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THE INFLUENCE OF FRENCH ON ENGLICH FOREIGN LEARNERS' VOCABULARY
CASE: A2 and B1 Students of the Intensive Center of Languages at Biskra University (Chetma)

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Dedication

I dedicate this dissertation to my adorable and affectionate family,

I am deeply grateful to my parents for their love, patience, confidence, and their financial support through the many years of my education.

To my dear brothers Nadjib and Saber

To my dearest sisters Fayza and Nadjet

To my dear cousin Salsabil

To my best friend, and my soul Layla for being with me from the beginning till the end I will never forget her support

My endless thanks to you all

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I am very thankful also to the teachers and learners who participated in this study for providing me the required data; in fact without their help this work could not have been done.

Abstract

The aim of this study is to explore the views of teachers and learners' of English at Mohammed Khider Khider University of Biskra about the effect of using the French language in order to learn English. Therefore, we hypothesize that the French language influences positively the learners' English vocabulary. In order to test this hypothesis, a qualitative study was undertaken. 64 learners out of 103 learner from the Center for Intensive Teaching of Languages and 10 teachers from the Section of English represent the sample. Two data collection methods were used to gather data: two questionnaires submitted to teachers and learners and an interview for teachers only. Based on the results obtained previously, it was revealed that both learners and teachers agree on the use of French in learning English. However, teachers added another opinion on the present topic; they agree just in case of necessity. This means that the use of the French language in English classes requires to be used in some occasions. In conclusion, the current study showed that both teachers and learners have similar attitudes towards the use of French as a facilitator tool in learning the English language in general and acquiring many new words in particular. This proves the hypothesis formulated in this research.

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CELL: Center for Intensive Teaching of Languages

CLI: Cross-Linguistic Influence

CS: Code-Switching

EFL: English as a Foreign Language

ESL: English as a Second Language

i.e.: It Means

IL: Interlanguage

L1: First Language

L2: Second Language

L3: Third Language

MA: Monolingual Approach

OE: Old English

TL: Target Language

TLA: Third Language Acquisition

Q: Question

%: Percentage

General Introduction

Introduction

In the present research, the light will be shed on the influence of French on English foreign learners' vocabulary. It is worth mentioning that the important part in this study is to investigate in more details whether or not the use of French in English classes by both teachers and learners may facilitate English learning process and enhance learners' vocabulary. Additionally, using monolingual approach which neglected the use of previous language in learning or bilingual approach that allows using learners' language background at certain conditions was a controversy issue among researchers and teachers as well. In this context, rejecting to use the learners background knowledge and using monolingual approach may decrease learners' opportunity in achieving best result as well as it will difficulty the learning process. By the contrary, using bilingual approach will motivate learners and incorporate the learners' French language as a learning tool.

Statement of the Problem

Linguistic transfer has been a field of many studies. This could be related to the strength association between linguistic transfer and second language acquisition. Through the use of new applications of teaching approaches and methods in Algerian institutions, that able to achieve an advanced level in teaching English as a foreign language. Besides the important status of French in the Algeria society, English has performed a prime class due to its expansion. Hence, it would be necessarily for both teachers and learners to take advantage of the bilingualism existing in Algeria. However, to use or not to use this method was a controversial issue among teachers and learners. In other words, whether using the monolingual approach that considers integrating learners' background knowledge is an obstruction for learning and teaching process is beneficial, or using the bilingual approach that supports the use of previous knowledge and see it as a favourable tool for facilitating learning process.

Since we observed that the French background knowledge has a great impact on learning English as foreign language, hence the main problem is to consider that whether the use of French on English classes is as a facilitating or a debilitating instrument. That is to say, the influence of French on English foreign learners' vocabulary has a positive or a negative effect on learners and teachers as well.

Consequently, through the use of the French language in the classroom whenever it is possible may assist the EFL teaching/learning vocabulary, because of some of language characteristics they share. The current study deals with the following problematic: **in what ways may French influence learners' English vocabulary in Biskra University?**

Aims of the Study

The aim of the presented study is to investigate the effect of French language on enhancing English learners' vocabulary of A2 and B1 learners of the Center for Intensive Teaching of Languages (hancefore called CEIL) at "Chetma", as well as examine teachers' beliefs and attitudes of Mohammed Khider Biskra University concerning the use of French in teaching and learning the English language. In addition, to clarify whether or not the use of French as a facilitator tool is beneficial for English learning or it will obstruct the learning process. The current study aims at:

1- Exploring how EFL learner's vocabulary can be affected by the use of French.
2- Spotting the light on language transfer that should be taken into account in the learning process of English, and to determine whether learner's benefit from it positively or negatively.
3- Determining how the use of French language as an alternative teaching tool may help EFL learner's comprehension.

Research Questions

The following research questions are formulated:

1- What is the influence of French on English vocabulary among learners ?
2- How can the use of French in EFL classroom affect learners' vocabulary mastery?

Hypothesis

This study is directed by two main hypotheses:

1- French affects positively English learners' vocabulary in the classroom.
2- The use of French in EFL classroom may help learners' vocabulary achievement.

Research Methodology

Method and Data Gathering Tools

We opted for the mixed-method approach (descriptive / exploratory method) due to the nature of the research topic. In other words it is a qualitative study, which explores and describes a real-life situation through providing the observable fact as it occurs in the class.

An Interview and a questionnaire were used as the main data collection methods for the current study in order to test the hypothesis

Population and Sample

The population of the study was students from A2 and B1 level of a total population of 103 learners, and teachers from the English division at Biskra University. Out of 16 groups, we selected randomly 6 groups. The population was chosen with a mixed of age and level of education.

Student Sample

64 students were surveyed from the total population of 103 English students at the CELL "Chetma University", who have been studying at least 9 years of French language as a first foreign language. This indicator may serve as an expectation to deal with the language interference manifestation.

Teachers Sample

The English languages teachers who are recently teaching EFL in the branch of foreign languages at Biskra University are also concerned with this study. 10 teachers were selected among them. This sample was limited to teachers of linguistic, writing expression, language mastery, theme and version, learning theories, literature and methodology modules and a semi-structured interview to teachers of social and humanities, grammar, and oral expression modules. They were selected due to their long experience in teaching English.

Structure of the Dissertation

The present dissertation is organized into three chapters; the first two chapters are concerned with the theoretical background of the research topic. The last chapter is a practical framework devoted for a questionnaire and an interview analysis.

The first chapter is the theoretical overview about the history of French and English in the Algerian educational system; the most important elements that will be presented are the divers aspects of language interference linked to the approaches of using the second language. The second chapter is gives a general information about the English vocabulary. Additionally, the similarities and the differences between French, English linguistic systems and vocabulary will be also mentioned.

The last chapter is mainly devoted to confirm or disconfirm the hypothesis via questionnaire submitted for both teachers and learners, in order to recognize how and when the interference of language vocabulary occurs and its effects on learners' performance. In addition to a semi-structured interview for teachers will provide a deep understanding of how learners may benefit from the French use in the English language to acquire more vocabulary. Besides is will also draw a conclusion and some pedagogical recommendations.

CHAPTER ONE

French and English Foreign Language Learning

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Introduction

French is considered as a first foreign language for Algerian people, based on the historical background in addition to the social traditions that existed in Algeria over the years. This reason puts the French language in the first place in the teaching and learning process over other languages. This chapter will deal with language interference, interlanguage, cross-linguistic influence, as well as the use of French in English classes. Then it will end up with teacher's reasons for using French in teaching / learning English.

1.   French English history

The English language has undergone some foreign influences. The most important ones are those influences of Latin, Scandinavian, and French. When the Normans invaded Britain in 1066, French became the dominant language (language of court, church and the nobility) nevertheless the rest of the country spoke versions of English. Ager (2012) points out that during the era when Norman French was the authoritative language, English was rarely used in writing and started to change in many ways. At the same time Norman French become Anglo-Norman as it was itself affected by English.

Norman French became the language of the English court and clergy as well as language of royals and power. Anglo-Norman was a French dialect that had significant Germanic influences; history shows that there was a kind of linguistic class division, where the lower classes spoke English and the upper classes spoke French. In the 14th century English became dominant in Britain again, but with many French words included. This language is called Middle English.

Table 1.1 represents the Middle English chronology from (c1150 to c1400) where the French invasion took place:

c1150	Earliest surviving manuscripts in Middle English	Middle English
1348	English replaces Latin as the language of instruction in most schools	
1362	English replaces French as the language of law. English is used in Parliament for the first time	
c1388	Chaucer starts writing *The Canterbury Tales*	
c1400	The Great Vowel Shift begins	

Table 1.1 Middle English chorology **(**English Club (1997, n.p): History of English)

That table shows what the Normans Empire changed in English through subsisting codexes. The Latin language became the language of instructions, therefore, French proved to be the language of law in addition to the creation in writing of tales as well as the beginning of the Great Vowel Shift which was first discovered by Otto Jespersen.

In the centuries after the Norman Conquest, French became the language of power and prestige and left its lead on the English language, this latter remained the means of communication among the greatest part of the population.

Furthermore, Gelderen (2014) presented the percentage of English words origins in his "A history of the English language" in the following table:

Old English	French	Latin	Germanic	Others
32%	45%	17%	4%	2%

Table 1.2 Percentage of English word origins (Gelderen (2014, p.5)

The table above shows the percentage of the origin of English words. English language has been immersed through: Old English, French, Latin, Germanic, and others. What is clearly noticed is the French rate that contains the biggest number

among the other. French spread its words into the English language approximately with 45%. This number indicates that English and French shared many words.

1.1   The Overspread of The French Language in The English Language

People are not able and do not want to eliminate all English words that are borrowed from French. Lepage (2017) in his report of "Lepage of Statistics Canada's Social and Aboriginal Statistics Division", claimed that English is a Germanic language; it is more than 60% French (p.1). Over half of the English language is made of "Latinate" words derived from Latin by way of French which was brought to England when "William the conqueror" conquered England and infused what was then called Anglo-Saxon. Some linguistics considered English a "Creole" or mixed language due to the tons of French words that existed in it. As an example the statistics of English-French bilingualism rate in Canada from 1961 to 2016:
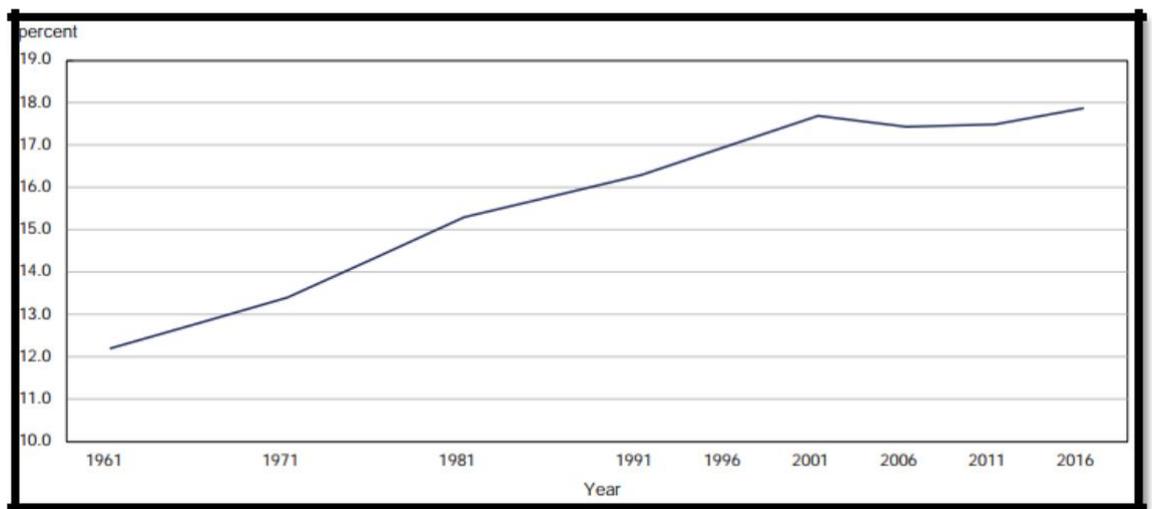
Figure 1.1 English-French bilingualism rate, Canada, 1961 to 2016 (Census of Population, 2016 of Canada 2017).

Between 2011 and 2016, the English–French bilingualism rate rose from 17.5% to 17.9%, an increase of 0.4 percentage points. This is the highest proportion ever for English–French bilingualism in Canadian history

2.   Diversity Languages in Algeria

Algeria is culturally and linguistically diverse. Various languages are spread in Algeria but the most dominate ones are: Arabic and Tamazight (Berber) which

considered as the native language. Tamazight contains many dialects such as: "Thamzabith, Thashelhith, Thaterguith, (languages of the north Algerian Sahara), "Chaouiya" and others. First foreign language French predominated in all Algeria's towns, in addition to the English language. According to Abid-Houcine (2007), the time where French is still omnipresent, English enjoys tremendous favor among Algerians.

2.1   French as a First Foreign Language in Algeria

The French colonisation (1830-1962) has deeply affected the linguistic and cultural aspects of the country .The contact between Arabic and the French language and culture has resulted from what it is known by bilingualism. French is widely spoken in the large cities in association with Algerian Arabic. This reason leads some Algerians to consider French as their mother tongue, since they learned it at an early stage before entering school.

This language could also be regarded as the co-official language of this country due to Algeria's colonization history. As a result, it is estimated that the majority of Algeria's population understands French; therefore, it is widely used in schools, government, and media. French was introduced in the country during the French occupation. Although the government has tried to stop the language, it is still widely used as well as widespread correspondingly to" the national charter of 1976", which clearly stated that "French language, so expended in use".

Algeria is considered as the second largest Francophone nation in regards to speakers; therefore, French was from the colonial power and became the "language of bureaucracy". In the same vein Calvet (1974) mentioned that:"Statically, Algeria is the most francophone country among the old colonies" (p119).

From the linguistic perspective, French has the position of a second language (L2) and from the political perspective it is considered as the first foreign language. Since it is required from primary school, it becomes important in different fields such as: government, administration, medicine, politics, law, education, trade and media.

2.2   English as a Second Foreign Language in Algeria

Although French is widely spread in Algeria, the Studies has shown that English has recently been gaining ground because of its international status and the improved

relations between Algeria and U.S. Berrabah (2007) says that "starting from 2004, Algerian students had to start studying French from second grade and English from seventh grade".

The Algerian authorities introduced English in the curriculum as the second foreign language. Due to the fact that English is considered an international language for communication and it is widely used all over the world, in addition to the globalization and the increasing of its power. English has spread so much faster than French in the post-colonial world, hence Berrabah (2005) predicted that English is likely to displace French in Algeria, since English is among other things more tolerant of varieties than French.

In Algeria, the power of this language and its spread is clearly noticeable. In fact, it is the most important foreign language taught after French. In the same vein, Estliden (2017) claimed that English is the international language used for wider communication to an extent that no other language can be compared (p.17). The English language has reached the status of "language of wild communication" because of its global spread. This spread made English known as "lingua-franca" all over the world. Thus, English is brought into the educational system to break ice between cultural, scientific, economic, political and technological advancement. Thus, and as mentioned above, French is the first foreign language, whereas English is the second foreign language that people learn due to its wide speared.

3. Approaches Used by Bilinguals

Many studies have been conducted to analyse whether a teacher should use the bilingual approach or the monolingual approach but generally the monolingual approach has been criticized by many teachers as they find it practically impossible.

3.1 The Monolingual Approach

The term monolingual refers to the person who knows and uses only one language. This approach neglects the student's native language influence and cultural background, this is what Phillipson (1992, p.185) indicated about the monolingual approach (henceforth called MA) in saying that monolingual holds the teaching of English as a foreign or a second language should be entirely through the medium of English, in other

words, there is no possibility for including learner's first language. This approach suggests that a target language should be the only medium of instructions; in this vein Ekawati and Setyarini (2016) reported that English as a medium of instruction provides more exposure to English and more chances to acquire it (p.2). Similarly, Cook (2001, claims that a successful learning of L2 involves the separation and distinction between L1 and L2. For the sake of better results, using MA in classrooms encourage teachers and their learners to communicate in English in a formal setting (Ekawati and Setyarini, 2016, p.2).

From the same perspective, MA practioners have stated that translating L1 and L2 can be dangerous as it encourages the belief that there are 1 to 1 equivalents between the languages (ibid). It means that the overusing of L1 makes students believe that word for word translation is a useful technique. Consequently, learners will use it as a tool for transferring meaning in learning L_2 or L_3.

From a different perspective, a study by Schweers (1999) found that 88, 7% Spanish students studying English wanted to include L1 and their previous knowledge in their class. Lee's study (2012) does not explore the issue of teacher code-switching to learners' L1, but the findings showed that only less than 20% of the learners embraced MA wholeheartedly that the L1or previous cannot be completely left out in their learning process. The use of the previous language is still needed by L learners. It is likely that MA has brought out the negative attitudes for EFL students (ibid, p.3).

3.2 The Bilingual Approach

The most common definition for the term "bilingual" is the ability of obtaining knowledge and use more than one language by the individual or group of people. In this vein, Hamers and Blanc's (2000, p. 6) defined bilingualism as the psychological state of an individual who has access to more than one linguistic code as a means of social communication. Some studies support the use of previous language; especially those languages that share many features because it would be very beneficial for beginners, as they get pace in their learning the target language. Therefore, Auerbach (1993) mentioned that when the native language is used, researches and learners consistently report positive results.

