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EFL Learners' Prior Knowledge in French and its Impact on the Effective Learning of English:
Case of Third Year EFL Students at Bakadja Cheikh Secondary School (Tamazoura).

An Extended Essay Submitted in Partial Fulfilment of the Requirement for a Master's Degree in Linguistics

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Dedication

This work is dedicated to those who made it possible, to those who are always here for us, to our beloved parents, to our brothers and sisters also to our friends.

Radhia & Nour el houda

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Abstract

Teaching foreign languages has been given an importance nowadays. In Algeria, students learn several foreign languages at school. Among these languages French and English. This research treats and investigates the EFL learners' prior knowledge in French and its impact on the effective learning of English in both speaking and writing skills. Yet, to understand the sources of both speaking and writing mistakes that are resulted from the influence of French on learning English. The main motivation behind conducting that study is to highlight how the prior knowledge in French stands as an obstacle in learning English and to find suitable solutions and activities, which may help reducing the negative impact in hand and to narrow down learners' mistakes. To accomplish this, three research tools are used: questionnaire, interview and classroom observation. The findings of the work show that the involved sample state that in addition to the existence of a negative impact, there is also a positive one. At the end some recommendations and suggestions are provided to EFL teachers and pupils in order to reduce such impact.

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LIST OF ABBREVIATIONS AND ACRONYMS

BAC: Baccalaureate

EFL: English Foreign Language

FL: Foreign Language

FLA: First Language Acquisition

FL1: First Foreign Language

FL2: Second Foreign Language

LMD: License-Master-Doctorate

LP: Literature and Philosophy

L1: First Language

MT: Mother Tongue

OE: Old English

SL : Source Language

SLA : Second Language Acquisition

SLL: Second Language Learning

TL: Target Language

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General Introduction

General Introduction

The educational system in Algeria has sought to introduce foreign languages into its system because of the linguistic diversity in the world. Among these foreign languages, French as first foreign language and English as a second one. The inclusion of French as first Foreign Language is due to the great influence of French colonialism.

Since English is the most widely spoken language in the world. Algerian government has decided to adopt English as a second foreign language, for the purpose of going in parallel with modernization and getting in touch with other countries.

Algerian people are much more influenced by French, i.e, many French words are used in their communication. Due to the existence of some similarities and differences between the two French and English languages, as a result of belonging to the same language family, French language influences the process of learning English especially in pronunciation and writing.

The present work is an attempt to investigate the EFL learners' prior knowledge in French and its impact on the effective learning of English in speaking and writing skills. The objective of this study is to check how the prior knowledge in French influences English learning in a positive or a negative way, besides searching for the appropriate activities to reduce that impact. The aim behind conducting this research is to reduce the negative impact of French on learning English by providing solution in order to facilitate the process of learning English. The present study endeavors to find answers to the following questions:

1. Does the EFL students' prior knowledge in French impact positively or negatively English learning?
2. What are teachers' and pupils' perception of the influence of French language on English speaking and writing skills?
3. How can we reduce the negative influence of the prior knowledge in French on learning English?

Accordingly, the following hypotheses are proposed:

- There may be a negative influence of the prior knowledge in French on learning English language.

- For teachers, the over use of French in learning English may be tolerable, but they try to correct their students' mistakes each time.

- The influence of French on learning English can be reduced by providing students with short stories in order to push them to read in and outside class in addition, to bring videos and films that have relation with session.

This research work contains three chapters. The first chapter considers the literature review to foreign language teaching. In addition to the main factors that help learning foreign languages, also the effect of background knowledge on learning FL. It focuses also on how much both speaking and writing skills are important in FLL process. The second chapter deals with the status of foreign languages in the educational system in Algerian. The reasons behind the selection of French as first foreign language and English as second foreign one. Besides tackling the main differences and similarities between the two languages.

The third chapter is the practical part, which deals with the research design and the description of research methods, sampling, instruments and the various procedures that are used in the present study. It also provides the results of the questionnaire, the interview and the information retrieved from the classroom observation. These research tools were conducted in Bakadja el Cheikh secondary school. The result indicates that French language may affect the learning of English either positively or negatively, allowed us to bring some suggestions and recommendations for both EFL teachers and students that help to reduce the problem of French impact on learning English.

Chapter One

Literature Review

Chapter One

1.1 Introduction

Several languages exist in the world. Thus, people get aware of necessity of learning foreign language, which push majority of countries to use another language besides the mother tongue in educational system to fill teaching needs. Yet teaching is a complex process involving the provision of information in an educational format. The given information can be in mother tongue (native language) or in another language that considered as foreign language for the learner. In this chapter, light will be shed on both foreign languages and background knowledge among four parts. The first part contains a complete portrayal of foreign language learning process, in terms of possible factors that might affect the learning process. The second part treats the concept of teaching foreign languages connected to the status of both first and second foreign languages in teaching. The third part deals with how background knowledge can affect foreign language learning process, taking into consideration the use of mother tongue. The fourth part includes the importance of both writing and speaking skills.

1.2 Foreign Language

Foreign language is not the language that is spoken in the society, it is considered foreign one only if it is taught in the classroom. People need to study another language rather than their first, in order to, enable the individual to communicate effectively and creatively.

Immigration is considered as an effective reason why people acquire other languages rather than their native one, in order to get involved in the social life situation of the other country. Others tend to acquire foreign languages in order to be able to communicate, using it in different settings such as travelling or job requirements.

However, a foreign language is acquired in countries, where two or more languages are considered as official languages, or only spoken in daily life because of colonialism. Foreign language learning is a personal voluntary choice where the learner follows his interests and social needs.

Nowadays, the phenomenon of learning more than one language is widely spread. In this aspect, Duley, Burt and Krashen (1982) support that by saying: **"Over a billion people in the world speak more than one language fluently."** (Duley & all, 1982: 09). Learning a foreign language provides understanding other's culture through accessing into another perspective than one's own, which makes an individual succeeds and deals with challenges in everyday life situation.

Language scholars have distinguished the term acquisition and learning; "acquisition" is considered as the process of learning language naturally without formal instruction, while "learning" needs classroom setting (formal study).

The difference between the two terms is noticeable at the level of efforts and time constraints; the acquisition process doesn't require much efforts from the learner. While, learning process does. Whereas, the later difference (time constraints) appears in sufficient duration of learning, i.e., acquisition process doesn't consume too much time as learning does.

1.3 Foreign Language Learning Factors

Learning foreign language varies from learner to another, i. e, not all learners learn it in the same way. In other words, not all students succeed in learning non – native languages. Such difference based on the time that is taken during the learning process. Success or failure in learning FL depends on some factors either external or internal that have a great impact on learners during the process of acquiring non-native language.

1.3.1 External Factors

The level of proficiency in learning FL differs from a learner to another. That difference is due to some external factors, which have a great effect on learning FL. These external factors are divided into two: social effects and the effect of various input that learners reach.

1.3.1.1 Social Effects

Social class or social factors influence the process of learning FL. The surrounding society can have either positive or negative attitudes. In that aspect, Good and Brophy (1990) state that: **"Among individual difference variables used to describe particular students or even entire school population, the most important may be socio economic status (SES) and social class."** (Good & Brophy, 1990: 584). That means learning FL depends not only on learner's ability, but also on the attitudes that are shared in the society that he belongs to (parents, friends, close people etc.…).

The learner's parents also have a great impact on the process of learning as Good and Brophy argued: **"In any case, parental education level is especially important to teachers because it is linked to parental interest in and attitudes towards education."** (Good & Brophy, 1990: 584). This shows that the teacher should take into account the learner's parents. However, if parent's educational degree is higher; their children tend to reach the same level, and vice versa.

1.3.1.2 Input and Interaction

Input and interaction are other external factors that influence foreign language learning process. It is obvious that the usage of various input and interaction is necessary. Moreover, there is a relationship between the input and interaction. Input deals with linguistic forms (morphemes, words, utterances). Whereas the analysis of the interaction with non - native speakers deals with the function of these forms in conversation. As cited in (Sanz et al, 2005), the interaction with native speakers of the language being learned or even with learner's peers provide a comprehensible input that the learners require and permit feedbacks, which in turn helps learners to correct their errors, thus, promote their target language (TL) competence subsequently (Sanz, 2005).

1.3.2 Internal Factors

Researches about internal factors in foreign language learning are concerned with individual differences between learners, which determine their achievement and success. These differences appear in personal features such as language aptitude, working memory, attention and prior knowledge… etc. That occurs in specific learning situation that will help teacher to deal with FL.

There is an important relationship between language aptitude and FL learning. McLaren (1996) asserts that: **"Aptitude is the rate at which adolescents and adults learn FL."** (Mclean, 1996: 54). So aptitude refers to innate capacity to learn foreign languages, but this ability differs from one learner to another that is why some learners succeed in learning it. The relationship between the two processes shows how learners are able to complete tasks correctly, and how they are able to memorize and recall words in the target language.

Experimental studies show how the level of proficiency in FL learning can be affected by the personality of learners. Larsen- Freeman and Long (1991) suggest some personality factors that may interact with other variables for example: self-esteem, anxiety, risk-taking, inhibition, sensitivity to rejection and empathy (Larsen- Freeman and Long, 1991). The impact of these internal factors may vary from a learner to another so that the study of these factors is more important to obtain results that may help in designing FL curriculum with new materials.

