

教科書にみられる発音規範と学習者の発話能力への影響ーフランス語のリエゾン为例に

Phonetic Norm in French L2 Textbooks and Its Effect on Learners' Speech Competence – The case of French Liaison

フランス語，ポルトガル語，日本語，トルコ語の対照中間言語分析
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リエゾンの定義

- 左側の語と右側の語の間で、特に右側の語が母音で始まる場合に、通常読まれない左側の語の子音字が発音されること。
- petit [p(ə)ti]
- enfant [ɑ̃fɑ̃]
- un petit enfant [p(ə)ti^tɑ̃fɑ̃]

リエゾンの3つのコンテキスト

Durand & Lyche (2008)とPFCホームページの分類を参照。

- 義務的(obligatoire, **catégorique**)
- 選択的(facultative, **variable**)
- 禁止的(interdite, **erratique**)

リエゾンのコンテキスト

Durand & Lyche (2008)とPFCホームページの分類を参照。

- **義務的**(obligatoire, **catégorique**)

- (i) 冠詞＋名詞句：les enfants, les autres enfants, un enfant, mon enfant
- (ii) 前接辞：ils, elles, on, nous, vous ,en
- (iii) 後接辞：De quoi parle-t-on? Faut-il travailler?
- (iv) 慣用表現：tout à fait, pot-au-feu, etc...

リエゾンのコンテキスト

Durand & Lyche (2008)とPFCホームページの分類を参照。

- **選択的**(facultative, **variable**)

- (i) 副詞 + 形容詞
 - (ii) 名詞pl + 形容詞pl
 - (iii) 前置詞 + 名詞句
 - (iv) 動詞 +
- Etc...

リエゾンのコンテキスト

Durand & Lyche (2008)とPFCホームページの分類を参照。

- **禁止的**(interdite, **erratique**)

- 接続詞 *et* の後
- 有声の *h* の前
- 単数名詞+単数形容詞
- 数詞 *cent* +
- etc...

リエゾンの実現に影響する言語内的・言語外的要因

- 言語内的
 - 統語的要因（語と語の結びつきの強さ）
 - 語の長さ（単音節？複数音節？）
 - 語の使用頻度
 - リエゾン子音（[z]=複数性マーカー）
- 言語外的要因
 - 地理的要因(diatopique)
 - 話者の性別、社会階層、学歴（diastratique）
 - **スタイル(diaphasique)**

先行研究 (L2)

- Tennant (2015) → カナダの英語母語話者のフランス語学習者
- 発話スタイルの比較
 - Discussion
 - Interview
 - Reading
- 学習者のプロフィールの違い
 - A : 1st year immersion or French school
 - B : 1st year Core French
 - C : 4th year with study abroad in France
 - D : 4th year without study abroad in France

Tennant (2015) 義務的リエゾン

	Spontaneous speech	Reading task
A : 1st year immersion or French school	94, 2% (178 / 189)	79, 6% (39 / 49)
B : 1st year Core French	81, 0% (47 / 58)	57, 7% (15 / 26)
C : 4th year with study abroad in France	93, 1% (81 / 87)	84, 2% (32 / 38)
D : 4th year without study abroad in France	86, 5% (122 / 141)	73, 2% (30 / 41)

Tennant (2015) 選択的リエゾン

	3 tasks
A : 1st year immersion or French school	17,8% (59 / 331)
B : 1st year Core French	11,6% (10 / 86)
C : 4th year with study abroad in France	19,4% (31 / 160)
D : 4th year without study abroad in France	11,4% (24 / 211)

コーパス

- 教科書コーパス：教科書の会話文とその音声
 - フランスで出版された教科書：4冊、A1-A2、20473語
 - 日本で出版された教科書：12冊、A1-A2、21451語
- 学習者コーパス：2017年～2018年に名古屋外大で録音した自由会話およびガイド付きインタビュー
 - 11人の学習者（留学前の3年生9人、留学後の4年生2人）

リサーチクエスチョン

- 選択的リエゾンについての教科書での規範を同定する（学習者はどのタイプの選択的リエゾンのコンテクストを最も多く耳にするのか？）
- 教科書におけるリエゾンの頻度と学習者におけるリエゾンの頻度の比較を行う（規範は学習者によってどのように習得されるのか？習得されないのか？）
- 仮説：教科書（規範）において実現頻度が高い選択的リエゾンは学習者の習得も容易である

1. Introduction

This study examines the French phonetic norm found in textbooks, especially the French linking phenomena, i.e. liaison.

