Pedro Guijarro-Fuentes, Katrin Schmitz and Natascha Müller: The Acquisition of French in Multilingual Contexts
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The Acquisition of French in Multilingual Contexts is a volume of the Second Language Acquisition series published by Multilingual Matters. This volume focuses on the acquisition of French in combination with languages other than English and on the role of language combinations in the acquisition process to enrich our perception about the particularities of French. French is an official language in many countries: France, Belgium, Canada, Luxembourg, Switzerland, Congo, Mali and Senegal. It occupies the 11th place on the list of the world languages, which makes it spoken on every continent (Crystal, 1997: 288). The present book consists of nine chapters which examine the development of the various grammatical aspects (word order phenomena, adjective placement, dislocation and cleft constructions, wh-questions, determine phrase phenomena, argument omissions and constructions with particular word groups), in addition to the discussion of how French is acquired in different contexts.

In chapter One, Anika Schmeißer and Veronika Jansen investigate how the finite verb placement in the French language evolved over the years. The researchers analyse eight various texts of old, middle and modern French produced between the 12th and 20th centuries to compare old and middle French language, which includes [+V2] properties and modern French, which is mainly [SV] ordered. They assume that bilingualism, specifically English or Anglo-Norman, played a vital role in this scenario of change. Schmeißer and Jansen adopt Kroch's (2001) theory and propose that language change is driven by intra-individual grammar competition, which itself is contact-induced by nature. Researchers investigated if language acquisition and cross-linguistic influence in a bilingual individual can explain language change. By examining the finite verb placement in eight children's language acquisition, four German-French bilinguals and two monolingual children of French and German, respectively, in longitudinal studies, their results revealed that language contact between a V2 language and an SV language causes more frequent use of SV in V2 language and thus a preference of using SV usage, which supports the suggestion that historical French might have lost its +2V property due to the structural priming from an SV language. Jasmin Geveler and Natascha Müller, in Chapter Two, continue exploring six French-German bilingual children's corpora by focusing on how they acquire *Wh-fronting* and *Wh-in-situ* in the French language. The children were bilingual from birth and were raised with the *one person-one language* strategy. The researchers conducted a longitudinal study by recording the children's utterances regularly in natural settings. The examined period ranged from age

1;08,02 to 5;02,21. In order to make comparisons, they also analysed the data of one monolingual French and one German child, respectively, from the CHILDES database. Moreover, the researchers analysed the speech of the parents of a bilingual child to know how frequent the various types of questions were (the French father used 2386 wh-questions and the German mother used 1487 interrogative ones). Although the corpora revealed that both Wh-fronting and Wh-in-situ coexist from early stages in language acquisition, the bilingual French employs more wh-fronting than the monolingual French. However, only one bilingual German-French child acts like a typical monolingual French child. The investigation also revealed that Wh-in-situ does not transfer to German where it is also ungrammatical.   In Chapter 3, Laurent Dekydtspotter and Kelly Farmer concentrate on the processing of subject clefts in the English-French interlanguage. Till now several varieties of hot discussions and debates are carried out to show whether L2 acquisition of adults is squeezed by universal grammar (UG), and if so, how universal grammar is mediated via L1. Dekydtspotter and Farmer check the aspects of the processing of subject clefts in English-French interlanguage by lower intermediate L1 English learners in a French college (n=30) in their 2nd and 4th semesters, as well as higher intermediate L1 English learners (n=28) in their 6th and 8th semesters in the same college. Likewise, advanced L1 English learners (n=22) who were teaching French at the college level after graduating from French studies and 14 English and French native speakers, who were both faculty members, were tested too. To analyse the collected data, the researchers used a sophisticated cross-modal priming method. The findings pointed to the fact that UG-constrained parses exist as clefs in the acquisition of the subject relativizer *qui*, and it allows us to understand the presupposed grammar model assuming that UG and parametrized lexicon constitute grammar. In Chapter 5, Anna Frolova aims to analyze bilingual children's utterances at the clause level under the title: Verbal Transitivity Development in First Language Acquisition: A comparative study of Russian, French and English. Frolova, in this study, replicates the experimental design of *Pérez Leroux et al.* (2008) to compare child- and adult-production data with their findings in French and English. Monolingual Russian-speaking children were divided into three age groups (age 3, n=16; age 4, n=10 and age 5, n=13) and twelve monolingual adults were in the control group as well in this study. The results show that in referential and non-referential contexts, children use pronominal, null and lexical objects in different rates within the three languages. The researcher proves that children from age three to five distinguish contextual pragmatic factors. In Chapter 6 (Static and Dynamic Location in French and German Child Language), Anne-Katharina and Maya Hickmann aim to explore the lexicalization patterns in two typologically different languages: French and German. The researchers follow Talmy's (1985, 2000a) dichotomy between *satellite-* and

