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**INFLUENCE OF FRENCH ON LEARNING ENGLISH
VOCABULARY**

**Case of Fourth-Year Pupils at Grin Youcef Middle
School Remchi, Tlemcen**

Dissertation Submitted To The Department Of English As Partial Fulfilment Of The
Requirements For Master's Degree In Didactics Of Foreign Languages.

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Dedications

This dissertation is dedicated to all those who have been helpful to me in my journey, providing support, love and encouragement. Their trust in me has been an endless source of inspiration, guiding me towards reaching this milestone.

To my family, whose love has been the bedrock of my success. A special thank you to my parents, brother Houssam, sister Farah, my sister in law Samah and my nephew and nieces, Assil, Wassim and my sweet pea Selma.

To my beloved friends, Nadjima, Rofaida, Sara, and Aya who have been my pillars of strength and constant source of joy. Your support, late-night study sessions, and heartfelt conversations have made this journey all the more memorable.

To my professors and mentors, whose guidance and expertise have shaped my intellectual spirit.

Lastly, I dedicate this work to myself. This is a testament to my resilience, determination, and unwavering commitment to personal and intellectual growth.

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Abstract

The primary objective of this research is to investigate the perspectives of English teachers and learners at the Middle School of Grin Youcef Remchi, (Tlemcen) regarding the impact of incorporating the French language as a learning tool for English. Consequently, we propose the hypothesis that the use of French would positively influence the learning of English vocabulary. To verify the validity of this hypothesis, a qualitative study was conducted, involving a sample of 75 out of 110 learners from the Middle School and five English teachers. In this study, a set of two distinct data collection methods were used: questionnaires administered to both teachers and learners, and interviews conducted exclusively with teachers. It emerged that both learners and teachers agree on the beneficial use of French in the English learning process. However, teachers offered an additional perspective on the matter, expressing agreement only when it is deemed necessary. Thus, the use of the French language in English classes is perceived as situational and contextual. In conclusion, this study reveals a convergence of attitudes between teachers and learners regarding the use of French as an assisting means during the English learning process. This corroborates with the hypothesis formulated in this research.

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List of Abbreviations and Acronyms

CLI: Cross-Linguistic Influence

CS: Code-Switching

EFL: English as a Foreign Language

ESL: English as a Second Language

IL: Inter-language

L1: First Language

L2: Second Language

L3: Third Language

MA: Monolingual Approach

OE: Old English

TL: Target Language

TLA:ThirdLanguage Acquisition

Q: Question

%: Percentage

General Introduction

This research aims to delve into the impact of the French language on the vocabulary development of English language learners. The central point of this study revolves around an in-depth investigation into whether the utilization of French in English classes by both teachers and learners can serve as a facilitator, enhancing the process of English language acquisition and enriching learners' vocabulary.

The adoption of either a monolingual approach, which disregards the use of learners' previous language, or a bilingual approach that allows for the incorporation of learners' language background under specific conditions, has been a contentious issue among researchers and educators. Within this context, the rejection of learners' background knowledge and the strict adherence to a monolingual approach can potentially block learners' progress and create obstacles in the learning journey. Conversely, employing a bilingual approach holds the potential to motivate learners and utilize their knowledge of the French language as a valuable learning tool.

It is crucial to examine the implications of incorporating the French language in English classrooms and assess how it can positively contribute to vocabulary expansion and overall language proficiency. By exploring the use of French as a supplementary resource within an English language learning context, this research attempt to shed light on effective pedagogical approaches that can maximize learners' opportunities for achieving optimal outcomes and facilitate the language learning process.

Statement of the Problem

The field of linguistic transfer has garnered significant attention in various studies, particularly in relation to its association with second language acquisition. In Algerian institutions, the implementation of innovative teaching approaches and methods holds great potential for advancing the teaching of English as a foreign language. Moreover, given the prominent status of the French language within Algerian society, English has gained considerable prominence due to its widespread usage. Consequently, it becomes crucial for both teachers and learners to capitalize on the existing bilingualism in Algeria.

However, the question of whether to utilize this method has become a contentious issue among educators and learners alike. Specifically, the debate centers around whether adopting a monolingual approach, which excludes the integration of learners' background knowledge, hampers the learning and teaching process, or whether embracing a bilingual

approach that embraces and leverages previous knowledge serves as a beneficial tool for facilitating the learning process.

Since it has been observed that learners' French background knowledge significantly impact the acquisition of English as a foreign language, the main problem under scrutiny is whether the use of French in English classes acts as a facilitating or debilitating instrument. In other words, does the influence of French on the vocabulary development of English foreign learners have a positive or negative effect on both learners and teachers?

For this reason, the present study aims to explore the potential benefits of incorporating the French language in the classroom whenever feasible, as it may assist in the teaching and learning of English vocabulary due to the shared linguistic characteristics between the two languages. Therefore, the central problem addressed in this study is: **In what ways does French influence the English vocabulary of learners at the Middle School of Grin Youcef?**

Aim of the Study

The primary objective of the presented research is to delve into the impact of the French language on the enhancement of English learners' vocabulary within the context of 4th-grade learners at the Middle School of Grin Youcef in Remchi (Tlemcen). Additionally, the study seeks to examine the beliefs and attitudes of teachers at the same Middle School regarding the incorporation of French in the teaching and learning of the English language. Moreover, the research aims to ascertain whether the utilization of French as a facilitator tool proves beneficial in the process of English language acquisition or if it poses obstacles to the learning journey. The current study is designed to achieve the following objectives:

1. Explore the influence of using French on the vocabulary development of English as Foreign Language (EFL) learners.
2. Spotting the light on language transfer that should be taken into account in the learning process of English, and to determine whether the learners benefit from it positively or negatively.
3. Determine how the utilization of the French language as an alternative teaching tool can contribute to the comprehension of EFL learners.

Through an investigation of these objectives, this research endeavors to provide valuable insights into the impact and effectiveness of incorporating French in the teaching and learning of English vocabulary among 4th-grade learners.

The research aims to address the following questions:

1. What is the impact of incorporating French on the development of English vocabulary among learners?
2. How does the use of French in English as a Foreign Language (EFL) classroom affect learners' mastery of vocabulary?

This study is guided by two primary hypotheses, which are phrased in alternative words as follows:

1. French affects positively on the vocabulary development of English learners.
2. Using French in the EFL classroom can contribute to learners' attainment of vocabulary skills.

-Methods and Data Gathering Tools

For this research, a mixed-method approach combining descriptive and exploratory methods was chosen to align with the nature of the research topic. Specifically, a qualitative study design was employed, aiming to delve into and describe a real-life situation by presenting observable facts as they naturally unfold within the classroom context. To gather data and assess the hypothesis, two primary data collection methods were used: interviews and questionnaires. These methods were selected as they provide valuable insights and allow for a comprehensive exploration of the research objectives.

Population Sample

The target population for this study comprised students enrolled in the 4th year level of the Middle School of Grin Youcef, totaling 110 learners at the same level. Additionally, a sample of 5 English teachers from the middle school was included in the study.

To ensure representativeness, a random selection process was employed, resulting in the inclusion of two classes out of the total of four available classes. A total of 75 students were selected from the aforementioned population of 110 English students at the 4th year level of Grin Youcef middle school. These students have undergone seven years of French language instruction as their first foreign language and have received four years of English language instruction as their second foreign language. This selection criterion provides an opportunity to explore potential manifestations of language interference.

The study also involved English language teachers who are currently teaching at the 4th year level of Grin Youcef Middle School. Among the available teachers, a sample of five teachers was purposefully selected based on their extensive experience in teaching English.

Structure of the Dissertation

The dissertation is structured into three comprehensive chapters, each focusing on distinct aspects of the research topic. The aim is to provide a comprehensive analysis and exploration of the subject matter.

Chapter one serves as the theoretical foundation of the research, offering a detailed overview of the historical context of French and English in the Algerian educational system. This chapter highlights the key elements related to language interference and examines various approaches to the use of the second language.

In Chapter two, the focus shifts to the practical side of the thesis, providing a tangible example that exemplifies the similarities between French and English vocabulary. This chapter offers an examination of the vocabulary systems in both languages, highlighting their commonalities along with given examples.

The final chapter is dedicated to validating or refuting the research hypothesis. It employs a questionnaire, administered to both teachers and learners, to identify the instances and effects of language interference on learners' performance. Additionally, a semi-structured interview with teachers provides further insights into how learners can benefit from the incorporation of French in the English language to expand their vocabulary.

This chapter concludes with a comprehensive summary and offers pedagogical recommendations based on the research findings.

Chapter One

Teaching and Learning French and English as Foreign Languages

CHAPTER ONE

Teaching and Learning French and English as Foreign Languages

1.1 Introduction

1.2 Familial and Relations between French and English

1.2.1 French-English History

1.2.2 French Language's Increasing Influence on English Language Usage

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1.6 Teacher's Rational for Using French in English Classes

1.7 Teacher's and Learner's Attitudes towards Using French in English Classes

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1.9 Conclusion

1.1 Introduction

The history of the French language in Algeria is closely tied to the period of French colonization, which started in 1830 and ended in 1962. During this time, the French language was imposed on the Algerian population as part of a broader policy of “assimilation” that aimed to replace Algerian culture and language with French culture and language.

French became the language of administration, education, and commerce in Algeria, and its use was strongly encouraged by the French authorities. French-language schools were established throughout the country, and French was made the language of instruction in many educational institutions. The use of Arabic, the native language of most Algerians, was discouraged, and many Algerians were forced to learn French in order to participate in public life.

Despite these efforts, the use of French remained largely limited to the European minority and the urban elites. The majority of the Algerian population continued to speak Arabic and other local dialects.

After Algeria gained its independence in 1962, the use of French remained widespread, particularly in the areas of administration, education, and business. French remains an important language in Algeria today, and it is spoken by a significant portion of the population. However, Arabic is the official national language of the country, and efforts have been made to promote its use and preserve its cultural heritage.

1.2 Familial and Relations between French and English

The familial and intricate relationship between the French and English languages is a testament to the deep connections that exist between cultures and the power of communication. Like siblings who share a common heritage but have developed distinct personalities, French and English have grown side by side, influencing and enriching one another throughout their shared history.

Just as family members may borrow phrases or adopt certain mannerisms from one another, the French and English languages have engaged in a continuous exchange of words, expressions, and linguistic nuances. Over the centuries, French vocabulary has found a warm embrace within English, infusing it with a sense of elegance and sophistication. From the realms of art, cuisine, and fashion to legal terminology and everyday phrases, the French language has left its indelible mark, shaping the English lexicon in countless ways.

Likewise, English has reciprocated by offering a diverse array of words and phrases to its French sibling. The global influence of the English language, particularly in the domains of science, technology, and popular culture, has introduced a wealth of new concepts and expressions into French vocabulary. These linguistic exchanges have not only facilitated communication but also fostered a sense of shared understanding and interconnectedness between the French and English-speaking worlds.

Despite their distinct grammar and pronunciation, the familial bond between French and English transcends linguistic differences. It is a connection rooted in history, shared experiences, and the recognition of the importance of language in shaping our identities. Just as family members support and learn from one another, the French and English languages continue to coexist, evolving in tandem and weaving a vibrant linguistic tapestry that reflects the enduring human desire to connect, express, and understand one another.

1.2.1 French-English History

The English language has undergone a fascinating journey influenced by various foreign sources. Among these influences, Latin, Scandinavian, and French have played pivotal roles. One particularly noteworthy impact occurred when the Normans swept into Britain in 1066, ushering in an era where French assumed a position of dominance as the language of the court, the church, and the nobility. Meanwhile, the remainder of the country continued to speak various forms of English.

Ager (2012) highlights that during this period of Norman French authority; English experienced a decline in its written usage and underwent significant transformations. Simultaneously, Norman French itself underwent changes as it assimilated elements of English, eventually evolving into Anglo-Norman. This latter emerged as the language of the English court, clergy, and the ruling elite, blurring the lines between French and English. It represented a distinct French dialect infused with notable Germanic influences. Historical records reveal linguistic classes divide, with the lower classes predominantly speaking English while the upper classes favored French.

In the 14th century, English once again gained ascendancy in Britain, albeit with a multitude of French words integrated into its vocabulary. This stage of the language is known as Middle English, signifying a significant linguistic fusion resulting from the historical interplay between French and English.

Chapter One: Teaching and Learning French and English as Foreign Languages

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

c1150	Earliest surviving manuscripts in Middle English	Middle English
1348	English replaces Latin as the language of instruction in most schools	
1362	English replaces French as the language of law, English is used in Parliament for the first time	
c1388	Chaucer starts writing <i>The Canterbury Tales</i>	
c1400	The great vowel shift begins	

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

Table 1.1 illustrates the linguistic changes brought about by the Normans in English, particularly through the use of written codices. Latin replaced Old English as the language of instruction, while French became the language of law and the written word, leading to the development of tales and the Great Vowel Shift, as discovered by Otto Jespersen. In the centuries following the Norman Conquest, French gained prominence as the language of power and influence, leaving a lasting impact on the English language. Despite this, English remained the primary means of communication for the majority of the population. Additionally, Gelderen (2014) provided a table in his "A History of the English Language" that details the percentage of English words with various origins:

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

Table 1.2 Percentage of English Word Origins (Gelderen (2014, p.5))

The presented data in Table 1.2 depicts the proportion of English words originating from various sources such as Old English, French, Latin, Germanic, and other languages. Notably, the French language constitutes the highest percentage, accounting for 45% of English words. This finding suggests a significant influence of French on the English language and a substantial overlap in their vocabulary.

1.2.2 French Language's Increasing Influence on English Language Usage

According to Lepage (2017), people cannot and do not wish to remove all English words borrowed from French, despite the fact that English is considered a Germanic language, with over 60% of its vocabulary consisting of French words. More than half of the English language is composed of “Latinate” words, which originated from Latin via French, after William the Conqueror brought it to England and combined it with the then-called Anglo-Saxon language. Some linguists have even referred to English as a “Creole” or mixed language, due to the abundance of French words in it. For instance, statistics on the rate of English-French bilingualism in Canada from 1961 to 2016 are provided as an example:

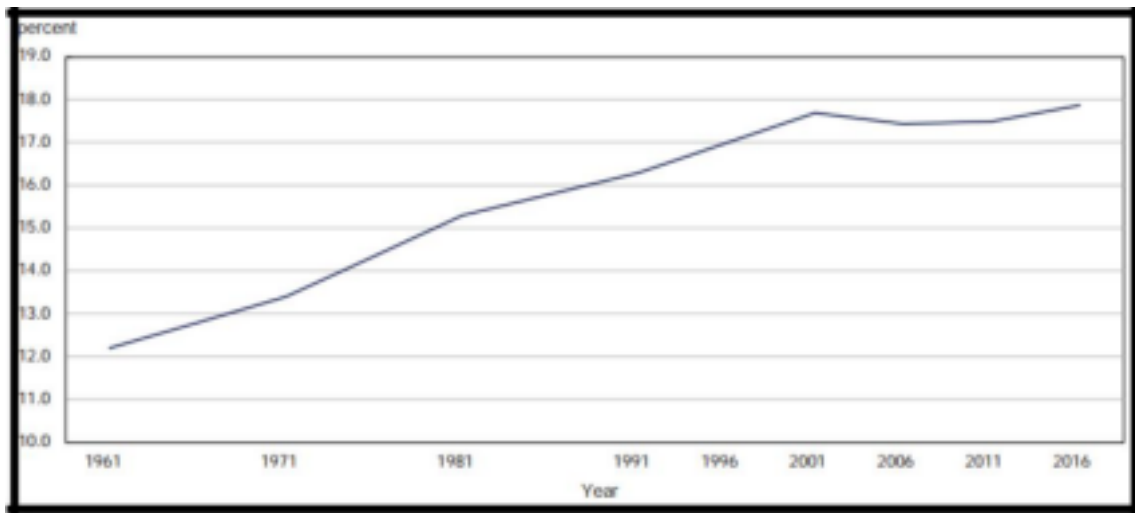


Figure 1.1 The Rate of English-French Bilingualism in Canada from 1961 to 2016.