On the other hand, Haugen (1953) defined bilinguals as individuals who are fluent in one language but who "can produce complete meaningful utterances in the other language" (p. 7), it is worth mentioning that saying "hello or good bay" in another language does not mean this person is a bilingual; he/she should be fluent in the second language. Moreover, Cenoz (2013) claimed that bilinguals are more experienced language learners and have potentially developed learning strategies to a larger extent than monolinguals (p.71).

According to Hinkel (2005) bilingual students use both languages to different degrees (p.7). This approach supports teachers make students understand the meaning of convinced words; therefore, the time which saved is applied in giving pattern practice to student, though an average teacher of English can teach over this approach without any intricate preparation (P. Santhosh and. K. Meenakshi (2015), p. 41347).

3.2.1 The Beneficial Effect of Bilingualism in Learning

Being in a multilingual setting aid many people to learn and use not one or two languages but three or more due to the several languages that take a part of everyday life. Cenoz (2013) stated that according to folk wisdom, the more languages a person knows, the easier it becomes to acquire an additional language (p.74). From this perspective, we can say that from learner's knowledge background of Arabic and especially French, they can easily acquire English as a third language. In agreement with the previous quotation, (Nation & McLaughlin 1986; McLaughlin & Nayak 1989; Nayak et al. 1990) elucidated that the laboratory studies with artificial linguistic systems in the 1980s and early 1990s also reported that multilingual learners demonstrated greater flexibility than monolinguals in the use of learning strategies.

Furthermore, some studies have been done by Swain and Lapkin (1982) and Swain et al (1990) in Canada concerning Bilingual Education Programmes. They compared the level of English proficiency attained by learners who had their native language [L1] and immigrant children who could speak French and another language and were learning English as L3. The results indicate that bilingual children obtained higher scores in the English tests than monolingual children. Thus when learner have for instance Arabic language as the first language (mother tongue) and French as the first foreign language

as well as the most similar language English; they can easily acquire the third language "English" and realise best results.

Additionally, (Cenoz, 2003, Sanz, 2000, and Hoffmann 2001) suggest that in the occasion of trilingual (a learner who acquires three languages or being in an environment where three languages are dominant and used such as: Arabic, French, and English) will be able to succeed in any linguistic and communicative setting as a result of its awareness and its linguistic treasure, as it in the following quotation:

> The experience of three different languages also results in further enhanced awareness of the analysis and control components of processing to enable the speaker make the right choices and respond in linguistically and communicatively adequate ways (Cenoz, 2003, p. 14).

Moreover, Cenoz (2003) declared that the majority of studies on general proficiency indicated a positive effect of bilingualism on third language acquisition especially if they were typologically related languages. Thus, the relation of similarity between French and English could be an effective arm for learners benefit.

3.2.2 Code-Switching

The phenomenon of language contact has been criticized from different perspective; among these phenomena the occurrence of code switching (henceforth called "CS"). The term code switching is broadly discussed and used in linguistics from different related fields. CS is used when the speakers of certain communities have more than one language to communicate with. This is what Bokamba (1989) assumed in saying that CS emphasizes a bilingual or multilingual speaker's use of language from one grammatical system to another, however CS cannot occur at certain point, it requires a certain level of fluency in the subordinate language, that is to say when a speaker alternates between two or more languages CS occurs.

As Paradis, Genesee, & Crago, (2011, p. 88) mentioned, CS is the use of elements from two languages in the same utterance or in the same stretch of conversation. This means that when learners face any difficulty in expressing his/her ides in the target language, he/ she could easily found an alternative by using some elements from the

previous language in order to be able to send the message as it should be. From this point of view Poplack (2004) also stated that CS is now widely accepted, though there is little consensus as to what they are or how they should be represented (p. 589). Henceforth, CS is accepted and used when a learner have a certain level of fluency in the languages he/she uses. In other words, if an English learners is already fluent in the French language, then switching from it to the English language will be successful and serves his/her situations need. However, some learners do not have that fluency; in that case a new phenomenon will raise called interlanguage.

4.   Interlanguage

This term was firstly adopted by Selinker(1972) from the word "interligual". It refers to the detachment of a second language learners system. This latter has a structurally intermediate status between the native and the target language learners. According to Ellis (1997), Interlanguage refers to "a systematic development of learner". In this sense, it is the language that reflecting a mental system of L2 knowledge. This term refers to the type of language produced by second- and foreign-language learners who are in the process of learning a new language. (Ringbom, 1987, Williams & Hammarberg, 1998, and Cenoz, 2001) stated that third language acquisition (henceforth called "TLA") provide evidence that prior L_2 knowledge can actually the source of influence when acquiring a new language. In case the French language is the L_2 it will influence the acquiring of the English language which is the L_3 correspondingly to our country, either in positive or negative way.

Since the language which the learner produces using these processes differs from both the mother tongue and the target language, it is sometimes called an interlanguage, or it is the result from the learner's interlanguage system or approximative system (Richard and Richard Schmidt, 2002 p.267). In other words, interlanguage is a term coined to cover all types of linguistic influences among learners of languages, it was introduced by Nemser (1974) as" The Approximative System" which may be differ from one learner to another because of many factors such as : proficiency ,level of communication, learning ability ,learning experience….

In this context, Scholars have considered interlanguage as a linguistics grammar bridge constructed by EFL learners who use L1 and /or other language learned

previously (L2) in order to learn the foreign language. It means that interlanguage has been regarded as a dynamic linguistics system that all FL learners developed but never reach full FL competence. Here are major strategies used by learners in creating interlanguage for the purpose of simplifying the foreign language learning:

4.1 Language Transfer

This term is also known as (linguistic interference, and cross meaning). It refers to the contact between two languages or more, or the ability of acquiring more than one language. This contact increases the effect between those languages on various aspects such as: phonetics, word-formation, syntax, semantics and so on. (Dulay, Burt, and Krashen, 1982), define interference as "the automatic transfer, due to habit, of the surface structure of the first language onto the surface of the target language". This report describes how speakers or writers apply knowledge from their previous language in learning another. By the same token Ellis (1994) refers to interference as "transfer", which advocates that transfer is "the influence that the learner's L1 exerts over the acquisition of an L2" (p.51). This quotation argues that transfer governed by learner's perceptions of what is transferable and by their grade of learning in the development of further languages. Odlin (1989) stressed that transfer is the influence of native and non-native knowledge or language in the acquisition of the new language and describes it as "the influence resulting from similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired (p.27).

This kind of influence appears either in speech or writing or both of them. In the Field of linguistics, this phenomenon is known by language interference, language Transfer, linguistic interference and cross meaning. It also occurs when a learner's primary language influences his/her progress in the second language. Therefore, it refers to speakers or writers applying knowledge from one language to another. In this case, Corder (cited in Richard 1967) mentioned one way in which interference can be recast as a learner strategy; he suggested that L1 learners may facilitate the development process of learning an L2, by facilitating the progress along the universal route when the L1 is similar to the L2 (p.19). Consequently, it means that learners can use their previous knowledge, only when it is able to provide help or when learners have to

become sufficiently proficient in the target language for the accessibility of the transfer. Actually language interference has been the subject of debate for a long time among linguists, researchers and EFL teachers.

The relationship between the two languages must be considered. Albert and Obler (1978) claimed that people show more lexical interference on similar items. Hence it may be applied on languages with more similar structures (e.g. English and French) are more responsive to mutual interference than languages with fewer similar features (e.g. English and Japanese). However, many researchers have conducted in the field of the role of the first language (l_1) in the second language (l_2) learning process. Lado (1957, p.2) supported that assumption in his saying "Those elements that are similar to the (learner's) native language will be simple for him, and those areas that are different will be difficult for him. This simplicities and difficulties may affect the learner's creations, this is what Smith (2005) referred to through defining the term transfer as "the process of native language effecting on student's production".

In order to demonstrate that the main sources of the learners errors and interference goes back to negative transfer, Tavakoli (2012) implies that "the prim cause, or even the soul cause, of difficulties and errors in language learning is the interference that coming from the learner's native language" (p.85). Mainly means when languages are more distinct and different from each other, the more interference would arise as well as the more complexities mount. Whereas when any two languages are similar, positive transfer would result, hence the L_2 form prediction will be easier to learn. In other words, if the understand of one language has an impact on the understanding of another, it express language transfer (interference). This could be positive or negative.

Transfer

Positive (+)   Negative (-)

Overgeneralization   Interference

$(L_1 \rightarrow L_2)$ $(L_1 \rightarrow L_2)$

$(L_1 \rightarrow L_2)$ $(L_2 \rightarrow L_1)$
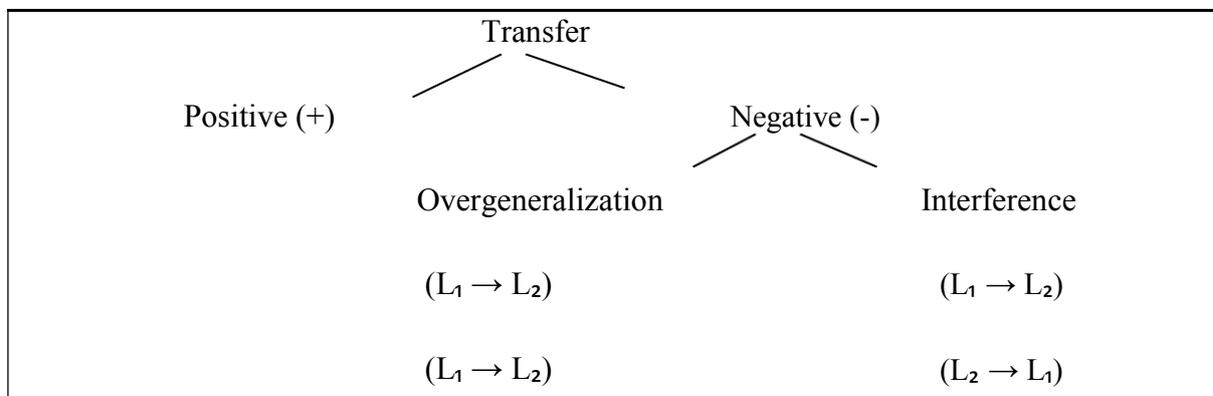
Figure 1.2 Transfer, overgeneralization, and interference

Figure shows that there are two kinds of language transfer positive and negative, where the latter divided into overgeneralization which refers to the transfer within the same language, whereas, transferring from different languages for instance from L_1 to L_2 or L_2 to other languages is called what it known by interference.

5.1.1 Positive transfers

Positive transfer refers to the facilitation ability of one language in developing skills for the other. Many speakers of one language find it easier to learn related rather than unrelated second languages. Likewise, Littelwood (1994) declared that form the behaviourist view positive transfer is helpful in acquiring [third language]. For instance, English and French use future tense in the same way: "I am going to eat"→ "je (I) vais (am going to) manger (eat). As reported by Richard and Schmidt (2002):

> Positive transfer is transfer which makes learning easier, and may occur when both the native language and the target language have the same form. For example, both French and English have the world table, which can have the same meaning in both languages (p.249).

Apparently they elucidate positive transfer as learning in one situation which helps or facilitates learning in another later situation. Also, experts believed that if the languages involved are considered to be typologically similar, some facilitating effects in acquisition will appear. Similarly Yuli (2006) illustrates that: "if [L_2] and [L_3] have similar features (e.g. marking plural on the ends of nouns), then the learner may be able to benefit from the passive transfer of [L_2] knowledge to the [L_3]" (p.167).

As reported by Yuli, when learners encountered one language that can help in the development of other language skills; the transfer could be a facilitator instrument for achieving the target language. In agreement with Yuli, Crystal (1998) points out that "the structural distance between languages was thought to be an important factor for facilitating second language acquisition".

5.1.2   Negative transfer
5.1.3 Language interference is one of the reciprocal problems in foreign language teaching and learning. Negative transfer is the interference of the previous knowledge

with new learning. McGeoch, McKinney, and Peters, (1937) stated that transfer is divided into: Retroactive inhibition which means present learning obstructs previous learning, and Proactive inhibition that refers to previous learning obstructs present learning; for instance, learning one language (French) may confuse pronunciation of English words that previously learned. It may spell the same but with different pronunciations; it may also cause the meaning or the use of the previous language to be forgotten due to learning of the new language and vice-versa. In other words, where one set of event could hurt performance on related tasks; it takes place when something we have learned interferes with our learning at a later time as presented by the national academic press (2019).

According to Gass and selinker (2008) interference means the use of the first (or other languages known) in a second language context when the resulting second language form is incorrect (p.518) he means that, when the understanding of one language complicates another language, negative transfer occurs. Alternatively, when the influence of the native language leads to errors in the acquisition or the use of a target language, we say that negative transfer or interference occurs (Harlig and Sprouse (2018, P.1).

As Harlig and Sprouse mentioned, Negative transfer is generally held to be responsible for a host of learner errors in morphosyntax (inflection and word order). Likewise: "French speakers acquiring English as a new language often incorrectly place adverbs between the verb and its direct object (Marck takes often the bus) instead of between the subject and the verb (Marck often takes the bus), presumably under the influence of the word order in French (Marck prend souvent le bus).

Furthermore Corder (1979, p.28) commented that "The greater the degree of difference/distance, the larger the learning task; or to put it another way, the longer the learning path to be traversed between $[L_2]$ and $[L_3]$". In this assumption he refers that the distance between languages is responsible for negative transfer too.

a.   **Factors That Cause Language Interference**

There are many factors that contribute this phenomenon were presented by Wienrich (1970, pp. 64-65). Firstly, the speaker's bilingualism background, in fact bilingualism is

the major factor of interference which refers to the one who has more than one language that may influence his / her target language. The second factor is the disloyalty to target language that will causes negative attitude. This latter will lead to the contumacy of the TL structure and in the same time it will force the bilinguals to create uncontrolled structure from his /her first language components. Honestly, the second factor would not occur if there was unlimited vocabulary of the TL. This leads to the third cause presented by Wienrich (1970) which called the limited vocabulary of TL mastered by learner and the needs of synonyms.

Surly vocabulary play the essential role in mastering the TL because the more vocabularies learners has, the better mastering of TL; the less vocabulary learner has will lead him / her to transfer from previous language to state some points when he / she not be able to find it in the target language. As well as the factor of the needs of synonyms will raise interference too because of the limited vocabulary. Finally, prestige and style was the last factor that Wienrich (1970) concluded his list with. He described it as the applying of foreign words in a conversation where the dominant words are languages of the sender and the receiver. Those foreign words usage is aimed to get pride, thus the interference will occurs due to the existence of certain words that even the receiver not be able to understand the real meaning of the speech. Hence for, the usual unfamiliar words usage will become a style of the user. From the same case, when some elements from one language enter to a certain setting where another language is dominant, something called "fossilization" occurs.

5. Fossilization

The assumption of "fossilization" has been extensively recognised as a central characteristic of SLA. This term was firstly proposed by Selinker (1972, p.51) who defined it as a "mechanism" that:

> Underlies surface linguistic material which speakers will tend to
> keep in their interlanguage IL productive performance, no matter
> what the age of the learner or the amount of instruction he
> receives in the target language TL.

In this vein, fossilizable linguistic phenomena are linguistic items, rules, and sub-systems which speakers of a particular (L1) and/or previous language tend to keep in their IL relative to a particular TL. Fossilization phenomenon occurs when all learners, at some point in the process of learning a second or third language, stop progressing before they reach the level of proficiency and syntactic accuracy. Therefore, fossilization has become one of the main features of interlanguage, according to "Selinker" it may be caused through the native or previous language interference on the target language and this interference could appear in all levels such as: pronunciations, words, grammar, and others for instance:

- She is teacher → (lack of article "a") → she is a teacher.
- The price of the suit is very expensive → (word collocation) → the suit price is very expensive

Han and Selinker (1999) considered fossilization as a stabilized form that has no chance of changing for any one of a number of reasons, Brown (1994, p. 217), borrows a scientific term called "cryogenation" i.e. a reversible condition. In order to describe this term, he based his argumentation on Vigil and Oller's (1976) that see it as a "factor of positive and negative affective and cognitive feedback" (p.1).

In other words, Ferris (2004, p.53) said that fossilization may be overcome if the learner is given the necessary positive affective feedback; this is means to encourage further attempts in communication together with neutral or negative cognitive feedback which states that learners would be encourage to "try again", to restate, to reformulate or to draw a different hypothesis about a rule. Han (2003, p. 99) analyses fossilization on both cognitive and empirical levels:

- On the cognitive level: it involves those cognitive processes, or underlying mechanisms that produce permanently stabilized IL forms.
- On the empirical level: it involves those stabilized IL forms that remain in learner speech or writing over time, no matter what the input or what the learner does.

In conclusion, the notion of fossilization has no uniform meaning. (Tarone, 1994, p. 1715) suggested that, fossilization is inevitable. She characterises it as "permanent stabilization" that may represent an ultimate stage in the outcome of L_3 learning. She

mentioned that a central characteristic of any interlanguage is that it fossilizes Tarone's claim is worth noting that fossilization is inevitable, and that it is what characterizes the ultimate attainment of every learner. In case if fossilization is not viewed as some sort of "terminal illness" since it could be reversed (Brown 1994, p. 217). This indicates that native-like achievement is possible and could be beneficial for learning TL.

6.   Cross- Linguistic Influence

Cross-linguistic influence (henceforth called CLI) refers to the various ways in which one language is able to affect the other within the individual. CLI was defined by Richards and Richard Schmidt (2002) as:

> A cover-term used to refer to phenomena such as: "borrowing, interference, and language transfer" in which one language shows the influence of another. It is sometimes preferred to the more widely used term "transfer" and especially "interference", because "cross-linguistic influence" avoids associations with behaviourism (p.136).

