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Investigating the Influence of French (L2)

On English (L3) Lexis Development

Case Study: 4th year MiddleSchool

at Boukhatala Said – Skikda -

Dissertation Submitted in Partial Fulfillment of the Requirements for the Master Degree in
Didactics of English

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Declaration

I hereby certify and assume that this research work that I submit now for the assessment of program of study to have award of Master in “English Didactics” is entirely the result of my own work and research , and had not been taken or copied from other work.

Name :Gheri Aouatef

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Dedication

**All praises and thanks to ALLAH ALMIGHTY for giving me the opportunity to
complete my Master studies**

I dedicate this research work:

**first to my parents “ Youcef Ghersi ” and “AouamerFatma”, who offered support and
love and help , I would never continue my studies without your support and help .**

**to my sisters “HIBA”, “Nesrine ”,“Soumaya ” and “Akila ” for their help and endless
support**

And to my brothers “Hamdi ”and “Maher ”

And I dedicate this work to all my friends Amina ,Kawther, souhila and Mahdi

Finally, I dedicate this work to my nephews and nieces: “Chihab el din”, “Mouhamed ”,

“ Karam”, “Ranim”, and “Loudjain ”

Acknowledgement

First and foremost ,I would like to thank **Allah** for blessing and power given to me to complete this work.

To my lovely supervisor **Dr .Belabbes Zouleykha**, who provided me with valuable guidance and encouragement and time she gave to correct my work .

I would like to express all my gratitude and respect to all members of the jury for their time to read and correct this work.

I also would like to thank the EFL pupils of **Boukhatala Said middle school** and to the EFL teachers for their collaboration in this study.

Abstract

Teaching English vocabulary is an important aspect to acquire language effectively. The aim of this study is to scrutinize the influence of the previously learned French language (L2) on English (L3) vocabulary development. The study was carried out in **Boukhatala Said Middle School** in Skikda in the academic year of 2017/2018. In order to confirm or reject the put forward hypotheses, two data gathering tools were used: classroom observation and questionnaire. The classroom observation was carried out with two groups of fourth year English as foreign language (EFL) pupils at **Boukhatala Said Middle School**, and the questionnaire was administered to 10 EFL teachers from different Middle Schools in the same constituency to get more insights about the subject matter under investigation. The results revealed that to some extent French language interference in acquiring English L3 vocabulary could have a positive impact in developing a good linguistic repertoire.

Keywords: Language interference, French L2, English vocabulary

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List of Abbreviation

CBA : Competency Based Approach

ELT: English Language Teaching

EFL: English Foreign Language

FL :Foreign Language

MT: Mother tongue

L1:First Language

L2: Second Language

L3:Third language

IL: Interlanguage

Q:Question

%: Percentage

المخلص:

تهدف هذه الدراسة إلى معرفة مدى تأثير اللغة الفرنسية كلغة ثانية على تعلم اللغة الانجليزية تحديدا تطوير المفردات، خاصة وأن اللغة الانجليزية تعد اللغة الأجنبية الثالثة في المدرسة الجزائرية ولقد تم طرح استبيان لكل من الأساتذة لمعرفة إيجابيات هذا التأثير.

ومن خلال النتائج نبين أن اللغة الفرنسية تعمل كمحفز للتلاميذ وأداة مساعدة لتعليمهم بصفة أسرع وأنجع، من خلال استغلال المفردات المشابهة في النطق والمعنى وتوظيفها عند الحاجة.

General Introduction

People all over the world use language to express ideas, thoughts and feelings and it becomes a demand to everybody to acquire more than one language. In the era of globalization owing to the mass changes in several domains in the world and the very fast spread of technology. It is noticeable that English has a great position in the world; and people want to speak and write in English because it presents the bridge to the users in all over the world but the most important thing in this is knowing the needed vocabulary which is so vital in learning any language. Thornbury (2002) highlight the importance of vocabulary learning and acknowledges that learners can enhance their level of proficiency if they devoted most of their time in learning vocabulary rather than grammar stating that “ without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (p13) . In effect, languages complete each other, sometimes knowing a language is a positive point since it helps learners to acquire the language in an easy and good way. The work presented in this dissertation is an investigation about the interference of French language on EFL learners vocabulary development in Middle schools.

Statement of the problem

As EFL teachers in middle school, we noticed that learners in middle school use many french words during English lessons because it is the second language taught in Algeria and almost many learners have a noticeable background of French vocabulary. those learners tend to use french words in order to fill in the gaps in their knowledge of English vocabulary.

The Aims of the Study

- 1- This study aims to investigate the influence of French L2 on English L3 lexical development and find out whether or not is it essential to have French background to build a strong and effective English vocabulary
- 2- to know also if French vocabulary help in boosting the English vocabulary background.

Research Questions and Hypothesis

This research work raises the following questions :

- 1 -Does the linguistic background of the French language (L2) have a positive or negative effect on English vocabulary development (L3) among fourth-year middle school pupils?
- 2- Does French lexical information help learners improve their English (L3) lexical recognition?

Consequently, the researcher hypothesizes that French (L 2) has a positive impact on English lexical development. Moreover, we hypothesize that not only French helps pupils to develop their lexical background but also it is a tool to boost their English lexical recognition.

Method of Investigation

This study was conducted to obtain reliable data about the influence of French (L2) on English (L3) lexical development. The researcher opted for using two main tools; classroom observation conducted with fourth year middle school pupils in skikda, and questionnaire addressed to EFL teachers. To analyze the data, the investigator used a descriptive method to clarify well the results.