Figure 1.1 displays the Census of Population, 2016 of Canada (2017), which illustrates the rate of English-French bilingualism in Canada from 1961 to 2016. It is revealed that between 2011 and 2016, the percentage of people who are bilingual in English and French increased from 17.5% to 17.9%, marking a 0.4 percentage point rise. This is the highest proportion of English-French bilingualism ever recorded in Canadian history.

1.3 Diversity of Languages in Algeria

Algeria is a country that boasts cultural and linguistic diversity, with several languages spoken throughout the region. While there are many different languages, Arabic and Tamazight (Berber) are the most commonly spoken and considered native. Tamazight includes various dialects such as Thamzabith, Thashelhith, and Thaterguith, which are languages of the north Algerian Sahara, as well as Chaouiya and others. French was initially the primary foreign language spoken in all Algerian towns, but now, according to Abid-

Houcine (2007), while French remains prevalent, English has gained significant popularity among Algerians.

1.3.1 French: First Foreign Language in Algeria

Algeria has a unique history that has made French the first foreign language in the country. Algeria was a French colony for over 130 years and during that time, the French language and culture became deeply embedded in Algerian society. After gaining independence in 1962, Algeria retained the French language as one of its official languages. This decision was based on the fact that French was widely spoken and understood throughout the country, and it played an essential role in business, government, and education.

Today, French remains an integral part of Algerian culture and society. It is considered the first foreign language as it is widely spoken and understood by millions of Algerians and it is taught in schools as a first foreign language. As a result, students are required to pass a French language exam in order to graduate. Furthermore, many universities in Algeria offer French language courses, and students are encouraged to study the language as it can open doors to employment opportunities in the government and private sectors.

Algeria holds a significant position as the second largest Francophone nation worldwide, boasting a substantial number of French speakers. This prominence of the French language can be attributed to its historical association with colonial power, eventually establishing itself as the "language of bureaucracy" in Algeria. Calvet (1974) further underscores this, stating that "among the old colonies, Algeria is statically the most francophone country" (p. 119).

From a linguistic standpoint, French holds the status of a second language (L2) in Algeria, while politically; it is regarded as the primary foreign language. Starting from primary school, its inclusion in the curriculum highlights its importance across diverse domains, including government, administration, medicine, politics, law, education, trade, and media. French fluency is not only valued for communication but also serves as a gateway to various opportunities within Algerian society. Proficiency in the language opens doors to governmental roles, administrative positions, medical practice, political engagements, legal affairs, educational pursuits, trade activities, and media involvement.

By embracing French as a crucial aspect of their linguistic and political landscape, Algerians have recognized its significance as a means of accessing knowledge, participating in societal

functions, and engaging with international networks. The pervasive presence of French in Algeria reflects the enduring impact of history, culture, and the evolving dynamics between language and power.

1.3.2 English: Second Foreign Language in Algeria

While French has traditionally held a strong presence in Algeria, recent studies indicate that English has been making notable headway in the country. This can be attributed to the international status of the English language and the improving relations between Algeria and the United States. As Berrabah (2007) states, starting from 2004, Algerian students were required to begin studying French from the second grade and English from the seventh grade.

Recognizing the global importance of English as a means of communication and its widespread usage worldwide, Algerian authorities introduced it as the second foreign language in the curriculum. English's rapid global spread, along with its adaptability to various linguistic variations, has positioned it as a potential successor to French in Algeria, as predicted by Berrabah (2005). This shift is further supported by the fact that English has become the most significant foreign language taught after French, according to Estliden (2017), who emphasizes its role as the primary language for extensive communication globally.

The power and influence of the English language are undeniably evident in Algeria. It has attained the status of a "language of wide communication" due to its worldwide dissemination. English's global prevalence has earned it the reputation of being the lingua franca of our time. Consequently, English has been integrated into the educational system, fostering cultural, scientific, economic, political, and technological exchanges. While French remains the first foreign language taught, English, due to its extensive reach, has become the second foreign language pursued by individuals seeking proficiency in a widely spoken language.

1.4 Approaches Used by Bilinguals

Several studies have been carried out to examine the effectiveness of using either the bilingual approach or the monolingual approach in teaching, however, the monolingual approach has been widely scrutinized by teachers as they deem it to be unfeasible in practice.

1.4.1 The Monolingual Approach

The term "monolingual" refers to individuals who are proficient in and use only one language. However, this approach has been criticized by many educators because it ignores the influence of students' native language and cultural background. Phillipson (1992, p.185) points out that the monolingual approach (MA) maintains that English should be taught exclusively in English as a foreign or second language, with no opportunity to incorporate learners' first language. In this approach, the target language is the only medium of instruction. Ekawati and Setyarini (2016) report that using English as the medium of instruction allows for more exposure to and acquisition of the language (p.2). Cook (2001) similarly argues that successful learning of L2 requires separating and distinguishing L1 and L2. MA encourages teachers and students to communicate in English in a formal setting to achieve better learning outcomes (Ekawati and Setyarini, 2016, p.2).

On the other hand, proponents of MA claim that translating between L1 and L2 can be dangerous, as it reinforces the belief that there are one-to-one equivalents between languages (ibid). Students may then rely on word-for-word translation as a useful technique, which could hinder their ability to transfer meaning in L2 or L3 learning. However, Schweers' (1999) study found that 88.7% of Spanish students studying English wanted to incorporate their L1 and previous knowledge in class. Lee's (2012) study did not examine teacher code-switching to learners' L1, but found that less than 20% of learners embraced MA entirely, and that L1 or previous knowledge cannot be completely left out of the learning process. The use of previous languages is still necessary for L learners. MA has likely contributed to negative attitudes among EFL students (ibid, p.3).

1.4.2 The Bilingual Approach

The term "bilingual" typically refers to an individual or group of people who have the ability to acquire and use more than one language. Hamers and Blanc (2000, p. 6) defined bilingualism as a psychological state where individuals have access to multiple linguistic codes for social communication. Some studies support the use of the native language, particularly for languages that share similarities, as it can benefit beginners in their target

language learning. Auerbach (1993) noted that using the native language consistently yields positive results. Haugen (1953, p.7) defined bilinguals as those who can produce meaningful utterances in both languages, rather than simply knowing a few words in another language.

Additionally, Cenoz (2013, p. 71) argued that bilinguals tend to be more experienced language learners and have developed learning strategies to a greater extent than monolinguals. According to Hinkel (2005, p.7), bilingual students use both languages to varying degrees, and teachers can use this approach to help students understand the meanings of specific words and dedicate more time to pattern practice. This method can be easily implemented by an average English teacher without complex preparation. (Santhosh and Meenakshi(2015), p. 41347).

1.4.2.1 Code Switching

The linguistic phenomenon of language contact has been scrutinized from various perspectives, including the occurrence of code switching, which is widely discussed and employed in linguistics from different fields. Code switching is utilized when members of certain communities communicate using more than one language. Bokamba (1989) posits that code switching highlights the use of language from one grammatical system to another by bilingual or multilingual speakers, but it requires a certain level of fluency in the subordinate language. Paradis, Genesee, & Crago, (2011, p. 88) define code switching as the use of elements from two languages in the same utterance or conversation.

When learners have difficulty expressing their ideas in the target language, they may use elements from their previous language to convey their message effectively. Although there is little consensus on the definition of code switching, it is widely accepted as a valid linguistic practice. However, fluency is crucial for successful code switching. Learners who lack fluency in both languages may exhibit a different phenomenon called inter-language.

Code switching can take many forms, from inserting a single word or phrase from one language into a sentence in another language, to alternating between two languages within a single conversation or utterance. Code switching can also vary in frequency, with some bilinguals code switching more frequently than others depending on their linguistic abilities, social context, and language attitudes.

Code switching can serve a variety of purposes, such as accommodating the listener's language preferences, emphasizing certain points, or conveying a specific cultural or

social meaning. Code switching can also reflect the speaker's identity and social affiliations, as well as their relationship with the listener or the context.

1.4.2.2 Translation

Translation is the process of rendering written or spoken communication from one language into another. It involves transferring the meaning of a text or utterance from one language (the source language) into another language (the target language), while maintaining the original meaning and intent of the communication. It can involve a wide range of texts and genres, from literary works and legal documents to technical manuals and scientific papers. Translators may work with a variety of tools and technologies to assist them in their work, such as computer-assisted translation software and dictionaries.

Translation is a complex and nuanced process that involves much more than simply replacing words in one language with their equivalents in another language. Translators must take into account the nuances of both languages, as well as cultural and social factors that may affect the meaning of the text. They must also consider the intended audience for the translation and adjust their language and style accordingly.

This approach plays an important role in many fields and industries, including international business, diplomacy, education, and literature. It allows for communication and exchange between people who speak different languages, and can help to facilitate cultural exchange and understanding.

1.4.2.3 Language Divide

The language separation approach involves using one language in certain contexts and the other language in different contexts, and avoiding mixing the two languages within a single conversation or utterance. This approach can help bilinguals to maintain clear boundaries between their two languages and to avoid confusion or misunderstandings.

Language separation can take many forms, such as using one language for work and the other language for socializing, or speaking one language at home and the other language outside the home. Language separation can help to preserve cultural and linguistic identities, and can also help bilinguals to develop strong language skills in both languages.

1.4.2.4 Language Dominance

Language dominance refers to the relative strength or proficiency of a bilingual speaker in each of their two languages. In many cases, bilinguals have a dominant language

and a non-dominant language, meaning that they are more proficient in one language than in the other.

Language dominance can be influenced by many factors, including the age at which a bilingual began learning each language, the amount of exposure they have had to each language, and the context in which they use each language. In some cases, a bilingual's language dominance may also shift over time, as they continue to develop their language skills or as their social and cultural context changes.

The concept of language dominance is important in bilingual research and assessment, as it can affect the way that bilinguals process and use language. For example, research has shown that bilinguals may experience more interference or competition between their two languages when they are more dominant in one language than in the other. Additionally, language dominance can affect a bilingual's ability to perform certain tasks in each language, such as reading comprehension or over production.

1.4.2.5 Inter-language

The term "Inter-language" was initially coined by Selinker (1972) from the word "inter-lingual," referring to the distinct linguistic system of second language learners. This system occupies a structural middle ground between the native language and the target language. Ellis (1997) defines Inter-language as the systematic development of a learner, representing the language that reflects their mental framework of second language (L2) knowledge. It encompasses the language produced by individuals engaged in the process of acquiring a new language, as noted by Ringbom (1987), Williams and Hammarberg (1998), and Cenoz (2001).

Third language acquisition (TLA) research suggests that prior L2 knowledge can significantly influence the acquisition of a new language. In the case of French being the L2 and English being the L3 in our country, the French language can have a positive or negative impact on the acquisition of English. The language produced through these processes differs from both the learner's mother tongue and the target language, often referred to as an "inter-language." It arises from the learner's inter-language system or approximative system (Richard and Richard Schmidt, 2002, p. 267). Inter-language, thus, encompasses various linguistic influences among language learners and was initially introduced by Nemser (1974) as "The Approximative System." Its manifestation may vary among learners due to factors

such as proficiency level, communication skills, learning abilities, and prior learning experiences.

Scholars view inter-language as a linguistic bridge constructed by English as Foreign Language (EFL) learners, utilizing their native language (L1) and/or previously acquired languages (L2) to learn the foreign language. It represents a dynamic linguistic system developed by all foreign language learners, but full fluency and competence may never be fully achieved.

1.4.2.6 Accommodation

The accommodation approach is a sociolinguistic approach to language use that emphasizes the importance of adjusting one's language to fit the social and cultural context in which communication is taking place. This approach recognizes that language is a dynamic and flexible system that is shaped by social factors, such as power dynamics, identity, and culture.

According to the accommodation approach, language users adjust their language use in order to fit the needs of their communication partner or the expectations of the situation. This adjustment can take various forms, such as using more or less formal language, adapting one's pronunciation or grammar, or using different words or expressions to convey meaning.

The accommodation approach emphasizes the importance of context in shaping language use. It recognizes that language is not a static system, but is constantly evolving and adapting to reflect the social and cultural norms of the speakers and their environment.

The accommodation approach has been implemented in a variety of contexts, such as education, business, and intercultural communication. In education, teachers may adjust their language use to better match the language proficiency level of their students, or to reflect the cultural and linguistic diversity of the classroom. In business, professionals may adjust their language use to fit the expectations of their clients or colleagues from different cultural backgrounds. In intercultural communication, speakers may adjust their language use to facilitate mutual understanding and respect between individuals from different linguistic or cultural backgrounds.

Overall, bilingual approaches are diverse and depend on the individual preferences, abilities, and context of the bilingual speaker. By employing these approaches, bilinguals can enhance their communicative abilities and better express themselves in both languages.

1.5 The Use of French Language in English Classes

The topic of whether to use a learner's first language in teaching English as a foreign language is a matter of debate. However, utilizing another foreign language that shares several similarities with the learner's first language could be advantageous. The use of French language in English classes may depend on the specific context and goals of the class. In some cases, the use of French may be helpful in facilitating the learning of English, while in other cases it may be discouraged or limited.

One possible reason for using French in an English class is to help students who are bilingual in French and English to better understand and learn English. This may involve using French to explain English grammar or vocabulary, or to provide translations of English texts. The use of French in this context may help students to make connections between the two languages and to better understand the underlying structures and concepts of English. According to Cook (2001), many teachers believed that applying an "English only" or L2 rule would enhance their students' learning experience (p. 405). The L2 could be an effective tool in achieving the objective of learning L3. In Lewis's (2009) research, various methods and approaches were examined concerning the use of L2 in learning L3 in the classroom, including the use of translation and avoiding the monolingual approach (p. 216).

1.6 Teacher's Rational for Using French in English Classes

When it comes to language learning, it is crucial to consider the learners' level, age, background, and the teachers' perspectives in language instruction. Strictly adhering to the use of the target language in English as a Foreign Language (EFL) classroom without acknowledging the learners' backgrounds can lead to feelings of pressure, confusion, and disengagement among students. It may even hinder the progress of those who are eager to learn and utilize the language effectively. Thus, it becomes essential to recognize the benefits of incorporating second language acquisition in foreign language learning.

The decision to use the learners' first language (L1) or second language (L2) while teaching the third language (L3) varies depending on factors such as students' language proficiency levels and the institutional curriculum. Generally, more allowance for L1/L2 use is observed at lower proficiency levels, with a gradual reduction as learners progress to higher proficiency levels (Pablo, Zenil, Crawford, and Goodwin, 2011).

Teachers often employ the L2 language as a teaching tool in the L3 classroom. It serves as a means to explain instructions, grammar concepts, unfamiliar vocabulary, and

expressions. Additionally, L2 may be utilized to establish rapport with students, typically at the beginning or end of a class. This implies that both teachers and learners perceive the use of L2 as a versatile tool that can be applied for various purposes at different times within the foreign language classroom.

