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**Exploring the Implications of Implementing Two Foreign Languages
(French and English) In the Algerian middle school**

**The case study of: First Year Pupils at Hamoudi Mohamed Sghir
middle school of Biskra**

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Declaration

I hereby declare and sign below that the present master dissertation in science of language is only the fruit of my personal effort. Not any single word, phrase, clause, paragraph, text, or any other kind of others work is reproduced here without being cited, quoted and dated according to the scientific requirements of the research.

Dedication

From the depth of my heart, with the feelings of love and respect
I dedicate my work, first, to my precious and greatest parents in the world ,and awarded
me with their motivation, support and love to complete my work with a higher
confidence...

I dedicate this work to

My friends who helped me with their encouragement

Especially my friend Koolaf Houssam Eddine

My brothers Akram and Ahmed for their motivation

My sisters Romaissa and Meriem for their support

To the family of Debla

And to everyone who knows me

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Abstract

In the current days, a lot of languages co-exist and used simultaneous. Since, we are living in Algeria , there is two main languages French and English .For this reason we conducted an exploratory research to investigate about the relationship between French and English language and their co-existence ,also if is it positive or negative on the level of teaching from the side of teachers and the understanding from the side of pupil's .Also we investigate about implementing two foreign languages (French and English).In our case we set certain tools to accomplish this investigation. The tools that we will use are interview for both teachers and pupil's parents, in addition to focus group discussion on the first year middle school of Hamoudi Mohamed Sghir.

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General introduction

Teaching consider as a continuous process in transferring or sharing the knowledge from one person to another or a process of attending to people's needs, experiences, feelings, and making specific interventions to help them learn particular things. However, is one of the difficult jobs because there are many issues the teacher can face at the classroom. Especially teaching foreign languages, and since there are two main languages in Algeria, French and English teachers are switching from French to English and vice versa. So is there a co-existence between both languages? and is it helpful for the teaching process? from the side of teachers and understanding, grasping the lessons from the side of pupil's. Also is the implementing those two foreign languages together in the syllabus positive or negative ?.

1.Statement of the problem

EFL in the Algerian middle school is receiving criticism from the participants of the teaching and learning process, namely, teachers, pupils, and parents. At middle, EFL is implemented in the syllabus as a compulsory subject along with French which is being taught three years earlier in the primary school. In such a case, we may wonder whether the presence of two foreign languages in the syllabus will lead to positive or negative results in the field of foreign language teaching and learning in general.

2.Aim of the study

The aim of the current study is to contribute to the investigation of whether the presence of French and English languages at the same time is positive or negative and on which level they meet and differ.

3.Research questions

This research seeks to answer the following research questions:

RQ1: Does implementing two foreign languages in the syllabus lead to facilitating the learning of each or the other way around?

RQ2: How would teachers and learners build upon one language to teach/learn the other?

RQ3: Is there a possibility, in the future, for the learners to choose either one?

4. Significant of the study

The significance of the present study is to determine if there is a co-existence between two foreign languages, French and English and how strong their bond is. In addition to that is the relationship between both of them positive or negative in the teaching process.

5. Research Methodology

Since the study beforehand is an exploratory one, then a qualitative approach is followed in order to uncover the truth behind implementing two foreign languages at the same level.

6. Population and sampling

The population used to conduct this study consists the pupils Hamoudi Mohamed Sghir middle school in the academic year 2018/2019, and their parents, also the teachers of French and English language first year level. And for the sample it will be first year class.

7. Data collection tools

In order to gather the data to our case we set an interview based on the research questions in form of questionnaire. Also we will use another questionnaire to the pupil's parents, in addition to focus group discussion.

Chapter One

General Overview about learning a foreign language

Introduction

Learning a foreign language is needed more than before due to a lot of factors. It has a massive impact whether in teaching, or other fields, and makes communication smooth and reliable. Based on that, people are learning foreign languages, get motivated to acquire it, and be familiar with it. In this chapter we will focus on the reasons, motivation, also we will spot the light on the barriers that face people when learning a foreign language.

1.1 Definitions of language

Language, a system of conventional spoken, manual, or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves. Also, language contains three types which are: first language, second language, and foreign language.

1. 1.1 First Language

The first language as Troike (2006) defines it as during the early childhood which begins before the age of four years the child acquires his first language. In other words the first language is any language that the child is unresistant to it since the birth, hence he/she raises in a community of people who speak it, and it is passed from one generation to another.

