

ABSTRACT

My dissertation aims at analysing the way some learners having French as L1 acquire additive expressions (*anche, ancora* etc.) in Italian as a foreign language when building discourse cohesion in a specific narrative task.

In order to reach this purpose, I interviewed three groups of informants learning Italian as L2 with different levels, who were compared to two groups of reference (native Italian and French speakers).

The analysis of their linguistic productions is based on morpho-syntaxique, discourse and lexical criteria.

The data have been elicited by a picture story created by Dimroth 2002.

The objectives have been the following:

- a) to identify the means used by native French and Italian speakers to express temporal additivity as well as concrete additivity when building discourse cohesion;
- b) to compare the means exploited by native speakers with the means used by learners according to their interlanguage level and the functions that they charge them with;
- c) to investigate the rôle of transfert at the different stages of acquisition and consequently the perspective that the learners adopt in L2.

Concerning our results, Italian speakers focus on the conceptual domain of entities rather than on that of time but the opposite is true for the French speakers, which involves an employment of *anche* definitively more frequent than that of *aussi*, and an employment of *sempre* much less frequent than that of *toujours*.

These two types of conceptualisation belong to two different *thinkings for speaking*. With respect to equivalent means, we have also demonstrated that the usage of a language can overcome the influence of its grammar in the way individuals decide to employ it.

In acquisitional terms, the syntactic transfer acts since the beginner level, which could be favoured by the acquisition in institutional environment of the L2. The genetic and typological proximity of the languages in question (psychotypology) can also play a role. Our data also show an important case of transfert that we have called “of frequency” with the adverb *sempre* (cf. *toujours* in L1), which becomes higher at the advanced level, in agreement

with what the acquisitionnists have often observed for this interlanguage stage. Key words: L1 vs L2, additive particles, discourse cohesion, transfert, perspective.