

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Ghardaia



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*Dissertation submitted to University of Ghardaia for obtaining the Master's degree
in Didactics*

The Influence of French in EFL Classrooms

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Academic year: 2021/2022

Acknowledgments

My sincere gratitude and thanks to my teacher Slimane Abdelhakem who gave me the golden opportunity to do this wonderful project in didactics, and thank him for the guidance and support that helped me accomplish it.

I would also thanks and appreciations to all the teachers for their valuable time and support.

Abstract

The goal of this study is to discover the point view of Ghardaia University English learners about the impact of the USE of French Language in EFL classrooms order to help students learn English. Consequently, one hypothesis is that French language may be benefit to the learners at the level of vocabulary. This study tends to explore the attitudes of students towards French in English learning. Intending to confirm the hypothesis, a qualitative study was undertaken, and the method used to gather data was a questionnaire submitted to fifty LMD students. However, the use of the French language in English classes requires to be used in some occasions.

Two chapters constitute this research. Chapter one deals with a general overview about the status of French and English languages in Algeria and in the society. Furthermore, deals also with the educational system in Algeria and how both languages are perceived. In addition, the bilingualism present in Algeria is considered as a gift and students should have the benefits from it. The second and last chapter deals with the methodology, data collection, and analysis with its interpretation.

Keywords: Impact, attitude of students, qualitative study, status of English and French, educational system in Algeria.

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List of Abbreviations and Acronyms

EFL: English as a Foreign Language

USA: United States of America

L3: Third year License Students

LMD: License Master and Doctorate

L1: First Language (Mother tongue)

L2: Second Language

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General introduction

General introduction

In the present studies, the light will be shed on the influence of French on English learners' vocabulary. It is well worth bringing up that the vital component in this observation is to research in extra info whether or not or no longer using French in English lessons by way of learners can also facilitate English gaining knowledge of process and enhance beginners' vocabulary. Moreover, the usage of monolingual approach, which ignored the usage of previous language in getting to know, or bilingual method that allows using novice's language historical past at positive conditions was a problem trouble amongst researchers and instructors as properly. In this context, the expertise and the use of monolingual technique may also lower student's opportunity in achieving great results as properly as it will issue the learning system. By the contrary, the use of bilingual technique inspires learners and includes the French language as a pedagogical tool.

Statement of the problem:

The linguistic transfer has been a discipline of many research and proved that can be helpful for new learners to understand a language. This can be associated with the strong association between the linguistic switch and second language acquisition. With the use of new and adequate programs of teaching strategies and techniques in Algerian establishments has achieved an advanced level in teaching English as a foreign language. As a result, English became more popular over the years despite the large use of French in the Algerian society. Accordingly, to this it would be useful for learners to take benefit from the bilingualism existing in Algeria. In other hand, it becomes a problem among students to decide to apply or not this approach. A problematic where using monolingual approach that considers integrating previous knowledge of learners may obstruct the learning process, or instead use the bilingualism

approach, which consists in integrating the previous knowledge, and see it beneficial for the learning process.

To conclude, given what was observed, the French heritage knowledge has an amazing impact on studying English as a foreign language, for this reason, the primary trouble is to whether or not use French on English lessons as a facilitating tool or a debilitating one. In other words, French language might be beneficial for students or to the contrary gives a negative impact on the learning process of students.

This study deals with the following problematic: **Is the influence and the use of French in EFL classrooms positive or not?**

Aims of study:

The aim of the offered study is to analyse the impact of the French language on enhancing English vocabulary of LMD learners. In addition, to clarify whether the use of French or not in English classrooms is beneficial for getting to know English or it will obstruct the learning process.

The objectives of the study:

1. Search how the French language can influence the English vocabulary of LMD students.
2. Shed the light on language transfer and error that might happen in English learning due to the use of French and whether is beneficial for students or not.
3. Initiate the use of French as an alternative teaching tool in EFL classrooms for a better understanding of English.

Research Questions

The research questions are:

1. What is the influence of French on English in EFL classrooms?
2. How is the French language impact on to English learners?

Hypothesis:

1. The use of French may be helpful for English learner's vocabulary.
2. Using French as tool in classrooms for a comprehension of English vocabulary.

Research methodology

Methods and gathering tools

The researcher opted for the combined-method method (descriptive / exploratory method) due to the nature of the studies subject matter. In other words its miles a qualitative observe which explores and describes a real-life situation through presenting the observable reality because it takes place within the classroom.

A questionnaire had been used as the main information collection strategy for the cutting-edge study in order to check the hypothesis.

Population samples

The population of the study was 3rd year students from A2 to B1 level of a total population of 50 learners of Ghardaia University. The population was chosen with a mixed level of education.

Student samples

50 out of 100 students of the University of Ghardaia were asked to answer a questionnaire. These students have already a background in French since the primary school. This information may be useful in identifying the language interference in the level of spelling.

Structure of the dissertation

This dissertation is organized in two chapters, the first chapter deals with the theoretical part of the research topic, which is the influence of French in EFL classrooms. The last chapter is a framework devoted for questionnaire and data analysis.

Limitations of study:

This study has encountered from either side some limitations that might have influenced the results. First, the study was conducted from the student's perspective only which might give less credibility and validity to the study. Second, the points of view of teachers were missing. In fact, this study was more based on the students' opinion.

Chapter one

Literature review

Chapter one: Literature review

I.1 Introduction:

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

I.2 Language in Algeria:

As specified in its charter for the reason that 1963, the legitimate language of Algeria is modern fashionable Arabic (literary Arabic), Berber however, has been identified as a “national language” by constitutional modification seeing that might also 2002.

Arabic and Berber are the local languages of over 99% of Algerians. French, has no legitimate status however is extensively used in authorities, lifestyle, media (newspapers) and in education (from primary college), this language also can be seemed as the co-professional language of this country due to Algeria’s colonial records. As a result, it is estimated that a massive majority can recognize the language, however simplest approximately 20% can study and write it. In her admire Malika Rebai Maameri (2009) assumes that:

I.2.1 Native language:

Arabic and Berber are spoken by almost all Algerians and French is considered as a second language it is taught in primary school, high school and university it is also present in

government, culture , newspaper, and radio, due to the colonisation some old people speaks only French , it is a co-official language of Algeria . In conclusion, French is understandable form a large majority but only 20% can read and write it. However, French words are modified Arabic Algerian dialect is a mixture between French and spoken Arabic like in some big cities of the country, but in some region of Algeria French is hated due to history and the colonialism especially in the south where that language is neglected despite its presence.

I.2.2 Status of Non-native languages in Algeria:

Any state promotes education to rise the society to its better providing good programs for its citizens, these programs are made depending on many parameters like the degree of necessity and needs using the appropriate curricula and textbooks with, the help of approved linguists in order to provide the best knowledge to the society. Foreign languages are chosen to be taught based on their political and economical state. Multilingualism opens the doors to the world and new opportunities for success.

I.2.3 Status of second languages:

French is considered as a second language in Algeria and the first from a political view it is an important part in the government, politics, media, education, and medicine. Also Berber is recognized in 2016 as an official second language after French.