1. 1.2. Second Language

According to Troike (2006) we can consider that the second language is the functionary language that is used for specific purposes in addition to education, and it is spoken or used by specific groups or immigrants, mainly for those who speak another

language natively. In addition to that, the second language is any language that learned directly after the first language.

1.1.3. Foreign Language

The foreign language is the language that is used mostly for cultural purpose or in a country that speaks other language. Troike (2006) defines it as:

A foreign language is one not widely used in the learners' immediate social context which might be used for future travel or other cross-cultural communication situations, or studied as a curricular requirement or elective in school, but with no immediate or necessary practical application.

The foreign language learned just for specific purposes, either for travel and cultural communication or immigration, in addition to that it can be optional in the education process

1.2 Reasons to Study Foreign Languages

In our increasingly globalized community, people are getting closer more and more. The world became one village, so learning a foreign language is now more important than ever. Like communication and mobility bring the world closer together. Learning a foreign language leads to a global understanding, also increases employment potential, develops life skills, and strengthens relations with all around us.

By learning a foreign language, we are capable to involve, and melt inside the context of another culture, and community. In a world where nations and peoples are progressively reliant on one another grasping other cultures is crucial. Without intercultural sensitivity, there exists a bigger obstacle to collaboration, negotiation and settlement, which can lead to suspicious and misunderstanding. So, by understanding a foreign language and grasping it well, we can deliver and show others a better internal's view into that foreign culture, which give us a deep understanding into other perspectives

and beliefs on international situations and ongoing events. A person masters a foreign language can fill the gap between cultures, while reach to international diplomacy and world peace and security. (CathySun,2016).

1.2.1. Gives Your Brain a Boost

Studies and researches agree that speaking at least two languages will enhance your cognitive process. The brain of a bilingual person works differently compared to single language speakers, and these differences come along with some amazing benefits. By Learning a second language improves cognitive performance and memory, increases focus and self-control and protects you against dementia and Alzheimer's. (Viorica,Anthony ,2012)

1.2.2. New Job Opportunities

The brain is not the only one who benefits from the effort of learning a second language. It also clears the way to a job opportunity abroad and prove to your boss that the company may benefit from your language skills t. You could even ask for a raise. Beside that making new friends from all over the world become easy, and edge your personality, and sharp it to be more confident and attractive. (Nolan ,2016).

1.2.3. Private Conversations

By learning a foreign language also gives you the chance to engage in a private conversation with a language that many people do not know it. How many people in your district know Chinese or Russian? Well, you should not base on this to share top secrets, but it will allow you to make discussion in some personal topics safer when you are on the train or the bus for example. (Nolan ,2016).

1.2.4. Establish Cross-Cultural Friendships

Due to the Internet we can now make friends from different countries across the world and engage with people from a long-distance people from far away in minutes. But what benefit can you achieve if you cannot engage, and communicate with them? That can be really frustrating. However, if you do not know that person's language means that you will miss out the authentic cultural experience. So, if there is a culture that you'd like to know better, why not learn their language? (Nolan ,2016).

1.2.5. Live or Study Overseas

If you feel like making a change in your life such as studying abroad or moving to a foreign country, knowing a foreign language will make your choice much easier. It will be the door that will open to a completely new world waiting to be discovered. You could study in Japan, or find a job in Germany, or maybe settle down in Spain. Figure out what country you want, learn their language and go for it.

If you are still not convinced of becoming a foreign language student, maybe the fact that there are so many amazing online tools, language exchange sites and mobile apps will make you change your mind. Learning a language does not mean tests, bad grades, and fearsome teachers. You can learn it by yourself, in the comfort of your home. (Nolan ,2016)

1.3. Motivations to learn a foreign language

Learning a language, especially a foreign language needs motivations whether Intrinsic, extrinsic, instrumental and integrative. it depends on the needs of the learner and

, where he will use it . So, only through motivation learners can engage to learn a foreign language.

1.3.1. Definition

According to the PMBOK (2011) definition, motivation is "boost people to reach advanced stages of performance and overcoming obstacles in order to change. Motivation derived from the Latin term "Move" For the first time, means movement and it is an English word. Motivation is a force that can allow people to behavior and act in a certain way.