By strategically incorporating L1/L2 in L3 instruction, teachers can effectively support comprehension, foster student engagement, and facilitate language acquisition. This approach acknowledges the diverse needs and preferences of learners while maintaining a balance between language immersion and comprehension. Ultimately, the use of L1/L2 in the language learning process can enhance students' overall language development and create a more inclusive and dynamic learning environment.

1.7 Teacher's and Learner's Attitude towards Using the French Language in English Classes

Some teachers and learners believe that interacting with native speakers of the target language is more valuable than conversing with other L2 speakers (Lindsay and Knight, 2006, p. 23). Similarly, some learners have discovered that they achieve better results in mastering the target language by immersing themselves in the environment where the language is spoken and engaging directly with native speakers. They find this approach more effective than learning from a non-native speaker or attempting to imitate another similar language.

Danchev (1982) supports this notion by asserting that learners naturally and unconsciously try to associate a structure or word in the target language with its closest equivalent in their previous language (p. 55). This quote highlights how learners instinctively draw parallels between the target language (e.g., English) and the language that is most closely related to it (e.g., French).

Harbord (1992) claims that many teachers initially attempt to use only the target language in the classroom. However, they often encounter students' confusion and resistance, prompting them to revert to the learners' previous language (p. 350). Furthermore, previous research has explored how teachers incorporate L1/L2 in the acquisition of L3. Edstrom (2006) references the work of Polio and Duff (1994) and identifies various categories, including the use of L1/L2 for classroom vocabulary, grammar instruction, classroom management, empathy/solidarity, English practice, translation of unknown vocabulary, comprehension difficulties, and the interactive effect wherein students' use of L1/L2 prompts instructors to use it in L3 (Edstrom, 2006, p. 278).

Moreover, leveraging learners' prior knowledge (French) when acquiring the target language (English) helps them feel more at ease and confident in the classroom setting. This utilization of familiar linguistic elements creates a relaxed and supportive learning environment, enabling learners to make connections and enhance their language proficiency.

1.8 Frequency of French Usage in English Language Classes

According to Pablo et al (2011), teachers take into consideration their students' language level when deciding how much L2 to use in the L3 classroom. The teachers' preference for using L2 in the classroom varied depending on the students' language proficiency, with more acceptance of L2 use at lower levels and less use of L2 at higher levels. Teachers are aware of the potential benefits of using L2 for some students, but they also recognize that overuse of L2 may create a dependency on it and hinder progress in L3. Therefore, teachers should use L2 in L3 under specific circumstances and conditions.

1.9 Conclusion:

The utilization of one language to acquire another has long been a subject of extensive deliberation within the realm of EFL instruction. This chapter delves into the multifaceted nature of language learning approaches, with a particular emphasis on the interconnectedness between French and English languages. Furthermore, it explores the advantages of incorporating education in the learning process, along with the impact of the French language within English classes. A comprehensive examination of inter-language is also provided, offering a nuanced understanding of its implications. Additionally, this chapter presents the perspectives and attitudes of both teachers and learners concerning the integration of French in English classes, serving to ascertain whether its usage proves beneficial or poses a potential obstacle to mastering the English language.

Chapter Two

Sample Teaching Materials

CHAPTER TWO

Sample Teaching Materials

2.1 Introduction

2.2 Definition of Vocabulary

2.3 Vocabulary Types

2.3.1 Active Vocabulary

2.3.2 Passive Vocabulary

2.4 English-French Vocabulary

2.5 Comparing and Contrasting French and English Vocabulary: Examining Differences and Similarities

2.6 Bilingual Vocabulary and Grammar that can be Used for Both French and English

2.7 Conclusion

2.1. Introduction

This chapter deals with the way the French and the English language have so much in common in the matter of vocabulary and grammar, and can even be taught simultaneously to students or learners in the same lesson or session, as well as can be also taught separately. In Algeria, French is the first foreign language taught, and learning it can aid in developing proficiency in English. This is due to the many linguistic similarities between French and English, as well as the fact that French has a significant influence on the English language. By transferring their knowledge of French to English, learners can enrich their vocabulary and show a remarkable progress in their mastery of English.

2.2. Definition of Vocabulary

Vocabulary encompasses a collection of familiar words an individual utilizes in their language, which expands and transforms as they grow older. It serves as a crucial tool for effective communication and the acquisition of knowledge. Tankersley (2003) highlights that vocabulary encompasses both the meaning and pronunciation of words employed in communication, and its extent is determined by the number of words actively used for listening, speaking, reading, and writing. Furthermore, River (1968) defines vocabulary as a component of language that continually develops and evolves as long as an individual maintains contact with a language, regardless of whether it is their first, second, or third language. Consequently, the term "vocabulary" is frequently interchanged with "lexis," a technical concept employed in linguistic studies to differentiate between syntactic words, lexical items, and phonological words (Coulson and Federmeier, 2015).

2.3 Vocabulary Types

In terms of its usage, vocabulary can be classified into two primary categories: active vocabulary and passive vocabulary. Active vocabulary refers to words that individuals frequently use when speaking or writing and can easily recall from memory. On the other hand, passive vocabulary consists of words that individuals understand the meaning of but may not use regularly in communication. These words are typically encountered while reading or listening to others and may require additional effort to remember and use in conversation or writing. Eliss and Tomlinson (1980) provide a description of these vocabulary types.

2.3.1 Active Vocabulary

Active vocabulary covers the language items that a learner can recall and use in speech or writing, and it can be further divided into general and academic words. These words, also

known as expressive vocabulary, are the ones individuals employ in their communication (McShane, 2005). Nurgun (2010) supports this notion, stating that a learner's active vocabulary comprises all the lexical items they can accurately use in their spoken and written language. In essence, active vocabulary refers to the words individuals are familiar with and regularly use in their daily lives. It includes words and phrases that learners not only comprehend but also remember and confidently utilize (Kamil and Hiebert, 2005).

2.3.2. Passive Vocabulary

Passive vocabulary, also referred to as receptive vocabulary, pertains to words that individuals can understand when spoken or read. As highlighted by Nurgun (2010), a learner's passive vocabulary encompasses the complete set of lexical items they can correctly comprehend. Developing a strong passive vocabulary is crucial as it establishes a foundation for understanding, enabling learners to read and comprehend books that are not specifically written for ESL learners. To achieve this, teachers should introduce new words in a meaningful way that facilitates comprehension and retention upon subsequent encounters (Ghonsooly and Loghmani, 2012). Therefore, it is advisable to place emphasis on receptive vocabulary during vocabulary instruction. According to Coady and Hayunes (1993), English learners should have knowledge of at least 10,000 words in their receptive vocabulary to comprehend most written English texts during the initial stages of learning.

2.4. English-French Vocabulary

Vocabulary in both French and English refer to the entire set of words, both common and specialized, that are used to communicate and express ideas in the language. In both languages it encompasses nouns, verbs, adjectives, adverbs, and other word forms that enable effective expression and comprehension. The French and English vocabulary is based on the same Latin alphabet. It is diverse and constantly evolving, influenced by factors such as culture, technology, and globalization. Vocabulary in the English and French language can be both categorized into various domains such as: Academic vocabulary, Technical vocabulary, medical vocabulary, slang vocabulary etc. These examples represent only a small fraction of the extensive English and French vocabulary available for different contexts and purposes.

2.5 Comparing and Contrasting French and English Vocabulary: Examining Differences and Similarities

French and English, being two distinct languages, exhibit both differences and similarities in their vocabularies. Examining and comparing these language systems can provide insights into their origins, influences, and linguistic characteristics.

One notable difference between French and English vocabulary lies in their origins.

In terms of similarities, both French and English share a considerable amount of vocabulary due to historical connections. This is primarily due to the Norman Conquest of England in 1066, during which French heavily influenced the English language. As a result, many English words have French origins, particularly in domains related to law, government, art, and cuisine. Examples include "justice," "government," "art," and "restaurant."

Grammatical structures also contribute to the divergence between French and English vocabulary. English tends to rely on auxiliary verbs and word order to convey meaning, while French often employs conjugation and inflection to indicate tense, mood, and gender. Consequently, certain words may have different forms and endings in the two languages.

2.6 Bilingual Vocabulary and Grammar that can be Used in Both French and English

Bilingualism refers to the ability to proficiently speak and understand two languages, as it is a valuable skill that opens doors to diverse opportunities and cultural experiences. When it comes to bilingualism in French and English, there are fascinating intersections between the vocabularies and grammatical structures of these two languages. This creates a unique linguistic landscape where certain words and grammatical constructs can be used interchangeably in both French and English.

In this exploration of bilingual vocabulary and grammar, we will delve into the shared elements between French and English, examining how these similarities contribute to the ease of learning and communication for individuals who are fluent in both languages. We will also uncover the factors that have influenced the overlap between the vocabularies and grammatical rules of French and English.

By understanding the bilingual vocabulary and grammar that can be used in both French and English, we gain insights into the linguistic connections that exist between these languages. This knowledge not only enhances our language skills but also deepens our appreciation for the cultural and historical ties between French-speaking and English-speaking communities.

When speaking of vocabulary and grammar, these two languages possess many similarities to the fact that both can be put in a single grammar and vocabulary lecture. They share various grammatical and lexical elements that can be examined side by side. In a comprehensive lecture on grammar and vocabulary, it is fascinating to explore the intertwining nature of both French and English. This exploration not only facilitates a deeper understanding of both languages but also highlights the interconnectedness of linguistic systems. Back in the days, English educational books in Algeria used to put both languages and mix between the two in a one grammatical or vocabulary exercise. *L'anglais par l'action* written by P.M Richard & Wendy Hall is a great example of how much it is possible to combine and teach both French and English simultaneously.

L'anglais par l'action by P.M Richard & Wendy Hall is a notable book that showcases the ease of teaching and combining both French and English within a single learning resource. The book adopts an innovative approach to language instruction, emphasizing the importance of active participation and practical application.

Example: From book *L'anglais par l'action* by P.M Richard & Wendy Hall: Classe de 4eme page 113.

In this exercise, a passage was given entitled “The Crow and the Pitcher” and learners were asked to translate it into English. The aim of this exercise vocabulary was for learners to notice the similarities that both languages hold, and grammatically was to explore the idiomatic uses of “to be”.

The passage:

- Le Corbeau était en colère parce qu’il avait faim et soif.
- Il avait mal au cœur parce qu’il avait chaud.
- Il eut de la chance de trouver une cruche à demi pleine d’eau.
- Le Corbeau eut-il raison d’être patient et ingénieux ?
- Oui, il aurait eu tort d’avoir honte de sa faiblesse physique.

- Il n'avait qu'un pied de haut et que six mois d'âge, mais il était déjà très intelligent.

The main aim of this exercise was for learners to adapt to both languages, learn the French and English vocabulary and be able to translate from one language to another with understanding and differentiating of vocabularies and pronunciation. There are many examples of bilingual vocabulary and grammar concepts that can be used for both English and French. By teaching these concepts in bilingual context, students can improve their language skills in both languages simultaneously. Taking the example of nouns in Both French and English can be masculine, feminine or neutral. Verb conjugation is also another example as both French and English use verb conjugation to indicate tense, mood, and person. For example, in the present tense, "je parle" means "I speak" in French. Common vocabulary is the best example to describe the similarities of both languages. There are many words in English and French that are similar or identical in meaning such as "table", "restaurant", "telephone", and "piano."

Taking for example a grammatical lecture from the same book, "*L'anglais par l'action* by P.M Richard & Wendy Hall": Classe de 4eme, page 181:

La forme progressive: indique qu'une action est en train de se faire. Elle exprime également me maintiend'une attitude:

1- **I was working** when you knocked at the door. **I was sitting** near the fire.

2- Les verbs **to see, to hear, to like, to understand** etc... ne se mettent pas à la forme passive.

Temps	Forme simple	Forme progressive
Présent	I work He works They work	I am working He is working They are working
Prétérit	I worked They worked	I was working They were working
Futur	I shall work They will work	I shall be working They will be working
Conditionnel	I should work They would work	I should be working They would be working
Passé Compose (Present Perfect)	I have worked He has worked They have worked	I have been working He has been working They have been working
Plus-Que-Parfait (Pluperfect)	I had worked They had worked	I had been working They had been working
FuturAntérieur	I shall have worked They will have worked	I shall have been working They will have been working
Conditionnel Passé	I should have worked They would have worked	I should have been working They would have been working

Table 2.1 The Simple Form and the Progressive Form, from the book “*L’anglais par l’action* by P.M Richard & Wendy Hall”: Classe de 4eme, page 181.

As the previous table shows, the book’s structure and content are designed to promote a seamless blend of both languages. It carefully introduces vocabulary, grammar, concepts, and idiomatic expressions in a way that takes advantages of the similarities and differences between French and English but in this case mostly similarities. This approach enables learners to build upon their existing knowledge of French while acquiring new skills in English. The contents of this book expose students to a broader understanding of the languages and their respective cultures. Therefore, it serves a valuable resource for individuals seeking an effective and integrated approach to learning both French and English as it showed and proved how easing and possible it is to learn the vocabulary and grammar of both languages simultaneously. English words were used in French exercises; this showed the beauty in using both languages and how it facilitates the learning process.

2.7. Conclusion

This chapter illustratively highlights the significant overlap between French and English vocabulary and grammar, emphasizing how both languages can be taught in relation to each other separately and simultaneously. The linguistic similarities between French and

English, as well as the influence of French on the English language, create a favorable environment for bilingual education. The exploration of shared vocabulary, grammatical structures, idiomatic expressions, and cultural contexts enhances language proficiency and cross-linguistic awareness. The book "*L'anglais par l'action*" by P.M Richard & Wendy Hall serves as an exemplary resource that seamlessly combines both languages, demonstrating the ease and effectiveness of teaching and learning vocabulary and grammar in a bilingual context. By embracing the interconnectedness of French and English, learners can enrich their language skills and deepen their appreciation for the linguistic and cultural ties between the two languages.

Chapter Three

Data Analysis

CHAPTER THREE

Data Analysis

3.1 Introduction

3.2 Population /Sample

3.3 Research Method

3.4 Data Collection Tools

3.4.1 Questionnaire

3.4.1.1 Aims

3.4.1.2 Description of Students' Questionnaire

3.4.1.3 Description of Teachers' Questionnaire

3.4.2 Interview

3.4.2.1 Description of Teachers' Interview

3.5 Analysis of Students' Questionnaire

3.6 Analysis of Teachers' Questionnaire

3.7 Analysis of Teachers' Interview

3.8 Discussion

3.9 Conclusion

3.1. Introduction

In this chapter, we aim to present a comprehensive analysis of the findings derived from questionnaires administered to 4th level middle school students at the Middle School of Grin Youcef Remchi (Tlemcen). Additionally, questionnaires were distributed to a select group of English division teachers as well as interviews were held for teachers only. The primary objective of this study was to investigate the impact of French on the vocabulary acquisition of English foreign learners. Through the examination of these data, we also aim to assess the potential benefits of incorporating French within English language instruction. By delving into these questionnaires, we gain valuable insights into the relationship between the two languages and the implications for language learning.

3.2. Population Sample

For the purpose of data collection, two distinct samples were utilized. The first sample consisted of 75 4th level secondary students at the Middle School of Grin Youcef Remchi, (Tlemcen) which were selected out of 110 4th level students. These participants belonged to three different classrooms but only two were selected for the sake of this research.

