

## 論文の英文要旨

論文題目： La variation sociolinguistique chez les francophones natifs et les apprenants japonophones du français : La réalisation de la particule négative *ne n'*

(Sociolinguistic variation among French native speakers and Japanese learners of French: The deletion of the negative particle *ne / n'*)

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Our study is about the deletion of the negative particle in French in five corpora of native speakers and in one Japanese learners of French corpus. We chose this topic because we thought that several important aspects hadn't been tackled yet. We analyzed a large quantity of tokens (more than 20000 for native speakers, more than 3500 for learners), and we decided to separate the results for *ne* and *n'*, and to make the difference between the *ne* pronounced with a schwa and pronounced without it.

Firstly, we analyzed two extensive corpora of French native speakers from France: "ESLO2 Entretiens" and "PFC" with a rather formal variety of French.

The results are very close: 89,2% and 86,3% deletion for *ne*, 90,5% and 87,7% for *n'*. *Ne/n'* is overwhelmingly deleted even in a rather formal situation of communication in French. In both corpora, we find more retention without the schwa than retention with the schwa, and this is a new result.

As previous research mentioned before, *ne* deletion rate is very high in sentences with

pronoun subjects (around 90%), and way lower in other kinds of sentences.

With frequent negative sequences, there are many possible sound deletions (other than only *ne/n'*) in the left environment of *ne/n'* and the normative pronunciation is really exceptional: for 10 very frequent negative chunks (*c'est, c'était, j'étais, je savais, je sais, je suis, il y a, il y avait, il y en a, il faut*) we found only 0,3% and 1,0% normative pronunciations in the corpora. *C'est, c'était, il y a*, very frequent negative sequences, bring almost 100% *n'* deletion rates. They “artificially” increase deletion rate of *n'*. In the global results, there seem to be no difference between *ne* and *n'*. But except for these three chunks, deletion rate is always a few points lower for *n'*, and that has never been mentioned before. For other negative sequences, the frequency of the sequence has only a slight influence on *ne/n'* deletion when comparing sentences with the same subject.

Concerning the second negative item, we found that it is important to consider the position for negative items such as *personne* that can be subject (left position) or object (right position). The left position comes with very low *n'/ne* deletion rates.

We also analyzed extralinguistic features about speakers. The sociodemographic differences between the speakers seem to bring only minor differences on *ne/n'* deletion rates. There are some individual differences among speakers, but not so many: a majority of them have very high deletion rates, and it is almost impossible to find a speaker with a deletion rate lower than 50%.

The younger speakers delete the most, but the oldest speakers do not delete the less. Gender does not seem to have an influence. Concerning education and profession, even if we can find some differences, they are impossible to interpret and generalize.

In the second part of chapter three, we analyzed three smaller size corpora of about 200 - 400 tokens to check the influence of the formality of the situation. In the first one, friends and family members talk together. In the second one, six politicians are being interviewed on the TV. In the third one, the same six politicians read aloud a speech.

The results are very clear: the formality of the situation is extremely important. There are almost only deletions with friends and family. In the politicians' interviews, we actually find many *ne/n'* deletions: about 30 to 40%, and they also very often pronounce *ne* without the schwa. Regarding the speeches, there is almost no *ne/n'* deletion, but we can find many *ne* pronounced without their schwa (20 to 40%). These results show that in

spontaneous spoken French, there are some *ne/n'* deletions even in some very formal situations. But when people are reading aloud, *ne/n'* are almost always retained. The results also show that *ne* without its schwa is a formal pronunciation.

In the fourth chapter, we analyzed the deletion of *n'/ne* among Japanese speakers of French in a situation very similar to “ESLO2 Entretiens” and “PFC”. Their deletion rate was 55%. As expected, this is way lower than native speakers. But it is still more than in most studies on learners of French. Japanese speakers also used *ne* without schwa more than native speakers, which was a surprising result for us.

Most of the linguistic features that play a role for native speakers also play a role in the same direction for learners, but the differences are bigger for learners: when a feature hinders deletion rate, the difference is 2, 3 or 4 times bigger for learners.

We can point out some differences though. The frequency of the negative sequence seems to be very important for learners: the rate is really lower when the sequence is not frequent. *C'est* and *c'était* bring very high deletion rates (as for native speakers), but *il y a* and *il y avait* have deletion rates lower than average, which is very surprising. Another difference with the natives: when the second negative item is something else than *pas*, the deletion rate increases.

The results on learners' learning experience influence of *ne/n'* deletion are particularly interesting. Their level in French and the time spent learning it has only a limited influence: less experienced (less than 3 years) and lower-level students (less than B2) do have lower deletion rates. But above that experience / level, the rate does not seem to increase any more. Our study confirms that the study abroad experience is particularly important. We could record many learners before and after their study abroad experience, and in average, their deletion rate doubled. For those who were recorded twice but did not have a study abroad experience in between, the deletion rate did not change or lowered. These results confirm that the contact with authentic French is very important for the development of sociolinguistic competence for learners.