1.3.2. Instrumental Motivation

People have many different reasons for studying a foreign language; sometimes people study a language for practical reasons while other times people have a special affinity for the particular language and its people. Language teachers are often very aware of the career advantages that language proficiency can bring, but to many language learners, studying the language is only an abstract undertaking required for an academic degree.

Since the seminal work of Gardner and Lambert in 1972, language teachers and researchers have recognized the important role that motivation plays in language learning. Gardner and Lambert are responsible for proposing the most commonly used framework for understanding the different motivations that language learners typically have. They distinguish two types of language learning motivation: instrumental motivation and integrative motivation.

Learners with an instrumental motivation want to learn a language because of a practical reason such as getting a salary bonus or getting into college. Many college language learners have a clear instrumental motivation for language learning: They want to fulfill a college language requirement! Integratively motivated learners want to learn the language

so that they can better understand and get to know the people who speak that language. (Gardner & Lambert, 1972).

1.3.3. Integrative Motivation

Some learners have a personal affinity for the people who speak a particular language. This is the second type of language learning motivation described by Gardner and Lambert and is called integrative motivation.

Learners who are integratively motivated want to learn the language because they want to get to know the people who speak that language. They are also interested in the culture associated with that language. Integratively motivated learners may have significant others such as a boyfriend or girlfriend or family members who speak the language, and heritage language learners typically have a particularly strong integrative motivation for language learning. Several studies have found that language learners who are integratively motivated are more successful than those who are instrumentally motivated; it is likely that integratively motivated language learners are more successful because their motivation is stronger than that of instrumentally motivated students. (Gardner & Lambert, 1972).

1.3.4. Intrinsic and extrinsic motivation

Intrinsic motivation or inner motivation includes doing something or an activity because it is for the sake of self-rewarding.

Extrinsic motivation or external includes doing something because you have the desire to achieve a reward or avoid punishment and judgment. (Kendra, 2018).

1.3.4.1. Intrinsic Motivation

Intrinsic motivation (IM) refers to engagement in behavior that makes you satisfy or amuse, in other words you are motivated by your inner desire to do something for its

own benefit. For example, you enjoy when you do an activity, or your desire to learn something new because you want to learned it for your own sake. (kendra,2018)

Examples of intrinsic motivation could include:

- Reading a newspaper because you amuse when you read.
- Doing sport because you want to stay healthy person.
- Travel a lot because you are eager to see the world.

1.3.4.2. extrinsically Motivation

On the contrary , Extrinsic motivation (EM) or external motivation stands for the performance of behavior that is essentially dependent upon the attainment of an outcome that is separable from the action itself ,or is when your behavior is motivated by an external, or outside factor leading you to do something in the sake of getting a reward and avoiding a negative outcome (**kendra,2018**).

Examples of extrinsic motivation could include:

- Reading a book to prepare for a test
- Doing sport to lose weight
- Cleaning your home to prepare for visitors coming over

1.3.4.3. Differences between Intrinsic and Extrinsic Motivation

At first glance, it seems that intrinsically motivation is better than the extrinsically one, in other words we may say it is better to be intrinsically motivated than extrinsically motivated. Beside all of that, does not it sound like it would be ideal if you didn't need anyone or anything motivating you to accomplish tasks? However, we do not live in such a motivation-Utopia, on the contrary being extrinsically motivated does not mean anything bad. Extrinsic motivation is just the nature of being a human being sometimes.

If you have a job, and you have to complete a project, you are probably extrinsically motivated. By your manager's praise or a potential raise or commission, even if you enjoy the project while you are doing it. If you are in school, you are extrinsically motivated to learn a foreign language because you are being graded on it, even if you enjoy practicing and studying it.

So, intrinsic, *and* extrinsic motivation both are good. The main point here is to figure out *why* you are motivated to do things, and encouraging both types of motivation. personal life, to explore activities that you enjoy just for the sake of doing them, to keep yourself balanced. (Sophia,2017).

