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**THE IMPACT OF FRENCH IN TEACHING AND LEARNING  
ENGLISH IN ALGERIA:  
CASE OF THIRD YEAR LICENCE EFL STUDENTS AT THE  
UNIVERSITY OF ALGIERS, ORAN AND TLEMCCEN**

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The requirements for the 'Master' Degree in Applied Linguistics

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## ***DEDICATION***

*Lovely, to my family*

*Respectfully, to my teachers and friends namely Reda and Safaa.*

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## **ABSTRACT**

The present study is an investigation in the field of teaching and learning English in Algeria. It has been, purposefully, consented to conduct an assessment on the importance that French has in EFL classroom. Thus, the overall aim of this descriptive research is to investigate the benefits of using French in teaching-learning English in the university classroom and to explore the students and teachers' attitudes towards the use of this pedagogical tool. Three chapters constitute the present research work, chapter one sheds the light on the linguistic situation in Algeria, by referring to the status of each present national and non national languages and their manifestation in the educational system. The linguistic situation in this country is so rich by its dynamics and diversity which is clearly noticeable through its changes in history, that the Algerians in general and EFL teachers/students in particular should know how to take profit of not only toward the today's context of globalization world, but also towards the bilingualism that has always been part of the Algerian speech community. Chapter two is a practical part, it aims at collecting data, analysing and interpreting them. It consists, in one hand, to provide information about the teaching and learning situation as it is conducted in EFL classrooms, and on the other hand, provide information about the status and usefulness of French from a teaching and learning per. For this purpose, therefore, seventy five 3<sup>rd</sup> year LMD students and fifteen teachers at the department of English situated at the University of Algiers, Oran and Tlemcen were solicited through two research instruments, a questionnaire and interviews. In chapter three, the researcher will suggest some methods and activities to facilitate the English language teaching-learning process through the use of French as a pedagogical support in EFL university classroom.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

**TEFL** : Teaching English as a Foreign Language

**EFL** : English as a Foreign Language

**ELT** : English Language Teaching

**CIA** : Central Intelligence Agency

**USA** : United States of America

**L3** : Third year Licence Students

**LT**: Language Teaching

**L1**: First Language (Mother tongue)

**L2**: Second Language



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# GENERAL INTRODUCTION

## GENERAL INTRODUCTION

Since the independence in 1962, the EFL teaching/learning in Algeria has known successive changes. The introduction of arabic through the arabization policy in the educational system, reduced the use of french which one should note, was the sole medium of education in the post-independent period and had always a beneficial effect in the process of English language learning , this is due firstly, to the fact that both French and English come from the same family of language and secondly, these two languages share many linguistic features as a result of an important French influence over English since the Norman Conquest in 1066.

Besides, it is important to take into account the important status that French has among the Algerian speech community. For this purpose, be it at the macro level or at the micro level, it would be necessary for both teachers and learners to take advantage of the bilingualism existing in Algeria,

The present work, is an attempt to ease the burden and facilitate the process of English language teaching and learning in Algeria, through the use, whenever it is possible French as a medium of education facilitating the EFL teaching/learning process. This research deals with following problematic :

In what ways may French influence the English language teaching/learning process in Algeria ?

In order to investigate the above problematic, three research questions were asked :

1. What is the influence of French on English ?
2. How may the use of French in EFL classroom influence students' achievement through the teaching-learning process ?
3. What are the innovative strategies of implementing French in Algerian EFL classroom?

From the stated research questions, three hypotheses were raised :

1. French influences English in many aspects.
2. With regard to its influence on English ; the use of French in EFL classroom through the teaching-learning process may help students' achievement.

3. There must be innovative strategies and methods for implementing French in Algerian university EFL classrooms to guarantee successful EFL students' achievement and educational change.

In order to undertake the problematic, the present work is divided into three chapters ; the first chapter is a theoretical overview of the history of French and English in the Algerian educational system. Thus it sheds the light on the differences and similarities between these two languages at different linguistics levels. The second chapter deals with the practical part of this research, it aims at collecting, analyzing and interpreting data. Thus, this chapter provides information about the sample population and research instruments used in gathering data. For this purpose, the researcher will make use of an interview to fifteen teachers and a questionnaire administered to seventy five 3rd year LMD students at the university of Algiers, Oran and Tlemcen. In The third chapter, the researcher will provide some suggestions, activities and lessons to facilitate the teaching/learning of English through the use of French in EFL classroom.

# **CHAPTER ONE**

## **Literature Review**

### **1.1 Introduction**

### **1.2 Languages in Algeria**

#### **1.2.1 Status of Non-Native languages**

#### **1.2.2 Status of Second languages**

#### **1.2.3 Status of Foreign Languages**

### **1.3 French And English in the Algerian Society**

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### **1.6 French and English in the Algerian Educational System**

### **1.7 The Influence of French on English**

### **1.8 Differences and Similarities between French and English**

### **1.9 Conclusion**

## 1.1 Introduction

This chapter gives an outlook about the linguistic situation in Algeria. More importance is given to the status of French and English within the Algerian speech community and its educational system. Moreover, the chapter sheds the light on the nature of each language, their similarities and differences at different levels.

## 1.2 Languages in Algeria

As specified in its constitution since 1963, the official language of Algeria is Modern Standard Arabic (literary Arabic), Berber however, has been recognized as a “National language” by constitutional amendment since May 2002.

Arabic and Berber are the native languages of over 99% of Algerians. French, has no official status but is widely used in government, culture, media (newspapers) and in education (from primary school), this language can also be regarded as the co-official language of this country due to Algeria’s colonial history. As a result, it is estimated that a large majority can understand the language, but only about 20% can read and write it. In her respect Malika Rebai Maameri (2009) assumes that: **“The language spoken at home and in the street remains a mixture of Algerian dialects and French words” (Malika Rebai Maameri 2009:10).**

### 1.2.1 Status of Non-Native languages

One of the primary tasks of any state is to promote good education and implement curricula, programs that fulfill and fits the requirements of both societies and individuals using appropriate textbooks. In fact, any society has its own reasons and motivations for choosing to teach foreign languages and providing conditions for learning them. The selection is based on their status in their target situation.

### 1.2.2 Status of Second languages

From the linguistic perspective, in Algeria, French has the position and function of a second language (L2) and from the political perspective it is considered as the first



foreign language. As a result, it has become an important part of government, administration, politics, law, medicine, trade, media and education. It is a medium of instruction starting from primary school.

### **1.2.3 Status of Foreign Languages**

As previously mentioned, the primary element in foreign language teaching situation taken into account is that the target language is not the mother tongue of the speech community or country where it is being learned and has no internal functions either. In his respect Rivers (1981) explained that: **“the learning of a foreign language contributes to the education of the individual by giving him access to the culture of a group of people with whom he does not have daily contact” (Rivers, 1981:09)**

The general objectives for teaching a language be it second or foreign, are determined at the government level. In Algeria, textbooks and curriculum guidelines are state prescribed. Thus the English Language Teaching (ELT) methodologies are revised and updated according to firstly, the changing requirements of the Algerian schools, and secondly adapted to the learners needs in terms of educational streams. This reflects, in part the importance given by Ministry of Education with the collaboration of textbook commissions of language specialists in giving to the teaching of foreign languages in general and English in particular.

### **1.3 French and English in the Algerian Society**

The strong position of French in Algeria is continuously increasing and gaining an important part among its population.

Usually spoken in Algeria's larger cities, French can be regarded as the co-official language and the most widely studied foreign language. Its spread is decidedly powerful, French expressions and words are still used in Algerian Arabic, which led to a co-existent relationship and a kind of bilingualism in some instances, and in others to code switching as it is noticeable in everyday speeches. Thus, the position of this language is so considerable that

it is regarded as the major instrument of work in the media, government, culture, industry and in education. According to the National charter (1976) it was largely stated that: **“French language, so expended in use, must at present be considered as a foreign language”**

According to the World Factbook, a reference resource produced by the CIA (Central Intelligence Agency), French is a lingua franca in Algeria, despite the government efforts to remove French and to arabize the education and other institutions, Algeria remains the second largest Francophone country in the world in terms of French speakers. It is regarded as the language of modernity, advancement and intellectual distinction, gaining gradually a prestigious status among Algerian people who develop a clear and particular preference to learn it.

### **1.3.1 French language in the Algerian Media**

With the advance of technology, French has confirmed its position among the Algerian speech community. In fact, this language is widely used in the sector of media; the number of newspapers is more edited in French than in Arabic. In this respect, Benrabah (1999:270) pointed out that the newspapers issued in French everyday outnumber those published in Arabic with 880.000 copies in contrast to just 30.000 copies.

#### **a) The Press**

The position of French continues to increase in many fields. In the sector of editing and journalism for instance, the influence is spectacular. This phenomenon is the result of a co-existence and mixture between two linguistic backgrounds, including borrowings and adapted French words, which leads to lexical innovations, gradually reinforcing its status in Algeria.

#### **a) Radio and Television**

As in the sector of press, French is much more used in radio than in television. A great number of transmissions are actually broadcasted in French. Other transmissions are either in Arabic or a mixture of French and Arabic, as it is the case in many radio programs (radio El Bahdja).

### 1.3.2 Status of English in the Algerian Society

English has become a global language because of the power of the people who speak it .A power which is industrial, scientific, historical, political, economic and socio-cultural; in fact, if we go through a close examination centuries ago, one finds that the industrial and scientific power dates from the 19<sup>th</sup> century, when Britain was the leading industrial and trading power in the world, most of the innovations were in the English language and to learn how to use them, people needed English. Historically speaking, the migration of English speaking people to other different areas in the world increased the spread of this language.

Thus, the political power of the English language over the world was also because of the British military power which was the leading colonial nation in the world (the British Empire). Moreover, by the 20<sup>th</sup> century, the economic power rose also because of the emergence of the USA (United States of America) as the world economic leading nation. In addition to this, English dominated all the cultural aspects; the press, advertising, broadcasting, motion picture...etc.

Nowadays, this dominance still exists; the power of the English language is persisting. Its spread is mainly due to a number of factors that helped it to gain this worldwide status; alongside the FIFA, English is the official language of 25 000 international organizations between 1995 and 1996. Socially speaking, most of the dominant musical groups in the world work and record music in English as well as for the publications, in fact, most of the literature works are published in this language than any other language. Thus, with the advance of technology, over 90% of the electronic internet contents are stored in English. In addition to this, it is the language of international travel widely used in the domain of tourism.

In Algeria, the power of this language and its spread is clearly noticeable. In fact, it is the most important foreign language taught after French. In the same vein, Harmer (2001) explains:

**“a language widely adopted for communication between speakers whose native languages are different from each other’s and where one or both speakers are using it as a second language”**

**(Harmer, 2001:01)**

This proves that English knew a considerable global spread and has reached the status of “language of world communication” evermore the “worlds’ lingua-franca”.

#### 1.4 Language learning Vs Language acquisition

Researchers and psycholinguists have long debated to answer to different questions related to language acquisition and language learning.

Language acquisition is defined as the process by which human beings have the capacity to pursue a language, to understand and produce words, sentences to communicate and acquire a range of tools including phonology, morphology, syntax and semantics. In this process, functional skills in the spoken language will be produced without theoretical knowledge, developing in parallel, a familiarity with the phonetic features of the target language, its structure and vocabulary.

In accordance with this definition of language acquisition, and in spite of teaching it from the primary school, French in the Algerian speech community is rather acquired through the acquisition of Algerians’ mother tongue due to the noticeable influence of French on this latter. In fact, Algeria is claimed to be the largest second Francophone nation in the world in terms of its speakers. In terms of comprehension, over half the population in Algeria is Francophone. In fact, the influence is so deep (especially at the lexical level) that almost 111000 people in Algeria speak French as a native language, according to **Ethnologue** report. Maamri (2009) said: **"The language spoken at home and in the street remains a mixture of Algerian dialect and French words...Classical Arabic is still not mastered even at a higher educational levels"**(Maamri, 2009:10)

Language learning, on the other hand, is a process which focuses on the written form of the language. The learner will be able to understand the different structures of the language, its functioning and to learn how to master the rules that govern it. In this process, the students’ linguistic knowledge will be gradually enriched, he will be taught how to form interrogative sentences, how to use prepositions, the conditional, but will not be taught how to use this knowledge for communicative purposes in the target situation.

In contrast, and while English is not taught before the middle school in Algeria, it is learned academically in formal settings as a second foreign language after French. Indeed, in Algerian society, no one speaks English as his native language, nor is Algerian dialect

influenced by any means by English language. According to Baiche (2008), “**parents claim that although English is an international language, it has no social function in Algeria, and therefore did not want to compromise their children’s future**” (Baiche, 2008:57)

Schutz (2014) proposes a table of the main differences between the two processes:

Language learning	Language acquisition
Artificial and Technical	Natural and Personal
Priority on the written language	Priority on the spoken language
Theory (language analysis)	Practice (language in use)
Deductive teaching (rule-driven; top down)	Inductive teaching (rule-discovery; bottom up)
Preset syllabus	Learner centered activities with room for improvisation
Translation and use of L1 included	No translation; no L1

**Table 1.1** Some differences between language learning and language acquisition

### 1.5 The Educational System in Algeria

Education in Algeria is free and officially compulsory from the age of 6 up to the age of 16. The compulsory basic education phase consists of; six years of primary school, three years of lower secondary education school and another three years of upper secondary education school.