Furthermore, the teacher sample for the current study comprised five individuals from the English Section, possessing teaching experience ranging from 4 to 25 years. All five teachers participated in the questionnaire survey, and only 3 in the interview process.

3.3. Research Method

To ensure the acquisition of necessary data, the researcher chose to employ the descriptive/exploratory method, which aligns with the qualitative nature of this study. According to Given (2008), qualitative approaches are commonly employed to investigate novel phenomena and capture individuals' perspectives, emotions, and interpretations of meaning and processes (p.14). Qualitative methods play a central role in research conducted across various disciplines, including education, information studies, and other related fields.

3.4. Data Collection Tools

As previously stated, the data for the current study was gathered through the utilization of two primary methods of data collection: the administration of two questionnaires and the conduct of an interview, which will be further elaborated upon in subsequent sections.

3.4.1. Aims

The primary objective in employing questionnaires for both teachers and students is to gain insight into their perspectives regarding the advantages of incorporating French in English as a Foreign Language (EFL) classes. Questionnaires are deemed suitable for this type of inquiry due to their suitability and effectiveness in such investigations.

3.4.2. Description of Students' Questionnaire

In the current study, the questionnaire administered to the students consisted of a total of 16 questions, encompassing various formats such as closed-ended, open-ended, and multiple choice. These questions were divided into two distinct sections to gather comprehensive information. Section One (Q1-Q5) aimed to gather general background information about the students, including their educational background, motivation for studying English, years of learning, proficiency level, and current language ability. On the other hand, Section Two (Q6-Q16) specifically focused on exploring the learners' attitudes towards the utilization of French in EFL classes. It aimed to identify the factors that led them to employ their prior knowledge of French while learning English, thereby determining the potential impact of incorporating French on the learning process. Furthermore, this section sought to investigate whether learners could effectively rely on their proficiency in French when acquiring a second language, and assess the overall influence of the French language on their English language learning journey.

3.4.3. Description of Teachers' Questionnaire

In the case of the teachers' questionnaire, a total of 13 questions were included, covering different question formats such as closed-ended, open-ended, and multiple-choice. These questions were divided into two distinct sections to gather comprehensive insights. Section One (Q1-Q3) aimed to gather general background information about the participating teachers, providing a contextual understanding of their professional background and teaching experience. On the other hand, Section Two (Q4-Q13) specifically focused on eliciting the teachers' beliefs and perspectives regarding the incorporation of French in EFL classes. This section aimed to explore the teachers' viewpoints on when and how the French language could be effectively integrated within the English language learning environment, shedding light on the potential scenarios and contexts where its inclusion would be beneficial.

3.5.1. Interviews

3.5.1.1. Description of Teachers' Interview

Following the completion of the data collection process involving the teachers' and students' questionnaires, a semi-structured interview was conducted with three English teachers from the middle school of Grin Youcef. During the interview, a set of five carefully designed questions were posed to explore specific aspects related to the potential utilization of prior knowledge in French as a facilitating tool for learning the English language. The primary objective of the interview was to gather additional information and in-depth perspectives regarding this topic, enhancing the overall understanding of the research inquiry. Additionally, the interview served as a valuable complementary method to further enrich the insights obtained from the presented study.

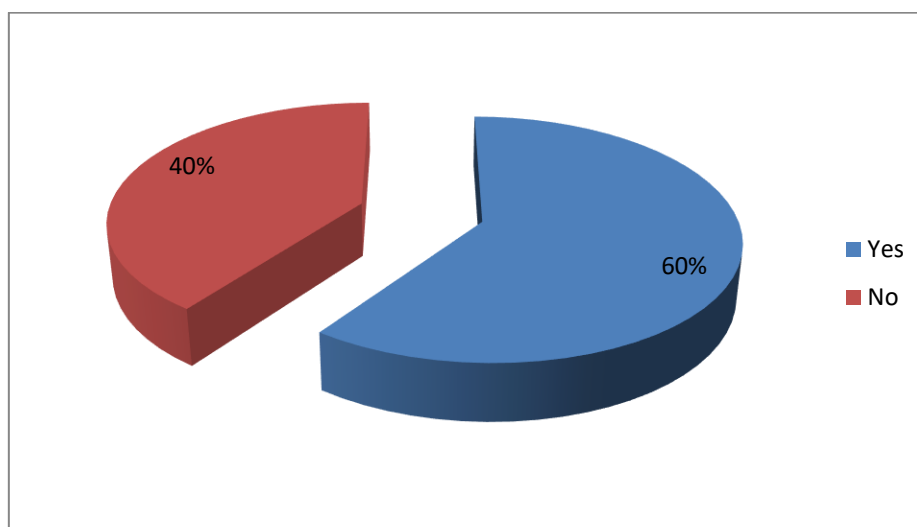
3.5. Analysis of Students' Questionnaire

Section One: Background Information

Q1: Do you enjoy studying English?

Options	Number	Percentage
Yes	45	60%
No	30	40%
Total	75	100%

Table 3.1: Do they Enjoy Studying English or Not?



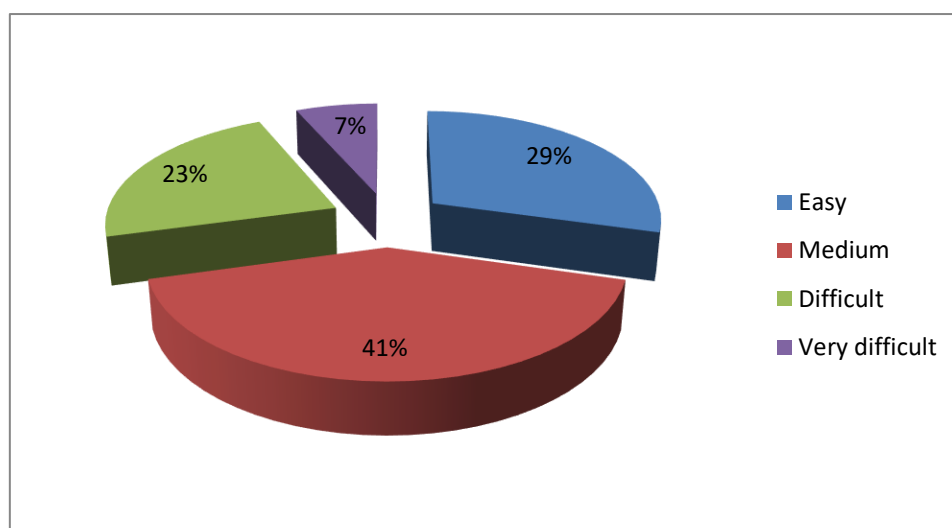
Graph 3.1: Do they Enjoy Studying English or Not?

Table 3.1 shows that more than half of the students enjoy studying English (60%), whereas less than half do not enjoy studying English (40%). This is due to the lack of use of the English language outside of the institution; they are more likely to use French when speaking outside of school. They find learning English less fun as they do not really need to learn it due to the lack of use.

Q02: How difficult is studying English for you?

Options	Number	Percentage
Easy	22	29,3%
Medium	31	41,3%
Difficult	17	22,6%
Verydifficult	05	6,6%

Table 3.2: Difficulty of English



Graph 3.2: Difficulty of English

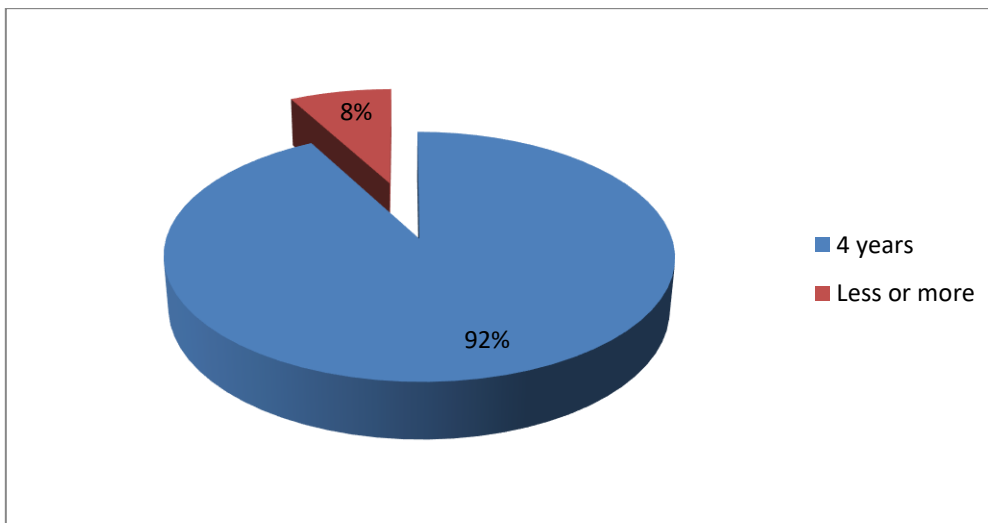
Table 3.2 shows that most students see that the difficulty of studying English is medium with a total percentage of (41%). While less than (30%) of students find learning English easy as it appears to them extremely similar to the French language (vocabulary, alphabets, rules) etc, On the other hand, less students picked “difficult” and “very difficult” with a percentage of (23%) and (6%).

Q03: How long have you been studying English?

Options	Number	Percentage
4 years	69	92%

Less or more	06	08%
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Table 3.3:Number of Years Studying English



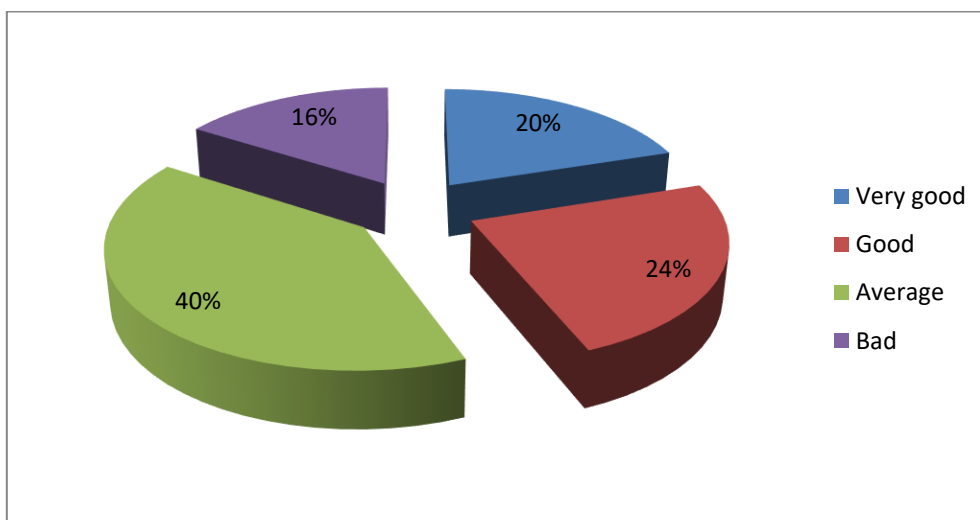
Graph 3.3: Number of Years Studying English

In the third question, students were asked to mention how many years they have been studying English, majority of students (92%) answered four years as they are all in the fourth grade, while six students said more than four years for the reason that they repeated a year or two.

Q04: How do you assess your level in English?

Options	Number	Percentage
Very good	15	20%
Good	18	24%
Average	30	40%
Bad	12	16%

Table 3.4: Students' Level of English



Graph 3.4: Students' Level of English

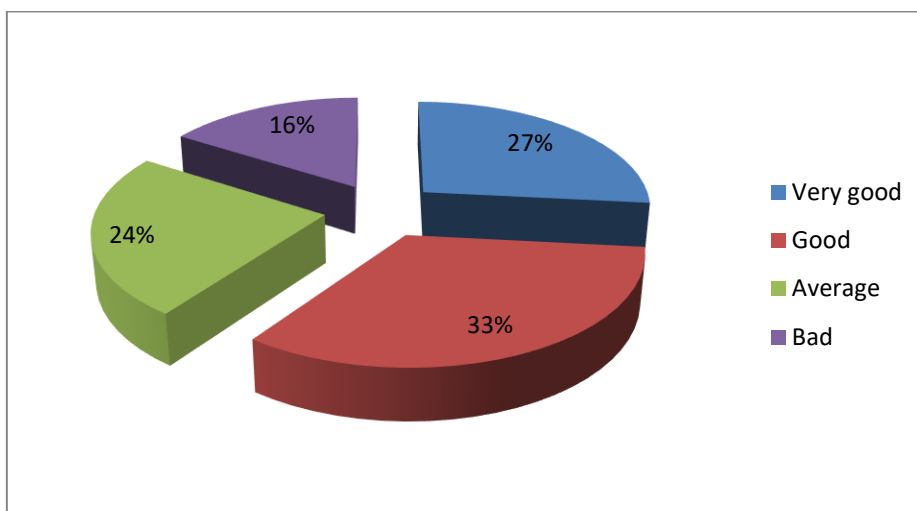
Students in this question showed a variety of levels in English as the biggest number of students sees their level of English as average with (40%). Where (16%) of students think that they do not master the language at all and chose “bad” for an answer. The rest of students picked from good to very good with a percentage of (24%) and (20%).

Section Two: Learners' Attitudes toward French Prior Knowledge

Q05: How do you consider your level at French?

Options	Number	Percentage
Very good	20	26,6%
Good	25	33,3%
Average	18	24%
Bad	12	16%

Table 3.5: Students' Level of French



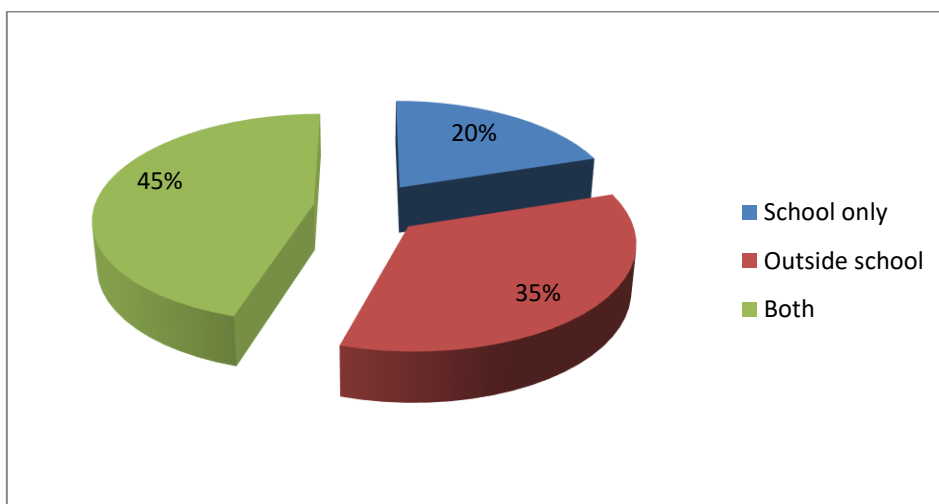
Graph 3.5: Students' Level of French

In this question, it shows that students see that their level of French is slightly better than that one in English. Majority of students replied with “good” with a total percentage of(33%), and the second most selected answer was “very good” while (27%) of students picked that answer. French level of students seems to be less weak than their level in English, but slightly. This is due to several reasons such as the higher use of French by all Algerians on a daily basis.