I.2.4 Status of foreign languages:

To begin with, a foreign language is defined as a language which is not commonly spoken in the country, here in Algeria English is considered as a foreign language same as

Spanish or Italian, but it is not the case with French which is stated as a second language. The benefits of being bilingual or Multilanguage as it was mentioned earlier is to learn about new cultures and new societies. The texts books are already stated by the government. However, the English teacher is revised accordingly to the changing regulations and to the needs of the students. Nowadays, the government wants to implant English and replace it with French as a second language and not a foreign language, which is a difficult task that cannot be done rapidly.

I.3 French and English in Algeria:

Both languages had been present in Algeria for long now French longer than English, French expressions and words are still used by in the Algerian dialect. French is considered as a *lingua franca*, however, Algeria seeks to replace French with English at university, as the Algerian High Education Minister said” *the French language does not get us anywhere* ” for secularist intellectuals this decision is a way to reach out the Islamises who see French as a danger for the Arabic language, and a door to modernisation. In the other hand the supporter of English state that it is a necessary shift to get the cultural independence and get away from the smothering of French [1].

Algiers University instructor Abdelhamid Charif said, “*that the move to expand the use of English was overdue and he added, “English in an unavoidable language because it controls more than 75% of the world flow of scientific knowledge and 90.7% of fundament science”*”. About 23,000 Algerian students seek to learn French so far in order to continue their studies in

France representing 8% of the foreign students. Still French has a higher position than English but the Algerian society especially teenager are tend to learn and use English in the social media as a new trend everything in English is seen as to be more attractive and stylish than in French or Arabic [1].

I.3.1 The position of French in media:

French took a major position in the audio visual field like in the radio, TV shows but also in newspapers and magazine.

The radio: many radio channel use French as a dominant language offering interesting transmissions shows and debate about culture, medicine, and music, these shows are broadcasted in French or sometimes mixing between French and English like Elbahja radio, radio 3 or Jil FM.

The press: many newspapers like El Watan or Le soir Algeria or La Liberté are written exclusively in French influenced on a rich linguistic background due to the co-existing languages using borrowing words in French and adapted one.

Television: Same as the radio, some TV shows are broadcast in French that tackle diverse topics like politics, interviews, economic, cooking and else it is usually transmitted early in the morning on the national television, it is called “La Matinale” and this shows the co-existence with French.

I.3.2 The Status of English in Algerian society:

English language had increased drastically in the Algerian society offering a promising status, considered as the second foreign language English is gaining new levels within Algeria,

it is supported by the government and lately a new American university opened the doors to excellent students where they can

Study all the modules in English. This was great achievement for the government since it urges to replace French with English in universities.

I.4 Language learning vs. Language acquisition:

To learn a language is to make effort to acknowledge the language involving a cognitive process it said that it is a benefit for the brain to keep it sharp but the real question is what is the difference between learning a language and acquiring it. Acquiring a language is a natural process for the new born since they catch the letters and words from L1 trying to make new utterance each time. It is proven that the brain of a baby is like an empty bowl, which can be filled by anything. Some linguists like Chomsky said that babies have an inborn capacity to acquire language naturally.

In case of Algerians, where French is learnt from the primary school and from some data based from the mother tongue due to the noticeable influence of French on it according to the speech Algerian community by time, the language is considered acquired rather than learnt since French is present even in some adapted words. According to the ethnology report .Miami (2009) said: *The language spoken at home and in the street remains a mixture of Algerian dialect and French words...Classical Arabic is still not mastered even at a higher educational level*"(Maamri, 2009:10). [2].

Language learning, on the other hand, is a procedure, which specializes in the written form of the language. The learner could be capable of recognizing the different structures of the language, its functioning and to discover ways to master the guidelines that govern it. In this method, the students' linguistic understanding can be progressively enriched, he may be taught how to form interrogative sentences, a way to use prepositions, the conditional, however will no longer be taught a way to use this expertise for communicative purposes.

Contrary to French, English is not taught earlier than the middle school in Algeria; it is learned academically in formal settings as a 2nd language after French. Certainly, in Algerian society, nobody speaks English as his local language; neither is Algerian dialect nor is influenced by English language. According to Baiche (2008), *"parents claim that although English is an international language, it has no social function in Algeria, and therefore did not want to compromise their children's future"*. [3].

1. A table of some differences between Language Learning and Language Acquisition:

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

Table I.1 some differences between language learning and language acquisition.

I.5 The educational system in Algeria:

Education in Algeria is free and officially compulsory from the age of 6 up to the age of sixteen. The obligatory fundamental education section consists of; six years of primary college, three years of decrease secondary training college, and every other 3 years of upper secondary schooling faculty.

a) Primary Education:

Education is mandatory and free for all Algerian children from age 6 through the 9 years of primary school that follow. Despite this, a number of children still fail to attend and the situation is worse for girls. The medium of education is Arabic. An average school day is 6 hours.

b) Secondary Education:

Less than half the children who complete primary school take their studies further. At the secondary level, there are 3 streams, namely general, specialized and technical / vocational. Those in the first 2 of these, study for 3 years before writing their baccalaureate de l'enseignement secondaire that is the key to tertiary education. Technical / vocational education may last between 1 and 4 years, and aims to prepare students for an active life in industry. It may also lead to higher education in certain cases.

c) Vocational Education:

The Algerian vocational training system is steadily being transformed to one that is more in harmony with the nation's needs and an emerging more progressive employment environment.

This process is supported by a number of other nations, as it continues to be in active dialogue with local traditional and religious values too.

d) Tertiary Education:

Algeria has a wide range of universities and other centers of higher education too including specialized and teacher training institutes. Degrees awarded are based on the field of study, and curriculums are standardized by the ministry of higher education.

I.5.1 French and English in the Algerian education system:

a) French:

In 1963, French began to be implemented in all ranges and applied in all programs. As a consequence, this language gradually declined in the instructional device as time passed, what made the difficult position for the authorities and the ministry of education not because of the bilingualism but also of the demographics. A report for the High council of Francophone in Paris (1986) stated:

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

[4].

Things have changed from the year 2002, French was taught in primary school from the 4th grade until the first year of secondary school. Grand Guillaume observed that:

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

(Grand Guillaume, 1983:12)

In 2007, arabisation affected all the system of education, mainly in the primary and the secondary school. However, French remained a language of Prestige particularly in university used for scientific studies [5].

b) English:

English is widely spoken in the entire world. Crystal stated: “there has never been a language so widely spread or spoken by so many people as English”. (Crystal, 1997:127)

From the 70's to the early 90's the government decides to implement English alongside of French. It is taught from the 4th grade of middle school until the secondary [6].