Bybee (2001) defined liaison as "the appearance of a word-final consonant before a vowel-initial word in words that in other contexts end in a vowel". Its realization and non-realization is influenced by numerous factors.

There are also three kinds of liaison contexts: *categorical, variable, and erratic* (Durand & Lyche, 2008). Especially in the case of variable liaison, its realization is conditioned by a range of linguistic and extralinguistic constraints.

2. Three Liaison Categories (Durand & Lyche, 2008)

1) **Categorical liaison** : liaison always present

ex. between determiner & vowel-initial noun: un [n] ami (a friend)
proclitics (ils, elles, on, nous, vous, en): vous [z] avez... (you have)

2) **Variable liaison** : liaison is optional

ex. between verb & determiner: c'est [t] un X (it is a X)

3) **Erratic liaison** : liaison is totally or virtually absent

ex. between singular noun & adjective: un bois / immense (a huge wood)

Variable liaison is more frequent during a formal style, and less during an informal style. For L2 learners, the categorical liaison poses less difficulty, but use of the variable liaison is difficult enough even for advanced learners (Howard, 2004; Tennant, 2016). Moreover, research by Howard (2004) indicated significantly lower usage of variable liaisons compared to native speakers.

3. Corpora

1. Textbooks corpus (about 42,000 words) : textbooks (conversation skits) with CD audio recently published in France (4 textbooks, Level A1-A2, 20,473 words total) and in Japan (12 textbooks, Level A1-A2, 21,451 words total)
2. Japanese French Learners corpus (about 25,000 words) : corpus gathered in 2017-2018 following IPFC protocol, guided interview with a native speaker (10*15 minutes for each student) and free conversations (about 20 min) of 11 Japanese university students, 9 intermediate learners (3rd year students) & 2 advanced learners (4th year students with study abroad experience)

4. Research Questions

Our study aims at ...

- Exploring the pedagogical norm for variable liaison in our L2 French textbooks corpus & investigating which type of variable contexts learners encounter most often during their use of textbooks.
- Based on quantitative analysis, our study considers the frequency of liaison realization in variable contexts.
- Comparing our textbooks corpus with another corpus of Japanese learners' French conversations to examine the effect of phonetic norm in French L2 textbooks on the acquisition of variable liaison.
- Hypothesis: if the use of particular variable liaisons in textbooks is frequent, this usage is easily acquired by learners.

5. Data Analysis

5.1. Usage of Variable Liaisons in Textbooks Corpora and Learners Corpus

Table 1. Realization of Variable Liaison in Textbooks Corpora and Learners Corpus

	textbooks corpora (FR + JP)	learners
1) monosyllabic adverb + adjective	91.11% (41/45)	53.85% (7/13)
2) polysyllabic adverb + adjective	0% (0/5)	0% (0/2)
3) plural noun + adjective	40% (4/10)	11.11% (1/9)
4) monosyllabic preposition + NP	99.18% (121/122)	80% (24/30)
5) polysyllabic preposition + NP	0% (0/17)	0% (0/7)
6) verb +	34.02% (263/773)	28.13% (63/224)

- In the particular syntactic contexts (1 & 4), liaison is highly frequent in textbooks, but our learners' use of the liaison is much lower.
- The highest number of tokens is found in the liaison context following a verb (6). Each rate of liaison realization is modest in two corpora (34.02% and 28.13%). There is no statistically significant difference between the two rates. ($\chi^2=2.863$, $p > 0.05$)

