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French Borrowing among 2nd year EFL University Students.

(The Case of Abou Bakr Belkaid University of Tlemcen)

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Dedication 01

To my lovely mother

To my beloved father

To my dear sister Hafida

To my brothers Ghouti, Fethi, Abdelaziz, kader, Nourddine and
Rachid

To all my friends without exception.

Nabila

Dedication 03

Deepest gratitude to my dearest parents who helped me during all my studies

To my sisters Afaf and Rania

To my brother Omar

To my husband Mohamed

Nesrine.

Acknowledgements

Abstract

Borrowing is the process that consists of the adoption of linguistic elements from one language to another for the sake of expressing a given idea or describing a certain object; a purpose that makes EFL students frequent borrowers. The present research work aimed at exploring students' French borrowing in the EFL classroom in general and in oral examinations in particular. The study was carried out with 2nd year EFL students and teachers at Tlemcen University. Three instruments of data collection were used: a questionnaire was given to forty learners to know their attitudes towards French borrowing, teachers' interview which was conducted with five teachers of oral production in order to know their attitudes toward borrowing and students' French borrowing, and a classroom observation was administered to know the reasons behind students' use of French words while speaking during the lectures and in oral examinations. The gathered data were analyzed quantitatively and qualitatively to provide clear answers to the research questions of this work. After analysis, interpretation and discussion, the results obtained revealed that the common assets between French and English, and students' poor vocabulary are the main reasons behind students' borrowing, in addition to the linguistic gaps they have in English. At the end, some suggestions and recommendations were provided to help students face their speaking difficulties and perform well in their oral examinations.

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List of   Acronyms

AA: Algerian Arabic

BR: Borrowing

CS: Code Switching

EFL: English Foreign Language

FL: Foreign Language

FFL: First Foreign Language

FLLT: Foreign Language Learning and Teaching

MSA: Modern Standard Arabic

SFL: Second Foreign Language

SLLT: Second Language Learning and Teaching

General Introduction

In languages, borrowing implies that one language takes a linguistic form or a concept and integrates it into a permanent part of its own system. Language borrowing may occur for different reasons: mainly to fill lexical gaps in the native language or because of the status of the source language as it is for the case of French language in Algeria.

The presence of French is also remarkable in EFL University students' speech where most of them do not rely on one language when discussing various subjects. They use more Arabic than English in the classroom and borrow words from French when they feel lost using English. EFL students rely also on French in English oral examinations and tests.

The present study aims at knowing if the use of French borrowing among second year EFL University students is a solution to enhance their speaking skill, particularly in oral examinations. Thus, the following research questions would be addressed:

1- What are 2nd year EFL University students' attitudes toward the two languages: French and English?

2- Why do 2nd year EFL University students borrow items from French when they speak English?

3- How can 2nd year EFL University students reduce French borrowings in oral examinations?

In relation to these research questions, the following hypotheses are put forward:

1- 2nd year EFL University students may consider French as the language of the colonizer (Historical impact) and English as the language of the 21st century (Globalization).

2- The impact of the Algerian sociolinguistic situation and students' lack of vocabulary may be the main reasons behind 2nd year EFL University students' French borrowing.

3-2nd year EFL University students may reduce French borrowings through the reinforced practice of the four skills especially reading.

The present work is divided into two complementary chapters.

The first chapter represents the literature review. It describes the status of foreign languages in Algeria mainly French and English as it presents a comparison between them. Language borrowing, its processes and reasons are also dealt with, taking into consideration borrowing in Algeria. This chapter is also concerned with the speaking skill, its definition, aspects, types, characteristics and strategies as it deals with speaking assessment at university level and types of university oral examinations.

The second chapter is the practical part of this research. It aims at collecting, analyzing and interpreting data about the issue of this study, i.e., French-English borrowing in speaking during oral examinations among 2nd year EFL University students at Tlemcen University. Thus, this chapter provides information about the sample population and research instruments used in gathering data. For this purpose a questionnaire is administered to forty second year EFL University students and an interview to five teachers at Tlemcen University, in addition to a classroom observation during ordinary and oral examinations sessions. Finally, it discusses the obtained results as it provides some suggestions and recommendations as a solution to the studied phenomenon.

1.1. Introduction

Borrowing (BR) is one of the language contact phenomena .It is the use of certain items from the so-called a core language to a recipient language. The current chapter is devoted to the status of foreign languages in Algeria mainly French and English besides similarities and differences between them. It deals with language BR in details and it tackles the difference between BR and code switching (CS). It also considers BR processes and types, its ways and reasons in general and French-English BR in Algeria in particular. Since BR occurs specifically in speaking, the chapter provides more data about the definition of speaking, aspects of speaking, its elements and types. After, it highlights speaking characteristics and strategies. Then, speaking and other skills, taking into consideration English foreign language (EFL) teaching learning at university, in addition to speaking assessment at university and types of speaking examinations.

1 .2.The Status of Foreign Languages in Algeria:French/English

Nowadays, most societies are multilingual because of the effect of globalization and colonization; Algeria is not an exception. In Algeria the official language is Modern Standard Arabic (MSA) and Berber. Algerian speech community use French and dialectal Arabic: **"The language spoken at home and in the street remains a mixture of Algerian dialects and French words"** Maameri (2009:10). There is undoubtedly a big influence of French on the Algerian society and this will be better detailed in the coming sections of this work.

Although there is a kind of interaction between Algerian Arabic (AA) and Spanish language, we are concerned only with French and English. The French language has a strong position among Algerian speech community; it is largely used in media (TV, radio, newspapers, magazines…), culture, government and even education. Because of that, the Algerian authorities impose the exclusive use of Arabic and exclude French .What is known by Arabization process, but French is still used:

> **French as the language of the last colonizer has an ambiguous status; in one hand it attracts the official contempt, in the other hand, it is the synonym of the social success and the access to the culture and modernism**
>
> **Caubet (1998: 192)**

In fact, French is introduced in the Algerian linguistic landscape as a result of the French colonization .Some people accept it and adopt it, and others deny it and consider it as a bad effect of the French invasion. But, French is the first foreign language (FFL) in Algeria, and it is taught from the second year in Primary Schools till Secondary School. In Higher Education scientific fields are all taught in French.

As far as English is concerned, it is nowadays the most widespread language in the world. It is considered as a global language and language of international communication, business, diplomacy, technology, sport, travel and entertainment. In Algeria, teaching English is indeed becoming a necessity in education. It is considered as the second foreign language (SFL) after French. As a result of globalization, Algerian leaders include English in multiple levels to open doors to cultural, scientific, economic, political and technological advancement. However, English is taught from Middle School only compared to French. It is thus clear that French is the dominant language in the country: "**A language widely adopted for communication between speakers' whose both native languages are different from each other and where one or speakers are using it as a second language"** Harmer (2001:01)**.** Nevertheless, English starts to find an important position in Algeria because of the crucial role the language plays in the current global capitalist economy (Benrabaah, 2014).Algerian authorities tend to improve teaching/ learning English in a way to open doors toward the world and control the different events that occur around it, as well as to empower the Algerian rank among the foreign nations.

1.3. Similarities and Differences between French and English

There are similarities between French and English language; though they came from different sub-groups of Indo European languages. Although French is from Romance origin and English is from lower Germanic family, English is influenced by French because of the Norman Conquest. At that time the two languages existed side by side:

> **English of today is the result of successive linguistic influences, connected to waves of invasions which has a long 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, Portoguese and French origins.**
>
> **Marcheteau et al (1997:33-41)**

English and French are distinguished by certain differences, but they are closely related because of many similarities at different linguistic levels as shown below:

a)Alphabet

Though they share the same alphabetic letters; 26 letters. French contains letters with diacritics while English is not.

> É (acute accent)
> È, à, (grève accent)
> Ç,   (cédille)

b)Phonology

The /h / sound is found in many French words but sometimes it is not pronounced in many words. The /h/ is never pronounced at the beginning of the word. Beginner French learners of English often have problems with words containing the letter /th/ like: cloth-thank-mother etc. Also, some English words are not spelled like they sound which results spelling errors.

c)Grammar   Verb/Tense

French and English are similar in the basic of Subject-Verb-Object.for example:

> L'Enfant mange une pomme
>
> The child eats an apple

Thus, both languages have auxiliaries, participle, active/passive voice, past/present/future tenses. But, French verb tenses do not exist in English. And French does not use the auxiliary do. At the level of grammar, French grammar is also relatively easy to learn for English speaker. Both languages have a general format of subject followed by verb then object, for example: je vais a l'école== I'm going to school. Also, French has a format of masculine and feminine forms to words .Whereas in English there is no way to know which words are masculine or feminine.

English language has a great diversity in its vocabulary, due to language contact phenomenon. English is influenced by many languages such as Germanic language, but French has a big influence on English. There are in fact many reasons why French words become among the English vocabulary .The first and the strong reason is the Norman Conquest in 1066. At that time French was the dominant and official language in England. BR occurs directly or indirectly, but it is almost directly. It is estimated that 29% of English words come from French language; English speaking community know automatically at least 1500 French words. Thus, the recent borrowed words keep their

French spelling and pronunciation like the word "garage". The French influence on English may be seen at different levels: vocabulary, phonetic, phonology, spelling and grammar. The big influence clearly appears in the great number of French words in English.

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 are derived from French either directly or indirectly.

(Lawless, 2006:04)

English vocabulary is full of lexical French words and a large number of them are abstract terms and even grammatical words like the pronoun "they" .Phonetics of Middle English was different from the one of Modern English; it appears in the pronunciation of vowels and the change in realization of consonant .Thus many letters become silent in particular cases like what Crystal (1995) puts:

/k/ before /n/ in knit

/L/ before vowels and /F/,/V/,/K/

At the level of spelling and because of the influence of French, borrowed words with /h/ were pronounced without /h/ in Middle English such as hour, honest. However, the/h/ is pronounced in some borrowed words like hotel, hospital. Under the influence of French, spelling of English has changed to some extent like the old English spellings: and c becomes q

"Queen" is written with "qu"instead of "cween"

"Ship" rather than "scip"

An example of the influence of French on English is that a huge number of affixes and prefixes are presented in English, for instance: prefixes; pre-pro-con- , and suffixes like: ment-ation-ancet etc. According to grammar French syntactic patterns consist of noun followed by adjective that is the same in English for example:

Big house $\Longrightarrow$ grande maison

Beautiful girl $\Longrightarrow$ belle fille

There are a huge number of English words that come from French language; it is estimated that nearly 29% of English words are originated from French. The table below represents the most common English words from French origin grouped into several categories (food, military, entertainment etc).