Structure of the Study

This research work is divided into two chapters. The first chapter aims to explain theoretically language interference and vocabulary as two main concepts in this study, whereas the second chapter represents the practical part of this research. Accordingly, the first chapter is devoted to the literature review related to the topic under investigation; it includes the identification of the language situation in Algeria and introduces the negative and the positive transfer of a language. Chapter two deals with the research methodology adopted in the study. It introduces the sample population and the research instruments that are used to gather the data. The analysis of the data collected, and finally, it discusses the findings, and presents some recommendations about the subject area.

Introduction:

This chapter presents the literature review of this study, which includes the language situation in Algeria and the relation between English and French, and its importance in learning English. Moreover this chapter shed the light on the similarities and differences of each language.

Language Transfer

Language transfer is applying knowledge of the previous language in the target language. for FL teachers should take the language transfer into account. Skehan (2008), defines language transfer as the influence of mother tongue (MT) or any other languages which have been learned, in other words FL learners transfer some aspects of MT to the other languages because they face some conflicts in language system between the old linguistic knowledge of the native language and the new one of the target language. so Language transfer can appear as a positive transfer, negative transfer or cross-linguistic influence.

1.1.1. Positive Transfer

Positive transfer is taking out information and rules and apply them it on the target language, it is used as a facilitator in FL learning for the similarities between the new and the experienced knowledge. According to Wolfrom (2007), positive transfer is "*the incorporation of language based on the occurrence of similar features in the native language*" (p.80). Therefore, positive transfer appear where transmission of the unit or rules are in the same chain; so they produces positive transfer.

1.1.2. Negative transfer

Negative transfer or as it is known as interference is the faulty application of one's language structure in a FL (Trauth &kazik,2006). So, FL may use the basis of

the first language (L1) or another known language in a non – native language context that leads to total loss in the target language.

1.1.3. Cross-linguistic Influence

According to Cook (2000, as cited in Skehan, 2008), cross-linguistic influence is sub-term of language transfer. However, cross-linguistic influence is appropriate and suitable because it is neutral than the active sounding transfer. In addition , Kellerman and Sharwood Smith (1986 , as cited in Cenoz; Hufeisen & Jessner ,2001) have argued that L1 transfer , is inadequate thus they suggested cross linguistic influence to refer transfer, interference, avoidance, borrowing and L2 related aspects of language loss because transfer is closely associated with behaviourist learning theory. Others like Trauth and Kazzik (2006) assign that the phenomenon of cross linguistic influence appeared in the situation when more than two different languages are used together , it is noticed then in the mutual exchanges of those languages used by individual that is to say cross linguistic influence if the effect of other language learning for their linguistic closeness . Furthermore Cenoz (2001) states more reasons about the cross-linguistic influence like age, context of use , proficiency and linguistic distance which have an impact on cross-linguistic influence , she provided empirical evidence that cross-linguistic influence is highly supposed to occur from languages that are learned just before the target one rather than those that have been learned many years before and that older learners show more linguistic influence than younger children.

1.2. Interlanguage

Interlanguage (IL) is an essential aspect and field of language learning for its importance, this term is introduced by the American linguist Larry Selinker during the period of study in the late of sixties. It is used to refer to the separation of the second language (L2) learners system, which is created by learners that have been postulated for study as a system in its own right rather than studying errors in isolation(Stern, 2001).

This system further contains elements of both language and other new forms that have origins neither from MT nor from L2 / FL. That is to say, learners are the ones who impose structure on the available linguistic data.

According to MC Donough (2002), the concept of Interlanguage is treated as

a way of conceptualizing the need to describe the learners language as an incomplete language in its own right , but it is also expressed the perception that learners do not learn only what they taught but that they sometimes seem to know things that they have not been taught, creating successive version of the target language grammar underlying the learners dialect they use, which move between that of their native language and that of the new language.
(p.58)

So, IL is considered as a support language that is different from the native language and TL with its own rules of grammars and own set of vocabulary and its own type of pronunciation. Furthermore, learners tend to go through series of data or IL as they increase the complexity of their L2 knowledge.

1.3. Definition of Vocabulary

Vocabulary presents the heart of any language learning, it is defined by the Oxford Learners Pocket Dictionary (2003) “*that all words the person knows or uses*” (p 1772) and for Harmar (1999) he pointed out that vocabulary “*is more than merely a list of words, it is words which expressed meaning*”(p.112)

The Importance of Enhancing Learners Vocabulary

Vocabulary is considered as an essential part that builds a language and enable the learners to enhance their level in communicating ideas. Vocabulary is used as a tool to express the user’s thoughts and feelings, thus the person who poses a rich vocabulary store can express his/her ideas fluently without facing any problems.

According to Harmar (1991) “*language depends on vocabulary because it represents the skeleton of the language it seems the only way to use language successfully is to have strong vocabulary knowledge*”.

The Linguistic Traces of French in English Language:

As any language in the world, English was built upon the help and the interference of many languages especially French which has a great impact on the English language and helps in changing the language from cold language to mixed language with a variety of words. English consisted of many French words; in her point of view, Lawless (2006) stated 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, more than 10 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 ”

(p 04).