5.2. Variable Liaison after Verbs

Table 2. Usage of variable Liaison after Verbs

	être (be)	avoir (have)	others	Total
learners	46.56% (61/131)	0% (0/4)	2.25% (2/89)	28.13% (63/224)
FR textbooks	56.8% (117/206)	3.45% (1/29)	0% (0/155)	30.26% (118/390)
JP textbooks	65.69% (134/204)	13.64% (3/22)	5.10% (8/157)	37.80% (145/383)

- Liaison is mainly realized after être verb (be verb) in each corpus.
- Realization of liaison following avoir verb (have) is quite rare. The usage of this kind of liaison is more frequent in JP textbooks than FR textbooks.

5.3. Variable Liaison Usage after être Verb

- Between V-être & adjective : Nos relations sont [t] excellentes. (Our relations are excellent.)
- Between V-être & adverb : Le sien est [t] exactement pareil. (His is exactly the same.)
- Between V-être & determiner : C'est [t] un dîner chic ? (Is it a chic dinner?)
- Between V-être & noun : Je suis [z] étudiante. (I am a student.)
- Between Auxiliary V-être & past participle : Les autres sont [t] arrivés ? (Have the others arrived?)
- Between V-être & preposition : le lac est [t] à ma gauche. (the lake is on my left side.)



- Rather high rates of liaison realization by learners are observed in certain contexts : between V-être & determiner, between auxiliary V-être & past participle. Learners can more easily acquire the use of liaisons in such contexts.
- Even if the rate is rather high in the textbooks corpora, certain liaison contexts are difficult to acquire for learners : between V-être + adjective, between être +preposition.
- For the context between être+adverb, learners realized liaison only in the phrase "c'est [t] un peu".

5.4. Prefabricated Sequences with Liaison Consonant

Table 3. Contexts in which Liaison Realization Observed in Learners Corpus

	learners	FR textbooks	JP textbooks
1) c'est +	60.61% (20/33)	75.34% (55/73)	91.67% (55/60)
2) X est +	27.78% (5/18)	76.9% (35/46)	71.93% (41/57)
3) je suis +	72.73% (32/44)	29.73% (11/37)	48.84% (21/43)
4) tu es	66.67% (2/3)	0% (0/4)	10% (1/10)
5) j'étais	22.22% (2/9)	0% (0/4)	33.33% (1/3)

Chart 2: Contexts in which Liaison is realized after être verb



- Liaison is realized, especially after "c'est +" and the 1st person singular present tense form "je suis" + X.
- However, after "X est" + ("X is"), learners' use of liaison remains quite modest compared to textbooks corpora.
- In learners corpus, liaison realization is highest after 1st person singular present tense form (je suis +), and its rate is much higher than each rate of two textbooks corpora.
- Among the contexts in which liaison is realized after être verb, "je suis [z] allé" is most frequent (52.48% of liaison usage after être). Learners' liaison usage in "je suis [z] allé" is quite frequent (84.21% (32/38) vs FR: 50% (2/4), JP: 83.33% (10/12). Learners made liaisons in certain structures which they use often. Being influenced by phonetic norm, learners have some prefabricated sequences with liaison consonant (cf. Bybee, 2002).

Conclusion

- With regards to variable liaison after verbs, liaison is mainly realized after être verb (be verb) in each corpus.
- Even if liaison usage rate is rather high in the textbooks corpus, certain liaison contexts are difficult to acquire for learners : between V-être + adjective, between être +preposition.
- Learners made liaisons in certain structures which they use often. Being influenced by phonetic norm, learners have prefabricated sequences with liaison consonant (ex. "je suis [z] allé").

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今後の課題

- コーパスサイズを大きくする。
- 今回は長文テキストの読み上げについては分析しなかったため、今後はその分析も行う。
- 学習者のリエゾン実現の経年的変化について観察を行う。

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