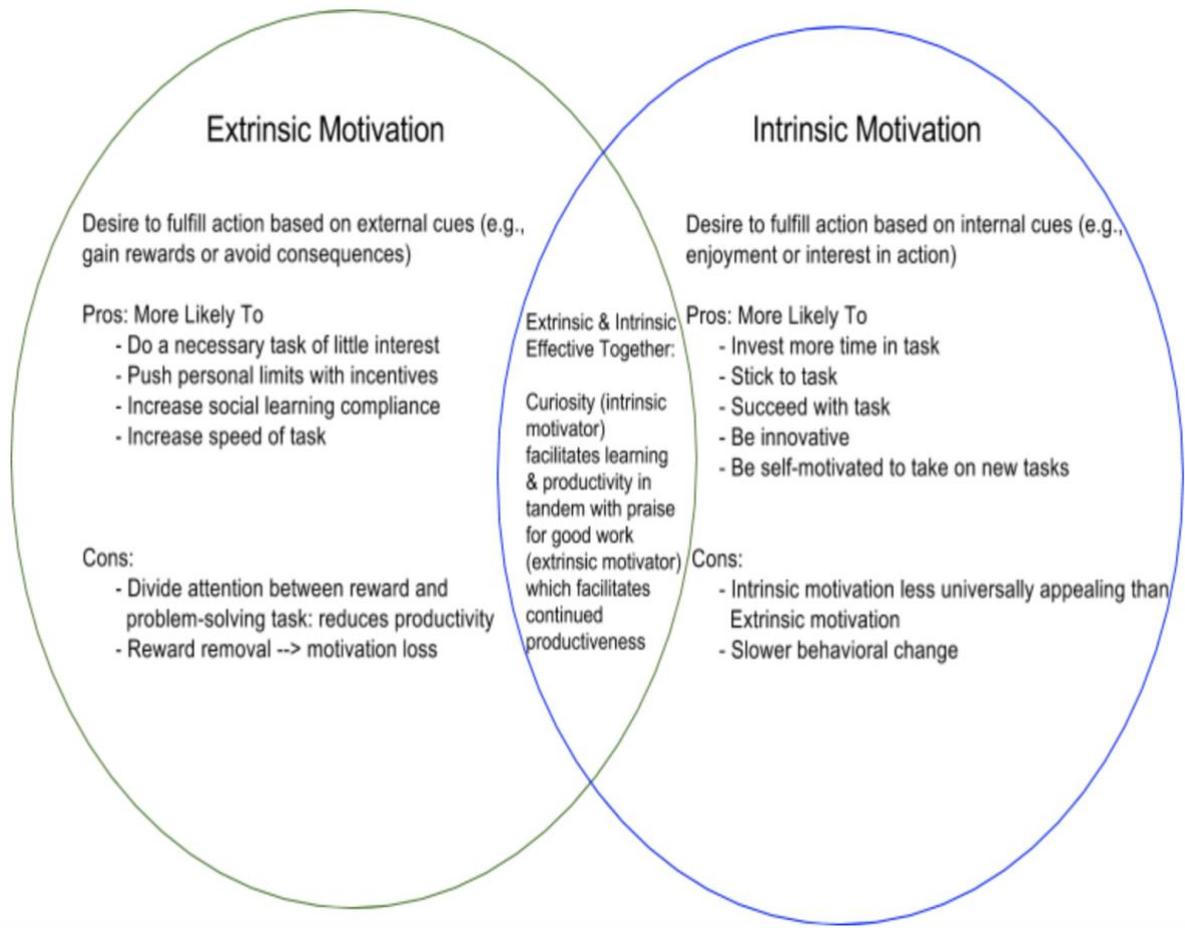


Figure 1.1: Intrinsic vs. Extrinsic Motivation. (certcentral,2017)

1.3.5. Other types of motivation

Beside the Intrinsic and extrinsic motivation, also there are other types such as: motivation by positive incentives, and motivation by negative incentives.

Incentives are external rewards and punishment which growth an individual towards an action.

1.3.5.1. Motivation by positive incentives

It is a type of motivation that is resulted from positive incentives or rewards. The positive incentives give a feeling of satisfaction. For example, rise in pay, promotion in work, achievement rewards and other benefits offered to workers or employees at an institution or organization. (study and exam, 2018).

1.3.5.2. Motivation by negative incentives

It is a type of motivation that is resulted from negative incentives. The negative incentives give a feeling of pain, sadness, displeasure. These are punishments. It contains demotion in job, penalties and fines imposed on workers and employees due to their low performance and low productivity. (study and exam, 2018).