I.6 The influence of French on English:

As many other languages in the international, English has regarded extraordinary foreign influences via its history converting it from an almost pure language to a completely combined one. Since the Norman Conquest in 1066, French is one of the languages, which have had the extra astonishing influence on English. Croll (2005):

“The Norman Conquest made English for two centuries that language mainly of the lower classes, while the nobles and those associated with them used French on almost all occasions” (Croll, 2005: 4). The influence of French on English is

seen at different levels. Seen in syntax, similarities are seen in syntax, vocabulary, phonetics and morphology [7].

a) Vocabulary:

The most crucial have an impact on of French on English become the advent of a notable number of French phrases into English, maximum of the time, when new phrases might have been without difficulty shaped on native model, French phrases was borrowed as an alternative and English people borrowed words whose local equivalents existed of their language. In his admire, Mc Mahon (1994) states that [8]:

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

The vocabulary of English became significantly enriched with the aid of words drawn from the romantic factors of French, this includes some of very simple phrases together with the verb “take” or even grammatical words just like the pronoun “they”. That French influence has become increasingly more glaring in English manuscripts of the thirteenth century. In her, admire Lawless (2006) factors out [9]:

“As a result of the Norman occupation of England, English adopted about 10.000 French words; of which around three fourth are still used today. This vocabulary found in every domain: art, literature, cuisine, law, government. More than a third of all English are derived from French either directly or indirectly. An English speaker who has never studied French already knows around 15.000 French words” (Lawless, 2006:4). [9].

It has been predicted that some 10.000 French phrases came into English at that point; these words have been in large part to do with the mechanism of regulation and management, consisting of also phrases from such fields as medicinal drug, art, and style. Over 70% of those words were nouns and a large quantity of them had been summary terms, constructed using such new French affixes as: con, trans, pre, ance, tion and ment. Right here a listing put through Crystal (1995:47) which gives some English phrases coming from French [10]:

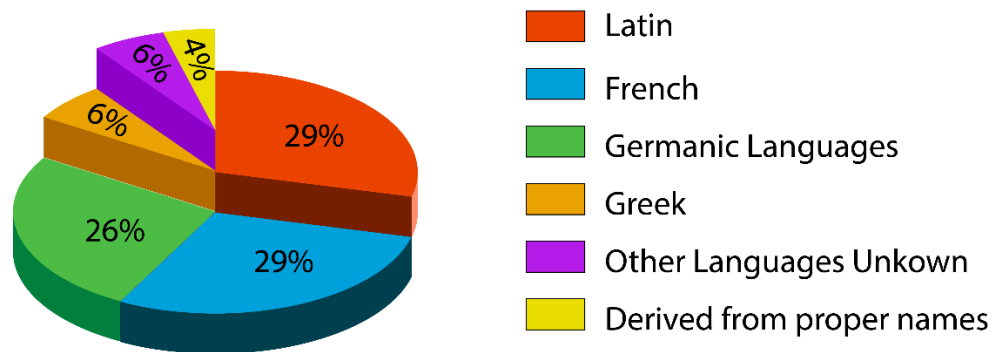
Here are in the table below some English words coming from French:

Level	Examples
Military	Army, artillery, marine, officer, pistol, soldier
Politics and economics	Money, commerce, federal, bureaucracy , finance, tax
Law	Justice, judge, jury, attorney, court, case
Arts	harmony, melody, rhythm, art, music, dance
Terms coined by French people	Oxide, oxygen, hydrogen, carbon, photography, stethoscope, stratosphere
Kitchen	Cream, caramel, sauce, salad, soup, beef
Architecture	Arch, arcade, vault, terrace, bay, belfry

Table I.2 Some English words coming from French

English has been influenced by 29% French in the Norman invasion of England and 29% by Latin in addition of other languages during history.

Here is a figure showing the percentage of modern English words derived from Latin, French, Greek, Germanic languages and from proper names.



Pie Chart I.1 The derived English words from other languages [13].

b) Phonetics/ phonology:

The phonetics in Middle English has clearly changed. These changes were a radical change in pronunciation during the 15th, 16th and the 17th century. As a result of which long vowel sounds began to be made higher and further forward in the mouth.

In truth, the shift probably started step by step a few centuries before 1400, and continued long after 1700 (some diffused modifications arguably keep even to at the present time). Many languages have undergone vowel shifts, but the fundamental adjustments of the English vowel shift occurred inside the distinctly quick area of a century or two, quite a surprising and dramatic shift in linguistic terms. It was in large part all through this brief time frame that English misplaced the purer vowel sounds of most EU languages, as well as the phonetic pairing among long and quick vowel sounds.

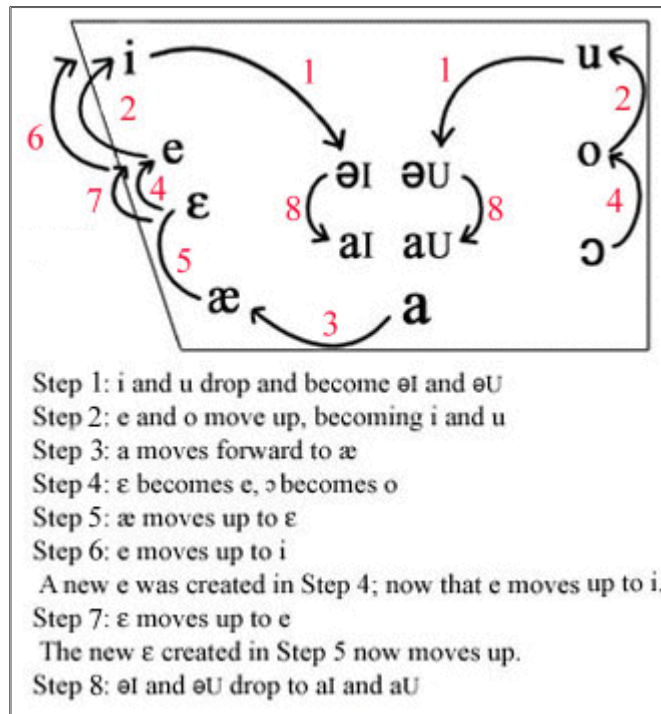


Figure I.1 The Great Vowel Shift from ELLO [14].

Numerous consonants sounds got here to spell in another way particularly due to French affect, as an example vintage English /sc/ is regularly changed by means of /ʃ/ or /tʃ/

A list of Middle English Consonants and Vowels put by (Crystal 1995:42) [10] :

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

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

Short vowels: /ɪ/ /ɛ/ /ə/ /ɔ/ /ʊ/ /a/ /ɔ/

Diphthongs: /æɪ/ /eɪ/ /aɪ/ /ɔɪ/ /ɪu/ /ɛv/ /av/ /ɔɪ/

c) Pronunciation and spelling :

Some English words were influenced by French in a term of silent letters. The H was gradually becoming silent like honour, honesty; some words in Middle English came to be pronounced with or without /h/

French is known for having very different pronunciation guidelines than English; however, the general public don't realize that English also borrows a few French pronunciation guidelines.

Some vocal sounds that French has contributed to English consist of the "g" sound in "mirage," the "v" in "holiday," and the "z" in "zigzag." French is a stunning language to pay attention to, and its influences on English pronunciation have added an additional layer of splendour in English.

