L1 influence on the use of ongoingness by very advanced learners of French and English.

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Research hypothesis
L1 influence is exerted at the conceptual level (Levelt 1989, De Bot 1992, Carroll, von Stutterheim 1993). Conceptual reorganization occurs in the last stage of acquisition before ultimate attainment (Perdue 1993)

Why ongoingness?
French and English use different markers for ongoingness:
- English = morphological marking (V-ing)
- French = « en train de » periphrasis or simple present

How do L1 French and English speakers and very advanced FrL1 EngL2 and EngL1 FrL2 learners use ongoingness in utterances and in discourse? L1 influence?

CONCLUSION
Both groups of learners master the operations linked to the use of ongoingness (V-ing, « en train de ») in utterances and in discourse.

Ongoingness is non problematic for learners.

BUT the operations of structuration of L2 retellings (sentence and discourse structure) show L1 influence in all groups of learners.

Perdue’s hypothesis (1993) (conceptual reorganizing as the ultimate attainment stage in L2 acquisition) is confirmed.