#### a). Primary Education

The first nine years of schooling is compulsory for all children, usually from six years old. This cycle is divided into three other cycles of three years, the first two are taught at primary schools while the third one is taught at the middle school.

The six years of basic education, students are assessed on the results of their coursework; the promotion to the third cycle is exclusively based on their performances

during the sixth grade. In the 3<sup>rd</sup> cycle, students are assessed on the basis of their successive grades and an average of 50% (10 out of 20) or more is required for upper stage. At the end of the ninth grade, students take the national basic certificate; those who are successful on the examination are awarded the Brevet d' Enseignement Moyen (BEM) which will allow and give them the access to the secondary education.

### **b). Secondary Education**

Secondary studies leading to the baccalaureate are three-years in duration, in the first year, students are required to choose one of the tree-core curriculum: language and social studies, sciences and technology. At the end of the cycle, students sit for the baccalaureat examination in which they are examined in each subject studied during their final year.

### **c). Higher Education**

Since 2004, the Algerian system of university degrees is currently under the LMD reform in which the degree framework is similar to the structure adopted in Europe via the Bologna process. This reform is based on the new French model: License (baccalaureate + 3years), Master (licence+2 years), Doctorat (master+3/4 years). The main objectives beyond the implementation of the new system are:

1. To offer Algerian students more compatible university programs which are more compatible with those around the world.
2. To increase students flexibility in choosing and transferring courses and credits, making the system more effective increasing institutional autonomy and lifelong learning opportunities making them adequate to the needs and requirements of the labor market.

## **1.6 French and English in the Algerian educational system**

### **a) French**

In1963, French was introduced in all levels and implemented in all programs. As a result, this language gradually declined in the Educational system as time passed, what made the difficult position for the government and the ministry of Education not only

because of the opponents of the French-Arabic bilingualism at that time, but also because of the demographics. In fact, a report for the High Council of Francophonie in Paris (1986) stated:

**” in Algeria, over a total population of 21% million, 150 000 spoke French as a first foreign language and six million spoke it as a second language at that time. In 2008, 11,2 million Algerians (33%) could read and write in French”**

In 2002, things have changed, French started to be taught as a foreign language from the 4<sup>th</sup> year of primary school till the final year of secondary school. Grand Guillaume (1983) noted that:

**”The knowledge of French started expanding to a more important number of citizens after independence, particularly school children, for French, it was the language of instruction”**

**(Grand Guillaume, 1983:12)**

In 2007, the arabization policy has mostly affected primary and secondary education. French however, retained a higher social prestige at university education often used in scientific studies.

#### **b) English**

English, on the other hand, widely spoken all over the world is taught from the middle school year because of its status as a language among the two global lingua-francas, along with French. In his respect Crystal (1997) states that: **“there has never been a language so widely spread or spoken by so many people as English”**.(Crystal, 1997:127)

From the end of the 70s to the early 90s the Algerian government decided to implement English alongside French as a foreign language to be taught from the beginning

of the second three-year cycle while French was the only foreign language taught at the primary level. At middle school however, students are required to choose either French or English as their second foreign language.

In 1993, the Ministry of Primary and Secondary Education made French and English two separate choices, students were required to pick up either French or English as the 1<sup>st</sup> mandatory foreign language. It is estimated that between 1993 and 1997, 1.28% of 2 million schoolchildren chose English over French. And according to the Algerian envoy to India, only 5% of the population is able to speak good English. To remedy to this, in 2012, the Algerian government invited Indian teachers to teach this language in Algeria.

### **1.7 The influence of French on English**

As many other languages in the world, English has known different foreign influences through its history changing it from an almost pure language to a completely mixed one. Since the Norman Conquest in 1066, French is one of the languages that have had the more spectacular influence on English. Croll (2005) states that: **“The Norman Conquest made English for two centuries the language mainly of the lower classes, while the nobles and those associated with them used French on almost all occasions” (Croll, 2005: 4).** The influence of French on English is seen at different levels.

#### **a) Vocabulary**

The most important influence of French on English was the introduction of a great number of French words into English, most of the time, when new words could have been easily formed on native model, French words was borrowed instead and English people borrowed words whose native equivalents existed in their language. In his respect, Mc Mahon (1994) states that:



**“The unifying factor underlying all borrowings is probably that of projected gain; the borrower must stand to benefit in some way from the transfer or linguistic material. This gain may be social, since speakers often borrow material from a prestigious group or it may be more centrally linguistics, in that a speaker may find a replacement in her second language for a word which has become obsolete or lost its expressive force. However, the most common and obvious motive for borrowing is sheer necessity. Speakers may have to refer to some unfamiliar object or concept for which they have no word in their own language”.**

**(Mc Mahon, 1994:201)**

The vocabulary of English was greatly enriched by words drawn from the romantic elements of French, this includes some of very basic words such as the verb “take” and even grammatical words like the pronoun “they”. That French influence became increasingly evident in English manuscripts of the 13<sup>th</sup> century. In her respect Lawless (2006) points out

**“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. An English speaker who has never studied French already knows around 15.000 French words”**

**(Lawless, 2006:4)**

It has been estimated that some 10.000 French words came into English at that time; these words were largely to do with the mechanism of law and administration, including also words from such fields as medicine, art, and fashion. Over 70% of these words were nouns and a large number of them were abstract terms, constructed using such new French affixes as: con, trans, pre, ance, tion and ment. Here a list put by Crystal (1995:47) which gives some English words coming from French:

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

**Table 1.2** Some English words coming from French

### b) Phonetics/phonology

the phonetics of middle English was different, the huge changes are clearly seen in the pronunciation of vowels which evolved in the Great Vowel Shift: these shifts were accompanied by changes in realization of consonants particularly in pronouncing many letters that became silent in certain positions like what Crystal (1995) puts:

/k/ before /n/ in knixt

/G/ before /n/ in gnaw

/L/ before vowels and /f/, /v/, /k/; calf, halve, folk

Several consonants sounds came to spell differently especially because of French influence, for instance Old English /sc/ is gradually replaced by /ʃ / or /tʃ /. In sum, here is a list of Middle English consonants and vowels put by (Crystal 1995:42):

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

Long vowels: /i:/ /e:/ /u:/ /o:/ /ɑ :/ /ε :/

Short vowels: /ɪ /, /ε /, /ə/, /ɔ /, /ʊ /, /a/, /c/

Diphthongs: /æɪ /, /eɪ /, /aɪ /, /uɪ /, /oɪ /, /ɪ u/, /ε v/, /av/, /ɔ ɪ

### c) Spelling and pronunciation

Concerning spelling, the French people didn't pronounce the letter /h/ at the beginning of a word. Under the influence of French loan words with initial /h/ were pronounced with or without /h/ in Middle English. However, /h/ gradually came to be pronounced in some words, such as *honor*, *honest*, *hour* and *heir*, as it is the case in England, where the word "hote" is pronounced with and without /h/. Moreover, the sound /j/ was spelt as /ʒ / in old English and because of French influence has changed to [y] as in: ieldan, yield and both /j/ and /g/ were spelt [ʒ ] in old English.

The sound system of English has also known some changes because of the introduction of French words, for instance, the introduction of a number of Norman French loans beginning with /z/ and /v/ such as: zodiac or victory, where introduced into contexts where they have not previously appeared ,as a result of this, they became separate phonemes. Moreover, the French diphthongs /li/ and /ui/ have been adopted.

Another example of the French influence on English is seen in the pronunciation of some Old English words which have been recently changed to accord with French spelling such as: *biscuits* which is the form of *biskets* in old English. Moreover, the accent of some old words have been changed, *police* and *marine* are old English words whose pronunciation changed because of the French influence

The pronunciation of English changed to some extent under the influence of french and did the spelling for instance; the Old English spelling cw, sc and c became qu. Sh and ch too. So "queen" is written with "qu" rather than "cween", "ship" rather than "scip" and "should" rather than "scolde". As believed by (2005) Lawless:

**English pronunciation was also affected by French. Old English had the unvoiced fricatives sounds /f/ as in “fat”, /s/ as in “same”, /sh/ as in “shin” and the /th/ as in “thin”. And French helped to distinguish the voiced sounds/v/ as in vote /z/ as in zone and /zh/ as in “mirage”. French also contributed to the introduction of the diphthong “oy” as in “boy”**

**(Lawless, 2005:4)**

### **c) Grammar**

The influence of French grammar on English grammar was not so important in comparison with the influence at the vocabulary and phonology level. Moreover, French syntactic patterns consisting of nouns and followed by adjectives were introduced into English for example: *court martial* or *proof positive*.

As well as for the borrowings, a great number of French affixes were introduced and added in the English language, such as: prefixes: con-, de-, ex-, pre-, en-, pro-, trans-.

And suffixes like: -ee, -ance, -ant, -ation, -ment, -ism, -ity, -able, -al, -ous, -fy, -ize.

Some French idioms were also adopted as long as borrowings entered English, some of them are kept and used in their French forms such as: *force majeure*, *vis a vis*, *vice versa*, while others are translated into English as it is illustrated in the following examples: *it's me forc'estmoi ;that's goes without saying* for *cela va sans dire*. Lawless (2006) states that:

**“French had much less influence on English grammar, but you can see a Few elements of French grammar in the English language. One notable example is found in the word order of expressions like “attorney general” and “surgeon general”, where English uses noun+adjective, which is typical of French rather than the normal word order of adjective+noun”.**

**(Lawless, 2006:5)**

Tables of some English words, their French loans equivalents in the latter:

English words	French loans	Equivalents in French
Ask	Question/ demand	Questioner/demender
Fear	Terror	Terreur
Time	Age	Temps/age
Begin	Commence	Commencer
Kingly	Royal	Royale
Child	Infant	Enfant
Beg	Pray	Prier

**Table 1.3** Some English words with French loans

### 1.8 Differences and Similarities between French and English

English has been shaped by a great number of other languages. Latin, German, Portuguese, Greek and French were the most influent languages, Marcheteau et al (1997) argue that :

**"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, Portuguese and French origins"**

**(Marcheteau et al, 1997 : 33-41)**

In fact the latter has considerably influenced English. French and English co-existed side by side in England over years, with no particular difficulties. Dalton-Puffer (1961) pointed out:

**“French has had a great impact upon the English language in undeniable the findings of Berndt and Richter would suggest that this can hardly have happened through mass bilingualism. The linguistic situation in England after the conquest is probably best described in terms of diglossia”**

**(Dalton-Puffer, 1961:7)**

The important influence of French on English led these two languages to have a binary relationship. In one hand distinguished by a certain number of differences, and on the other hand two languages closely related because of many similarities at different linguistic levels.

#### **a) Pronunciation, Spelling and phonology**

English pronunciation owes a lot of French speech sounds, whereas old English had the unvoiced fricatives sounds [f] [θ] and [t] as in (thin) and [ʃ] as in (shin), French influence helped to distinguish their voiced sounds [v] [z] [ð]

Another common problem found in pronunciation due to the differences between these two languages is the inability to articulate correctly due to their different phonological systems. For instance; French speakers are unable to articulate correctly the vowel sounds in words pairs such as: ship/sheep, live/leave, full/fool because they are not familiarized with the use of the tip of the tongue in speech, beginners often have problems with words containing the letters “th” such as the, think and clothes.

Moreover, one phonological problem often faced by French native speakers while speaking English is the omission of the /h/ sound found at the beginning of many English words. For example in: ‘as ‘arry ‘eard about ‘er? (Has harry heard about her?), they may also have problems with the unpredictable stress patterns of English words, particularly of cognates (word stress is regular in French and inexistent in English). Learners may also be unwilling to engage in the prevalent vowel reduction of unstressed syllables in English, these problems are the result of the French accent.

French has the tendency to end with a vowel, this is called an open syllabication, while in English and most of the words have the tendency to end with a consonant, called

close syllabication, as in: (French) animation: [a ni ma sjõ], (English) animation: [æ nim'ei f ən]

French vowels are not as long as they are in English; they do not change tonality during pronunciation (with exception of semi-vowels) however, English vowels change how they sounds depending on the vowels present in the stressed sentence.

Concerning stress, when a sentence is spoken in French, there are no stressed words but in English, the stress is present with many consonants and with different vowels.

### b) Morphology

In French, syllables have the tendency to end with a vowel, this is called “Open syllabication”, while in English, most of words like to end with a consonant, and this is known as “Closed syllables”.

- **Noun/Nom**

The similarity between French and English at this level is that in both languages nouns have a gender and occur in form of singular or plural noun. Generally, in English natural gender is used rather than grammatical gender. In French, however, each noun has gender; masculine, while, words ending with “e” are feminine.

ENGLISH NOUN		FRENCH FRENCH	
Masculine	Feminine	Masculin	Féminin
Waiter	Waitress	Aide	Aide
Man	Woman	Home	Femme
Room		-	Chamber
Chair		-	Chaise
Pen		Stylo	-
Television		-	Television

**Table 1.4** English Nouns Vs French Nouns

**c) Grammar**

At the grammatical level, the influence of French on English was not so important in comparison with the influence at the vocabulary and phonology level. Lawless (2006) states that:

**“French had much less influence on English grammar, but you can see a few elements of French grammar in the English language. One notable example is found in the word order of expressions like “attorney general” and surgeon general”, where English uses noun+adjective, which is typical of French rather than the normal word order of adjective+noun”**

**(Lawless, 2006:5)**

French and English share the same basic subject-verb-object structure, auxiliaries, participles, active/passive voice, past/present/future tenses. Unlike French, English does not use the auxiliary do. As a result of negative transfer from French to English, students may make word order mistake for instance: he is rich?