1.4. Barriers to a foreign Language Acquisition and Learning

According to Ddeubel (2017) that acquiring a foreign language, is not that easy task to handle. The learner will face, and collide with a lot of barriers that may slow the pace of acquiring a foreign language, or maybe he will quite once for all. Here most common barriers that learner may face during the process of learning:

1.4.1. Social

- peer group
- socio-economic status
- L1 education and literacy
- parental/family support
- access and support

1.4.2. Psycho / Emotional

- affective factors (anxiety, social bias)
- self-belief
- motivation (low intrinsic and extrinsic forces)
- attitude towards language and learning
- social disposition / character

1.4.3. Biological

- psycho motor skills
- cognitive functioning
- L1 development / childhood developmental factors
- physical impairments (deaf, blind etc...)
- psychological fitness
- age and health

1.4.4. Pedagogical

- type and method of instruction
- improper materials and curriculum
- little access to input (native speakers / audio material)
- school and classroom culture

- lack of learning skills, strategies
- teacher/student relationship
- planning and use of time

1.5.5. Cultural

- language transfer and interference (L1-L2 closeness)
- cultural values regarding risk taking, openness
- government policy and investment

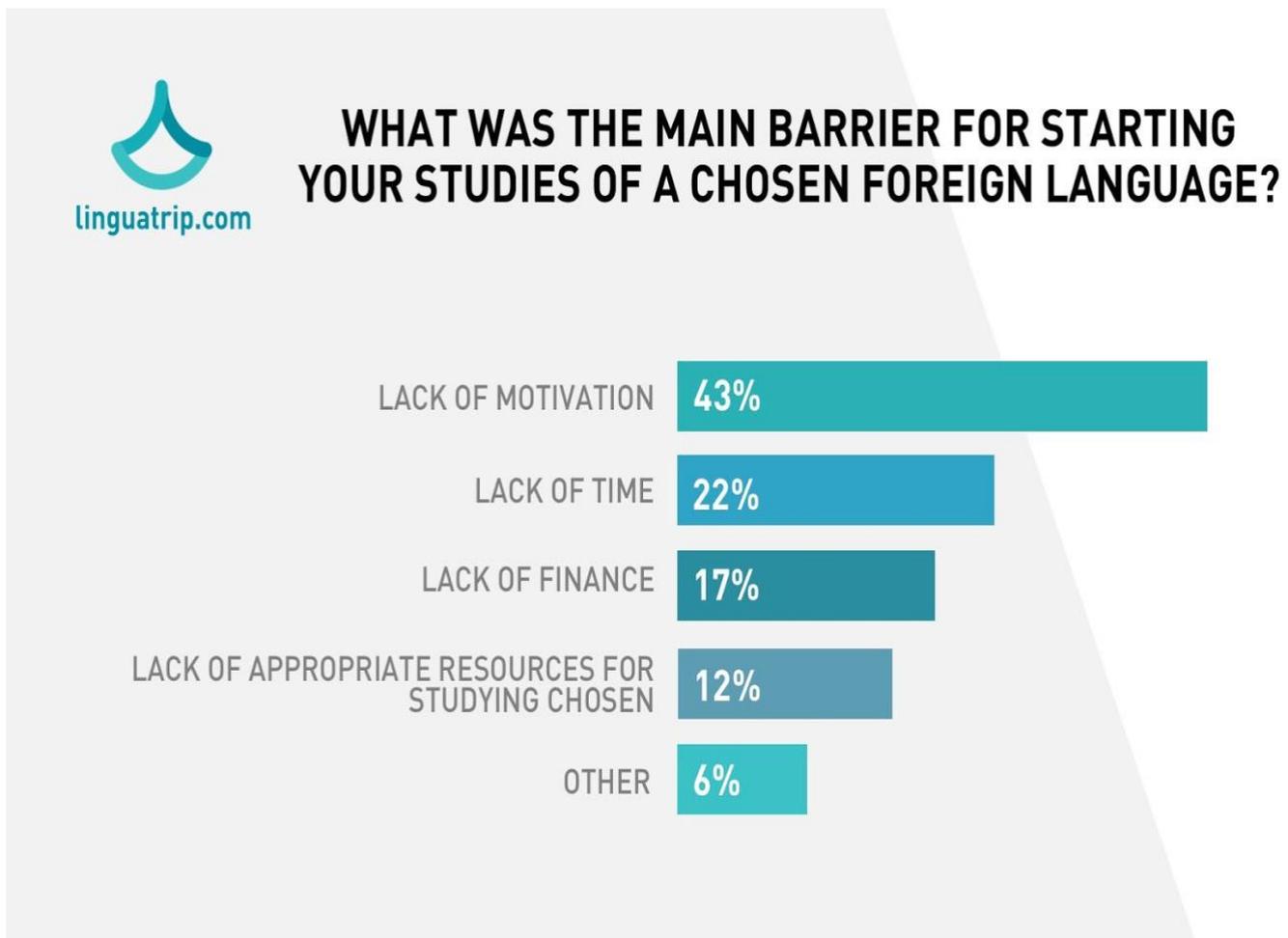


Figure 1.2: what was the barrier for starting your studies of a chosen foreign

language(mariana,2018).