Borrowed words	Meaning
Ambulance	Walking hospital
Ballet	Slow dance
Cache	Hidden
Café	A place that serves only coffee
Chauffeur	A driver
Coup d'état	Take power by force
Croissant	Is a kind of bread that is light
Faux pas	Used to describe a mistake
Genre	Used to describe a category or kind of something
Laissez faire	Let do
Nouveau rich	New rich
Omelets	Fried eggs

Queue	Tail
Raison d'être	Purpose
Rendez vous	Where and when people meet
Restaurant	Public place where people eat
Role	Rule
Sachet	Little sack
Soup	Is a broth
Souvenir	Memory

Table. 1.1. Most common borrowed words from French into English(adapted from http://www.thoughtco.com/how-french -has -influenced-english-1371255)

1.4. Language Borrowing : Borrowing and Code Switching

Like any living organism, languages also develop the characteristic of adaptability by various means and methods, i.e., in terms of vocabulary which is the one that investigates the phonological systems of the language. In modern times, the most fascinating sociolinguistic phenomena are BR and CS which can be found with varying degrees in many bilingual societies.

1.4.1. Borrowing

Borrowing is the process of importing linguistic items from one linguistic system into another, a process that occurs anytime when two cultures are in contact over a period of time .Thus, it is very common for language to borrow words from another language and make them part of its own vocabulary .Besides the borrowed items can be any linguistic material such as sounds, phonological rules, grammatical morphemes etc. The language which borrows such items is known as the "*recipient language"* and the language from which the items are borrowed is often called the *"donor language".* Borrowing is "**the attempted reproduction is one language of patterns previously found in another"** Haugan (1950:212).

Borrowing is itself a misleading term since it takes place without the consent of the lender and need not be repaid .However, it has been retained in the field as a technical linguistic term.

1.4.2. Code Switching

Code switching might be defined as the alternate use of two or more languages within the same conversation. This process is very common in bilingual situations involving bilinguals who switch between two or more distinct languages or varieties of a language at some place in their interactions. Gumperz (1964) introduced the term "*code switching"* for switching with a discourse of function.

One of the earliest studies on CS was done by Braun (1937) who studied CS between Russian and German. Ten years later, Barker (1947) made a description of language use among Mexican American in Tucson, Arizona .In his study, Barker (1947:185-86) tried to find an answer to the question of "**how does it happen, for example, that among bilinguals, the ancestral language will be used or one occasion and English on another**

and that on certain occasions bilinguals will alternate, without apparent cause from one language to another?"

He noticed that interactions between family members and friends were done in Spanish, whereas in formal situations English was the only medium of conversation. In less clear situations choice of the language was less fixed and speakers use elements from both languages. Weinrich (1953:01) says that CS is "**deviant behaviour patterns".** He also asserts that extensive language switching is somehow defective and writes

> **The ideal bilingual switches from one language to the other according to appropriate changes in the speech situation (interlocutors, topic, etc), but not in an unchanged speech situation and not within a single sentence"**

Weinreich (1953:73)

As stated before, CS is the use of more than one language, variety, or style by a speaker within an utterance or discourse, or between different interlocutors or situations.

1.4.3. Differences between Borrowing and Code Switching

In linguistics, CS and BR are two separate entities. Since 1950, many attempts have been made to find diagnostic criteria that may distinguish BR and CS. One approach in distinguishing them is the one of Scotton (1993) who uses the level of social significance of the item. If the non native item carries social significance; it is then a code switch.

The correct use of CS requires some mastery of the second language as opposed to the case of borrowing.

> **[…] borrowing and code switching are phenomena at either end of a continuum an established loanword is a historically transmitted word that has been integrated with the recipient language , while code   switching is a more or less spontaneous , bounded switch from sentences of one language to sentences of another ,affecting all levels of linguistic structure simultaneously.**

Hamers and Blanc (2000:259)

As mentioned in Hamers and Blanc's quotation, BR and CS are two separate linguistic features. Therefore**,** CS occurs when a speaker of two distinct languages switches between the two in conversing with another person, who also understands both languages. While , BR is when words from another language are taken and incorporated into a given language because there is no word in that language that adequately expresses what that word represents.

1.5. Borrowing Processes and Types

Borrowing is the process that takes over words from most of the other languages with which it has contact. This process has become more significant in various fields of linguistics for some time (Pedersen 1931; Hocket 1979; Antilla 1989).In the study of language BR, loanwords are only one of the types of borrowings that occur across language boundaries .The speakers of a language have different options when they face new items and ideas in another language, and here are the options utilized by speakers.

1.5.1. Direct Borrowing

It occurs when a language takes over a term directly from another language without any major phonological or orthographical changes. It is only modified to fit the phonological combinations which are permitted in the borrowed language .This can lead to the introduction of new phonemes into the borrowed language with the borrowed words which contain these new sounds, for example ,before intensive contact with French , English had no phoneme /ʒ/. But it becomes phoneme through the numerous French loanwords that it contained such as rouge<French rouge , 'red', vision ,Asia, etc. Direct BR may occur in three different ways which are:

a) Cultural Borrowing /Loanwords
Words are borrowed with their spelling, pronunciation and meaning .Then, they undergo assimilation; each sound in the borrowed word is substituted by the corresponding sound of the borrowed language. Most common cultural borrowings around the world are versions of English, word 'automobile' or 'car' because most cultures did not have such motorized vehicles before contact with western cultures.eg, words related to computers.

b) Core Borrowing
Core borrowings are words that duplicate elements that the recipient language already has in its words store. They are unnecessary by definition. Then, why are they borrowed?

They are borrowed because of cultural pressure, prestige of language and so on.

c- Therapeutic Borrowing

Borrowing has also been said to occur for therapeutic reasons, when the original word becomes unavailable. Therapeutic BR is divided into two sub cases: the first refers to borrowing an item due to word taboo in the recipient language. The second case would be to avoid homonym, which suggests that words are borrowed to distinguish words and to prevent a homonymic clash (Haspelmath and Tadmor 2009).

Ⅰ.5.2. Indirect Borrowing

Indirect borrowing takes place when a certain word is passed on from the source language to another, and then from that language is handed over to another. It is adjusted phonologically and orthographically to make it fit to the phonological and orthographical system of the recipient language. Three types of indirect BR would be mentioned:

a- Loan translation

Loan translation or calque occurs when a word or a phrase is borrowed from another language literally by translating its components to create a new item in the target language, e.g. Superman derives from the German 'Ubermensch'.

b- Loan shift

When the borrower does not accept the donor's words along with the new object or practice but somehow adapts native materials to find expressions for the new experience, the new item is called a loan shift .Loan shift in English include God, Heaven and Hell

c- Loan –blend and Hybrids

Loan-blend is a form in which one element is a loanword and the other is a native element, i.e., a word that is composed of parts from different languages, as in the borrowed presort (priest) plus the native had (hood) in Old English to produce presort had (priesthood).

Borrowing plays a great role in languages .At present; there is no language vocabulary that consists only of its own words .This is why speakers use various options that are referred to as types of BR that meet their needs. The figure below shows the different possible types used by speakers.
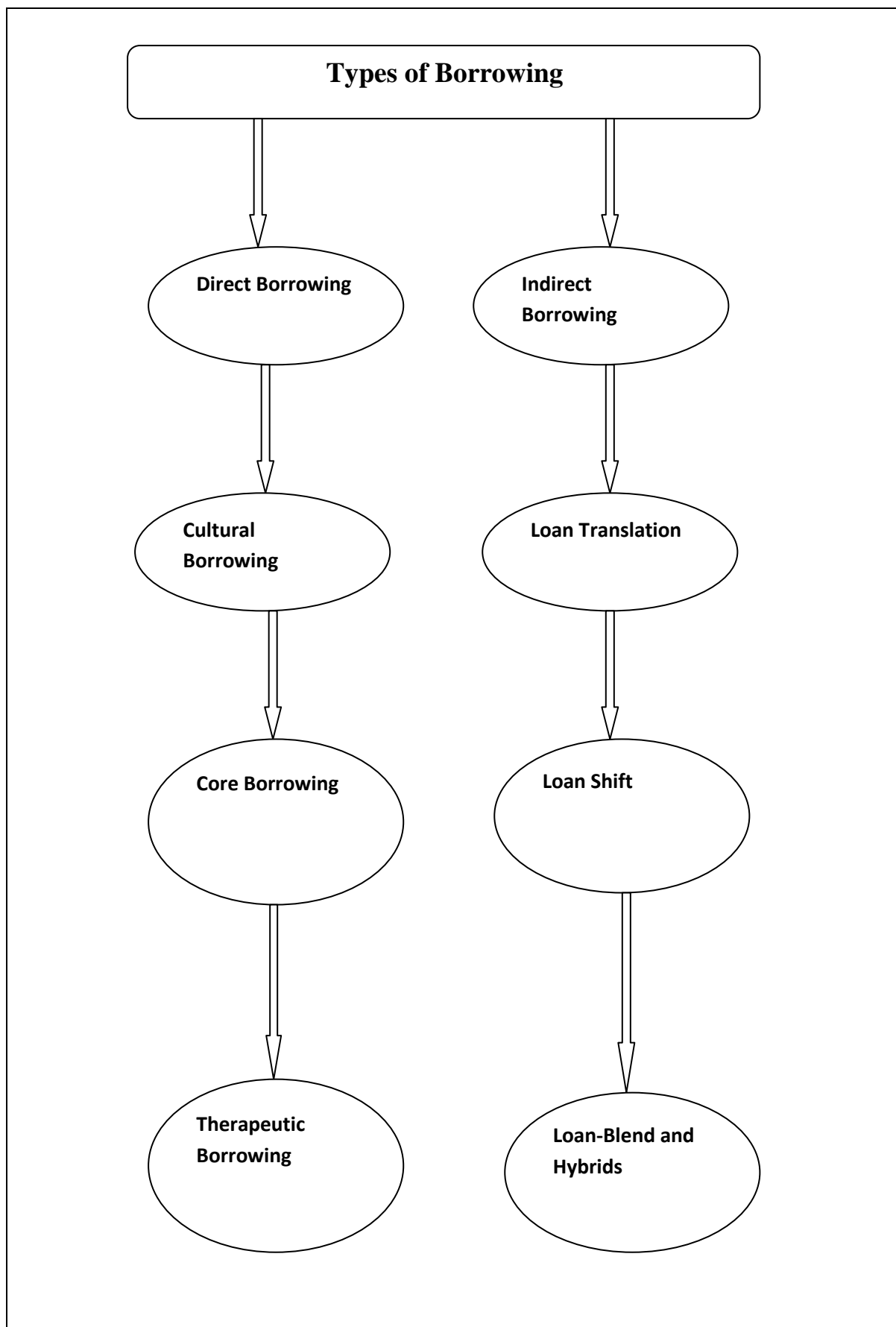
Types of Borrowing

- Direct Borrowing
- Cultural Borrowing
- Core Borrowing
- Therapeutic Borrowing

- Indirect Borrowing
- Loan Translation
- Loan Shift
- Loan-Blend and Hybrids

Figure .1.1. Types of Borrowing

1.6. Ways and Reasons for Borrowing

Borrowing enters language in two ways:

a) Through oral speech by immediate contact between people. This took place chiefly in the early periods of history; words borrowed orally are usually short and undergo considerable changes in the act of adoption. (e.g. inch, mill, street).

b) Through written speech (by indirect contact through books, etc.). They gained importance in recent time. They preserve their spelling and some peculiarities of their sound form, their assimilation is a long and laborious process (e.g. French: communiqué, belles, letters).