1.3 Foreign Language Teaching

It is obvious that there are around 1000 languages in the world. It is remarked at the world languages map that there is no country without multiple languages, at least there is one language (colonial languages, dialect etc…) besides mother tongue. Government needs that diversity in order to fit and serve its goals.

Teaching language is not simple process. It is a hard task, especially if it deals with foreign languages. Since it is FL, it needs sophisticated materials (data show, phonetics laboratories etc…). To reach such type of teaching, teacher has to follow selective and well-designed syllabus in purpose of reaching learning goals.

1.4.1 Status of First Foreign Language Teaching

During French colonization in Algeria, French was the language of power and prestige. At that period, French is regarded as the co-official language in Algeria. From linguist's point view, French language seemed to be as second language in Algeria. While from political perspective, French is the first foreign language that is used in all domains such as in administration, politics, law, medicine, trade, media, government and education. Teaching such language (FL1) starts in primary school.

1.4.2 Status of Second Foreign Language

The basic element in second foreign language teaching process, which is taken into consideration, is that target language is not the mother tongue of the country; even it has no internal function in the society or country.

In the same view Rivers (1981) points: **"the learning of foreign language contributes to the education of the individual by giving him access to the culture of group of people with whom he does not have daily contact."** (Rivers, 1981: 09). This means that when a student learns a foreign language (new language) besides his mother tongue, he will discover another society as well as another culture.

The official second foreign language in Algeria is English. Since it is the language of globalization. Algerian government sees it as an essential language in the development of such fields: economy, technology and education. This language is taught in first year Middle- School, and in some branches in the university. However, French language takes place in most branches, but there are some experts, which trust a good future for English in Algeria, because many investments and foreign partnerships will take place in Algeria.

1.4.3 The Importance of Teaching Foreign Language

Language has its weight in Algerian society. It is considered as a useful tool for communication and exchanging ideas, but the cultural diversity highlights the value of teaching foreign language. Being familiar with FL besides your native language could be beneficial and that benefit appears clearly through the global and technological advancement.

Generally, teaching foreign language becomes needful and substantial thing, due to the globalization that we live in, which demands that; at least speaking one FL. The importance of foreign language teaching can't be summed up in few lines or associated with particular field.

Educationally, there is a firm relation between language and education, the FL teaching has an important role in teaching process. For students, learning more than one language can open doors for many opportunities by getting strong cognitive benefits of language learning. Learning foreign language is not only about teaching students how to write, how to speak or how to read, but also of providing them with understanding other culture. In other sense, working on the future because many careers use a foreign language and by accepting that person obviously is opening a new door in their future life.

From the linguistic angle, researches have pointed one of the most unexpected advantages of learning a foreign language, which are providing learner with better understanding of his own native tongue. Thus, he becomes more conscious of grammar, vocabulary and pronunciation patterns of his first language. In other words, the knowledge of foreign language enhances the cognitive and analytical abilities.

On the cultural side, the relationship between language and culture is extremely well-established. Language is used to convey culture. In regards for language teaching, the implication of it has great deal with culture, where the teachers are required to instruct their students on the cultural background of language usage in which it operates. Otherwise, students may attach the incorrect meaning to what is being taught. It means that language becomes a bridge between student and others nation's culture, history and its customs. When you start studying another language, you are dealing with understanding the culture of that language, i.e., you are going to experience people's world of that culture in order to discover their history.

Foreign language has also a significant importance to those working in business scale. So that FL is essential to the access in another country during the worldwide (Dixuan 2003), thus FL teaching is necessary and becomes more required. Since the business act based on communicating, and people who work in need to talk to each other, in order to make others know their needs and wants. Here, the role of FL emerges, as a means to help them to understand each other. Teaching FL allows developing a strong relationship with client in the sake of achieving success on today's international markets. The presence of foreign language along with the mother tongue becomes inevitable, due to the constant development of the world.

1.4 The Effect of Background Knowledge on Learning a Foreign Language

Many linguistic researches show that learners at different levels use different degrees of Background knowledge. The later can be defined as student's social class, family status, education level, type of education, training and a previous experience or work. All humans, throughout their lives, have learned about the world around them. For example, babies discover their world under their caregivers through playing (informal learning), and their learning will develop through the social situations, a classroom (formal learning) and this is what is called background knowledge.

Language is stored, reorganized and memorized in certain mechanical manner (brain) in order to treat the information and act upon it. In that stream, Noam Chomsky (1959) claims: **"the first few years in a person's life are the "crucial time "for individuals to acquire a first language."** (As cited in Lightbown & spade, 2006: 68). So, in a multilingual social background, child is born with the ability of learning new sounds in remarkable speed. In addition, this ability is due to his capacity of grasping meanings and vocabularies that have similar or different connotations.

Whenever learner wants to develop his linguistic background, he is required to develop it in the same social context that he has taken his experience from, since learning foreign language depends extremely on the social context. Additionally, a child who lives with bilingual parents are more likely to increase their learning strategies, which leads to the development of foreign language learning later on.

The Algerian society is the convenient example, due to its sociolinguistic diversity. French is first foreign language in Algeria as a remain of colonization, where the Algerian 'Derja' has great deal with French vocabulary items, so the effect of linguistic background knowledge is manifested.

Furthermore, according to Brown (1994) culture is an integrated part that shapes the individual's behavior, indicated by the most available expression (language of that culture). Using such visible expression disrupts the individual's from one culture to another. According to Schuman (1978), language has a remarkable function in enforcing membership to a given social group. He farther argues that FL learners use primarily their second language for the seek of affiliating to a social group, considering that culture and language are strongly linked to gather.

The individual's restriction in one language leads the learner to be fixed in the same culture, and here the role of learning new language appears which demands learning the culture of that new language because: **"Second learning is often second culture learning."**(Brown, 1986: 33). In fact, person can't learn language until he understands its culture. These previous points lead to the idea that there is an integrated relationship between language and culture, i.e., learning new languages means getting in touch with new cultures.

The degree of difference between the target language culture and learner's native culture is considered as a norm and a basic factor that determine the success of foreign language learning process. According to Schuman (1987) who states that: **"The degree to which a learner acculturates to the target language group will control the degree which he acquires the foreign language."**(Schuman, 1987: 34). Thus, the importance of how SL learner conceives the TL culture cannot be underestimated in the SL acquisition process.

Cultural background knowledge would be a vital component of language learning, it has a great deal to offer the development of communicative competence in learning any language. Thus, background knowledge has equally strong effects on student's ability to learn. Without the background knowledge, the student cannot understand what kind of information will be used during language learning.

1.5.1 The Effect of Mother Tongue on Learning a Foreign Language

Mother tongue can be defined as a native language, vernacular, or as the first language that the native speaker learns. In this aspect Ash and Warth (1992) point that the mother tongue or native language is: **" The language which the person acquires in early years and which naturally becomes his natural instrument of thought and communication on online, untitled 'mother tongue'."** (Ash & Warth, 1992: 05)

In other words, mother tongue seems as a useful and comfortable tool for foreign language learner inside and outside classroom. Whenever foreign language learner faces a problem in target language vocabulary, he tries as much as he can to loan words from his mother tongue for more understanding. According to Annie Trembly (2012), when foreign language learner hears new FL words for the first time, it seems for him as a stream of sounds that's can't be differentiated word's beginning from its ending, embodying in the symbol of intonation, which is difficult to be mastered and probably to be influenced by speaker's native language. Tremblay (2012) indicate to English where a stressed syllable is a strong reference that a new word is beginning. However, in French, the reverse is true; the notable syllables tend to be at the end of words. Depending on Trembly, that genre of information does not always arrange French language, where it puts second language learners in struggle and confusion, illustrating with such example 'cranky cat' if it means in French 'chat grincheux'. Later phrase takes English pronunciation for the word 'chagrin', which is French origin word, i.e., hearing the "CH" syllable as prominent, it can not come from the word "Chagrin" in French because the first syllable of chagrin will not be stressed in French.

Researchers reach the idea that native French speakers possess their French intonation in using other language, even if they live in US. However, using symbols of their native language is considered the worse. There is critical period, which claims that speech-processing system is rigid while Trembly (2012) asserts that such process is very flexible. In other words, it is an adaptive process, but it might take a period in order to overcome native language's effects.

A successful FL learner doesn't use their native language vocabulary in acquiring FL, because: **"The barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language. " (** Baker & Westrup, 2003: 12). In other sense, if FL learner sticks in using his mother tongue vocabulary terms, he

will face some difficulties in using TL correctly (negative transfer), as well as, obtaining TL vocabulary lacks.

1.5.2 The Effect of First Foreign Language on Second Foreign Language

In today's society, it is no longer enough to know one language. So that, bilingualism and multilingualism are no longer considered as rare phenomena that reflects the existence of more than 7000 languages, which are spoken in 149 country. According to the Ethnologies (2009). Due to the number of languages that are learnt, learning a second foreign language (FL2) becomes more complex process than first foreign one (FL1), which can create more opportunities of linguistic interference.