**d) Syntax**

At the syntactic level, French and English share similar syntactic structures; the phrases are right-branching. However, the differences that do exist between these two languages depend on the way phrase types act differently in each language and not on their structures.

**• Preposition/ Préposition**

In French as in English, many verbs require a certain preposition to complete the meaning of the verb such as “to look for”, but the prepositions required by the ones required by their counterparts. Although sharing this similarity, a difference exists, in fact, some verbs that require a preposition in English do not take one in French, for instance: *pre’fe’rer* (no preposition), *to prefer* (needs a preposition).



- **Adverb/Adverbe**

Almost every French word that ends in *-ment*, is an adverb, usually of manner, in English however, its equivalent ends in *-ly*.

English ADVERB	French ADVERBE
Habitually	<i>Habituellement</i>
Suddenly	<i>Soudainement</i>

**Table 1.5** French Adverbs Vs English Adverbs

The location of English adverbs are usually arbitrary, however in French, their location can be difficult. In other words, the placement rules for French adverbs are much stricter. For instance, when the adverb is modifying a verb, it is placed after the conjugated verb:

English ADVERB	French ADVERBE
We worked <i>well</i>	Nous avons <i>bien</i> travaillé
I listen to the radio <i>often</i> in the morning	J'écoute la radio <i>souvent</i> le matin

**Table 1.6** Placement rule of Adverbs beyond verbs in English Vs placement rule of Adverbs beyond verbs in French

When the adverb is modifying an adjective or another adverb, it is placed in front of the word it is modifying:

English ADVERB	French ADVERBE
They spoke a lot	Ils ont beaucoup parlé
She is <i>deeply</i> sad	Elle est <i>profondément</i> triste

**Table 1.7** Placement rule of Adverbs beyond adjective/adverb in English Vs Placement rule of Adverbs beyond adjective/adverb in French

- **Adjective/Adjectif**

In English, adjectives are always placed before the nouns they modified. While in French, adjectives tends to be placed either before or after the noun, depending on their type and meaning. Thus, in French, most adjectives used for describing purposes are located after the noun they modify. For instance:

ENGLISH ADJECTIVES	FRENCH ADJECTIFS
<i>Round</i> table	Une <i>table</i> ronde
<i>Sensitive</i> woman	Une femme <i>sensible</i>

**Table 1.8** English Adjectives Vs French Adjectives

- **Determiner/Determinant**

Unlike French, determiners in English do not have to agree with the noun's gender, for example:

English Indefinite Articles	French Indefinite Articles
A cat	Un chat (masculine singulier)
An orange	Une orange (feminine singulier)
Magazines (no determiner)	Des magazines (pluriel)

**Table 1.9** English Indefinite Article Vs French Indefinite Articles

English Definite Articles	French Definite Articles
The/ That / This man	Ce garçon
The/ That/ This woman	Cette femme
These/ Those people	Ces personnes

**Table 1.10** English Definite Articles Vs French Definite Articles

One specific difference between French and English, is that in the former, not all NP require a determiner, however certain fixed expressions often dating from Old French, consists simply of a single noun as in: *tului as donnétord*. Unlike French, English does not require a determiner when a plural noun is used.

- **Noun phrase**

The Noun phrase structure in English as in French is similar, however both languages have different rules about which elements of the noun phrase can be mobile in the phrase, for instance: adjectives in French are more mobile than in English; they can precede as well as follow the head noun, while in English they must precede, for example: *an excellent work vs un excellent travail/travail excellent*.

Conversely, complements must come after nouns in French, as in: *la recolte des pommes*, which is not the case in English, where complements may either precede or follow nouns, for instance as in: *the apple harvest, the harvest of apples*. As a matter of results, the rule appears to be:

French rule	NP= Mod+N	N+Mod	N+Comp
English rule	NP= Mod+N	N+Comp	Comp+N

**Table 1.11** English Noun Phrase rule Vs French Noun Phrase rule

- **Coupled construction**

Both French and English have a number of coupled constructions, for instance: *not only...but* for *non seulement... maisaussi*, where a grammatical word (more, not only) signal a grammatical construction in the sentence (usually a comparative). In French, however, such coupled constructions as *ne pense pas qu'a ca, aussi grand quel'autre*, seems to be in a similar way, and the complement is the most adequate element to fulfil this comparative function.

- **Verb phrases**

Verb phrases have a very different set of properties in English and French. One particular difference is that, in the latter, prepositional articles cannot move to either side of the object of the verb. In English, however, this mobility is allowed. For example: *She picked up the book / She picked the book up.*

Moreover, in French, unlike in English, it is possible for certain adverbs to be inserted between the verb and the object, For instance: *elle oublie jamais samontre* (\**he forgets never her watch*).

- **Auxiliary Phrases and Clitics**

The location of the negative form “*ne*” and object is complex and particular in French, in fact the position is at the left of the verb (the auxiliary phrase), and this is also known as pronominal particles or “Clitics”, for example: *tu ne l'as pas entendu, ellet'as appelé plusieurs fois.*

Clitics have no independent status as words and can't stand alone, they are usually attached to elements like the verb or the auxiliary verb, clitics in French, Unlike pronouns in English do not always replace noun phrases, but sometimes repeat grammatical information including the rest of the sentence, for instance: *la fenetre n'est pas fermée;* here the clitic repeats the negative information signaled by the negative form “*pas*”.

- **Relative clauses**

Contrary to other languages such as German and Russian, where a modifying relative clause can precede the main noun, in French and English, relatives restricted to a post-nominal position.

- **Interrogative clauses**

French and English have the tendency to raise the auxiliaries. In fact, this rule is so consistent that even where there is no auxiliary in the sentence, a new auxiliary is created, as in: *She reads thriller/ Does she read the thriller?*

In the French language, auxiliary verb brings along any clitic pronouns which are linked to it, as it is illustrated in the following example: *je ne te l ai pas dit/ Ne te l ai-je pas dit?*. However, in English, if there is no auxiliary, the main verb will be raised to the complement position as in: *Elle aime le thé/ Aime-t-elle le thé?*

QU-questions in French on the other hand, are the equivalents of WH Questions in English, and despite being similar. One particular difference exists. In fact, in French, if the subject is not a pronoun, the whole verbal phrase can be raised, as in: *Où était passé la bicyclette?* In addition to this, transitive verbs also allows for this in formal French as in: *Qu'en pensent les voisins?/Les voisins en pensent quoi?*

French and English also have the similar order for affirmative sentences and share the similar reported speech structure.

Similarly, as for the relative clause, another effect can be seen with “Cleft clauses” where the expression “*c'est*” is separated from one element of the main clause and put at the beginning of a structure, as in: *c'est ma mère qui s'est retourné*. Apparently French appears to use these expressions more frequently than English, largely because English, unlike French has the tendency to use intonation to focus on phrase, For instance: *Who told this? ; Peter told this/ Qui a dit ca? ; C'est Pierre qui l'a dit*.

Intonation in English is expressed as a cleft clause in French, this not to say that English does not use cleft structures, but their use is more frequent in the spoken form of French.

## e). Semantics

## • Vocabulary

French and English are two distinguished languages having similarities and differences at the vocabulary level. Both languages share a set of true and false cognates, Kendris (1990) defines a cognate as:

**“A word whose origin is the same as another word in another language. There are many cognates in French and English whose spelling is sometimes identical or very similar, sometimes they appear to be related because of similar spelling, but they are not true cognates”**

**(Kendris, 1990:19)**

As previously mentioned, French share a set of true cognates, also called “les vrais amis”, in her respect. Lawless (2006) states:

**“For the English speakers, one of the nice things about learning French is that there are some hundreds of true cognates, words which look similar in the two languages and have the same or similar meaning. These are nearly always nouns or adjectives”**

**(Lawless, 2006:7-8)**

Here is a list of some true cognates:

Masculin Nouns	French Equivalent	Feminine Nouns	French Equivalent	Adjectives	French Equivalent
Abandon	Abandon	Absence	Absence	Absent	Absent/e
Accident	Accident	Architecture	Architecture	Central	Centrale
Animal	Animal	Calorie	Calorie	Dental	Dentale
Article	Article	Condition	Condition	Excellent	Excellent/e

**Table 1.12** some common true cognates between French and English

In addition to the true cognates, French and English are distinguished by false cognates; Darwich (1962) assumes that:

**“Sometimes certain words may have the same or very similar form in two languages, but may have a different meaning in each. Such words are called false friends or false cognates (faux amis)”**

**(Darwich, 1962:223)**

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

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

**Table1.13** Some common false cognates between French and English

English	French
Germanic language in terms of its grammar and core vocabulary, but because of the Norman conquest, its broader vocabulary is more Latin than Germanic	Predominantly Latin language in terms of grammar and vocabulary, with some small Germanic influences caused by the Frankish and Viking invasions
More “synthetic” language, e.i. uses words order and prepositions to express function	More analytic language, i.e. uses word endings to express function
No agreements for adjectives, determiners and participles	Agreements for adjectives, determiners and participles
Words endings for simple tense conjugations relatively simple	Word endings for simple tense conjugations relatively complex
Natural gender, subjunctives rarely used	Grammatical gender, subjunctives often used
Extensive use of compound verbs, especially to express the future ( <i>I will do</i> ), conditional ( <i>I would do</i> ) and continuous aspect ( <i>I am doing</i> )	Lesser use of compound verbs, future and conditional expressed via inflection ( <i>je donnerai, je donnerais</i> ). Continuous aspect expressed via simple tenses ( <i>je fais</i> )
Most plural end in <i>s</i> with small number of irregulars, <i>S</i> plural is pronounced	Many plurals end in <i>s</i> but large number of irregulars, <i>S</i> plural generally not pronounced except in liaison

**Table 1.14** Some differences between French and English

## 1.8 Conclusion

This chapter was a description of the situation in Algeria towards the status of French and English historically, linguistically and socially speaking. The first part of this work attempted also to show how and when French has influenced English.

As a matter of result, this chapter was in parallel a comparative analysis between the linguistic systems and structures of these two languages at different levels, leading to conclude de particularity of their relationship. This may raise one’s awareness, interest and curiosity to get more informed about it.





## **CHAPTER TWO**

### **Methods and Data Analysis**

#### **2.1 Introduction**

#### **2.2 The English Departments Overview**

#### **2.3 The Sample Population**

##### **2.3.1 Teachers' Profile**

##### **2.3.2 Students' Profile**

#### **2.4 The Research Tools**

##### **2.4.1 Teachers' Interview**

##### **2.4.2 Students' Questionnaire**

#### **2.5 Data Analysis**

##### **2.5.1 Teachers' Interview Analysis**

##### **2.5.2 Students' Questionnaire Analysis**

#### **2.6 Data Interpretation**

#### **2.7 Conclusion**

## 2.1 Introduction

The purpose of this chapter is to discuss the influence of French on English language teaching and learning in EFL classroom in Algeria. The data of this research were collected from a questionnaire administered to third year LMD students and from an interview made to teachers at the departments of English at the universities of Algiers, Oran and Tlemcen.

This chapter consists of two phases; phase one is a description of the situation under study. It is devoted to have a look at the classroom context. Moreover, it provides a description of both teachers and students' profile and provides information about the research instruments. Phase two deals with the data analysis and interpretations of the results obtained from the teachers' interview and students' questionnaire.

Finally, the gathered results were discussed in a final step in order to assess whether or not the use of French has any benefits in the EFL classroom.

## 2.2 The English Departments Overview

This research is concerned with third -year EFL students enrolled for the degree of 'Licence' in the department of English language situated at the faculty of Letters and Foreign Languages at the universities of Algiers, Oran and Tlemcen during the academic year (2014-2015). These faculties adopted the LMD; a system of learning and teaching based on three academic degrees: license, master and doctorate. The whole number of those learners in the three departments is 2597 learners, 574 students at the university of Algiers, 400 students at the university of Oran and 311 students at the university of Tlemcen shared out between 7 and 10 groups, generally divided into three main streams, language sciences, sociolinguistics and literature/civilization. The sum of teachers in charge of teaching English is estimated to 231 teachers, 57 teachers having a Doctoral degree, 103 full time teachers while 71 part time teachers.

### 2.3 The Sample Population

In order to well investigate the issue presented in this study, the researcher addressed two different ample populations as an endeavour to examine and to gather as much as possible amount of useful information.

In the current study, the sample populations constitute a determinant tool to reach the required data and to gain precise results. In this view Smith (2004) 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 of the population, so as to allow for an accurate generalization of results”.**

**Smith (2004:84)**

In the current study, both students and teachers were solicited to participate during the process of data collection. For the questionnaire to be completed, subjects were third year Licence students at the department of foreign languages “English section”, at the University of Algiers, Oran and Tlemcen.

As for the interview population, the researcher approaches fifteen teachers who are in charge of teaching these two groups during this academic year 2014-2015.

#### 2.3.1 Teachers' Profile

Concerning third-year teachers, there are 48 teachers in charge of teaching grammar 59 teachers in charge of teaching phonetic and 62 in charge of teaching oral expression, the total number of third-year modules is estimated to 8 modules.

### **2.3.2 Students' Profile**

The researcher has chosen one group of 25 students from each university; the sum of these three groups includes 39 girls and 36 boys. The informants' age varies between 21 and 24 years old.

