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Title

THE IMPACT OF FRENCH VOCABULARY ON TEACHING AND LEARNING SPEAKING ENGLISH

The Case of First Year Students at the Section of English in Biskra University

Dissertation Submitted to the Department of Foreign Languages as Partial Fulfillment of the Requirements for the Degree of Master in Sciences of Language

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Declaration

I, ZEKRI Anouar, do hereby declare that this submitted work is my original work and has not previously been submitted for any institution or university for a degree. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information. This work was certified and completed at Mohammed KHEIDER University of Biskra.

Algeria

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Dedication

To my shining jewels, to the ones who gave birth and sacrificed for my happiness, to the persons who fill me up with love and hope: To my beloved mother Dalila, The dearest person to my heart who motivated and encouraged me all the way long. To my dear father Rabeh, who raised and pushed me to do my best. To my sympathetic Teacher and Supervisor Mme. KACHA Asma, who gave me her hand to help me in every step of this research. Thanks a billion of times for your support and encouragement.

To my siblings, Ammar, Sabrine, Ayoub, Amani and Imad.

I wish to dedicate this work.

Acknowledgements

Abstract

This study is an investigation in the field of teaching and learning English in Algeria, an assessment has been conducted on the importance of French vocabulary in learning and teaching to speak English. Thus the overall aim of this descriptive study is to explore the benefits of French vocabulary in EFL classes and to explore the attitudes of teachers and students toward using this pedagogical tool. Not only EFL students or teachers should take advantage of this bilingualism, but all Algerians should, this bilingualism has been a part of the Algerian speech community for decades. Consequently, thirty students participated in the first questionnaire while another questionnaire administrated to seven teachers at the University of Biskra. Based on the data analyzed and interpreted the influence of French vocabulary on teaching and learning English speaking skills is evident, teachers at the University of Biskra still use French vocabulary in teaching. Also, students found that the use of French vocabulary in EFL classes ease the learning process because the French language is more common to them in their daily life. In conclusion, the researcher will give recommendations for further studies to facilitate learning and teaching speaking in EFL classes.

List of Abbreviation and Acronyms

%: Percentage

(n.d): No Date

Dr: Doctor

EFL: English as a Foreign Language

Et al.,: Et alii (And Others)

LMD: License Master Doctorate

P.: Page

TEFL: Teaching English as a foreign language

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General Introduction

1. introduction

Bill Bryson, a famous American linguist of English language describes the conquest of 1066 as the "final cataclysm [that] awaited the English language." when the French language became the language of the administration, courts, and literature— and kept dominating there for 300 years.

More than 10,000 words are in common between English and French, and around 1700 words do not only look the same but also share the same meaning according to the thoughtCo website. A large number of English native speakers know at least 15,000 French words without even having a background knowledge in the French language, which means that the English language has many words derived from the French language.in fact French is the language mostly used language after Arabic in Algeria, which can be an asset for new English language learners to provide them a background knowledge about English vocabulary that the French language has.

2. Statement of the Problem

Algeria is one of many previous French colonies which led to making people in Algeria multilingual, and that appears in their daily life language and slang, while they use French vocabulary in several utterances.

Recently English has appeared significantly in Algeria not only as a branch in the university but also as a daily life use such as in social media. A large number of questions have been raised whether the English language will take over the French language soon or not.

In our case, like foreign language students of the English branch, we need to know the effect of French vocabulary on learning and teaching speaking English to take advantage of it positively. First-year English students already have the prior French vocabulary, because they had French courses in high school, and that makes them more

familiar with the French language and when they find difficulties in speaking English they try to use those French words which they gained during high school to cover up their shortcomings in speaking English. Our study is going to explore the benefits of having prior French vocabulary in teaching and learning speaking English.

The present work is an attempt to investigate how much prior French vocabulary affects learning and teaching speaking English. Also, we will explore the first-year student's attitude towards the use of French vocabulary in speaking English. Another purpose is to facilitate the process of English language teaching and learning in Algeria through the use of French as a medium of education in EFL classes in Algeria. This research deals with the problem of in what way may French vocabulary influence the teaching-learning to speak English in Algeria. In order to investigate these problem two questions were asked:

1. What is the influence of French vocabulary on speaking English?

2. Does French vocabulary help first-year students in speaking English?

From the stated research questions, two hypotheses were raised:

1. French influences English in Algeria in terms of using its vocabulary in speaking English.

2. French vocabulary helps first-year students in speaking English directly and indirectly.

This study is going to offer new perspectives and methods for new university students to help them in speaking English depending on the French language which is not just a second language in Algeria but also a language that has several similarities with the English language, especially in the vocabulary used in speaking.

3. Research Methodology

The descriptive researcher intends to use in the research methodology the quantitative method through a questionnaire for teachers and another one for students in collecting data due to its significance and accuracy in the present circumstances which is effective for this kind of study. The questionnaire will be designed for first-year students and the second one is for teachers to bring their attitudes about using French vocabulary in EFL classes. Finally, the findings will be presented and interpreted to answer research questions.

● **Population & Sample**

The population of this study will comprise randomly selected 30 students of first-year English and 7 teachers were chosen for their different teaching experience. Both of them were asked to answer a different questionnaire.

4. Structure of the research

In order to solve the problem of this research, this work is divided into two chapters; the first chapter is theoretical which will take an overview of the history of the French and English languages in Algerian society and the educational system. also this chapter includes the similarities and distinctions between French and English at the vocabulary level. the second chapter is the practical part of this work, it attempts to analyze and interpret the collected data. thus, this chapter will provide information about the

sample population and the instruments used to collect data. for this purpose, the researcher is going to give two questionnaires one for seven teachers and another one for 30 first-year EFL students. Finally, after all the analysis and interpretation of the data, the researcher is going to conclude all the findings in the conclusion with providing limitations and recommendations.

Chapter One

Contents

CHAPTER ONE: **LITRATURE REVIEW ABOUT THE FRENCH**

VOCABULARY AND SPAEKING ENGLISH

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1.1 Introduction

This chapter provides an overview of Algeria's language variation because Algeria is known for its variety of languages and the French language is one of them. The role of French and English in Algeria's educational system and speech community is given more emphasis. Furthermore, the chapter highlights the nature of each language and its similarities and distinctions at the level of vocabulary and its use. Also, this chapter is going to discuss language transfer which is one of the main things that occur when learning a new language. In addition, language interference is a type of language transfer that leads students to make an error when speaking English. Another element that is going to be discussed in this chapter is code-switching, while EFL first-year students had an experience of learning the French language in Algeria more than English, students are going to face code-switching as first-year EFL learners. EFL Students like other language learners also need to have good speaking skills; this chapter includes the definition of speaking skills and their situations. Finally, a comparison between language learning and language acquisition is investigated in this chapter to have a look at how the French language can have an effect on learning to speak English.

1.2 Languages in Algeria

According to new research the official language of Algeria is Arabic, which is spoken by 81 percent of the total population. All official documents are written in Arabic and non-Arab children are taught the language at school. Since 1963, Arabic has been the

country's official language. Berber has lately been recognized as one of the country's official languages. This was done in 2002, and it was a wise decision considering that 99 percent of the population speaks Arabic, Berber, or both languages. French has no official status in Algeria, despite being introduced during the French colonial period and still taught in schools and used in the government documents and in higher education. While the majority of the country understands the language, only around 20% of the population can read and write it. (Algeria.com, 2021)

1.3 French and English in the Algerian society

1. French language

The strength of the French language in Algeria is steadily growing, and they are obtaining a significant fraction of the population. French, which is primarily spoken in Algeria's larger cities, is the co-official language and the most extensively learned foreign language. Its influence is undeniable; French idioms and words continue to be used in Algerian Arabic, leading to a co-existing relationship and a form of bilingualism in some cases, and code-switching in others, as seen in daily conversation. As a result, this language occupies such a prominent place in the media, government, culture, industry, and education that it is recognized as the primary means of communication. (Arab, 2015)

According to Arab (2015), with the advancement of technology, the French language has cemented its place in the Algerian linguistic community. In fact, this language is widely employed in the media; there are more French-language publications than Arabic-language newspapers. In this context, Benrabah (2005) stated that daily

newspapers published in French exceed those published in Arabic, with 880,000 copies rather than just 30,000 ones.

This spread and prominence of the French language in Algerian society are going to have a slight effect on learning English.

2. English language

The obvious strength of the French language in Algeria does not preclude the recent increase in the rate of English language learning in Algerian society. The English language has witnessed a great demand in recent years, similar to the increase in the number of students in universities as well as students in private schools. This demand for the English language in Algeria also affected the ruling class, as the government began studying the decision to replace the French language with English in the future. (Ghedeir & Nesba, 2022)

Due to the obvious political, economic and scientific power of the English speaking countries, English has become a worldwide language. Through history, we can see that the industrial and scientific power dates back to the 19th century when Britain was the world's leading industrial and trading power, and most of the innovations were written in the English language, and people needed English to learn how to use them. The spread of English has historically been aided by the movement of English-speaking individuals to other parts of the globe.

English has become a universal language due to the perceived power of those who speak it. Industrial, scientific, historical, political, economic, and sociocultural power; in fact, if we go back centuries, we can see that the industrial and scientific power dates

from the 19th century, when Britain was the world's most powerful and trading power, and most of the innovations were written in English, and people needed English to learn how to use them. The migration of English-speaking people to different parts of the world has historically fostered the growth of the language.

The lingua franca of business and academia is English. It is the official language of the 20 most important international organizations and is spoken in 94 countries by 339 million native speakers, making it an extremely broad language. It is also the principal foreign language studied in most countries' schools, and one-third of the world's population understands it.

With 949 million users, English is also the most often used language on the internet, with 52.3 percent of websites using diverse content languages using English as their primary language.

As a result, everyone who wishes to succeed on the world stage must be fluent in English. (Pimentel, 2021)

According to Ghedeir and Nesba (2022) the strength of this language and its spread throughout Algeria is evident. In fact, it is the second-most-taught foreign language after French. This demonstrates that English has a significant global reach and has maintained its reputation as the "language of wild communication" and the "world's lingua-franca."