In the last two decades, studies have shown that first foreign language learning is qualitatively different from the second foreign language learning, since the second foreign language learner has already acquired one foreign language (FL1). Such kind of learning plays a role in other foreign language learning. William and Hammarberg (2001) propose that the status of FL1 is an important factor in FL2 learning. In other words, between L1 and FL1, that learner has knowledge about; the FL1 is more likely to have an effect on process of FL2 learning.

Depending on the language combinations and research project, FL1 may serve as a predominant source of transfer, such predominance is returning to the typological distance (structural characteristics) either between the Foreign Language 1 and Foreign Language 2 or to its acquisition order. Angelis (2005) states:

> **native languages are classified as "foreign languages" category in learner's mind this simply creating a cognitive association between them. As one's L1 does not sound "foreign", it is usually excluded and blocked from the association, which is called 'association of foreignness'.** (Angelis, 2005: 11).

A recent study is made in that context, where a group of university students from Poland is taken as a case of that study. The study participants are advanced speakers in English (FL1) and upper- intermediate users of German (FL2). Their speaking and reading performance were recorded, and subsequently analyzed by three German teachers from Poland and two native speakers of German who teach English as an FL1 and of course paying attention to foreign

accentedness that is resulting from either L1 or FL1 influence. The result that De Angelis and Selinker (2001) explored in their study is a typological similarity between non- native production; confirming that typologically, closer English (FL1) affected German (FL2) more than Polish (L1) did.

The process of acquiring other languages (Being bilingual or multilingual) can affect the one's cognition; it would seem as either an advantage or disadvantage. In other words, learning a second language embarrasses some challenges to cognitive performance in early childhood, since **:" The picture emerging from these studies is a complex portrait of interactions between bilingualism and skill acquisition in which there are sometimes benefits for bilingual children, sometimes no consequence at al ."** (Ellen Bialystok & Xiaoja, 2011: 21). Which means that learning number of languages, either through exposure or through educational intervention, can effect positively on the one's cognition (there is an interaction between bilingualism and skill acquisition).

However, Street (1976) sees the opposite, proposing that the simultaneous acquisition of two languages exceed the capacity of the children to learn better, i.e., that development can have negative consequences for children, and makes them in confusing.

1.6 The Importance of Speaking and Writing Skills in FLL

Foreign language learning is based on the four language skills. The success in learning foreign language requires the mastery of the four language skills (the perspective and productive skills). Widowson (1987) states: **"Speaking and writing are said to be active, or productive skills whereas listening and reading are said to be passive or receptive skills." (**Widdowson, 1978: 57). This means, in order to produce language we have to receive it. The following points shed light only on productive skills (speaking skill).

1.6.1 Speaking Skill

Speaking is a complex skill, which is considered as the head of all other skills, i.e. being skilled in speaking leads learner mastering FL. Teaching speaking plays a huge role for the learner as a norm of evaluation that gives the learner the opportunity to determine his level and capacity. That activity fulfills learner's needs inside classroom by developing his thinking besides ameliorating his vocabulary and grammar to enhance his listening and writing skills. In the aspect, Abdel Salam (2002) defines speaking as a collection of micro-skills, which include syntax, grammar, morphology, pragmatics, semantics and phonology. In addition to another benefit which is asserted outside the classroom, that embodies in opening big chance for getting job and being more respected by the society.

Speaking in the view of Ur (2000) is the most important skill in FL learning process, claiming that: **" Of all the four skills, speaking seems intuitively the most important: people who know language are referred to as (speakers) of the language, as if speaking included all other kinds of knowing."** (Ur, 2000: 12). Thus, people who master speaking skill are considered as if they master the other language skills.

1.6.2 Writing Skill

Writing is included into the four language skills. It reflects the learner's mental level of FL. It explores the one's creativity through showing language beauty. Arco (2007) advocates that: **"Writing is a process, like recipe for special meal."**   (Arco, 2007: 04). This means that planning and following certain procedure help FL learner to have a good writing style. Writing process is a major cognitive challenge since it as a test of memory, language and thinking ability.

Under the purpose of transmitting thoughts and ideas, such productive skill uses several kinds of writing (letters, expressions etc…). That productive process is regarded to be an act of typing characters, it is **"the process of using symbols (letters of the alphabet, pronunciation and spaces) to communicate thoughts and ideas in a readable form."** William & William (1809). So writing systems use sets of symbols to represent the sounds of speech, and may also have symbols for such things as punctuation and numerals.

In fact, writing skill is difficult process because: **"successful writing goes beyond producing clear and accurate sentences, since learners must be aided to write and express their ideas in the most appropriate and creative way."**(Hedge, 2005: 95). It is not only about the mastery of grammatical patterns but also about writing rules (the organization and development of ideas, also selecting the right vocabulary in appropriate utterance) in order to construct a good writing style.

Both writing and speaking skills are regarded to be important process that help teacher in evaluating student's proficiency in TL. Yet we cannot deny that these two productive skills are difficult for EFL learners, and a lot of practice is needed to achieve student's proficiency.

1.7 Conclusion

This current chapter sheds light on what is meant by foreign language and the basic factors that lead to learn it, including the status of first and second FL teaching. In addition to, dealing with the effect of background knowledge on learning foreign languages, taking into consideration mother tongue and foreign language impact. Finally, this research paper is supported by the importance of both speaking and writing skills in learning foreign languages. In the next chapter, we will deal with the impact of the prior knowledge of French on Algerian EFL learners in writing and speaking skills.

Chapter Two

Status of Foreign Languages in Algerian Educational System

Chapter Two

2.1 Introduction

After the independence, the Algerian state has made some amendments, including the education sector. Among these amendments is the introduction of French into educational system as the first foreign language. However, learning one foreign language is not enough, which leads to the adoption of another foreign language, which is English considering it as a second foreign language. The reason behind the adoption of English returns back to the globalization, as English is acknowledged to be the language of the science and technology. But there has been a remarkable influence between French and English. The focus of that current chapter is based on the influence of French on English, relying on discussing the Algerian educational system within its different levels (primary, middle and secondary…). In addition to mentioning the main reasons behind that selection; French as first foreign language and English as second foreign language, following by casting the light on the major similarities and differences between the two languages.

2.2 Educational System in Algeria

In Algeria, each child has the right to learn. Education in Algeria is free and officially obligatory, where the Algerian child is required to enter the school at the age of six years. The educational system is structured into primary school for five years, followed by middle education school (middle school) for four years, then secondary school for three years, at the end of the third year pupils sit for BAC exam that gives access to university. The following lines will explain these educational levels.

2.2.1 Primary Education

This level is obligatory for all the children, which lasts five years, where the age of admission to it is fixed at six years. The aim behind that level of education is to enable the pupils to master the basics of reading, writing and calculating. Also, to develop pupil's personality,

Primary school ends with final exam which is called 'primary education certificate' that leads the pupil to access the coming level (middle school).

2.2.2 Middle Education

After getting the primary certificate, the pupil is able to access this level. The later takes four years as a period of studying. The aim of the middle education is to provide the students with basic learning, for the purpose of pushing him to discover his identity in harmony with social, ethical, values and traditions etc …. The end of schooling in middle education finishes with a final exam, which is called 'average education certificate' (BEM).

2.2.3 Secondary Education

Secondary education is for a period of three years. In the first year, the student chooses either scientific stream or literary one. Then, in the second year, the student is in front of the choice of sub-branches (Foreign languages, Literature and philosophy, Mathematics, science …) within the two previous streams. The end of schooling is marked by baccalaureate exam (national exam). After passing the final exam and according to his wishes, the student decides either joining the university or accessing the working life. The sample population in this research contains EFL teachers and pupils in secondary education.

2.2.4 Higher Education

Generally, the Algerian university system is just a copy of French model. Since 2004, the Algerian universities adopted the LMD system, which replaces the old one (classical system). This new system consists of: License (baccalaureate + three years), master (license + 2 years) and doctorate (master + 3/4 years). The application of that system has many objectives : The first and the main objective is to bring the European university programs and apply them in the Algerian, to make the Algerian student familiar with these programs, and also to ameliorate the Algerian

education. The second objective of that system is to make the learner autonomous, i.e, to rely on himself in learning not on teacher.

2.3 French and English in Algerian Educational System

a/ French

After many years of Algerian independence, French was introduced in all levels. And it was considered as first foreign language in the Algerian education system. The widely use of French in Algeria put the government and the ministry of education in difficult position, not because of bilingualism phenomenon French-Arabic at that time, but also due to the demographics. Depending on a report made by the high council of Francophonie in Paris (1986) that claims in Algeria, over a total population of 21% million, 15000 spoke French as a first foreign language and six million spoke it as a second language at that time. In 2008, 11.8 million Algerians (33%) could read and write in French.

In 2002, French has taken a considerable position in the Algerian education because: **"The knowledge of French started expending to a more important number of citizens after independence, particularly school children, for French, it was the language of instruction."** (Grand Guillaume, 1983: 12). That means, French started to be taught as a first foreign language from the fourth year of primary school till the final year of secondary school. In recent years, French becomes the language of prestige and often used in scientific studies at the university education.

b/ English

English has become universal language, spoken all over the world. It is taught at schools and universities as the first or second foreign language, even if it is not spoken as a national language as in Algeria. In this aspect Crystal (1997) states that:**" There has never been a language so widely spread or spoken by so many people as English."** (Crystal, 1997: 127). In the late of the 70s, the ministry of education has decided to implement English alongside French as second foreign language, which is started to be taught from the first year of middle

school. Algerian education tries to teach English by making it as a part of its educational curriculum. However, French is the only foreign language that is taught in the primary school.