It has been proved that 10.000 French words come into English, those words are used in many fields so that the learners can rely on their English background to understand some French words and vice versa you can build a good and beneficial background in English which helps to acquire the English language in an easy way. Here is a list put by Crystal (1995) which shows some English words coming from French

<u>FIELD</u>	<u>EXAMPLES</u>
<u>ADMINISTRATION</u>	<u>AUTHORITY - COURT -DUKE -SERVANT – COUNCIL – BARON.</u>
<u>LAW</u>	<u>ARREST – ADULTERY – JURY – CRIME</u>
<u>MILITARY</u>	<u>ARMY – DEFEND – CAPTAIN – SERGEANT – THE ENEMY- COMBAT – SOLDIER</u>
<u>FOOD AND DRINK</u>	<u>SALAD – APPETITE – BEEF – CREAM- DINNER – FRUIT – OLIVE – ORANGE - RAISIN</u>
<u>HOME</u>	<u>BASIN - CHIMNEY - LAMP – TOWER</u>

Table 01: French Loan Words in English (Adapted from Crystal, 1995, P.47)

1.4. Differences and Similarities Between English and French Vocabulary

English has been developed by the use of great number of other languages, but French has a great impact on English especially on vocabulary , both languages have shared true and false cognates, Lawless (2006) stated that “ *for the English speakers one of the nice thing about learning French that there are some hundreds of true cognates words which look similar in the two languages and have the same or similar meaning , this are merely always nouns or adjectives* “ (pp. 7-8). The table below represents some English and French close friend.

English	French
Ceremony	Céramonies
Community	Communaute
Culture	Culture
Decline	Déclin
Distinct	Distinct
Diverse	Divers
Dramatic	Dramatique
Effect	Effect
Fragile	Fragile
Generation	Génération
Indifferent	Indifferent
Measure	Mesure

Table02: some English and French close friend

This table is adapted from the English course book of third year middle school.

In addition there are some English and French words that have the same form but different in the meaning as they are called false cognates.

Darwish (1962) assume that “ *sometimes certain words may have the same or very similar form of the two languages but may have a different meaning in each , such words are called false friends or false cognates (faux amie)* “ (p.223).

Here is a list of some false friends or false cognates existing between French and English

English word	Meaning in French	French word	Meaning in English
To achieve	Réalisé	Achever	To complete
Actually	en effet	Actuellement	At the present time
Caution	Prudence	Caution	guarantee
Character	Personage	Caractère	Nature
Deceive	Tromper	Décevoir	disappoint
Delay	Retard	Délai	Time limit

Table 03: False Cognates between English and French

1-4- The Language Situation in Algeria

Algeria is an Arabic country, the official language is Arabic which is considered as the language of the society, the government and the media since 1963: after the independence and added the Berber as a national language since 2002.

Arabic and Berber represents the native languages of over than 90% of the Algerian people, but French also is so noticeable in the Algerian daily dialect but it has no official status even if it is used in the government , culture, media (newspaper). In education from the primary level to the tertiary level this language can be regarded as the co-official language due to the Algerian history with French As a result almost the majority of people can understand the language and obviously affects the mother tongue language, therefore, it is noticed that Algerian dialects composed of two languages the Arabic and French .

Foreign languages in Algeria are divides into two unequal parts French and English: French is the second language in Algeria and French words are remarkable in the expression and words used by the Algerian people, whereas English become a prerequisite language needed in all fields starting from school to the government and it becomes the official third language taught after French in Algeria.

1.5. The status of English in the Algerian Educational System

With the fast development in all domains in the world , the need of knowing Multi languages has increased due to the change of the world to become a “small village”. Consequently, English becomes the primary languages in the world and is considered as the first language in the media (games , internet , social media) . It is spoken by about 1.5 billion people and it becomes the common language in several fields, therefore, the importance to teach and learn English becomes a necessity in education in all over the world.

Furthermore in Algeria , English language was introduced in 2001 by the Ministry of Education after a great change, and it is considered as the second foreign language after French . With the reform that occur in the Ministry of Education, English language received an important attention. English was represented to the Algerian learners at the level of middle school (i.e. at the age 11) for four years and followed by three years in the secondary school. The new reform presents new syllabus with new textbooks accompanied with effective documents .

The new educational reform presented the Competency Based Approach (CBA) that was adopted to facilitate the learning process in Algeria. English is taught, then, as a compulsory course for pupils starting from the first year in middle school, however, English language is considered as an educational attribute that is used only inside classroom and learned only to pass the exam .

1.6. Competency Based Approach (CBA)

Competency Based Approach is a new method that is used to promote the language teaching settings. Richard and Schmidt (2002) define CBA as “ *An approach to teaching that focuses on teaching the skill and behavior needed to preform COMPETENCES. Competences refer to the students’ abilities to apply different kind of basic skills in situation that are commonly encountered in everyday life*” (p.94).

The linguist focus on the idea that the method insist on the learner's capacity and performance, thus the learners are required to learn the language by his/her ideas. CBA approach focuses on enabling learners to become capable and autonomous individuals, and to develop the educational system.

1.7. Language Reform in Algeria

The Educational reform in Algeria is a new system that comprises any planned changes in the way school system function this change can appear in teaching methodology to administration .

Each country try to enhance its educational system by reforming what is wrong or not suitable for the education system and to enable learners to develop their level of education.

Algeria had adopted the new educational system in 2000 in order to create a strong education basic for the learners in the three stages, primary ,middle and secondary and also to established new rules, for both teachers and learners, so that the teachers become monitors, and for the learners they become the centre of any learning. Moreover, the government allowed for the establishment of the private institutions , which help the learners to get more information and build a good background of information. This reform brings also to the education the new technology and instruments that help to boost the education in Algeria

Conclusion

This chapter was a description of the situation of English in the Algerian educational system and show how French influence on English which led to consider French language as a positive element in learning English .