Those students have at least 8 years' experience of studying English (middle school level, high school level in addition to two years at university); therefore, they attained a language proficiency level ranging from lower to higher. Those EFL learners came from literary streams (Arabic language and literature and Arabic language and foreign languages) while others came from scientific streams. Arabic is their mother language, French is their first foreign language while English is their second foreign language.

## **2.4 The Research Tools**

The researcher makes use of an interview and a questionnaire as data collection instruments which are generally recognized as pertinent types of research tools to obtain valuable data. The interview was intended to analyse teachers views about The Use and utility of French in EFL classroom and the questionnaire was directed to EFL students to bring their attitudes and aptitudes in concerns of French use and usage.

### **2.4.1 Teachers' Interview**

In order to reach the needed results, seven questions have been asked to 15 teachers having a teaching experience between 6 and 20 years, specialized in TEFL, applied linguistics and sociolinguistics. Those teachers are in charge of phonetics, written expression, teaching practice and sociolinguistics.

### **2.4.2 Students' Questionnaire**

For the sake of having a better understanding of how French is apprehended by EFL students, a questionnaire of 7 questions is administered to 75 third-year LMD students.

These questions are divided into two categories; the first category is made up of two questions related to EFL learners' age and gender. The second category contains seven questions aiming to gather general information about EFL students' situation in classrooms; whether French is used or not and how this language is apprehended by learners in EFL classrooms.

To conclude, the objectives beyond this first part of the second chapter were to provide information about the two sample populations, and the research instruments used for data collection. In the second part of this chapter, these collected data will be analyzed and interpreted.

## 2.5 Data Analysis

This stage of the study is devoted for data collection and analysis, the results gathered through the two instruments used in this study will help the investigator to answer the final focal questions being examined in the current research.

In the present study, the researcher intends to concentrate on the results which were collected from the research instruments. Thus, from the calculation of individual questionnaires' results gives a clear image about the usefulness of French in EFL teaching/learning process.

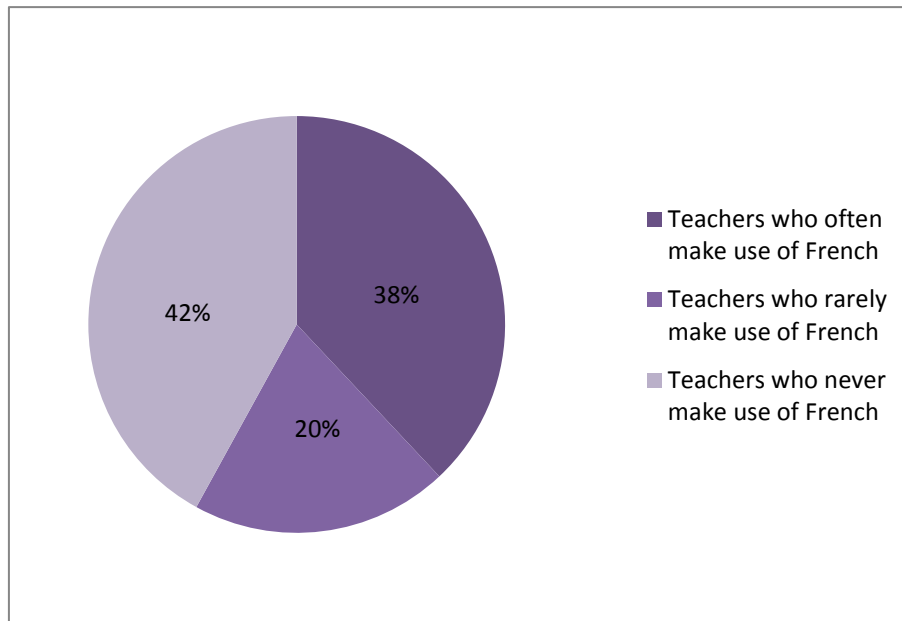
### 2.5.1 Teachers' Interview Analysis

The researcher directed an interview to fifteen teachers at the English departments situated at the universities of Algiers, Oran, and Tlemcen.

**Question n°1** was designed to know if teachers make use of French in EFL classroom

- ❖ 38% of teachers often make use French in EFL classroom
- ❖ 20% of teachers rarely make use of French
- ❖ 42% of teachers never make use French while teaching English.

The following chart will explain the results:



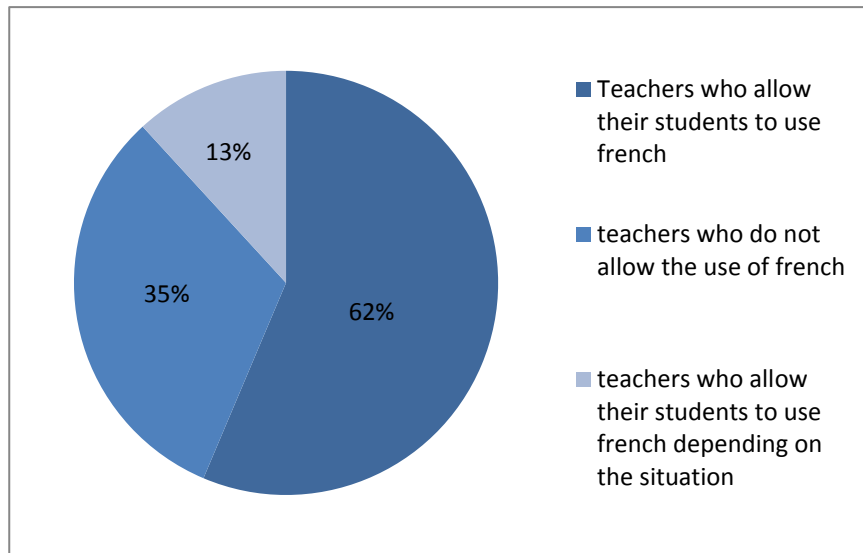
**Pie Chart 2.1** Teachers' Use of French in EFL Classrooms

**Question n°2** was asked to know whether teachers allow students to use French in English speaking courses or not

- ❖ 62% of teachers allows their students to use French in EFL English speaking courses,
- ❖ 35% of teachers do not allow their students to use French
- ❖ 13%: of teachers allow the use of French in EFL class depending on the situation

The following chart will explain the results:





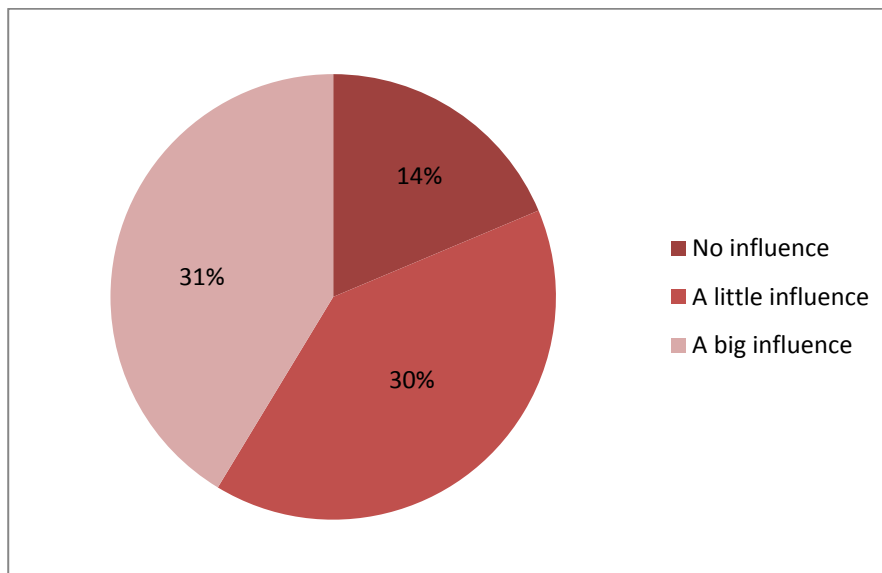
**Pie Chart 2.2** Teachers' Attitude toward students Use of French in EFL Classrooms

**Question n°3** was planned to know to what extent French influences students' speaking.

Results reveal that in:

- ❖ 14% of the cases there is no influence
- ❖ 30% of cases there is a little influence
- ❖ 31% of cases there is a big influence

The following chart will explain the following results

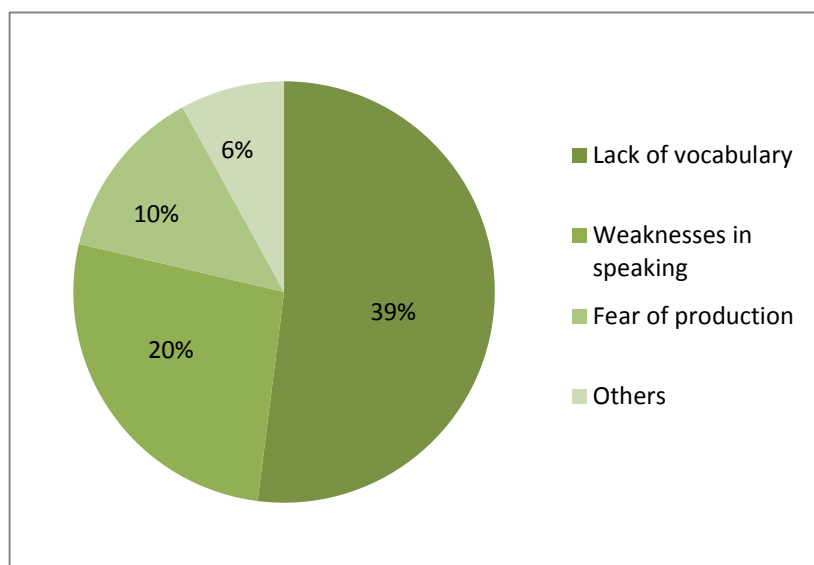


**Pie Chart 2.3** Influence of French on EFL students speaking

**Question n°4** was planned to know why EFL students have the tendency to use French instead of English in classroom. Results show that the influence is:

- ❖ 39% due to a lack of vocabulary
- ❖ 20% due to weaknesses in speaking
- ❖ 10% due to fear of production:
- ❖ 6% of this influence is due to other reasons, like: shyness, anxiety

The following chart will explain the results as follows:



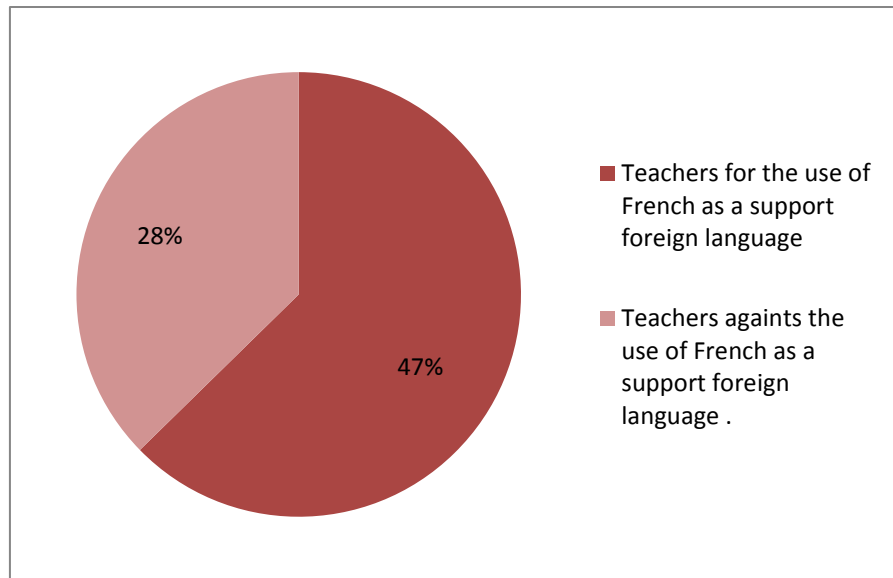
**Pie Chart 2.4** Teachers 'explanations concerning the reasons of the French Influence of on EFL Students

**Question n°5** was planned to know if French should be used as a support foreign language and facilitator in EFL classrooms.

- ❖ 47% of teachers answered positively saying that in fact, the use of French as a facilitator can be admitted, but carefully so as not to forget about authenticity of the target language
- ❖ 28%: had different views and have answered negatively, some teachers said that the best way for teaching/learning a foreign language is through that foreign language,

others said that teacher/students should use the target language and tolerate the use of the mother language (Arabic) instead of French.

