

Journée d'études

**Acquisition et contexte d'acquisition d'une seconde langue :
Le séjour à l'étranger a-t-il un impact sur l'expression de la modalité chez
l'apprenant.e ?**

Lieu : Université de Nantes, Laboratoire Linguistique de Nantes (LLING - UMR 6310)
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Date : 9 mai 2022

Avec l'accroissement des programmes d'échange Erasmus (ou Erasmus +), un nombre de plus en plus important d'étudiant.e.s choisissent de valider une partie de leur contrat d'études à l'étranger. Cette première journée d'étude à Nantes sur l'impact du séjour à l'étranger observera tout particulièrement les apprenant.e.s de L2 qui consacrent un semestre ou deux à étudier à l'étranger.

Les recherches sur l'acquisition d'une L2 ont pour tradition de distinguer les contextes naturels d'acquisition et les contextes institutionnels. Le séjour à l'étranger (SE) est tenu pour contexte naturel puisque les apprenant.e.s sont considérés en situation d'immersion illimitée dans la langue cible, à la différence du contexte d'institution où la classe fixe les limites de l'exposition à la langue d'apprentissage. Si l'on considère le SE comme le moyen d'étudier d'une langue dans un pays cible pendant une durée donnée, on observe que les contours et les conditions d'apprentissage lors d'un SE sont variables. Les recherches consacrées à l'acquisition grammaticale chez les apprenant.e.s (Collentine, 2004 ; Howard, 2018 notamment) montrent que cet apprentissage lors d'un SE est moins développé comparativement aux compétences lexicales, socio-linguistiques ou pragmatiques.

Ancrée depuis longtemps dans l'histoire de l'éducation, l'expérience du SE a donné lieu à de nombreuses études dès les années 1990, (entre autres, DeKeyser 1991 ; Freed, 1995, Lafford, 1995), traditionnellement réputée fournir les meilleures conditions pour l'apprentissage des langues. Les études plus récentes tendent à nuancer cette affirmation, notamment pour ce qui concernent les compétences orales et grammaticales (Collentine, 2004 ; Howard, 2018).

Cette première journée d'études à Nantes sur les effets du SE sera consacrée plus spécifiquement sur les moyens d'observer l'expression de la modalité, en orientant le propos sur les questions suivantes :

Dans quelle mesure peut-on observer les effets de l'exposition à la L2 ?

L'apprentissage de l'expression de la modalité est-il impacté par le SE ?

Nous réserverons le terme *modalité* pour décrire les phénomènes suivants :

- les auxiliaires de modalité verbale,

- les formes periphrastiques et fléchies de l'expression de la modalité,
- les formes d'hypothétique, de conditionnel,
- les contextes d'emploi induit (concordance, emploi du subjonctif).

Les recherches empiriques sur corpus ainsi que les études qualitatives sont les bienvenues. Les questions suivantes peuvent venir en appui :

- Quels sont les effets d'un SE sur l'expression de la modalité, et dans quelle mesure peut-on les comparer à un contexte d'apprentissage différent ?
- Sur la base des différents SE proposés (programmes, types de cours et modes d'évaluation, rôle des encadrant.e.s), peut-on considérer des critères permettant de comparer son impact ?
- Peut-on mesurer le rôle des connaissances métalinguistiques ? Peuvent-elles nous aider à comprendre les phénomènes d'apprentissage d'une langue (L1 ou L2) ?
- Les études fondées sur les nouvelles technologies (eye-tracking, etc) peuvent-elles aider à comprendre les phénomènes d'acquisition ?

Les études portant sur l'acquisition des langues dans leur variété seront les bienvenues. Les propositions de communication fondées sur des exemples issus de recueils de données authentiques auront la priorité sur celles portant exclusivement sur des méthodes indirectes de données (de type questionnaires).

Informations pratiques

Les résumés envoyés à <catherine.collin@univ-nantes.fr> en français ou en anglais seront limités à une page A4, police Times New Roman, 12pt, interligne simple. Les références bibliographiques, tableaux et schémas ainsi que les exemples seront portés sur une seconde page.

Date limite de soumission : 15 février 2022

Date d'acceptation ou de refus : 22 février 2022

Organisation : Emmanuella Annan, Romane Pedro, Catherine Collin

Quelques pistes bibliographiques

Annan, E. (2021). The use of the relational function of address pronouns in L2 French before and after study abroad: do interaction and exposure to media make a difference?, *Corela* [En ligne], 19-1

URL:<http://journals.openedition.org/corela/13005>.

Collentine, J. (2004). The effects of learning contexts on morphosyntactic and lexical development. *Studies in Second Language Acquisition*, 26 (2): 227-248.

DeKeyser, R. (1991). The Semester Overseas: What Difference Does It Make? *ADFL Bulletin*, 22 (2): 42-48.