The reasons behind the process of BR would briefly be summarized in the fact that speakers of different languages make changes in their languages under the influence of another language. Those speakers fall under the influence of another language because there is something more attractive about that language .The attraction largely being associated with the higher prestige of the speakers of that language or its wider use in the community where both languages are spoken. Socially based motivations for lexical BR are usually associated with need and prestige: "**the need to designate new things, persons, places, and concepts**" Weinreich (1953:56). Both socially dominant and subordinate languages borrow from one another for this reason. For example, the contact between English and various Native American languages during the colonial period led to importation of words like moccasim.

Borrowing is especially common where there is need to keep abreast of developments in science, technology, and higher learning. This is what promotes much of the BR from French, Latin, and Greek into English .However; concepts such as "need" and "prestige" are only one part of the explanation for lexical borrowing. In general it can be said that, motivations for BR have to be understood in relation to the sociolinguistic and sociopolitical aspects of contact between speakers of the languages.

1.7. French-English Borrowing

Like any other language, English vocabulary is consisted of colossal number of foreign words. It appropriated a major part of its vocabulary from Greek, Latin, French and other languages. For that Crystal (1997) describes it as **insatiable borrower**, but French has the biggest influence for many reasons. The first and the most important reason is the Norman invasion in 1066. The Norman Conquest made French the language of the official class in England. During this period, many changes occurred in every aspect of the language in its phonology, semantic, and lexicon. Also many Old English words were replaced by loan items from English. As a result of that a colossal number of words entered into English vocabulary. French vocabulary is found in every domain and the table below shows some English words in some domains coming from French

Domain	Examples
Military	Battle, navy, sergeant, army, captain, lieutenant.
Law	Parliament ,judge, government, state, crime
Church	Miracle, virgin, sermon, saint
Politics	Coup d'état, vote, election
Art	Music, painting ,volume,danse,literature
Food	Restaurant , beef, salad,egar,fruit,olive,dinner
Science	Research, visual, gender, physician, study

Table.1.2.   Some   English   Words   from   French   origin   (Adapted from https://en.wikipedia.org/wiki/List_of_English_words_of_French_origin**)**

It is remarkable that many words have relation with government and military because mainly of the Norman Conquest 1066 as it has already been explained. In addition to words related to science, food and art.

1.8. Borrowing in Algeria

Due to historical factors, language contact phenomena in Algeria appears through borrowed words from French into Algerian dialect. The influence occurs naturally because of the long time of French colonization in Algeria over (132 years); where French was imposed as an official language of the country. Indeed, the presence of French does not cease with the independence because French words are still used in daily interaction and utterances after the independence. Furthermore, most borrowed words from French into AA sound more Arabic than French. But, some words are used without adaptation such as stylo, film, congé, etc. The table below illustrates some examples of borrowed words from French into AA.

Arabic	French	Meaning in English
Tabla	Table	Table
Faliza	valise	Suitcase
Comondi	commander	To order
Siyi	essayer	To try
Blaça	place	Place
Tomobile	automobile	Car
Lamba	lampe	Lamp
Fermli	infermier	Nurse
Stasyoni	stationer	To park

Table.1.3. Examples of Loanwords Used During Conversation (Adopted from International Journal of Advanced Computer Science and Applications '*An Algerian dialect: study and Resources*).

From the table, it is inferred that either nouns or verbs those borrowed from French sound as Arabic. For example the phoneme /p/ is realized as /b/ in the word place. Moreover, borrowed words are adapted phonologically and morphologically.

1.9. Speaking Skill

English today is the most influential medium in bridging global communication. A large proportion of learners in the world study English in order to communicate with native speakers of English or speakers of other languages. Learning any language involves the skills of listening, speaking, reading, and writing .Among the four skills, speaking is considered as the most direct way to talk to people, the best way of gaining fluent reading knowledge as it is the foundation for good writing.

1.9.1. Definition of Speaking Skill

The purpose of learning any language is to communicate its speakers. Speaking is an important oral productive language skill. Chaney et al (1998:13) define it as **"…The process of building and sharing meaning through the use of verbal and non-verbal symbols, in variety of contexts".** Referring to this definition, speaking is the process of sharing ideas, opinions, and interests with others: **"speaking is a skill of conveying words or sounds of articulation to express or to deliver ideas, opinions, or feelings"** Trigon, et al (1981:07)**.** Through speaking and listening abilities, people acquire concepts and develop their language proficiency: **"speaking primarily deals with producing systematic utterances to convey the message"** Florez (1999:98)**.**

Speaking is necessary to learn and master a foreign language (FL). One good method to learn language is conversation and interaction with others (Mackey 2007). For that, learners have to develop their oral production by developing their performance in and out the classroom. In this concern, Luama (2004: 01) says: **"Speaking in foreign language is very difficult and competence in speaking takes longtime to develop"**. Therefore, speaking plays a crucial role in learning FL .

Last and not least, speaking is the primary medium that links individuals with society. As it is **"the action of conveying information, or express ones thought and feeling in spoken language"** Oxford Dictionary (2009). Thus, it is the best tool for communicating; thinking and facilitating learning through which people express feelings, thoughts, and opinions.

1.9.2. Aspects of Speaking

Speaking is the skill that helps people interact easily with each other. At the University level, EFL learners speaking ability is expected to be good because they have learnt English at the Middle School, and they are supposed to develop at least acceptable performances in English oral skill. However, EFL students speaking ability is still low; it is difficult for most of them to speak confidently. When they speak, students often rely on one of the following aspects:

a) Face to Face speaking

Face to face discourse is a concept in sociology, linguistics, and communication studies that describes social interaction between people. Goffman (1959:08) defines face to face interaction as "**The reciprocal influence of individuals upon one another's actions when in one another's immediate physical presence**". There is no doubt that face to face communication has a special relevance in many contexts since it creates more motivations. In other words, there is no denying the fact that speaking to someone in person can make the contact much easier. It also has a role in making it easier to sense what a person is really thinking. However, when a person cannot express himself through words, and transmit the message the way he wants, his body language, voice inflection and facial cues may play the role of conveying the message and this can only be realized through face to face interaction. In addition, one of its biggest advantages is that, it can create bond of trust between people in a way that electronic communication cannot.

b) Interactive Speaking

Interactive communication is an exchange of ideas where both participants, whether human, machine and art form is active and can have an effect on one another. Whether we are speaking face to face or over the telephone, to one person or a small group, the wheels of conversation usually turn smoothly, with no undue gaps or everyone talking over each other (Bygate et al, 1998).

Turn taking, a main feature in interaction, is an unconscious part of normal conversation .Turns taking are handled and signaled differently across different cultures, thus causing possible communication difficulties in conversation between people of different cultures and languages (Mc Donough and Mackey, 2000)

In interactive speaking, the speaker represents one participant in a larger group of interacting participants. In this case, interaction can be either in a form of transactional language in which the speakers aim at exchanging specific information, or in a form of interpersonal exchanges in which speakers aim to maintain their social relationship. In the second type of interaction, speech may be pragmatically complex because of the use of casual register and colloquial language ellipsis, slang, and other sociolinguistic convections.

1.9.3. Elements and Types of Speaking

Harmer (2001) describes a number of elements in speaking FL effectively and fluently. The table below shows these elements including language features and mental processing:

Element	Description
Language features	*Connected speech:* English speaker should produce connected sounds, not only phonemes. Thus, the speaker can omit sounds(elision),modified (assimilation),added (linking).

Expressive Devices :Harmer (2001:269) Points out "**The use of these devices contributes to the ability to convey meaning. They allow the extra expression of emotion and intensity".** The native speaker uses these devices with non-verbal means. He alternates the pitch, stress,volume….

*Lexis and Grammar***:** This feature is very important for foreign learner. Learner sometimes uses the same lexical structure when he deals with some language functions. Therefore, he must have language competence. Thus, learner produces sentences and phrases with various functions*:* shock, interrogation, declaration, expressing…)

*Negotiation language***:** It is very helpful to learner; he sometimes asks for clarification when he is listening to others. Therefore, he needs to provide them with the best expression. |
| **Mental processing** | *Language processing:* It can be defined as the ability of speaker to produce the language in his mind in a coherent way, what makes the interlocutor understands it and gets the message. Also, the ability of speaker to retrieve words and phrases from his memories to use them in communicating with others.

Interacting with others: This demands primarily listening and understanding the others' speech, then react through taking necessarily foreign learner who can interact with native speakers and develop his language competence.

Information processing: It relies on the ability of speaker to receive others' talk through processing the information and to process language on the spot. |

Table. 1.4. Elements in Speaking Foreign Language Effectively (Harmer 2001)

Speaking differs according to the speaker's intention and needs, as well as the time and the situation where the speech takes place .There is therefore no single type of speaking, Brown   (2004:141-142) identifies the basic types of speaking as follow

 a)**Initiative Speaking**

It is the type of speaking in which one only repeats what he or she has just heard. That is to imitate or parrot back another speaker's word phrase, or sometimes sentence. In initiative speaking, the speaker or the imitator is not obliged to interact with other speakers in an oral conversation, or to convey meaning, or even to understand what he or she has heard. Therefore, imitative speaking does not exceed the phonetic level of oral production.

b)**Responsive Speaking**

In responsive speaking, the speaker has to understand what is said, and to be able to hold at most sort limited conversations, standard greeting and small talks, and simple requests and comments. In such a type of speaking, the learner usually receives an authentic spoken prompt with one or two questions to reply.

c) **Intensive Speaking**

This is another type of speaking in which the speaker is required to produce short stretches of oral language, so that he or she needs to be to some extent competent in making grammatical, phrasal, lexical or phonological relationships such as stress, rhythm, and intonation .The speaker's knowledge of semantic properties of language is needed, but interaction in minimal and often not required.

d)**Extensive Speaking**

 Extensive speaking includes speeches, oral presentations, and storytelling tasks. In this type of speaking, the speaker has the whole time to speak without any kind of listener interruption because there is no chance for interaction. Listener, here can respond only through nonverbal responses. In extensive speaking, the speech is often planned and formal; however, this does not exclude informal monologues such as casually delivered speech.