After all of this reputation the English language has gained in Algeria, we can say that English is witnessing a rebirth in Algerian society that should be taken into consideration.

1.4 Code-switching

Code-switching is the process of switching between two languages or dialects to another, In speaking, code-switching is significantly more common than in writing. It's also known as style-shifting and code-mixing. Linguists study it to see when people do it, such as under what circumstances bilingual speakers switch from one to the other, while sociologists study it to see why people do it, such as how it connects to their group identity or the conversation's surrounding context. (Morrison, 2010)

> Code-switching in itself is perhaps not a linguistic phenomenon, but rather a psychological one, and its causes are obviously extra-linguistic. But bilingualism is of great interest to the linguist because it is the condition of what has been called interference between languages. (Vogt, 1954)

Algerian Arabic is one of the best examples of code-switching in which people use French language structures, grammar and vocabulary in their daily life to convey their communicative intentions more clearly. Algerian students use code-switching also in speaking English when they find difficulties conveying their ideas they use French vocabulary.

1.5 English speaking skills

In research from Amir (2013), he said:" speaking is an act of making vocal sounds. We can say that speaking means to converse, or expressing one's thoughts and feelings in spoken language. To speak often implies conveying information". One of the main difficulties EFL students face is conveying their thoughts in English, because of that they sometimes they tend to use French.

1.5.1 Speaking situations:

There are three main situations of speaking:

- **Interactive**

- **Partially interactive**

- **Non-interactive**

Face-to-face talks and phone calls in which we alternate listening and speaking and have the opportunity to ask for clarification, repetition, or slower speech from our conversation partner are examples of interactive speaking situations. Some speaking situations are partially interactive, including when giving a speech in front of a live audience, where the listener is expected to refrain from interrupting the speaker. Despite this, the speaker can see the audience and determine whether or not he or she is being understood based on their facial expressions and body language.

Some speaking situations, such as when recording a speech for a radio broadcast, may be completely non-interactive. (Bashir, Azeem, Ashiq, & Dogar, 2011)

Interactive speaking situations are the hardest for the EFL learners, sometimes they need time to remember what are they going to say, in order to find the appropriate word for them they use French words instead of English words because they can not remember it in the right time.

1.5.2 Teaching speaking skills

Teachers should teach their students how to communicate effectively orally and know the significance of it and the various abilities required in this sort of communication, as well as some methods and tactics for teaching them, such as conversation groups, presentations, and metacognition.. (Stearns, 2021)

Why teach speaking skills?

It's easy to overlook the importance of oral language, or speaking and listening skills, in today's classroom. With all of the emphasis on reading and writing, it's easy for teachers to underestimate this more fundamental part of the language! On the other hand, students need to develop speaking abilities and have the opportunity to practice making their voices audible in a positive and safe atmosphere. Speaking skills are important for the following reasons:

- Skilled speakers can communicate their own points of view persuasively.

- Speakers with a solid mastery of oral skills are frequently better readers and writers.

- Skilled speakers are more self-assured in a range of situations, both within and outside of the classroom. (Stearns, 2016)

When teaching oral skills, teachers need good technics and strategies for their students, those technics would let students be more adapted to English without using any other language.

1.6 Language transfer and language interference

The effect of one language on the learning of another is known as language transfer. There are two types of language transfer that can happen. Negative transfer, also known as interference, occurs when a native-language pattern or rule is used in the target language, leading to an error or inappropriate form. A French learner of English, for example, may produce an inappropriate sentence. instead of saying I have been here since Monday, he or she says I am here since Monday Because of the transposition of the French pattern "Je suis ici depuis lundi "("I am here since Monday").However, Positive transfer occurs when both the native and target languages have the same form and makes learning easier, For example, both French and English have the word table, which can have the same meaning in both languages. (*Language Transfer and Language Interference in SLA*, 2013)

1.7 Language learning vs language acquisition

On the one hand humans use language as their main medium of communication. Language, on the other hand, is not something that is taught to babies. A baby's native language is simply generated by being around other people, primarily his family. This process is known as language acquisition. The baby acquires the language from the surrounding members with no conscious process of learning at academic settings.

In fact, by the age of five, a child can communicate effectively in terms of making correct sentences in structure and grammar despite any previous formal language training. According to this definition of language acquisition, despite the fact that it is taught from elementary school, French in the Algerian speech community is learnt through the Algerians' mother tongue due to French's significant influence on it. In fact, Algeria is perhaps the world's second-largest Francophone nation in terms of speakers. In terms of

comprehension, more than half of Algeria's population is Francophone. In fact, the influence is so deep that almost 13,814,300 people in Algeria use the french language, and 14,300 of them use it as their first language, according to Ethnologue report. (ethnologue, 2020).

Maamri (2009) said: "The language spoken at home and in the street remains a mixture of Algerian dialect and French words…Classical Arabic is still not mastered even at a higher educational levels" (Maamri, 2009). However, language learning is the systematic acquisition of a foreign language. When attempting to learn a new language, most people go through this process. The student is required to study vocabulary lists as well as sentence structure and grammar in this class. This is the most prevalent strategy utilized in language learning institutions and schools.

Language acquisition is often assumed to be a faster process than language learning. Some people study a language for years but never master it. Language Acquisition differs from Language Learning, Language Acquisition is the process of learning a language through immersion. It gives the student practical language knowledge; for example, even if the student does not know the grammar rules, he or she can converse fluently with a native speaker. ("Difference between Language Acquisition and Language Learning," n.d.)

While English is not taught before middle school in Algeria, it is studied academically as a second foreign language after French in formal contexts. Indeed, no one in Algerian society speaks English as a first language, and the Algerian dialect is not influenced in any way by the English language. (Arab, 2015)

Baiche (2008), said **"**parents claim that although English is an international language,it has no social function in Algeria, and therefore did not want to compromise their children's future".

	Language Acquisition	Language learning
meaning	Picking up a language	Studying a lan guage
focus	Practical Knowledge	Theoretical Knowlegde
method	Unconscious, implicit	Conscious, explicit
situations	Informal situations	Formal situations
grammar	Does not use grammatical rules	Uses grammatical rules
dependency	Depends on attitude	Depends on aptitude
Order of learning	Stable order of learning	Simple to complex order of learning

Table 1.1 Some differences between language learning and language acquisition

1.8 The educational system in Algeria:

Education in Algeria is free and officially mandatory from the age of 6 up to the age of 18. The compulsory basic education phase consists of; five years of primary school, four years of middle school, and another three years of secondary school.

a. Primary school:

The five years of primary school are mandatory for all children, usually from 6 years old. Every year has 3 main semesters, the assessment of students in this stage is based on their performance in the class and they take tests and exams every semester. if each student in the primary school gets an average of 5/10 he or she will pass to the next year. Finally when children complete their 5 years and succeed they go directly to middle school.

b. Middle school:

Middle school has 4 years of education, it has the same system as a primary school when it comes to the semesters and each semester there is an assessment with tests and exams, but in the middle school the average counts of 20 which means in order to pass each year student must have the average of 10/20 to pass. When they complete the 4 years they have the final exam to pass to secondary school which is called BEM.

c. Secondary school:

Secondary studies leading to the baccalaureate are three years in duration, in the first year, students are required to choose one of the three-core curricula:

language and social studies, sciences, and technology. At the end of the cycle, students sit for the baccalaureat examination in which they are examined in each subject studied during their final year.

d. Higher education:

Since 2004, Algeria's university degree system has been undergoing the LMD reform, which has resulted in a degree framework that is comparable to that implemented in Europe through the Bologna process. This reform is based on the new French model, which is as follows: License (baccalaureate plus three years), Master (licence plus two years), and Doctorat (master plus three or four years). Beyond the new system's implementation, the following are the key goals:

1. To provide Algerian students with more compatible university programs that are more internationally compatible.

2. To expand students' flexibility in selecting and transferring courses and credits, so improving the system's effectiveness by boosting institutional autonomy and lifelong learning possibilities, which are better suited to the job market's needs and requirements. (Arab, 2015)

1.9 French and English in the Algerian educational system

In research from Arab (2015) we find the following:

.   French:

In the year 1963, French was taught at all levels and in all programs. As a result, this language steadily faded into the educational system over time, putting the government and the Ministry of Education in a difficult situation, not only because of opponents of French-Arabic bilingualism at that time but also because

of demographics. In fact, according to a report published for the High Council of Francophonie in Paris in 1986:

> " in Algeria, over a total population of 21 million, 150000 spoke French as a first foreign language and six million spoke it as a second language at that time. In 2008, 11,2 million Algerians (33%) could read and write in French"

In 2007, the policy of Arabization primarily affected primary and secondary education. However, The French language maintained a greater social status in university education, which is frequently used in scientific studies.

b. English:

English, on the other hand, which is widely spoken around the world, is taught early in the first year of middle school due to its standing as one of the two global lingua-francas, alongside French. "There has never been a language so widely spread or spoken by so many people as English," (Crystal, 1997).

Between the late 1970s and the early 1990s, the Algerian government chose to teach English alongside French as a foreign language from the beginning of middle school, while French was previously the only foreign language taught. However, Students must select between French and English as their second foreign language.

The Ministry of Education separated French and English in 1993, requiring students to choose either French or English as their first compulsory foreign

language. Between 1993 and 1997, it is estimated that 1.28 percent of 2 million students selected English over French. According to the Algerian envoy to India, just 5% of the population can communicate effectively in English. To address this, the Algerian government invited Indian professors to teach the language in the country in 2012. (Arab, 2015)

1.10 The influence of French on English

According to her research Arab (2015), English like many other languages around the world, has been influenced by a variety of other languages over its history, transforming it from an almost pure language to a thoroughly mixed one. Since the Norman Conquest in 1066, French has been one of the languages with the greatest impact on English. The influence of French on English is seen at different levels. However, the vocabulary level was the most influenced one.

.   **Vocabulary:**

The most significant impact of French on English was the introduction of a large number of French words into the language; most of the time, when new words could have been easily formed on a native model, French words were adapted instead, and English people decided to borrow words that had native equivalents in their language.