Q06: In your opinion, your knowledge in French has been learnt in

Options	Number	Percentage
Schoolonly	15	20%
Otsideschool	26	34,6%
Both	34	45,3%

Table 3.6: Students' Method of Learning French



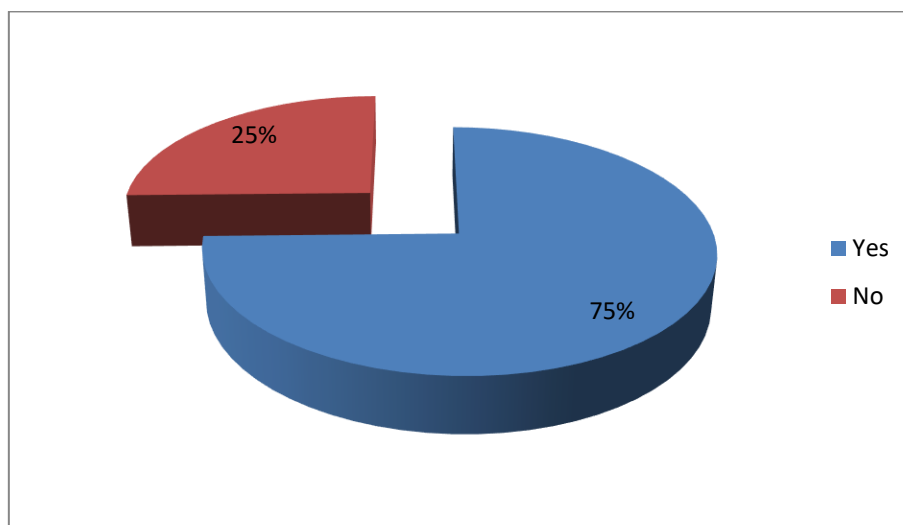
Graph3.6: Students’ Method of Learning French

It is shown in **Table 3.6** that most students see their French language knowledge is acquired from both outside and inside school. While (34,6%) of students think that it only comes from outside of school, This is a result of the French colonization that lasted 132 years and an obvious result of that is the large population that speaks the French language.

Q07:Do you think that French may help you to express your ideas in English?

Options	Number	Percentage
Yes	56	74,6%
No	19	25,3%

Table 3.7: Students’ Attitudes towards Using French in Expressing English Ideas



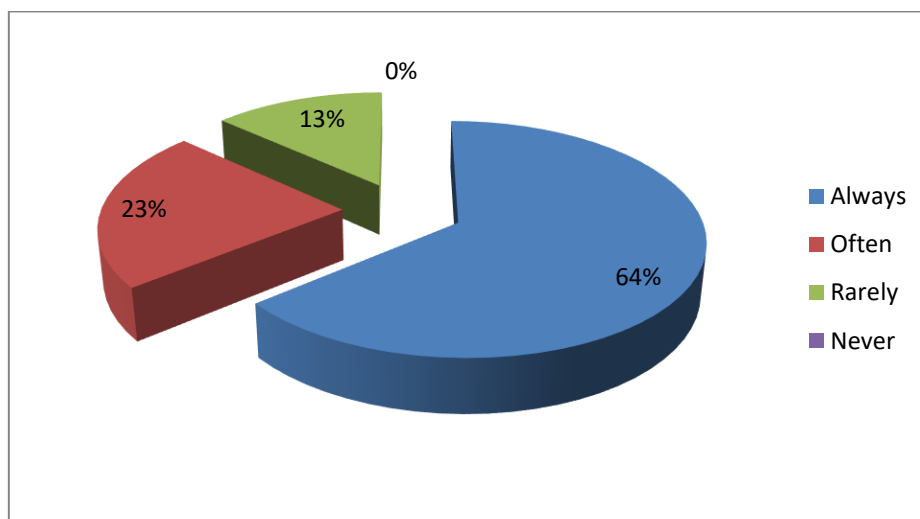
Graph 3.7: Students’ Attitudes towards Using French in Expressing English Ideas

Table 3.7 shows students’ attitudes towards using French in Expressing English ideas,(74,6%) of students agree with using French in situations when they feel in need to use French vocabulary. This happens when they want to say an expression in English in a particular situation and they are only familiar with it in French.

Q08:How often does your English teacher uses French Vocabulary during classes?

Options	Number	Percentage
Always	48	64%
Often	17	22,6%
Rarely	10	13,3%
Never	00	0%

Table 3.8:Use of French Vocabulary by English Teachers



Graph 3.8:Use of French Vocabulary by English Teachers

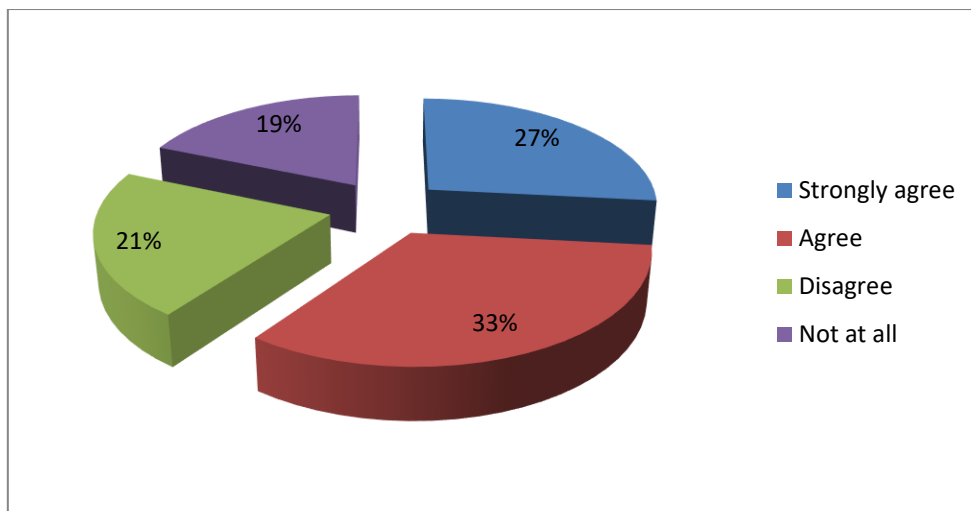
In **Table 3.8**, (64%) of students said that their English teacher always uses French vocabulary during English lectures, whereas (23%) said often, (13%) said rarely and (0%) said never. This is because most students do not understand 100% of English vocabulary when the teacher is explaining a lecture or talking in general, they say when the teacher uses French vocabulary; when needed, it helps students understand the full meaning of what the teacher is saying as well as it helps teachers to better explain and communicate with students.

Q9: Do you think that French is similar to English?

Options	Number	Percentage
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Strongly agree	20	26,6%
Agree	25	33,3%
Disagree	16	21,3%
Not at all	14	18,6%

Table 3.9:Students’ Attitudes towards the Similarity of French and English



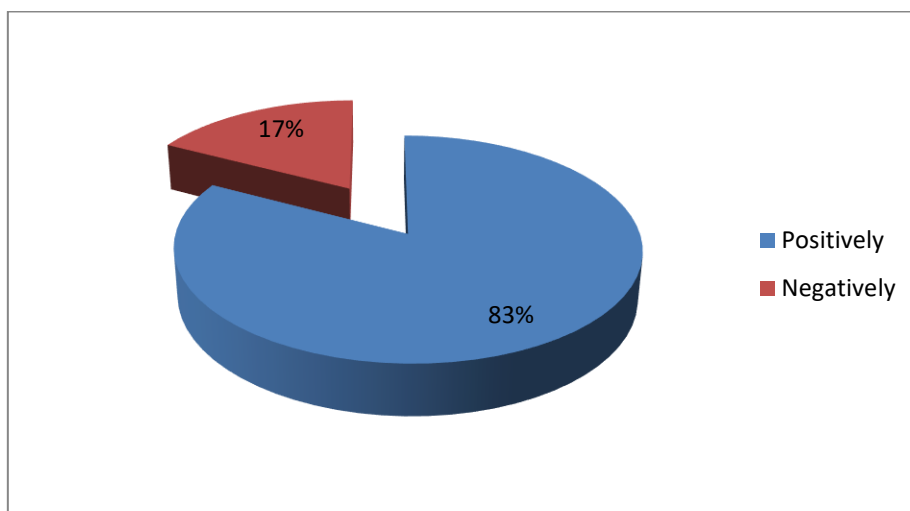
Graph 3.9:Students’ Attitudes towards the Similarity of French and English

Table 3.9 presents students’ opinion on if they think French is similar to English or not, over half of them agree; (27%) strongly agree and (33%) agree on thinking that the French vocabulary is much similar to that one of English. They think that both languages differ only in few things like pronunciation. (21%) of students’ disagree, they view the two languages extremely different and are completely different from each other.

Q10: In your opinion the prior knowledge of French can effect in learning English?

Options	Number	Percentage
Positively	62	82,6%
Negatively	13	17,3%

Table 3.10: Students’ Attitudes towards the Effect of French on English



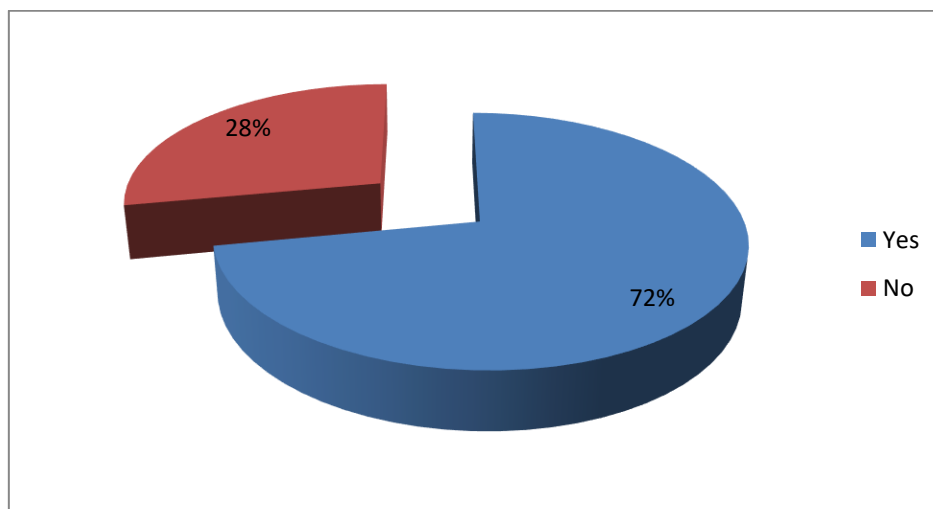
Graph 3.10: Students’ Attitudes towards the Effect of French on English

In **Table 3.10** where students were asked about the French language effect on the English language, the table revealed that majority of students (83%) agrees that French language positively effect on the English language. On the other hand, few students disagrees and think that French effects negatively on English.

Q11: Do you think that, your French knowledge could help you to enrich your English vocabulary?

Options	Number	Percentage
Yes	54	72%
No	21	28%

Table 3.11: Students’ Perception towards the Role of French in Learning English



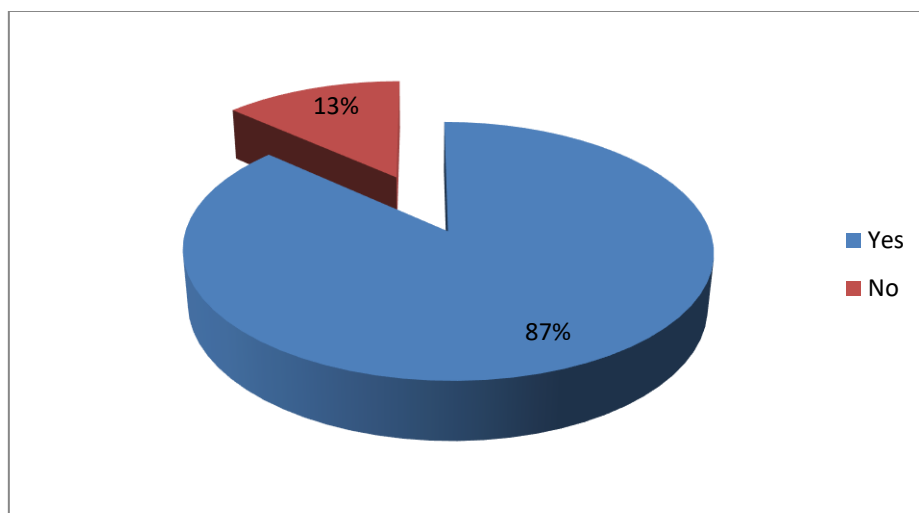
Graph 3.11: Students’ Perception towards the Role of French in Learning English

Table 3.11 indicates that (72%) of students agrees on the fact that French knowledge can help them enrich their English vocabulary. Through imitation and the correspondence between the two languages, acquiring more vocabulary will be easier. As a result, French makes students more flexible through understanding when the teacher is explaining something as well as explaining difficult concepts and ideas. On the other hand, (28%) of students disagreed and think that there are other efficient possibilities in enhancing their English vocabulary than the French language knowledge.

Q12: Do you understand when the teacher speaks English the French way?

Options	Number	Percentage
Yes	65	86,6%
No	10	13,3%

Table 3.12:Students’ Attitudes towardsTeacher Pronouncing English Words the French way



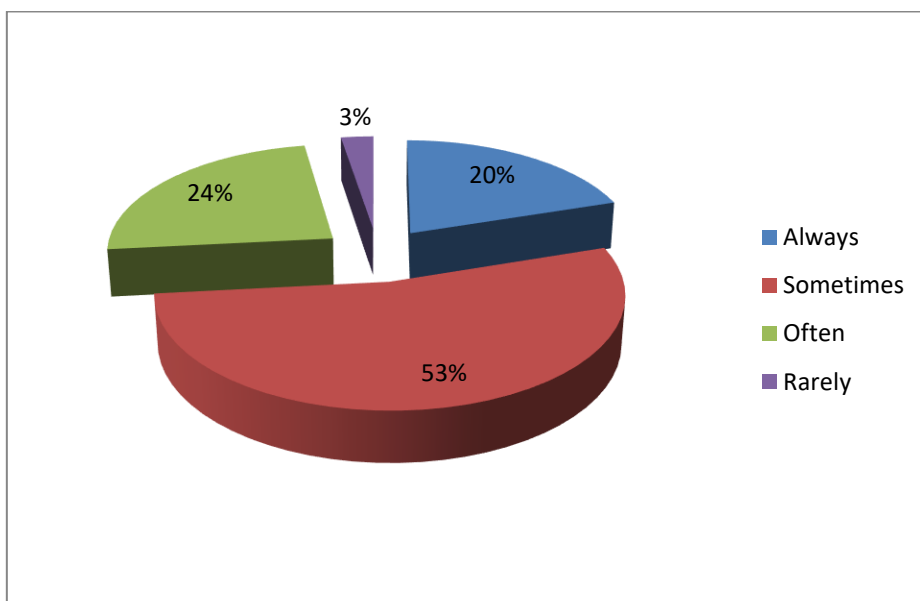
Graph 3.12:Students’ Attitudes towardsTeacher Pronouncing English Words the French Way

As shown in **Table 3.12**, most students (87%) understand when their teacher speaks English with French manners because most English words are similar to French vocabulary and some English words are from French origin, and they only differ in pronunciation or spelling. However (13%) of students disagree and for them they prefer to listen again and take their time to understand.

Q 13: How often do you understand English items through French imitation?

Options	Number	Percentage
Always	15	20%
Sometimes	40	53,3%
Often	18	24%
Rarely	02	2,6%

Table 3.13:How Often Students’ Imitate English Items with French?



