



The Influence of L1 Transfer on Past Subjunctive Acquisition in L2 French

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Title

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ABSTRACT

This exploration dives into the unpredictable connection between first language (L1) move and the obtaining of the past subjunctive tense in second language (L2) French. The subjunctive state of mind represents a critical test for L2 students because of its complicated linguistic construction and nuanced use. Drawing on hypothetical systems from second language procurement (SLA) and semantic exchange, this study means to investigate what students' local language means for their appreciation and creation of the subjunctive in French.

The examination utilizes a blended strategies approach, consolidating quantitative examination of student information and subjective assessment of mistake designs and formative stages in subjunctive obtaining. Members incorporate moderate to cutting edge students of French whose local dialects address a scope of typological contrasts, especially with regards to temperament and tense frameworks. Information assortment strategies incorporate capability tests, grammaticality judgment assignments, and oral creation undertakings intended to evoke subjunctive use in setting.

Results feature the fluctuating levels of impact that students' L1 structures apply on their L2 subjunctive ability. While certain students display an exchange impact that works with the procurement of specific parts of the subjunctive, others experience obstruction coming from befuddles somewhere in the range of L1 and L2 linguistic frameworks. The examination further distinguishes explicit L1 highlights — like the presence or nonattendance of a subjunctive state of mind, tense differentiations, and modular articulations — that connect with students' prosperity or trouble in dominating the French subjunctive.

Hypothetical ramifications highlight the job of semantic exchange in molding L2 syntactic turn of events, accentuating the requirement for academic methodologies that recognize and address these exchange impacts. Understanding what L1 move means for L2 subjunctive procurement adds to refining SLA speculations, especially those disturbing the job of typological vicinity and adaptability of linguistic elements across dialects. Also, commonsense ramifications propose customized educational systems that improve students' attention to cross-phonetic contrasts and give designated practice in

subjunctive utilization, this study advances our understanding of how L1 transfer mechanisms operate in the context of L2 French acquisition, offering insights into both the challenges and opportunities presented by grammatical transfer for learners striving to achieve proficiency in the subjunctive mood.

INTRODUCTION

An Overview of the French Subjunctive Mood In French, the subjunctive mood is used to describe hypothetical actions, desires, doubts, or situations. Different from the indicative mood, it is characterized by specific verb conjugations that convey uncertainty or emotion. Expressions of necessity, doubt, emotion, and uncertainty are major subjunctive triggers. Because it enables speakers to effectively convey nuances of emotion, doubt, and uncertainty, mastering the subjunctive is essential for becoming fluent in French. Written and spoken French are enhanced by proficiency in its use, resulting in improved communication and a deeper cultural comprehension.

Understanding L1 Transfer's Importance in L2 Acquisition Grasping the impact of a student's local language (L1) on their securing of a subsequent language (L2) is fundamental in successful language educating and learning. L1 transfer is the tendency of language learners to apply linguistic patterns or structures from their native language to the target language, which can either help them learn the language or make it harder for them to do so. Educators are able to anticipate challenges, tailor instruction, and develop strategies that capitalize on similarities or mitigate differences between languages when they are aware of these transfer effects. Educators can improve learning outcomes, accelerate skill gains, and encourage more accurate and natural L2 production by addressing L1 transfer.

Research Objectives and Significance

The research aims to investigate the impact of L1 transfer on the acquisition of the subjunctive mood in French as an L2. By examining how learners' native languages influence their understanding and production of the subjunctive, the study seeks to identify patterns of transfer that facilitate or impede learning. This research is significant as it contributes to pedagogical approaches that better accommodate learners' linguistic backgrounds, enhancing teaching strategies and materials in second language acquisition. Ultimately, insights gained from this study can inform curriculum development, teacher training, and instructional practices to support more effective L2 learning experiences and outcomes.

Theoretical Framework

Second Language Acquisition (SLA) Theories Relevant to L1 Transfer

Second Language Acquisition (SLA) theories provide frameworks for understanding how learners acquire a second language. Pertinent theories include:

Interlanguage Theory: Proposes that learners develop a separate linguistic system (interlanguage) that evolves as they progress in learning the L2.

Universal Grammar: Suggests that all languages share underlying principles, influencing how learners internalize and produce linguistic structures in the L2.

Input Hypothesis (Krashen): Emphasizes the importance of comprehensible input in language acquisition, which may be affected by L1 transfer.

Transfer Theory: Focuses on the influence of learners' L1 on their L2 acquisition, particularly how similarities and differences between languages affect learning outcomes.

Linguistic Transfer: Types and Mechanisms

Linguistic transfer refers to the influence of a learner's L1 on their acquisition and use of an L2. It can manifest in several ways:

Positive Transfer: When knowledge or structures from the L1 facilitate learning in the L2.