The pronunciation of English has changed to some extent under the influence of French as Lawless (2005) said [9]:

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

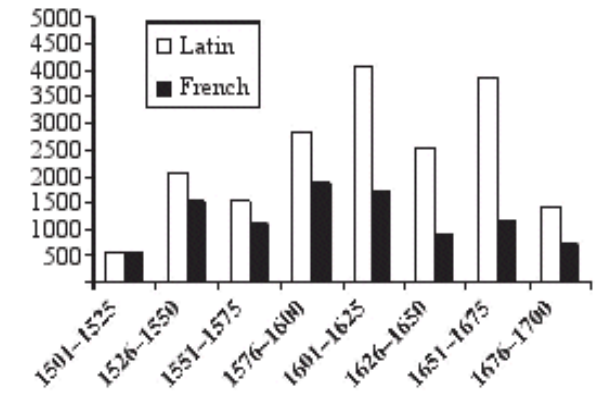


Figure I.2 Early Modern English loans from Latin & French (from Scribd, originally from T. Nevaleinen "An Introduction to Early Modern English") [14].

d) Grammar:

Some terms used today were influenced by French grammar. Specifically in the fields mentioned above wherein, French has heavily encouraged the vocabulary, French grammar plays a distinguished role in seniority and titles.

Titles like “consul trendy” and “agent-trendy” retained the unique French grammar rule of nouns followed through adjectives. Within the navy, comparable titles like “lieutenant standard” and “brigadier popular” also are used.

As well as borrowing a distinct number of prefixes such as: con-, de-, ex-, pre-, en-, pro-, trans-.

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

Also some French idioms were introduced and borrowed; Some are kept in their French version like : vice versa, vis- à- vis and others were translated to English : as if

this wasn't enough/ comme si ça ne suffisait pas , that goes without saying for/ cela va sans dire. Lawless (2006) states [9]:

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

I.7 Differences and similarities between French and English:

English has been fashioned by means of a superb number of different languages. Latin, German, Portuguese, Greek and French had been the most influent languages; Marcheteau et al (1997) argue that [11]:

“English of today is the result of successive linguistic influences, connected to waves of invasions which has a long historic evolution during the Renaissance 15th century -16th century, the intense activity of the translators and the writers has enriched English of numerous words of Germanic, Latin, Greek, Italian, Spanish, Portuguese and French origins”

(Marcheteau et al, 1997 : 33-41)

In reality, the latter has appreciably encouraged English. French and English co-existed side by side in England over years, and not using precise difficulties. Dalton-Puffer (1961) mentioned [12]:

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

(Dalton-Puffer, 1961:7)

I.9 Conclusion of chapter I:

This chapter was a description of the situation in Algeria closer to the reputation of French and English traditionally, linguistically and socially speaking. The primary part of this work attempted additionally to expose how French has influenced English throughout history.

As a result, this chapter became in parallel a comparative analysis among the linguistic structures of those two languages at specific parts. To conclude, the French language has an influence on English. This detail may help students in learning the language.

Chapter two data analysis and methods

Chapter two data analysis and methods

II.1 Introduction

In this chapter, the influence of French in English will be discussed with opinion of students, English learners of third year license. The data were collected from a questionnaire.

This chapter contains the results of the research made as a questionnaire to the students of English in LMD courses and random learners of English and the instruments used to collect them. Secondly the two levels; segment one is an outline of the situation understudy in the classroom context. Furthermore, it presents an outline of college students' profiles and presents data about the research instruments. Phase two offers with the data evaluation and interpretations of the result obtained from the students questionnaire.

In the end, the accumulated results were mentioned in a final step so one can assess whether or no longer the use of French has any benefits in the EFL classroom.

II.2 The English Departments overview:

This study is involved with thirist year EFL students enrolled for the diploma of "Licence" inside the branch of English language located at the faculty of Letter and Languages at the university of Ghardaia, in the academic year (2021-2022) ; a device of studying and teaching primarily based on three academic levels license, master and doctorate. The whole

quantity of those within the 3 departments, typically divided into three principal streams, language sciences, sociolinguistics and literature/civilization.

II.3 Population sample:

In order to conduct this research two different samples were used to gather data; the first on LMD students in English with license diploma, the second are random learners with a good level of English.

II.4 Students sample:

50 students which were chosen randomly were asked to answer a questionnaire about the influence of French in learning English. This group includes students from Ghardaia University. All the students share approximately the same learning background.

II.5 Research tool:

For this research, I obtained for a questionnaire to collect valuable data about the influence of French on students.

II.6 Students questionnaire:

For a better view of the problematic 9 questions were administered to fifty 3rd year students and others with a B1 to B2 level .These questions are divided in two parts. The first one is related to the age, gender and level of the students. The second one is for the personal information about English learning in classrooms, whether French is used or not and if it is helpful or in the contrary have a negative impact on the learning process.

To conclude the objectives of this part of is to collect data from the two samples from the questionnaire and to finish with an answer of the problematic.

II.7 Data analysis:

This part of the study contains the analysis of the data collected from the questionnaire. These results will help to investigate on the problem and find the answer to the problematic question

The data attend to be concentrated on the personal answers of each student to draw a clear image about the use of French in EFL learning process.

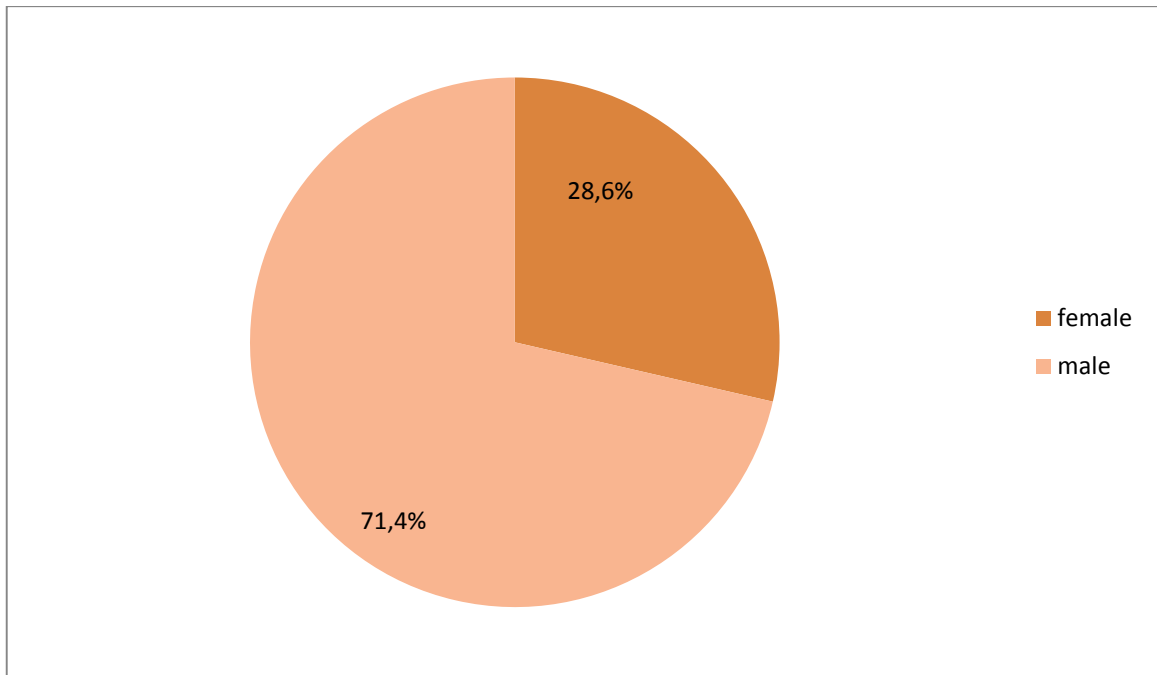
II.7.1 Students' questionnaire analysis:

The questionnaire was dedicated to the students of Ghardaia University and other English students from with a B1 to B2 level from 21 to 27 years old.