The following chart will explain the findings:

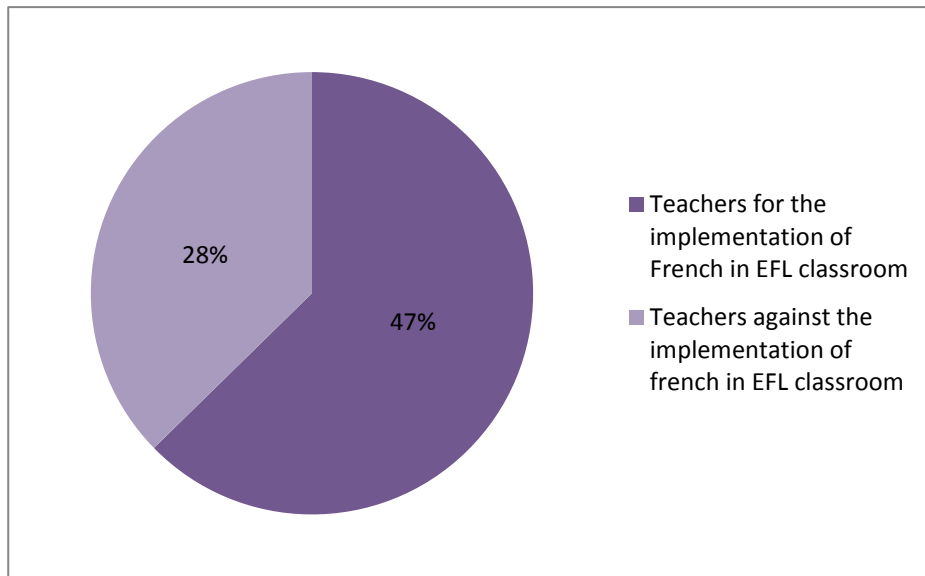


**Pie Chart 2.5** Teachers' Attitude towards the usefulness of French in EFL classroom

**Question 6** was asked to teachers to know whether French and English should be associated in EFL classroom.

- ❖ 47% of teachers are for the implementation of French in EFL classroom.
- ❖ 28% of teachers are against the implementation of French in EFL classroom.

The following chart will explain the findings:

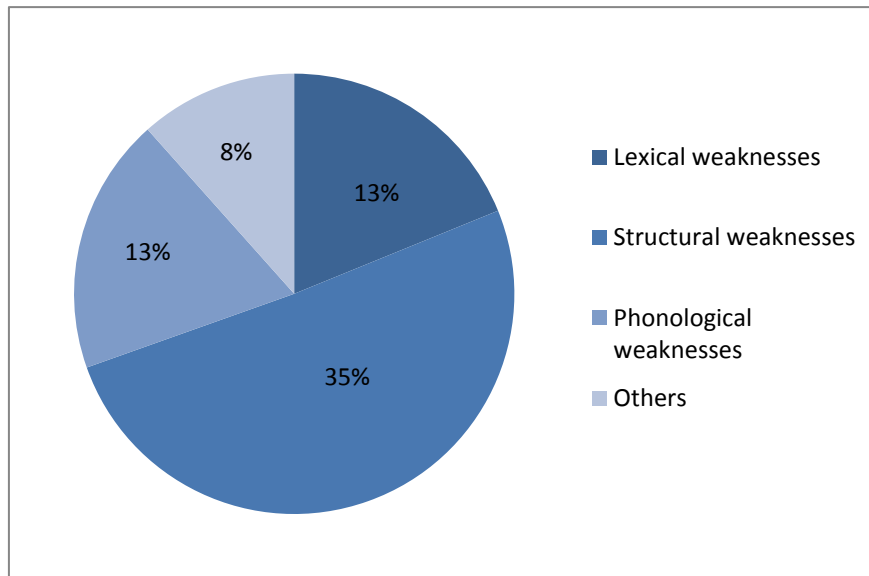


**Pie Chart 2.6** Teachers 'Attitude toward the implementation of French in EFL Classrooms

**Question n°7** was asked to know the nature of the EFL learner's weaknesses observed in class. The following findings show that:

- ❖ 13% of these weaknesses are lexical
- ❖ 35% are structural
- ❖ 13% are phonological
- ❖ 8% of failures are due to other reasons, like: failures in transfer (negative transfer), fear of production and anxiety

The following chart will explain the results:



**Pie Chart 2.7** Teachers' Point of View about the Nature of EFL Student's Weaknesses Observed in EFL Classroom

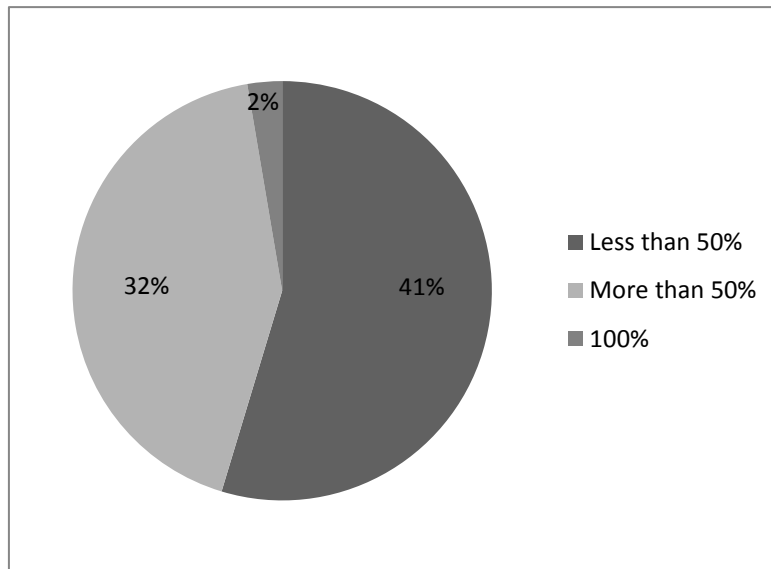
### 2.5.2 Students' Questionnaire Analysis

The findings are carefully analyzed. The goal of this analysis is to gain a clear image of how EFL learners are influenced and how they manage to use French in EFL classrooms.

**Question n°01:** was planned to know how much English teachers use French in class. It was found that:

- ❖ 41% of teachers make use of French less than 50%
- ❖ 32% of teachers make use of French more than 50%
- ❖ 2% of teachers make use of French 100%

The following chart will explain the results:

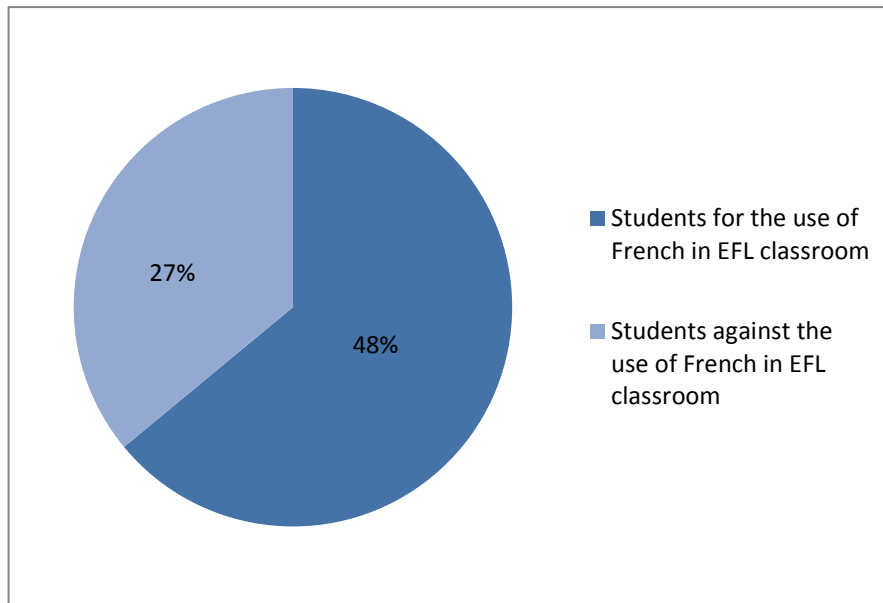


**Pie Chart 2.8** Students' Point of View about the teachers' Amount of French Use in EFL Classroom

**Question n°02** was to know if students are for or against the use of French in EFL Classrooms. It was found that:

- ❖ 48% of students are for the use of French in languages classrooms through the use of French/English dictionaries, some students find French easier than English and the fact that the latter is their first foreign language where English words are derived from French language.
- ❖ 27% of students are against the use of French in class, the reasons are different from one student to the other. Some students avoid the use of French because of the difficulty of this language. Other students prefer to learn only by using the target language in order to improve their pronunciation and to enrich their vocabulary.

The following chart will explain the findings:

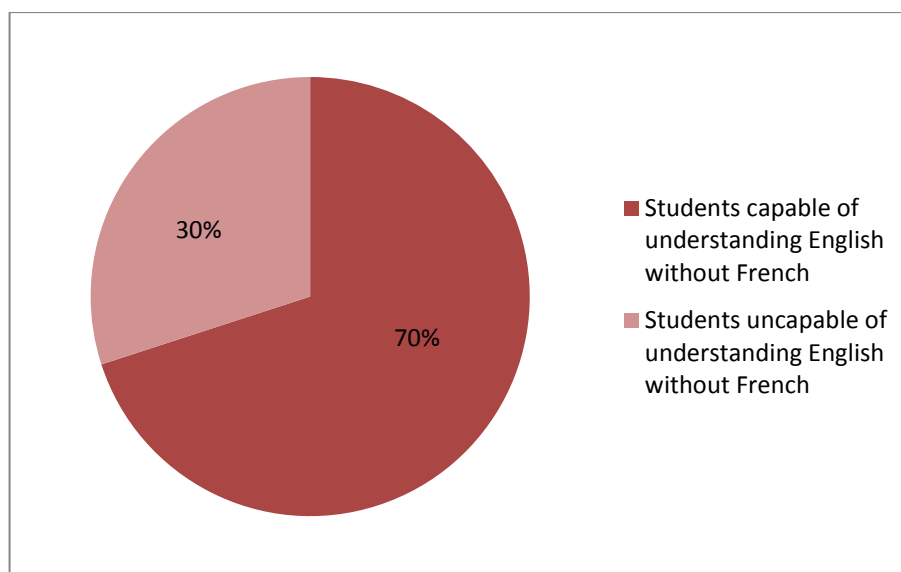


**Pie Chart 2.9** Students' Use of French in EFL classroom

**Question n°03** was planned to know whether students are capable of understanding English without the use of French. Results show that:

- ❖ 70%: of students are capable of understanding English without the use of French
- ❖ 30%: of students are not able.

The following chart will explain the results:

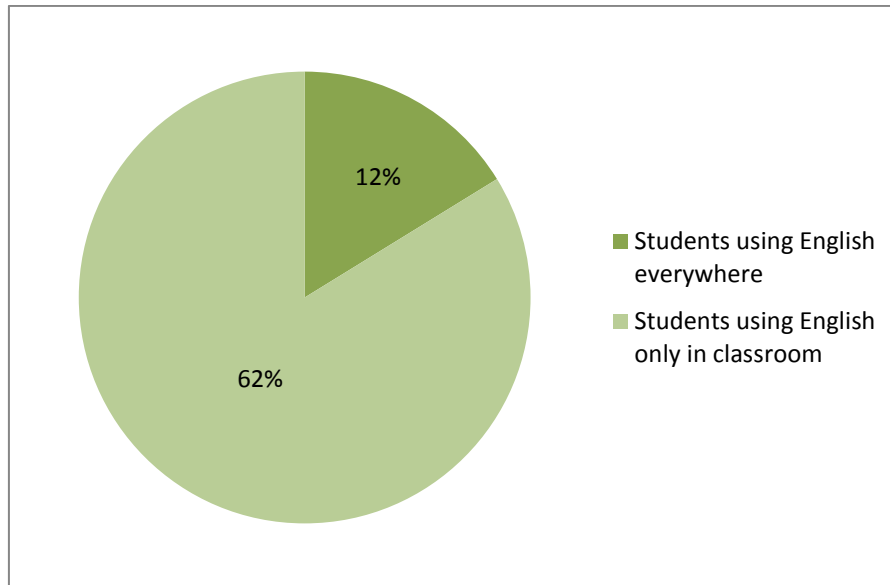


**Pie Chart 2.10** Students' Degree of Understanding when Using French

**Question n°04** was to know students practice of English. It was found that:

- ❖ 12% of students use English everywhere
- ❖ 62% of students use English only in EFL classrooms

The following chart will explain the above results:



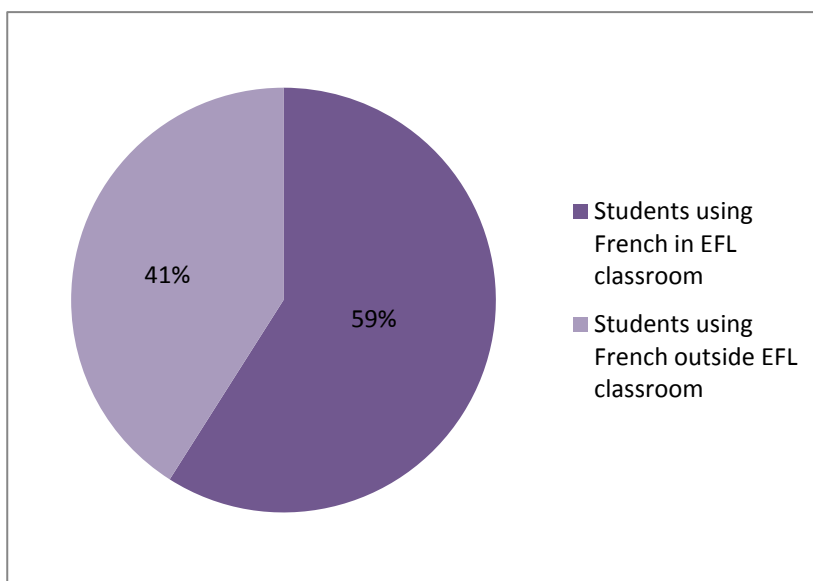
**Pie Chart 2.11** Amount of English Use in and outside the EFL classroom

**Question n° 05** was to know where EFL students make use of French. The results reveal what follows:

- ❖ 59% of students reported making use of French in EFL classroom
- ❖ 41% of students reported making use of French outside EFL classroom

The following chart will explain the above results:



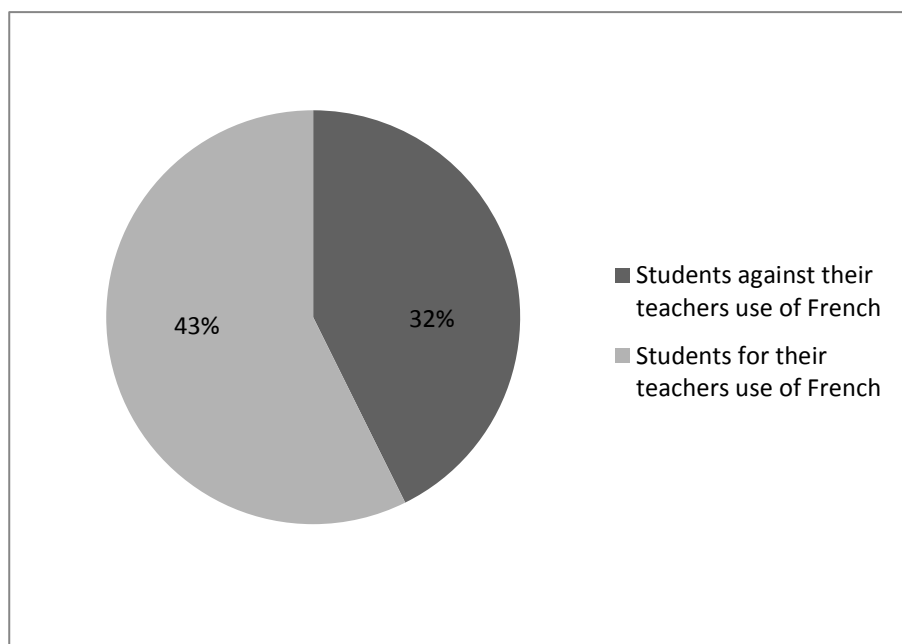


**Pie Chart 2.12** Amount of French Use by EFL students

**Question n°06** was asked to know if EFL students are for or against teachers' use of French. The following results show that:

- ❖ 43% of students answered positively. They stated that French is their first foreign language so they took the habit to use it frequently. Thus, it helps them to express themselves easily when they forget the equivalent of the words in English, so on the other hand, it is a way to avoid wasting time while learning and in another part, it motivates them to participate, interact and exchange freely.
- ❖ 32% of students answered negatively and prefer to use the target language only.

The following chart will explain the results:

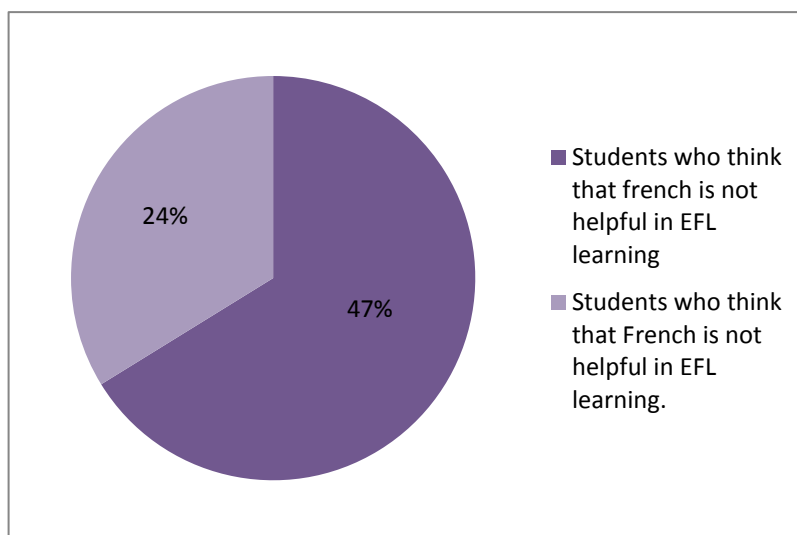


**Pie Chart 2.13** Students' Attitude towards teachers' Use of French in EFL Classroom

**Question n°07** was planned to know if French may help in EFL courses. Findings reveal that:

- ❖ 47% of students answered positively. They replied that French can help them in learning English because French is the first foreign language in Algeria. They have, therefore much more French vocabulary rather than English vocabulary, and since some French and English words are nearly approximate, this might facilitate their learning.
- ❖ 24%: of students answered negatively. They replied that French doesn't help them to understand English for different reasons. Some of them said that the two languages are completely different so the use of French will have a negative influence on their learning. While others prefer to avoid the use of French because of their weakness in it.

The following chart will explain the findings:



**Pie Chart 2.14** EFL Students' Point of View about the Usefulness of French in EFL Classroom

## 2.6 Data Interpretation

Six questions have been asked to 15 teachers, and a questionnaire of seven questions has been administered to 75 third year LMD students, at the universities of Algiers, Oran and Tlemcen. From the data analysis, the researcher may conclude the findings as follow:

1. French is regarded as a useful tool facilitating the teaching/learning of English in Algeria; this bilingualism can be profitable at any level and in all situations. From the first questions of the interview and questionnaire, French is gaining a ground in EFL classrooms and courses. 41% of students and 20% of teachers rarely make use of French less than 50%, while 32% of students and 38% of teachers often make use of French giving a rate of more than 50.

2. From the third and fourth Questions of the questionnaire administered to the students, the usefulness and influence of French is clearly noticeable. In fact, 30% of students are not able to understand English without the use of French. Moreover, from the second question of the interview, 62% of teachers find the use of French advantageous for

students, Accordingly, they allow them to use French in EFL English speaking courses, while 35% of teachers do not allow their students to use French. From these findings it is argued that, If French is used in EFL classrooms, this use should be planned while the use of English must be maximized in the teaching/learning of English as the target language.

3. From the third and fourth questions asked to teachers, it was found that French has a strong influence on students' speaking in and out of the classroom. Thus, the fourth and fifth questions asked to students show that: 12% of students use English everywhere and 41% of them are making use of French outside EFL classroom, however, 59% of students reported making use of French in EFL classroom and 62% of students use English only in EFL classroom.

4. The findings from questions n°2 and n°6 in the questionnaire, show that 48% of teachers and 43% of students are for the use of French in classroom, while 27% of teachers and 32% of students are against the use of French in EFL classroom and prefer the use of the target language. To conclude it is important to say that the implementation of French in EFL classroom is considered as a useful pedagogical support when teaching/learning the target language.

5. Answers to question n° 07 of the questionnaire and answers to question n°05 in the interview reveal that: 47% of students and 47% of teachers agree on the fact that French is helpful, while 24% of students and 28% of teachers do not agree on the fact that French is helpful in EFL classroom assuming that teaching/learning English in Algeria must be only through the target language. From these statistics it would be advantageous to make use of French to facilitate the teaching/learning process of the target language. It was suggested at the beginning of this study that:

1. French influences English in many aspects.
2. With regard to its influence on English ; the use of French in EFL classroom through the teaching-learning process may help students' achievement.

The results obtained from the two instruments confirmed these hypotheses.

### 2.7 Conclusion

This research is a descriptive study. It is an endeavour to examine students and teachers' attitudes towards the use of French in the EFL classroom. Thus, this chapter discusses the influence of French on English language learning.

Seventy five EFL students in 3<sup>rd</sup> year Licence were involved in this study in addition to fifteen of their teachers. Students were approached through the questionnaire and their teachers were interviewed. In order to better investigate the hypotheses, a triangular approach was followed during data collection process through the use of two instruments. Results gained were analyzed and interpreted qualitatively and quantitatively.

Finally, the discussed results showed positive attitudes of both teachers and students participants about the usefulness and benefits of implementing French as a pedagogical support in EFL classroom.

## **CHAPTER THREE**

### **Perspectives for Change and Innovation**

**3.1** Introduction

**3.2** Practical Recommendations

**3.3** Teaching Activities and Learning Tasks

**3.4** Conclusion

### 3.1 Introduction

This chapter is essentially concerned with exposing and discussing the necessary aspects to reinforce and support the use of a second language to teach and learn English as a foreign language. It therefore, attempts to provide some suggested activities and exercises, in addition to some recommendations which the researcher consider as quite useful to support our problematics.

### 3.2 Practical Recommendations

It is noticed that at the level of certain Algerian universities, the teaching / learning of a language is supported by the teaching and learning of another foreign language. In fact, at the university of Oran, where 3rd year LMD students in English language are requested to choose between German and Spanish besides learning english. At the university of Tlemcen students in Arabic language department have to choose either Hebrew or Turkish, while students studying in the Spanish department have the choice between Arabic and French as an additional language.

This device was not set up in a risky way, on the contrary, this measure was studied well before being organized and implemented in the educational program of these universities. Put differently, the second languages are languages which, in the history were in a direct contact with these target languages and their respective populations. To understand more the reasons why this device was set up, it is necessary to dive back into the history.

During several centuries, Algeria has witnessed numerous invasions. The historic archives revealing the main events which marked, at first, the history of Algeria and, then, its relations with Europe in general, with Spain, Turkey and France in particular, and finally the huge impacts that the languages of these countries had in the Algerian speech community, of other time, and which are still perceived nowadays

Formerly Andalusian Arabic and Sicilian Arabic were two spoken languages all around the Mediterranean Basin, the latter having derived towards the Maltese, was strongly influenced by different languages as the phoenician, Arabic, Sicilian, Italian, English, which is the second foreign language of the country, or still the former(old)

Ottoman or Turkish, was the official language of Ottoman Empire, characterized by a significant number of terms and words of Arabic or Persian origins

Among the Arabic dialects spoken in Asia, the Judeo-Arabic which includes all the dialects spoken by the Jews of the Maghreb (Algeria, Morocco, Tunisia), populations of the Middle East, or populations who lived in countries of Arabic language, borrowing generally the shape of Arabic spoken in one or several regions in which those Jews had lived, and which they took during their migrations.

Moreover, The Spanish occupation in Algeria, more exactly in the West of the country, marked not only the beginning of the conflicts between Spain and Algeria with the conquest of Al Andalus's territories, but also the beginning of an important extreme influence of the Spanish language within the Algerian society by the end of the 15th century.

As well as for the Spanish colonization, the French occupation in Algeria from 1830 to 1962 left a deep print not only at the historical level but also at the linguistic level. Nowadays, french is the first foreing language learned in algeria and the co-official language used in many sectors. In addition to this, the Norman occupation during the Renaissance period and the strong influence of French on English at different levels contributed to the stability of the latter.

This can bring a rational explanation about the reasons for which these universities have set up the teaching/learning process of a second foreign language in addition to the targer language being taught/learned.

Therefore, it would be advantageous to think to apply the same concept of integrating an additional language alongside with the teaching-learning English. For this purpose, the researcher proposes some recommendations.

#### **a) From the monolingual to the multilingual didactics**

The idea is to register very explicitly the teaching of every language, in particular French, which for a very long time has been a language widely spread in Algeria and one of the languages that has a strong influence on English, in the sum of the linguistic practices and learning of English language. In other words, the students will not only learn to speak English, but they will learn how to be multilingual, and thus, they will learn how



to build a linguistic directory in a multilingual society, where French has an important and prestigious status. And thus, the societies which are bilingual or multilingual are societies in which the uses (practices) are mixed and organized some by contribution in the others

The idea is to transpose this concept in the fields of teaching/learning English, taking into consideration that multilinguals or the multilingual societies practise the multilingualism in this way, it would be good to make this the objective and the object of the teaching/learning of this language. For this purpose is necessary to

- Train the teachers in the multilingualism
- Favor the linguistic diversification from the primary cycle (primary school), in order to minimize the ideology of the monolingualism
- Develop the research on multilingualism at the university

#### **b) Teaching EFL via French through the Intercultural Approach**

What is sure from the different cultural aspects is that they favor the meeting, the inter tolerance, the acceptance of the otherness, and the interbreedings of the cultures and identities

From this point, it is possible to try to apply the same concept at the linguistic level of the teaching of languages and cultures. It will be advantageous not to limit itself to the teaching of the target language, or to the teaching of several languages (tongues), but rather to focus on the teaching of the multilingualism through the intercultural approach. Hence, it is necessary at first to:

- Make a report on the situation and on the status of French and English in Algeria
- Make a report to know what are the language policies in Algeria. This will allow to:
- Overtake the ideology of the monolingualism and to avoid the various misunderstandings during the communication between various bilingual interlocutors
- Facilitate the insertion in the world of the work by offering more jobs opportunities in bilingual societies For that purpose, it is recommended to:
  - Prepare learners to be trained to speak French and English in a continuous way
  - Integrate throughout the university program lectures and courses based on teaching of the French culture, to learn how to link it with the English culture and how to differentiate the former from the latter.

- Inculcate to the teachers and the students the importance and usefulness of the linguistic diversity and multilingual education. This will allow them to see the linguistic diversity as a wealth to be exploited facilitating the integration in any bilingual society/country in a more effective way, and not as an handicap or a lack of proficiency

A multilingual education will facilitate the exchange, develop a spirit much more tolerating towards the various languages and all the aspects of their cultures. Thus, it will give access to the students of English to two linguistic systems instead of one. Besides, it will also teach them how to benefit from the support language culture while learning the target language in EFL classroom.