verb-formed language families. The participants were a group of monolingual children (between 4 and 6 years of age) and adults. The researchers conducted the study by using two tasks: static and dynamic, where participants had to verbally localize entities and describe object displacement, respectively. These two tasks were based on previous cross-linguistic studies (Bowerman, 2007; Harr, 2012; Hickmann, 2007; Hickmann & Hendriks, 2006). The findings support the view that during children's L1 acquisition, cognitive and typological factors construct their semantics of space. Chapter 7 by Jeanine Treffers-Daller and Francoise Tidball complement Anne-Katharina's and Maya Hickmann's study by trying to find out if L2 learners can learn new ways to conceptualize events by exploring the lexicalization patterns in two typologically different languages: French and English. The authors tested Slobin's (1996) claim that L2 learners find difficulties with conceptual restructuring during L2 acquisition. They propose that transfer, reconstructing, creative/hybrid and convergence are the four various reconceptualization situations that learners find themselves in while interpreting from L1 to L2. Twenty intermediate and twenty-one advanced learners of the French language with twenty-three native speakers of French and thirty English native speakers took part in this experiment. The participant's manner, use and frequency distribution of path, caused-motion and deictic verbs in elicited narratives were analysed. Different results appeared with different learners' groups; in contrast with both French and English native speakers motion expressions, the intermediate group productions were found to correspond to the creative scenario as well as transfer scenario, which was clear among the intermediate participants' verbalization. On the other hand, advanced learners were able to reconceptualize motion in L2 but showed some difficulties with deictic verbs and caused-motion.

The following chapters deal with the adjective placement and agreement phenomena in the DP in various groups of L2 learners. Pedro Guijarro-Fuentes attempts to explore the L2 knowledge of adjective collocation and its semantics together with gender agreement by testing thirty-five French learners of Spanish and sixty Spanish learners of French in addition to native speakers as a control group, which consists of twelve Spanish and fifteen French participants. Guijarro-Fuentes used a grammatical judgement task (GJT), a semantic collocation task (SCT) and a semantic interpretation task (SIT) in this experiment. The results showed that semantic (dis)similarity of adjectives in L1 and L2 affect the L2 acquisition of adjective collocation. Also, the level of proficiency in the target language shows individual differences in the control group. Interestingly, the results revealed that French learners find difficulties in the acquisition of interpretable features (e.g. focus and contrast) while Spanish learners find it less problematic in acquiring either feature. The last chapter in this book is presented by Julia Herschensohn and

Deborah Arteaga, who examine interviewed data: 3000 tokens of deteminer phrase (DP), produced by three advanced adult learners of L2 French. Results show high suppliance of determiners and number assignment/ concord. However, that came in contrast with the participants' weaker gender assignment and concord and unexpected definiteness mistakes.

To conclude, in this book, the study of different topics (e.g. Wh-questions, focus, perfectivity, among others) in L1 and L2 acquisition show that in a given moment all these aspects become a part of the learners' grammar, which is determined by both linguistic and extra-linguistic factors. It is safe to say that the editors of this book have made a major contribution to this new complex area of knowledge and this volume is undoubtedly useful for a wide range of readers as well as for researchers.

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