Introduction

In this chapter we will investigate practically the influence of French (L2) on English (L3) lexis development by identifying the design of this study , population and sampling, data gathering tools and its analysis , procedure and the research findings. Finally, some recommendations are presented.

2 -1 Research Design

This study aims at investigating how French (L2) influences English (L3) at the level of vocabulary and exploring the main factors that lead to the acquisition of English vocabulary through French .

This descriptive research used a quantitative and qualitative research design. This help the researcher to rely on the strengths of this method to deduce a full comprehensive description of the research question .According to Monsen and Horn (2008) “*descriptive research is an effective way to obtain information used in devising hypothesis and proposing association* “(p.5). Also they stated that “*descriptive research often illustrate a relevant topic involving a well focused research question* “(ibid).

2-2 Sample Population

The sample population of this study comprises two groups of Algerian fourth year EFL middle school learners at Boukhatala Said middle school in Skikda. They are enrolled in the academic year of 2017/2018. The average number in every class is ranging between 30 to35 pupils the participants in this investigation. Those participants are characterized as beginners, whose age range between 14 – 15 years old years; they have studied English as a foreign language (EFL) for three years before . The overall allotted time for teaching English within this population is four hours per-week.

Moreover, this study was carried out with 10 EFL teachers from selected middle schools :Boukhatala Said middle school ,El Ouhem Amar Mesbah Middle school and El

khawarizemi middle school; those teachers are experienced EFL teachers who contributes and participate in this research .

2-3 Data gathering tools

In conducting this study, the researcher depends on two research tools ; classroom observation and questionnaire , the classroom observation was conducted with two classes of fourth year from Boukhatala Said Middle School . The reason behind using this tool is that it can provide reliable information and help the researcher to examine the influence of French (L2) on English (L3) lexis development. Adding to that, the questionnaire is the second instrument that the researcher has used in collecting the data in this study; it was addressed to 10 EFL teachers from the selected Middle Schools. Through this tool, the researcher aims at discovering whether the use of French (L2) helps to develop a strong English repertoire or not. MC Nabb (2010) stated that “*questionnaires are the most popular way to gather primary data they are particularly appropriate when the research problem calls for descriptive design*“ (p. 109). Absolutely questionnaires are good tools to collect more information about the influence of French L2 on English L3 lexical development .

2.4. Description of the Classroom Observation

First of all , the researcher required taking permission from the head master of Boukhatala Said middle school in order to attend some sessions with the sample population of this study . After entering classroom, the researcher started taking notes in each lesson. Thus, she attended four different lessons that have the following themes : “I read and do “ “I listen and do “ “I think and write “ “ I learn to integrate” . The first lesson was “I read and do”, this lesson is very helpful for the pupils participation especially that they want to grasp as possible as they can from the lexis to use it again as a background. The lesson was about reading a text and answering a variety of wh questions and yes or no questions followed by a task in which pupils must find the synonyms and the opposites of some selected words.

The second lesson was entitled “I listen and do”, in this lesson pupils reuse what they grasp from the previous lesson and use the lexis to convey the message they need and what is noticeable is that the pupils become more comfortable because they can express their ideas freely.

The third section was about “I think and write “in this lesson the teacher divided the class into groups and ask them to start reading the passage about problem solving and underlying the key words. After that pupils were asked to write a passage in which they should solve the problem. In this case, pupils feel uncomfortable with this task because according to them they don’t have the necessary vocabulary to write a paragraph but the teacher interfered and asked them that if they need any help .

The fourth lesson “I learn to integrate “this is a kind of written expression task unlike the previous lessons in which pupils are required firstly to answer some questions , than using those answers to write an answer to the situation , and pupils must work individually , and trying to put their thought in the paper and solve the problem proposed . Pupils asked their teachers about the needed words and she replied, whereas some other pupils don’t ask for the teachers help and they use their French background to write their paragraphs.

2.5. Analyzing the classroom observation

Within the first lesson “ I read and do “ it is observed that the teacher preferred to read the first time the text and insisted to the use of pencil and what it noticeable is that the board is divided into four parts the left part is reserved for the vocabulary synonyms and opposites ,when the pupils ask for the explanation of some words the teacher wrote the word in the part that is reserved for vocabulary and explain it using the 2nd language French. Because according to them, the use of French help the learners to memorize the word in a faster way and she told them to write the word at the end of their copy books.

In the second lesson “I listen and do”, the teacher write the required question on the white board than related to the script that the teacher will read.

After reading the script some pupils react positively and do the tasks in short moment specially the tasks of lexis, they can memorize the word and the lesson was so active and the pupils act warmly and enjoy the lesson because they feel comfortable specially when the teacher explained the tough words using the French language as a tool.

The third lesson “ I think and write “ this lesson needs a lot of vocabulary because the pupils are required to solve the situation the same action by the teacher after formulating groups the pupils must write most of the students do not face a lot of problem concerning the vocabulary required to write the paragraph what the researcher notice in the first degree is that some pupils which have good background of French they can use the same words which are closed to English and share the same meaning.