Words borrowed from the romantic elements of French substantially extended the vocabulary of English, including some very basic words like the verb "take" and even grammatical words like the pronoun "they."

According to ThoughtCo Team (2019) it is estimated that over 10.000 French words entered English at the time; these words primarily dealt with legal and administrative

mechanisms but also included terminology from sectors such as medical, art, and fashion. Over 70% of these words were nouns, and many of them were abstract concepts created with new French affixes such as con, trans, pre, ance, tion, and ment. Here's a list compiled by Crystal (1995) containing English words derived from French:

Level	Example
Administration	Authority, court, duke, servant, council, baron
Law	Arrest, adultery, jury, crime, executor, prison, fraud, verdict, punishment
Military	Army, defend, captain, sergeant, enemy, combat, lieutenant, retreat, guard, soldier, siege, lance
Food and drink	Salad, appetite, beef, cream, dinner, fruit, olive, orange, raisin, juice, sardine, vinegar, toast, tart, biscuit
Home	Basin,cheminey, lamp, lantern, tower
Leisure and the art	Conversation, music, theatre, image,debat, tragedy, volume,danse, preface, prose, rhyme, romance, title, poet, melody, literature, sculpture, painting, contemporary art
Science and knowledge	Calendar, anatomy, gender, geometry, geology, grammar, logic, mental, study, research, sphere, physician, poison, visual

Table 1.2 Some English words coming from French

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1.11 differences and similarities between English and French

A huge number of other languages have influenced English. The most influential language between Latin, German, Portuguese, and Greek, was French.

The significant influence of French on English has resulted in a binary connection between the two languages. On one hand, the two languages are distinct due to a variety of distinctions, while on the other hand, the two languages are closely connected due to various similarities at various linguistic levels. And vocabulary is one of these levels that our study investigates.

1.11.1 Vocabulary

At the vocabulary level, French and English are two distinct languages with similarities and distinctions. True and false cognates exist in both languages.

As previously stated, the French Language has a group of true cognates known to as "les vrais amis".

Masculin nouns	French equivalent	Feminine nouns	French equivalent	Adjectives	French equivalent
Abandon	abandon	Absence	Absence	Absent	Absent/e
Accident	Accident	Architecture	Architecture	Central	Centrale
Animal	Animal	Calorie	Calorie	Dental	Dentale
Article	Article	Condition	Condition	Excellent	Excillent/e

Table 1.3 some common true cognates between French and English

French and English are characterized by false cognates in addition to true cognates. Darwich (1962) makes the following assumptions:**"Sometimes certain words may have the same or very similar form in two languages, but may have a different meaning in each. Such words are called false friends or false cognates (faux amis)"**

The following is a list of some of the false friends or false cognates that exist between French and English:

English words and French synonyms		French words and English synonyms	
To achieve	Réaliser	Achever	To complete
Actually	Eneffet	Actuellement	At present
Caution	Prudence	Caution	Guarantee
Character	Personnage	Caractère	Nature
(in)consistent	(in) oherent	Consistent	Solid, Thick
To deceive	Tromper	Décevoir	To disappoint
Delay	Retard	Délai	Time limit

Table1.4 Some common false cognates between French and English

1.12 Conclusion

This chapter described the situation in Algeria with regard to the historical, linguistic, and social status of French and English. This chapter also attempted to demonstrate how and when French-influenced English.

As a result, this chapter was a comparative study of these two languages' linguistic systems and structures at the level of vocabulary, leading to the conclusion that their relationship was unique. This may heighten one's awareness, interest, and desire to learn more about it.

Chapter Two

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CHAPTER TWO: FIELD WORK AND DATA ANALYSIS

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2.1 Introduction

The purpose of this chapter is to discuss the influence of French vocabulary on learning and teaching to speak English in EFL classrooms in Algeria. The data of this research were collected from a questionnaire administered to randomly chosen first-year LMD students, and from a questionnaire made to teachers at the departments of English at the University of Biskra.

The first section of this chapter is a description of the situation under investigation. It is focused on examining the educational environment. It also includes a description of the profiles of both teachers and students. It contains details about the research tools. The data analysis and analysis of the results acquired from both the teachers' and students' questionnaires are discussed in section two.

Finally, the findings were discussed to determine whether using French vocabulary in the EFL classroom has any benefits in speaking English.

2.2 The English department overview

This research is dedicated to first-year EFL students enrolled in the department of English language situated at the faculty of Letters and Foreign Languages at the University of Biskra during the academic year (2021/2022). This faculty adopted the LMD system; a system of learning and teaching based on three academic degrees: license, master's, and doctorate. The whole number of those learners in this department is 1452 learners, 389 students in the first-year level, 256 students in the second-year level, and 274 students in

the third-year level. Also, 290 students of master 1 level, and 243 students of master 2 level divided between two main streams, the science of the language, and literature and civilization.

2.3 The sample population

for an accurate and well investigation of the issue presented in this study, the researcher addressed randomly chosen populations of first-year students as an endeavor to examine and gather as much as possible amount of useful information. In the current study, the sample populations serve as a determining factor in obtaining the necessary data and precise results.

During the data gathering process for this study, both students and teachers were invited to participate. The students who participated in the questionnaire were first-year Licence students at the University of Biskra department of foreign languages "English section." As for the second questionnaire population, the researcher approaches seven teachers who had previous experience in teaching oral expression during their teaching careers.

2.3.1 Teacher's profile

Concerning teachers' profiles, according to the data collected from the teacher's questionnaire, they are seven teachers who have teaching experience TEFL from four (4) to forty (40) years, with an average of 13 years of teaching experience.

2.3.2 Student's profile

in order to get a fair result, the researcher has chosen a random thirty students of first-year. They have different learning background study in secondary school with different branches, science, literature, foreign languages, economy, and mathematics.

Those students have at least seven years of experience in studying English (four years at the middle school level and another three years at the secondary school level). As a result, the research has noticed a variety in students' language proficiency from beginner to upper-intermediate. Others came from scientific streams, while others came from literary streams (Arabic language and literature and Arabic language and other languages). Their mother tongue is Arabic, their first foreign language is French, and their second foreign language is English.

2.4 The research tools

The descriptive researcher makes use of two questionnaires as data collection instruments which are generally recognized as a relevant type of research tool to obtain valuable data. The first questionnaire was intended to analyze teachers' views about The Use and utility of French vocabulary in EFL classrooms, especially in speaking skills and the second questionnaire was directed to EFL first-year students to bring their attitudes and aptitudes about using French and its vocabulary.

2.4.1 Teachers' questionnaire

In order to reach the needed results, eight questions have been asked to seven teachers having a teaching experience between four to forty years, specializing in TEFL, applied linguistics, literature, and civilization. Those teachers are in charge of phonetics, oral expression, and teaching didactics.

2.4.2 Students' questionnaire

For an accurate understanding of how French is apprehended by first-year EFL students, and how much French vocabulary has influenced speaking English in the classroom, a questionnaire of 7 questions is administered to thirty first-year LMD students.

These seven questions are intended to collect basic information on EFL students' experiences in the classroom, including whether or not French is used, and how learners in EFL classrooms perceive the language. These questions also aim to gather information about students' previous specialties to compare their competence with each other.

To summarize, the objectives of the second chapter beyond this first section were to provide information about the two sample populations as well as the research instruments used to collect data. The acquired data will be analyzed and interpreted in the second section of this chapter.

2.5 Data analysis

This section of the investigation is dedicated describe, analyze and interpret the collected data, the information acquired through the two instruments used in this study will enable answering the study's final main questions.

The researcher intends to emphasize the findings obtained from the research tools in the current investigation. Therefore, the results of individual questionnaire calculations provide a clear image of the use of French vocabulary in teaching/learning to speak English.

Excel spreadsheet is used to manage, describe, analyze and organize raw data into a readable format that facilitates the interpretation and the analysis of the data acquired by research instruments it is helpful to extract actionable insights.

2.5.1 Teachers' questionnaire analysis

The researcher conducted a questionnaire with seven teachers from the English department of Biskra.

Question 01 Teachers were asked about their teaching experience.

- ❖ **Teacher 01:** 10 years
- ❖ **Teacher 02:** 13 years
- ❖ **Teacher 03:** 7 years
- ❖ **Teacher 04:** 4 years