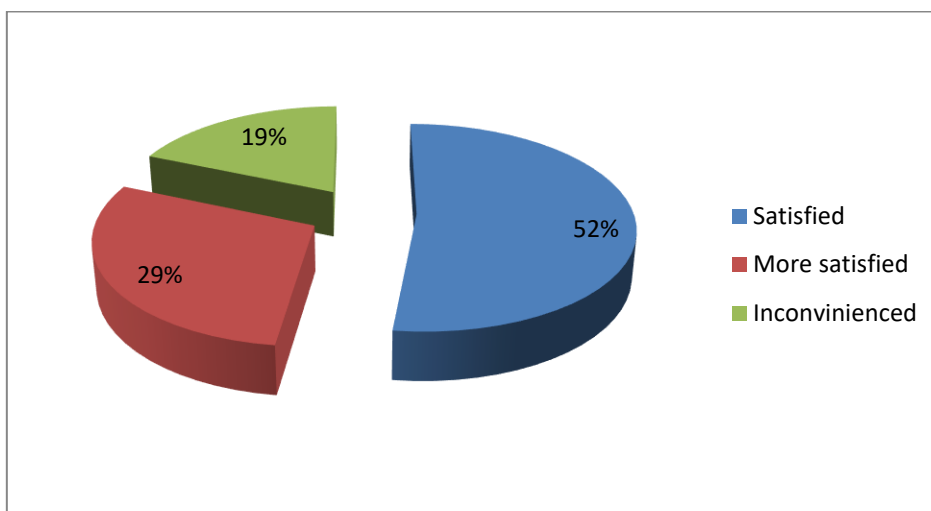
Graph3.13:How Often Students’ Imitate English Items with French?

According to the findings presented in **Table 3.13**, an overwhelming majority of participants combined together (93%) tend to mimic English words using French in various situations, particularly when they encounter challenging vocabulary or concepts. They have observed a striking resemblance between the two languages, leading them to believe that imitation serves as the most effective approach. Conversely, a mere minority of participants (3%) expressed disagreement with this notion.

Q14: Using words from French origin to express English ideas make you feels:

Options	Number	Percentage
Satisfied	39	52%
More satisfied	22	29,3%
Inconvinenced	14	18,6%

Table 3.15:Learners’ Perspectives towards Using English Words from French Origin



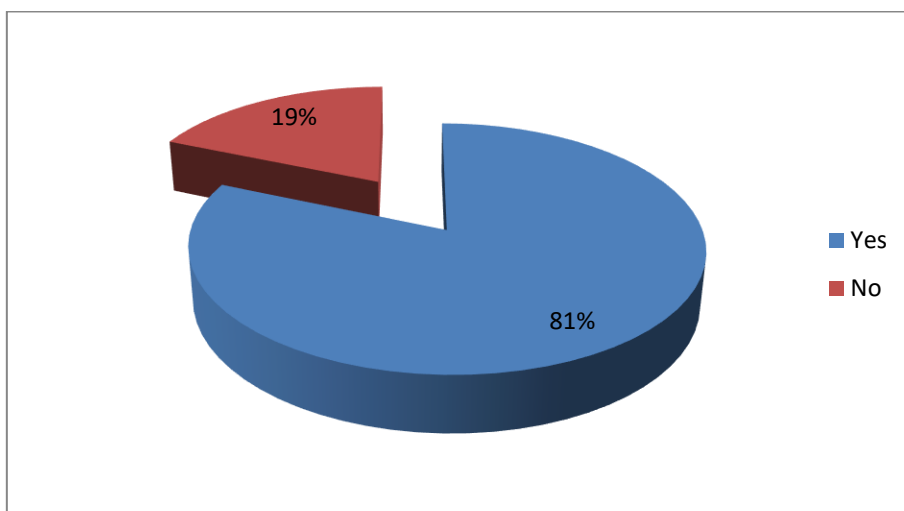
Graph 3.14:Learners’ Perspectives towards Using English Words from French Origin

The data presented in **Table 3.14** reveals that a significant majority of participants combined (83%) possess a sense of assurance when utilizing English words derived from French. In essence, they believe that if the words are identical, there is no harm in employing them. According to their responses, the primary objective is to effectively convey their messages, regardless of the language origin. On the other hand, a minority (19%) holds the perspective that by introducing alternative words, learners' knowledge should not be confined to a limited vocabulary. Consequently, utilizing English words would signify a higher proficiency level among learners.

Q15: In your opinion, can you rely on French prior knowledge to learn English language?

Options	Number	Percentage
Yes	61	81,3%
No	14	18,6%

Table 3.15:Students’ Perspectives on Relying on French in Learning English



Graph 3.15:Students’ Perspectives on Relying on French in Learning English

According to the findings presented in **Table 3.15**, a majority of participants (81%) expressed their agreement with the idea of utilizing French as a resource for learning English. They believe that the primary purpose of relying on French arises when they encounter difficulties in expressing themselves in English. Furthermore, some participants highlighted the linguistic similarities between the two languages, which enable a successful translation, imitation, and borrowing of words. It is important to note that despite the positive responses, there were dissenting opinions. A notable minority (19%) holds the viewpoint that each language possesses its own set of rules, implying that learners cannot depend on French as a means to acquire English proficiency.

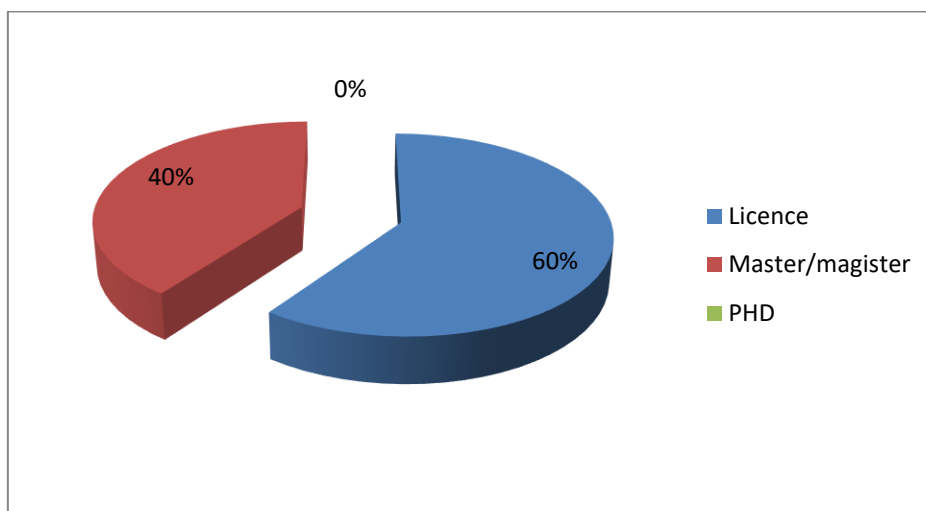
3.6. Analysis of Teachers’ Questionnaire

Section One: Background Information

Q01: Degree(s) held

Degree	Participants	Percentage
Licence	03	60%
Master/Magister	02	40%
PHD Doctorate	00	0%
Total	05	100%

Table 3.16: Distribution of Teachers’ Academic Degree



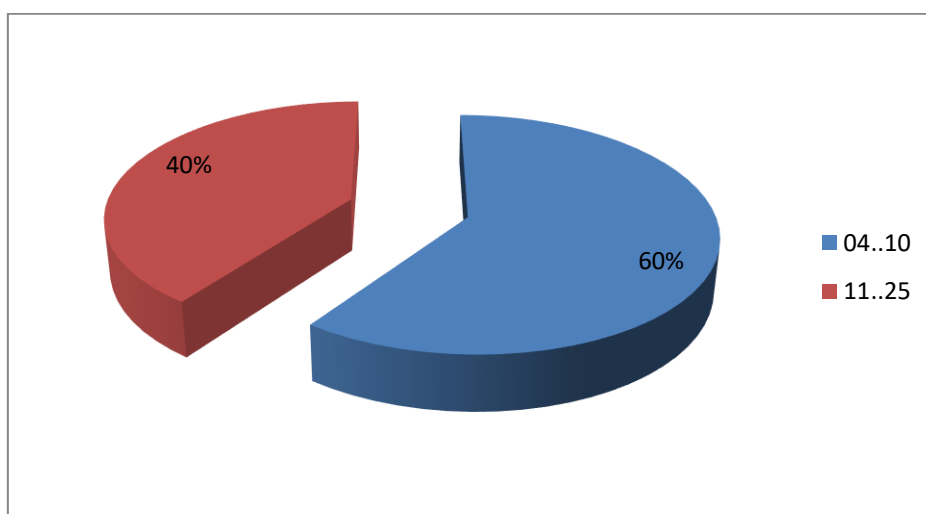
Graph 3.16: Distribution of Teachers' Academic Degree

Table 3.16 shows that (60%) of teachers who participated hold the Licence degree, and that leaves us with (40%) who hold the Masters degree or Magister which is the rest of teachers because none of the teachers who have participated hold the Doctorate degree.

Q02: How long have you been teaching English?

Years	Number of teachers	Percentage
04-10	03	60%
11-25	02	40%

Table 3.17: Teachers' Teaching Experience



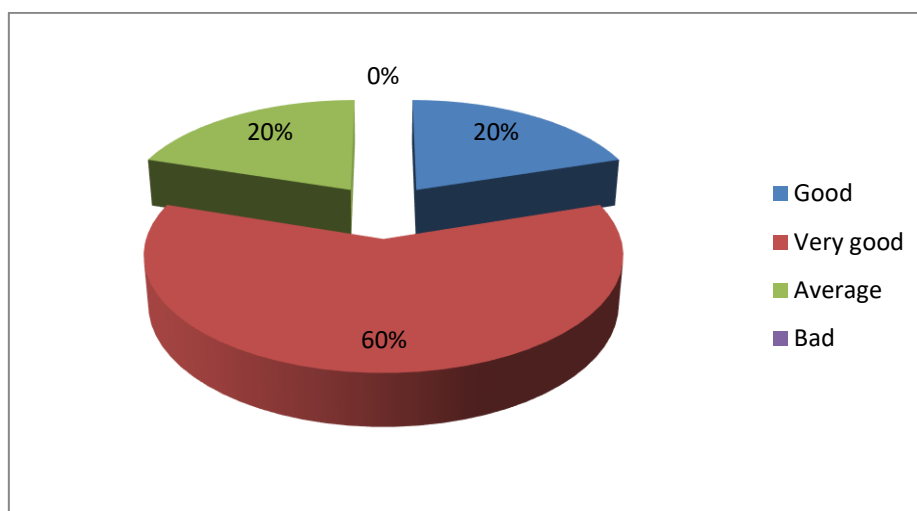
Graph 3.17: Teachers' Teaching Experience

According to the findings presented in **Table 3.17**, majority (60%) of the teachers who took part in the study possesses 11 to 25 years of teaching experience, and they are involved in teaching various levels at the middle school. Similarly, the table also includes data on teachers with 4 to 10 years of experience, accounting for a percentage of (40%).

Q03: How do you assess your level in French?

Options	Number	Percentage
Good	01	20%
Very good	03	60%
Average	01	20%
Bad	00	0%

Table 3.18:Teachers’ Level in French



Graph 3.18:Teachers’ Level in French

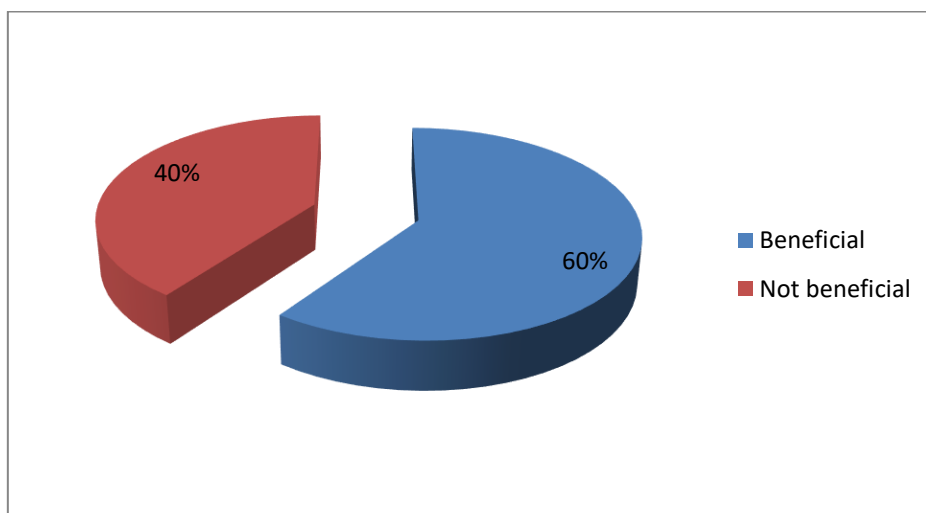
The results presented in **Table 3.18** demonstrate that the majority (60%) of English teachers who participated in the study have a proficient level in the French language. Conversely, a smaller percentage (20%) of teachers has an average proficiency in French. Based on their responses, these teachers primarily focus on teaching English, indicating a dominance of the English language over French.

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

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

Options	Number	Percentage
Beneficial	03	60%
Not beneficial	02	40%

Table 3.19: Teachers’ Attitudes towards Teaching Approaches



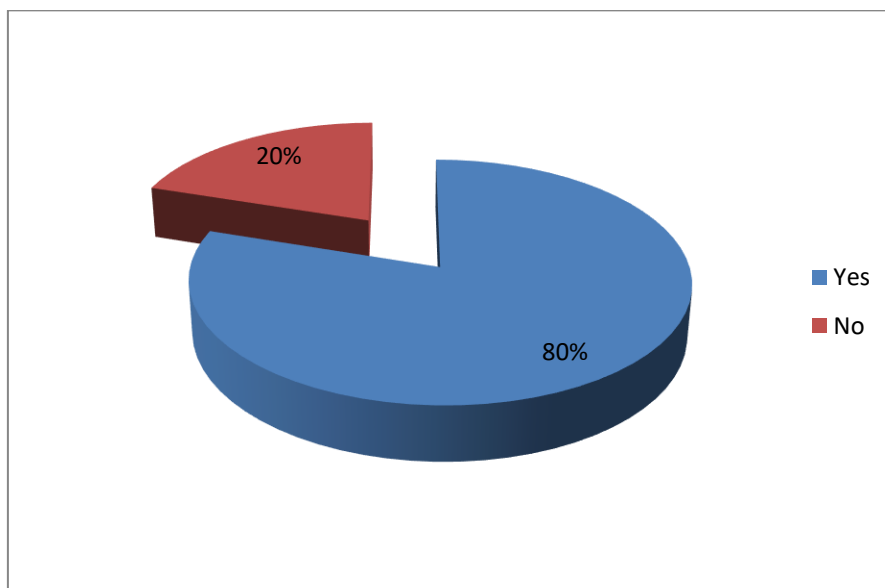
Graph 3.19: Teachers’ Attitudes towards Teaching Approaches

Table 3.19 explores teachers' attitudes towards the monolingual approach in teaching English as a foreign language. The findings reveal that a significant majority (60%) of teachers do not perceive the monolingual approach as beneficial. However, less than half (40%) of the teachers agree that using this approach can yield positive outcomes.