The fourth lesson “ I learn to integrate “ or as the old name “written expression “ in this session which was the last session the researcher attend students must work individually unlike the previous lesson and try to put their thought in the paper and solve the problem proposed , pupils ask their teacher about the needed word and she reply but some other pupils don t ask for the teacher help they use their French background to write their paragraph

2.6. Description of the Questionnaire

The questionnaire of this research contains eight questions, including yes / no questions and questions with different choices with justification. The questionnaire objective is to confirm or disconfirm the hypothesis that French can be a positive tool to learn English vocabulary.

The main idea of the questionnaire is about the impact of French on English vocabulary in EFL classroom, further, the questionnaire helps to gather teachers’ thoughts and viewpoints

of whether or not the use of French is a facilitating way in learning English lexis. This questionnaire is divided into four sections which are described as follows:

- Section A: (Q1 – Q2). It contains two questions about the teachers point of view of the use of French in EFL classroom, it aims to deduce how teachers act when their students use French.
- Section B: (Q3- Q4) these questions help the researcher to know the amount of the influence of French and the reasons that lead the pupils use the French.
- Section C: (Q5 – Q6) the researcher ask those question to know if French is considered as a facilitating tools for the learners.
- Section D: (Q7- Q8) this section help the researchers to gather information about the impact of French in learn English lexis.

2.7. Analysis of the Questionnaire

Q1- Do your pupils retrieve English vocabulary? Easley/ Not Easley

This question was asked in order to know the ability of the learners to retrieve English words. The results show that 45% of the participants answered that the pupils retrieve the English vocabulary with difficulties, whereas 55% of them replied that their pupils retrieve English words with an easy way.

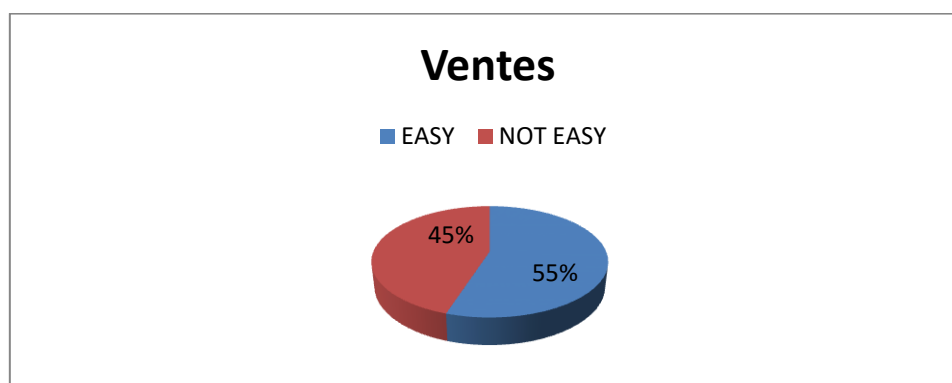


Figure 01: the Ability of Students to Retrieve English Words .

Q2- Do you allow your pupils to use French words instead of English? YES /No

This question was asked to know whether the informants give the pupils the permission to use French words instead of English , 62% of the teachers allow the use of French instead of English because they prefer their students to participate in the classroom and to be more active and they want them to use French instead of Arabic the mother tongue since it is the closet language to English . However, 35 % of the participants refuse allowing the use of French in classroom claiming that pupils will forget the target language and get used to speak in French and also because it is an English lesson not French one .

Moreover, some of the informants (13%) answered that depending on the situation they may or may not allow the use of French inside the classroom only if the lesson's objective required the use of French to transmit the message to the pupils.

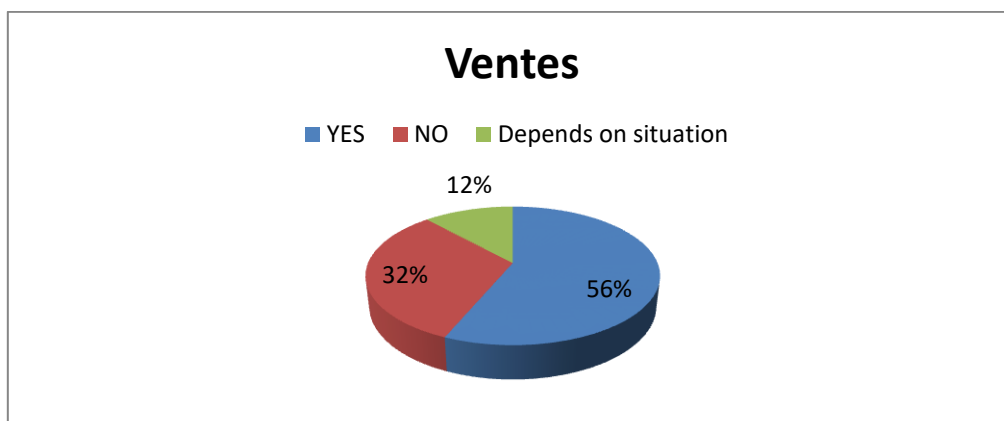


Figure0 2: Teacher's attitude towards pupils who use French instead of English in classroom.

Q3- To what extent do French (L2) influence pupils use of English vocabulary? Very much / little / Do not influence

The question was asked to know the impact of French on pupils' use of English vocabulary, many of the respondents (56%) answered that there is big influence, and about (30%) of the teachers replied that there is a small influence, but some of the respondents (14%) answered negatively and confirm that English is not influenced by French.