1.9.4. Speaking Characteristics and Strategies

Speaking a FL differs from one learner to another. It depends on speakers capacities. For that, there are some required features that determine a good speaker:

a) Fluency

Richads et al (1992:204) defines the term as "**The capacity to produce language in real time without undue pausing or hesitation".** Fluency is then the ability to speak language without hesitation, pausing and repetition. It is the main characteristic of the speaker performance; through it speakers can use language without difficulties.

Foreign language learners think that fluency is speaking fast without pausing. In fact, fluency is when the speakers express themselves freely, quickly and naturally without noticeable difficulties. But speakers may make grammatical errors when they speak, though the idea is still correct in their minds; here one can say, speakers have a high fluency, but low accuracy

b) Accuracy

Foreign language learners focus on fluency and forget about accuracy. But, accuracy is also important; if speakers utter incorrect structure, they will not be understood. Thus, in oral production speakers should pay attention to the completeness of language form. For Harmer (2001: 14): "**Accuracy involves the correct use of vocabulary, grammar and pronounciation.**In other words; accuracy means learners paying attention to grammar, vocabulary, and pronunciation.

- *Pronunciation*

Pronunciation is the first quality when learning a language. It relies on the way we produce and communicate with each other. Florez (1999:02) defines it as "**production of sounds, stress, pattern, rhythmic structures and intonation of the language".** Thus, learners should be aware about the production of sounds.

- *Vocabulary*

Vocabulary is the foundation of language without which we cannot establish any utterance, and there will be no interaction. Therefore, knowing vocabulary makes speaking skill easy because speaker selects the appropriate words to express their ideas.

- *Grammar*

Grammar is important in learning a FL. Knowing grammar means knowing the system and the rules of the target language; that certainly helps learners speak more accurately. "**Grammar is an essential resource in using language communicatively"** Littlewood (1981:28)**.** In other terms, grammar is very helpful in communication and understanding the message of the speaker.

EFL university learners generally face serious problems in expressing ideas and thoughts because of lexical gaps. According to Harmer (2001:249) learners should use one or more of the following strategies to hide these weaknesses.

- **Improving**

It is the more advanced and helpful strategy through which speakers use any word or phrase that seems to them right in order to overcome their speaking obstacles.

- **Discarding**

It is used when learners' ideas and thoughts are erased because of shyness or anxiety to avoid the fact of making mistakes. Moreover, they discard the word or phrase that they could not express.

- **Foreinsing**

Sometimes speakers borrow a word from another language and foreign it when they do not know a word in the other language in the hope that it will be appropriate.

- **Paraphrasing**

Speakers usually paraphrase talking about something if they do not know the exact word. This process is helpful but it makes the speech longer and boring because instead of saying just some words expressing the whole ideas, they use a long sentence that may not convey the message.

1.9.5. Speaking and other Language Skills

Besides to speaking there are other skills namely listening, writing and reading. Though the four skills are different, they complete each other: they share the same function that is enabling learners to use language correctly.

a)Speaking and Listening

There is an integral relationship between speaking and listening skill. Speakers need listeners to understand their message. Lynch (2009:115) states: "**The role of listener and speaker's alternative in real conversation".** Thus, there is a strong combination between speaking and listening .EFL learners cannot develop their speaking skill without developing their listening skill because the two skills are closely related: 'good listening means good speaking'.

b)Speaking and Reading

Speaking FL is difficult without reading. According to Nunan (2003) reading plays a crucial role in successful language learning; it makes learners develop their vocabulary and grammar. Canninghan (1998:112) states that : "**The more reading you will do, the more you will increase your exposure to vocabulary that does not usually make its way into the spoken language".** Hence, it develops the speaking skill. Through reading learners develop both fluency and accuracy of expression in their utterance (Novita 2016) .To sum up, reading is the key factor in language learning: 'the learner who reads more is likely speaks well'.

c)Speaking and Writing

Both speaking and writing skills are necessary for any EFL learner: "**Speaking and writing are both productive skills verbally or non-verbally ;speaking is relating to the language that expressed through the visual medium** Widdowson(1998:57). Speaking is therefore interacting with audience when speakers use intonation, gestures, stress to convey message. Thus, speaking is informal and unplanned, while writing is formal and planned. Furthermore, writing is based on written sentences that should grammatically be correct. It is addressed to an unknown audience. Writing is characterized by well structured paragraphs in which writers use punctuation. In sum, speaking is temporary and writing is permanent because it is transmitted on books, articles, journals etc. The two skills are important in FL learning as they complement each other.

To conclude, the four skills are grouped into receptive skills (reading and listening) and productive skills (speaking and writing).However, they go hand in hand in any language learning process.

1.9.6. EFL Speaking in University Learning

Speaking is a crucial part of foreign language learning and teaching (FLLT). Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should be to improve students' communicative skills because it is only in that way that students can express themselves and learn how to follow the social and cultural rules appropriately in each communicative circumstance.

Speaking English is the main goal of many EFL learners. Their personalities play a role in determining how quickly and how correctly they will accomplish this goal. Those who are risk takers unafraid of making mistakes will generally be more talkative, but with many errors that could become hard to break habits. Conservative, shy students may take a long time to speak confidently, but when they do their English often contains fewer errors and they will be proud of their English ability. Barker and Westrup (2003:05) claim that "**a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion**".

Teaching speaking at the University level is a compulsory and challenging task because only through speaking students can transfer their knowledge to the audience. Furthermore, teachers play a great role during the speaking activities. According to Harmer (2002) a speaking teacher should be:

- **Participant:** Teacher should interact with students in classroom activities ,to get students speak fluently
- **Prompter:** Students may lose, cannot think of what to say; teacher should help them by offering discrete suggestions.
- **Feedback provider:** He should know when and how to give feedback in speaking activities.

Through the different roles that the teacher plays in the teaching/learning process, he makes the speaking class runs well.

1.9.7. Assessment of Speaking and Types of Speaking Examinations

For many students, the experience of taking an oral examination is very different from the one of written examination, although they look similar in terms of preparation, because if you mess up in a written examination, it is between you and your paper. While, in oral examination the examiner has to sit through mistakes and the awkward silences. An oral examination allows student to demonstrate to the assessor a set of capacities and skills as well as communication skills.

An oral examination is an academic interview, where students are given questions to be answered or a problem to be solved orally. It is conducted on a specified location, at which the examiner be looking at your understanding and breadth of answers of the subject

area. For instance, the student may be asked what his favourite modules are, and why he finds these modules academically interesting and /or challenging .This may lead on to a further discussion based on the student's answers. Regarding of what is said before; the interference mode is that oral examinations have basically three types:

a) Oral Examinations with synopsis

The examination lasts approximately 30minutes, the first half of which focuses on the synopsis, and the second part on the overall syllabus.

b) Oral Examinations with Preparation

The student has 30minutes to prepare his presentation and answers the exam question, he received before the examination.

c) Oral Examinations without Preparation

The examination starts when the student draws his question.

Nevertheless, the oral examination may well involve a discussion of topical subjects that are relevant to the degree course content (e.g. Study skills module: choose one language skill and talk about it).

1.10. Conclusion

This chapter introduced the linguistic situation in Algeria as far as French and English are concerned. Then, it discussed BR in details and the difference between BR and CS. The chapter also described the speaking skill, its aspects, elements and types as it provided speaking characteristics and strategies .In addition to assessment of speaking in university and types of speaking examinations. The following chapter will be devoted to data collection procedure and analysis.

2.1. Introduction

This chapter is devoted to data collection, analysis and interpretation of results in addition to suggestions and recommendations. It aims at knowing to which extent French-English BR exists among second year EFL learners at Tlemcen University. The chapter attempts to afford adequate answers to the main research questions driving this research using different instruments: questionnaire, interview and classroom observation. At the end of the chapter, some suggestions and recommendations are provided for both teachers and students in order to minimize students' use of French borrowings and enhance their speaking skill.

2.2. Research Instruments:

Research instruments are the devices used to collect information (data) about a particular issue. According to Parahoo (1997:52-325) a research instrument is "**a tool used to collect data. An instrument is a tool designed to measure knowledge attitude and skills".** There are different types of research instruments: questionnaire, interview, observation, tests, think-aloud protocol, etc .They apply to both qualitative and quantitative approaches. For that purpose, the data needed in this study are collected by means of a triangulation of data collection instruments: learners' questionnaire, teachers' interview and classroom observation to yield more valid and reliable data. Each of these tools will be defined in what follows:

2.2.1.Students' Questionnaire

The questionnaire is a set of research questions with a choice of answers proposed to a group of participants and devised for the purposes of a survey or statistical study. For Seliger and Shohamy (1989:172) it is a **"printed forms of data collection, which include questions or statements to which the subject is expected to respond, often anonymously".** It is a useful instrument in research because it allows the analysis in short period of time since it is possible to provide questionnaires to large informants simultaneously (Wallace: 1998).

Taking into consideration the above aspects, the questionnaire of this study (See Appendix A) is designed for 40 second year EFL University students at Tlemcen University, Algeria. It aims to obtain information about the language students prefer to use in their everyday classroom speech and their attitudes towards French-English borrowing. The questionnaire consists of ten questions including close ended, multiple choice, and open ended questions. The first question is about the language students' use in their classroom speech, whereas the second and the third are devoted to know their opinions about the French and English language respectively. The fourth question is requested to know if students consider the French language a help to develop their English. The fifth one is about students' opinions about the necessity of English today. Questions six and seven are asked to know if students use French-English BR and why, while question eight is asked to know if they consider BR a solution to their speaking difficulties. The questions nine and ten are designed to know students' suggestions to their classmates and teachers to reduce BR phenomenon.

2.2.2.Teachers' Interview

In addition to students' questionnaire, teachers' interview (See Appendix B) is used to collect data. For kvale (1983:174) **"an interview, has the purpose to gather descriptions of the life-world of the interviewee with respect to interpretation of the meaning of the described phenomena".** Indeed, there are various types of interviews, Hitchock and Haghes (1989:79) list nine types **"structured interview, survey interview, counseling interview, diary interview, life history interview, ethnographic interview, informal /unstructured interview and conversations".** In the current research paper structured interview is used to enquire about the topic that the researchers are interested in. It is an interview: **"in which all the respondents are asked the same questions with the same wording and in the same sequence"** Corbetta (2003:269). Structured interview is similar to questionnaire because it follows a fixed format.