- ❖ **Teacher 05:** 12 years

- ❖ **Teacher 06:** 6 years

- ❖ **Teacher 07:** 40 years

The following figure will show the results:
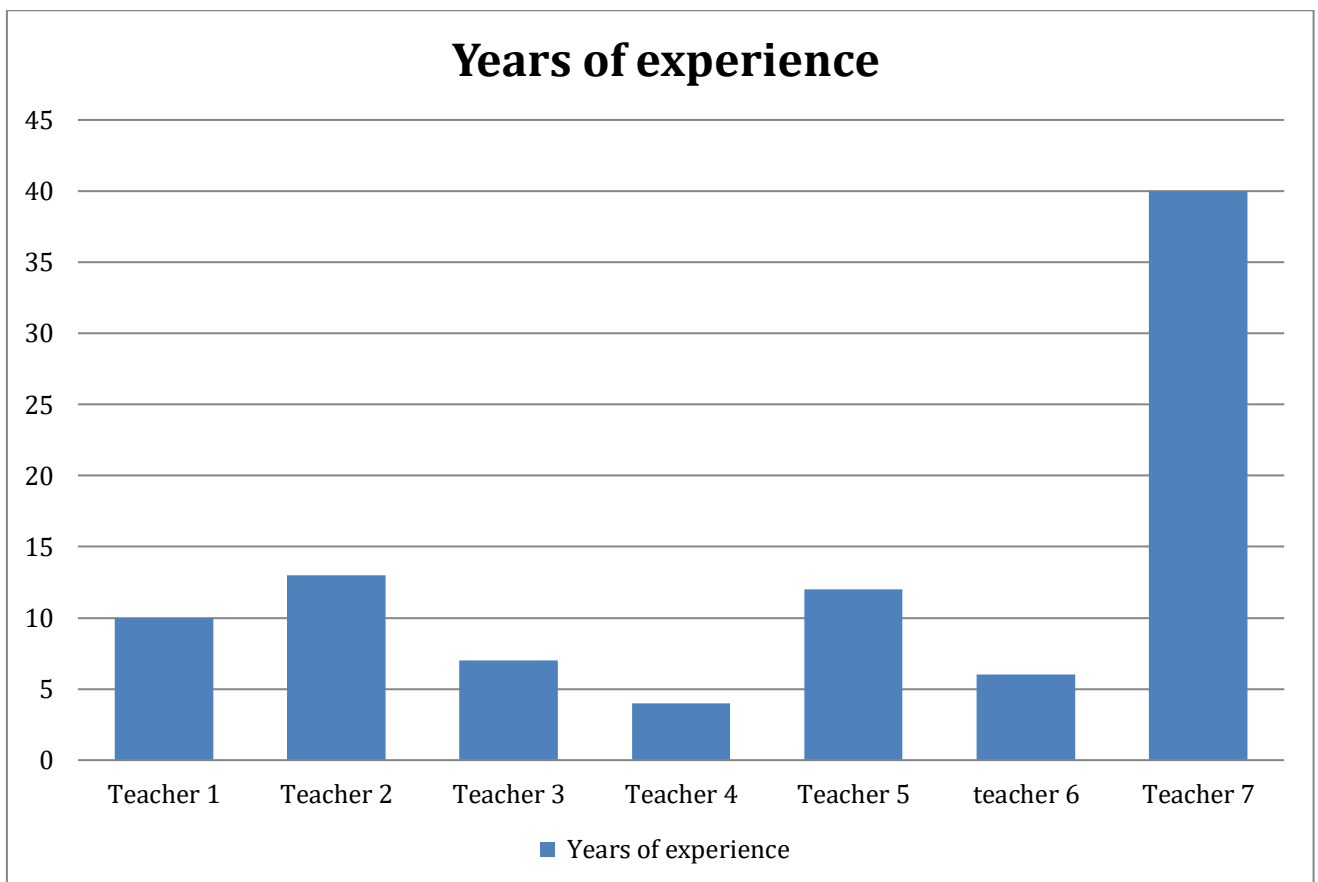
Years of experience

Figure 2.1 Teachers' teaching experience

Question 02 Teachers were asked whether they use French vocabulary inside the EFL classroom.

❖ 57% of teachers said yes

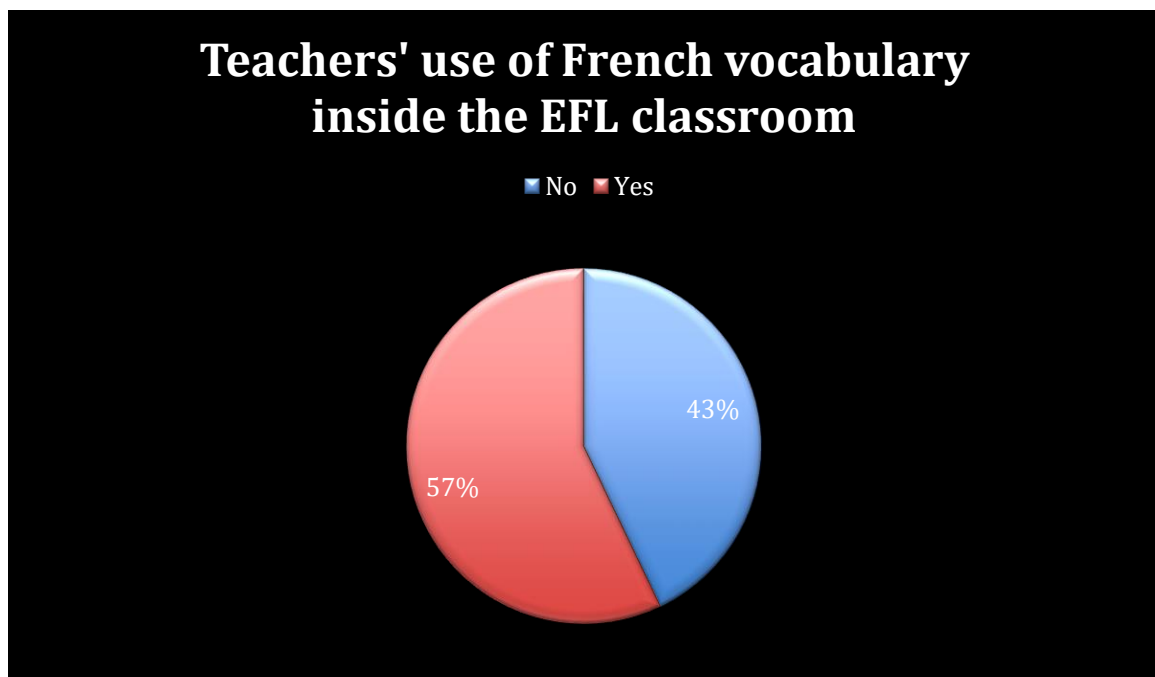❖ 43% of teachers said no

The following figure will show the results:

Figure 2.2 Teachers' use of French vocabulary inside the EFL classroom

Question 03 Teachers was asked about if they allow to their students to use French

vocabulary in the EFL speaking courses.

❖ 57% of teachers said yes

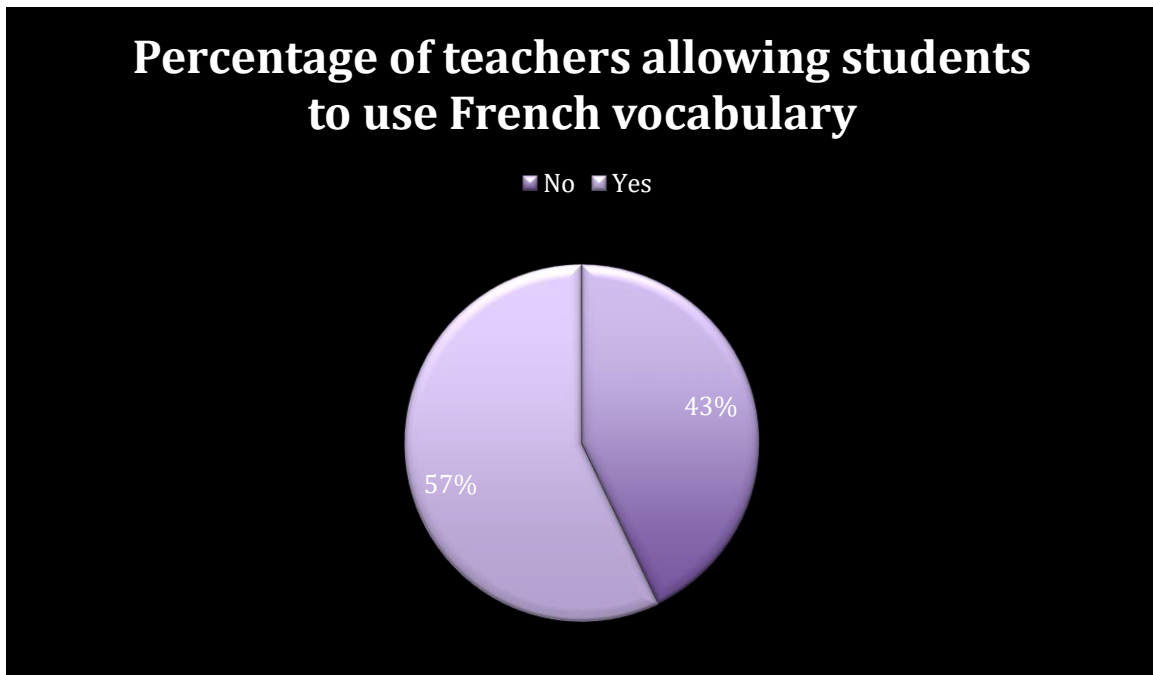❖ 43% of teachers said no

The following figure will show the results:

Figure 2.3 Percentage of teachers allowing students to use French vocabulary

Question 04 Teachers were asked to explain why EFL students tend to use French in class rather than English.

- ❖ Teacher 01 said:" They have spent more time learning it and they are more exposed to the French language outside of the classroom".

- ❖ Teacher 02 said:" Not really, just few of them do, and this must be resulted from their previous experience with language learning (French)".

- ❖ Teacher 03 said:" Because of its influence on everyday language, French is almost a second language in Algeria".

- ❖ Teacher 04 said:" They rarely use it".

- ❖ Teacher 05 said:" Due to the influence of French on students' mother tongue".

❖ Teacher 06 said:" in my classes they do not. But since English and French meet up in about 80% of vocabularies it is good to encourage them doing so from time to time".

❖ Teacher 07 said:" Only a small number among them tend to use French words".

Question 05 Teachers were asked about their opinion about if French vocabulary can be used to support EFL students in speaking courses.

❖ 100% of teachers said yes.