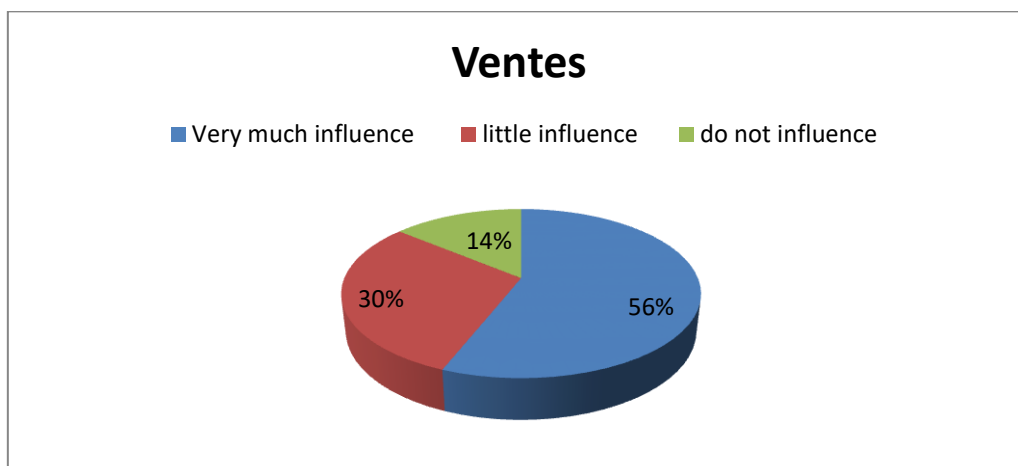


Figure 03: The French Influence on English Vocabulary

Q4- According to you, why some EFL pupils use French instead of English lexis in classrooms ? lack of vocabulary / Confusion between the two languages / others

The aim of this question is to know the reason behind the use of French instead of English. Almost the half of the informants (49%) answered that because of the lack of the vocabulary pupils use French to express their ideas and thoughts. Whereas some of the informants (30%) said that it is due to the weakness of speaking, while little of the informants (16%) think that it is because of fear of production and class anxiety.

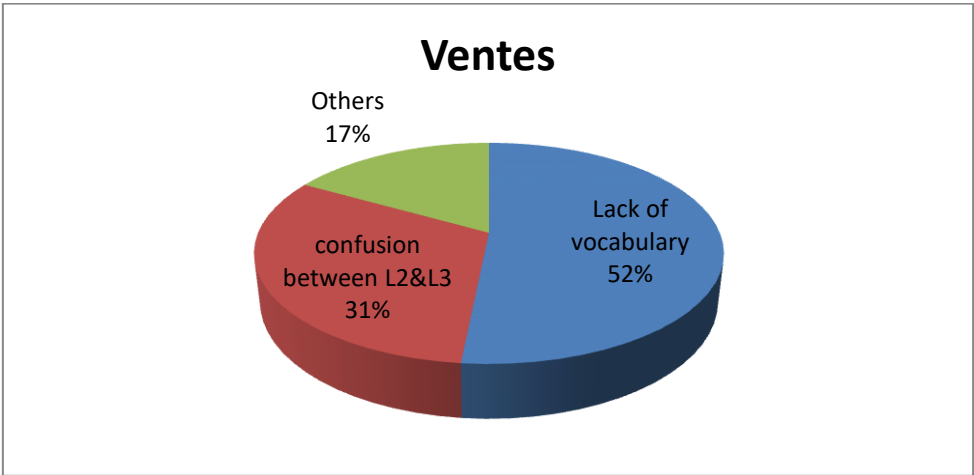


Figure 04 : The Teacher View About the Pupil’s Use of French Instead of English .

Q5- Do you face problems with pupils who have poor background in French? Yes / Sometimes / NO

This question was presented to the teachers to deduce if they face difficulties with pupils who have no French background. Almost half of the participants (49%) said that they face a problem because French helps in the operation of learning English language .However some of the participants (39%) answered that they do not face any problem because for them English and French are totally two different languages , whereas little of the participants (16%) answered that they sometimes face the problem but not all the time.

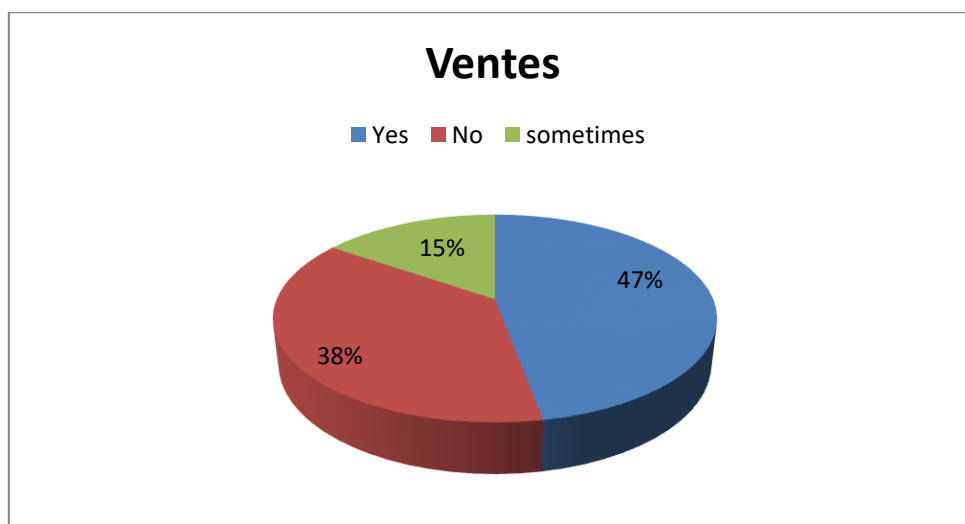


Figure 05: The Problems that Teacher Face With Pupils Who Have Poor Background in French .