Based on this quotation, CLI mainly refer to a setting where an individual or a group of people borrow or interfere some terms and expression from one language to another. In the same context, Whitney (1881) used the term transfer to refer to cross-linguistic influences. In order to understand and prove the idea that said CLI could develop and achieve L3 language. Moreover, Odlin (2003) defined CLI as the influence resulting from the similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired (p. 436). Hence, the similarities and the differences between French and English lead to CLI; in other words, CLI will occur when the French background of a learner influences his /her English performance.

Therefore, the transfer that learner makes of meanings, thoughts, and expression from his / her previous knowledge to perform in a target language will lead to CLI. In agreement with Lado (1957) individuals tend to transfer the forms and meanings, and the distribution of forms and meanings of their previous language and culture to the foreign language and culture (p.2). Consequently, CLI occur when learners at some

situations return to their previous knowledge in order to expressing things they do not know in their target language, in this vein, Newmark and Reibel (1968) claimed that when learners do not know how to use a certain rule in the target language, they can only use the knowledge they already have to make up for what they do not know. Later this description has been named by the Ignorance Hypothesis.

7. The Use of French in EFL Classes

Avoiding learner's first language is a debatable issue in learning English as a foreign language. However, imitating it with another foreign language that is similar to it in more than one character might be very beneficial. Cook (2001) claimed that: "teachers felt that the 'English only' or L2 rule would benefit their students' learning process" (p. 405). Apparently, the L2 can be an instrument helping to reach this goal of L3. Lewis (2009) describes how different methods and approaches have dealt with the use of [L2] in learning [L3] in the classroom for instance using translation and avoid using monolingual approach (p. 216).

8. Teacher's and Learners Attitudes towards the French Language Use in English Classes

Some teachers and learners, think that it is waste of time talking to other L2 speakers rather than a native-speaker teacher (Lindsay and Knight, 2006, p. 23). Corresponding to this view, some learners found that a better achievement of the target language is through engaging with its environment and situation where the target language is processes, and be connected directly to native speakers, rather than learning from a speaker of that target language or even imitating it with another similar language. Whereas, Danchev (1982) argues similarly and rather more convincingly that Learners will inevitably, and even unconsciously attempt to equate a target language structure or lexical item with its closest or most common to his/her previous language (p.55). This quotation is trying to shed light on how learners unconsciously attempt to learn a target language through parallel it with the closest language (French and English).

Therefore, Harbord (1992) claimed that many teachers tried to use only the target language in the class-room, unfortunately they faced with the student's incomprehension and resentment at this point, they go back to use learner's previous

language (p.350). Moreover, there have been previous researches on how teachers use L1/L2 in the development of L3. Edstrom (2006) cites the work of Polio and Duff Duff (1994) concerning the use of L1/L2 in L3, and provides eight categories: "classroom administrative vocabulary, grammar instruction, classroom management, empathy /solidarity, practicing English, unknown vocabulary / translation, lack of comprehension and an interactive effect in which students' use of the L1/L2 prompts their instructor to use it in L3.Edstrom 2006, (p 278). In addition the use of learner's prior knowledge (French) in learning a target language (English) help them feel more relax and confident in the class.

9.   Teacher Reasons for Using French in English Classes

Language learning is a continuous process. Hence for, learners' level, age, background and the teachers' perceptions should be taking into consideration in teaching the language. If the teacher insists on using only the target language in EFL classrooms and ignoring learners' background, they may feel to force to use the language, lost and bored, as well as may resent learning. Moreover it slows down the progress of the learners who are willing to learn and use the language. Therefore, it is important to consider the advantages of using the second language acquisition in learning a foreign language.

The reasons that teachers may use L1/L2 in achieving L3 is vary, due to the students' level of language proficiency and the institutional curriculum. It seems that more L1/L2 is accepted at lower levels, and gradually the use of L1/L2 is reduced according to the higher level of proficiency (Pablo, Zenil, Crawford, and Goodwin 2011).

Teachers indicate that they employ L2 in L3 as a teaching tool for explaining aspects within the classroom such as instructions, grammar, unfamiliar vocabulary and expressions. For the more, they use L2 for establishing rapport usually at the beginning or the end of a class. This concluded that teachers and learners perceive the use of L2 as a tool that able to be used for different purposes at different times in the foreign language classroom.

10.   The Extent of Using French in English Classes

While providing reasons as why teachers used L2, an aspect that came up repeatedly was the level of L3. Student's language level seems to be important in order to determine the amount of L2 in L3 class. Teachers agreed that the frequency of L2 use varied from one level to another, indicating that at lower (beginners) levels there was more acceptance of L2 in the classroom; while at higher levels they tended to prefer less use of L2, (Pablo, Zenil, Crawford, and Goodwin 2011).

It refer to that teachers are aware of the language level of their students and they have examined how much and what type of L2 use should be permitted in their classes based on their students' language level. Students may depend on the native language or second language in order to achieve a better success in the third language. If it is used a lot, the overuse of L2 by teachers in the class seems to have become a vicious circle and student expects it in the classroom. Consequently, the use of L2 in L3 should be under certain conditions.

Conclusion

Using one language in learning another has always been a topic of debate in EFL classes. Even if they are interrelated such as: French and English languages. In this chapter we focused on the approaches of learning, in addition to the benefit of including bilingualism in learning, therefore, the influence of French language in English classes was also mentioned. We tried to provide a clear picture about interlanguage. Moreover, teachers' and learners' attitudes towards the French language use in English classes was also presented in this chapter for the sake of knowing whether or not it use is a helpful tool, or it stands as a barrier to learn the English language.

CHAPTER TWO

Vocabulary Description and French English Influence

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A Review of the Concept

Chapter Two

Vocabulary Description and French English Influence

Introduction

Learning a language without learning its vocabulary is impossible. Therefore, the ability to use grammatical structures cannot express meaning unless words are used. French is considered as the first foreign language in Algeria; it may help learners to develop competency in English. Through the transfer of their French-based background to English language and enrich their vocabulary, as a result of the typological (syntactical and lexical) similarities between French and English, and the reason that French is one of the languages that have had the more remarkable influence on English. This chapter will shed light on vocabulary, its types and its importance. Based on the topic we will clarify the influence of French on the English language vocabulary referring to the borrowed words from the French language.

1. Definition of Vocabulary

Vocabulary is a unit of familiar words, including person's language. It is usually in progress concerning the age; it provides a useful and fundamental tool for communication and acquiring knowledge. In this vein, Tankersley (2003) reported that: "vocabulary is the meaning and pronunciation of words that we use in communication. Simply, it is the number of words that we understand or can actively use to listen, speak, read or write"(p.52). Additionally, River (1968) defines it as that element of language which extend to develop and evolve for as long as the person has contact with a language, whether it be his/her first, second or third language. Hence, the term "vocabulary" is interchangeably used with the term "lexis" – a technical concept used in the linguistic study of this aspect of language, which estimate the distinction between syntactic words, lexical items, as well as phonological words (Coulson and Federmeier, (2015). Vocabulary is known as evolutionary; in this context, constant changes are made all the time for the reason of the introduction and omission of words in a language. Consequently, obtaining an extensive vocabulary is considered one of the challenges in learning further languages.

Wilkins (1972, p.11) confirms that without grammar very little can be conveyed; without vocabulary nothing can be conveyed". According to him, vocabulary is considered

more important than grammar, even if the learner masters all the grammar of the target language, without vocabulary he/she could not achieve any level. Therefore Scrivener (1994, p. 73) expands in this view saying that vocabulary is a much more powerful carrier of meaning compared to grammar because we can get our message over with vocabulary and without grammar, but we cannot communicate unless we use the necessary words in our patterns and structures.

Lexical researchers for instance: (Alderson, 2000; Laufer, 1997; Nation, 2001) agreed that readers need to reach a vocabulary inception that one way be able to read in L2 or further languages. Laufer (1992) defines this inception as the number of words the reader must possess in his/her lexicon. Two sections of Linguistics are involved with the study of vocabulary namely lexicography and lexicology.

1.1. Lexicography

Fluency lexicography came into existence as a separate branch of dictionary writing. Studies claimed that Lexicography is the operative study of the meaning, evolution, and function of the vocabulary units of a language for the reason of compilation in book form is known as lexicography. That is to say, it is the process of dictionary making. Lexicography is the section of lexis that is concerning with the body of a language and the features of words as the initial units of language (words, words combinations), Jitnikova (2004, p.54).

Differently, Lexicography is the oldest sub-branch of linguistics, treating the ranking of dictionaries. Klein (2015, p. 937) stated Lexicography has the purpose of realizing dictionaries as well as practical works regarded for use by all categories of people; It works on in order to make a synthesis of various fields of knowledge from semantics, lexicology, and etymology. The responsibility of lexicographer is providing a semantic description of words that considered as a lexical entry, in which are pursued by a definition and examples illuminating the different situations of usage. (Malizan, Ramli, and Ab Razak, 2013) mentioned that:

> A linguist whose specific expertise is in writing dictionaries is called a
> Lexicographer. A lexicographer is concerned with what words are, what
> they mean, how the vocabulary of a language is structured, how speakers

of the language use and understand the words, how the words evolved and what relationship exists between words.

This clarification has to take into consideration the polysemy as well as the homonomy of the lexical units, in addition to their use and usage in diverse contexts; it could be literary or extracted from the ordinary language (Nunberg and Zaenen (1992, p. 388). Therefore it distinguishes among the formal and the informal use of the language. Based on that, dictionaries can be monolingual (using one language), as well as bilingual (using two languages), or multilingual (using more than two languages) in order to explain the lexical item or give the necessarily translation. Correspondingly to Bergenholtz and Gouws (2012), lexicography is detached into two association areas, chiefly practical lexicography and theoretical lexicography (p.33)

a. Practical Lexicography

Practical lexicography is referring to, the art or craft of compiling, writing and editing dictionaries (Bergenholtz and Gouws 2012). To put in another way, it is a work involves several activities. The classification of well crafted dictionaries requires careful consideration of some aspects for instance:

- Shaping the intended users.
- Selecting and organizing the components of the dictionary.
- Selecting words and affixes for systemization as entries.
- Selecting collocations, phrases and examples.
- Defining words.
- Organizing definitions.
- Specifying pronunciation of words.
- Labeling definition and pronunciation for register and dialect, where appropriate.
- Designing the best way in which users can access the data in printed and electronic dictionaries. (Bergenholtz and Gouws (2012).

b. Theoretical Lexicography

Theoretical lexicography it also known as 'metalexicography', where it refers to the scholarly discipline of analyzing, as well as expressing the semantic, syntagmatic and

paradigmatic relationships inward the lexicon (vocabulary) of a language Singleton (2000). Including the developing theories of dictionary components and structures linking the data in dictionaries, therefore the necessities for information by users in specific types of situation, and how users may best access the data incorporated in printed and electronic dictionaries.

(Prinsloo, J. Mogano, S. & Gouws, H. 2010) declared that Theoretical lexicography concerns the same features as lexicography while is meant to lead to the development of principles that be able to improve the quality of future dictionaries (pp. 9-11). In the final analysis, words in any dictionary compilation were decided upon few main points which are: how current they are, reliable, user friendly, more information, and relevancy of the words.

1.2. Lexicology

Lexicology is a branch of linguistics which studies the vocabulary of a language. Its main task is to study the origin, the different properties of the vocabulary items of a language as well as their meanings and evolution (Hartman and Stork 1972). In other words, lexicology is concerned with words and set phrases which perform in speech.

As Girunyan (2009) reported, lexicology is the study of the word-stock, or vocabulary of a language on regular bases, embracing the whole variety aspects of the word (p.10). Lexicology also studies all kinds of semantic relations (synonyms, antonyms etc) and semantic grouping (semantic fields). It's mainly concern is how words are classified (word classes), by the same token, how they are formed by affixation or compounding (word formation), together with, how the different meanings of words are recognized (word meaning).

1.2.1. Word Classes

Linguists are considering that word classes are lexical items that refer to parts of speech in all the languages. Linguistically, they called "word classes", henceforth they categorizing words in agreement with the way they function. Particularly the English language is classified in eight major various "parts of speech" which are: nouns, verbs, adjectives, adverbs, pronouns, prepositions, determiners, as well as conjunction.

1.2.2. Word Formation

Many changes could happen in a word career in terms of its form; this case would also cause a change in its meaning and class. Linguists called this fact "word building" or "word formation". As Yuli (2006, p.64) reported in his book "study of language", word formation processes are: borrowing, compounding, clipping, conversion, coinage, derivation. Taking three word formations:

- **Borrowing:** This is taking words from other languages such
  as: Croissant → French language

- **Compounding:** term refer to the joining of two separate words with separate meaning to form a single word, for example:
  Tooth/ache → toothache

- **Blending:** its function is taking the beginning of one word and joining it to the end of another, for instance:

  Information/ entertainment → infotainment

- **Derivation:** term refers to adding affixes to the word taking an example of:

  Un**confidently**

  ↓   ↓   ↓

  Prefix root suffix
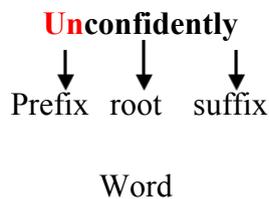
  Word

1.2.3. Word Meaning

Richard and Nagy (1989 p.12), considering results concerning word meaning. They agree that words have a multi of meaning depending on the context they are put in and in different occasions. (Anderson, Pichert, Goetz, Schallert, Stevens, and Trollip 1976) propose that a word does not have *a* meaning, but has, rather a family of potential meanings (P.667). Generally, the meaning of words and their association are usually transmitted through the use of certain elements presented by Misbah (2005, pp.45-47) as follows:

- **Polysemy**: It is a term refers to words that have a number of senses or variants of a single meaning. In shorter it is refer to "many meanings" the existence of several

meanings in individual words. Consequently, the specific meaning is derived from the context it used in, for instance: grow → grow a beard / grow apples.

- **Synonyms:** This one is means that words have different forms but similar meaning for instance: "thesis"→"dissertation", "study", "research". English has a lot of synonyms due to this borrowing from French; English vocabulary has increased tremendously such as: town → city, wonder → miracle, smart → intelligent. However, some words can be considered as synonyms, but cannot be used interchangeably in some contexts such as: "huge" and "massive", we can say huge eyes but we cannot say massive eyes.

- **Antonyms:** It is a semantic opposition or unrelated words. Sometimes learners know the meaning of the word thanks to its apposite for example "cheap" and "expensive", for the more we can understand a word by explaining its opposite for instance: old it is the opposite of young. Other forms for antonyms are what they called it converses such as: sell/ buy or gradable antonyms as a demonstration "old" and" young" , which can be represented as two poles where we can add other words such as "teenager" and "adult"

```
x----------------x-----------------x------------------x
young          teenager        adult              old
```
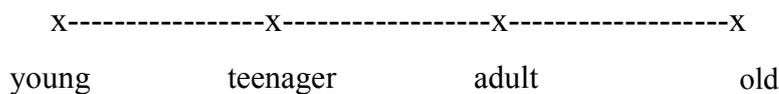
Figure 2.1: Gradable Antonyms "Young / Old"

- **Hyponymy:** A relationship existing between specific and general lexical items, hence the meaning of the specific item is included in, therefore the meaning of the general item. It is a kind of asymmetrical synonymy. In other words it's refer to the existing of meaning of a word in a meaning of another, for instance: "Spanish", "French", "English" are all hyponyms of the subordinate word "language"
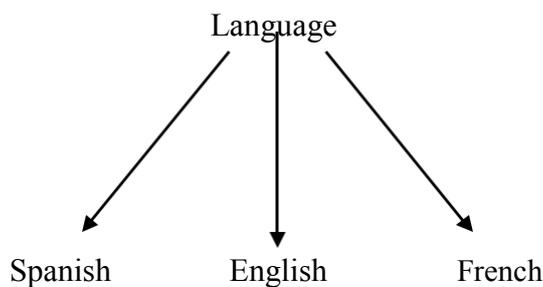
Figure 2.2: Hyponyms of the Subordinate "language"

As has been noted, grouping items together as polysemy, synonymy, antonym or hyponymy in getting an appropriate meaning to some words in the context of lessons was and still a debate among teachers.

2. Types of Vocabulary

On the basis of its application, vocabulary is divided into two main types: active vocabulary and passive vocabulary. Eliss and Tomlinson (1980, pp. 64-65) describe the types of vocabulary as follows:

2.1. Passive/ Receptive Vocabulary

Receptive or passive vocabulary refers to the words that are understood when they are heard in speech or reading. Nurgurn (2010) agree with this perception, as he reported a learner's passive vocabulary consists of the total number of lexical items which he can understand correctly (p.16). In order to increase the learner's passive vocabulary so that he/she be able to read and understand ungraded books (i.e books that are not particularly written for ESL learners). Hence, teachers should present new lexical items in a meaningful manner that could be understood as well as be remembered when read or heard again (Ghonsooly and Loghmani 2012, p.336)

Thus, Passive vocabulary is necessary to build foundation for understanding. Therefore Coady and Hayunes (1993) claimed that in teaching vocabulary it is better to give much concentration on receptive vocabulary, because it has been asserted that English learners should be acknowledge with at least 10.000 receptive vocabularies; otherwise, it would be impossible to comprehend in early stages, the most written English texts (p.22).