In the current study, eight questions have been asked to five EFL teachers of oral production and study skills in the English Department of the same University-Abou Bakr Belkaid Tlemcen-. They are requested about how they see the French and English language nowadays and asked about their attitudes towards students' French-English BR as it requests them to give their suggestion to reduce BR in the EFL classroom.

2.2.3.Classroom Observation

The third instrument used in this study is classroom observation which examines persons in natural setting .Marshal and Rossman (1989:79) define observation as **"The systematic description of events, behaviours, and artifacts in the social setting chosen for study".** It helps the researcher get a deep understanding of the studied phenomenon. Among the different types of observation we mention:

:

a- Participant observation: in which the observer himself participates and notes the situation.

b- Non-participant observation: It has a lack of participation of the observer in his group activities. He either watches the phenomenon from a distance or participates in the group but never in its activities.

In this study, non-participant classroom observation is conducted since it offers the investigators to give a detached and unbiased view about the group as it maintains objectivity and neutrality. The observation was done during an EFL oral examination in study skills module where the investigators observed the way students speak and their use of French borrowing. Students were also observed during their ordinary study skills sessions to draw a comparison between students' borrowings in and out of examinations.

2.3. Description of the Sample Population

The term population is defined by Brown (1988) as a particular group in a particular study, and the researcher selects his sample from this population. In the same view Smith (2004:84) points out that:

> **A sample population is the whole subset of the population, which is actually investigated by researcher and whose characteristics, were generalized to entire population ….Sampling should also determine the best representation, so as to allow for an accurate generalization of results.**

In the current study, second year EFL University (Tlemcen) students are the interest. The huge number of second year EFL students (about 384 students) pushed us to choose a sample of forty students to respond to a questionnaire about their opinions concerning

students' French-English BR. The same students were also observed during study skills oral examination and in ordinary study skills classroom.

In addition to second year students, five University teachers of oral expression and study skills modules were involved in this study .Three of them hold a doctorate degree whereas the others are all magister holders. The researchers choose those teachers because examinations in these modules are generally oral. So that, they can enrich this research work by their different opinions about students' French-English BR especially in oral examination.

2.4. Data Analysis and Interpretation

This part deals with the analysis of the collected data quantitatively and qualitatively using a questionnaire an interview and a classroom observation.

2.4.1. Students Questionnaire

As it is mentioned above, the questionnaire is addressed to second year EFL students, forty of them were taken as a sample to respond to this questionnaire (See Appendix C). They are asked some questions concerning French-English BR in EFL classroom and in oral examination.

Question 01: Is asked to know which language students use in the EFL classroom. The results obtained are shown in the following graph.

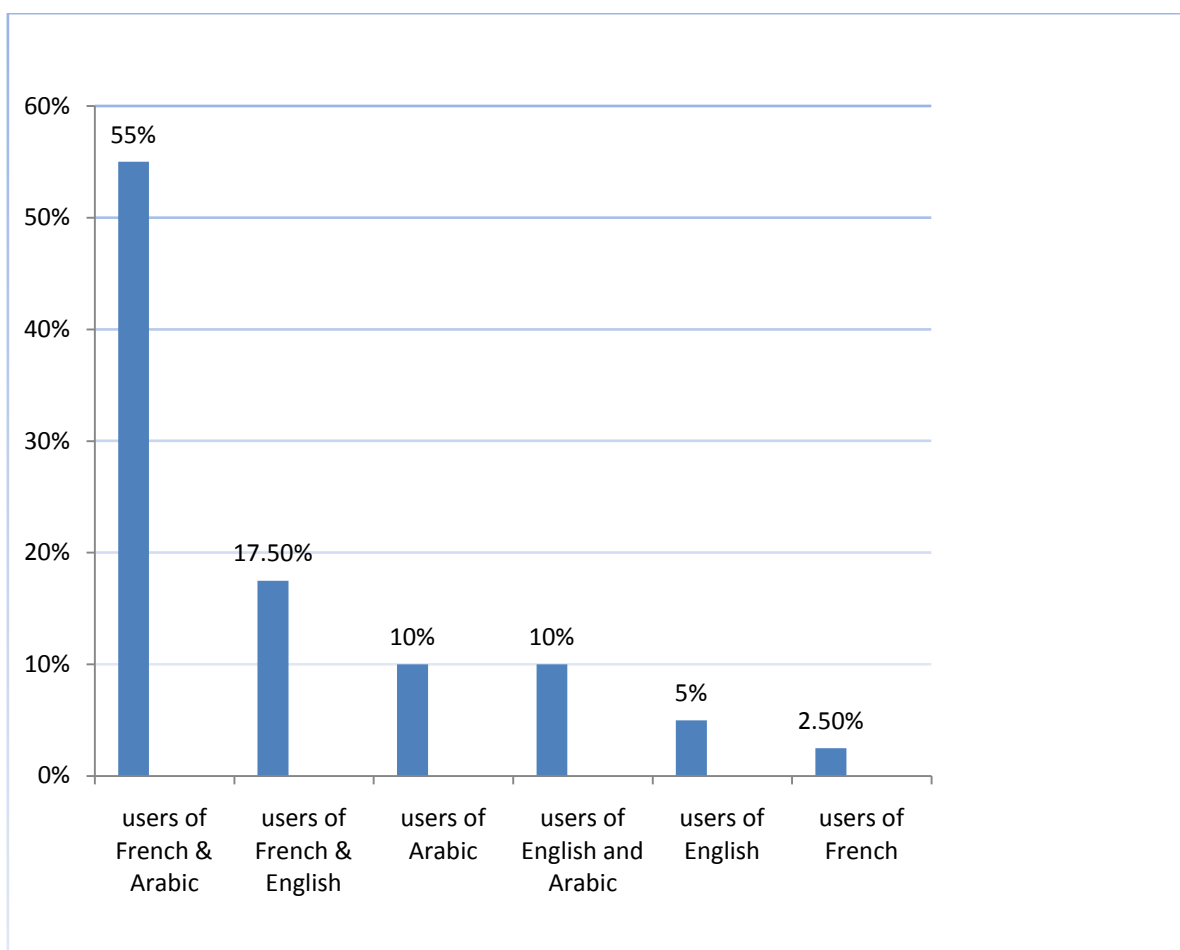**Figure. 2.1. The Language mostly used by Students in the Classroom**

According to the obtained results, the highest percentage of students (55%) mix between Arabic and French. Other students (17.5%) shift between French and English. While, (10%) use only Arabic. And (10%) of students mix between Arabic and English. However, two students (5%) use only English. And one student (2.5%) uses French.

Question 02: Is about how students consider the French language. The pie chart below summarizes informants' answers.

Figure . 2.2. The Participants' Consideration about French Language

The results show that:

- ➤ 17 students (42.5%) consider French as language of science and research

- ➤ 11 students (27.5%) consider French as language of colonizer

- ➤ 08 students (20%) consider French as language of prestige

- ➤ 03 students (7.5%) consider French as language of colonizer and prestige

- ➤ 01 student by 2.5% consider French as language of colonizer, prestige and research.

Question 03: Is about how students consider the English language. Findings are summarized in the pie chart below:
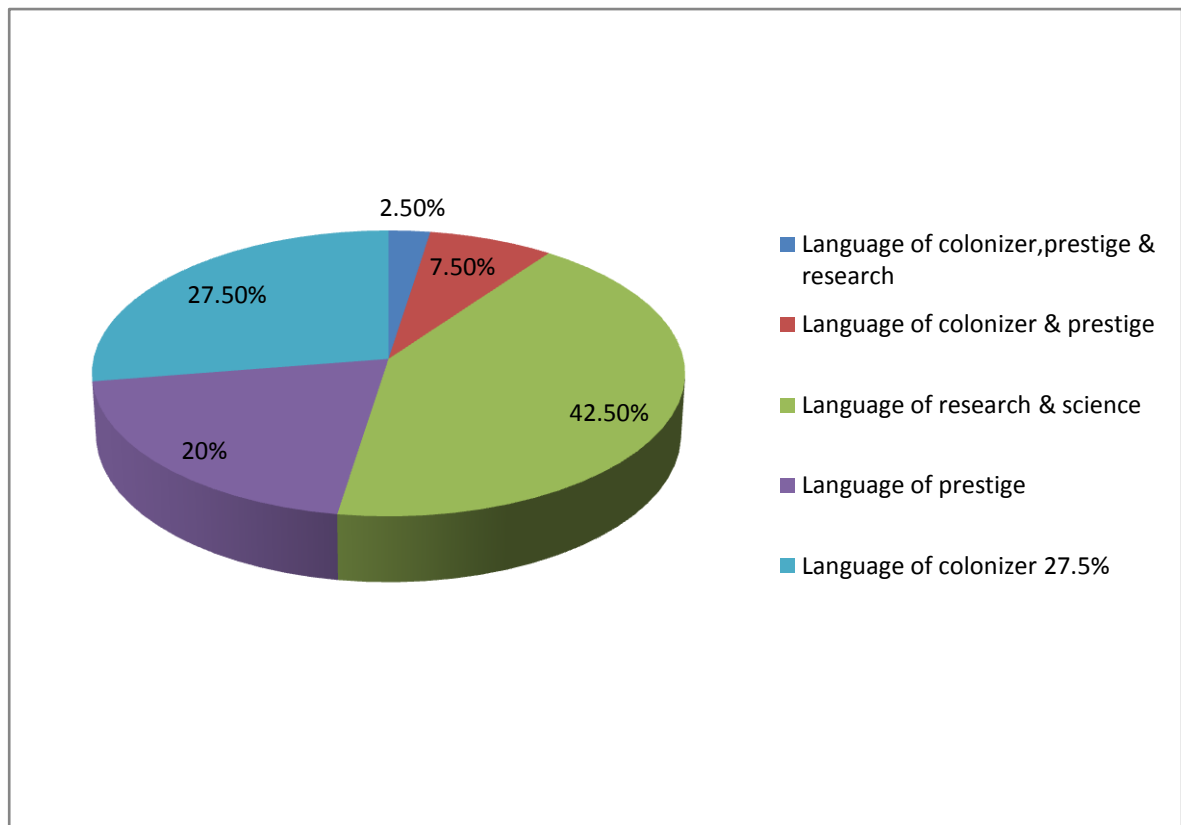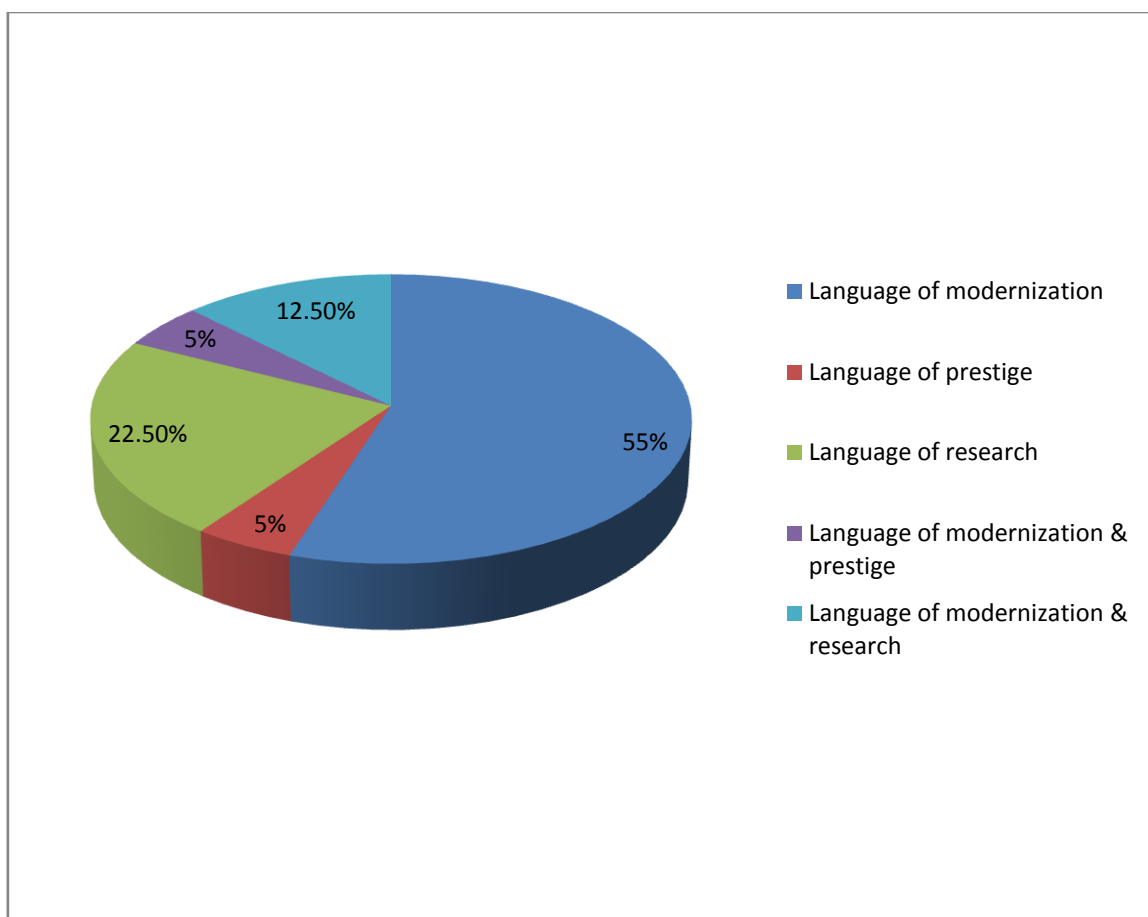

