

Reflecting upon languages: When Bilingual Children's Metalinguistic Discourse inform about Multilingual Awareness

Sébastien LUCAS

*DYLIS research center, University of Rouen, Normandy, France.
Affiliated to MultiLing research center, University of Oslo, Norway.*

Outline

I- Theoretical sociocognitive framework

Multilingual awareness in psycho & sociolinguistics

Metalinguistic discourse in psycho & sociolinguistics

Content

Discourse

Dialogism : discourse defined by other discourses.

Praxematics : meaning through speech realization.

II- Methodology

Participants - Material/Procedure

III- Results

IV- Further research

Theoretical framework: Multilingual Awareness (MLA)

Sociocognitive framework of bi/multilingualism

A Holistic & Dynamic Model of Multilingualism

(Herdina & Jessner ,2002 ; Grosjean, 2015)

→ Psycholinguistic and sociolinguistic factors

Jessner et al. (2016)

Multilingual Awareness (MLA)

=

Metalinguistic Awareness (MA)

+

Cross-linguistic Awareness (XLA)

→ This study : focus on **syntax**

Theoretical
framework:

Metalinguistic
awareness
(MA) in
psycholinguistics

Metasyntactic awareness

- **Consciously reflect on, analyze, or exert control over syntactic structures.** (Simard *et al.*, 2016)
- **Subfield of metacognition**
- **Grammaticality judgment task**

but...

- **verbal behavior and metalinguistic reports**
account for MA (Pinto & El Euch, 2015)

Theoretical
framework:
(MA)
psycholinguistics

≠ ?

sociolinguistics

Epilinguistic vs. Metalinguistic processes

(Culioli, 1990 ; Gombert, 1990)

EPI : instinctive, covert, unconscious.

META : controlled, overt, conscious.

EPI ≠ META

Epilinguistic awareness : subcategory of MA

→ **Conscious** and **overt** discursive/speech activity
during *time-to-say* (Canut, 1998,2000)

EPI in META.

Theoretical framework: MA in sociolinguistics

MA is a social construct

→ **between** social & cognitive aspects (Sajavaara *et al*, 1999)

Language objectivation process

→ through social interactions and intersubjectivity (Dufva & Alanen, 2004)

→ **Use of metalanguage in discourse**

Theoretical framework: Crosslinguistic awareness (XLA)

“reflecting upon language(s) in use and through establishing similarities and differences among the languages in one’s multilingual mind” (Angelovska & Hahn, 2014 : 187)

“[...] the awareness of the relationships between languages.”
(Jessner, 2016 : 160)

“ [...] tacitly or explicitly during language production and use.”
(Jessner, 2006 : 116)

→ **Cross-linguistic influence (CLI)**

→ **Continuum “epi----meta” in Speech/discourse**

Foursha-Stevenson & Nicoladis (2011)

CLI weakens metasyntactic awareness

→ **More than XLA, Study of epi/metalinguistic comments** (Jessner, 2005)

Theoretical framework: Metalinguistic discourse (MD) in psycholinguistics

Study of MD focused on (Donaldson, 1986)

→ Faculty of **explicative** discourse & **Cognitive** understanding

→ Study of causality : **causal connectives**

The EPI phenomenon

→ **Episyntactic judgment**: extra-linguistic consideration (Gombert, 1990)

→ Uncontrolled metalanguage (Culioli, 1999)

Theoretical framework:

MD in sociolinguistics

Dialogism : Any discourse is orientated to/ interacts with other discourses (Todorov [Bakhtine], 1981 ; Brès et al, 2019)

→ MD is polyphonic and intersubjective

Interdiscursive

→ MA/MD **appropriation** of speeches, opinions (Dufva & Alanen, 2004)

Intralocutive

→ MA/MD is **intralocutive (distance, self reflexion or representation)** (Detrie et al, 2017)

→ MA manifests

- through intralocutive explicative **discourse strategies** (Moirand, 2009)
- markers of self reference : autonyms & linguistic/discursive markers (Authiez-Revuz, 1995)

Theoretical
framework:

MD
in sociolinguistics

Praxematics : Analysis of meaning production through speech. MD related.

(Lafont, 1978, 1980; Detrie et al. 2017)

Operative time & Cognitive processing of the speech
→ *the to-be-said / time-to-say / the said.*

IMPERFECT – OVERLAPPING – CONFLICTUAL DIMENSION

→ **Slips**

→ traces left by the construction process in speech production time

Slips interacts with metalanguage

Epi/Metalinguistics markers (Rey-Debove, 1983 ; Authier-Revuz, 1995)

Research Questions

How French Norwegian bilingual children's discourse can indicate epi/metalinguistic skills and influence of cross-linguistic transfer on multilingual awareness ?