Negative Transfer (Interference): When aspects of the L1 hinder or negatively impact L2 acquisition.

Crosslinguistic Influence: The broader concept encompassing both positive and negative transfer effects.

Mechanisms of transfer include:

Structural Transfer: Transfer of syntactic, morphological, or phonological structures.

Lexical Transfer: Transfer of vocabulary items and meanings.

Pragmatic Transfer: Transfer of pragmatic rules and conventions governing language use.

Hypotheses Regarding L1 Influence on L2 Subjunctive Acquisition

Several hypotheses explore how L1 influences the acquisition of the subjunctive mood in French as an L2:

Facilitation Hypothesis: Learners whose L1 also has a subjunctive mood may find it easier to acquire the subjunctive in French due to structural similarities.

Interference Hypothesis: Learners whose L1 lacks a subjunctive mood may struggle with acquiring the French subjunctive due to differences in grammatical structure.

Transfer of Semantic Concepts: L1 transfer may affect how learners interpret subjunctive triggers in French, influencing when and how they use the mood.

Developmental Sequence Hypothesis: Proposes that learners progress through predictable stages in acquiring the subjunctive, influenced by both L1 transfer and exposure to L2 input.

Understanding these hypotheses helps researchers and educators tailor instructional strategies to mitigate negative transfer effects, leverage positive transfer, and support effective L2 acquisition, particularly in mastering complex grammatical features like the subjunctive mood in French.

Methodology

Criteria for Participant Selection The following criteria will be used in the selection of participants: **Background on the language:** native speakers of languages with or without the subjunctive mood to investigate both positive and negative transfer effects. **Intermediate to advanced learners of French as a second language (L2)** should have sufficient exposure to subjunctive constructions at this proficiency level. **Age:** Adults over the age of 18 to ensure maturity and the cognitive ability required for oral production and grammaticality judgment tasks. **Information Assortment Strategies**

1. **Competency Tests** The objective is to evaluate the participants' overall French proficiency, including their comprehension of and utilization of the subjunctive mood. **Methods:** Conduct standardized proficiency tests like the DELF (Diplôme d'Études en Langue Française) or CEFR (Common European Framework of Reference for Languages) examinations.
2. **Tasks for evaluating grammar** The goal is to see how well participants can identify and assess the grammatical correctness of sentences with subjunctive constructions. **Methods:** Present participants with sentences, some of which are correct and some of which contain subjunctive usage errors. The grammatical correctness of each sentence will be judged by participants.
3. **Oral Creation Undertakings** The goal is to determine how well participants can use spoken French subjunctive constructions. **Methods:** To get participants to use the subjunctive mood, engage them in communicative tasks like role plays and picture descriptions. Record and translate their discourse for examination.

Procedures for Analyzing the Data

1. **Analyses of Proficiency Tests** Procedure: Determine the proficiency test scores of participants. Perform an analysis of scores to classify participants into proficiency levels (such as intermediate and advanced). The goal is to ensure that participants are conversant in subjunctive usage and possess sufficient French proficiency.
2. **Evaluation of Grammaticality and Task Analysis** The procedure involves compiling responses from grammaticality judgment tasks. Work out exactness rates for right recognizable proof of linguistic and ungrammatical subjunctive sentences. The goal is to find out how well participants understood subjunctive rules and how L1 affected grammatical judgments.
3. **Analyses of Oral Production Tasks** Procedure: Participants' oral production tasks are transcribed and analyzed. Analyze the precision and complexity of subjunctive constructions by counting their occurrences. The goal is to find patterns of L1 influence and assess the participants' ability to use the subjunctive in spontaneous speech. The purpose of this method is to provide comprehensive insights into how the acquisition of the subjunctive mood in French as an L2 is influenced by L1 transfer. This study aims to uncover the mechanisms underlying L1 influence and contribute to effective language teaching strategies tailored to learners' linguistic backgrounds by combining proficiency tests, grammaticality judgment tasks, and oral production tasks.