2.2. Active/ Productive Vocabulary

General and academic words are considered as language items where the learner is able to recall and use them approximately in speech as well as in writing. They are called also expressive vocabulary, which refers to the words that used by individual either in speaking or writing (Mc Shane, 2005). Nurgun (2010) agrees that a learner's active vocabulary consists of the total number of lexical items which he can accurately use in speech and writing (p.16). This type includes words that a person knows and frequently uses them in his/her daily life. (Kamil and Hiebert, 2005). In short, active / productive vocabularies are

words and phrases that the learner not only understands it, but also remembers, and can use it with confidence.

3. Importance of Vocabulary

Vocabulary is considered as the most important skills for teaching and learning a foreign language, therefore it is a key element in language learning because, a widely productive vocabulary is essential in enhancing the four language skills. In this vein, Wilkins (1972) argued that without grammar little can be conveyed, without vocabulary nothing can be conveyed (p.111). This indicates that, without a large vocabulary no, one will be able to claim a good command of the language.

Nation (2001) further describes the association between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use, and interchangeably, language use provides an increase in vocabulary knowledge.

considering English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items plays an essential role for the mastery of the language and in all language skills (i.e. listening, speaking, reading, and writing (Nation,1990, p. 105). Research has indicate that second language readers rely massively on vocabulary knowledge and the need of that knowledge is the main and the largest obstacle for L2 readers to predominate (Huckin, 1995). In production, when learner has a meaning or concept that he/she wish to express, he/she needs to have a stock of words in order to express this meaning or concept. Furthermore, Lewis (1993) argues that when students travel, they don't carry grammar books; they carry dictionaries (p, 80). This shows the significance of vocabulary in language learning than grammar.

In addition, Oxford (1990) identically claims that vocabulary is "by far the most sizeable and unmanageable component in the learning of any language, whether a foreign or one's mother tongue, because of tens of thousands of different meanings". Language teachers and applied linguists generally acknowledge the importance of vocabulary learning and are exploring ways of promoting it more effectively, specially of the fact that English vocabulary has been influence by other languages indeed the French language, that lead to much similarities and a few differences excited between the two language.

4.   The French Influence on English

English history passed through different foreign influences, changing it from "an almost pure language" to a completely mixed one" due to the Norman Conquest in 1066, in addition to the interference of many French words into the English language, in this vein Croll (2005) indicates that The Norman Conquest made English for two centuries the language mainly of the lower classes, while the nobles and those associated with them used French on almost all occasions (Croll, 2005, p. 4). The influence of French on the English language is detected at various levels such as: culture, grammar, pronunciations, and others. This section will bright beam of light on vocabulary because it considered the greatest influence that happened.

4.1 The French Influence on English Vocabulary

The English vocabulary was mostly enriched by words that derived from the romantic items of French language, It has been estimated that around 10.000 of English words, are borrowed from French language, these words are associated to "law, administration, military science and knowledge, arts, food drink, and leisure" in this context, Lawless (2006, p.4) state that:

> As a result of the Norman occupation of England, English Adopted
> about 10.000 French words, of which around three fourth are still
> used today. This vocabulary found in every Domain: art, literature,
> cuisine, law, government. More than a Third of all English words are
> derived from French either directly or indirectly. An English speaker
> who has never studied French Already knows around 15.000 French
> words.

Kimenyi's study (2009) is shows that the majority of words that are derived from French belong to the "supersttratum" what it known as "high culture" such as literature, philosophy, science, and technology. According to Kimenyi (2009) this phenomena is universal and mostly found in all countries that had a colonial experience. To clarify more, here some examples of some fields with some terms illustrate words that borrowed from French to English:

Fields	Terms
Government	Government, minister, ambassador (ambassadeur), vote, tyrant (tyran), rapprochement, aristocracy (aristrocratie), republic (république), president (présedent), province, prince, sire,
Military	Military, arms (armes), strategy, (stratégie), brigade, platoon, arsenal, corporal (corporel), marshal (matéchal), general (general), colonel, major (majeur), lieutenant, sergeant (sergent), cadet, canon, pistol (pistolet), helicopter (hélicoptére)
Religion	Religion, sacrosanct, pop, cardinal, friar (frère), Eucharist, saint, angel (ange), crucifix, redemption (rédemption), communion, prophet (prophéte), disciple, temple, sacrifice, Satan, testament, monsignor (monseigneur), cathedral (cathédrale)
Dance	Trio, tour, corps, royal, ballet, glissade, pied, positions, quetre (quatrian)
Musical instrument	piano, guitar, trumpet, violin, accordion

Table2.1 English terms coming from French origin

The information in the table above was retrieved from kimenyi's study (2009, n.p), and as the table shows there is a slight difference between the two languages which is in "é, e, eur, ian,ie, and que." However, they are similar in pronunciations and in sense.

5. **Differences and Similarities Between French and English**

Latin, German, Portuguese, Greek and French were the most effective languages that construct the English language; apparently (Marcheteau, Bermon, Savio, and Peters, 1997) stated that:

"English of today is the result of successive linguistic
influences, connected to waves of invasions which has a long

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historic evolution during the Renaissance 15th century -16th
century, the intense activity of the translators and the writers
has enriched English of numerous words of Germanic, Latin,
Greek, Italian, Spanish, Portuguese and French origins"
(Marcheteau et al, 1997. pp. 33-41)

The great influence of French on English over years, shape a relation of not only of differences, but also similarities at various linguistic levels, As a result they share many grammatical features and contain many cognates.

5.1 The Linguistic Effects of The Norman Conquest on the English Language

Both, French and English contains 26 letters, in addition to the letters with diacritics: **é** (acute acent) **è à ù** (grave accent), **ç** (cedilla), and **â ê î ô û** (circumflex), **ë ï** **ü** (diaeresis), six vowels in both of them which are: a, e, i, o, u, y. Various phonetics was circulated during the Middle English language, due to some differences in the sound systems of the two languages where the mountainous diversity is noticed in pronunciations of vowels. For instance, the articulation of the vowel sounds in minimal pairs such as, late / let, heel / hill, scene / sin. Because the tip of the tongue is not used in speaking French, therefore learners have problems with words that contains letters th (/θ/ /ð/), such as thirteen, them, and bath.

Contrary to the French on the English language, many consonants sounds are pronounced differently as well as vowels, this assumption was supported and presented in form of a list by (Crystal 1995, p. 42):

•Consonants:/p/,/b/,/t/,/d/,/k/,/g/,/tʃ/,/dʒ/,/m/,/n/,/ŋ/,/l/,/r/,/w/,/j/,/f/,/v/,/s/,/z/,/Θ/, /h/.

• Long vowels: /i: / /e:/ /u:/ /o:/ /ɑ: / /ɛ :/.

• Short vowels: /ɪ /, /ɛ /, /ə/, /ɔ /, /ʊ /, /a/, /c/.

• Diphthongs: /æɪ /, /eɪ /,/aɪ /, /uɪ /, /oɪ /, /ɪ u/, /ɛ v/, /av/, /ɔ ɪ.

Another key point of English spoken by French learners is the exclusion of the /h/ sound at the beginning of words. "H" is never pronounced like the English language, it is always inaudible. For this reason they face problems such as arry urt is and by nife → harry hurt

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his hand by a knife. However /h/ gradually came to be pronounced in some words like, honor, honest, hour and heir (Crystal 1995, p. 42).

After the Norman Conquest (1066) French spelling conventions introduced Examples before and after cw → qu - quick. H→ gh – might. C → ch/church, U→ou -house. According to Lass (1975, p.174), the Normans introduced the new symbols [g] to represent the Old English (henceforth called OE), consonants symbol [ʒ] where it retained only for the fricatives. According to, Algeo (2005, p. 128), the Anglo-Normans in the Middle English introduced the development of the letter *f* that changed to *v* for voiced sounds, as in "driven" as opposed to "drifen", whereas *OE* used *f* to represent both. Furthermore, *z* was introduced along with *s* though it was not used frequently. Barber (1993) declared that the digraphs [ð] and [þ] were gradually replaced by [th], but [ð] remained present up to the year 1300, and the use of [þ] was still common up to the year 1400 (p.151).

In other words and to put it briefly, the Change in spelling was made for the sake of clarity. Old English y becomes u, Ý as yi, u as ou (ow when final), u was often written o before and after m, n, u, w; and i was sometimes written y before and after m and n, ew was transformed to qu; hw to wh; qu or quh to ch or tch; se to sh; cg to gg and ht to ght. Thus, for example, mycel (much) appeared as muchel; fyr(fire) as fuir; hus (house) as hous; hu(how) as how; snnu (son) as sone; him(him) as hym; cwen as queen; hwelet as what; quat (quart)as quhrt ; dic as ditch; scip as ship, sccage (siege) as segge; and miht as might (al Shamari 2007, p. 125).

5.2 Grammar

In learning a foreign language, grammar is necessary because it indicates how to choose the right word or the right form of a word that the learner use for the first time. As the studies shows, the influence of French language on English grammar was not that much as the other influences "vocabulary". Both English and French have auxiliaries, nouns, participles, active/passive voice, adjectives and adverbs, past/present/future tenses, this is what makes the linguists consider the two languages as an overlap areas. However, there are some differences that can cause interference in the production of English.

Salkoff (1999) declared that "grammar is organized as a kind of "syntactic lexicon" of schemata types, progressing from major sentence structures (Verb Phrase and Noun

Phrase) to adjuncts (optional Prepositional Phrases and adverbials)(pp. 25-119). English and French have the same word order subject, verb, and object. Although they have the same structure of the sentence, they differ in that sentence depending on the context and the setting of its use.

a) Feminine and masculine:

In the first place, English words have both the masculine form and the feminine form just like in French here are some example presented in the following table:

French masculine/feminine	English masculine / feminine
Héros → heroine	Hero → heroine
Prince → prince	Prince→princess
Dean → doyen	Dean→doyenne
Duke → duc	Duke→duchess
Baron → baroness	Baron→baroness

Table 2.2 Masculine and Feminine of French and English Languages

The table above shows some French and English words in the masculine and feminine form. Some of them needs an (e) at the end to indicate feminine whereas others do not require it, others needs dabble (ss) and others change completely like "duc" in French.

Another important thing that should put light on is not always adding (e, ss) illustrate the feminine, but also there is a suffixes act as an indicator for feminine such as: ation → local → localization / Administer → Administration

b) Morphemes:

As Kimenyis' study illustrated (2009, p. 10), English do not borrowed words only but morphemes as well. For instance the suffixes: an, or, ent, ist, ant, -ate, ify, ity and the prefixes: pre, anti, trans, circum, inter, and others are found in French also taking the examples:

Suffixes	Examples
An	Egalitarian/humanitarian
Or	Actor / doctor /inspector /
Ent	Egalitarian/humanitarian/student
Ist	Specialist /dentist/ linguist/
Ant	Dominant / protestant / radiant
Ate	Intimate / innate / illiterate
Eur	Chauffeuring / raconteuring
Ify	Signify / quantify /justify
Ity	Unity /nationality /durability

Table 2.3 English Suffixes Borrowed from French Language

Therefore, there are some French suffixes are apply to native English words and they are very productive such as: age, able, ize, and others.

Suffixes	Examples
Age	Bondage/linkage/blockage
Able	Likable/workable /lovable
Ize	Weatherize / weaponize

Table 2.4 French Suffixes Borrowed from English Language

Prefixes	Examples
Pre	Prefix/predetermination/preposition
Anti	Anti/ antiestablishment

Trans	Transaction / transport /transform
Circum	Circumstance/circumrotate/circumnavigate
Inter	International / intersection / intercourse

Table 2.5 Some Prefixes are shared by French and English Languages

As has been noted from the table above, there are some prefixes that are in relation with the discussed languages and they form words are slightly close in form and meaning which make them workable for both languages.

6. False Friends/ Faux Amis

Under those circumstances, something appears called "false friend / faux amis" as a result of the interference between the two languages. Faux amis are words in a foreign language bearing a deceptive resemblance to words in one's own language. For more clarification, a list of false friend presented by Dawson (2004).concerning English- French must be listed:

English words	French equivalent	
to accommodate	*loger* and not	*accommoder*(which means in English *prepare*)
to achieve	*réaliser* and not	*achever* (which means in English *complete*)
Character	*personnage* and not *french*)	*caractère* (which means in English *nature and actor in*
Conductor	*contrôleur* and not	*conducteur* (which means in English *driver*)
to deceive	*tromper* and not	*décevoir* (which means in English *disappoint)*
Engaged	*occupé* and *not*	*engagé* (which means in English *committed*)
Eventually	*finalement* and not	*éventuellement* (which means in English *possibly*)
Habit	*habitude* and not	*habit* (which means in English *dress, clothes*)

Mechanic	*mécanicien* and not	*mécanique* (which means in English *engineering*)
Notice	*avis, préavis* and	not *notice* (which means in English *note, instructions*)
to recover	*se rétablir* and not	*recouvrir* (which means in English *cover*)
Rude	*grossier* and not	*rude* (which means in English *rough, hard*)

Table 2.5 False Friends / Faux Amis

This table shows a list of false friends between French and English language due to the overlap within both, that most learners may face in their career of acquiring any of the two languages (Dawson 2004, pp. 1-8).

7. The Role of English Words that Borrowed From French in Learning

Borrowing words from other languages is a common phenomenon found in many languages all over the world. Holmes (2001) stated that:

> People may also borrow words from another language to express a concept or describe an object for which there is no obvious word available in the language they are using (p. 42).

This borrowing can be used to help facilitate learning of the language in different levels. For instance translation become easier that is to say learner may be able to recognize and understand easily what a word means in English, if he /she master the French language and vise-versa. In that case, those English words that borrowed from French help and facilitate the learning process. Furthermore, Cognates are simply to remember because learners usually have a set of English words that are used recursively. From this perception learners can take another form of learning through the association between French and English, due to the fact that many words and adjectives in French and English are very close. In order to clarify this thought some English words from French origin must be mentioned.

7.1 Some English Words From French Origin

1. Money:

lamerque and Nicol (2016) state that "money" is a word that was used in France in various other versions before it made its way over to England. It first made its way into the English-speaking world by replacing the Middle English word_schat_ (money/treasure). Therefore the word *monnaie* is still used in French today, normally to describe cash or loose change.

2. Denim:

Before Levi Strauss made jeans **the** item to own, the material was constructed in the French town of Nîmes. The word actually comes from Nîmes (from Nîmes). (ibid)

3. Advice:

Modern day French has the word *avis* (opinion), in Old French, the phrase "ce m'est a vis" was originally used to mean in English "in my view" as long as the French still say *à mon avis* in order to communicate a similar idea, the English took the last word only and transform it to "advice." (ibid)

4. Origin:

In fact "origin" is not originally English, the word was altered in French to be pronounced and writing as "origine" Since the Old French word "origine" made its way to Britain, the word has remained largely unchanged in meaning and form in the English language.

5. Honesty:

"Honnêteté", is The French word for honesty, it might be a mouthful, however in spelling is similar to the English word. The Old French word, "honesté", is even closer. lamerque and Nicol (2016)

6. Habit:

"Habitude" is the modern French word for "habit" although, both words are seems similar, but our word here is related to the French word "habit" (clothing). In fact, in English, people still use the word "habit" to refer to a nun's clothing. (ibid)

7. Liberal:

Liberal refers to one favors political and social reform, as well as the one who supports a progressive political philosophy. The French equivalent is "liberal" and its meaning, spelling, and pronunciation are similar to the English one.

8. Modern:

It may looks that an English word but in reality it was taking from the middle French word "modern".

9. Sport:

This word is started with the old French word "desporter", it was used to describe something that make pleasure in doing. It came into English as "desport" which eventually become just "sport", however in the 19th century French borrowed the word back from English, henceforth both languages are use the same word to indicate the same meaning.

10. Utensil:

In this word there is a slightly difference i.e. the modern French is "ustensile". word The "*s*" cropped in probably because of a comparison with the word "user", since utensils are objects you use to do things. lamerque and Nicol (2016)

11. War:

Although, the French word "guerre" (war) maight be look completely different from the English one. The ancient culture of the northern "Breton region" had their one language, the Old North French word for war is "werre" which looks more similar to the English one that the modern French word. In this case it is probably permitted to say that "Breton French the one who influenced English. (ibid)

Conclusion

This chapter dealt with the effect of French on English vocabulary. French had a great influence on the English language; thousands of French words had their way into English. This result made different changes; the old English spelling system changed and some new French phonemes came into the English sound system. In addition, a great number of French affixes supplanted most of the English ones. The most important one that has been proved is how words from French origin could help in learning English and enrich its vocabulary.

CHAPTER THREE

Data Analysis and Results

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Data Analysis and Results

Introduction

This chapter is designed to provide the description and analysis of the results obtained through a questionnaire submitted to students of A2 and B1student of the Intensive Center of Languages at Biskra University (Chetma), as well as questionnaires submitted to a sample of teachers from the division of English, based on the objectives of the current study which was conducted to determine the influence of French on English foreign learner's vocabulary. Therefore, the data also shed light on whether or not including French in English classes is beneficial.

1. Population / Sample

Two different samples were used for the sake of gathering data. A sample of 64 participants of A2 and B1 levels of CELL at "Chetma" of a total population of 103 learners were selected. They belong to eight groups; half of the number is A2 students (pre-intermediate) whereas the other is students of B1level (intermediate). Not all the students studied at the university but they studied at the same center of languages for different purposes. They hold different degrees such as "pharmacist, teacher, photographer, medical assistant, confectioner, programmer and others". It is important to note that the sample of the presented study was selected randomly due to the fact that the target population is made up of students who follow the same learning background. One more reason is the suitability of this sample to our study.