Figure . 2.3. The Participants' Consideration about English Language

The results show that:

➢ 22 students (55%)consider English as language of modernization

➢ 09 students (22.5%) consider English as language of research

➢ 05 students (12.5%) consider English as language of modernization and research

➢ 02 students (5%) consider English as language of prestige

> ➤ 02 students (5%) consider English as language of modernization and
>
> prestige

Question 4: Is drawn to know if the French language helps students improve their English.

The findings are shown in the following pie chart.
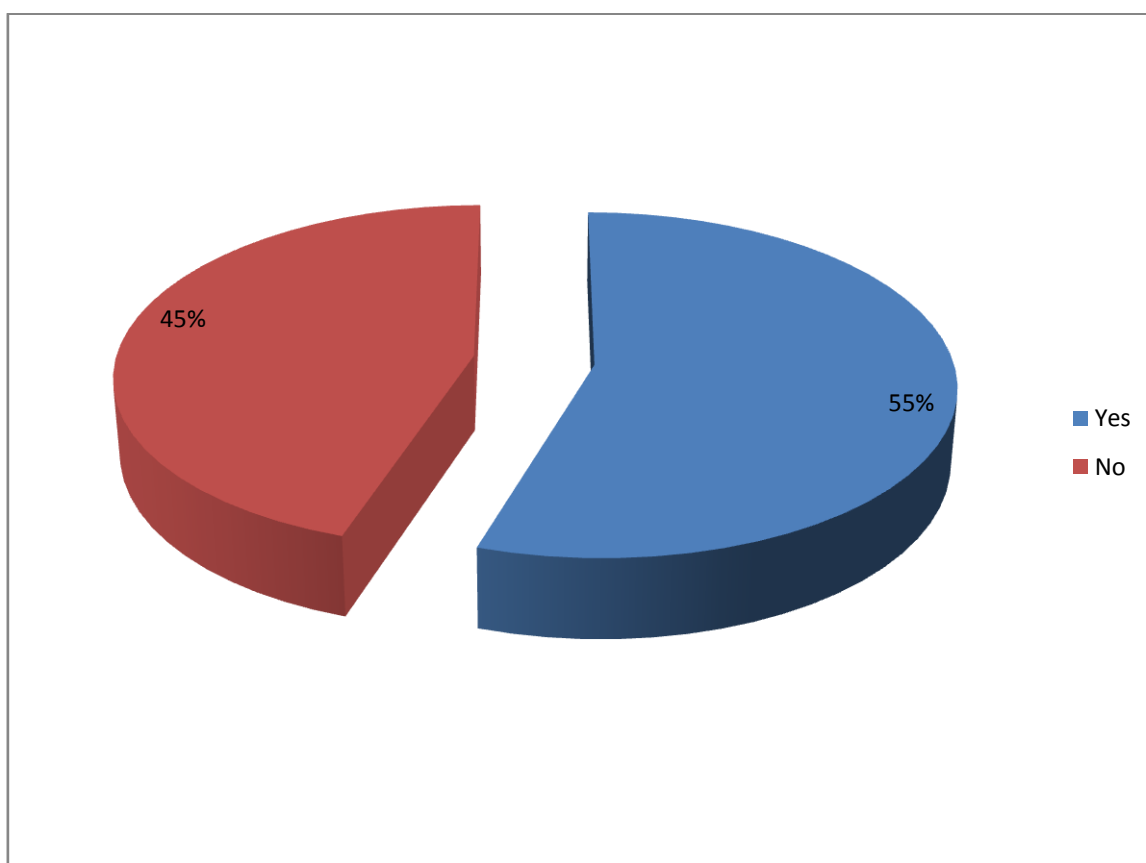
Figure . 2.4 Students' Attitudes toward the French Language

The majority of students (55%) consider the French language essential to improve

their English; they claim that it is the first foreign language they learned, besides the

existence of a huge number of French borrowed words in English. In addition to their lack

of vocabulary. 45% of the students think that the French language does not improve their

English because they consider the two languages different systems and there is no need to

know French in order to learn English .They also dislike French mainly because they do not understand it well, this is why they prefer to learn English through songs and movies.

Question 5: Is designed to know students' views about the necessity of English nowadays. The findings are summarized in the pie chart below:

100%
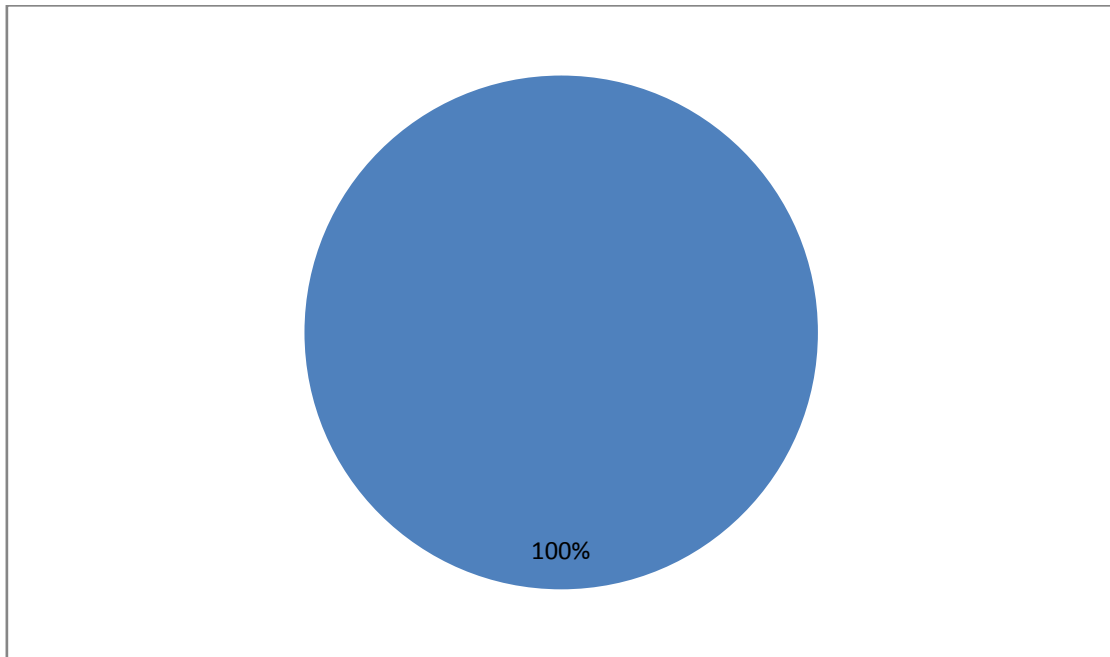
Figure . 2.5. Students' Agreement on the Necessity of English

All students (100%) in this question agreed on the necessity of English nowadays because they consider it the first language used in the world .The language of globalization, science, research and technology, and commerce too.