Q6- Do you think that French language can facilitate learning English vocabulary?

Yes/ No.

This question was asked to know if the use of French could boost the operation of learning English vocabulary or not. Many participants (57%) answered positively saying that due to close relationship between French and English and the common words used in both languages, whereas some of the participants (28%) answered negatively arguing that the best way to teach a foreign language is to use it per se. However, little of the participants (15%) have other views, they refuse teaching English through French but they prefer to use the mother tongue language instead because for their opinion it is so easy for pupils to learn English via Arabic.

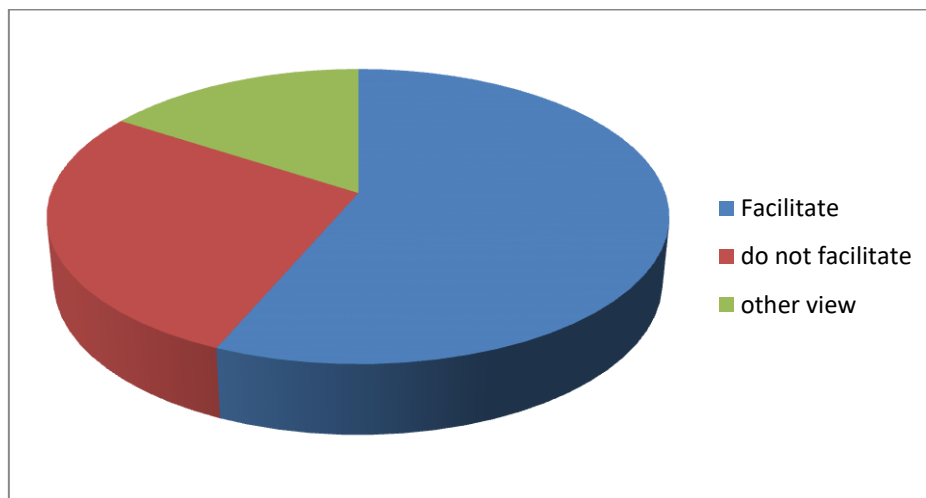


Figure 06 : The Teacher Thinking about the Use of French in EFL Classes

Q7- DO you agree that French has a positive role in learning English vocabulary?

This question was asked to find out if the use of French has a positive role in learning English vocabulary or not. Most informants (58 %)said that French play an important role since it is the first foreign language learned that facilitate the third language (English).Some informants (42%) disagree , claiming that French and English are different languages with different structure despite the fact that they have common vocabulary but it can play a negative role in mistaking the pupils ideas since some words have the same pronunciation but have two different meaning in the two languages by which pupils could be confused .

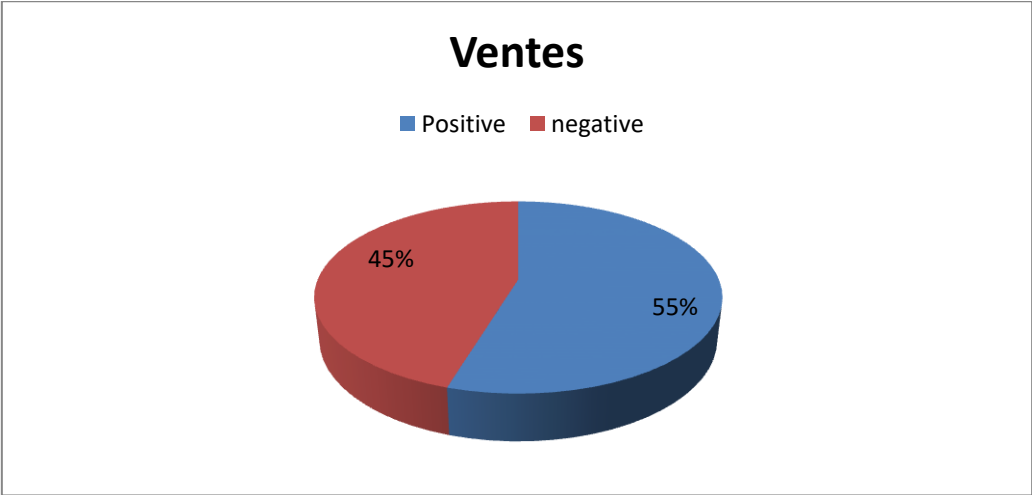


Figure 07 : The Use of French as a Positive Tool in English Learning.

Q8- How could you deal with pupil's interference of French in learning English lexis?

Through this question we aimed to know the teachers' attitudes towards pupils' interference of French in learning English lexis. Some of the participants (57%) say that they consider it as a positive and beneficial point that could help enhancing their level. While almost the half of the participants (43%) prefer to prevent the interference of French in learning English since it will create problems in pupil's learning process.