### **c) The Use of the Bilingualism Approach in Translation and Interpreting courses**

Both French and English belong to the Indo-European language tree. Thus, both languages share a great number of similarities particularly at the level of vocabulary, the common similarities between French and English constitute a very important support during the translation from French to English or vice versa. This will allow to :

- Give to the Algerian students wide work on the notion of interunderstanding between these two languages, by allowing them to have the possibility to communicate in a balanced way with a French-speaking population and in parallel with an English-speaking population

- Raise the awareness and knowledge of the false cognates existing between both languages, allowing students to learn how to avoid grammatical and lexical mistakes, whereas the true cognates will facilitate the transfer from French to English or vice versa when translating or interpreting.

This leads to take into account the concept of passive understanding, because all the skills in language(s) are not only active skills. Indeed, it is good to produce messages and to be able to communicate effectively in the target situation, but it is also very important to perceive and interpret them as it should be. In this way, this concept will develop and improve the students' communicative skills, facilitating the French/English or English/French translation, and in parallel improves the students' cross understanding skills.

**d) The Bilingual Method**

In the Bilingual Method the use of the mother tongue is allowed but strictly controlled and limited by the teacher. The student uses the mother tongue only if he is expected to be an interpreter or translator. The syllabus is built around situations and all language skills are considered equally important. It involves imitation and interpretation of basic sentences of foreign language. The teacher gives an oral mother tongue stimulus for evoking the foreign response of the student. The basic aim of the method is to help the student to speak and write fluently and accurately in the target language. It also prepares the student in such manner that she can achieve true bilingualism. i.e., she can jump from one language to another language easily.

Dodson, the advocate of the bilingual method admits that the method different methods and techniques for effective teaching. It has freed the teachers from a feeling of guilt for using mother tongue, occasionally in the classroom. The experiments conducted at CIEFL, Hyderabad also proved the usefulness of this method.

While the bilingual method in TEFL recommends the use of students' L1 in the teaching process to facilitate the TL learning, in Algerian context, French can be nominated for the role of students' L1 in this method due to the considerable influence of French on not only the English language, but also on Algerian EFL learners' mother tongue, especially at the lexical level. In fact, a big deal of linguistic aspects of French is rather acquired since an early age of Algerian students through their mother tongue (Algerian dialect), even earlier than the Standard Arabic learning, Maamri (2009) said: **"The language spoken at home and in the street remains a mixture of Algerian dialect and French words... Classical Arabic is still not mastered even at a higher educational levels"** (Maamri, 2009:10). This status of French in Algeria as contrasted with English which is learned relatively at late stages in the Algerian students' education recommends the use of French alongside EFL teaching in the classroom.

In Addition, if the use of French language was not for the reasons mentioned in favour of Algerian students, it is due to the outcomes of the rapid pace of globalization that the EFL classrooms in Algeria have been remarkably witnessing a multicultural composition of the EFL classroom in terms of the students' different nationalities, (especially from francophone countries) hence, if a supporting language is to be used in the

EFL classroom practicing, it has to be another international language, in the Algerian context, French language would do job.

Besides the grammatical, lexical and cultural comparison that use of French in EFL classrooms will lead to through exploring the differences and similarities in both languages, making contrasts between the grammatical aspects that improves students' retention of TL that decreases negative transfer, and the use of proverbs, idioms and jokes as cultural aspects to perceive their counterparts in the TL (EFL), French can serve EFL teachers for classroom management, time saving, and explaining instructions for EFL students, not least for EFL beginner students

While there has been much debate over the use of L1 in EFL teaching-learning process which is suggested to be French in Algerian context, French as a scaffolding language in EFL classrooms must be used only when necessary in a judicious and rational way, and not at the expense of EFL students' achievement process in TL.

#### **e) The Use of French in Teaching-Learning English through the Grammar Translation method**

The grammar Translation method dominated the European method of foreign language teaching from 1840s to 1940s and in a modified form continues to be widely used. It is a way of learning a language through a detailed study of its grammar and translation of sentences and passages into the target language. The proponents of this method assumed that learning a foreign language was to learn it in order to read its literature and benefit from the mental discipline that resulted from the study of that language

#### Features

The proponents of the method believe that the following principles of this method make the learning of a foreign language effective :

- Foreign phrasology is to be interpreted through translation
- The foreign phrasology is assimilated in the process of interpretation
- The structure of a foreign language is best learned when compared and contrasted with the mother tongue

### Advantages

The Grammar Translation Method is widely practiced and used because of the following merits :

- It is an easy method to teach because of its objectives i.e., understanding the written language, reading and producing some basic writings
- The students acquire vocabulary in an easy effective way
- As the target language is associated with the native language, understanding, interpreting, assimilating and retaining is easy for EFL students

### 3.3 Teaching Activities and Learning Tasks

#### I. Activities Used in Translation/Interpreting

**Adapted from:** Paul Kaye, freelance writer, teacher and Trainer

Published in the British council journal. [www.teachingenglish.org.uk/article/translation-activities-language-classroom](http://www.teachingenglish.org.uk/article/translation-activities-language-classroom). March, 2009.

#### **Activity One: « Patchwork Translation »**

- Learner groups work on translating different sections of a text, and then regroup to connect together their parts into a full text, with suitable connecting language.
- Learners bring in examples of French (in their own country) or L2 (in another country) for discussion and translation. Signs can be particularly interesting. This can also be done by sharing material via group e-mails.
- Learners bring in short texts/proverbs/poems and present them to the class, explaining why they like them in French. These are then used for translation to English.

#### **Activity Two : « Comparisons »**

- Learners work in groups on short texts then regroup and compare their versions in French, before producing a final text in the target language (English). This can then be compared with an 'official' published version.
- Learners translate either from french to english or from english to french and then other learners back translate, then compare versions and discuss why there are differences.

- Learners look at 'bad' translations and discuss the causes of errors and the reasons of the negative transfert from French to English or from English to French
- Ask learners to find different kinds of texts for comparison and translation, for example recipes, e-mails, graffiti, technical texts, post-its, etc written in the two languages.

**Activity Three : « Project work »****Time required:** 60 mn**Materials:** Books, French/ English Dictionnaires.**Processes:**

- Learners translate a given part of the script of a scene from a film in french, then dub over the scene itself with their new version in the tarhet language L2.
- Learners develop a webpage or blog with their own translated work.
- Learners research and then present their findings on the translations of a particular group of words, such as those of their own professional field.
- Learners evaluate translation software/web pages and then report back to the group by translating from French to English or from English to French.

II. Activities for Cross-Cultural Communication purposes Using the Intercultural Approach in EFL Education

**Activity One: « Teaching Culture in Literature in the ESL/EFL Classroom »****Adapted from:** Anna Franca Plastina

annplast [at] tin.it

TESOL-Italy Local Co-ordinator in Cosenza, Southern Italy

Published in the Internet TESL Journal, Vol. VI, No. 3, March 2000

<http://iteslj.org/Lessons/Plastina-CultureInLiterature/>**Objective :**

-to reflect on the differences between some features of the french culture and that of the target language

-to identify the importance of the intercultural approach in the EFL learning process

**Time required :** 15 minutes

**Materials:**

Pictures/Photos of stereotyped British and French images: Brits queuing up at bus stop, weather in England, tea, Royal Family, Tower Bridge, le château de Versailles, la tour Eiffel, l'Arc de Triomphe, le bœuf bourgignon...

**Procedure :**

- P: Trainer elicits information about the images (5 mins.)
- P: Keywords on cultural elements are elicited and written on the board
- Associations are made to determine cultural areas/patterns (10 mins.)

**Feedback :**

Awareness of the elements of the two cultures vs.stereotypes.

**N.B :** In the Algerian case French images are considered

**Activity Two : The Lingua-Cultural Approach in Teaching French and English Idioms to Algerian EFL Students.**

**Adapted from :** Irine Goshkheteliani and Dea Megrelidza, Authors of « Lingua-Cultural Approach to teaching English Idioms to Georgian Students ». Faculty of Education and Science Batumi Shota Rustaveli, State University, Georgia, Dea.

Published in : The Revista Linguistica « Nebrija » de linguistica aplicada a la Ensenanza de las lenguas. No 13.May 2013.

<http://www.nebrija.com/revista-linguistica/lingua-cultural-approach-to-teaching-english-idioms-to-georgian-students>

**Time required :** 50mn

**Materials :** Recordings, documentaries, magazines, short movies and

**Objective:**

- develop adult speech skills (listening, reading, writing, speaking) in French and English
- ensure developing of good communication skills
- give a positive mood linguistic - cultural diversity and realize it as a manifestation of the private world of diversity;
- develop the ability to understand different cultural concepts
- prepare for cooperation in two different linguistic - cultural identities;
- develop effective teaching of language skills.

videos.

The most important aim of using a foreign language in teaching/learning a target language is to facilitate the communication with people of different nationalities. Cultural awareness means to understand human behaviors, traditions and values of different people. Development of multilingualism helps a person to perceive cultural and language diversity. The lingua-cultural approach towards teaching English focuses on perception of the world through culture "prisms": its installations, concepts, stereotypes, symbols, standards, having emphasized thus a special role in the process of interpretation.

Learning English or french is quite complicated for the algerian learners, as it is significantly structurally different language from Arabic. The reasons for mistakes made under the influence of the french language are:

1. Incorrect analogy of native language (misuse of prepositions, tenses, phrasal verbs, articles, subject-verb agreement, etc.)
2. A psychological process of acquisition of English as the secondary foreign language after French
3. Mistakes caused by other foreign language analogies.

By comparing the texts imposed on the cultural diversity of other people, we can help students to understand that there are important principles of truth, beauty and traditions of the culture; in other words, learning and using a foreign language means to open the door to valuable cultures in the world. This process itself represents a necessary condition for comprehension of uniqueness, originality of different cultures, and the formation of personal qualities and individual ideas about world cultures. Essential social, psychological and pedagogical aspects of teaching languages exercise the usage of the foreign language in certain socio-cultural situations with the proper contents, paying attention to the standards of behavior stereotypical to different cultures, possessing the particular features reflecting the specifics of native speakers' mentality, their similarity and distinctions. The lingua-cultural approach to teaching languages develops students' lingua-cultural competence, expands their positive attitude to cross-cultural relationship that creates conditions for cross-cultural dialogue and cooperation, mutual understanding and empathy preserving and promoting originality of their own culture. Effective and productive methodology of teaching foreign languages combines the lingua-cultural and communicative competence with lingua-didactics. It defines the existence or absence of socially useful values, distinguishes and understands the depth of information implied in the different discourse, it provides tolerance to various cultures in the course of verbal



communication, and it compensates skills which are under formation in the process of language acquisition.

Essential and informative activity of students should include development of the following abilities: to use dictionaries and directories; to analyze in parallel located columns of initial, professionally translated and own interlinear translation of the text; to understand the depth of putting information by distinction of language and speech norms, divergences; to build the right strategy for clear text situations by attracting additional information, explanations, etc.; To show socio-cultural competence, by acquainting national values and culture; to express their own opinion. It is necessary to note that when students accurately realize the purposes and results, they learn to estimate the facts from outside, to estimate both successes and failures in the course of training. Ideally, without fear of misunderstanding people around, they become participants in the educational process. Our aim was:

1. To reveal cultural awareness of English phraseology, to elicit similarities and distinctions in a figurative and motivational basis of French idioms with the same components;
2. To define metaphorical and figurative character of English and French idioms in the language image of the world for the educational purposes.
3. To develop lingua-cultural basis for active usage of French and English idioms in communication.

Research suggests the best way to teach idioms is task-based, cooperative learning in small groups and pairs. Students elicit information from the texts, trying to guess the meaning of the idioms; then they share their suggestions with other groups and discuss and try to interpret the understanding of the culture or tradition of the people through the idiom meaning by comparing English and French idioms.

Creative use of french idioms by the Algerian students depends on the tasks and the exercises, and can be characterized by the following didactic principles:

1. Presentation. Comparing and defining differences or similarities of Immediate Constituents and the meaning of the French and English idioms. To outline similarities or differences between the English and French idioms the best way is to present them in the context where students meet idioms which are familiar to them as they are used in the daily communication. Several idioms are presented and students are asked to guess the meaning;

they recognize idioms that are common in the French Language, then jumbled meanings are given and they match them to the English idioms. These concepts have similar understanding in both languages.

2. Analysis and synthesis of idioms which are used in literature and everyday speech, in concrete speech situations; explaining and comparing the meanings of English and French idioms.

3. Formation of lingua-cultural competence that promotes understanding of idioms as forms of expression of national culture, national and cultural specifics of both French and English.

4. Production. Usage of the idioms in speech: dialogues, different situations, presentations, essays, everyday speech, etc.

E.g : Give the students a list of conversational topics, some of them ones that are easy to talk about with strangers in their own or other countries (e.g. weather), and some of which are difficult to talk about, ask them to use learnt French-English idioms.

Ask students to remember English and French idioms connected with different public or religious holidays, tell what situations they are used.

5. Draw two intersecting circles on the board and label them with the names of two countries, e.g. "England" and "France," write common idioms into the space where the two circles intersect, and idioms that are different to the spaces of their respective circles outside the intersecting part.

There are more possibilities to train idioms in speech. This is the most important stage, as it shows achieved results; this is accurate and creative usage of idioms in proper situations. The creativeness is a creation of a new, original image, idea. The image is something similar to real-life. Development of creative usage of idioms promotes understanding of English and French culture; it accumulates students' bright images about the language picture of the world. Linguistic creativity much depends on how the French language is used by speakers in relation to local contextual purposes and especially interpersonal interactions with the target language in specific communicative situations in EFL classroom.