Figure 1.3: language barrier in America. (tbuff13, 2016)

Conclusion

Foreign language, is recommended and needed on different levels, and aspects of life. Whether in teaching, traveling, and communicating And as mentioned above foreign language can make life much easier and flexible. And the core of learning a foreign language depends on the motivation whether Intrinsic, Extrinsic, instrumental, and integrative in addition to that globalization makes learning a foreign language more needed than before. Also, it differs from one society to another, like in our case the concerning foreign languages are the French and the English languages.

Chapter two

The relationship between French and English language

Introduction

The relationship between French and English is too old .it has a lot in common also they differ in on certain levels. This relation has roots back to The Norman invasion of England in 1066 , from this date this relation starts to show wide clearly ,but is there a real co-existence between French and English or not ,in addition to that on which level they meet and where they differ. We may ask the question how this bounded relationship starts at first, and what are the impact of it.

2.1. A Brief History of the French Language

First, before the settlement of the Romans in what we know now as France, a language was spoken by the Gauls , Celtic ancestors of the French named Gaulish. The Gauls are popular in France as a symbol of French national identity, especially in the popular comic Asterix, known in full in France as Astérix le Gaulois, referring directly to his Gaulish heritage.

Although the nature of the Gauls as shown in Asterix, they were indeed occupied by the Romans, along with the Belgae, the Iberians, and the Ligures. As they did everywhere, they conquered, the Romans brought the Latin language with them. The arrival of Latin in Gaul did a massive linguistic change in what we now know as France. French is derived from Vulgar Latin, as against to Classical Latin. Vulgar Latin is a generic term for the sociolect of Latin that was spoken along the length and breadth of the Roman Empire.

Also, the arrival of a Germanic tribe was known as the Franks, in the third century had a major effect on what would later become Modern French. Beside that the Alemanni, Burgundians, and Visigoths, who arrived alongside the Franks drastically changing the vowel system and syntax of the language as it was spoken then.

Second, the French language was the fusion of Normandy and the Kingdom of France in the 13th century. This led to the addition of many words of Scandinavian origin to the lexicon of Old French via the Norman language. Furthermore, middle French was adopted by the Kingdom of France as an official language, replacing Latin and other regional languages including the Occitan and Oil languages. By the 17th century, French literature was paving the way for French prescriptivism, establishing what is now known as Classical French and evolving into Modern French.

Finally, it was Modern French that would become a lasting legacy of French colonialism. While we won't go into the vast and complicated history of French colonialism, it's safe to say that it is the reason why French is spoken in so many countries around the world, particularly across Africa. (Joseph,2014)

2.1.1. Distinct Languages & Dialects in France

2.1.1.1. Basque

Basque, or Euskara, is a language spoken by about a million people in northern Spain and southwestern France. Although attempts have been made to link it to ancient Iberian, the Hamito-Semitic group, and Caucasian, its origins remain uncertain.

The sound pattern resembles that of Spanish, with its five pure vowels and such peculiarities as a trilled r and palatal n and l. In spite of this, and the presence of numerous Latinate loanwords, Basque has maintained its distinctiveness throughout two millennia of external contacts. For example, it still places a unique emphasis on suffixes to denote case and number and to form new words.

Basque is the only language remaining of those spoken in southwestern Europe before the Roman conquest. Since the 10th century, it has gradually been supplanted by

Castilian Spanish, and under the Franco regime its use in Spain was outlawed altogether. The ethnic insularity of the Basques, however, has fostered revivals. Attempts are now being made to standardize the orthography. ("History of French language", n.d.).

2.1.1.2. Creole

Creole languages are fully formed languages that develop from a PIDGIN language and gradually become the primary language of a linguistic community. As the domains of the use of the pidgin language expand, often with the development of a LINGUA FRANCA used for communication between different groups, it develops lexically and becomes phonologically and grammatically more complex. When the pidgin replaces the community's original language, it is called a creole.