Question 6: Is asked to know if students borrow items from French to English in their ordinary EFL classroom speech and in oral examinations. The bar graph bellow shows the results.
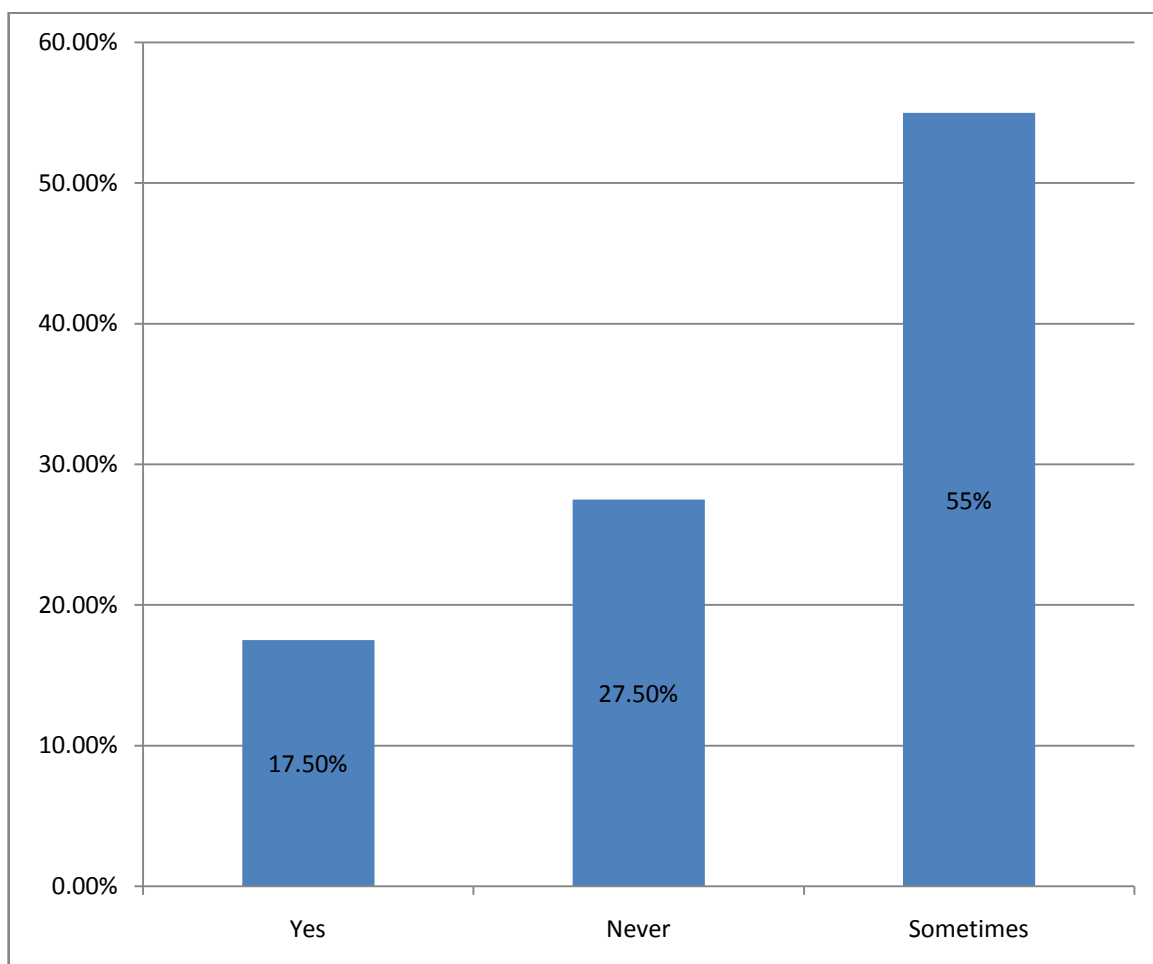
Figure. 2.6. The Use of BR in Ordinary Classroom Speech and in Oral EFL Examinations

The obtained data show that the majority of students (55%) sometimes use BR and (17.5%) use it frequently, whereas (27%) never use borrowing.

Question 07: Asks about the reasons behind using French-English BR. The findings are explained in the table below.

Reasons of BR	Number	Percentage
Knowing more French than English	08	20%
Lack of English vocabulary	16	40%
Feeling better when expressing in French	05	12.5%
A number of students do not borrow	11	27.5%
Total	40	100%

Table. 2.1. Reasons of Students' French-English BR

The results show that the lack of English vocabulary is the main reason (40%) that pushes students to borrow items when they speak. (20%) of them know more French than English. In addition, (12.5%) who feel better when expressing in French. However, (27.5%) of them do not use French-English borrowing.

Question 08: Looks for students' opinions about BR as a useful solution to their English speaking difficulties. The pie chart below represents the obtained findings.
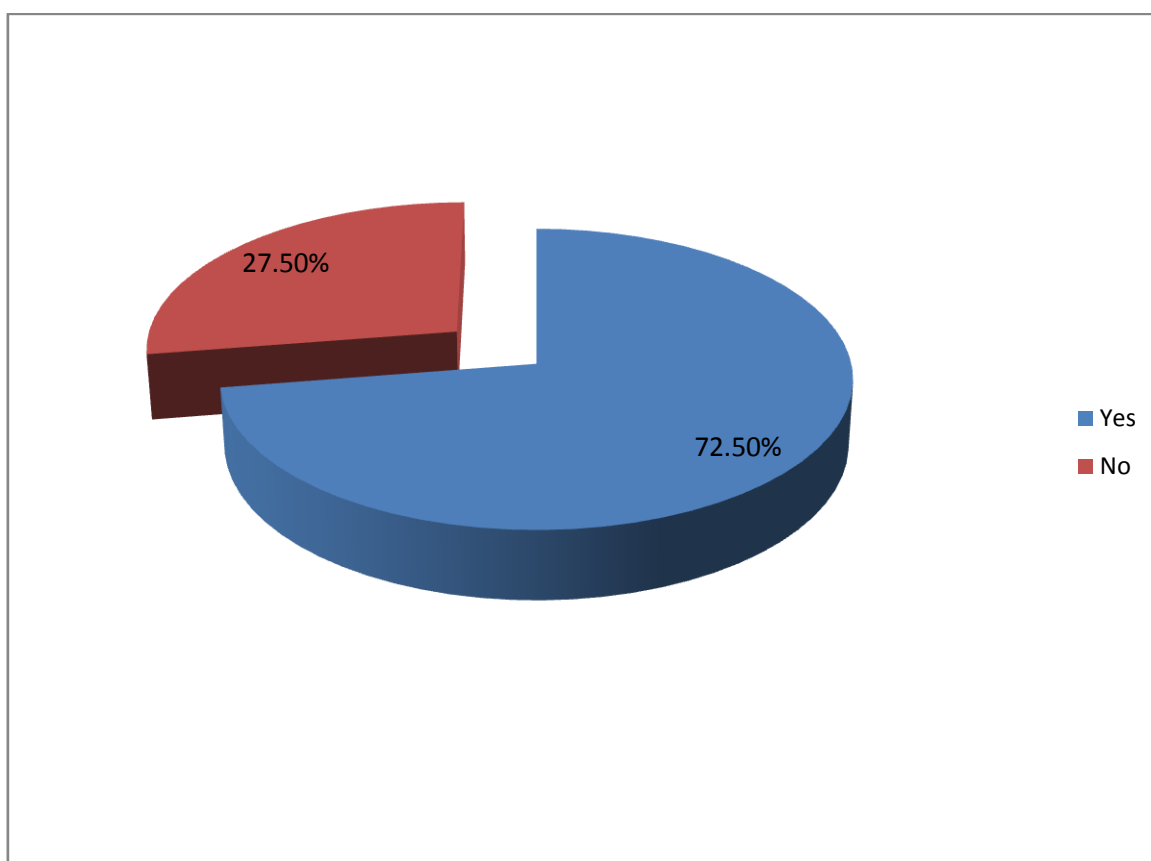
Figure . 2.7. Students' Opinions about BR

The gathering data show that the highest percentages of students (72.5%) consider BR as a useful solution to their English speaking difficulties since they lose their English vocabulary in oral examinations because of the effect of anxiety. The rest (27.5%) claim that BR is not a useful solution because it prevents them from learning more English vocabulary, as it shows their speaking weaknesses especially when they face the examiner.

Question 09: Asks about students' suggestions to their classmates to reduce French-English BR. Different suggestions were stated by the participants are summarized in the following points:

- ➢ Reading is the key solution to reduce French BR.
- ➢ Listening to English music, watching movies and play vocabulary games
- ➢ Practice English everywhere in order to master the language

Question 10: Aims at knowing students' suggestions to their teachers to reduce BR. The suggestions are as follows:

- ➢ Speaking only English in lessons explanation and avoid using French
- ➢ Consolidate sessions with culture games that enrich students' vocabulary
- ➢ Make students face the audience with oral presentations to reduce their anxiety when facing the examiner.

2.4.2. Teachers' Interview

This section is concerned with the analysis of data gathered from teachers' interview

Question 01: How do you consider the French language?

The results reveal that teachers agree that French is the language of the colonizer in addition to the language of research and science. However, only one teacher considers it as a language of prestige. It is clearly noticed that the French colonialism is the main factor that has brought French to Algeria. Furthermore in the Algerian educational system French is taught from the third year primary school .Also, in higher education scientific fields are taught in French.

Question 02: How do you consider English language?

In this question, all teachers claim that English is the language of modernization besides the language of technological development because nowadays English imposes itself in various domains of human beings' daily life. Moreover; it becomes the most language used over the world.

Question 03: Do you agree on the necessity of English nowadays?

The answers of the participants for this question are the same as they all agree on the necessity of English nowadays and their reasons are stated in the following points:

➢ It is the 21stlingua franca

➢ It is the language needed in research and technology

➢ It has an international value

Question 04: Do you think the French language helps your students improve their English?

From the obtained results, one teacher answers that French does not help students improve their English because he claims that they do not focus on the target language. The rest of teachers agree that French is one tool to improve their English, since both languages belong to Indo-European tree languages, besides a colossal number of English words are of Latin origin.

Question 05: Do your students borrow items from French to English when they speak English in their ordinary classroom speech or in examination?

In answering this question, (100%) of the informants say that their students sometimes borrow items from French when they speak because students resort to French

when they lose their English vocabulary to hide their weaknesses and to make their speech coherent in front of the examiner.

Question 06: Why do EFL students borrow from French when they speak English?

The interviewed teachers agree that the main reason behind students' BR is the lack of English vocabulary and the status of French in Algeria that fulfills many social functions since it is deeply rooted in the Algerian speech community because of historical reasons.

Question 07: Do you think BR is a useful solution to students' English speaking difficulties?

Four teachers stated that BR is a sometimes a useful solution to students' English speaking difficulties, with the advice of not exaggerating ,while the other teacher rejects the idea of BR to be a useful solution because it prevents the students from learning English vocabulary.

Question 08: What do you suggest to reduce French BR in the EFL classroom among university students?

The results of the last question show some technical suggestions for both students and teachers to reduce French borrowings in the EFL classroom. These suggestions are as follows:

a- For students

➢ Intensive reading

➢ Listening in English

➢ More English practices in and outside the EFL classroom.

b- For teachers

➢ Monitor students' speaking and writing

➢ Provide students with more vocabulary

➢ Total immersion in a linguistic bath.

2.4.3.Classroom Observation

The classroom observation was conducted with second year EFL Students in the department of English, Tlemcen University, during ordinary study skills sessions and in an oral examination in the same module (study skills).

At the beginning of the lecture, the teacher introduced the topic that they will discuss. Then, she started explaining and asking questions to students that push them to speak. During the test, the teacher gave a number of written topics and students started working individually to provide answers in their copybooks first then orally. The teacher at that time turned around to provide clarifications. In the examination, the teacher used face to face type of oral examination where students choose a question randomly and answer it. Questions were open about different topics dealt with in the classroom.