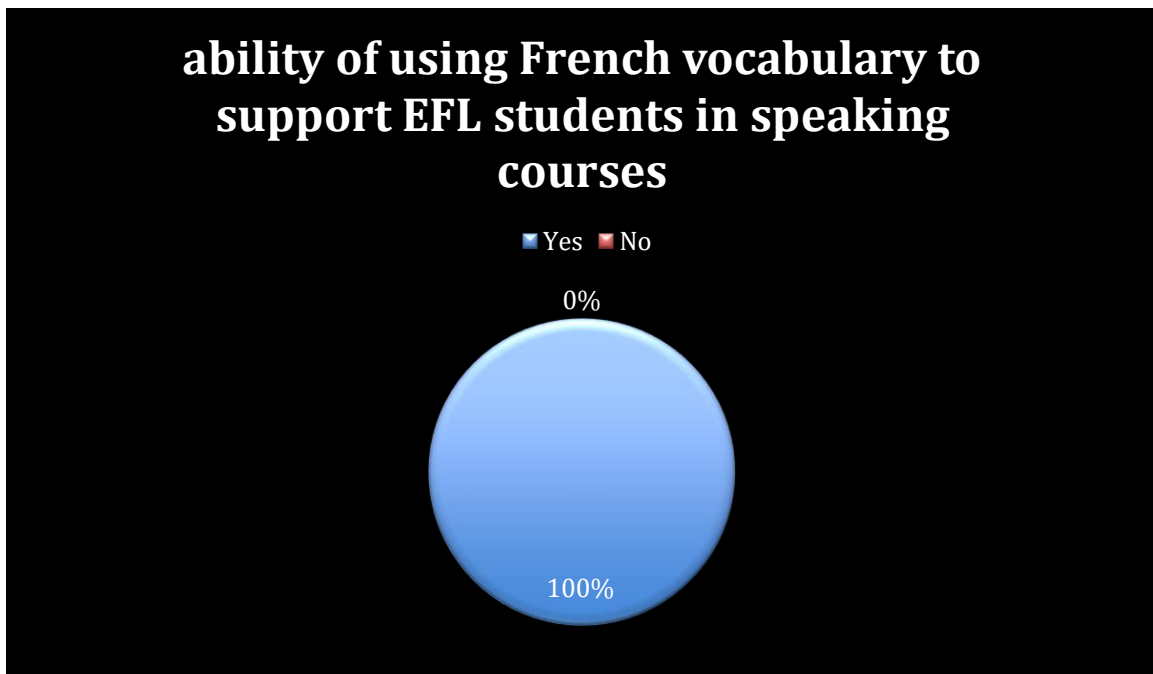❖ 0% of teachers said no.

The following figure will show the results:

Figure 2.4 Ability of using French vocabulary to support EFL students in speaking courses

Teachers' justification about question 5 answers:

❖ Teacher 01 said:" It is closer to English than Arabic".

❖ Teacher 02 said:" Yes, perhaps it works best for communication i.e. for solving certain communicative problems (not being able to find the right word in English, or being afraid of mispronouncing an English word, so you use it's French equivalent)".

❖ Teacher 03 said:" Many words seem close in their structure and meanings compared to English + large knowledge of French vocabulary".

❖ Teacher 04 said:" For etymological reasons and for meaning approximation".

❖ Teacher 05 said:" Sometimes, translating words into French can help students understand the words better because they are familiar with the words in French, although I believe that translation is the last resort when explaining vocabulary".

❖ Teacher 06 said:" English and French meet up in about 80% of vocabularies and many French words are somehow familiar in terms of daily use and exist in English".

❖ Teacher 07 said:" There are too many similarities, and many borrowings in both directions (from French to English and vice versa). English borrows old/classic French words, whereas French borrows more modern concepts. False friends can also be an interesting vocabulary learning aspect".

Question 06 Teachers were asked about their opinion towards the influence of French vocabulary on EFL learners' speaking.

❖ 14% of teachers said that there is no influence.

❖ 29% of teachers said that there is a big influence.

❖ 57% of teachers said that there is a little influence.
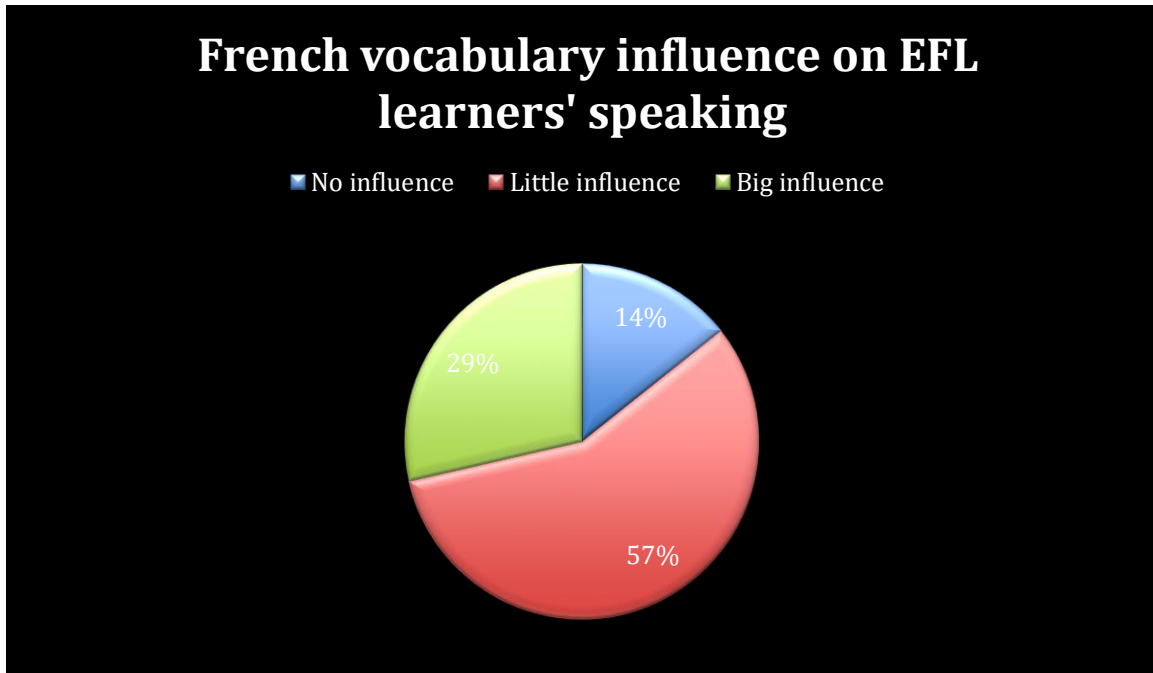
The following figure will show the results:

Figure 2.5 French vocabulary influence on EFL learners' speaking

Question 07 Teachers were asked about the differences between students who came

from different branches of secondary school when it comes to using French vocabulary in

speaking.

❖ Teacher 01 said:" It might be noticeable but not too much".

❖ Teacher 02 said:" Not really, it rather depends on their personal linguistic

repertoire generated at home, school, community and so on). So, the educational

background is a part of this influence".

- ❖ Teacher 03 said:" May be for language field of study because of their interest in foreign languages overall".

- ❖ Teacher 04 said:" Yes, absolutely".

- ❖ Teacher 05 said:" I do not think so. It actually depends on the students' social background".

- ❖ Teacher 06 said:" yes".

- ❖ Teacher 07 said:" Certainly, students coming from the Language branch would gravitate toward using/mixing more French with English. It also depends on whether French is regularly used in one's immediate sociocultural environment".

The following figure will show the results:

Teachers' opinion about the difference between students from different secondary school branches.

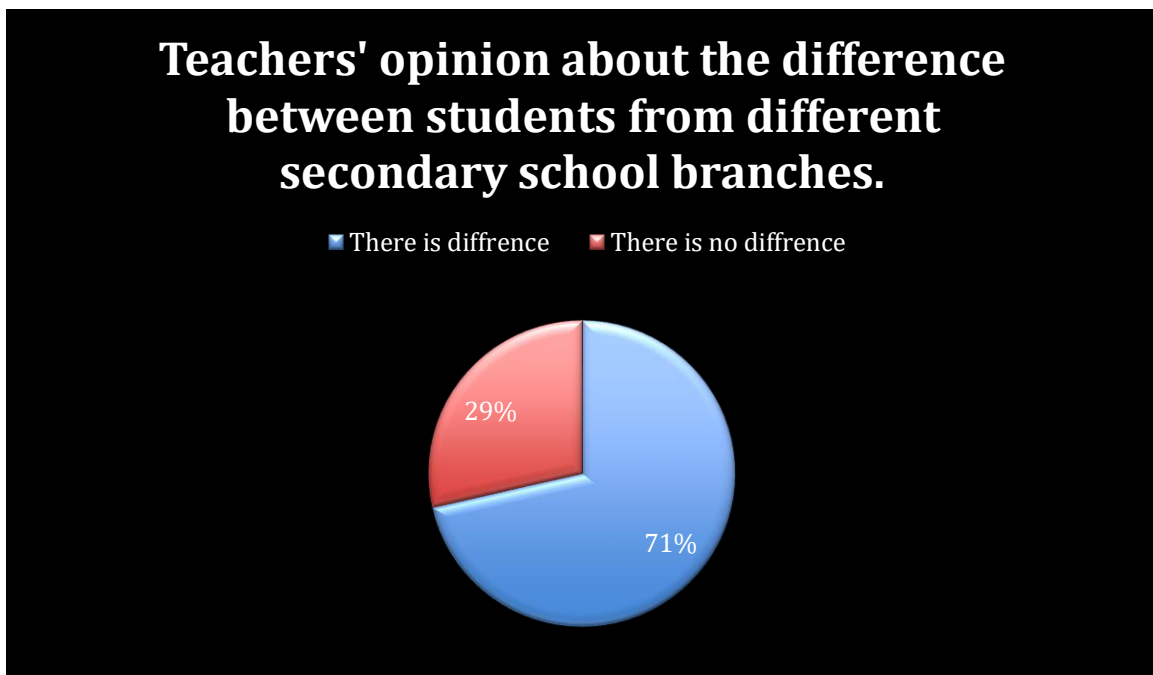■ There is diffrence   ■ There is no diffrence

29%

71%

Figure 2.6 Teachers' opinion about the difference between students from different secondary school branches.

Question 08 teachers were asked to know the nature of the EFL learners' weaknesses observed in speaking.

❖ 28% of teachers said that they have problems with grammar and vocabulary.

❖ 29% of teachers said that they have problems with fluency and accuracy.