Widely distributed throughout the world, creolized languages are native to between 10 and 15 million people. Different creoles share many common features, such as an outward simplicity and regularity that is believed to reflect universal linguistic processes.

Most creole languages have vocabularies derived from major European languages. French-based Creole is found in Haiti, Mauritius, the French Overseas Departments of Guadeloupe, Martinique, Reunion, and Guyana, in Dominica and St. Lucia, and, although disappearing, in various British-influenced Caribbean islands and in southwestern Louisiana.

When creole coexists with the language on which it is lexically based, it blends with the base language to form a decreolization continuum. Except for Tok Pisin, which has semiofficial status in Papua New Guinea, and Creole, endowed with a semicodified orthography in Haiti, creoles still bear the stigma of their pidgin origin and their association

with slavery and social inferiority. They are vernaculars that are not thought appropriate for administrative, educational, and literary functions. ("History of French language", n.d.).

2.2. A Brief History of the English Language

Ever wondered how English with approximately 750,000 words came to be the wonderfully expressive and multifaceted language it is today?. Unlike languages that developed within the boundaries of one country (or one distinct geographical region), English, since its beginnings 1,600 or so years ago, evolved by crossing boundaries and through invasions, picking up bits and pieces of other languages along the way and changing with the spread of the language across the globe.

2.2.1. Old English (450-1.100)

The history of the English language has officially started with the arrival of three Germanic tribes who occupied Britain during the 5th century AD. These tribes were: the Angles, the Saxons and the Jutes, crossed the North Sea from what is known today as the Denmark and northern Germany. Back at that time the population of Britain spoke a Celtic language. But the majority of the Celtic speakers were obliged to move west and north by the invaders – precisely into what is known now as Wales, Scotland and Ireland. The Angles descended from “England” and their language was called “Englisc”, and it is the source of the words “England” and “English” are derived. Their language, now known as “Old English”, was soon adopted as the common language of this relatively remote corner of Europe. Although we would find it hard to understand Old English, but it provided a strong foundation for the language we speak today and gave us many essential words like “be”, “strong” and “water”. (Tips.T.L. E,2015).

2.2.2 Middle English (1.100 – 1.500)

After the era of old English, the English language entered new era called the middle English, and characterized by the invasion of the Viking and the French language imposed by the Norman.

2.2.2.1. The Viking invasion

With the Viking invasions (Vikings were a tribe of Nordic people that ransacked their way across Northern and Northwestern Europe 1,000-1,200 years ago, Old English got melted up with Old Norse, the language of the Viking tribes. Old Norse ended up giving English more than 2,000 new words, including “give” and “take”, “egg”, “knife”, “husband”, “run” and “Viking”. (Tips.T.L.E,2015).

2.2.2.2. The French are coming

Even though English was spoken widely on the British Isles by 1,000 A.D, the Norman invasion set the French as the language of royals and of power. Old English was left to the peasants, and although its less glamorous status, it carried on to develop and grow by adopting a whole host of Latin and French words, including daily words such as “beer”, “city”, “fruit” and “people”, in addition half of the months of the year. By adopting and adapting French words, the English language also became more sophisticated through the inclusion of concepts and words like “liberty” and “justice”. (Tips.T.L.E,2015).

2.2.3. Modern English

After the era of old English, the English language entered new era called the modern , and it is divided to two eras the first one called early modern English , and the second one called last modern English .

2.2.3.1. Early Modern English (1500 – 1800) – the tempest ends in a storm

By the 14th-15th century, after the Hundred Years War with France that eliminated French rule of the British Isles, English turned up to the language of power and influence once again. Due to the development of English literature and English culture, spearheaded by William Shakespeare, the English got a further boost.

Shakespeare's influence on the development of the English language and its unique and rich culture is hard to grasp; the man is said to have invented at least 1,700 words, including "alligator", "puppy dog", and "fashionable", in addition to penning classics like *Romeo & Juliet* and *Hamlet*!

Towards the end of Middle English, a sudden and separate change in pronunciation (the Great Vowel Shift) started, with vowels being pronounced shorter and shorter. Starting from the 16th century the British had contact with many peoples from across the world. This, and the Renaissance of Classical learning, meant that many new words and phrases entered the language. The invention of printing also meant that there was now a common language in print. Books became cheaper and more people learned to read. Printing also brought standardization to English. Spelling and grammar became fixed, and the dialect of London, where most publishing houses were, became the standard. In 1604 the first English dictionary was published. (Tips.T.L.E,2015).