2.4 Reasons for the Selection of First and Second Foreign Language in Algeria

The official languages in Algeria are the modern Standard Arabic (literary Arabic) as it is specified in its constitution since1963 and Tamazight (Berber), which was made as an official language alongside Standard Arabic on February 2016. Within the globalization and due to an ever-increasing connectedness of the world, learning foreign language has become an essential issue and may be presented as a major challenge for Algeria.

In addition to the mother tongue (Arabic and Berber), French language has no official status in Algeria even though it is the second most spoken language in the country. However, it was introduced during France colonial times and is still taught in schools (from primary school) alongside other foreign language, which is English as a second foreign language. The question that arises, what are the reasons behind the choice of French as first foreign language and English as second foreign one. The following lines will entail the historical, educational and social reasons.

2.4.1 Historical Reasons

Algeria has witnessed multiple colonizations, which left clear traces and varieties spoken in. France is among these colonizations. Due to the long duration of the France (132 years) colonization, French has become the strongest and the most widely used language in Algeria.

French colonization has used all its power and efforts to impose its language, taking into consideration a convenient strategy, which is schools as a means to promote French language deeply, in order to divert the Algerians from their use of Arabic. As far as ending the role of the Algerian educational institutions and making French the official language. Gorden (1966) states that, when Portuguese colonized, they built churches, when the British colonized, they built trading stations, when the French colonized, they built schools.

2.4.2 Educational Reasons

Algerian children have been encouraged to study French. As well as, a large of qualified teachers have been trained to do, so prompting the ministry of education to adopt it as the first foreign language. In contrast to English where they were unprepared and yet novices. The knowledge of French started expending to a more important number of citizens after independence, particularly school children, for French, it was the language of instruction. (Grand Guillaume, 1983).

2.4.3 Social Reasons

From 1830, French language has started to be spread in the Algerian society. It is spoken by the majority of them in their daily life. When the parents keen to orient their children to choose French as First foreign language in their studies, because of the job requirement, which demands it. In 1990, the Algerian education system has attempted to introduce English at primary schools. However, that operation has been failed, which led English to be ignored at that time.

According to Braik (2003), in three towns in the western part of Algeria (Oran, Mostaganem and Sidi Belabes), showed that the majority of students' parents chose French rather than English, 71.07% for the French while 28.93% only for English. That means, the demand for English language is just due to the surround worldwide features, which require that.

2.5 The French Linguistic Effects on English Language

Many French vocabulary are included in English language as a result of borrowing, i.e, over than 10.000 French words enter into English and about 75% of these words are still in use. Thus French language has a significant impact on English language in different components of English; in spelling, vocabulary, word forms, grammar …

2.5.1 Direct Borrowing (vocabulary)

Huge French words have been borrowed into English language. These French vocabularies take place in a lot of domains such as government, law, art and literature. Although the two languages do not belong to the same family, the inter- borrowing has been extensive. Leith (1996) claims that soon after the Norman Conquest, it has been estimated that approximately nine percent of the English vocabulary had been derived from French but has increased to about 21 percent. Most of the vocabulary was considered "exotic", as it was used in exclusive circles when dealing with matters of law, the church and the running of country estates.

The French borrowed words that happen in Britain's social life has effected a lot of words that have a relation with government , administration, fashion, food, way of social life, learning and medicine…. According to Hel (2006), illustrates that impact by including example from different fields:

Government and administration	counseil, estat, government
Law	court/cort, crime, juge, justice
Army and arms	army, maille, regiment, sege
Architecture	paleis, piler, temple
Occupations	bocher, peintre, tailloler
Arts	art, culour, ornament
Education	lessoun, pupille
Fashion, meals, social life	chaire, joye, feste, leyser(e); plate

Table 2.1 Some English Words Coming from French

2.5.2 Indirect Borrowing and Grammatical Merges

The influence of French grammar on English grammar is not noticeable with the arrangement of words. French syntactic patterns consists of nouns followed by adjectives that are introduced into English for example: free simple, court material…, rather than the usual structure adjectives + nouns. According to Lawless (2006), French had much less influence on English grammar, but you can see a Few elements of French grammar in the English language. One notable example is found in the word order of expressions like "attoney general" and "surgeon general", where English uses noun+ adjective, which is typical of French rather than the normal word order of adjective+ noun.

2.5.3 Spelling System

French language has a great impact on the English spelling system, as it has a different sound and spelling system than the English did. Among the influences of French on English language is the spelling of letter /h/. Students who are under the influence of French don't pronounce/ h/ at the beginning of a word, such influence is illustrated in the following example: « he has a hard hat» it will be: « 'e 'as 'a 'ard 'at », the same case with: honor, honest, hour etc….

2.5.4 Word Formation

Because of the French loan words, many French affixes enter into English, which causes the spread of many Hybrid words; these words consist of two parts: native system+ foreign ending such as breakage, murderous and bakery …. Some of the French affixes which have been found in English are:

Prefixes: con, de, dis, ex, pre, en, pro…. Eg : disconnected, disappointed…

Suffixes : ee, ance, ant, action, ment, able, al, ize…. Eg: comfortable, construction..

Kastovsky (2000, in the Old English period, affixation and compounding were the most productive ways to form new words. Affixes were mostly Germanic, more than lexemes being from the result of borrowing. In early Norman period, the OE prefixes such as be-, fore-, mis- and un- continued to be productive yet most of the other verbal prefixes lost their productivity. This paved the way for the borrowing from French and Latin and filled the semantic gaps in the English derivational system.

2.6 Common and non Common Aspect between French and English

English is a Germanic language with Latin and French influences. It's not surprisingly that the two languages (French and English) belong to different sub-groups of Indo-European languages; Romance for the former and lower Germanic for the later. The most influent languages embody in Greek and French. In that context, Marcheteau et al (1997) state that English of today is the result of successive linguistic influences, connected to waves of invasions which has a long historic evolution during the Renaissance 15th century_ 16th century, the intense activity of the translators and writers has enriched English of numerous words of Germanic, Latin, Greek, Italian, Portuguese and French origins. Even though French and English belong to the same language family (Indo-European), but that doesn't prevent to find some differences between them alongside with some similarities.

A / Pronunciation, Phonology

The similarities that exist in both French and English can affect either positively or negatively. Speaking positively, both sounds /ʃ/ and /z/ don't make trouble for the students who master French language, these sounds pre palate- alveolar fricatives ones as English language has. However, Koutsoudas and Koutsoudas (1962) point out that: "the more closely associated a foreign sound is with a students' native phoneme, the harder it will be for
the student not to substitute the native phoneme for the foreign sound."(Koutsoadas & Koutsoudas, 1962: 54). That means, the sounds that are written in the same in prose are substituted for the target language, i.e., the valid example for such case is /r/ sound in which the EFL students substitute their /ʁ/ sound for the English /ɹ/ sound after seeing the written word that contains such sound.

The common problem that has been found in pronunciation is that EFL students are unable to articulate English vowel sound. In the case of pair words, such as: sheep/ ship, live/ leave. These students can't articulate correctly these pair's words because they are not familiar with the use of the tip of the tongue in the speech. In addition to, beginners face difficulties with the following words: tooth _ mother_ think, which contain "th" sound, which is not existed in French language.

Phonologically speaking, Students who are under the impact of French may face problem with English words that begin with /h/; which is omitted in their speech. If EFL studentr is asked to read that sentence: « he has a hard hat», he will read it in such a way: « 'e 'as 'a 'ard 'at ». Concerning stress, when the sentence is spoken in French, there are no stressed words but in English, the stress is presented with many consonant and with different vowels.

Treating the phoneme side may help to go deeply, to differ between French and English languages within phonological angle. Both two languages contain a considerable inventory of sounds; consonants and vowels. The following table that is given by Campbell 1991 summarizes the Consonant phonemes of French and English:

Manner of Articulation	**French Consonants**	**English Consonants**
Stops	p, b ,t, d , k, g	p, b, t, d, k, g
Nasals	m, n, ɲ	m, n, ŋ
Fricatives	f, v, s, z, ʃ, ʒ, ʁ	f, v, θ, ħ, s, z, ʃ, h, ʒ, h, (ʍ)
Central Approximants	j, w, ɥ	j, ɹ, W
Lateral Approximants	I	I
Affricates		ʧ, ʤ

Table 2.2: Consonant Phoneme Inventories for French and English.

B / Grammar

- Noun Gender: in French, all nouns are either feminine indicated by "la" or masculine indicated by "le". The following example explains more (la) ville modern (e), la ville (city) is a feminine word, which requires a feminine adjective by adding "e" at the end. However, in English this change exists.

- Accent: in French the accents may take different form (accent aigu, accent grave, accent circonflex, accent tréma) with different words, when in English such kinds are only used with foreign words.