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

Options	Number	Percentage
Yes	04	80%
No	01	20%

Table 3.20:Teachers’ Attitudes towards Using First Knowledge in Learning a Second One



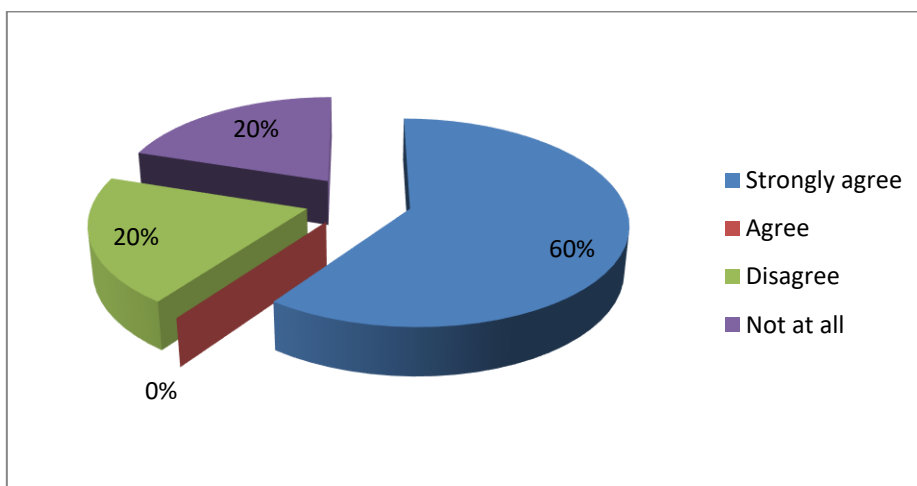
Graph 3.20:Teachers’ Attitudes towards Using First Knowledge in Learning a Second One

The noteworthy findings from **Table 3.20** indicate that a substantial percentage (80%) of teachers support the use of previous language knowledge when learning a new language, especially if there are significant similarities between them. They suggest that languages with shared roots, such as English and German or English and French, can be effectively learned by leveraging background knowledge, as it saves time. However, there is a minority (20%) who disagree with using background knowledge, considering it a detrimental habit that does not yield good results.

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

Options	Number	Percentage
Stronglyagree	03	60%
Agree	00	00%
Disagree	01	20%
Not at all	01	20%

Table 3.21: Teachers’ Opinion about the Similarities Between French and English



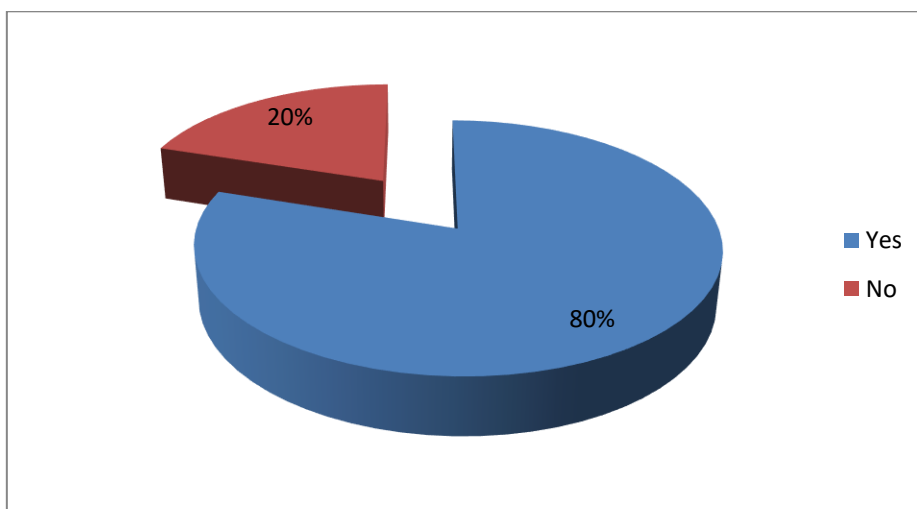
Graph 3.21: Teachers’ Opinion about the Similarities Between French and English

According to the data presented in **Table 3.21**, (60%) of the teachers agree on the similarity between English and French. In contrast, a smaller percentage (20%) express disagreement and same percentage strongly disagree (20%), asserting that there is no similarity whatsoever between the two languages.

Q07: According to your experience, does the interference of French affect learners’ development in learning more English vocabularies?

Options	Number	Percentage
Yes	04	80%
No	01	20%

Table 3.22: Teachers’ Attitudes towards the Interference of French on English



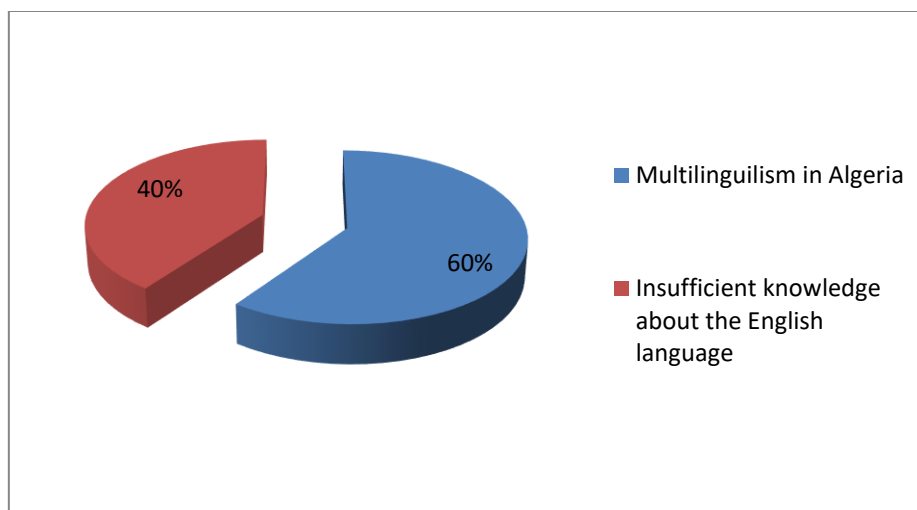
Graph 3.22: Teachers’ Attitudes towards the Interference of French on English

The prominent findings derived from **Table 3.22** indicate that a significant percentage of teachers (80%) observed that the influence of French has a noticeable impact on learners' acquisition of English vocabulary. In other words, French plays a crucial role in enhancing learners' vocabulary skills. However, a minority (20%) of teachers disagree, suggesting that knowledge of French does not contribute to expanding vocabulary.

Q08: The reason of French interference in English is:

Options	Number	Percentage
Multilingualism in Algeria	03	60%
Insufficient knowledge about the English language	02	40%

Table 3.23:Reasons Behind English Interference



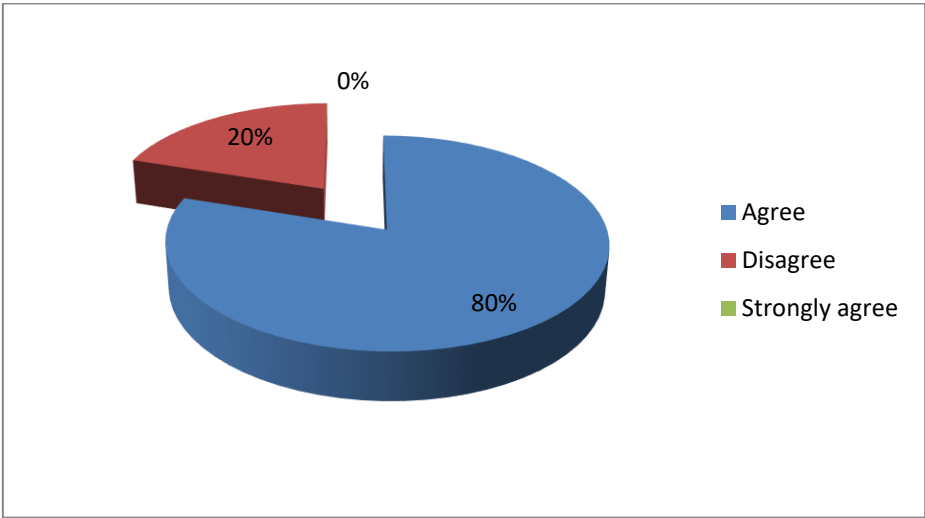
Graph 3.23:Reasons Behind English Interference

According to the data presented in **Table 3.23**, the majority (60%) of participants believe that the coexistence of multiple languages in Algeria leads to interference between the two languages. Another viewpoint suggests that French and English interfere due to insufficient proficiency in the English language. Consequently, learners should be encouraged to learn as much English as possible.

Q09: Do you think that using only the English language in classroom makes learners lost and bored?

Options	Number	Percentage
Agree	04	80%
Disagree	01	20%
Stronglyagree	00	00%

Table 3.24:Teachers’ Attitudes towards Using Only English in Classrooms



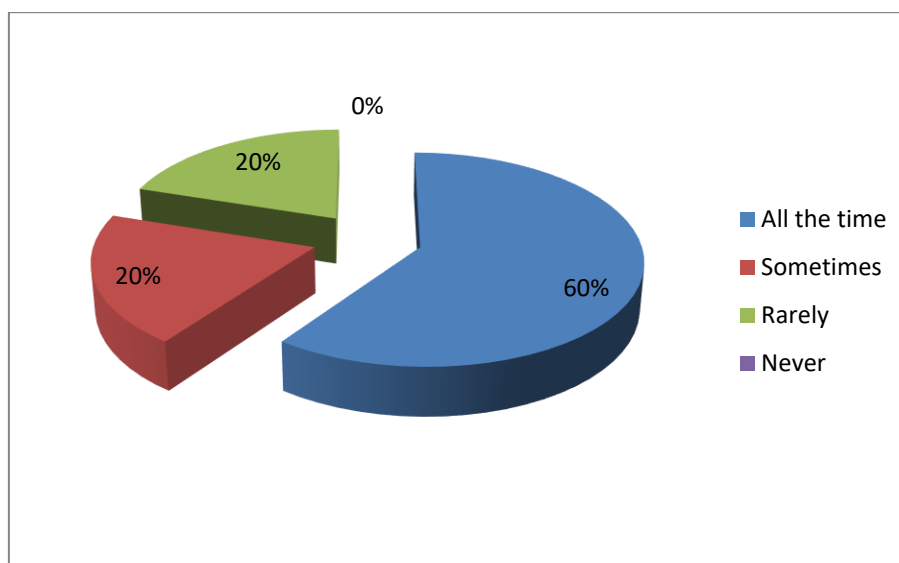
Graph 3.24 Teachers’ Attitudes towards Using Only English in Classrooms

As indicated in **Table 3.24**, most of the participants (80%) agree that learners can become disoriented and bored, supporting the inclusion of another language from time to time. However, few of them (20%) disagree and only advocate for using the target language (English) during classes.

Q10: How often do you use French in classroom?

Options	Number	Percentage
All the tims	03	60%
Sometimes	01	20%
Rarely	01	20%
Never	00	00%

Table 3.25:Frequency of Using French in English Classes



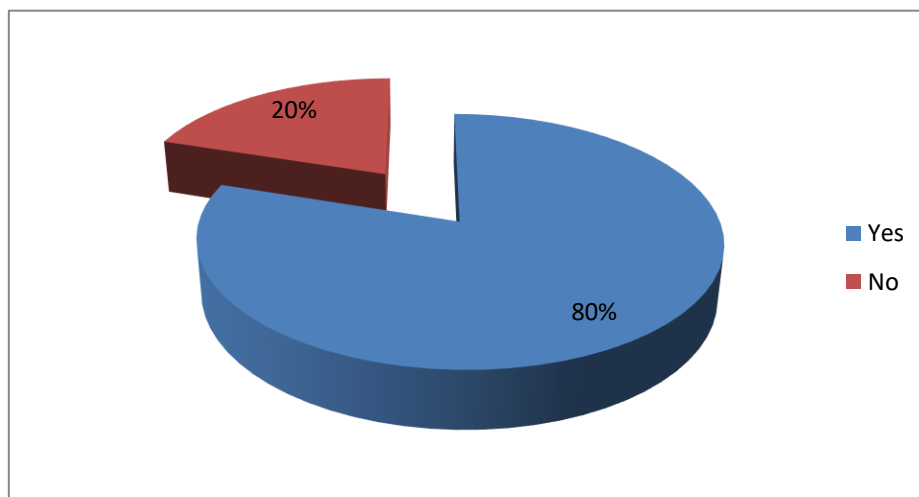
Graph 3.25:Frequency of Using French in English Classes

The highest percentage (60%) from **Table 3.25** corresponds to teachers who always use the French language during English classes, while (20%) of teachers rarely employ it. Some teachers (20%) occasionally use French, whereas none of the teachers is against the use of any language other than English during or after EFL classes.

Q11: Do you use French vocabularies in order to simplify the new vocabulary in English?

Options	Numbers	Percentage
Yes	04	80%
No	01	20%

Table 3.26: Teachers’ Usage of French Language



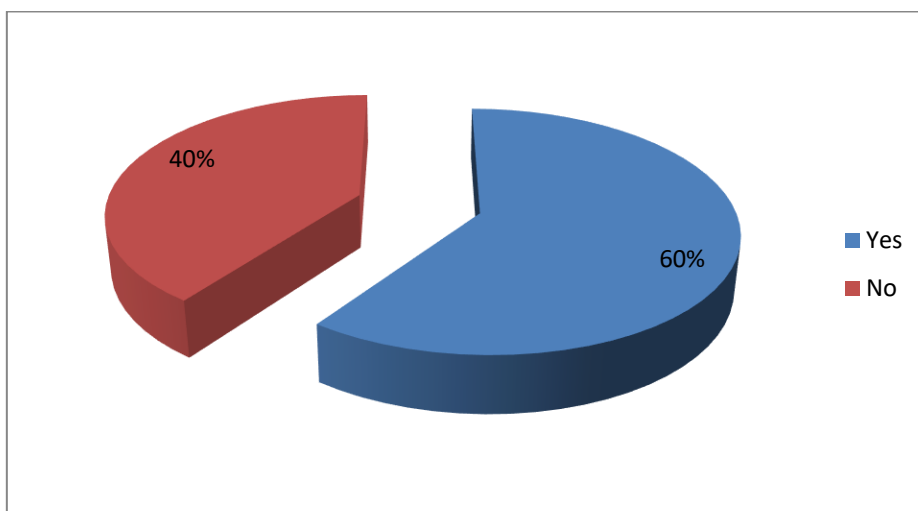
Graph 3.26: Teachers’ Usage of French Language

The prominent findings from **Table 3.26** reveal a significant percentage (80%) of teachers who reported using French vocabulary to simplify new English words, essentially utilizing French as a facilitating tool in English language learning. In other words, they encourage learners to leverage their previous knowledge of French. Conversely, (20%) of teachers avoid employing this method.

Q12: In your opinion does the use of English words of French origin decrease the learner’s level?