In addition to that ten teachers in the Section of English with a teaching experience ranging from 4-25 years made up the teachers sample of the current study, 7 for the questionnaire and 3 for the interview.

2. Research Method

With the purposes of ensuring the required data, the researcher opted for the descriptive/exploratory method due to the nature of this research. i.e. a qualitative study. Given (2008) stated that qualitative approaches are typically used to explore new phenomena and to capture individuals' thoughts, feelings, or interpretations of meaning and process (p.14). The Qualitative methods are central to research conducted in education, information studies and other discipline.

3. Data Collection Tools

As mentioned above, two main data collection methods were used to obtain the data for the presented study: two questionnaires and an interview which will be described later.

3.1 Questionnaires
3.1.1 Aims

The most important aim behind using questionnaires for both teachers and students is to know about their attitudes towards the benefit of using French in EFL classes. The questionnaire is the appropriate for this kind of investigation

3.1.2 Description of Students' Questionnaire

For the presented study, students' questionnaire consisted of 18 Closed-Ended, Open-Ended and Multiple Choices divided into two sections as follows: Section One (Q1-Q5): it is to obtain general background information about students (degree, choice of selecting to study English, learning years, level and proficiency). Section two (Q6-Q18): It focuses on learners' attitudes towards the use of French in EFL classes. It aims at determining the reason that lead them use their prior knowledge in learning English. Therefore, it clarifies whether or not the use of French language effects positively / negatively on learning the English language as well as determining if learners could rely on this first foreign language in learning the second one.

3.1.3 Description of Teachers' Questionnaire

The teachers' questionnaire consisted of 13 Closed-Ended, Open-Ended and Multiple-Choice questions divided into two sections as follows: Section one (Q1-Q3): it provides general background information about the teacher participants. Section two (Q4-Q13): it highlights the teachers' beliefs about French use in EFL classes. In addition, this section focuses more in the situation where French language could be included.

3.2.4 Piloting Teachers' Questionnaire

The teachers' questionnaire was submitted to 7 teachers. Some modification were made after pilot it; concerning question one from section one and some addition in question seven from the second section.

3.2.5 Description of Teachers' Interview

The semi-structured interview took place after the collection of all the data via teachers' and students' questionnaires. 5 questions were asked to three teachers of the English division at Biskra University. The main aim of the interview was to gain more information about the possibility of using French prior knowledge as a facilitator instrument for learning the English language. Additionally, the interview was used as a complementary tool to gain more insight about the presented study.

4. Analysis of Students' Questionnaire

Section One: Background Information

Q1: Are you a university student?

Since the population is from CELL, this latter gather various students hence, the main aim of this question to see whether or not non student use French background as a facilitating tool.

Option	Number	Percentage
Yes	42	66%
No	22	34%
Total	64	100%

Table 3.1: Distribution of learner' degrees
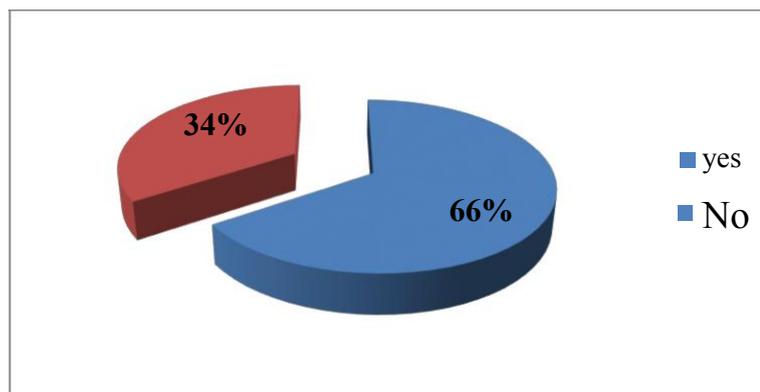
Graph 3.1: Distribution of learners' degrees

As shown in table 3.1, (66%) are university learners, whereas (34%) are not English. They come from different specialities such as: working as confectioner, studying data processing and programming specialty at the center, photographer, working in a communication company, working as an architecture, a pharmacist, a veterinarian, a teacher, a medical assistant, a programmer, a hotel employer, a computer engineer, and an airport worker.

Q02: You have selected to study English as a:

Option	Number	Percentage
Personal desire	61	95%
Compulsory desire	03	05%

Table 3.2: The choice of selecting to study English
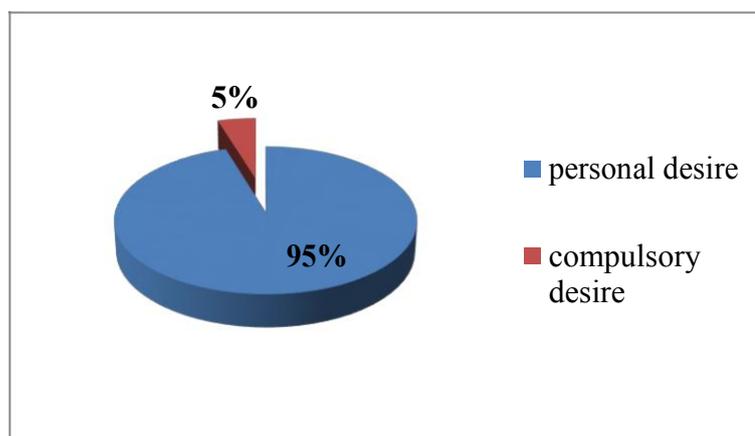
Graph 3.2: The choice of selecting to study English

   Table 3.2 shows that the majority of students selected to study English as their personal desire, whereas 5% was a compulsory desire due to different purposes such as: English summary for scientific learners' theses, including the English language in students' curriculum by the ministry in various branches and work necessities.

Q 03: Do you study English at the university?

Option	Number	Percentage
Yes	18	28%
No	46	72%

Table 3.3: The learners' speciality
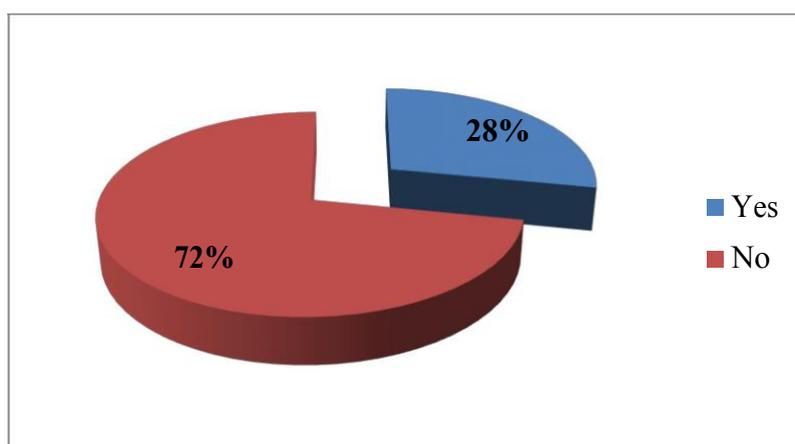
Graph 3.3: The learners' speciality

   The most obvious finding drawn from table 3.3 is that the non university student. (72%) presented English learners from other branches such as: architecture, agronomies, computing science, econometric and others. On the other hand (28%) are English learners who study at the center and belong to the English division at the university

Q 04: How long have you been studying English?

Number of year	Number	Percentage

01-10	33	52%
11-20	31	48%

Table 3.4: participants experience in Learning English
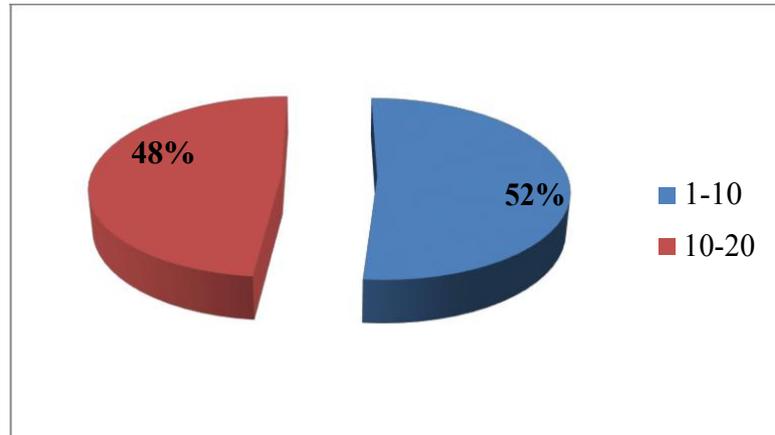
Graph 3.4: Number of years in studying English

In this question, students are required to give the number of years of learning English. As shown in the previous graph 3.4, 48% have been studying English from 10 to 20 year, whereas , those who studied English from 1 to 10 years of English learning is presented by more than half of students.

Q05: How do you assess your level in English?

Option	Number	Percentage
Very good	08	13%
Good	25	39%
Average	30	47%
Bad	01	02%

Table 3.5: Learners' English level
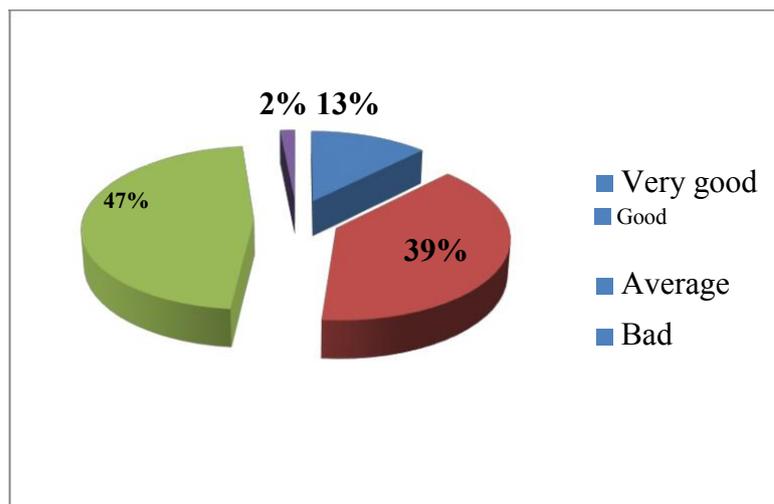
Graph 3.5: Learners' English level

The present item of information is intended to ask learners about their level in English. (52%) of the participants assessed their level as good and very good level; nearly half of them think that they do not master the language and they need more effort.

Section Two: Learners' Attitudes toward French Prior Knowledge

Q 06: How do you consider your level at French?

Option	Number	Percentage
Very good	18	28%
Good	18	28%
Average	22	35%
Bad	06	09%

Table 3.6: learners' French level
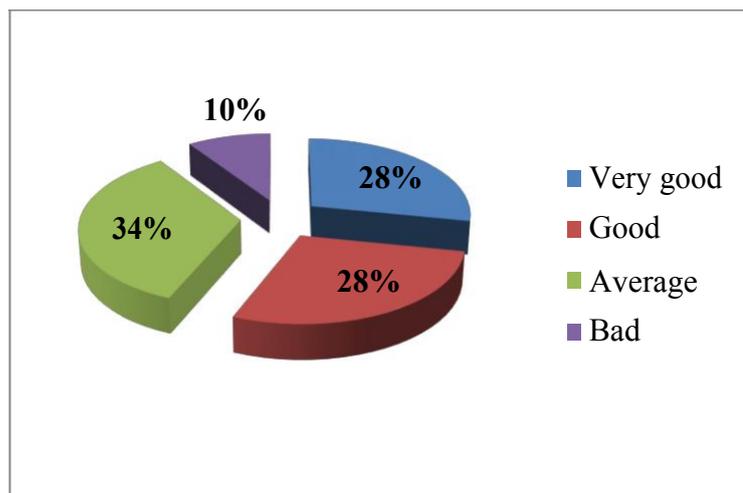
Graph 3.6: learners' French level

In this question, learners were required to assess their level in the French language. As mentioned above in table 3.6 more than half of them have an acceptable level, whereas (44%) represented learners with a weak level due to several causes for instance the dominance of English on French in the recent years.

Q 07: In your opinion, your knowledge in French has been acquired in

Option	Number	Percentage
School only	29	45%
Personal effort	35	55%

Table 3.7: Learners' method of acquiring French
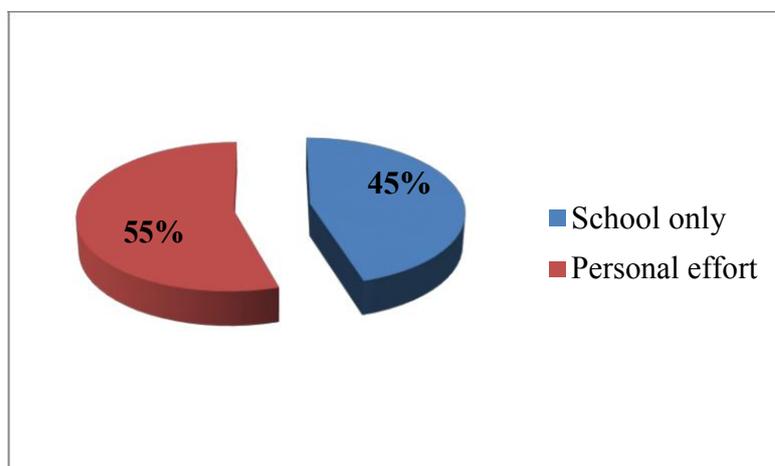
Graph 3.7: Learners' method of acquiring French

As shown in table 3.7, more than half of learners (55%) acquired the French language by themselves, as a result of social factors such as multilingualism that exists in Algeria, learning challenges, love of that language and others. In contrast, (45%) who participated in this study have acquired this language through schools only, that is to say, they studied the language only for their academic purposes.

Q 08: Outside EFL classroom, which language do you use more?

Option	Number	Percentage
French	40	62%
English	24	38%

Table 3.8: Learners' Use of FLs outside EFL classroom
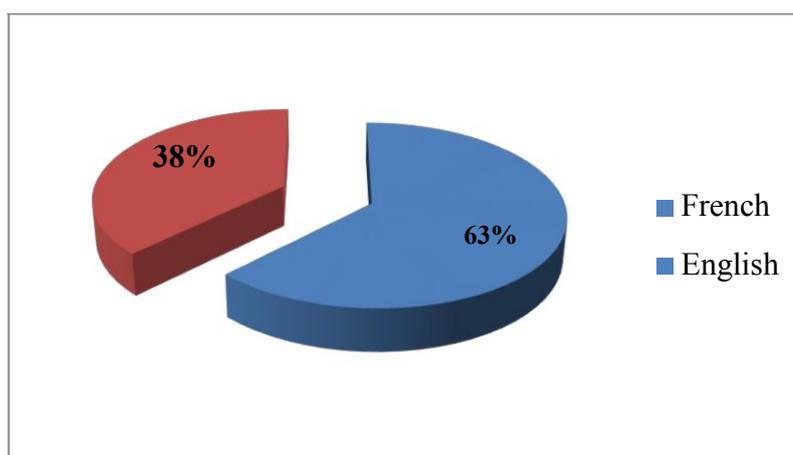
Graph 3.8: Learners' Use of FLs outside EFL classroom

Table 3.8 shows that most of English learners (63%) use the French language after EFL classes. As the participants mentioned they use it because French is the most dominant language in the environment, it is widely used in administrations, others are fluent in French more than English; some of the answers indicated that French is a part of the Algerian dialect. Whereas only (38%) of learners keep using the English language even outside the classroom due to their need of progression, kind of style and others.

Q 09: Do you think that French may help you to express your ideas in English?

Option	Number	Percentage
Yes	44	69%
No	20	31%

Table 3.9: Learners' attitudes towards using French in expressing English ideas
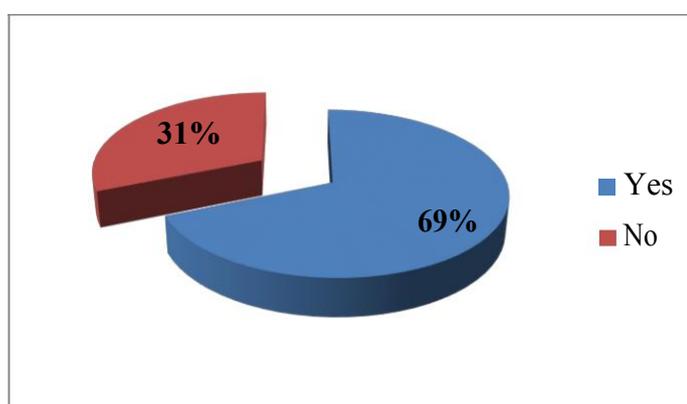
Graph 3.9: Learners' attitudes towards using French in expressing English ideas

Table 3.9 presents Learners' attitudes towards using French in expressing English ideas. (69%) of the participants agree about using French when needed in order to find some expressions that they do not have in English either through translation or borrowing. They found it very helpful tool for gaining time in learning English. However (31%) of participants of the current study disagree on using French to express English ideas because they have already a high level in that target language.

Q 10: In your opinion, the difficulty of expressing yourself in English is due to the lack of vocabulary?