❖ 43% of them said that they have problems with the lack of practice.
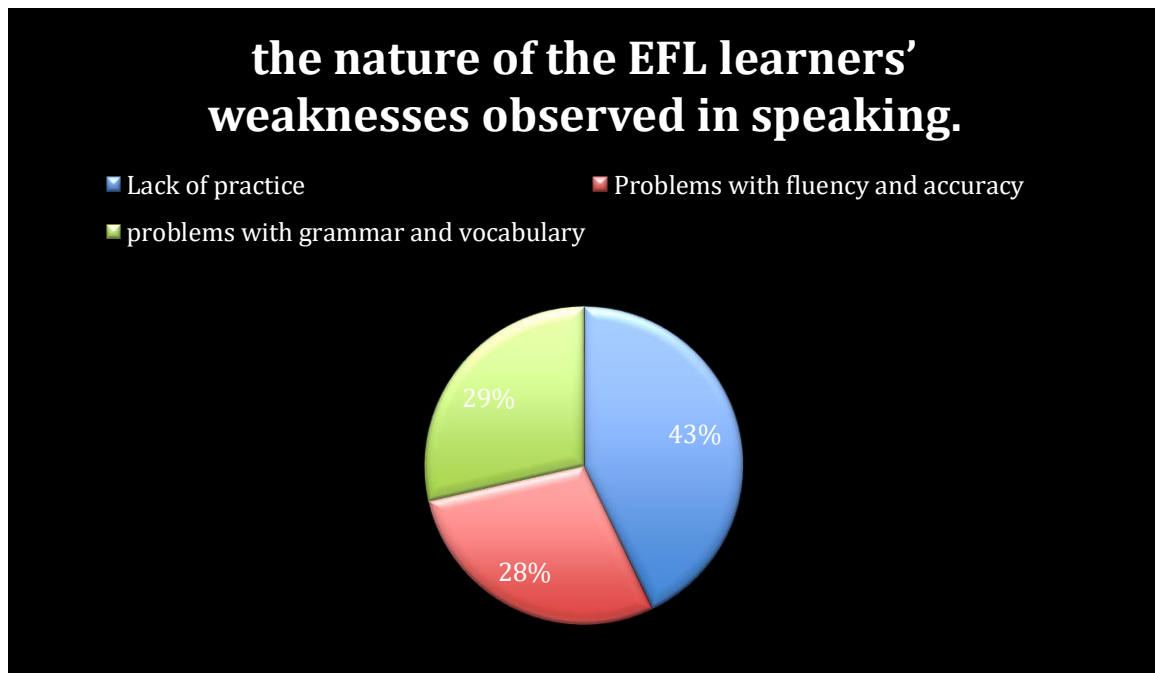
The following figure will show the results:

Figure 2.7 The nature of the EFL learners' weaknesses observed in speaking.

2.5.2 Students' questionnaire analysis

The results are carefully investigated. The purpose of this analysis is to get a better understanding of how EFL students are impacted and how they manage to use French vocabulary in speaking courses.

Question 01 Students asked about the percentage of using French vocabulary from the teachers inside the classroom.

- ❖ 7 Students said teachers use French vocabulary about 0% in the class.
- ❖ 20 Students said teachers use French vocabulary about 25% in the class.
- ❖ 2 Students said teachers use French vocabulary about 50% in the class.
- ❖ 1 Student said teachers use French vocabulary about 75% in the class.
- ❖ 0 Students said teachers use French vocabulary about 100% in the class.

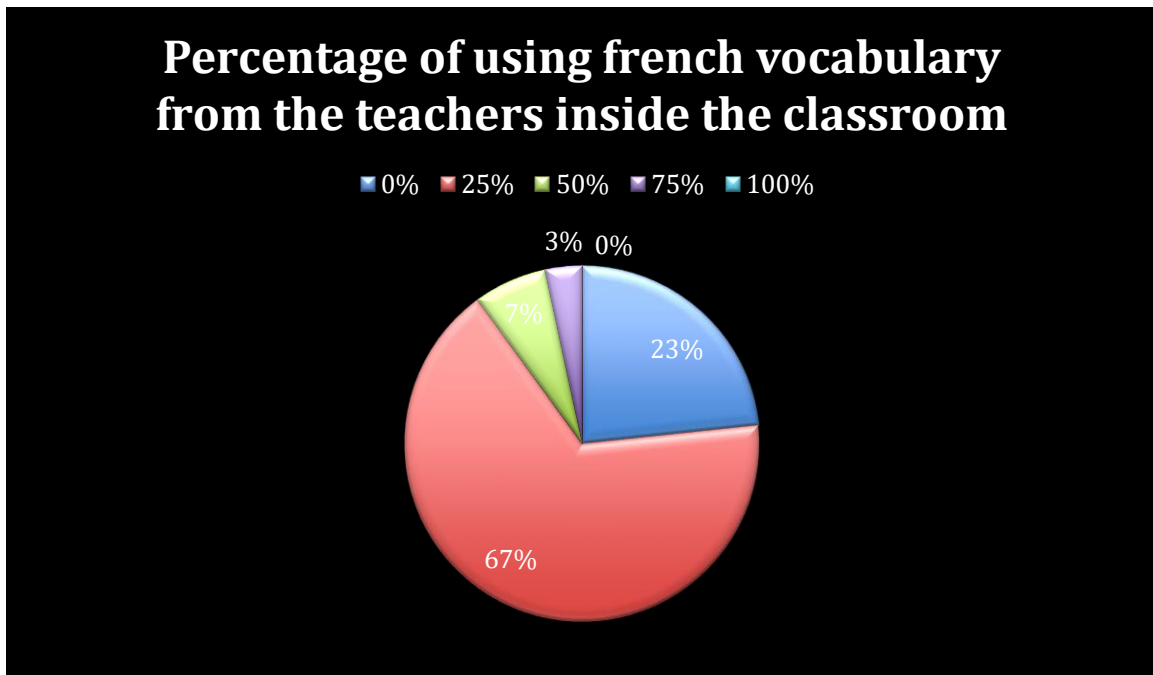The following figure will show the results:

Figure 2.8 Percentage of using French vocabulary from teachers inside classroom.

Question 02 Students were asked about their opinion about using French vocabulary

inside EFL classroom.

❖ 47% of students were against.

❖ 43% of students were with

❖ 10% of students were with and against.

The following figure will show the results:

Students opinion about the use of French vocabulary in EFL classrooms

■ Against   ■ With   ■ With and Against
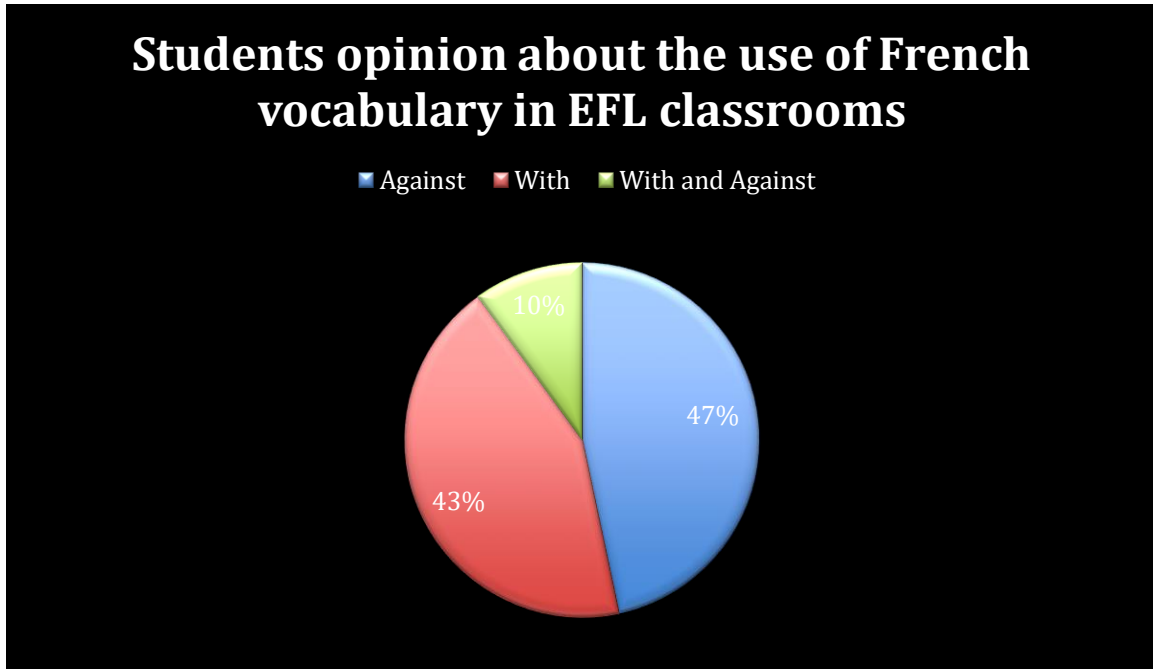
10%
47%
43%

Figure 2.9 Students opinion about the use of French vocabulary in EFL classrooms.

Question 03 Students were asked whether they are capable to understand English without the use of French.

- ❖ 13% of students said no.

- ❖ 87% of students said yes.

The following figure will show the results:

Figure 2.10 Students' ability of understanding English without the use of French

Question 04 Students were asked about where they practice English more.

❖ 20% of students said they practice English in the classroom only.

❖ 10% of students said they practice English outside the classroom.

❖ 70% of students said they practice English everywhere.