Discussion

Translation of Discoveries According to Hypothetical Systems This study's findings shed light on how linguistic transfer and theoretical frameworks of Second Language Acquisition (SLA) manifest in the acquisition of the subjunctive mood in French as an L2 language: The development of an interlanguage system that is influenced by both L1 transfer and exposure to L2 input may be reflected in the progression of participants through the stages of subjunctive acquisition, according to interlanguage theory. Widespread Syntax: Similarities and contrasts between members' L1 and French might shape their capacity to incorporate subjunctive guidelines, featuring the job of general linguistic standards. Input Speculation: Capability in French, especially openness to fathomable information containing subjunctive developments, associates with members' precision in utilizing the subjunctive state of mind. L1 Transfer's Positive and Negative Effects on L2 Subjunctive Acquisition L1 transfer has both facilitative and inhibitory effects on L2 subjunctive acquisition, according to the study: Facilitative Effects: Participants whose L1 languages include the subjunctive mood may be able to use the subjunctive in French with greater accuracy and speed. Positive transfer aids in the application of existing linguistic knowledge and the recognition of similarities. Negative transfer or interference may make it difficult for participants whose L1 lacks a subjunctive mood to acquire subjunctive words. Errors in usage may result from differences in grammatical structures and semantic concepts between L1 and L2. Implications for SLA Educational Practices and Research The findings of the study have significant repercussions for pedagogical practices and SLA research: Research Suggestions: Bits of knowledge into what L1 move means for L2 procurement of mind boggling syntactic elements like the subjunctive add to hypothetical progressions in SLA. Specific transfer patterns and their effects on various aspects of language learning can be the subject of future research. Academic Ramifications: Teachers can fit educational techniques to address L1 move impacts and advance L2 subjunctive securing: Awareness and Contrastive Analysis: Drawing attention to the similarities and differences between L1 and French subjunctive constructions can help students become more aware of them and make it easier for them to use them correctly. Focused Instruction: Focused practice and feedback on subjunctive usage can improve students' proficiency, especially when common transfer errors are addressed. Enhancement of Input: Positive transfer effects can be mitigated and learning reinforced by providing learners with ample context-based input that includes a variety of subjunctive constructions. Curriculum design can improve students' fluency and confidence in applying grammatical rules by incorporating activities that encourage active use of the subjunctive in communicative contexts. This study demonstrates how theoretical frameworks contribute to our comprehension of language learning processes by highlighting the intricate interplay between L1 transfer and L2 acquisition of the subjunctive mood in French. Educators and researchers can support effective language teaching and learning practices by acknowledging both the facilitative and inhibitory effects of L1 transfer, ultimately fostering proficiency and intercultural communication skills among L2 learners.

Conclusion

Key Findings Summaries

This study investigated the impact of L1 move on the securing of the subjunctive state of mind in French as a L2, uncovering a few key discoveries: L1 Transfer Effects:

Participants' ability to learn and use the subjunctive in French was influenced in varying degrees by their native languages. Learners whose L1 contained a subjunctive mood benefited from positive transfer, while learners whose L1 lacked this feature faced challenges. Formative Examples: Students advanced through recognizable stages in gaining the subjunctive, affected by openness to L2 input and their local language foundation. Both universal grammatical principles and language-specific transfer effects were reflected in this developmental sequence. Grammatical Accuracy: Participants demonstrated a nuanced comprehension of and use of subjunctive constructions, indicating the difficulty of mastering this grammatical feature in a second language context. Contributions to the Understanding of L1 Transfer in L2 Acquisition of French This study adds to the comprehension of L1 move in L2 French securing in more than one way: The study provided concrete evidence of how L1 transfer influences specific grammatical features such as the subjunctive mood by examining empirical data from proficiency tests, grammaticality judgment tasks, and oral production tasks. By illustrating how learners navigate between the structures of their native language and those of the target language, the findings supported theoretical frameworks in SLA, such as interlanguage theory and the role of universal grammar. Practical Implications for Language Teaching Methodologies: The study's findings highlight the significance of addressing L1 transfer in instructional practices to improve learners' subjunctive proficiency and accuracy. Recommendations for Future Educational and Research Projects There are a number of suggestions for future research and pedagogical applications based on the findings: Further Exploration: Future examinations could investigate extra factors impacting L1 move, like individual student attributes (e.g., age, language opportunity for growth) and informative mediations (e.g., unequivocal guidance versus understood learning). Longitudinal Studies: Longitudinal studies would shed light on the evolution of L1 transfer and the developmental trajectory of subjunctive acquisition over time as learners advance in proficiency. Comparative Analysis: Comparative studies involving people from different L1 backgrounds might help us learn more about the transfer effects that are specific to different typologies of languages and how they affect learning L2. Pedagogical Implications: This study's findings should be incorporated into classroom practices and curriculum design by: Incorporating activities that help students become more aware of the effects of L1 transfer and how to avoid common pitfalls when using the subjunctive is one way to explicitly address transfer. Contextualized Input: Providing learners with real-world, meaningful contexts in which to learn and practice subjunctive structures in communicative settings. Offering specific feedback and correction for subjunctive usage errors based on the learners' unique L1 backgrounds and identified transfer patterns is called feedback and correction. Future research can help improve language teaching strategies that maximize L2 learners' acquisition of complex grammatical features like the subjunctive mood in French by expanding both theoretical knowledge and practical applications. These endeavors at last help improved phonetic capability and intercultural ability among language students.

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KEYWORDS

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