Option	Number	Percentage
Yes	52	81%
No	12	19%

Table 3.10: Learners' attitudes towards the difficulty of English vocabulary
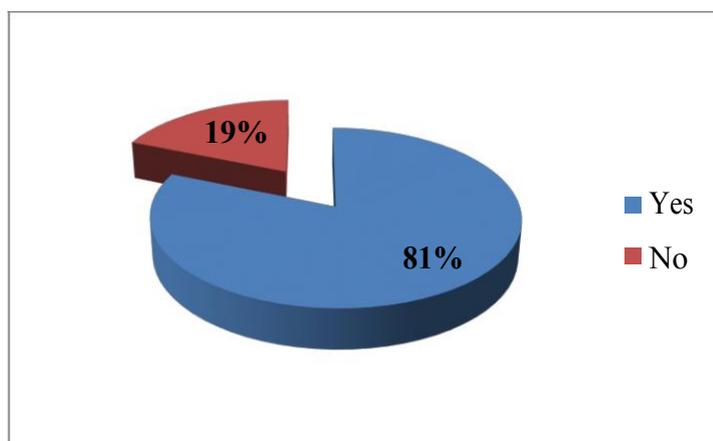
Graph 3.10: Learners' attitudes towards the difficulty of English vocabulary

The results in table 3.10 show that, the majority of participants (81%) face difficulty in expressing their ideas in English due to the lack of vocabulary. Vocabulary is the most important element in learning a language; even if learner master its' grammar or pronunciation. In contrast (19%) of learners' think that the difficulties in expressing some English ideas do not go back only to vocabulary there are some other reasons such as: shyness fried of public talking and others.

Q 11: Do you think that, French is similar to English?

Option	Number	Percentage
Strongly agree	17	27%
Agree	20	31%
Disagree	14	22%
Not at all	13	20%

Table 3.11: Learners' attitudes towards the similarity of English and French
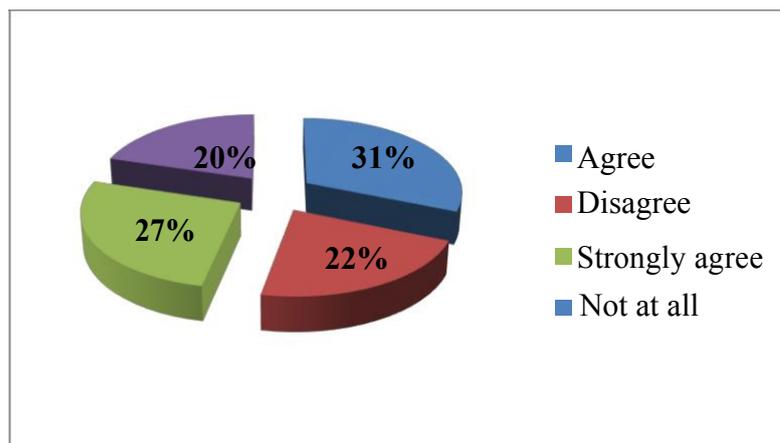
Graph 3.11: Learners' attitudes towards the similarity of English and French

At is indicated in the table 3.11, (31%) and (27%) of the participants agree with the similarity between English and French. Whereas, (22%) as well as (20%) of participants are against this perception. Based on their explanation, the two languages are differing in spelling, pronunciations and grammar.

Q12: In your opinion the prior knowledge of French can effect in learning English?

Option	Number	Percentage
Positively	53	83%
Negatively	11	17%

Table 3.12: Learners' attitudes towards the French effect on English
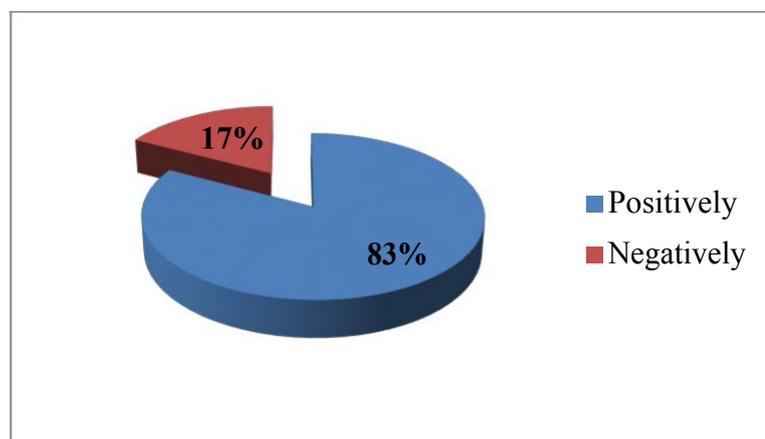
Graph 3.12: Learners' attitudes towards the French effect on English

A quick glance at table 3.12 will reveal that the majority of participants (83%) respond positively they agree on the positive effect of French on English. It is worth mentioning that despite of those who showed positive attitudes, there are others who did not share the same view. (17%) indicated their disagreement.

Q13: Do you think that, your French knowledge could help you to enrich your English vocabulary?

Option	Number	Percentage
Yes	45	70%
No	19	30%

Table 3.13: Learners' perception towards the role of French
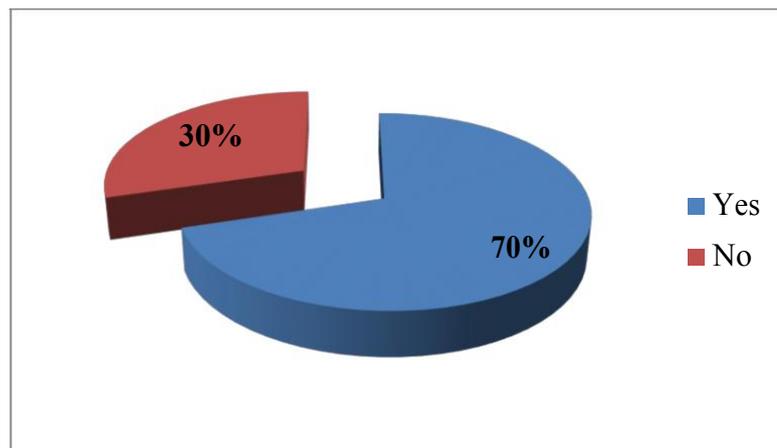
Graph 3.13: Learners' perception towards the role of French

The most obvious finding drawn from table 3.13 is the positive answer of participants. (70%) agree on the facilitation of the French language in enhancing English vocabulary. Through imitation and the correspondence between the two languages, acquiring more vocabulary will be easier. Therefore French makes learners more active through understanding what the teacher is talking about as well as explaining difficult concepts or ideas. In contrast, (30%) of learners mention their disagreement, they think that there are others possibilities for enhancing learners vocabulary such as songs, movies and others.

Q14: Do you understand when someone speaks English with French accent?

Option	Number	Percentage
Yes	57	89%
No	07	11%

Table 3.14: learners' attitudes towards pronouncing English words like French
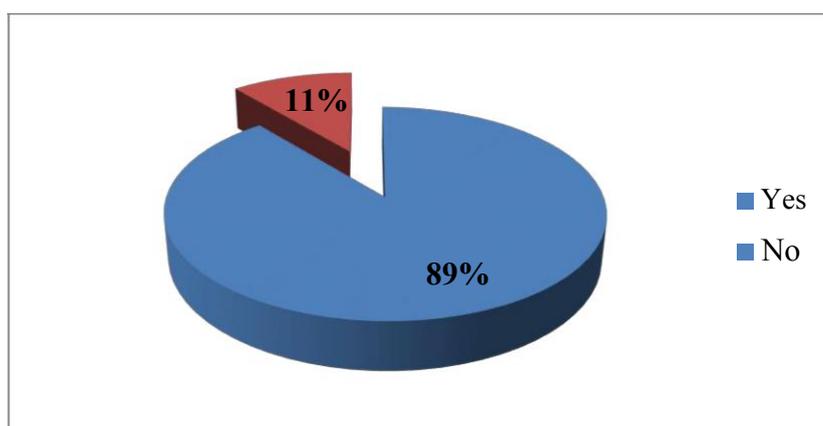
Graph 3.14: learners' attitudes towards pronouncing English words like French

As presented in table 3.15, most of participants (89%) agreed on understanding English words with French pronunciation because most English words from French origin just differ either in spelling or pronouncing of some letters. However the other participants (11%) disagree. According to their answers they need to listen again and take time for understanding.

Q15: How often do you understand English items through French imitation?

Option	Number	Percentage
Always	09	14%
Sometimes	27	42%
Often	25	39%
Rarely	03	05%

Table 3.15: How often learners imitate English items with French
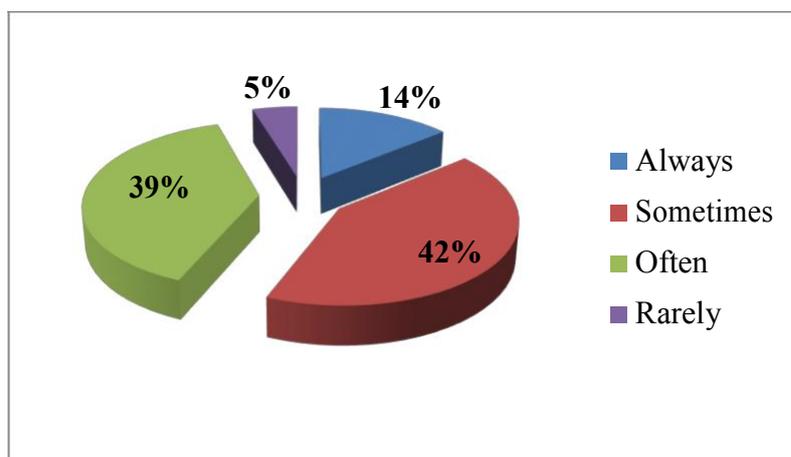
Graph 3.15: How often learners imitate English items with French

As indicated in table 3.16, a landslide of participants (95%) use to imitate English words with French, in most of contexts and when they intended to explain difficult words or ideas; they found that both languages are similar that is why, imitation is the best solution. Whereas, only (5%) of participants disagree.

Q16: Using words from French origin to express English ideas make you feels

Option	Number	Percentage
Satisfied	31	49%
More satisfied	22	34%
Inconvenienced	11	17%

Table 3.16: Learners' views towards using English words from French origin
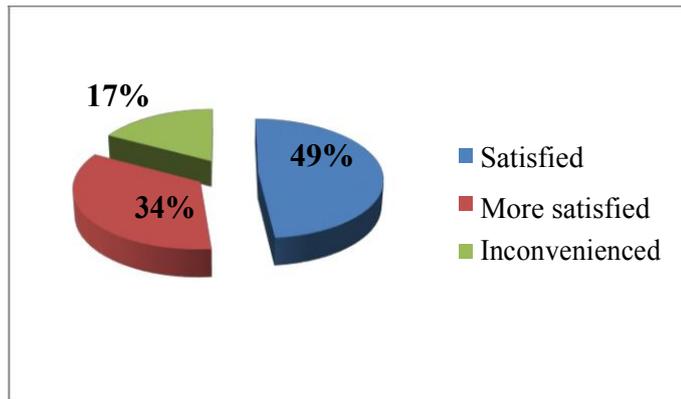
Graph 3.16: Learners' Views towards using English words from French origin

The results in table 3.17 show that (83%) of the participants feel confident when using English words from French origin. That is to say, if words are the same why not using them. Based on their answers, the important thing is to succeed in communicating their messages. In contrast (17%) think that if there are other words, why limit learners' knowledge to a few vocabulary, therefore using English words will indicate the high level of learners.

Q17: In your opining, Can learners rely on French prior knowledge to learn English language?

Option	Number	Percentage
Yes	50	78%
No	14	22%

Table 3.17: Learners' views about relying on French in learning English

As it is indicated in table 3.18, most of participants (78%) mentioned their agreement about relying on French in learning English. They suggest that the significant goal behind relying on French is when they want to say something and cannot do it in English; others declared that because of the similarities of both languages, learners could easily translate, imitate and borrow words successfully. It is worth mentioning that, despite the positive answers, there are others who did not share the same views. (22%) think that each language has its own rules; that is to say learners cannot rely on French in order to learn English.

5. Analysis Of Teachers' Questionnaire

Section One: Background Information

Q01: Degree (s) held:

Degree		Participants	Percentage
(Licence)		00	00%
M A	Magister	02	29%
	Master	03	43%
Ph.D(Doctorate)		02	29%
Total		07	100%

Table 3.18: Distribution of Teachers' academic degree
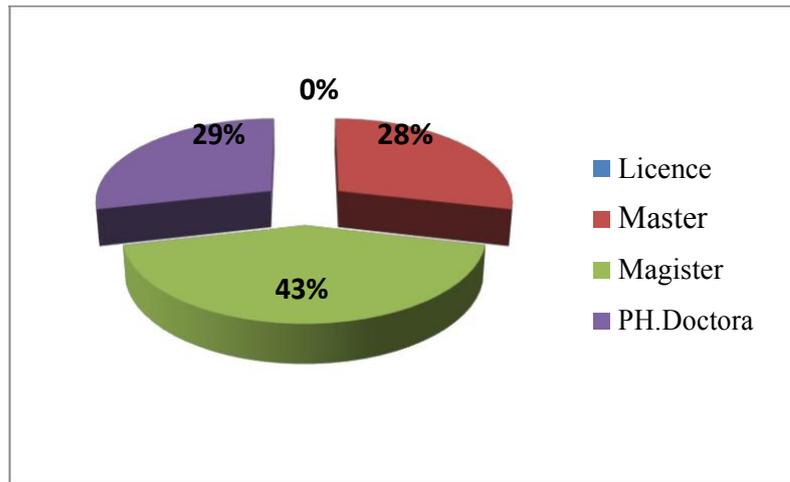
Graph 3.18: Distribution of Teachers' qualifications

Table 3.19 shows that (43%) of teachers hold the magister degree, therefore more than the third totalizing (29%) hold Ph.Doctora degree. For the master teachers they participated by (28%) percent, whereas no licence degree (0%) collaborated.

Q02: How long have you been teaching English?

Number of year	Number	Percentage
04-10	03	43%
11-25	04	57%

Table 3.19: The Teachers Experience
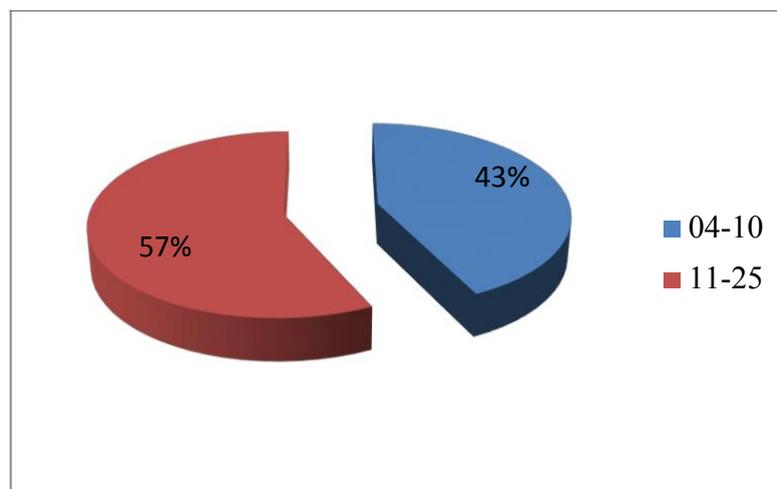
Graph 3.19: The Teachers Experience

The results in table 3.20 show that more than half (57%) of the participated teachers have from 11 to 25 years of teaching, they teach different levels at the university. In the same context, teachers with an experience of 4 to 10 years were also presented in the above table with a percentage of (43%).

Q03: How do you estimate your level in French?

Number of year	Number	Percentage
Good	02	29%
Very good	04	57%
Average	01	14%
Bad	00	00%

Table 3.20: Teachers' French level
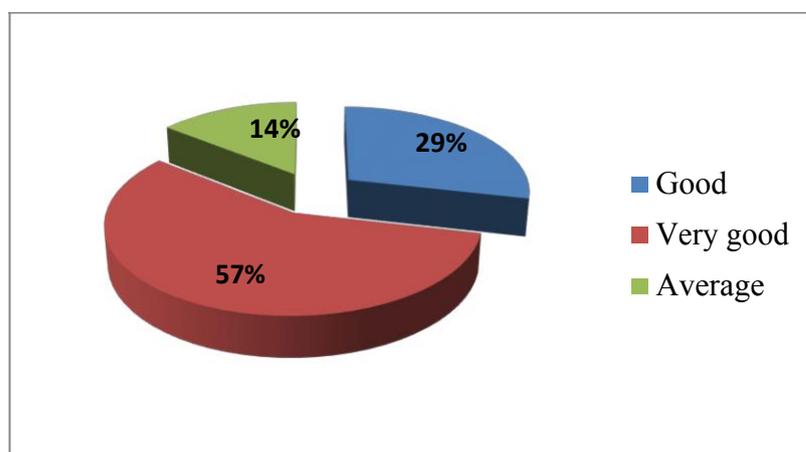
Graph 3.20: Teachers' French level

As show in table 3.21, the majority (86%) of English teachers that participated in the current study of Biskra University master the French language. Whereas, (14%) of teachers have an average level in French. Based on their answers, they pass most of time in teaching English. That is to say their English oppresses the French language.