The following figure will show the results:
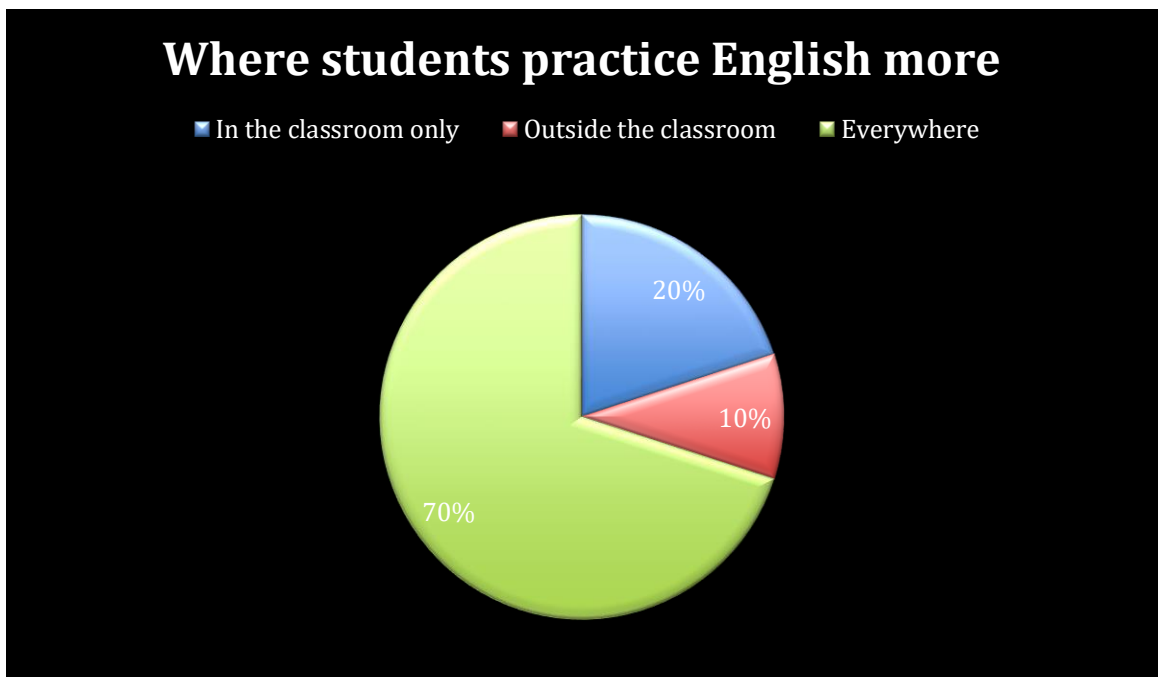
Figure 2.11 Where students practice English more

Question 05 Students were asked about where they use French vocabulary.

❖ 13% of students said that they use French vocabulary inside EFL classroom.

❖ 87% of students said that they use French vocabulary outside EFL classroom.

The following figure will show the results:
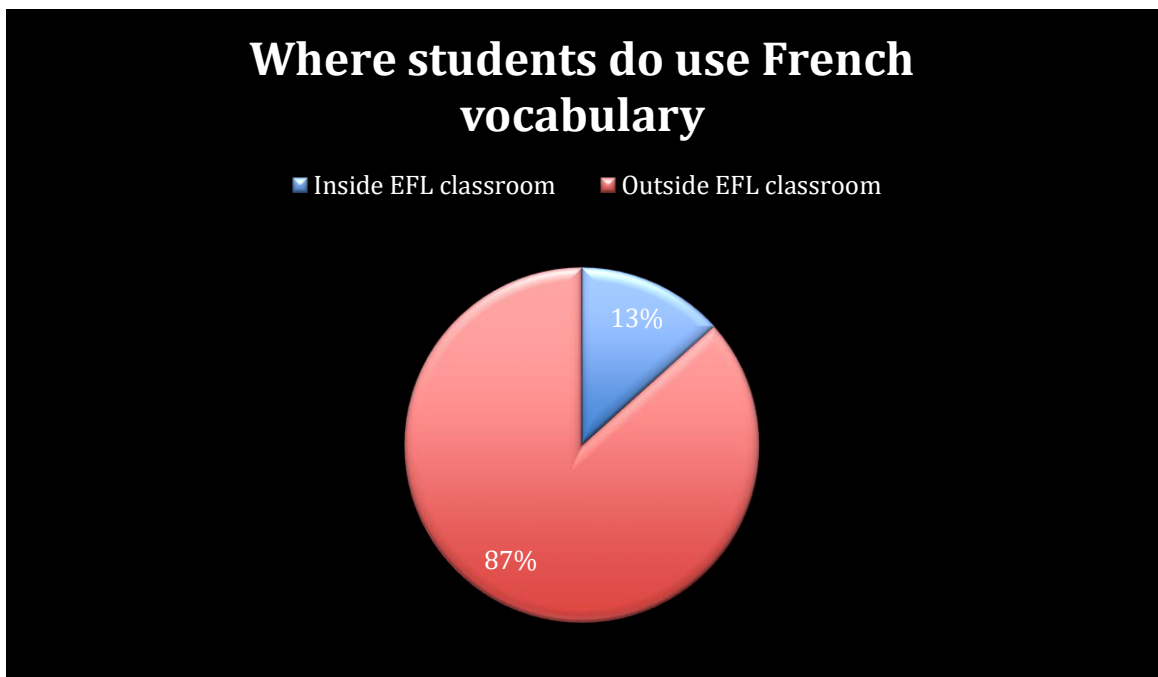
Figure 2.12 Where students do use French vocabulary.

Question 06 Students were asked about their branch in secondary school.

- ❖ 44% of students were in the science branch.

- ❖ 13% of students were in the literature branch.

- ❖ 33% of students were in the foreign languages branch.

- ❖ 0% of students were in the economy branch.

- ❖ 10% of students were in mathematics branch.

The following figure will show the results:
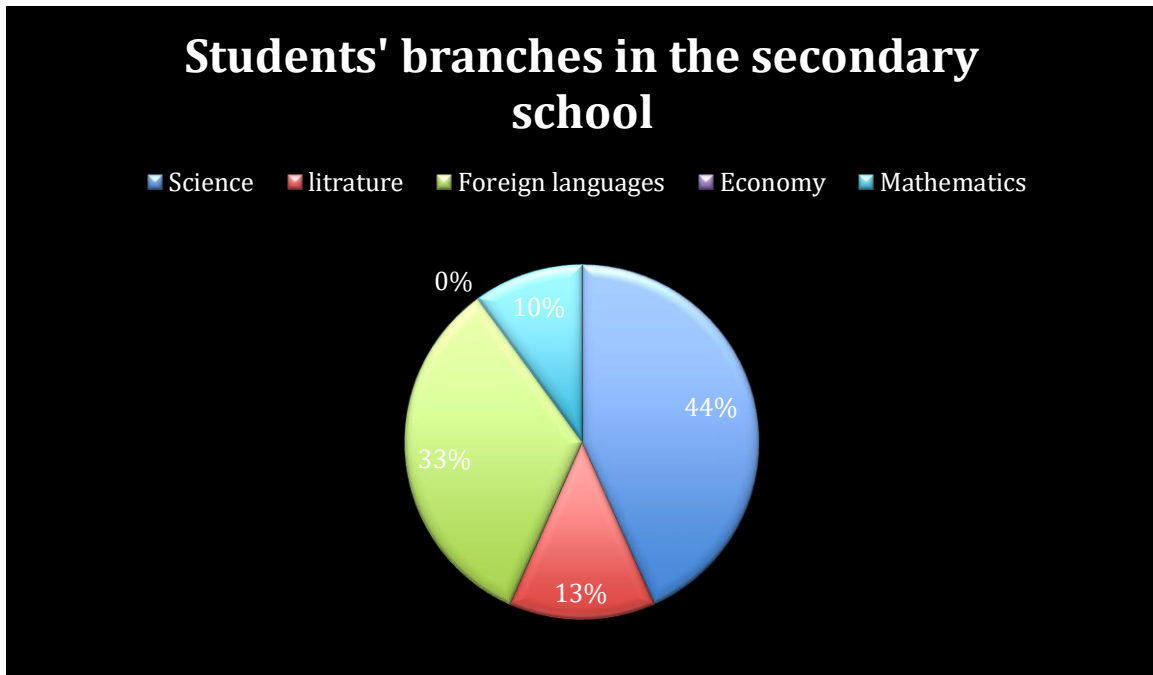
Figure 2.13 Students' branches in the secondary school.

Question 07 Students were asked about their opinion about if French vocabulary can help to understand and use English.

- ❖ 73% of students said yes.
- ❖ 27% of students said no.

The following figure will show the results:
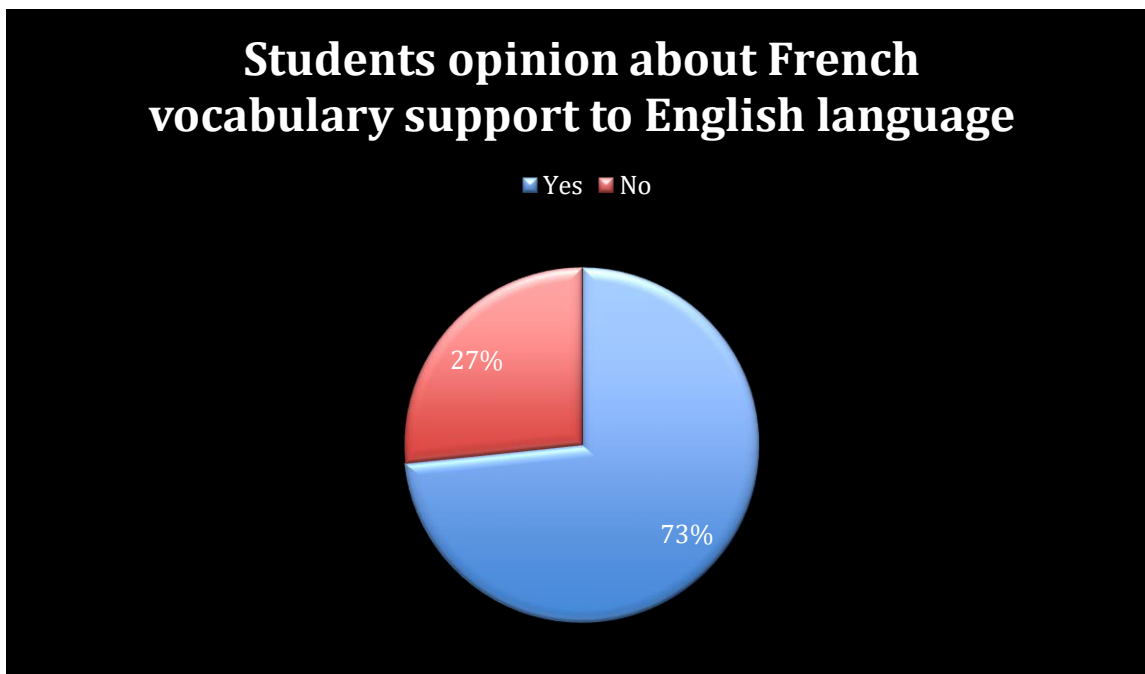
Figure 2.14 Students opinion about French vocabulary support to English language.