- Freed, B. F. (1995). *Second Language Acquisition in a Study Abroad Context*. John Benjamins Publishing Company, Amsterdam/Philadelphia.
- Grey, S., Cox, J., Serafini, E. & Sanz, C. (2015). The Role of Individual Differences in the Study Abroad Context: Cognitive Capacity and Language Development During Short-Term Intensive Language Exposure. *The Modern Language Journal*, 99: 137-157.
- Howard, M. (2004). The effects of a 'year abroad' programme on the development of verb morphology for the expression of past time: A lexical approach. *Teanga: The Irish Yearbook of Applied Linguistics*, 20: 29-52
- Howard M; (2003) 'The effects of study abroad on the formal expression of past time by the advanced language learner'. *Teangeolas*, 40 :45-54
- Howard, M. & J. W. Schwieter (2018). The development of Second Language Grammar in a Study Abroad context. In C. Sanz & A. Morales-Front. *The Routledge Handbook of Study Abroad Research and Practice*, London: Taylor & Francis, 592 p.
- Lafford, B. (1995). Getting into, through, and out of the survival situation: A comparison of communicative strategies used by students studying Spanish abroad and "at home" In B. F. FREED, *Second Language Acquisition in a Study Abroad Context*, (pp.97-121), John Benjamins Publishing Company, Amsterdam/Philadelphia

L2 Exposure Conditions : Study Abroad and its Possible Effects on the Expression of Modality

University of Nantes, May 9, 2022

With the expansion of the Erasmus (or Erasmus +) programs over the world, an increasing number of students spend a term or more in a foreign country as part of their program. For this first acquisition seminar on Study Abroad in Nantes, the focus will only be on L2 students spending a semester or two in a target country.

In the tradition of the acquisition of a second language, natural and educational contexts are often distinguished, with Study Abroad considered as the natural context due to the fact that the learners are immersed in the target language and have unlimited access to it as opposed to the educational contexts where the access of the target language is limited to the classroom.

Study Abroad (SA) is generally understood as studying a language in the target country for a limited period of time. Since the acquisition of language in a SA setting is less clearcut than in other acquisition circumstances, we may wonder if the acquisition of a language is still a question of following rules. Grammatical development seems to be less beneficial during SA especially compared to the

development of other aspects like vocabulary, sociolinguistic and pragmatic competences.

Deeply rooted in the history of education, the academic experience enabling students to complete part of their program outside their countries, has given rise to numerous studies (DeKeyser, 1991; Freed, 1995, Lafford, 1995). SA has always been assumed to provide the best conditions for language learning, and to accelerate the learning process. But recent researches tend to question the actual effects of SA on language and tend to revisit the general assumption that a SA improves the learning development. A deeper approach in an attempt to explain results shows more nuanced outcomes, particularly in the oral and grammatical development (Collentine, 2004; Howard, 2018).

This call for papers will consider measuring the effects of L2 exposure with a special focus on measuring of L2 exposure in the case of the expression of modality.

Can we measure the effects of L2 exposure?

Are there possible effects of studying abroad on learning the expression of modality?

We define modality as including the following modal expressions:

- modal auxiliary verbs
- subjunctive-inducing contexts
- conditional forms
- periphrastic forms vs inflective forms of the expression of modality

We invite *empirical* [*experimental, corpus-based*] and qualitative studies focusing on issues related to the key areas and the following questions:

- What are the effects of Study(ing) Abroad on the acquisition of modality, compared to acquiring the L2 outside Study Abroad?
- What are the benefits and detriments of Study Abroad on modality itself?
- What is the impact of empirical studies rooted on new techniques (eye-tracking etc.) on the study of SA?
- On the basis of the comparison of SA programs (types of courses, tasks and assessments, the advisors' roles), can we assume that a SA program is just like another?
- Can we measure the role of metalinguistic knowledge? Can it help us understand the specificity of grammatical relations in the L2 compared to the learner's L1?

Focus should be on language use and not on competences. Natural data collection methods with examples from corpora will be preferred over questionnaire-only research on the subject. Studies on a variety of languages are encouraged for submission. The proposal and communication can either be in English or in French.

Practical information

The abstracts are to be written anonymously and in English. They are limited to one A4 page, 12pt, Times New Roman, single spacing. The references, figures, tables and/or the mandatory examples can appear on a second page.

They are to be submitted to catherine.collin@univ-nantes.fr before February 15, 2022. Feedback will then be sent to you the following week, around February 22, 2022.

Deadline for the submission: Tuesday, 15th of February, 2022.

Feedback on your submissions: Tuesday, 22nd of February, 2022.

Organisation : Emmanuella Annan, Romane Pedro, Catherine Collin

Some references

- Annan, E. (2021). The use of the relational function of address pronouns in L2 French before and after study abroad: do interaction and exposure to media make a difference?, *Corela* [En ligne], 19-1
URL:<http://journals.openedition.org/corela/13005>.
- Collentine, J. (2004). The effects of learning contexts on morphosyntactic and lexical development. *Studies in Second Language Acquisition*, 26 (2): 227-248.
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- Howard, M. (2004). The effects of a 'year abroad' programme on the development of verb morphology for the expression of past time: A lexical approach. *Teanga: The Irish Yearbook of Applied Linguistics*, 20: 29-52
- Howard M; (2003) 'The effects of study abroad on the formal expression of past time by the advanced language learner'. *Teangeolas*, 40 :45-54
- Howard, M. & J. W. Schwieter (2018). The development of Second Language Grammar in a Study Abroad context. In C. Sanz & A. Morales-Front. *The Routledge Handbook of Study Abroad Research and Practice*, London: Taylor & Francis, 592 p.
- Lafford, B. (1995). Getting into, through, and out of the survival situation: A comparison of communicative strategies used by students studying Spanish abroad and "at home" In B. F. FREED, *Second Language Acquisition in a Study Abroad Context*, (pp.97-121), John Benjamins Publishing Company, Amsterdam/Philadelphia