Section Two: Teacher's Attitudes towards the Effect of French on Learner's English Vocabulary

Q04: In your opining, using monolingual approach in learning English is:

Option	Number	Percentage
Beneficial	02	29%
Not beneficial	05	71%

Table 3.21: Teachers' attitudes towards teaching approaches
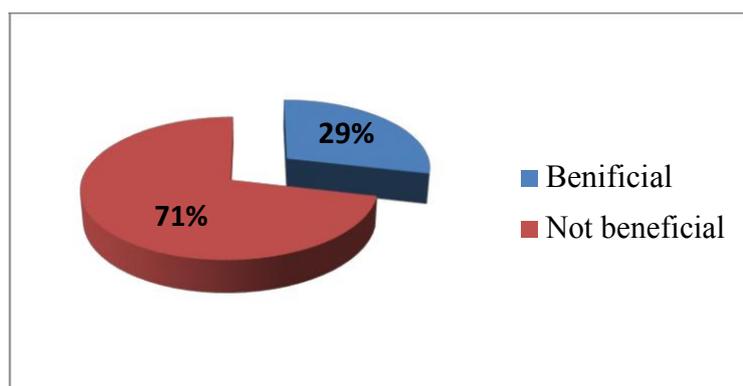
Graph 3.21: Teachers' attitudes towards teaching approaches

The present item of information is intended to ask teachers about their attitudes towards using the monolingual approach in teaching foreign languages (English language). Table 3.22 shows that (71%) of the teachers think that using the monolingual approach in learning English is not beneficial. However, less than half (29%) agree on using that approach they think it is beneficial to achieved good results.

Q05: Do you support the use of first knowledge in learning another especially if they shared many features?

Option	Number	Percentage
Yes	06	86%
No	01	14%

Table 3.22: Teachers' attitudes towards using first knowledge in learning second one
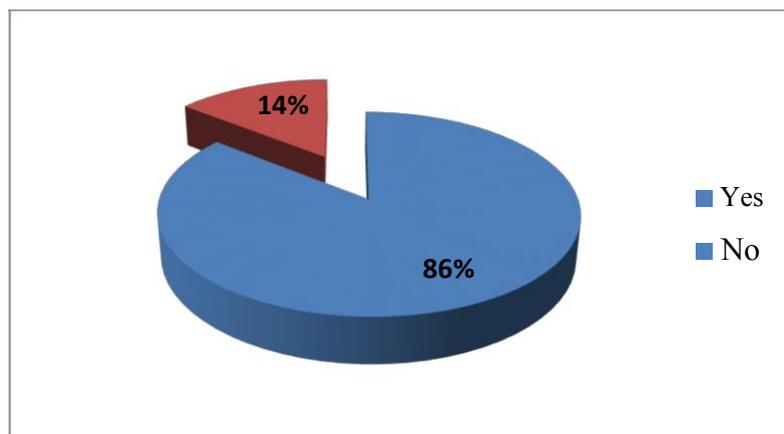
Graph 3.22: Teachers' attitudes towards using first knowledge in learning second one

The most obvious findings drawn from table 3.23, is the positive answer of teachers (86%) that supports the use of previous languages in learning another one, especially if they shared many similarities. According to their suggestion, many languages came from the same root like English and German or English and French; others claimed that it is useful to use background knowledge because it saves time. It is worth mentioning that in respect of those who showed positive answers, there are others who did not share the same views. (14%) of the participants disagree on using background knowledge in learning new language they think it is a bad habit and do not provide good results.

Q06: Do you think that French is similar to English?

Option	Number	Percentage
Strongly Agree	05	72%
Agree	00	00%
Disagree	01	14%
Not at all	01	14%

Table 3.23: Teachers' perception about the similarity between English and French
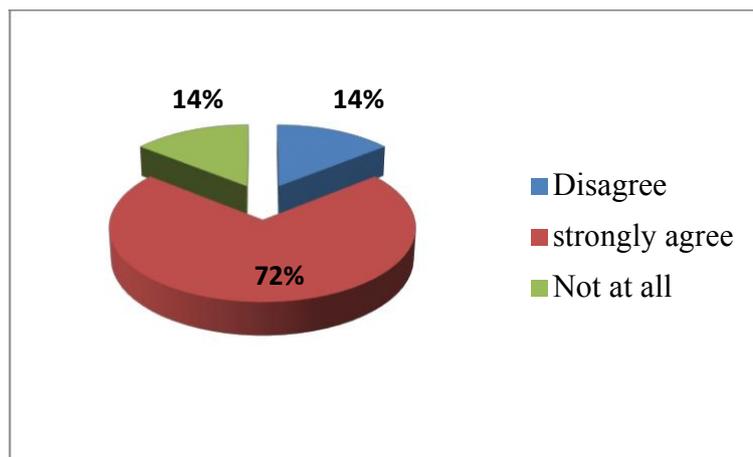
Graph 3.23: Teachers' perception about the similarity between English and French

As it is indicated in table 3.24, nearly three quarters percentage (72%) of the teachers showed their agreement about the similarity of English and French. Whereas only (14%) showed their disagreement, they think that there is no similarity at all between the two languages.

Q07: According to your experience, does the interference of French affects learner's development in acquiring more English vocabularies?

Option	Number	Percentage
Yes	06	86%
No	01	14%

Table 3.24: Teachers' attitudes towards the interference of French on English
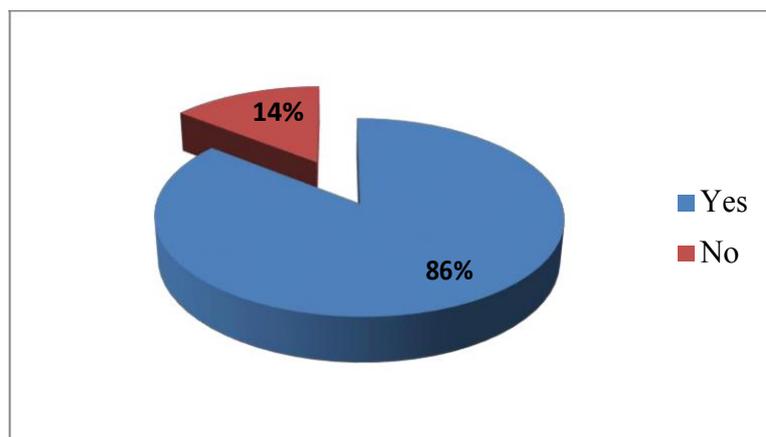
Graph 3.24: Teachers' attitudes towards the interference of French on English

The most obvious findings drawn from table 3.25, is that a very noticeable percentage of the teachers (86%) reported that the interference of French affects the learner's development in acquiring more English vocabularies; i.e, French plays an important role in enhancing the learners' vocabulary. However, (14%) of teachers disagree; they think that French knowledge do not help in acquiring more vocabulary.

Q08: how often does this interference happen?

Option	Number	Percentage
Always	01	14%
Usually	02	29%
Often	00	00%
Sometimes	04	57%

Table 3.25: Frequency of French and English interference
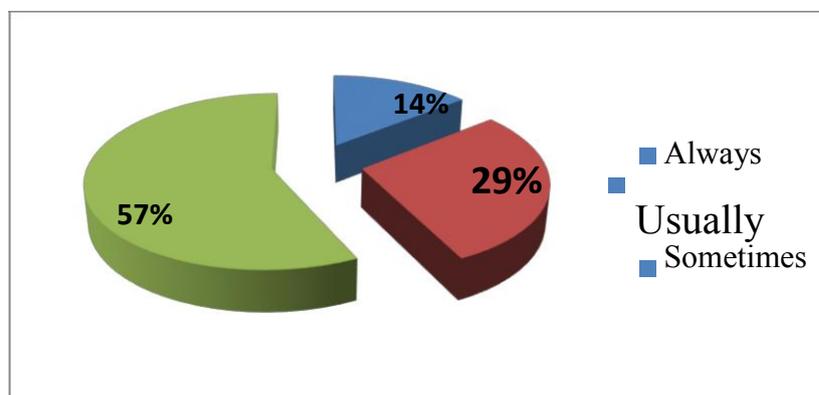
Graph 3.25: Frequency of French and English interference

As presented in table 3.26, more than half (57%) of teachers said that sometimes French and English do interfere. More than a quarter of the teachers (29%) claimed that the interference usually happens; others (14%) revealed that it always occurs.

Q09: The reason of French interference in English is:

Option	Number	Percentage
Multilingualism in Algeria	06	86%
Insufficient knowledge about the English language	01	14%

Table 3.26: Reasons for French and English interference
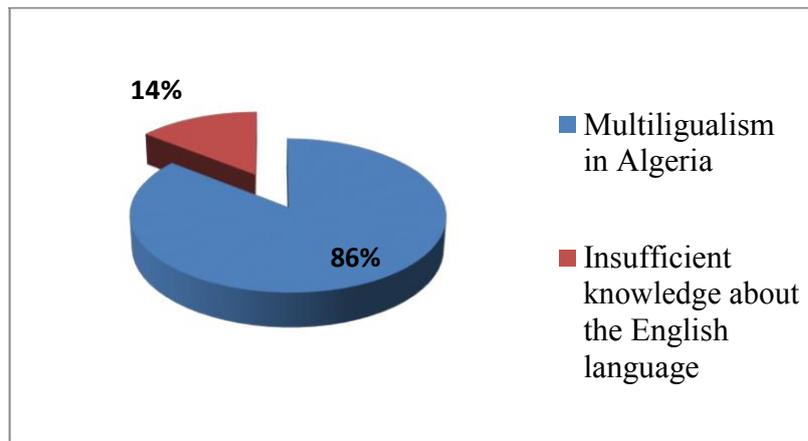
Graph 3.26: Reasons behind French and English interference

According to what is presented in table 3.27, (86%) think that as result of multilingualism that exists in Algeria, the two languages interfere. In the same question, there is another view which suggested that French and English interfere due to insufficient knowledge of the English language. That is to say, learners should be encouraged to acquire more English as much as possible.

Q10: Do you think that using only the English language in classroom makes learners lost and bored?

Option	Number	Percentage
Agree	04	57%
Disagree	03	43%
Strongly Agree	00	00%

Table 3.27: Teachers' attitudes towards using only English in classes
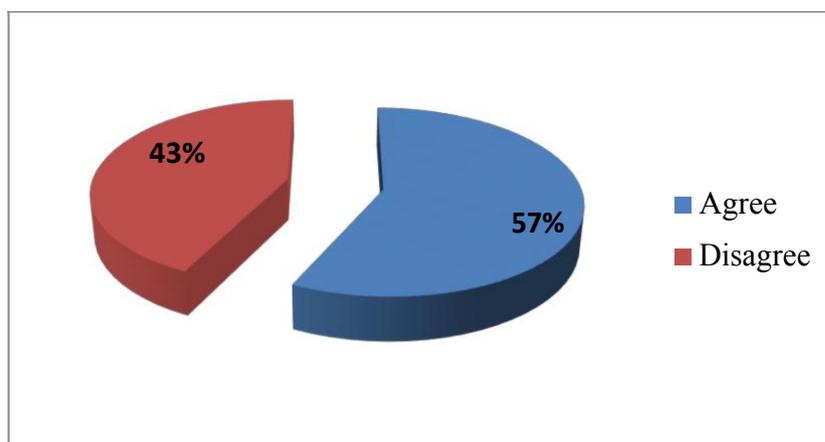
Graph 3.27: Teachers' attitudes towards using only English in classes

As it is indicated in the table 3.28, more than half of the participated (57%) showed their agreement about the possibility of making learners lost and bored. That is to say, they agree in including another language from time to time. However, less than half (43%) of the teachers showed their disagreement, they agree only on using the target language (English) during classes.

Q11: How often do you use French in EFL classes?

Option	Number	Percentage
Sometimes	03	43%
Rarely	02	29%
Usually	01	14%
Often	00	00%
Never	01	14%

Table 3.28: Frequency of using French in EFL classes
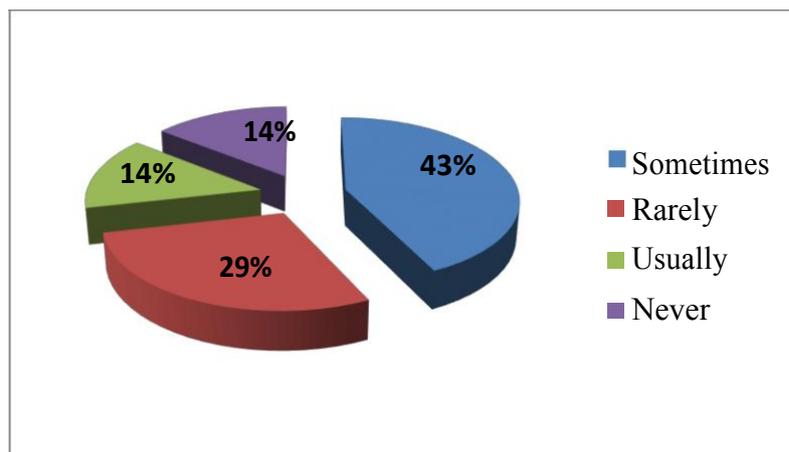
Graph 3.28: Frequency of using French in EFL classes

The highest percentage (43%) drawn from table 3.29 was for those who sometimes use the French language during an English class, the percentage of (29%) presented teachers who rarely use that language. (14%) Teachers usually use French whereas, (14%) were against this use; they never include one language in another during or after "EFL" classes.

Q12: Do you use French vocabularies in order to simplify the new English vocabulary?

Option	Number	Percentage
Yes	05	71%
No	02	29%

Table 3.29: Teachers' usage of French language
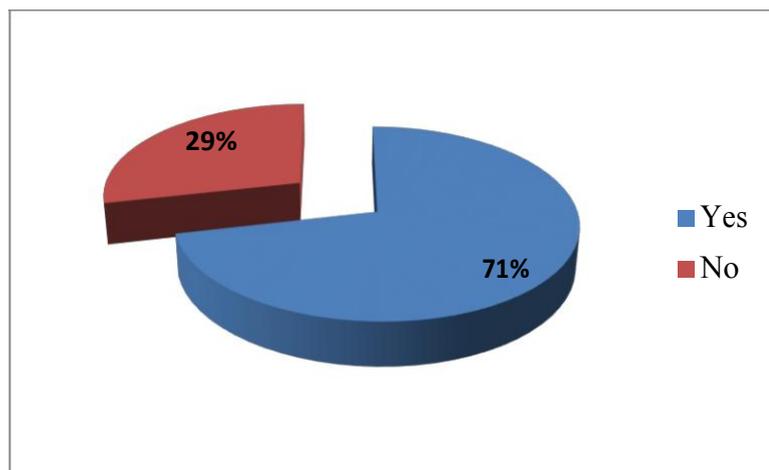
Graph 3.29: Teachers' use of French language

The most obvious findings drawn from table 3.30, is the very remarkable percentage of teachers (71%) who reported that they use French vocabulary in order to simplify the new English words; that is to say they use French language as a facilitator tool in learning English. i.e., they encourage learners' to use their previous knowledge of French. Whereas (29%) of teachers avoid using such a method.

Q13: In your opinion, does the use of English words from French origin decrease the learner's level

Option	Number	Percentage
Yes	05	71%
No	02	29%

Table 3.30: Teachers' attitudes towards using English words from French origin
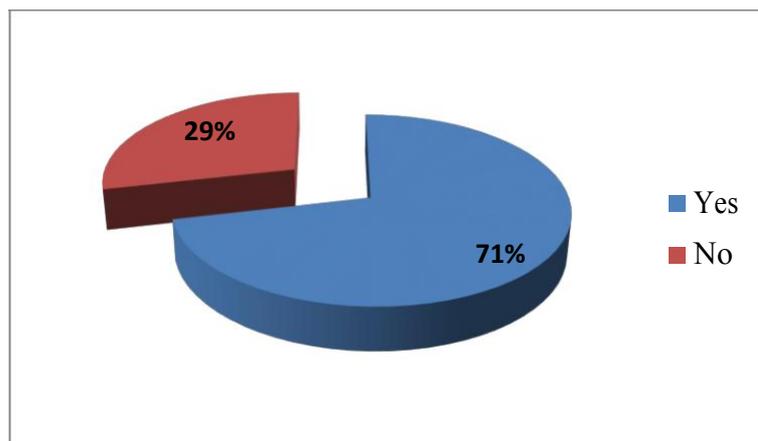
Graph 3.30: Teachers' attitudes towards using English words from French origin

Table 3.31 presented teachers attitudes towards the role of using English words from French origin in decreasing learners' level. The highest percentage (71%) represented teachers who think that French words do not decrease learners' level in contrast they increase their level because most French words are already considering English (historical events) as they mentioned. However, (29%) of the teachers believe that using those words from French origin may decrease learners' level.

Q14: According to your experience, could student rely on French prior knowledge to learn English language?

Option	Number	Percentage
Yes	07	100%
No	00	00%

Table 3.32: Teachers' perception about relying on French to learn English
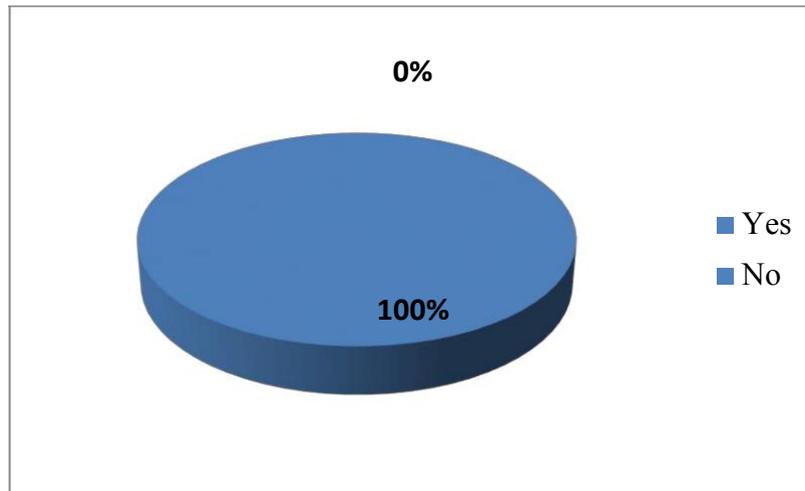
Graph 3.32: Teachers' perception about relying on French to learn English

The most obvious findings drawn from table 3.32, is that all the participants (100%) showed their agreement about the ability of relying on French prior knowledge in order to learn English. According to their answers, both languages shared many similarities, hence, if a learner is good at French, he will learn much quicker; others claimed that mastering one of the two will help in learning the other.