Question .1: ask about the genders.

- ❖ 71,4 of students are male
- ❖ 28,6 of students are female

The following chart represents the result:

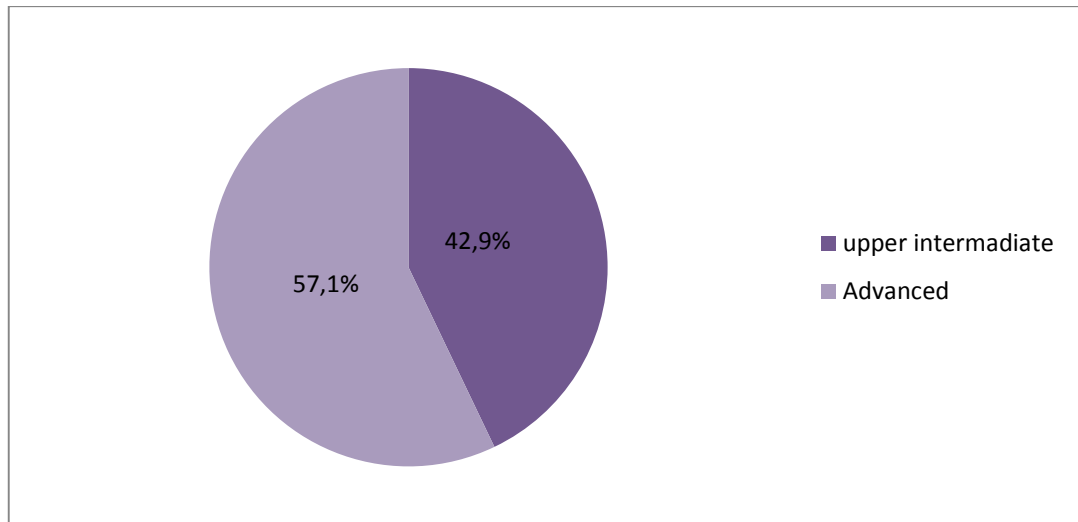


Pie chart II.1: representing the Gender of Students

Question n°2: What is your level of competence in English?

- ❖ 42.9 % upper intermediate
- ❖ 57.1% advanced

Here is the chart that represents the results:

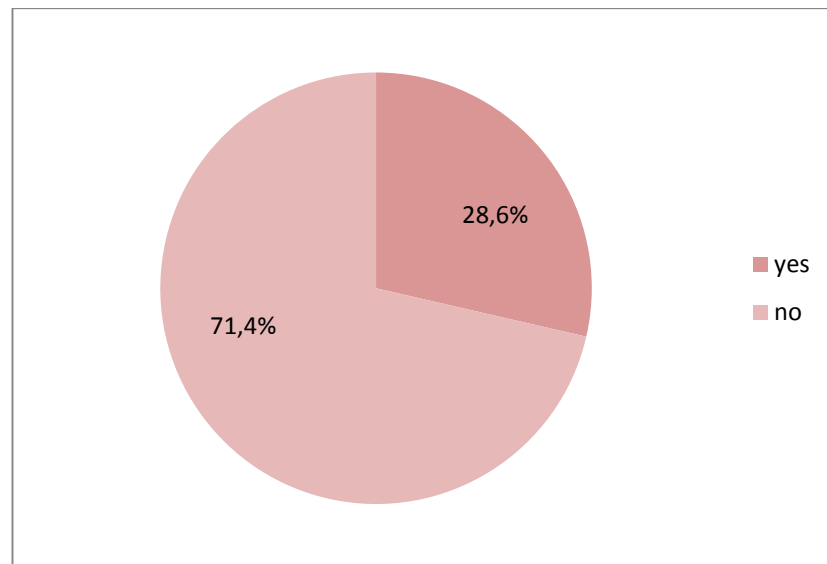


Pie chart II.2: representing the accuracy level of students

Question°3: are you a French speaker?

- ❖ 28. % yes
- ❖ 57.1% no

The results showed that approximately do not speak French but still have the same years of the language.



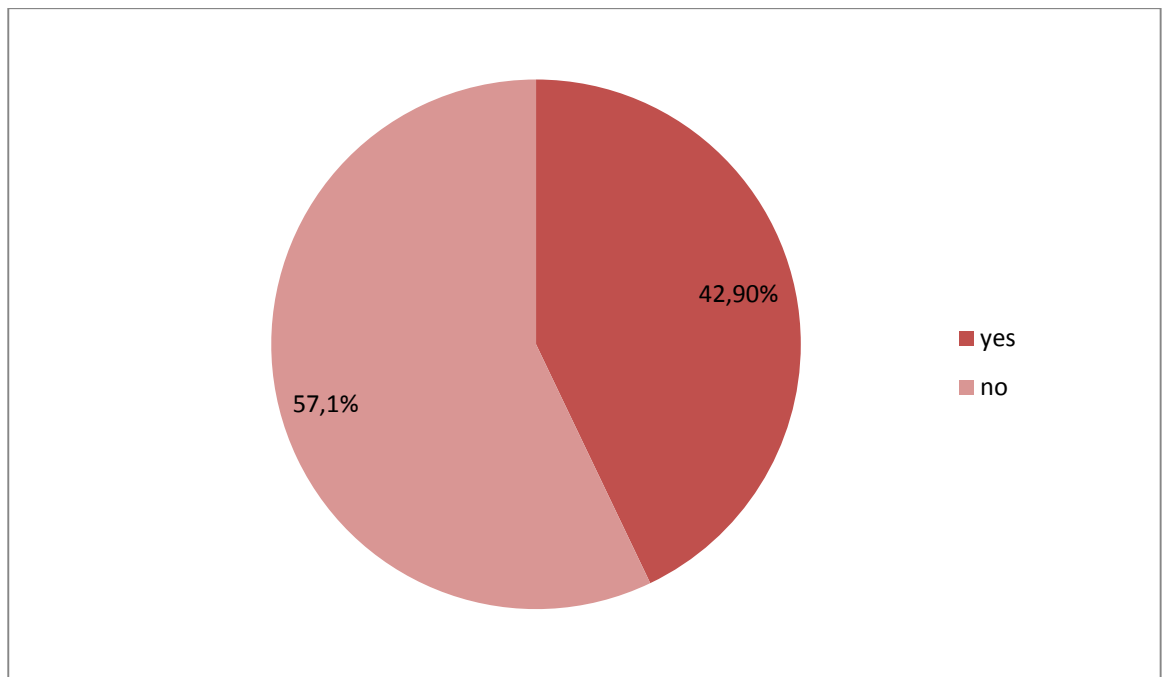
Pie chart II.3: representing the percentage of French speakers among students

Question n°4: is using French in your classroom allowed?