- The phenomenon of liaison: such phenomenon is applied when the consonant of the end of a word is pronounced at the beginning of the following word eg: vous avez (you have) is pronounced / vuzave/.

- Alphabet: letters that exist in French are the same those exist in English(26 letters), plus the letters with diacritics(é, ç…). That difference could put ESL student in confusion and many create interference problems for them, i.e, write "i"

    instead of "e" or "j" instead of "g".

- Tenses: despite the existence of: active/ passive, past/ present, present/ future tenses in both English and French language, in French native speakers face problem of wrong choice of tense, because they don't have auxiliary "do", learners may makes in asking questions by using question intonation (he is ill?) or inviting S and V. How often see you her ?

C / Semantics

French and English share a set of true and false cognates that push English speakers feel confused when dealing with it. Richards, Platt and Platt(1992) define cognate as: **"a word in one language which is very similar in form and the meaning to a word in another language because both language are related."** (Richards et al,1992: 59). Which means the existence of these cognates is due to the belonging to the same family which is Indo- European.

French language has a set of true cognates (les vrais amis). Lawless (2006) claims that, For the English speakers, one of the nice things about learning French is that there are some hundreds of true cognates, words which look similar in the two languages and have the same or similar meaning.

Here is a list of some true cognates:

French	English
Abandon	Abandon
Occupier	To occupy
Animal	Animal
Absolument	Absolutely
Classe	Class
Biographie	Biography

Table 2.3: True Cognates

Despite to the true cognates, the two languages are distinguished by false cognates. In this aspect Richards, Platt and Platt (1992) define false cognates as a word which has the same or very similar forms in two languages, but which has a different meaning in each.

Here is a list of some false cognates (faux amis) exciting between French and English.

English words with French synonyms		French words with English synonyms	
Gratuity	un pourboire	Gratuité	free
Gross	frusta	Gros	fat/ big
Finally	enfin	Finalement	eventually
A robe	peignoir	Une robe	a dress
Achieve	realiser	Achever	finish
Actually	eneffet	Actuellement	at present

Table 2.4: False Cognates

2.7 Conclusion

This chapter touches upon the most important point, which is the influence of French on English. Besides talking about the educational system in Algeria with its different levels, as well as the way of using these two languages in it. that current chapter takes into consideration the most important reasons that lead to the selection of French as first foreign language and English as second one. It deals with the most important aspects in which French impacts English, without forgetting the common and non common aspect between the two. In the next chapter, we are going to deal with different research instruments of our investigation.

Chapter Three

Methodology and Data Analysis

Chapter Three

3.1 Introduction

The aim of this chapter is to spotlight French impact on English within tackling both writing and speaking influence in EFL classroom in Algeria. To do so, each of the questionnaire, the interview and the classroom observation are conducted in Bakadja Cheikh secondary education, are used as methodological instruments. This chapter contains two parts: the first part is a description of the situation under study, including both sample and methods used. Besides, giving a design description of the three research instruments implemented. The second part deals with the analysis of data and the interpretation of the results obtained.

3.2 Research Site

The research is conducted in Bakadja Cheikh Secondary education in Tamazoura in the academic year 2018/2019. Its door has been opened since 2012; it contains many branches such as Science, literature and philosophy, foreign languages, Management and Economics in addition to, Math. This secondary school consists 04 English teachers, all of them are full time teachers, and three of them hold a license while the remainder holds a master degree. For the pupils, in which the whole number is 325 including all branches but our sample is only restricted to only 40 pupils, i.e., 20 pupils from third year foreign languages (FL) and 20 pupils from third year literature and philosophy (LP), besides 04 English teachers.

3.3 The Sample Population

A sample is a small group of people chosen for specific research purpose, in which the research work will be tackled on them. Field (2005) points out that a sample is a smaller (but hopefully representative) collection of units from a population used to determine truths about that population. The objective behind using the sample population is to gather results about a specific topic. The reason behind working with both EFL teachers and pupils, as a representative group, returns back to their experience with such interference and to their specialty, which demands the focus on learning foreign languages.

For accomplishing that work, the support of teachers and pupils has a great importance to this work. Both of them are from the same secondary school in Tamazoura in the academic year 2018/2019.

3.3.1 Teachers' Profile

In Bakadja Cheikh secondary school, which has been taken as the field of the study, there are 04 English teachers, 03 teachers hold license degree in didactics with 10 years as an experience in teaching. While only 01 of them holds master degree in linguistics, with 04 years of teaching experience and they are all full time teachers.

3.3.2 Students' Profile

For the pupils, our sample is limited to 40 out of 60 (20 from third year foreign languages and the rest 20 is from literature and philosophy). Whose age is between 18-22 years old, those students have already learnt English for 06 years. The majority of them, who have an average level, prefer learning English instead of French language.

3.4 Research Tools

The collection of data requires a set of tools. Among these tools; questionnaire, interview and classroom observation. These tools are seen as efficient methods to conduct and facilitate the work with less time and efforts, and also in order to ensure the findings and reach the objective from this study.

The questionnaire was directed to the third year foreign languages and literature and philosophy students in the secondary school. The goal of such tool is to know the attitude of the students towards the influence of French on English in Algerian schools. Whereas, the interview was directed to the English teachers, in order to demonstrate the various teachers' perceptions about such interference. Besides classroom observation, which is conducted in the same classrooms, to observe the impact of French on English in classroom setting.

3.4.1 Questionnaire

A questionnaire is a way of gathering data. It consists number of questions, for the sake of getting information from the respondents and fulfilling the needs of the research. Questionnaire of 10 questions is directed to third year EFL students in the secondary school, on 20th of March 2019. The questionnaire varied from multiple choices, mixed to close ended and open ended for gathering clear, as well as justified answers.

The questionnaire that is used in that research is divided into two parts; the first part consists questions related to students' background. Whereas, the second part deals with the questions, which have a connection with the influence of French on learning English.

3.4.2 Interview

The interview is a very important tool in the research process. It may help in exchanging the information and adding a special touch to the research. The interview is a structured one, made up of 11questions that illustrate teachers' point of views towards the impact of French on English learning.

3.4.3 Classroom Observation

Classroom observation is regarded as a strategic and a collaborative process. Where, the observer sits in one or more sessions, in order to record both teacher and students' actions and how they behave. Bailey (2001) defines the classroom observation as the purposeful examination of teaching and/or learning events through the systematic process of data collection and analysis.

The main objective of the classroom observation is to demonstrate whether there is a negative or a positive interference between French and English language. In addition to gather much information about the given problem. Such process is done in two attendances in both literature philosophy and foreign languages streams, one session for written expression and another one for oral session.

3.5 Research Methods

To reach the research objective, two crucial research types are used: quantitative and qualitative researches. The quantitative research is a descriptive method that aims to quantify the problem through using numerical data, then transfer it into statistics that help to analyze the problem and interpret the findings. In the present research, the results gathered from the questionnaire represent the quantitative research method.

Qualitative research type is an exploratory method that is based on facts, and aims to collect data from document review; for helping the researcher to have an overview about the research question. Such type of research method aims to provide us with an insight, which is gotten from classroom observation about the problem, as well as the interview that aids to generate and develop new ideas and hypotheses from the data collected.

3.6 Data Analysis

This part is dedicated to analyze the data collected through the research instruments, which may help us to answer the questions and reach the final research problematic. The calculation and the interpretation of the answers demonstrate how EFL's French prior knowledge does affect the process of learning English correctly in both writing and speaking skills.

3.6.1 Students' Questions Analysis

The following questions have been selected from questionnaire, which has been distributed to 40 students, which include both LP and FL streams, in Bakadja Cheikh secondary school.

The table below includes all the necessary information (level, age, gender), which are concerned with the sample of students and may serve our study:

Section One

Gender		Age	Level		
Girls	Boys	18-22 years	Good	average	Weak
22	18		14	24	02

Table 3.1 Students' Background

The questionnaire was addressed to third year EFL students in the secondary school. The sample contains 40 students; including 22 girls and 18 boys. Their ages are between 18-22 years. Most of them have an average level in English.

Section Two

Question n°4: was formulated to know how often does English teacher use French in class?

➢ 2.5 % of students said that their English teacher always used French in class.

➢ 80 % of students said that their English teacher sometimes used French in class.

➢ 15 % of students said that their English teacher rarely used French in class.

➢ 2.5 % of students said that their English teacher never used French in class.