6. Analysis of Teachers' Interview

An interview was conducted with three teachers from the Section of English of Biskra University. .

Q01: Which language do you use to communicate with your students outside the classroom, French or English?

T1: said that: 'I use English most of the time'

T2: claimed that: 'I try as much as possible to use English even outside classroom, I use French with the minority of learners especially those foreigners who came from "Mali" because their native language is French. So, speaking in French comes naturally, therefore, I use French with students who speak French well; hence, code-switching from English to French comes unconsciously'.

T3: said that: 'well, it depends on the situation; I use only English inside classroom whereas French takes place sometimes outside classroom because it is a part of our dialect'.

The results show that all teachers agree on using French, but they differ in where to use it. Teacher one uses only English even outside English classes, whereas the two other teachers showed their agreement in using French language outside EFL classes in some situations.

Q2: Do you think that using French language in EFL classes effects on the process of English learning?

T1: said that: 'it could be very useful; it requires students who understand English and French as well'.

T2: pointed out that: 'we cannot deny that French and English are similar to a certain extent, because they have the same origin, so integrating can have positive impacts'.

T3: claimed that: 'integrating French in EFL classes may have a negative effect'.

Through teachers' response, there was a contrast in answers. The first and the second teachers were with integrating French in English classes; they mentioned that using is useful and have a positive effect, but the third teacher disagreed and said that it has a negative impact on the process of English learning.

Q3: Do you think that using French in order to explain some difficult words instead of the Arabic language is useful?

T1: claimed that: 'yeas, it could be'

T2: said that: 'yes it is. As teacher we try to avoid using Arabic as much as possible, we can code- switching to our second foreign language "French" because they have similar in origin, spelling, syntactic and others'.

T3: said: 'yes, it is useful sometimes in order to facilitate learning processes.

All teachers' responses were positive, they agree on using French words in order to explain or describe the difficult English items. This is more useful and allowed rather than including the mother tongue "Arabic" in EFL classes. Because the similarity between French and English more than Arabic and English.

Q4: What do you think about using French language as a facilitator for English language learning?

T1: said that: 'it could be good, provided that students understand French. And it should not use all of time only occasionally'.

T2: claimed that: 'it is facilitator in terms of vocabulary, grammar; in terms of teaching the sentence structure, phonetics, syntax and lexic'.

T3: affirmed that: 'so how it cannot be and we grow up in a French speaking country'.

The three teachers showed their agreement about using French language as a facilitator in order to learn the English language. Therefore using it with some conditions as first teacher mentioned use it only from time to time.

Q5: Finally. We appreciate any further suggestions or comments about the effect of French on foreign English learners' vocabulary?

T1: claimed that: 'French could help students spell better because many English words are spelling the same. It could help them understand the meaning and the grammar too, but also it could be confusing. They should be very careful'.

T2: said that: 'as a teacher I agree that French can be really used as a means, facilitator, to teach English in terms of introducing some vocabulary even they could benefit from it through reading of some French expression and translate it because translating helps a lot in developing students performance and competence. That is to say students do not have to limit themselves to only separate words.

Based on teachers' suggestion, the two first teachers gave a clear picture on how could French knowledge effects on English learners' vocabulary. Its facilitation is shaped in spelling, facilitating the meaning and translating. But the important thing, is when and how to use it.

7. Discussion

The analysis of teachers' interview and questionnaires of both teachers and learners, revealed their attitudes towards the use of French in EFL classes. The results of learners' and teachers' questionnaire indicate positive attitudes towards the use of the French language in English classes. They support its usage and agreed on its facilitation on the learning process. In the other hand, some of the participants had opposite views

The majority of learners agreed that French enables them to improve their understanding, performance and acquiring skills. While learners who opposed using this language were form the minority of the population. They had negative tendencies toward this language because they reported that English is a new language; thus it should be learned and taught as it is. According to learners' results, we conclude that French is considered as a useful instrument assisting both teaching and learning of the English language. Moreover, Learners at any level and in different situations can take advantage from bilingualism that existed in our country. Henceforth, the usefulness and influence of French is clearly noticeable. In fact, (95%) of learners are not able to understand English without the use of French. Thus, the use of French in EFL classes may help the progress of learners in their performance and their competence. Furthermore, the majority of teachers had positive attitudes towards the use of French in English classes. They show their agreement about the supportability of French in facilitate and developing learning levels. Either through the translation of some complex items due to the fact that translation is a successful strategy and wide used by learners, or explaining difficult terms and clarifying meanings of the new aspects in order to gain time as well.

Based on the finding results, teachers and learners showed the main reasons for using French in their English classes. learners claimed that French is the most necessarily language and the closest foreign language to English for better understanding to the difficult ideas, to determine better meaning of the new vocabulary, therefore to feel more comfortable and less stressed. Furthermore, in the presented study the teachers affirm that there are great reasons should be mentioned about French usage. For instance: the explanation of the new vocabulary items as well as clarifying abstract terms. In other terms, they confirmed that teachers should use French language from time to time in order to increase comprehension, gaining time and help weaker learners. In this case, it seemed that French language should not be prohibited. In the same context, the majority of learners as well as teachers with high percentages were confident with the amount of using French in their English classes.

In conclusion, from the whole discussion of the presented work based on questionnaires and interview, this study demonstrated that French plays an important role in facilitating English learning process. Based on learners' views, the role of that strategy is helping learners to be more motivated, confident and less stressed, therefore, it serves their needs

in translating the abstract meanings. The most important thing is that the French language helps learners to expresses themselves. That is to say, using French in EFL classes is considered a useful pedagogical support in teaching as well as learning English as a target language.

Conclusion

The final results of the presented work showed that the majority of learners and teachers have a positive attitude towards the use of their French knowledge in their classes. However, teachers also declared that this method requires from learners to master the French language and be able to distinguish its rules from English in order to avoid falling in what it known "faux amis". It is worth noting that teachers did not deny that the use of French may help and facilitate learners in their learning process in various learning occasions. Based on the obtained results, the research hypotheses are proved and the questions are answered. That is to say, French influences English learners' vocabulary in the classroom in different aspects and its use help them to achieve a better result in acquiring more English vocabulary.

General Conclusion

The present study investigated the attitudes and perception of both teachers and learners towards the use of French in EFL classes. Therefore, it examined whether or not French can be considered as a facilitator tool. In addition, through the current work we hypothesized that French influences the English learners' positively or negatively vocabulary. In this study the researcher shed light on the positive effect of this language upon learners' vocabulary; it is to say the ability of French language background in increasing learners' English vocabulary. Besides, the second suggestion hypothesis was the use of French in EFL classroom may help learners' vocabulary achievement.

This study is composed of three chapters; two for the theoretical part and one for the practical part. The first chapter is concerned with a French language and English foreign language learning. Whereas, the second chapter represents the French influence on the English vocabulary. The practical part contained only one chapter "data analysis". This latter is concerned with the analysis of the obtained data collected from questionnaire for both teachers and learners and an interview for teachers only. Their main aim is to collect more and various information about the research topic.

The obtained results confirmed that the majority of learners and teachers had a positive attitude towards the French use. They agree that French supports o learning English. Most of them did not deny the great similarity that exists between the two languages. However, it is worth mentioning that the use of French in English classes should be with limitations; it means not to overuse French in English classes.

In conclusion, all the results indicated that teachers and learners who participated in this study considered that the use of French in English classes facilitates and enhances learners' level. It is necessarily to note that using this language depends on situations and needs.

RECOMMENDATIONS

This study has investigated the effect of French on English foreign learners' vocabulary and how it can be facilitative for English learning, taking into consideration the statutes of the French language in the Algerian context, in addition to the relationship between the two languages.

Based on the similarities that existed between French and English particularly at the level of vocabulary, EFL teachers should emphasis on ensuring the possibility of positive transfer. At the same time they should make learners aware of false friends and develop their ability to learn how to avoid lexical mistakes. Moreover, the emphasis should be in the facilitating of transfer from French to English and vice versa when necessarily. That is to say, Teachers ought to deal with learners' needs and try to integrate the French language when necessarily in English classes. Therefore, using learners' background knowledge in the classroom helps them to raise their awareness and knowledge about the similarities and differences between the two languages and helping them to discover different methods to practice and to express themselves in the target language. However, the use of French language in teaching English should be one of the many tools that teachers should specially use when dealing with the abstract terms and the difficult items.

It is worth mentioning that teachers should be aware of that the use of French is not obstructs the learning process. Hence, teachers should allow their learners to use their first knowledge background from time to time due to its facilitation, especially for weak and beginner learners. Henceforth, French and English language should be considered as complementary and alternatives for each other. From another point of view, the advantage of the common similarities between French and English should be viewed as an important support that allows EFL learners master and be fluent in both languages. Another important thing that should be mentioned is that teachers should be very careful on when and how to use this kind of facilitation method. In addition, learners should not always use such strategy at any situation.

Finally, it will be very advantageous for both teachers and learners if they consider French language as a prize in order to be involved in the acquisition of English foreign language, based on the great number of similarities that are shared; in other words the effect of French on the English language can be beneficial for an effective approach to

EFL teaching and learning process taking into consideration the status of French in relation with the English language and with the Algerian community. However, this topic is far from being closed; in fact, it opens new perspectives for research that would address the same problematic, that is to say it needs to be extended and developed by further research.

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APPENDICES

Appendix I

Teachers' Questionnaire

The Influence of French on English Foreign Learner's Vocabulary

Dear Teachers,

   This questionnaire is a part of a master degree dissertation conducted at Mohammed Khider Biskra University to investigate the influence of the French language on EFL learner's vocabulary. You are kindly requested to answer the following questions as answers will be helpful in completing this research work. Your participation will be anonymous.

                                      Thank you for your time and your cooperation

Please, mark (√) in the appropriate box (es) and give full answer(s) where necessarily.

Section one: Background Information

- Degree (s) held:
   a- Licence ☐

   b-   master ☐

   c- Magister ☐

   d- Ph.D (doctorate) ☐

- How long have you been teaching English?

....

- How do you assess your level in French?
   Good ☐   Very good ☐
   Average ☐   Bad ☐

Section two: Teacher's Attitudes towards the Effect of French on Learner's English Vocabulary

Q01- In your opining, using monolingual approach in learning English is:

   ☐   ☐

Beneficial   Not Beneficial

Q02- Do you support the use of previous language in learning another especially if they shared many features?

Yes [ ]   NO [ ]

Justify please

....
....
....

Q03- Do you think that French is similar to English?

Agree [ ]   Strongly Agree [ ]

Disagree [ ]   Not at all [ ]

Q04- According to your experience, does the interference of French affects learner's development in acquiring more English vocabularies?

Yes [ ]   No [ ]

If yes how often does this interference happen?

Always [ ]   Often [ ]

 Usually [ ]   Sometimes [ ]

Q05- The reason of French interference in English is:

- Multilingualism in Algeria [ ]

- Insufficient knowledge about the English language [ ]

Others

....
....

Q06- Do you think that using only the English language in classroom makes learners lost and bored?

Agree [ ]   Disagree [ ]   Strongly Agree [ ]

Q07- How often do you use French in classroom?

Sometimes [ ]   Often [ ]

[ ]   [ ]

Never   Usually

Q08- Do you use French vocabularies in order to simplify the new vocabulary in English?

Yes [   ]   No [   ]

Why?

....

Q09- In your opinion, does the use of English words from French origin decrease
the learner's level?

Yes [   ]   No [   ]

How?

....
....

Q10- According to your experience, could student rely on French prior knowledge to
learn English language?

Yes [   ]   No [   ]

How?

....
....
....
....

Ms. Achour Meriem

Please accept my sincere gratitude.

Appendix II

Students' Questionnaire

The Influence of French on English Foreign Learner's Vocabulary

Dear Students,

This questionnaire is a part of a master degree dissertation conducted at Mohammed Khider Biskra University to investigate the influence of the French language on EFL learner's vocabulary. You are kindly requested to answer the following questions as answers will be helpful in completing this research work. Your participation will be anonymous.

Thank you for your time and your cooperation

Please, mark (√) in the appropriate box (es) and give full answer(s) where necessarily.

Section One: Background Information

Q01- Are you a university student?

Yes ☐   No ☐

If no, what do you do?

....
....

Q02- You have selected to study English as a:

a- Personal desire ☐   b- compulsory desire ☐

....
....

Q03- Do you study English at the university?

Yes ☐   No ☐

If no, in which branch do you study?

....

Q04- How long have you been studying English?

....

Q05- How do you assess your level in English?

Very good [ ]

Good [ ]

Average [ ]

Bad [ ]

In your opinion, what is the reason for that?

....
....

Section two: Learners' Attitudes toward French Prior Knowledge

Q06- How do you consider your level at French?

Very good [ ]

Good [ ]

Average [ ]

Bad [ ]

Q07- In your opinion, your knowledge in French has been acquired in:

School Only [ ]   Personal Effort [ ]

English [ ]   French [ ]

....
....

Q09- Do you think that French may help you to express your ideas in English?

Yes [ ]   No [ ]

How?

....
....

Q10- In your opinion, the difficulty of expressing yourself in English is due to the lack of vocabulary?

Yes ☐   No ☐

Q11- Do you think that, French is similar to English?

Agree ☐   Strongly agree ☐

Disagree ☐   Not at all ☐

Q12- In your opinion the prior knowledge of French can effect in learning English:

Positively ☐   Negatively ☐

Q13- Do you think that, your French knowledge could help you to enrich your English vocabulary?

Yes ☐   No ☐

Q14- Do you understand when someone speaks English with French manner?

Yes ☐   No ☐

Q15- How often do you understand English items through French imitation?

    a- Always ☐
    b- Often ☐
    c- Sometimes ☐
    d- Rarely ☐

Q16- Using words from French origin to express English ideas make you feels:

Satisfied ☐   More satisfied ☐   Inconvenienced ☐

Why?

....
....

Q17- In your opining student can rely on French prior knowledge to learn English language?

Yes ☐   NO ☐

How?

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Ms. Achour Meriem

Please accept my sincere gratitude

Appendix III

Teachers' Interview

1. Which language do you use to communicate with your students outside the classroom, French or English?

2. Do you think that integrating French language in EFL classes effects on the process of English learning?

3. Do you think that using French in order to explain some difficult words instead of Arabic language is useful?

4. What do you think about using French language as a facilitator for English language learning?

5. Finally. We appreciate any further suggestions or comments about the effect of French on foreign English learners' vocabulary?

الملخص

الهدف من هذه الدراسة هو معرفة واستكشاف آراء المعلمين والمتعلمين حول امكانية استخدام لغتهم الأجنبية الأولى وهي اللغة الفرنسية من أجل تعلم اللغة الانجليزية كلغة مستهدفة. موضوع هذا البحث قد سلطى عليه الضوء في الآونة الأخيرة والغرض من هذه الدراسة هو تحقيق آراء المعلمين والدارسين فيما يتعلق باستخدام اللغة الفرنسية كوسيلة مساعدة من اجل تعلم اللغة الانجليزية في جامعة محمد خيضر. بسكرة من اكثر القضايا التي تخضع لنقشات حادة هو ما اذا كان استعمال الغة الأولى الأجنبية في اقسام اللغة الانجليزية يعد مفتاح و اداة لتّسهيل ام هي حاجز وعقبة في العملية التعليمية . وبالتالي فنحن نفترض بان للغة الفرنسية تأثيرات عل مفردات المتعلم الانجليزي زيادة عل ذالك فان استعمال هذه اللغة قد ينتج تحسينات افضل في الثروة اللغوية للطالب. نحن نوافق عل ان معظم المعلمين والمتعلمين يوافقون عل ادراج اللغة الفرنسية في الانجليزية لكن ضمن معايير محدودة . و لإثبات هاتين الفرضيتين اجرينا دراسة نوعية في هذا البحث. اخترنا 46 طالب و 01 اساتذة في قسم الانجليزية الذين شكلوا العينية المستهدفة لهذه الدراسة. اعتمد الباحث عل طريقتان من اجل الحصول عل البيانات اللازمة هما استمارة البيانات لكل من الطالب والمعلمين اضافتا الى الحوار مع الأساتذة. و عل اساس النتائج المتحصل عليها سابقا تم الكشف عل ان كل من الطالب وكذا المعلم يوافقون بالإيجاب عل استعمال الفرنسية في تعلم الانجليزية. اضافتا ال هذا فان المعلمين يبدون رأيا اخر فيما يخص هذه القضية. هم يشيدون باستعمال هذا النوع من التقنيات اثناء وجود إستلزامات له. هذا يعني ان استعمال اللغة الفرنسية في الانجليزية وقت الحاجة الماسة لها فقط. وفي الختام اظهرت الدراسة ان كل من المعلمين والمتعلمين اراء متشابهة ومتقاربة اتجاه استعمال الغة الفرنسيى كأداة مساهمة ومساعدة في تعلم اللغة الفرنسية بصورة عامة واكتساب العديد من الألفاظ الجديدة بصورة خاصة. ان تشابههم في الآراء وان امكن القول تأييدهم لنفس الشيء قد عزز وحقق هذا البحث.