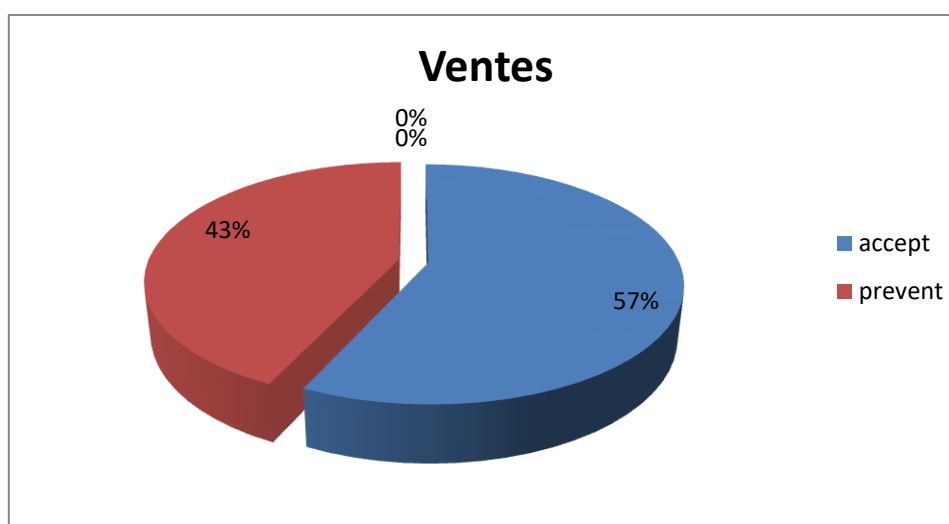


Figure 08: Teachers' Attitude towards Pupils Interference of French on Learning English Lexis

2.8. Research Finding

This research work is designed to determine whether or not French interference could help developing pupils English lexis background.

The results showed that in Algeria, French language (L2) has a great impact in education since most of the people use it in their daily speech. So pupils were able to understand some English words that share the same meaning in French, this factor is considered as a positive point that facilitate English vocabulary learning.

Moreover, learning English need some tools, the teachers found that French affect the pupil's repertoire positively and with experience it is proved that it enhances pupil's English vocabulary repertoires.

Based on the answers of the questionnaire addressed to EFL teachers, French is a useful way in improving pupils lexical repertoire and enhancing pupils level in English, in addition it boost the pupils capacity to grasp great amount of vocabulary , and help in ameliorating their English vocabulary level .

2.9. Recommendations

Based on the research finding of this study, some recommendations are presented for EFL teachers.

Teachers need to concentrate on the pupil's weaknesses and try to improve the presentation of the lesson and change it through using new techniques that help facilitating English learning .

Teachers should react positively towards learner's who interfere French in English learning because it represents for the pupils a helpful tool to participate in the classrooms.

In addition teachers should prevent the use of Arabic in classrooms since Arabic and English are typologically distinct as appose to French and English . According to Gallard del Puerto (2007) “ *bilinguals who speak a language typologically similar to the target language tend to*

achieve significantly better acquisition of the third language than the bilingual who do not have a language typologically close to the L3 in their linguistic background (p 16).

it is proved that french will raise the confidence in learning English and teacher must raise the awarness about the false cognates between the two languages which help pupils to avoid it , wheras the true cognates will facilitate the transfer from French to English and vice versa teachers should focus on the pupil's French background and try to use it to raise the confidence in puoils English learning

During the lesson the teachers must help the pupils to use the close friends in the two languages so that the pupils understand the meaning

Teachers should not prevent the use of French inside classroom

Teachers must make their pupils know the diffrences between the two languages speacialy in term of vocabulary

Teachers should encourages learners who depends on their French background in order to express their ideas and thoughts inside the classroom

Students can depend on their French background to improve their English vocabularies

Conclusion

This chapter dealt with the discussion and the result of the data and validate the first and the second hypothesis which predicted that french language has a positive influence on English lexis development and helps the pupils to enhance their level in acquiring English language.

.General Conclusion

This study investigates the influence of French (L2) on English (L3) lexis development, the impact of using French in EFL classrooms to help the learners to ameliorate his/her vocabulary background that the two languages share similar words which enable the pupils to understand the target meaning.

The result obtained from the analysis of the data reveal that French has a positive role in enhance learners' English vocabulary developments , so French is considered as appositive element for the individual.

Learning English in Algeria become an important factor despite the fact that some participants refuse teaching English vocabulary through French and they prefer to teach English through English , but the result shows that many pupils react positively when they interfere 2nd language in learning English vocabulary.

So the statue pf Freench in algeria take a big place because it is taught in an early stage and it is used in the algerian daily communication wheras english is considred as a total difficult language for pupils, so pupils needs to rely on the french background since it share some of the vocabulary taht is considred as an effective tool , thus pupils will acquire vocabulary in ana easy and effective way.

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Teachers' Questionnaire

Dear teachers,

This questionnaire is an attempt to gather information about the influence of French language L2 on English L3 lexical development. You are kindly requested to filling in the questionnaire, answering the questions and if possible giving some suggestions and recommendations.

Q1- Do your pupils retrieve English vocabulary?

Easily not easily

Q2- Do you allow your pupils to use French words instead of English ?

Yes No

Justify:.....

.....

Q3 – To what extent do French L2 influence pupils' use of English vocabulary?

Very much little do not influence

Q4- According to you, why some EFL pupils use French instead of English lexis in classroom?

Lack of vocabulary

Confusion between the two languages

Others

Q5- Do you face problems with pupils who have poor background in French ?

Yes sometimes No

Q6- Do you think that French language can facilitate learning English vocabulary?

Yes No

Justify:.....
.....

Q7- Do you agree that French has a positive role in learning English vocabulary?

Yes No

Justify:.....
.....

Q8- How could you deal with pupils' interference of French in learning English?

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Thank You for your collaboration.

Introduction

Chapter One :
Literature
Review

Chapter Two :
Data Analysis
And
Interpretation

Conclusion

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Appendices