The following chart explains the results:
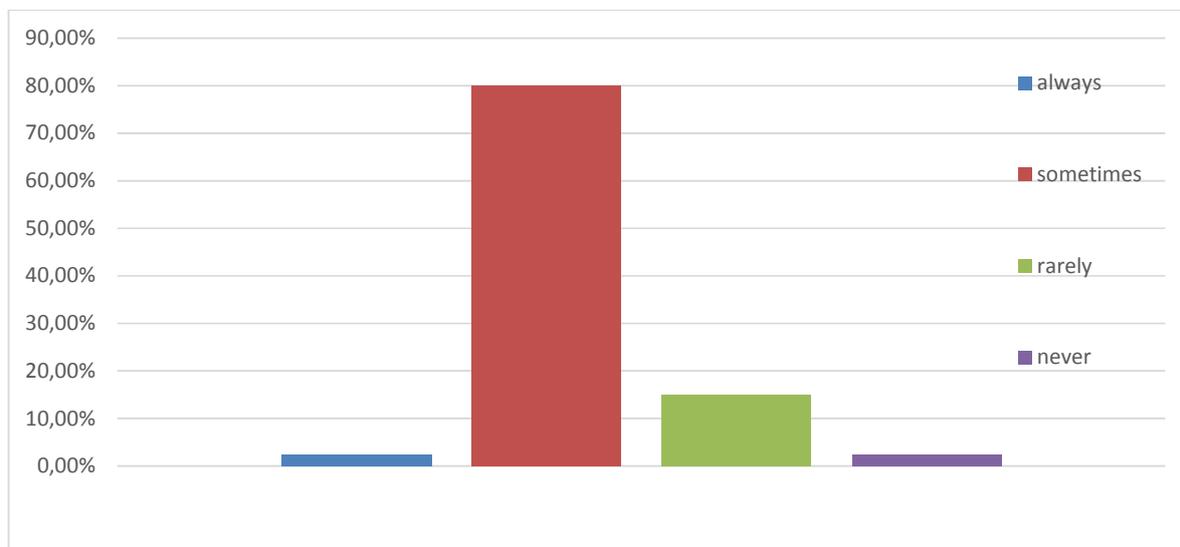
Figure 3.1: Teachers' Use of French in EFL Classroom

Through the results represented in the bar chart above, we can notice that most of the students 80% (32 students) claimed that their teachers sometimes used French in class. Whereas, 15% (06 students) said that their teachers use French rarely. While 2.5% of them (one student) says never and other 2.5% replied always.

The majority of the students claimed that their teachers sometimes used French in classroom because they found it helpful in explaining the ambiguity between the common words that exist in both languages, while few of them claimed that their teachers rarely or never used French since it prevented them to learn English correctly and speak it fluently.

Question 5: Do you use French words while speaking English? If yes, justify.

➢   Yes: 17 students (42%)

➢   No: 04 students (10%)

➢   Sometimes: 19 students (47.5%)

According to the findings, 47.5% (19 students) said that sometimes they used French inside EFL classroom, and 42% of them (17 students) answered with yes and defended their answer, for the sake of saving themselves. Because they learned French firstly and they mastered it and they found it easy to understand some words. However 10% (04 students) answered negatively (answer with no) because they do not know it well.

Question 6: In which skill is French more influential in learning English?

➢   Speaking: 62.5% (25 students)

➢   Writing: 25 % (10 students)

➢   Both: 12.5% (05 students)

The following chart summarizes this:
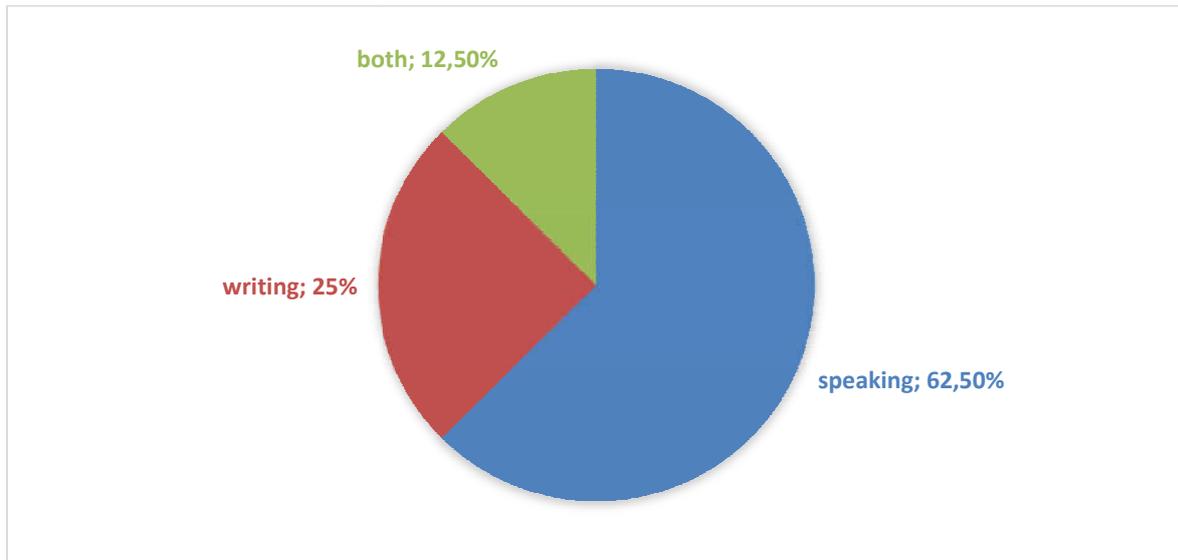
Figure 3.2: The Most Influential Skill

Regarding this question, 62.5% of students said that the speaking is the most influenced skill by French in learning English because they don't have enough time to think and translate their ideas from French to English and due to the lack of vocabulary. On the other hand, 25% claimed that writing skill is more influenced one because of the lack of writing session. However, few of them (5%) reported that both skills are influenced and they defended their claims by stating that the one who interferes between languages, will be automatically influenced writing and speaking.

Question 8: Do you translate ideas from French to English while writing?

> ➢   Yes: 62.5% (25students).
> ➢   No: 37.5% (15 students).

The bellow bar chart illustrates that:
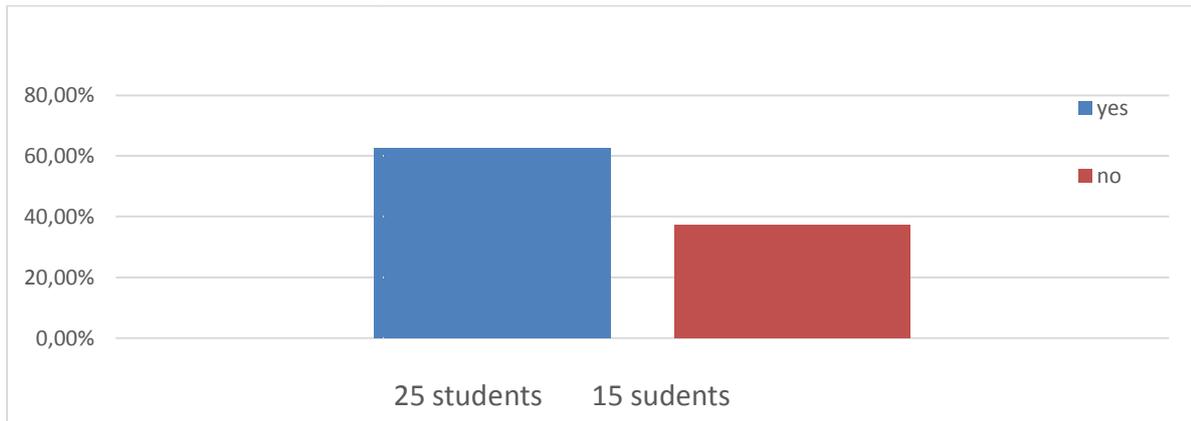
Figure 3.3: Students' Attitude towards the Translation of Ideas from French to English

From the students 'answers, we can deduce that the majority of the students 62.5% translated their ideas from French to English while writing because they are skilled in French. Where the rest 37.5% did not translate their ideas during writing process, due to the existence of some similarities that may push them to make errors.

Question 9: Whether the student is able or unable to understand English without the use of French.

➢ Able: 25 % (10 students).
➢ Unable: 75% (30 students).

The following chart outlines this:
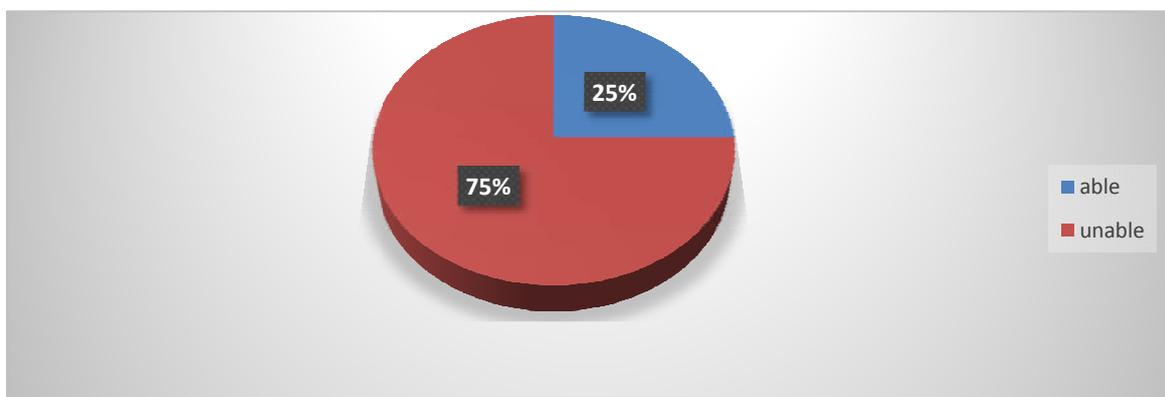
Figure 3.4: Students' Ability and Inability to Understand English without French Usage

From the finding, it is noticeable that 75% of students relied on French in understanding English and this returns back to the acquirement classification. However, 25% of them were able to understand English without the use of French because they have a good level in English and a substantial background and vocabulary.