- ❖ 42.9% answered yes
- ❖ 57.1% answered no

It's observable that French is allowed in nearly half of the classrooms

This following chart represents a clearer view of the results:



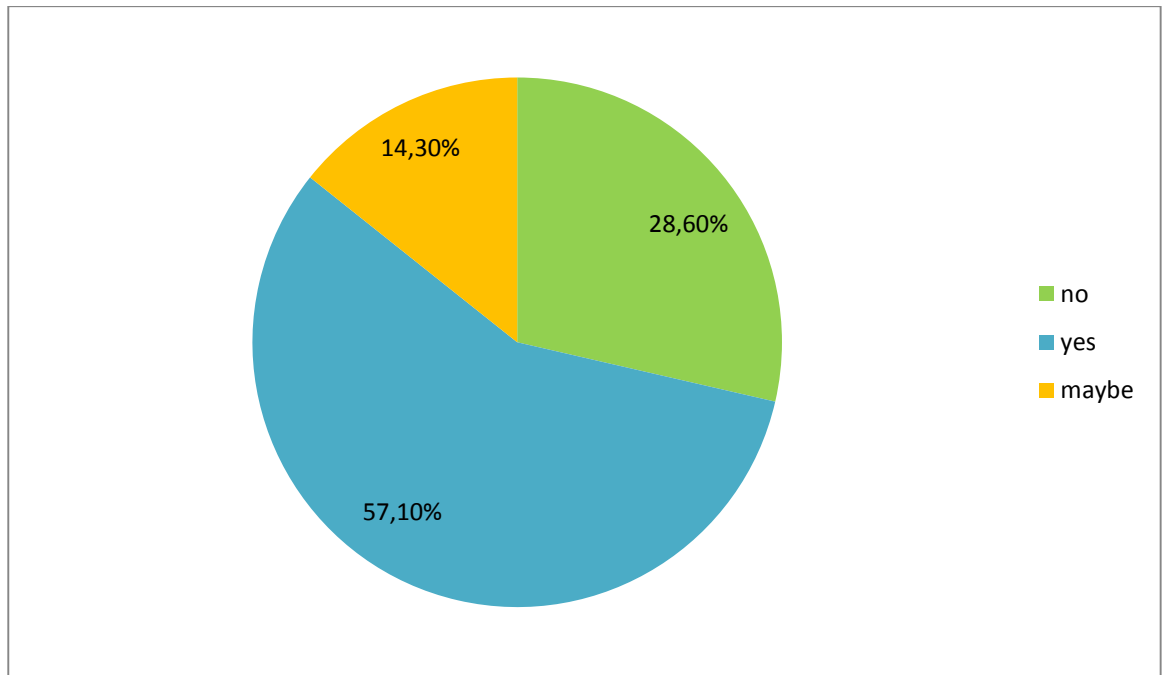
Pie chart II.4: representing the attitude of teachers towards the Use of French in EFL classrooms

Question n°5: Do you think that French has a relationship with English?

- ❖ 57,1% answered yes
- ❖ 14,3% answered may be
- ❖ 28,6% answered no

As shown in the results the opinions of the students are mitigated but the majority thinks that French has a relationship, this result will help in finding the influence of French in English.

The following chart shows the results:



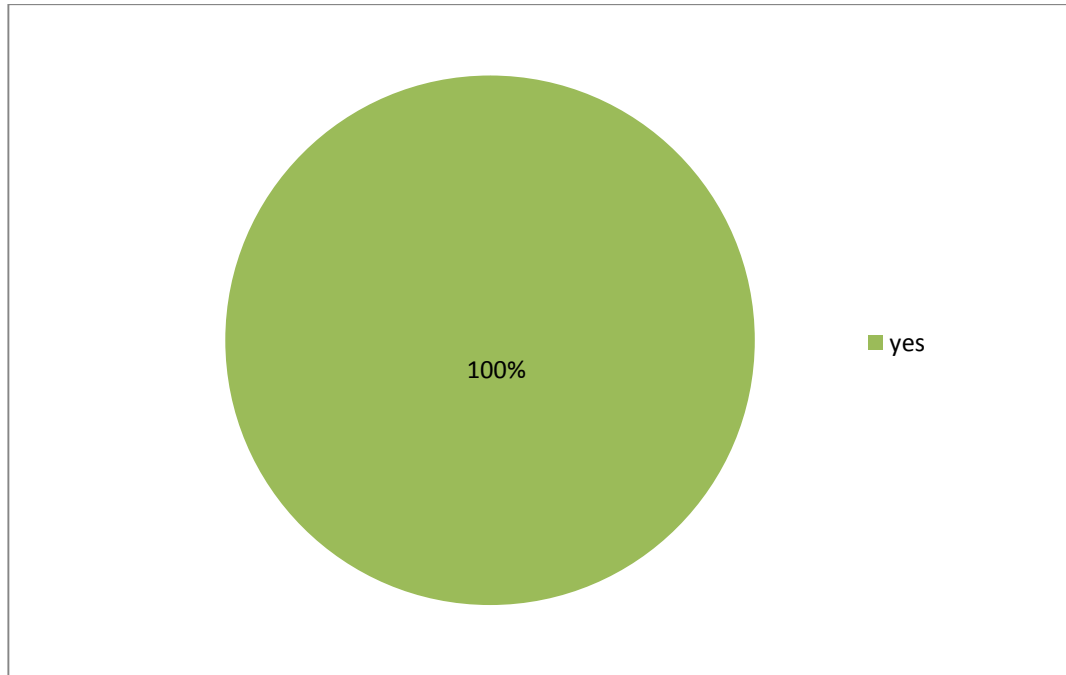
Pie chart II.5: that shows the Attitude of students towards the relationship of French with English.

Question n°6: did you often find yourself writing an English word the same spell as French?