**Activity Three : « Developing Awareness: An Intercultural Communication Lesson Plan »**

**Adapted from:** Asako Kajiura

The Internet TESL Journal, Vol. II, No. 4, November 2004. <http://iteslj.org/>.Lesson Objectives

Increase student's ability to interact with and understand aspects of other cultures in general, with the french culture and the english culture in particular, such as body language, discourse patterns, male and female roles. The students use French in addition to English during the whole process.

**Students Levels**

This activity is appropriate for intermediate and advanced level bilingual students. Teachers can vary the difficulty of the language and tasks involved to fit their classes.

**Prior to this Lesson**

It is necessary to have pretaught the concept of body language, especially regarding greetings, leave takings, personal space. Of course, students must know vocabulary such as bowing, shaking hands etc...

For teaching these, it is useful to use sections from videos which show people from the two cultures greeting, eating, starting conversations etc.. Students watch with the task of observing and recording how French and English males and females interact with each other.

**The Lesson**

1. Divide your class in half. Tell the students that each group is a culture and each culture must create its own body language for greetings, leave takings, etc.. They must also decide what questions are asked and what topics are discussed when meeting strangers. They must also decide if and in what ways men and women in their cultures differ communicatively. Less imaginative students may require some funny or strange examples to inspire their creativity.

2. Place the students in two different rooms, so the groups cannot look at or overhear each other. In each room, they create their body language and other rules of social interaction. Then students within each group practice with each other, following their rules.

3. In the next stage, explorers from each culture travel to the other culture with instructions to interact and observe the foreign group's body language, conversation rules etc... During this stage each group has foreign guests. Give them three to five minutes to interact. Then the foreigners return to their home cultures and report their observations to their partners. After this, a new group of explorers leaves for the foreign culture and the process is repeated until all students have spent time exploring and observing the foreign culture. Each group discusses how the two cultures differ and what they share in common.

4. In the last step, all members of the two cultures come together in one class. Representatives from each culture express their assumptions about the other culture. Each group tells the other group if the assumptions are correct. If the assumptions are incorrect, the groups teach their rules of social interaction.

**Activity Four: « Express it in Different Languages »**

**Adapted from :** « Say « Hello » in different languages »

**Proposed by :** Asako.K (1996)

**Published on the web site :**

<http://www.wilderdom.com/games/description/HelloInDifferentLanguages.html>

**Time required:** 30 mn

**Objective:**

The goal of this activity is to heighten cross-cultural awareness, celebrate -cross-cultural knowledge, and to express oneself in two different languages.

**Material:** None

**Process:**

- This can be used a fun, warm-up, get-to-know-you activity with a cross-cultural theme.
- Within a group, you may be surprised how much knowledge there is of different languages for basic phrases.
- Optional: Ask participants to see if they can guess how many people there are in the world and how many different languages are spoken. (There are ~2800

languages and ~6 billion people. If an equal number of people spoke each language, that would be ~2 million people per language. You might relate this to local city/town size.).

- Challenge the group to come up with two different languages for instance, the word "hello", when somebody volunteers (e.g., Bonjour!), make sure they say it or repeat it clearly for the rest of the group who then repeat.
- The group leader keeps count on his/her fingers.
- Was the final number of different ways to say "hello in the two languages" close to the group's guess? If the group underestimated, they may not realize the knowledge within the group that might be used to their advantage. If the group's guess was an overestimate, why did they overestimate their knowledge resources? Discuss.
- **Optional :** to make more difficult or to add variation, try asking for these basic phrases:
  - Hello...Goodbye
  - Hello, My name is...?
  - Hello, How are you?
  - Yes...No
  - Please...Thankyou
  - Do you speak English?
  - Numbers 1-5 or 1-10
- **Optional, but recommended :** with the same example, have a list of hello in lots of french and english, from which you can read out. This is especially useful for groups who face a lack of profeciency in one of the two languages, as well as to learn, have fun, and illustrate the range of these two different languages.
- **Variation:** Can be run as a competition between groups.

III. Activities Used in Teaching/Learning English via the Use of French**Activity One : « Second Language : Walk in Their Shoes »**

**Adapted from :** Donna M. Stringer and Patricia A. Cassiday, authors of : « 52 Activities for improving Cross Cultural communication ». 2009

Activity published in : <http://www.amazon.fr/52-Activities-Improving-Cross-Cultural-Communication/dp/193193083X>

**Time required:** 20mn ; 5 mn for the exercise and 15 mn to debrief.

**Objective:**

-To assist EFL learners to appreciate the effort that « new » second language learners and speakers exert while communicating in the learning of english as a foreign language.

**Materials:** none

**Process:**

1. Ask participants to choose a partner and decide who will go first
2. Facilitator give the following instruction : now tell your partner about the town you grew up in.Start.OH WAIT !!! as you share this information insert a COLOR every seventh word using a different color each time GO !
3. After two minutes ask that they switch and the other partner do the same

**Debriefing Question :**

1. How did you feel when you were the speaker ? what did you do ?
2. How did you feel when you were the listener ? what did you do ?
3. How effective were you ?
4. What did you learn ?
5. How can you use this awareness as you interact with others who are using French as a support language in EFL classroom?

**Activity Two: Learning/Teaching English Pronunciation/Spelling/Intonation****« intonation, It Does Matter! »****Adapted from :** Rebecca Allen

auroralanguages [at] fuse.net

Aurora Languages (Cincinnati, Ohio, USA)

**Published in :** The Internet TESL Journal, Vol. X, No. 7, July 2004<http://iteslj.org/Lessons/Allen-Intonation.html>

This is a fun, game-like activity that helps students see just how important French intonation in learning English is.

**Introduction**

As EFL/ ESL instructors we realize how important intonation is, but at least, often in my experience, students are skeptical that developing good intonation is crucial to being properly understood. This activity helps them to see just how important intonation is. Also, it is fun and works as a good filler, or "wake-up/attention getter" activity. Why Does Intonation Matter?

Often when speaking/learning a foreign language, we concentrate on grammar and disregard intonation. However, intonation is very important for conveying meaning. Do each dialogue once for each different situation. Don't be afraid to exaggerate the intonation patterns.

**Dialog One**

A:Yes

B:No

A:Yes

B:No!

**Situations**

1. Two frustrated people are having a minor argument.
2. Two angry people are fighting.
3. Two love struck people are having a playful argument.

**Dialog Two**

Hi, how are you today? I haven't seen you in a long time.

**Situations**

1. Two friends who haven't seen each other in a while meet.
2. You spot a friend's baby. You bend over and start talking to the small child.
3. Two lovers meet. The guy is really angry because his girlfriend has been ignoring him completely

**Dialog Three**

A: The house is on fire.

B: Go tell the neighbor.

**Situations**

1. Two people live near each other and have been trying to commit insurance fraud. When their plan finally succeeds, they are so happy.
2. Two friends panic when they see a house on fire. They want to warn the neighbor so that he will be safe.
3. You are in your yard sunbathing. All of a sudden, some person in a panic runs up to you, and demand to use your phone to call 911. You don't want to be disturbed. You suggest that he bother your neighbor.

**Questions for Discussion**

1. How can French intonation affect your daily communications in English?
2. What intonation pattern(s) should you be using for your daily communication?
3. What are some steps that you can take to improve your English intonation while using French?

**Activity Three : « Sentence Variety and Strategy in Improving the writing Skills through the Use of French/English False and True Cognates »**

**Adapted from :** Ahola, S .k. (2004) . Writing with Style: Two useful Strategies for Students **Published in :** The Internet TESL Journal, Vol. X, No. 11, November 2004

<http://iteslj.org/> <http://iteslj.org/Lessons/Ahola-WritingStrategies.html>



**Background Information**

Sentence variety means the length (the number of words) of the sentences in a writing piece. Due to their limited English proficiency, some EFL writers may write only short sentences containing false cognates because of their weaknesses in English. This simple strategy will help students to determine whether their drafts include sentence variety.

**Step 1**

Provide the students with a sample paragraph that lacks sentence variety. After reading the paragraph aloud, the students should count the number of words in each sentence and write the number above the sentence.

**Step 2**

Ask the students if they notice any similarities between the numbers of English words with French loans they wrote down. They should be able to determine that some of the sentences have the same word count. Explain to the students that writers often vary their sentences using French/English true cognates in order to keep their readers from getting bored. Thus, encourage the students to include a mix of both shorter and longer sentences in their drafts using English words of French origins.

If there are many true friends in the sentence sentences with a similar word count in English, then they should revise and assimilate them quickly.

**3.4 Conclusion**

Statistical methods indicators confirm that the modern world constantly expanding. Consequently, nowadays, new epochal challenges and powerful cultural expansion, raise the importance of learning foreign related languages for communicative purposes and to facilitate the learning/teaching of a target language.

Scientists believe that the most important data is the study of “phraseological language” (L. Buckingham) of different cultures and how it is possible to determine their diverse functions in the other cultures and speech communities. Thus, through the contact between two languages, their differences, similarities this influence may be useful in teaching/learning the target language

This chapter attempted to provide some activities, lessons, recommendations and methods in which the use of French is suggested as a support language to reinforce the EFL teaching/learning process in Algeria.

# GENERAL CONCLUSION

## GENERAL CONCLUSION

The strong influence of French has considerably changed English through its history. As a result of this contact, French and English are languages distinguished by a certain number of differences and at the same time sharing many similarities at different levels. From this point, whether from the differences or from the similarities, this research tries to show and discuss the importance and usefulness of French in the teaching-learning process of English as a Foreign Language in Algeria.

In this respect, the pivotal questions that ran through this study were about the different linguistic levels at which French influences English, namely, the grammatical, lexical and even the cultural aspects with regard to where the two languages converge and diverge, and also, in what ways the influence of French on English may help and be beneficial to EFL education in Algeria, in addition to what the innovative suggestions to be adopted in the Algerian EFL classrooms. In accordance with specific objectives of the current study, the researcher put forward a number of hypotheses under investigation. First, the researcher examined that evident influence of French on English, and assessed to what degree this impact on English could be beneficial. Second, the researcher believes that the use of French in the EFL classrooms is of that useful to the teaching-learning process, not lest in Algeria. Finally, there were some practical recommendations and procedures to be followed by EFL teachers that may help promote students' achievement in their learning. .

The framework of this study consisted of three chapters. The first chapter was a description of the linguistic situation in Algeria, the status of French and English in the educational system and analysis of the similarities and differences between these two languages. Chapter two dealt with the analysis and interpretation of the data which were collected through the use of two research instruments, this triangulation in data collection process was followed to provide an in-depth insight into the problematic being examined. In order to address the research questions in this work, during data collection process taking seventy five L3 EFL students as a case of study and fifteen of their teachers at the

English sections belonging to the University of Algiers, Oran and Tlemcen, the researcher approached two participant samples, through two research instruments; the questionnaire and interview, respectively.

In a final phase of the study, and based on the findings, the researcher discussed and recommended the necessary strategies and activities that go hand in hand with the findings to support and shoulder the EFL teaching-learning in Algerian classrooms, and how this bilingual approach through the use of French functions in favour of EFL instruction and not to the detriment of it within the Algerian Educational System.

The results obtained from both participants in the survey in the second stage of the study confirmed to a high extent the hypotheses that were put forward at the beginning of this work which reveal the multifaceted effect of French on English, and how this multiple influence can be beneficial for an effective and efficient approach to EFL teaching-learning process in Algerian classrooms taking into account, the status of French not only in relation to English, but also to the Algerian speech community.

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# APPENDICES

## Appendix I

### Teachers' Interview

Dear teachers,

This interview is intended to collect data about the influence of the French language in the English language.

You are, therefore kindly requested to answer the following questions.

Teaching experience:

Modules in charge:

Sex: Male  Female

1. Do you use French in EFL classroom?

Yes  No

If yes, how much? Sometimes  Often

2. Do you tolerate the use of French in English speaking courses?

Yes  No

3. According to you, to what extent does French influence student's speaking?

No influence

A little influence

A big influence

4. According to you, why some EFL students use French instead of English in classroom?

Lack of vocabulary

Weakness in speaking

Fear of production

Others

5. According to your experience, do you think that French and English should be associated and used simultaneously in EFL classroom?

Yes  No  if yes, why?

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

6. What are the main EFL learner's weaknesses that you have observed in class?

- Lexical
- Structural
- Phonological
- Others

These weaknesses are mainly:

- At vocabulary level
- At grammar level
- At pronunciation level

Thank you

**Appendix II**

**Students' Questionnaire**

The aim of this study is to investigate Students' attitudes and reasons towards the use of French in EFL classrooms. I would be very grateful if you answer the following questions as your answers may help teachers and educators to understand your needs and to overcome any difficulty in learning English.

Are you?      Male                       Female

Your age:

1. How much does your English teacher use French in class?

Select only one answer:

Less than 50%       More than 50%       100%

2. Are you for or against the use of French in classroom?

For                       Against                       Why?

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

3. Do you like your teacher's use of French to explain?

Yes                       No

4. Do you feel that French can help you express you ideas when you are not able to express them in English?

Yes                       No

5. How do you feel about yourself in English class?

Capable of understanding English without the use of French?

Uncapable of understanding English without the use of French?

6. Where do you practice English?

Practice English everywhere

Practice English only in classroom

7. Where do you make use of French?

Use of French in EFL classroom

Use of French outside EFL classroom

Thank You