Question 10: According to you, can the French influence on learning English be reduced?

➢ 27.5% :impossible

➢ 72.5% : possible

The following graph exemplifies that:
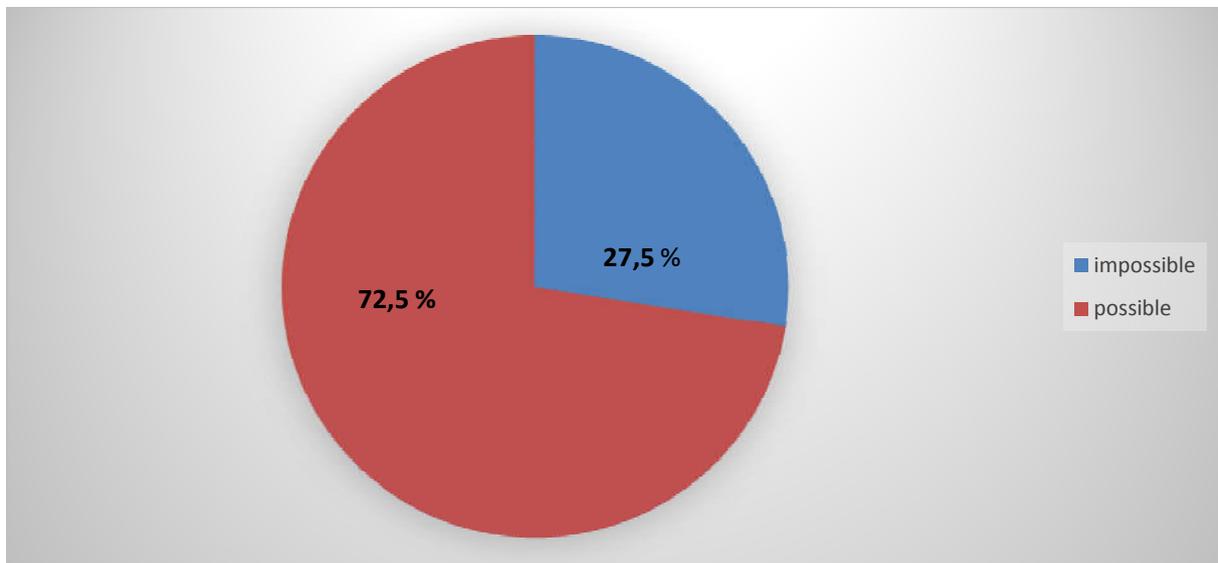
Figure 3.5: The Possibility of Reducing French Impact on Learning English

In this question, the students were asked to suggest solutions to reduce the influence of French on English. Only 27.5 % of them (11students) claimed that is impossible to reduce such impact (no solutions). While the majority of them 72.5% said that, there are some solutions like Watching English movies, trying to speak English with family, using social media to contact with foreigners, reading English books, listening to short English stories and music, besides doing extra English courses in private schools.

3.6.2 Teachers' Interview Analysis

Teachers in this structured interview expressed their perspectives and views towards the impact of French language on learning English. Thus, teachers' attitudes differed from one situation to another.

Q 01: which language does interfere most in learning English?

The most interfered languages	Mother tongue	French language
The reasons	-Student level is low. -They do not have good level in French. -They prefer using Arabic.	- Both French and English have similarities (contain common words).

Table 3.2: The Interference of Languages in Learning English

The aim behind this question is to investigate the opinion of the teachers about the most influential language in learning English. The obtained results clarify those 03 teachers out of 04 stated that French is the most influential language, because the students found it helpful language. In contrast to one teacher who said that, the mother tongue is the most influential in learning English. Since few of students are not mastered in French, they depend on their mother tongue.

Q 03: is the impact of French in learning English: positive, negative or not important?

Choices	Positive	Negative	Not important
Answers	02 teacher	02 teachers	/

Table 3.3: Teachers' View to the Impact of French on English

Through this question, the researcher wanted to know whether the French language has a negative/positive or no impact in learning English. The answers showed that 02 teachers saw that French has a negative impact because it prevents the students from learning English accurately and fluently. However, and 02 rest teachers claimed that French has a positive impact in learning English because both languages are nearly similar (contain common words).

Q 05: how do you manage the situation when your students use French instead of English in the classroom?

Through asking this question, the researcher wanted to know the various teachers' attitudes when their students use French instead of English in EFL classroom. Most of teachers blame their students when they use French and ask them to avoid using it. Whereas, another teacher saw that there is no matter to use French, but in a limited way.

Q 06: is about in which aspect of learning English is French more influential ?

Choices	pronunciation	Writing	Vocabulary use
Answers	02	01	01

Table 3.4: The Aspects of Learning English that are Influenced by French

This question is done purposefully to highlight the most effected side in learning English when using French. Two teachers said that the pronunciation side is more influential and they defended their answers with the matter of being familiar with French language. And one teacher claimed that the writing side was more affected one due to the lack of reading English books. However, the rest stated that the vocabulary use side was more influential because of homophony of some words.

Q 07: how can the problem of language interference be solved inside the classroom?

The last question seeks to reduce the interference between the languages. The majority of teachers blamed their students when they use French and ask them to stop using French words through auto correction process, while the remaining one allowed his students to use French but in limited way.

3.6.3 Classroom Observation Analysis

Classroom observation is conducted in BAKADJA Cheikh secondary school, on Wednesday, march 20th, 2019 from 13:30 to 14:30 with LP in writing session. In addition, from 14:30 to 15:30 with FL in speaking session. The aim behind this process is to observe how both teacher and student interfere between French and English languages.

Date of observation : Wednesday, March 20th, 2019

Time: 13:30-14:30/14:30-15:30

School name: BAKADJA Cheikh Secondary school

Location: Tamazoura- Ain- Temouchent

Level: Third year LP and FL streams

Number of students involved: 40 students   girls:20   boys:18

Instruments used to record data: pen and note book

Materials used in classroom: English textbooks, copybooks, white board, dictionaries

Lessons observed: reading and writing / Listening and consider   (unit three: school different and alike)

Table 3.5: Classroom Observation's Information

The main objective of the classroom observation is to investigate the influence of French language on English in EFL classroom. The process was done in two attendances; one session for listening and consider with FL stream and another one for reading and writing with LP. The operation was done with the same students from both streams, to achieve the research needs through recording the different errors resulted from the interference between French and English language. When we have attended the two sessions with the same teacher, both teacher

and pupils welcomed us. After sitting at the back, we have noticed that both two classes were clean, calm and disciplined.

In listen and consider session, unit three (school different and alike), the materials that were used are white board, e-dictionaries. The teacher started his course with a brief revision, in order to refresh his students' memory. Such technic enabled the teacher to succeed in creating the interaction between the student and the teacher. The most remarkable thing is that the teacher was not severe, from time to time, she laughed with her students to maintain a relaxed atmosphere, by giving them the chance to participate even with mistakes.

During the session, we have remarked numerous errors that embodied the influence of French on English. Among these mistakes, two words: situation/president, which were pronounced with French accent. In that case, the teacher succeeded in managing such problem through asking his student to repeat pronouncing the word, in order to teach him to correct his mistake by himself. At the end of the lecture, she asked his noisy pupil, thinking that he will not answer, but he did and the teacher got surprised saying: "Oh! Heureusement you have answered" instead of saying: "Oh! Fortunately you have answered".

In reading and writing session, unit three (school different and alike), various materials were used such as: English text books, copybooks, white board and dictionaries. The teacher asked his student to write an essay about certain topic, which is future life. After reading certain copies, we have noticed that most of the pupils wrote the word "future" in French way "futur". In addition to having the problem with the word "family", they also wrote it in French way. The main reason behind falling in such mixture is due to the similarities between French and English language. At the end of the lecture, the teacher drew a table in the board, which included all the errors that were done from the pupils. His method enabled the pupils to differentiate between the common words that existed in the two languages.

3.7 Summary of the Main Results

From the data analysis of the questionnaire, the interview and the classroom observation that were conducted in the same classroom, the research reaches the following findings:

After carrying the interview tool, we have noticed that the influence of French prevails negatively the English learning process. That phenomenon puts many English teachers in hard position, which pushed them to look for solution in order to reduce that interference.

After tackling the questionnaire, the majority of the sample acknowledged that there is an interference between French and English, and they were not satisfied about such impact. These sample stands with the same idea, that there is a possibility to reduce that interference through using certain strategies, which demand some efforts and time. However, the majority of them stated that is possible to overcome that effect.

After conducting the classroom observation process, we have reached that there were both negative and positive interference, but the negative one was typically dominant for both teacher and pupils. However, the teacher tried as much as he can to reduce it.

We conclude that the majority of the sample agree that French stands as an obstacle in learning English, wishing to find strategies and methods to, which can at least eliminate such interference.

3.8 Findings

Depending on the findings, the sample that we dealt with showed their wishes to bring some activities that may help to decrease French prior knowledge effect on learning English, in order to get new generation, which mastered global language. These samples defended their responses by stating that all people have to grasp English because it is the language of technology.

The majority of teachers who are living that phenomenon; The control of French language on English language, agreed that such interference is an obvious matter, due to French colonial traces, but the later doesn't prevent teachers to do some efforts and look for tactics, which are hard to achieve.