❖ 100% answered yes

It is clear that French has an influence on elf students since that they often miswrite the English word as French writing

As followed, the chart that shows the results:



Pie chart II.6: Charts showing the influence of French on Students spelling mistakes

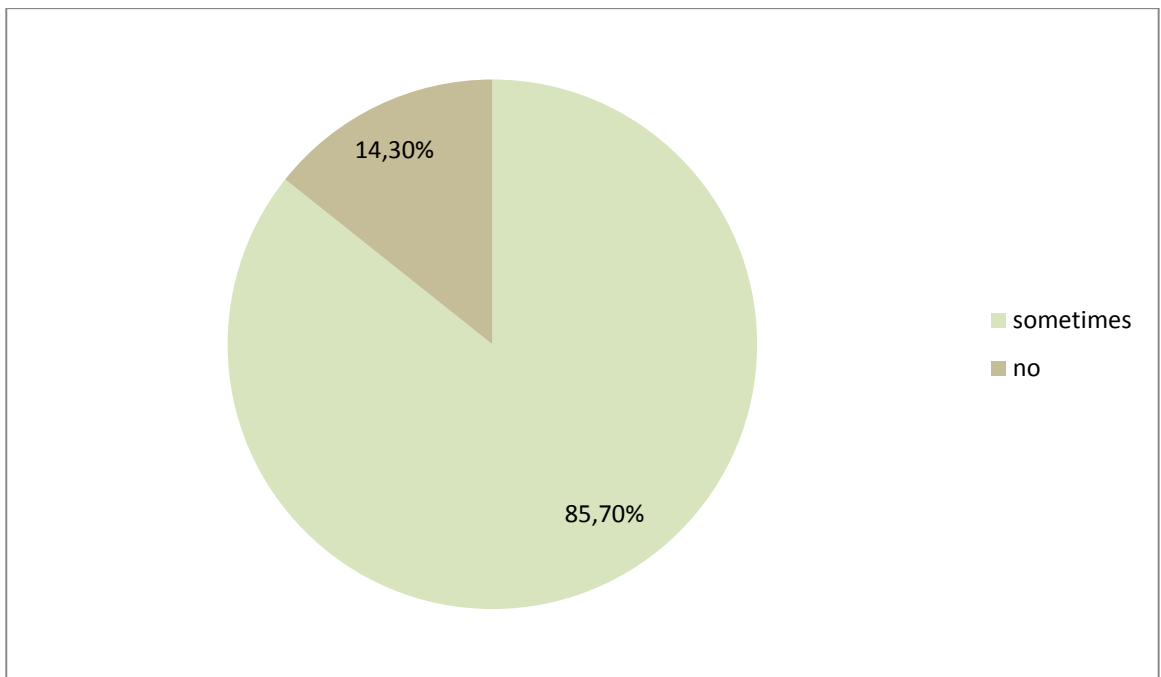
Question n°7 : is french used in English classrooms ?

To this question:

❖ 85,7% answered sometimes

And

❖ 14,3 answered no



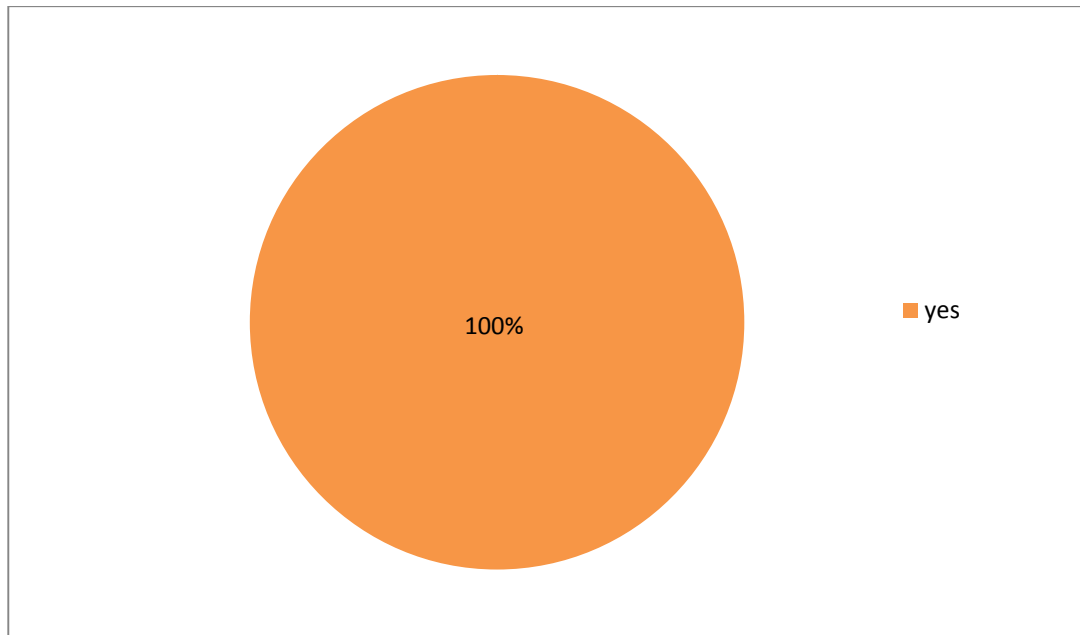
Pie chart II.7: representing the use of French in English classrooms

Questionn°8: Have you noticed similarities between French and English in some words?

❖ 100% yes

All the students noticed a similarity between both languages.

Chart that shows the result:



Pie chart II.8: representing the point of view about the similarities between French and English

Question⁹: Do you think that French has an influence in English and vice versa, in some borrowed words like environment?

Here is some of the point of view of learners:

Yes

Yes, they influence each other

Yes, I do

Yes, because English shares a lot of words between Latin and French due to the Norman French Dominance

Yes, there is

Yes, I do think that French has some influence English

I think so, there are many French words borrowed from English and same for English

II.8 Data interpretation:

A questionnaire of 9 questions has been administered to 50 1/3-yr LMD students, at the University of Ghardaia with other learners with a good level of English. From the facts analysis, we may also conclude the findings as follow:

1. French is regarded as a beneficial device facilitating the learning process of English in Algeria; this bilingualism can be worthwhile at any stage and in all conditions. From the primary questions of the questionnaire, French is gaining a ground in EFL lecture rooms and courses. 45,7 % of French is used sometimes in classrooms, at the same time only 28.6% of students speak French.
2. From the third Question of the questionnaire administered to the students, the use of French in classrooms. 57,1% said that using French in classrooms is not allowed and 42, 9% of students replied yes but the ones where French is allowed in classrooms are able to understand English easily. In addition, some teachers find that using French has a positive impact on students from the while other teachers do not allow using French in their classrooms as reported the 57, 1% of students. Moreover, according to the results, the use of French should not be present at every course, but only when needed and the use of English instead must be prioritized.
3. The findings from the question four show that 71, 4 % of students are not French speakers while 14, 3 % do. It is noticeable that there is a small amount of French speakers. Most of the students do not take this language seriously though it is the first

foreign language before English. This result could be explained by the historical context and environment. The French colonialism and the fact that French is not really used in the south side of the country compared to the north, Algiers for example or big cities where French is pretty common there.

4. In question 5 students were asked about if French has a relationship with English. And the results show that 57,1% of them agree on a possible relationship between the two languages and 28,6% don't agree meanwhile others 14,3% of them seem to be confused and answered maybe.
5. Although in the question 6 and 8 all students 100% agree on making spelling mistakes when writing English words. Also all students noticed similarities between both languages in some words like environment. This clearly shows the influence of French on EFL learners.
6. For the Question7: is French used in your classrooms? Most of them 85, 7% answered sometimes and 14, 3 answered no. This might be the cause of language interference and mistake spelling.
7. Finally, to the last question of the questionnaire that were administered to students; they were asked if they think that French has an influence on English in some borrowed words and vice versa. Some of them said no French has any influence and others answered that the influence of French in English is obvious. Both languages share similarities. Overall, according to the results French has a positive impact on EFL classrooms facilitating the learning process. It was suggested in the beginning of this study that:

1. The use of French may be helpful for English learner's vocabulary.
2. Using French as tool in classrooms for a comprehension of English vocabulary

The results of the questionnaire confirmed the hypothesis.