Children manifest multilingual awareness in discourse :

▪ **(Content) They show :**

H1 : Metasyntactic awareness by analyzing and correcting, commenting errors.

H2 : Crosslinguistic awareness of transfers from Norwegian to French when explaining their strategies.

▪ **(Discursive/speech markers)**

H3 : Epi/Metalinguistic awareness in speech is suggested through dialogism

H4 : Slips are markers of Epi/Metalinguistic discourse

Methodology

Participants

Materials

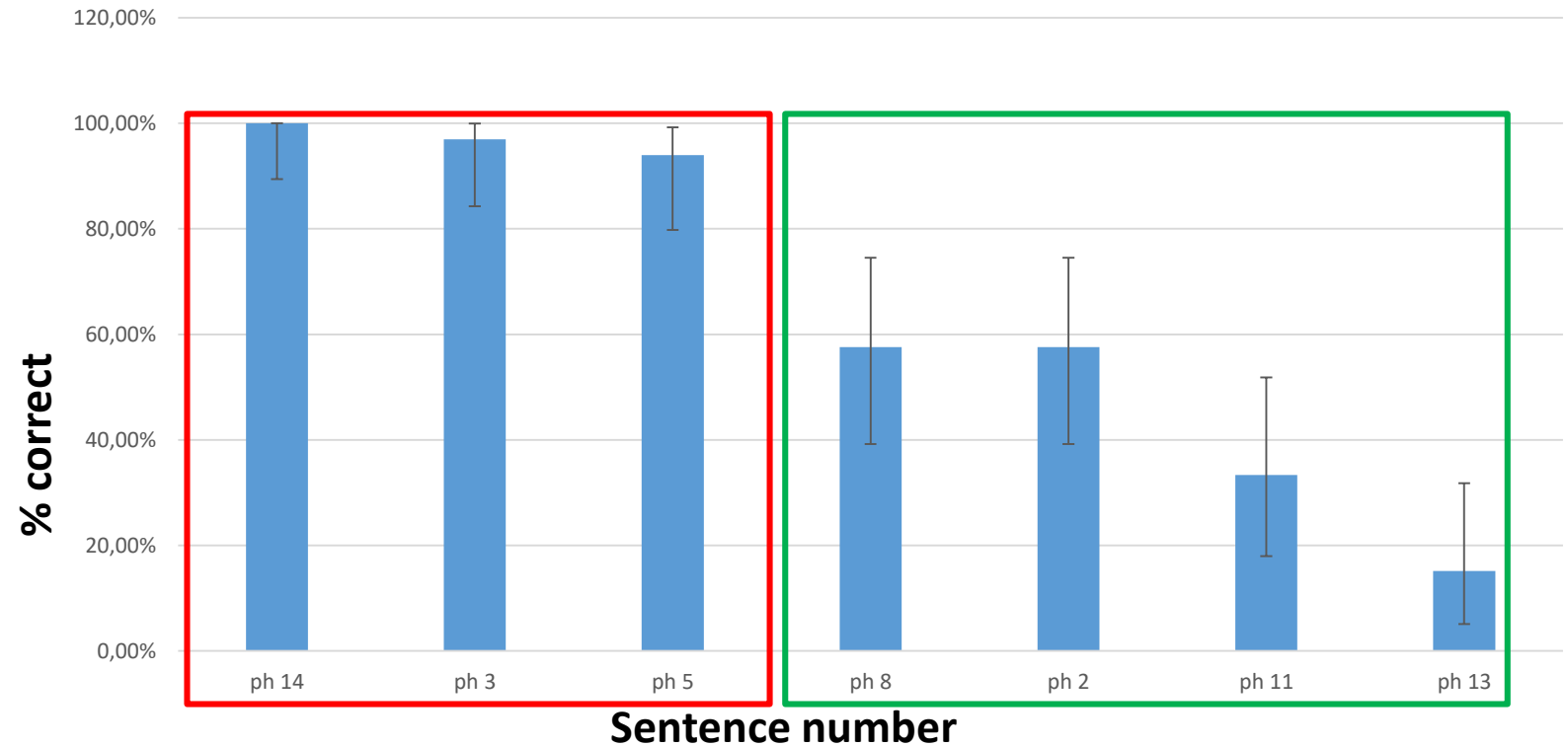


- French-Norwegian bilingual children (33)
→ Couple, Age, French school, BFLA/OPOL
- TRIGGER : Silent reading grammatically judgement task at school
→ 14 phrases **in French**.
7 Mistakes : Norwegian syntactic calque
In this research : non-verbal syntactic transfer
→ word order (verb, prepositional verb construction)
- One to one semi-structured interviews

Results

Tests : An asymmetry

Ungrammatical sentence judgment



(No CI overlap, statistical tests: R).