The hypotheses that were introduced at the beginning of the research were not completely proved; the first hypothesis, which states that there is a negative impact of French on learning English, was refuted because some EFL students claimed that there is a positive impact of French on learning English, and they defended their claims by stating that French is a helpful language to learn English correctly. While the second hypothesis, which illustrates that teachers tolerate that influence but they try to correct their students' mistakes each time, was proved due to being French as first foreign language. In addition to the third hypothesis, which contains the idea that the influence of French on learning English can be reduced by providing students with short stories and videos that have a relation with the session, was also proved.

3.9 Recommendations and Suggestions

Relying on the results obtained, it seems that such interference can't be overcome definitively, due to historical reasons, but at least be reduced. This study led us to make the following suggestions, which are listed as following, for both teachers and students:

For teachers:

1. Raise teacher's awareness about the consequences that may result from that interference, which may prevent the correct instruction of English.

2. Encourage the autocorrecting process during English course, by giving them the chance to correct their mistakes by themselves and relying on the technic of repetition.

3. Make extensive courses in English by enriching them with listening to songs, watching movies (with sub-titles), reading short stories, creating the atmosphere of the conversation only in English language focusing on speaking and writing skills …etc. in order to ameliorate their pronunciation and enrich their English vocabulary.

4. Asking the student from time to time to repeat pronouncing certain words and rewarding him, such act may motivate the student to search more on these words.

5. Creating the training courses for the development of English learning, in order to be relaxed and remove the afraid of falling in that interference.

6. Asking the students to bring their e-dictionaries to listen to the pronunciation of certain confused words.

7. Giving much more important to the speaking skill in secondary education.

For students:

1. Buying good dictionaries according to the level.

2. Keeping a vocabulary notebook through grouping new words with their transcription by subject. Because when student writes the odd word by his hand, he will be able to remember how to write it and even how to pronounce it.

3. Downloading English songs with their lyrics and trying to repeat them. Then listen to your record, In order to know the mispronounced words.

4. Subscribing to youtube channels in English. Since whenever you communicate with native speakers, you will acquire the language in the right way.

5. Decorating the rooms with flashcards. As well as, such later habit affects the learner's acquirement psychology.

6. Recommending much more practice in pronunciation and speaking in general.

3.10 Conclusion

This current chapter is considered as the core of our research, which focuses on both teacher's and student's attitudes, towards the influence of French on English learning, in addition to capability of overcoming such impact. This research depends on three research instruments: questionnaire, interview and classroom observation, in order to prove the negative impact of French on learning English. Moreover, this chapter includes the possible activities that may fit such phenomenon, taking into account both time and efforts, which may take place in that operation. Finally, the questions that remain are these strategies effective or not, do they make any changes in Algerian educational to ensure an effective English learning.

General Conclusion

General Conclusion

The interference between languages is an intuitive phenomenon. The spread of that occurrence is due to the languages' origins and colonial linguistics remains. The Algerian people suffer from a certain interference, especially when they want learning English alongside French language. In this respect, the problem raised in this research is to demonstrate the EFL learners' prior knowledge in French and its impact on the effective learning of English. The aim behind conducting that study is to reduce the negative influence of French on learning English, besides knowing both EFL learners' and teachers' attitudes towards such interference, and to propose activities that may help to reduce that effect.

To do so, three central questions were raised; these questions have a relation with whether French language has a negative or a positive effect on learning English, and what the perceptions of both teachers and learners are, then the possible activities that may exceed falling in such phenomenon. The researcher departed his investigation from three main hypotheses. The first hypothesis was refuted since the main findings show that there is a positive impact besides the negative one. The second hypothesis was proved by the answers of EFL teachers who were tolerant with the interference but in a limited extent. The third hypothesis, which was about the possible activities that may decrease such effect, was also proved by the majority of the sample, who set up some activities for learning English effectively.

In this work, set of research tools are used. The questionnaire, the interview and the classroom observation with both EFL teachers and students. These research tools are conducted in Bakadja Cheikh secondary school. The qualitative research method serves both interview and classroom observation research tools because it based on facts, which help to interpret the phenomenon. Whereas, the quantitative research method goes in parallel with the questionnaire since the quantitative research method aims to quantify the problem through using numerical data to transform them into useful statistics.

The research tools that are used enable us to reach certain findings, which may prove or disapprove the previous hypotheses. The findings show that there is a positive interference

between French language and English besides the negative one. Both teachers and students who are living that phenomenon, show their wishes to decrease such impact. They propose some activities to reduce the negative impact of French on learning English. This study allows us to bring suggestions and recommendations for both EFL teachers and students. For the former they should give much more importance to the speaking skill in the secondary school by enriching speaking session with songs, videos and short stories …. For the later, they should practice much more on pronunciation and speaking in order to speak English fluently and correctly.

Along this study, we have faced number of difficulties; we were limited in time, which obliged us to avoid some points, besides the lack of sources dealing with literature review. In addition to the selection of the sample, asking the question which level will fit our research. This research will helpfully lead to further research in the future, about the impact of prior knowledge in French on learning English that can be conducted at university level.

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Appendices

Students' Questionnaire

Dear students,

You are kindly requested to answer the following questions, which aim to investigate the influence of French language on English in EFL classroom, by putting a tick in the appropriate box in one hand, or justifying your choice in other hand.

Section one: Background information

1. Gender:

   Male ☐

   Female ☐

2. Age: ………..

3. your level:

   Good ☐   average ☐   weak ☐

Section two: French impact on English at speaking and writing skills

4. How often does your English teacher use French in class?

   Always ☐   sometimes ☐   rarely ☐   never ☐

5. Do you use French words while speaking English?   If yes why?

   Yes ☐   no ☐   sometimes ☐

6. In which skill is French more influential in learning English?

   Speaking ☐   writing ☐   both ☐

7. To which extent does French language impact your English one during speaking and writing?…………………………………………………………………………………………
   ……………………………………………………………………………………….

8. -Do you translate ideas from French to English while writing?

       Yes ☐   no ☐

9. Do you think you are :

   -Able to understand English without the use of French.

   - Unable to understand English without the use of French.

10. According to you, how can the French influence on learning English be reduced?

…………………………………………………………………………....

....

....

Thank you

Teachers' Interview

Dear teachers,

This interview is a part of a master project carried out to investigate the influence of the French language on English in EFL classroom. Therefore, would you please answer the following questions.

Section one: Background information

1. Degree:

   License ☐   Magister ☐   Doctorate ☐

2. What is you status?

   Part time teacher ☐   full time teacher ☐

3. Teaching experience:

   -………….years.

Section Two: The impact of French on English at the level of writing and speaking skills

1. Which language does interfere most in learning English:

   The mother tongue ☐   the French language ☐

   Why?...

2. Are you with or against the use of French in the English classroom? Justify?

   ……………………………………………………………………………………………

   ………………………………………………………………………………….

3. Is the impact of French in learning English:

   Positive ☐   negative ☐   not important ☐

4. Why do some students use French instead of English?

   To overcome difficulties in communication ☐

   To solve vocabulary problems ☐

   To facilitate writing ☐

5. How do you manage the situation when your students use French instead of English in the classroom?

6. According to you, is French much more influential in:

   Vocabulary use ☐ Pronunciation ☐ Writing ☐

7. How can the problem of language interference be solved in the classroom?

   …………………………………………………………………………………………………

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

Thank you

Summary

The aim of the present study is to investigate the EFL learners' prior knowledge in French and its impact on the effective learning English. To conduct this research work, three research instruments are used: Questionnaire, interview and classroom observation at the secondary school. This research tools enable us to reach certain findings, which show the wishes of both teachers and students to decrease the negative impact of French on learning English language. At the end of the study certain recommendations and suggestions are proposed to both EFL teachers and students.

Résumé

Le but de la présente étude est d'étudier les connaissances antérieures des apprenants d'anglais langue étrangère en français et leur impact sur l'apprentissage efficace de l'anglais. Pour mener à bien ce travail de recherche, trois instruments de recherche sont utilisés: questionnaire, entretien et observation en classe au collège. Ces outils de recherche nous permettent d'atteindre certains résultats, qui traduisent les souhaits des enseignants et des étudiants de réduire l'impact négatif du français sur l'apprentissage de la langue anglaise. À la fin de l'étude, certaines recommandations et suggestions sont proposées aux enseignants et aux étudiants d'anglais langue étrangère.

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ملخص

الهدف من دراسة هدا البحث هو دراسة تأثير المعرفة المسبقة للغة الفرنسية على تعلم اللغة الانجليزية لدى طلبة اللغات. لإجراء هدا البحث تم الاستعانة بثلاث وسائل بحث: استبيان مقابلة و ملاحظة صفية في الطور الثانوي. تمكننا أدوات البحث هذه من الوصول إلى بعض النتائج ، والتي تُظهر رغبة كل من الاساتذة و الطلبة في تقليل التأثير السلبي للغة الفرنسية على تعلم اللغة الإنجليزية. في نهاية الدراسة ، تم اقتراح بعض التوصيات والمقترحات لكل من الاساتذة و طلبة اللغات الاجنبية.

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