Options	Numbers	Percentage
Yes	03	60%
No	02	40%

Table 3.27: Teachers’ Attitudes towards Using English Words of French Origin



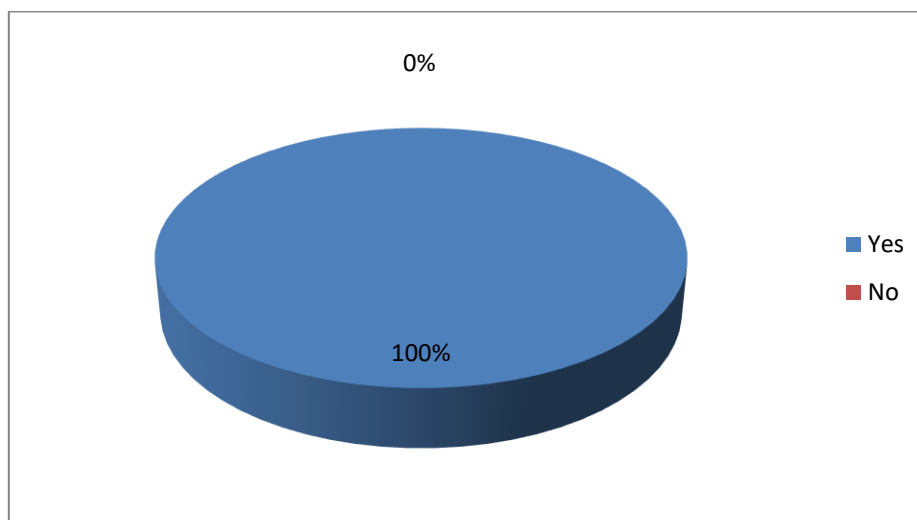
Graph 3.27: Teachers’ Attitudes towards Using English Words of French Origin

Table 3.27 presents teachers' attitudes towards the role of English words derived from French in decreasing learners' proficiency. The majority (60%) of teachers believes that French words do not diminish learners' level; instead, they enhance it, citing the historical connection between French and English. However, (20%) of teachers think that using these words of French origin may lower learners' level.

Q13: According to your experience, could student rely on French prior knowledge to learn English language?

Options	Numbers	Percentage
Yes	05	100%
No	00	00%

Table 3.28: Teachers’ Opinions about Relying on French to Learn English



Graph 3.28: Teachers' Opinions about Relying on French to Learn English

Finding from **Table 3.28** shows that all participants (100%) agree on the ability to rely on prior knowledge of French to learn English. They assert that the two languages share many similarities, so being proficient in French enables faster learning. Some participants also claim that mastering one of the languages aids in learning the other.

3.7 Analysis of Teachers' Interview

An interview was conducted with three teachers from the Section of English of the Middle School of Grin Youcef Remchi (Tlemcen).

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

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

T2: claimed that: 'I try as much as possible to use English even outside classroom, I use a mixture of Arabic and French with the minority of learners, it comes naturally. Therefore, I use English with students who speak English well; hence, code-switching from English to French comes unconsciously'.

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

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

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

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

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

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

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

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

T1: claimed that: ‘yeas, it could be’

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

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

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

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

T1: said that: ‘it could be good, provided that students understand French. And it should not be used all of the time, only occasionally’.

T2: claimed that: ‘it is a facilitator in terms of vocabulary, grammar; in terms of teaching sentence structure, phonetics and syntax’.

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

The three teachers showed their agreement about using French language as a facilitator in order to learn the English language. Therefore, it should be used but carefully as the first teacher mentioned to use it only from time to time.

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

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

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

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

3.8 Discussion

The analysis of both teacher interviews and questionnaires completed by teachers and learners provided valuable insights into their perspectives on the use of French in English as Foreign Languages (EFL) classes. The findings revealed a positive attitude towards incorporating French in English classes, as reported by both learners and teachers. They expressed support for its usage and acknowledged its facilitative role in the learning process. However, it is important to note that there were differing opinions among participants.

The majority of learners agreed that French had a beneficial impact on their understanding, performance, and language acquisition skills. It was evident that a minority of learners opposed the use of French, expressing negative sentiments. They believed that English, being a new language, should be learned and taught independently without any assistance. From the learners' perspectives, it can be concluded that French serves as a useful tool in both teaching and learning the English language. Bilingualism, which is prevalent in our country, can be advantageous for learners at all levels and in various situations. Therefore, the usefulness and influence of French are clearly noticeable. In fact, an overwhelming

majority of learners (95%) stated that they could not comprehend English without the aid of French. Thus, incorporating French in EFL classes may contribute to the progress of learners' performance and overall competence.

Likewise, the majority of teachers exhibited positive attitudes towards using French in English classes. They expressed agreement on the supportability of French in facilitating and enhancing learning levels. Teachers recognized the benefits of employing translation as a successful strategy used by learners to tackle complex items. They also emphasized the importance of explaining difficult terms and clarifying new aspects, which saves time and aids comprehension. The findings highlight that teachers have valid reasons for incorporating French in English classes. Learners emphasized that French is the most necessary and closely related foreign language to English, enabling them to better grasp challenging concepts and ascertain precise meanings of new vocabulary. This, in turn, helps learners feel more comfortable and less stressed. Additionally, teachers emphasized the value of using French to explain new vocabulary items and clarify abstract terms. They confirmed that intermittent use of the French language could enhance comprehension, save time, and assist weaker learners. Consequently, it is evident that the use of French should not be prohibited. Both learners and teachers, with high percentages, expressed confidence in the amount of French used in their English classes.

To sum up, based on the comprehensive examination of questionnaires and interviews, this study tries to demonstrate the important role of French in facilitating the English learning process. Learners highlighted that this strategy enhances motivation, confidence, and reduces stress, particularly when translating abstract meanings. Importantly, French enables learners to express themselves effectively. Therefore, integrating French into EFL classes is considered a valuable pedagogical support for teaching and learning English as a target language.

3.9 Conclusion

The findings of this study revealed that a significant majority of both learners and teachers hold a favorable view regarding the incorporation of their knowledge of the French language in the classroom. However, teachers emphasized the importance of learners attaining a proficient command of French and being able to differentiate its rules from English to avoid

the potential pitfalls of "*faux amis*," or false friends. It is worth highlighting that teachers acknowledged the potential benefits of using French to help and facilitate learners in various ways.

The obtained results validate the research hypotheses and provide satisfactory answers to the research questions posed. In other words, French exerts a substantial influence on the vocabulary acquisition of English learners within the classroom, affecting different facets of their language development. By integrating French, learners are able to enhance their proficiency in learning English vocabulary, thereby achieving more favorable outcomes in their language-learning journey.

Importantly, it is noteworthy that the outcomes of this study indicate a prevailing positive attitude among both learners and teachers towards the use of their French knowledge in the classroom. However, teachers also emphasized the importance of learners mastering the French language and effectively discerning its rules from those of English to avoid potential confusion. Significantly, teachers did not discount the potential benefits of incorporating French, recognizing its ability to help and enhance the learning process in various ways.

In summary, the study demonstrates the influential role of French in shaping the vocabulary development of English learners in the classroom, exerting its impact in various aspects. Through its application, learners are empowered to achieve greater success in expanding their English vocabulary, thereby enriching their language skills.

General Conclusion

The aim of this study was to explore the perspectives and attitudes of teachers and learners regarding the use of French in English classes, specifically investigating whether French can serve as a helpful tool. Additionally, the study aimed to examine the impact of French on English learners' vocabulary acquisition, considering both positive and negative influences. The research shed light on the positive correlation between French language background and the enhancement of learners' English vocabulary. Furthermore, the study hypothesized that incorporating French in EFL classrooms could contribute to learners' vocabulary achievement.

The research work consists of three chapters, two focusing on the theoretical aspects of French and English language learning, while the third chapter puts emphasis on the practical part, encompassing data analysis. The data was collected through questionnaires administered to both teachers and learners, as well as interviews conducted solely with teachers. These data collection methods aimed to gather comprehensive and diverse information relevant to the research topic.

The findings confirm that a majority of learners and teachers exhibited a positive attitude towards the use of French in English classes. They acknowledge the supportive role of French in the process of learning English, recognizing the substantial similarities between the two languages. However, it is important to note that the use of French should be moderated and not excessively employed in English classes.

In conclusion, the results of this study underscore the perception of teachers and learners that incorporating French in English classes facilitates and enhances the learners' proficiency. It is crucial to consider the situational context and learners' needs when determining the appropriate use of the French language in an EFL classroom.

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Appendices

Appendix A:**Students' Questionnaire****Teaching and learning French and English as foreign Languages****Dear Students,**

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

Thank you for your time and your cooperation

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

Section One: Background Information

Q01- Are you a middle school student?

a- Yes

b- No

If no, what do you do?

.....

.....

Q02- Do you enjoy studying English?:

a- Yes

b- No

.....

.....

Q03- How difficult is studying English for you?

a- Easy

b- Medium

c- Difficult

d- Very difficult

Why?

.....

Q04- How long have you been studying English?

.....

Q05- How do you assess your level in English?

Very good

Good

Average

Bad

In your opinion, what is the reason for that?

.....

.....

Section two: Learners' Attitudes toward French Prior Knowledge

Q06- How do you consider your level at French?

Very good

Good

Average

Bad

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

a- School Only

b- Outside school

c- Both

Why?

.....

.....

Q08- Do you think that French may help you to express your ideas in English?

Yes

How?

.....

.....

Q9- How often does your English teacher uses French Vocabulary during classes?

a- Always b- Often
c- Rarely d- Never

Q10- Do you think that, French is similar to English?

a- Agree b- Strongly agree
c- Disagree d- Not at all

Q11- In your opinion the prior knowledge of French can effect in learning English:

Positively Negatively

Q12- Do you think that, your French knowledge could help you to enrich your English vocabulary?

Yes No

Q13- Do you understand when the teacher speaks English the French way ?

Yes No

Q14- How often do you understand English items through French imitation?

a- Always

b- Sometimes

c- Often

d- Rarely

Q15- Using words from French origin to express English ideas make you feels:

Satisfied e satisfied Inconvenienced

Why?

.....
.....

Q16- In your opinion, can you rely on French prior knowledge to learn English language?

Yes N

How?

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

Ms. Slimani Widjdane

Please accept my sincere gratitude

Appendix B:**Teachers' Questionnaire****Teaching and learning French and English as foreign Languages**

Dear Teachers,

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

Thank you for your time and your cooperation

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

Section one: Background Information

Q01- Degree(s) held:

a- Licence

b- master

c- Magister

d- Ph.D (doctorate)

Q02- How long have you been teaching English?

.....

Q03- How do you assess your level in French?

Good

Very good

Average

Bad

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

Vocabulary

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

Beneficial

Not Beneficial

Q05- Do you support the use of previous language in learning another especially if they shared many features?

Yes

NO

Justify please

.....

.....

.....

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

Agree

Strongly Agree

Disagree

Not at all

Q07- According to your experience, does the interference of French effect learners' development in learning more English vocabularies?

Yes

No

If yes how often does this interference happen?

Always

Often

Usually

Sometimes

Q08- The reason of French interference in English is:

- Multilingualism in Algeria
- Insufficient knowledge about the English language

Others

.....

Q09- Do you think that using only the English language in classroom makes learners lost and bored?

Agree Disagree Strongly Agree

Q10- How often do you use French in classroom?

All the time Sometimes
Rarely Never

Q11- Do you use French vocabularies in order to simplify the new vocabulary in English?

Yes No

Why?

.....

Q12- In your opinion does the use of English words from French origin decrease the learner's level?

Yes No

How?

.....

.....

Q13- According to your experience, could student rely on French prior knowledge to learn English language?

Yes No

How?

.....

.....

Ms. Slimani Widjdane

Please accept my sincere gratitude.

Résumé

L'objectif de cette étude est de connaître et d'explorer les opinions des enseignants et des élèves sur la possibilité d'utiliser leur première langue étrangère, qui est le Français, pour apprendre l'anglais en tant que langue cible. Ce sujet de recherche a récemment été mis en lumière, et le but de cette étude est de recueillir les opinions des enseignants et des élèves concernant l'utilisation du Français en tant qu'outil d'aide à l'apprentissage de l'anglais à CEM de Grin Youcef à Remchi (Tlemcen).

L'une des questions les plus débattues est de savoir si l'utilisation de la langue étrangère première dans les classes d'anglais est un moyen de faciliter ou un obstacle dans le processus éducatif. Ainsi, nous supposons que la langue Française a des effets sur le vocabulaire de l'apprenant en Anglais, et l'utilisation de cette langue peut entraîner des améliorations linguistiques plus importantes pour l'élève.

Nous sommes d'accord que la plus part des enseignants et des apprenants sont favorables à l'inclusion de Français dans l'enseignement d'Anglais, mais avec des critères limités. Pour prouver cette hypothèse, nous avons mené une étude qualitative dans le cadre de cette recherche, impliquant 75 élèves et 05 enseignants d'Anglais du CEM. Le chercheur a utilisé deux méthodes pour obtenir les données nécessaires, à savoir le questionnaire pour les élèves et les enseignants, ainsi que des entretiens avec les enseignants. Sur la base des résultats obtenus précédemment, il a été révélé que tant les élèves que les enseignants sont positifs quant à l'utilisation du Français dans l'apprentissage de l'Anglais. De plus, les enseignants ont une autre opinion sur cette question. Ils préconisent l'utilisation de ce type de technique uniquement lorsque cela est vraiment nécessaire.

En conclusion, l'étude a montré que les enseignants et les élèves ont des opinions similaires et convergentes quand à l'utilisation du Français en tant qu'outil contributif et d'aide à l'apprentissage de la langue Française en général, ainsi qu'à l'acquisition de nouveaux mots en particulier. Leur accord sur ces opinions a renforcé et validé cette recherche.

الملخص

الهدف من هذه الدراسة هو معرفة واستكشاف آراء المعلمين والمتعلمين حول إمكانية استخدام لغتهما الأجنبية الأولى وهي اللغة الفرنسية من أجل تعلم اللغة الانجليزية كلغة مستهدفة. موضوع هذا البحث قد سلط عليه الضوء في الأونة الأخيرة والغرض من هذه الدراسة هو تحقيق آراء المعلمين والدارسين فيما يتعلق باستخدام اللغة الفرنسية كوسيلة مساعدة من أجل تعلم اللغة الانجليزية في متوسطة قرين يوسف الرمشي بتلمسان من أكثر القضايا التي تخضع لنقاشات حادة هو ما إذا كان استعمال اللغة الأولى الأجنبية في أقسام اللغة الانجليزية يعد مفتاح و أداة للتهيئة لها حاجز وعقبة في العملية التعليمية . وبالتالي فنحن نفترض بان للغة الفرنسية تأثيرات على مفردات المتعلم الانجليزي زيادة على ذلك فان استعمال هذه اللغة قد ينتج تحسينات أفضل في الثروة اللغوية للتعلم. نحن نوافق على أن معظم المعلمين والتلاميذ يوافقون على إدراج اللغة الفرنسية في الانجليزية لكن ضمن معايير محدودة . و لإثباتها تينا فرضيتنا تجرينا دراسة نوعية في هذا البحث. اخترنا 75 تلميذو 05 أساتذة في قسم الانجليزية الذين شكلوا العينة المستهدفة لهذه الدراسة. اعتمد الباحث على طريقتان من أجل الحصول على البيانات اللازمة هما استمارة البيانات لكل من التلاميذ والمعلمين إضافة إلى الحوار مع الأساتذة. و على أساس النتائج المتحصل عليها سابقا تم الكشف على أن كل من التلميذ وكذا المعلم يوافقون بالإيجاب على استعمال الفرنسية في تعلم الانجليزية. إضافة لهذا فان المعلمين يبدون رأيا آخر في ما يخص هذا القضية. هم يشيرون باستعمال هذا النوع من التقنيات أثناء الضرورة فقط هذا يعني ان استعمال اللغة الفرنسية في الانجليزية وقت الحاجة الماسة لها فقط. وفي الختام أظهرت الدراسة أن لكل من المعلمين والتلاميذ آراء متشابهة ومقاربة اتجاه استعمال اللغة الفرنسية كأداة مساهمة ومساعدة في تعلم اللغة الفرنسية بصورة عامة واكتساب العديد من الألفاظ الجديدة بصورة خاصة. إنتشابههم في الآراء وان أمكن القول تأييدهم لنفس الشيء قد عزز وحقق هذا البحث.