The observation was done in a form of grid which contains two parts to guide the observer. The first item was designed to observe the students' reaction and the second was designed to observe the teacher's interference. The following results were achieved:

Part one: Students' Reaction

The results obtained from the ordinary classroom observation revealed that the students' reaction during the lectures was characterized by quick utterances. Also, students gave answers without raising their hands which led them to speak all together at one time. In this regard, students' speech was characterized by pauses and stops when they lost their English vocabulary the fact that led them to use French words. During the oral examination

students' reaction was affected by anxiety; the fact that made the majority of them blocked when reading the test questions. They started expressing themselves using their body language and some gestures .Non-fluent students asked the teacher for more clarifications and sometimes for a chance to change the question.

Some topics such as the ones related to culture and Algerian traditions pushed students to borrow some items from dialectal Arabic. However, the significant result that the researchers came up with is that French BR was useless during the oral examination due to the nature of the examination compared to ordinary lectures in which they used more French borrowed words.

Part two: Teacher's Interference

Results from classroom observation show that during the observed sessions, the teacher marked her interference by using some strategies to help students improve their speaking skill and cope with their psychological problems through maintaining a good teacher-students relation, i.e., the teacher was always smiling with her students and she tried to make the learning atmosphere more relaxing from time to another during the examination as well as the lectures. Also, during the test, the teacher tried to help her students by simplifying the questions for those who cannot express themselves freely. At the end, the teacher advised her students to use ICT to improve their speaking skill.

It is remarkable that the teacher did not comment and blame students when they borrow French words in order not to interrupt or stress them and also to make them concentrated during their examination. At the same time the teacher asked those who borrowed to use simple English words instead of French borrowed ones.

2.5. Discussion of the Main Results

At the beginning of this research, it has been suggested that students consider French as the language of the colonizer and English as the language of the 21st century. After analyzing the data collected through students' questionnaire and teachers' interview, the results revealed that the majority of students and teachers consider French as the language of the colonizer and English as the language of modernization. (See question02 and03 in students' questionnaire and01 and02 in teachers' interview) this means that our first hypothesis was validated.

For the second hypothesis the researchers suggested that the impact of the Algerian sociolinguistic situation and students' lack of vocabulary are the main reasons behind second year EFL University students French BR. Thus, the results obtained from students' questionnaire (See question 07) and teachers' interview (see question 06) showed that a significant number of students use French borrowings because of the lack of vocabulary. This means that the second hypothesis was half validated.

According to the last hypothesis, the researchers hypothesized that the four skills especially reading are the keys to reduce students' French borrowings. The obtained data revealed that both students and teachers (see question 09 in students' questionnaire and 08 in teachers' interview) agree on the necessity of reading, listening and practising English frequently to improve students' English level as well as to reduce French borrowing.

Moreover, the significant results obtained from classroom observation are that students used more French items in the ordinary sessions than in the test. This is due to the nature of the examination where students think that BR shows their weaknesses to the examiner which will influence their grades. In addition to their readiness and previous preparation for the examination.

2.6.Suggestions and Recommendations

This part aims at providing some suggestions and recommendations concerning the area of developing the speaking skill and reducing French BR. These kinds of solutions are addressed to both teachers and students:

- **For teachers**

➢ Total immersion in a linguistic bath

➢ Assigning creative activities can be very valuable and enthusiastic experience for students because most students find it an enjoyable and entertaining activity to break out mentioning of a fixed routine. The rationale behind such activities is to challenge students and therefore engage them purposefully in the process of learning.

➢ Build a good relationship with students and make them feel comfortable in the classroom and have the passion to study English.

➢ Teachers should reduce their speaking time and focus on the learners' talking time by giving more chance to students in speaking especially those who face problems in expressing themselves in the target language.

➢ Provide a healthy environment that motivates students and helps them to overcome any Psychological problem that hinders their oral performance.

➢ Teachers should not correct students' pronunciation mistakes while they are speaking because overcorrection will hamper their speech.

➢ Teachers should improve the students self-confidence raise

➢ Teachers should encourage students to read and read a lot.

- **For students**

➢ Reading is an important cognitive activity for EFL learners to learn new words and enrich their vocabulary, especially novels and literary works.

➢ Using dictionaries is important for efficient language learning; and an accurate effective use of them enriches learners' knowledge about the language and particularly about vocabulary.

➢ Practice translation activities since translation is identified as one of the learning strategies used by good language learners.

➢ Good speaking skill requires not only a good grasp of language , but also fluency ; fluency is vital as it helps students to be able to express themselves clearly and easily without having to pause too much for thought .

➢ Control of psychological factors helps students not lose their vocabulary as it makes them succeed in their oral performance.

➢ Students should not feel afraid of speaking because of negative evaluation; they have to express themselves and they have to think positively in order to achieve success.

➢ Follow teachers' instructions in the classroom

➢ Participate in the classroom activities and share ideas and thoughts with others.

➢ Frequent practice of listening and speaking skills to enrich their vocabulary.

➢ Be able and ready to answer the teacher's questions through prior practice.

➢ EFL learners have to minimize French BR since it affects their level in English.

2.7. Conclusion

The second chapter was concerned with the research procedure and sample population. It has provided data analysis collected through different research instruments: students' questionnaire, teachers' interview and classroom observation, followed by discussion and interpretation of the main results. Finally, the researchers have proposed some suggestions and recommendations to EFL teachers and learners to reduce students' French BR and to enhance their speaking performance in oral examinations. We hope these suggestions and recommendations will help both teachers and students at least to limit French BR in the EFL classroom and in oral examinations.

General Conclusion

The current study aimed at investigating the use of French borrowing among 2nd year EFL University students at Tlemcen University in general and to identify students' and teachers' attitudes towards this phenomenon in oral examinations in particular. The study aimed also at knowing the factors that lead EFL students resorting to French borrowings in their ordinary EFL classroom speech giving more consideration to oral examinations.

The study was organized into two chapters: the first chapter was a theoretical description of the status of foreign languages in Algeria mainly French and English and language borrowing. The chapter included also a description of the speaking skill, its aspects, characteristics and strategies. It presented the research design and methodology used to collect data and explained how the data were analyzed and interpreted. A set of suggestions and recommendations were addressed at the end of this chapter to both teachers and students in order to avoid borrowing.

From the obtained results, we concluded that 2nd year EFL University students considered French as the language of the colonizer and English as the language of modernization and technology. This result confirmed the first hypothesis which assumed that students may regard French as the language of the colonizer (Historical impact) and English as the language of the 21st century (Globalization). Concerning the second hypothesis which stipulated that the impact of the Algerian sociolinguistic situation and the lack of vocabulary may be the main reasons behind students' French borrowing, the obtained results revealed that second year EFL University students use French borrowings when they speak English because of their lack of vocabulary. The results show also that reading and the practice of English using the four skills are the keys to reduce French borrowing. These findings confirmed the last hypothesis put by the researchers and which assumed that students may reduce French borrowing through the reinforced practice of the four skills especially reading.

Like any research work, our study encountered some limitations: the small number of informants which did not ensure generalization and representativeness (the questionnaire was administered to 40 second year EFL University students out of 384

students, and the interview was conducted with only 5 EFL University teachers). It would be interesting if further researches investigate French borrowing in other skills such as the writing skill.

To sum up, the researchers shedlight on one of the language contact outcomes which is borrowing but in a formal context, i.e., in EFL classrooms and during oral examinations. Moreover, the research highlighted the factors that lead students to borrow French words as a tool to hide their English language imperfections. Finally, students can reduce French borrowing through the practice of the four skills particularly extensive reading and the use of technologies to improve English vocabulary.

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Appendix A

Students' questionnaire

Dear informants, this questionnaire are a part of our Master research work .It is intended to collect data about EFL university students borrowing from French into English. We would be grateful if you answer it.

1-Which language do you use in your classroom speech?

Arabic ☐   French ☐   English ☐ Others ☐

2- How do you consider the French language?

a) Language of the colonizer ☐

b) Language of prestige ☐

c) Language of science and research ☐

3-How do you consider the English language?

a) Language of modernization ☐

b) Language of prestige ☐

c) Language of science and research ☐

4-Do you think the French language helps you improve your English?

Yes ☐   ☐   No

Why,explain……………………………………………………………………………

…………………………………………………………………………………………

…………

5-Do you agree on the necessity of English nowadays?

Yes, I agree ☐   No, I disagree ☐

Why,explain…………………………………………………………………………………

…………………………………………………………………………………………

6-Do you borrow items from French to English when you speak English in your ordinary classroom or in examination?

Yes, frequently ☐   No, never ☐   Sometimes ☐

7-Why do you borrow from French when speaking English?

a) You know more French than English ☐

b) You lack English vocabulary ☐

c) You feel better expressing yourself in French ☐

d) Others, please specify………………………………………….

…………………………………………………………………..

8-Do you think borrowing is a useful solution to your English speaking difficulties?

Yes ☐   No ☐

Why,explain…………………………………………………………………………………

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9-What do you suggest to your classmates to reduce French borrowing when speaking English in the EFL classroom?

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10-What do you suggest to your teachers to do in order to reduce students' borrowing in the EFL classroom?

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…………………………………………………………………………………………………
…….

Thank you for your help

Appendix B

Teachers' Interview

Dear teachers, you are kindly invited to answer some questions about EFL university students borrowing from French into English. Any of your comments or additions will be taken into consideration.

1- How do you consider the French language?

a) Language of the colonizer

b) Language of prestige

c) Language of science and research

2-How do you consider the English language?

a) Language of modernization

b) Language of prestige

c) Language of technological development

3- Do you agree on the necessity of English nowadays?

Yes, I agree   No, I disagree

Why……………………………………………………………………………………

……………………………………………………………………………………

4-Do you think the French language helps your students improve their English?

Yes   No

Why,………………………………………………………………………………

……………………………………………………………………………………

……..

5-Do your students borrow items from French to English when they speak English in their ordinary classroom or in examinations?

Yes, frequently   No, never   Sometimes

6-Why do EFL students borrow from French when they speak English?

a) They know more French than English

b) They lack English vocabulary

c) They feel better expressing themselves in French

d) Others, please specify…………………………………………….

………………………………………………………………………..

7-Do you think borrowing is a useful solution to students' English speaking difficulties?

    Yes   No   Sometimes

Why,explain………………………………………………………………………………
………………………………………………………………………………………………
…

8-What do you suggest to reduce French borrowing in the EFL classroom among university students?

a) For students:..

………………………………………………………………………………………….

b) For teachers:..

………………………………………………………………………………………….

Thank you for your help