2.6 Data interpretation

Eight questions have been asked to 7 teachers via the first questionnaire. In the second questionnaire, seven questions have been administered to 30 first-year LMD students, at the University of Biskra. From the data analysis, the researcher may conclude the findings as follow:

1. In Algeria, French would be regarded as a significant tool for teaching and learning English; bilingualism can be beneficial at any level and in any setting. From the

first and fifth questions of the students' questionnaire and the second question from the teachers' questionnaire, In EFL classrooms and courses, French is still gaining traction. 57% of teachers and 13% of students use French vocabulary inside EFL classes.

2. The slight usefulness and influence of French can be noticed in the third question of the questionnaire given to the students. In fact, 13% of students are unable to understand English without using French vocabulary. Furthermore, according to the third question in the questionnaire administered to teachers, 57 % of teachers believe that using French is beneficial to students, so they allow them to use French vocabulary in EFL English speaking courses. Whereas 43% of teachers do not allow their students to use French vocabulary. Based on these findings, it is recommended that if French is used in EFL classes, it should be organized, whereas English should be exploited to its full potential in the teaching and learning of English as the target language.

3. there is a big difference between students who came from different branches in the use of French vocabulary in speaking English in EFL classrooms, in the seventh question of a questionnaire given to teachers, 71% of teachers said that there is a difference. as one of the teachers answered: "Certainly, students coming from the Language branch would gravitate toward using/mixing more French with English. It also depends on whether French is regularly used in one's immediate socio-cultural environment".

4. French vocabulary should be used regularly in EFL classes due to The results found from the third question of the teachers' questionnaire and the second question of the students' questionnaire. 57% of teachers and 43% of students are with the use of

French vocabulary inside the EFL classroom. On the other hand, 43% of teachers and 47% of students are against the use of French vocabulary inside the EFL classrooms. While 10% of students are with and against at the same time according to each student's personal interpretation.

5. Answers to question 07 of the students' questionnaire and answers to question n°05 in the teachers' questionnaire reveal that: 73% of students and 100% of teachers agree on the fact that French is helpful, while 27% of students and 0% of teachers do not agree on the fact that French is helpful in EFL classroom assuming that teaching/learning English in Algeria must be only through the target language. Based on these results, it would be beneficial to use French vocabulary to support the teaching and learning to speak English. At the beginning of this research, it was suggested that:

3. French influences English in Algeria in terms of using its vocabulary in speaking English.
4. French vocabulary helps first-year students in speaking English directly and indirectly.

2.7 Conclusion

This research is a descriptive study. It is an investigation into students' and teachers" attitudes towards the use of French vocabulary in speaking inside the EFL classroom. As a result, this chapter discusses the impact of French vocabulary on learning and teaching to speak English.

Thirty EFL students in the first-year Licence were involved in this study in addition to seven teachers. Students were approached through the questionnaire and the same for the teachers. For a better investigation of the hypotheses, the mixed method was used during the data collection process through the use of two questionnaires with open-ended and close-ended questions. Results gained were analyzed and interpreted quantitatively.

Finally, the presented results reveal that both teachers and students who took part in this investigation showed a good attitude toward the usefulness and benefits of using French as pedagogical support in EFL classrooms.

General Conclusion

The strong influence of the French language has greatly changed the English language throughout its history. As a result of this connection, the French and English languages are characterized by a certain number of differences and at the same time share many similarities at different levels. In this study, the researcher focused on the vocabulary level which has a direct impact on this study. From this point, whether through differences or similarities, this research attempts to show and discuss the importance and usefulness of the French language in the process of teaching and learning English as a foreign language in Algeria.

In accordance with the specific objectives of the current study, the researcher put forward a number of hypotheses under investigation. First of all, the researcher examined the evident influence of French vocabulary on speaking English and assessed to what degree this impact on speaking English could be beneficial. Second, the researcher believes that the use of French vocabulary in EFL classrooms is useful to support the teaching-learning process in Algeria.

The framework of this study consists of two chapters. the first chapter was about the linguistic situation in Algeria, the status of French and English in the Algerian society, and its educational system. Also, a comparison between these two languages in the vocabulary was made to explore their similarities and distinctions. The second chapter includes the analysis and the interpretation of data collected through two questionnaires one for teachers and the other one for students to provide a deep insight into the problem which has been examined. In order to address the research questions of this study, while

collecting data thirty first-year students were contributed to a questionnaire, as a case of study, and seven teachers participated in the second questionnaire at the English department belonging to the University of Biskra.

The results obtained from both participants in the second chapter of this study confirmed the hypothesis mentioned at the beginning of this work which reveals the effect of the French language on English, and in what way this influence could be beneficial to support the EFL teaching-learning process in the Algerian universities.

Like any other study, this study has its limitations, therefore this study found difficulty in getting a sufficient sample size whether with students or teachers. Also, time was limited especially in the second semester to get enough answers. Despite all of these limitations, valuable answers were given from both teachers and students which has been good support for this research.

This research was dedicated to discovering and describing the effect of French vocabulary on speaking English in the EFL classes, and this research clarified many results that indicate that the French language and its vocabulary remain in use in EFL classes, especially by teachers to a greater extent, and the results of this descriptive research will allow raising many questions that will benefit future researchers. French is still the dominant language in Algerian society, and from it, we must take advantage of this prominence in using it within the EFL classes to facilitate the student's cognition inside the classroom, and from it, there will be several questions that open the door to scientific research one of this questions is how to implement this approach in order to take full advantage of the French language.

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Appendices

Appendix 01

6/23/22, 12:04 AM Teachers' questionnaire

Teachers' questionnaire

Dear teachers, you are kindly asked to answer the following questions to fulfill my study

about the impact of French vocabulary on teaching and learning to speak English. Be sure

that your answers will just be used for academic purposes for my master's dissertation.

Thank you and I appreciate your time and consideration.

1.How long have you been teaching English?

……

……

………

3. Do you use French vocabulary inside the EFL classroom?

Mark only one box.

Yes [ ]

No [ ]

3.Do you allow your students to use French vocabulary in the EFL speaking courses?

Mark only one box.

Yes [ ]

No [ ]

4. Can you explain why EFL students tend to use French in class rather than English?

……

……

……..

5. Do you think that French vocabulary can be used to support EFL students in speaking

courses?

Mark only one box.

Yes ☐

No ☐

Why?

……

…………………………………………………………..

6. How much would french vocabulary influence EFL learners' speaking?

Mark only one box.

No influence ☐

Little influence ☐

Big influence ☐

7. Do you think that there are differences between students who came from different branches of secondary school when it comes to using French vocabulary in speaking?

………

……………………………………………………………

8. What is your observation about the nature of EFL students' weaknesses in speaking?

………

…………………………………………………………..

Thank you for your time and consideration.

Appendix 2

6/23/22, 12:05 AM Students' questionnaire about the impact of French vocabulary on

teaching and learning to speak English

Students' questionnaire about the impact of French vocabulary on teaching and learning to speak English

Dear students, you are kindly asked to answer this questionnaire for the fulfillment of my master's dissertation with meaningful answers about "the impact of French vocabulary on teaching and learning to speak English". Be sure that your answers and all the information you provide stay anonymous and serve only my research purposes. The candidate: Anouar Zekri Supervised by : Madam Asma Kacha Academic year: 2021/2022

1. What is the percentage of using French vocabulary from the teachers inside the classroom?

Mark only one box.

0% ☐

25% ☐

50% ☐

75% ☐

100% ☐

2.Are you for or against the use of French vocabulary in EFL classrooms? And why?

……

……

………

3.Are you capable to understand English without the use of French?

Mark only one box.

Yes ☐

No ☐

4.Where do you practice English?

Mark only one box.

In the classroom only ☐

Outside the classroom ☐

Everywhere ☐

5.Where do you use French?

Mark only one box.

Inside EFL classroom ☐

Outside EFL classroom ☐

6.What was your study branch in secondary school?

Mark only one box.

Science ☐

Literature ☐

☐

Foreign languages

Economy ☐

Mathematics ☐

7. Do you think that French vocabulary help you to understand and use English?

Mark only one box.

Yes ☐

No ☐

Thank you for your collaboration, time, and effort.

الملخص

هذه الدراسة هي تحقيق في مجال تدريس وتعلم اللغة الإنجليزية في الجزائر ، وقد تم إجراء تقييم لأهمية المفردات الفرنسية في تعلم وتعليم التحدث باللغة الإنجليزية. وبالتالي فإن الهدف العام لهذه الدراسة الوصفية هو استكشاف فوائد المفردات الفرنسية في فصول اللغة الإنجليزية كلغة أجنبية واستكشاف مواقف المعلمين والطلاب تجاه استخدام هذه الأداة التربوية. لا ينبغي فقط على طلاب ومعلمي اللغة الإنجليزية كلغة أجنبية الاستفادة من ثنائية اللغة هذه ، ولكن يجب على جميع الجزائريين أن يستفيدوا من هذه الثنائية اللغوية ، فقد كانت هذه ثنائية اللغة جزءًا من مجتمع الكلام الجزائري منذ عقود. ونتيجة لذلك ، شارك ثلاثون طالبًا في الاستبيان الأول ، بينما تمت إدارة استبيان آخر لسبعة معلمين في جامعة بسكرة. بناءً على البيانات التي تم تحليلها وتفسيرها ، يتضح تأثير المفردات الفرنسية على التدريس وتعلم مهارات التحدث باللغة الإنجليزية ، لا يزال المعلمون في جامعة بسكرة يستخدمون المفردات الفرنسية في التدريس. وجد الطلاب أيضًا أن استخدام المفردات الفرنسية في فصول اللغة الإنجليزية كلغة أجنبية يسهل عملية التعلم لأن اللغة الفرنسية أكثر شيوعًا بالنسبة لهم في حياتهم اليومية. في الختام ، سيقدم الباحث توصيات لمزيد من الدراسات لتسهيل تعلم وتدريس التحدث في فصول اللغة الإنجليزية كلغة أجنبية.