Sentences 14-3-5 : word order (verb) related mistake

Sentences 2-8-11-13 : preposition construction related mistake

→ Cross-syntactic transfer **when preposition** involved

Results

Interviews :

XLA & Content

Explicit comparison between French and Norwegian

→ to reference to **syntax**

“ because [...] in Norwegian [...] one can make the same sentence, but you wouldn't have **the same word one after another** » ” (IN1)

→ to usage of metalinguistic **terminology**

“in my opinion it's a Norwegian mistake [...] here **the subject is after the verb like in Norwegian** ” (IN7)

Results

Interviews :

MD & Content

Metasyntactic comments (verbs>prep)

Conscious manipulation of constituents of sentence with/out usage of autonyms and verbs of movements

→ Suppression Substitution Addition Reorganization

Usage grammatical terminology

→ “ *here, the **subject** must be after the **verb***” (IN9), “ *those are **grammar mistakes***” (IN10)

Norwegian **consciously activated** as a tool (translation/comparison)

→ “ I do it **in Norwegian** in my head and then I understand better and I see if it’s correct or incorrect” (IN5)

Results

Interviews :

MD & Content

Epilinguistic comments (prep>verbs)

Intuitive strategies : norms and attitudes

→ *“it sounds **odd**”* (IN8)

Semantic strategies (blurred with syntax)

→ *“it is correct because, to me the sentence **makes sense**”* (IN3)

Instinctive epilinguistic judgment

→ *“I don't know how to explain [...], I think we **understand better that way**”* (IN13)

Results Interviews : MD & dialogism

Intralocutive (META): explicit comment markers during *the time to say*

- **Autonyms** + **rather** + I would say/ have said/I would think
→ “[quoting the mistake]... I understand the meaning, but I would **rather** think that **Alex** should be at the front” (IN4)
- **Autonyms** + It **means** that , it would mean (gloss)
→ “[...] ‘he listens **ON** the birds’, it **means** that he actually **IS** on the birds” (IN14)
-at least (*enfin*), actually (*en fait*), the same (*la même chose*)

Intrerdiscursive (EPI) :

→ “ *Actually, my mum, she says a lot of sentences which are like hm [use of autonyms], she says a lot of things like this “*

→ “*SEB : how did you do to find the answer?*

*IN9 : Well it’s** I KNOW it, like...I learnt it at school.”*

Results Interviews :

MD & slips

Specific configuration in the *time to say* with (no particular order) :

Hesitation: **hm:**

Silence/interruption : **(0.6)**

Sentence reprogramming : * **or** **

- leading to MD

→ “hm: (5.1) hm: I think they**that it's because hm:: (1.0) they wrote the:: (0.6) the:: (1.3) the:: subject after the verb and normally, the subject it is before the verb” (IN3)

- leading to epilinguistic discourse

→ “yes but after I don't kn-** (0.6), hm: if it's** (0.5) to me it's correct” (IN1)

Results

Conclusions

H 1 :

- Syntactic transfers occur when prepositional constructions are involved
- Unconscious CLI → **XLA & MA weakened**
→ **MLA** ↘
→ **BUT** : presence of **epilinguistic discourse**

H 2 :

- XLA strengthens MA mostly with mistakes related word order related to verbs.

When conscious CLI → MLA ↗

Results Conclusions

EPI is NOT less
conscious
than META

H 3 : MA in discourse

- intralocutive dialogic markers
 - interdiscursive dialogic markers
- EPI (attitude & norms)

H 4 : Hesitation, silences, sentence reprogramming are markers of EPI/MA in discourse.

Results Conclusions

EPI is NOT less
conscious
than META

BEYOND XLA...

→ Existence of EPI/MD

EPI/MA → MODULATES MLA

Discussion

Further research

- Epilinguistic discourse
 - part & influence in MA & XLA so in MLA?
 - better understanding of MLA ?
- Sociolinguistic environment
 - weight of sociolinguist awareness in MLA ?



Dank u!

Merci !

Tusen takk !

Thank you !

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