II.9 Conclusion:

This research is a descriptive study. It is far an undertaking to observe students attitudes in the direction of using French in the EFL classroom. Hence, this chapter discusses the impact of French on English language learning.

50 students in 3rd-yr Licence have been concerned in this study. Students were approached through the questionnaire. In order to investigate into the hypotheses, a triangular technique became accompanied for the duration of the facts collection technique via the use of one instrument. Results received were analysed and interpreted qualitatively and quantitatively.

The majority of learners agreed that French allows them to enhance their understanding, performance, and acquiring skills. Whilst those who are opposed to the usage of this language were, form the minority of the population. They have a negative dispositions in the direction of this language because according to them English is the language of the future, a brand new language. Based on students results French is a useful instrument. In keeping with novices' results, we finish that French is taken into consideration as a useful instrument supporting both coaching and learning of the English language. Moreover, inexperienced persons at any level and in extraordinary conditions can take gain from the bilingualism that exists in our country.

French is certainly great. In reality, nearly most of all inexperienced persons are not capable of recognizing English without translating or comparing with French.

The usage of French in EFL lessons may additionally help the development of students in their performance and their competence. Moreover, the general public of instructors had fine attitudes closer to the use of French in English lessons. They show their settlement about the supportability of French in facilitate gaining knowledge. Either via the interpretation of some complicated items due to the truth that translation is a success method and wide used by beginners, or explaining tough terms and clarifying meanings of the brand new elements so that you can advantage time as well.

In addition, the majority of students have a positive mind-set towards using their French knowledge of their learning process. However, this method requires from learners to master the French language and have the ability to differentiate its guidelines from English with a purpose to keep away from falling in what it recognized as “les faux amis”. It is well worth noting that French may additionally help and facilitate beginners in learning English to know in diverse studying activities. Based at the obtained effects, the research hypotheses are proved and the questions are speaking back. This is to say; French influences English inexperienced persons’ vocabulary in classrooms in specific elements and its use assist them to achieve their learning goals obtaining more English vocabulary. Learners claimed that French is the most necessary language and the nearest overseas language to English for higher expertise of the hard ideas, to determine the better meaning of the brand new vocabulary, and therefore to feel more secure and less stressed.

To conclude, from the presented work and results of the questionnaire this research confirmed the influence of French in English learning process. It helps students have a better understanding of the language and it help learners be more motivated and confident and also help them translate abstract meaning. That is why French is considered as a useful tool in EFL classrooms. However, this method requires students to master the French language and be able to distinguish rules of English to avoid falling into mistakes in vocabulary. Overall, this study helped confirm the hypotheses that French has an impact on English and influence on EFL classrooms. Consequently, this topic continues to be a problematic for researchers aiming to enhance the process of English learning and teaching.

General conclusion

General conclusion

The study effect of French has extensively changed English in the course of its history. Due to this touch, French and English are languages prominent through a sure wide variety of variations and at the equal time percentage many similarities at one-of-a-kind levels. From this point, whether or not from the variations or from the similarities, this research attempts to expose and discuss the influence and usability of French within the English learning as a foreign language in classrooms and the use of French as a tool for progressing in learning process.

The topics that ran through this study were about the different linguistic levels which French affects English, namely, the lexical, and even the bilingualism of the country with reference to where the two languages converge and diverge, and additionally, in what ways French influence English and can also help and be useful to EFL education in Algeria. According with the precise objectives of the current study, the researcher put forward a number of hypotheses below investigation. First, the researcher tested the impact of French I on the English language learning. Second, the researcher believes that using French within the EFL classrooms is useful to the teaching-mastering technique, not least in Algeria. Sooner or later, there have been some realistic tips and strategies to be followed by EFL teachers that could assist sell students' success of their learning process.

This research consists of two chapters; the first one was a description of the status of the educational system and the linguistic situation in the country, in addition with the analysis of

the status of foreign languages precisely French and English in Algeria. In addition, the first chapter shed the light on the differences and similarities between the two languages. The second chapter was about the data analysis and collection. In order to collect the data, students on LMD at Ghardaia University in the English section were asked to a questionnaire of 10 questions.

Finally, based on the findings the researcher made an analysis of the data and concludes the impact and usefulness of French in efl classrooms. Moreover, the using the bilingual approach may be helpful in some situation by using French on classrooms for a better understanding of some words of English. However, teachers should make students aware of mistakes to not fall in the trap of false friends. Also, learners should not always use this strategy in order to be more focused on the target language.

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APPENDICES

Students Questionnaire:

A questionnaire about the influence of French in EFL classrooms

Question .1: ask about the genders

- Male
- female

Question n°2: What is your level of competence in English?

- Advanced
- Upper intermediate
- Intermediate
- Below Intermediate

Question°3: are you a French speaker?

- Yes
- no

Question n°4: is using French in your classroom allowed?

- Yes
- No

Question n°5: Do you think that French has a relationship with English?

- Yes
- No
- Maybe

Question n°6: did you often find yourself writing an English word the same spell as French?

- Yes
- No

Question n°7 : is french used in English classrooms ?

- Yes
- No
- Sometimes

Questionn°8: Have you noticed similarities between French and English in some words?

- Yes
- No

Question n°9: Do you think that French has an influence in English and vice versa , in some borrowed words like environment?

- Answer with a sentence or a paragraph

ملخص

الهدف من هذه الدراسة هو معرفة رأي طلاب اللغة الانجليزية في جامعة غرداية حول تأثير استعمال اللغة الفرنسية في مساعدة تدريس اللغة الانجليزية، احدى الفرضيات تنص على ان اللغة الفرنسية قد تكون جد مفيدة للطلاب في تحصيل مكتسبات لغوية جديدة.

كما ان الغاية من هذه الدراسة هي اكتشاف مواقف الطلاب تجاه استخدام اللغة الفرنسية في تعلم اللغة الانجليزية.

ولغرض التحقق من هذه الفرضية تم اجراء دراسة نوعية شملت خمسون طالب عبر المشاركة في استفتاء.

بالرغم من اهمية استخدام اللغة الفرنسية في التدريس الى انه لا يجب الاعتماد عليها دائما.

تتكون الدراسة من فصلين، الاول يتناول لمحة عامة حول مكانة اللغتين الفرنسية والانجليزية عند المجتمع الجزائري وكيف يتم فهمهما وتداولهما في النظام التعليمي الجزائري، تعتبر ثنائية اللغة مكسبا هاما ويجب على الطلاب الاستفادة منها.

يتناول الفصل الثاني والاخير المنهجية وجمع البيانات وتحليلها مع تفسيرها.

الكلمات المفتاحية: الأثر، موقف الطلاب، الدراسة النوعية، مكانة اللغتين الإنجليزية والفرنسية، النظام التعليمي في الجزائر.