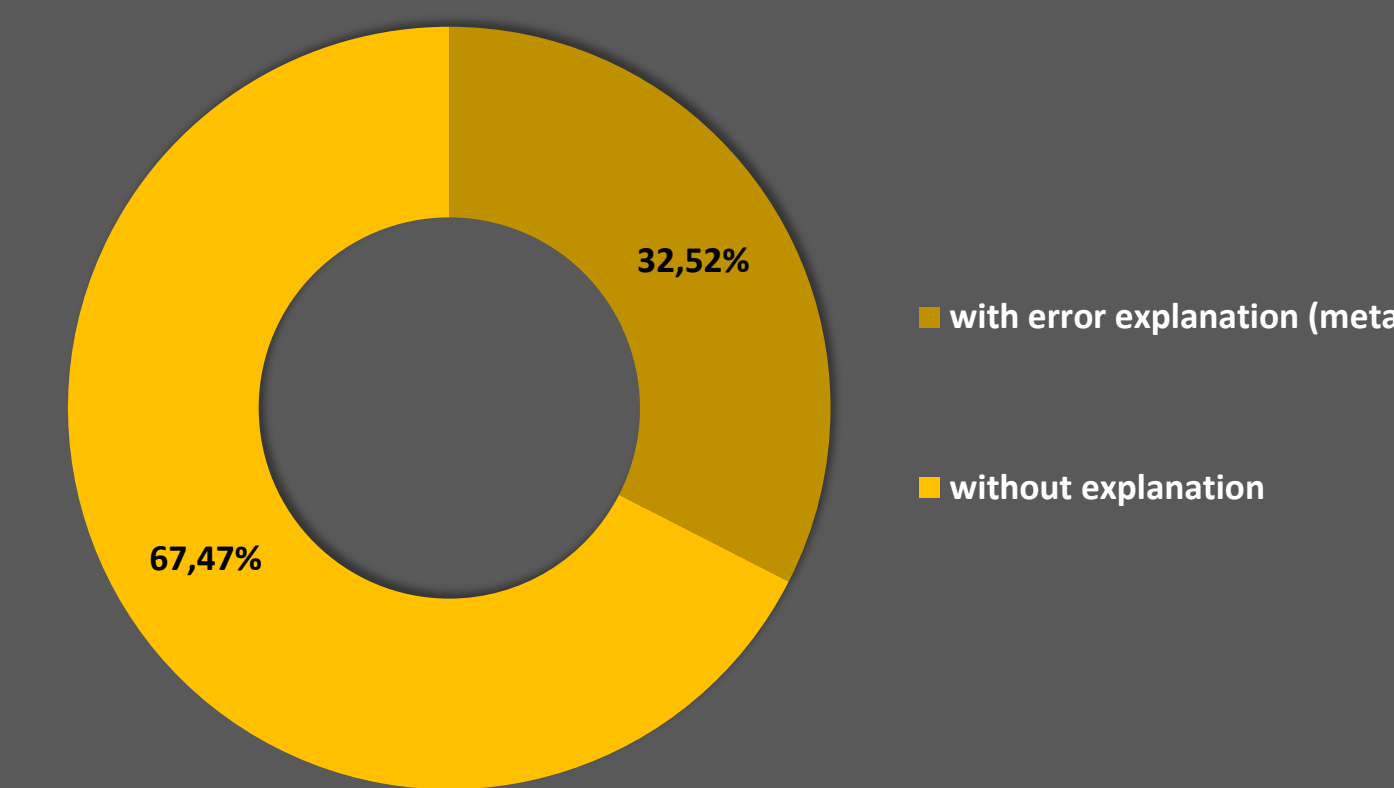


- ✓ **Parents use an explicit corrective feedback without using metalanguage.**

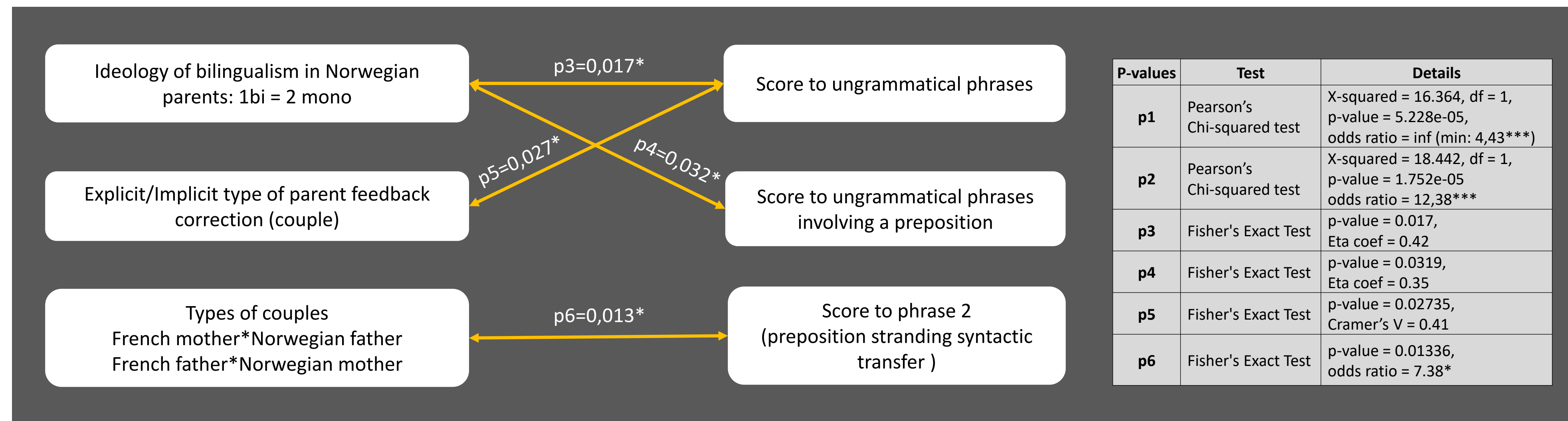
Type of parent corrective feedback



Metalanguage use in explicit correction



- ✓ **Ideology of bilingualism (1 bilingual = 2 monolinguals) from Norwegian parent correlated with score to ungrammatical phrases judgment.**
- ✓ **Type of parent feedback correction correlated with score to ungrammatical phrases judgment.**
- ✓ **Bilingual children from Norwegian father/French mother couples show better syntactic awareness about preposition stranding.**



Phrase 2, ungrammatical because of preposition stranding

	1	2	3	4	5	6
Fr	Il	ne sait pas	avec	qui	il	joue
No	Han	vet ikke	hvem	han	leker	med
(*Fr)/No	Il	ne sait pas	qui	il	joue	avec
En	He	doesn't know	who	he	plays	with

Qualitative analysis 2 types of children (age 10)

TYPE I (LESS FREQUENT)

Metalinguistic discourse show epilinguistic skills (perception, meaning, difficulties to explain)

TYPE II (MOST FREQUENT)

Metalinguistic discourse show conscious manipulation of syntax, metasyntactic skills and awareness.

Usage of metaphors showing crosslinguistic awareness:

THE ROSETTA STONE: Crosslinguistic awareness and strategies

SEB: Do you think it can help to know several languages to understand what's written in French ?

IN4: Hm it's like the Rosetta stone so he can understand the hieroglyphs, so he used the languages he knew to understand another one.

THE PARK: Conscious crosslinguistic interactions and transfers

IN7: French, Norwegian, it's at the same place in my brain. It's all like in the same park but with different paths.

IN7: I create paths between paths as if I had a device which could detect if things between languages were different. You create them automatically; you don't think of doing it.

Sébastien LUCAS
thefudconcept@hotmail.com



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