2.2.3.1. Last Modern English (1800 – Present):

The essential difference between Early Modern English and Late Modern English is vocabulary. Late Modern English has many more words, arising from two principal factors: firstly, the Industrial Revolution and technology created a need for new words; secondly, the English-speaking world was at the center of a lot of scientific progress, scientific advances went hand-in-hand with the evolution of the language. (Tips.T.L.E,2015).

2.2.4. English goes global

From around 1600, the English colonization of North America resulted in the creation of a distinct American variety of English. Some English pronunciations and words “froze” when they reached America. In some ways, American English is more like the English of Shakespeare than modern British English is. Some expressions that the British call “Americanisms” are in fact original British expressions that were preserved in the colonies while lost for a time in Britain (for example trash for rubbish, loan as a verb instead of lend, and fall for autumn; another example, frame-up, was re-imported into Britain through Hollywood gangster movies). Spanish also had an influence on American English (and subsequently British English), with words like canyon, ranch, stampede and vigilante being examples of Spanish words that entered English through the settlement of the American West. French words (through Louisiana) and West African words (through the slave trade) also influenced American English (and so, to an extent, British English).

Today, American English is particularly influential, due to the USA’s dominance of cinema, television, popular music, trade and technology (including the Internet). But there are many other varieties of English around the world, including for example Australian

English, New Zealand English, Canadian English, South African English, Indian English and Caribbean English. (Tips.T.L.E,2015).

2.2.5. English of the 21st century

And on that note: the most amazing thing about English is that it's still evolving. From the development of local dialects and slang in countries as far apart as the US, South Africa and New Zealand, and in cities as different as New York, Oxford and Singapore, to the incorporation of tech vocabulary into everyday English. English is in a constant state of flux.

Vocabulary alone is increasing at a pace of approximately 1,000 new and approved words per year; and these are just the words that are considered important enough to get added to the online version of the English Dictionary! This dramatic increase in new words is largely due to technology, and how people spontaneously coin new words in their email and text transmissions that spread quickly and efficiently via social media. A large percentage of new words are portmanteau words, also called blended words — a word that combines the meaning of two discrete words; for example, cineplex is formed from cinema and complex, bromance is formed from brother and romance, staycation is formed from stay and vacation. You get the idea. (Tips.T.L. E,2015).

2.3.the influence of French on English language

The Norman invasion of England in 1066 had a major impact not only on the country, but also on the English language. William the conquer and his band of Normans brought with them Norman French, which became the language of the court, government and the upper class for the next three centuries. English continued to be used by ordinary people, and Latin was the language of the church. (Simon ager,2012)

During the period when Norman French was the dominant language, English was rarely used in writing, and started to change in many ways. Before the conquest English had a much more complex grammar, however 70 or 80 years later, the grammar had become much simpler. This change is known as the transformation from Old English to Middle English. At the same time Norman French became Anglo-Norman as it was itself affected by English. (Simon ager,2012)

More than 10,000 French words found their way into English words associated with government, law, art, literature, food, and many other aspects of life. About three quarters of these words are still used, and words derived directly or indirectly from French now account for more than a third of English vocabulary. In fact English speakers know around 15,000 French words, even before they start learning the language. (Simon ager,2012).

Quite a lot of the words of French origin used in English sit alongside native English ones, and in some cases, there are words of Latin and/or Greek origin with similar meanings. Beef (from French *boeuf*) is meat from a cow (from Old English *cu*), a type of bovine (from Latin *bovinus* via French *bovin*). A king (from Old English *cyning*) can be kingly, royal (from French *roial*) and regal (from Latin *regalis*). (Simon ager,2012).

In some cases, words with the same or similar meanings were borrowed from both Norman French and Parisian French at different times. For example, *warden* comes from Norman French, while *guardian* comes from Parisian French. (Simon ager,2012).

The pronunciation of English changed to some extent under the influence of French, as did the spelling. For example, the Old English spellings *cw*, *sc* and *c* became *qu*, *sh* and *ch*, so we now write *queen* rather than *cwen*, *ship* rather than *scip*, and *should* rather than *scolde*. (Simon ager,2012).

English grammar did take on a few French structures, such as putting in adjectives after nouns in some expressions – attorney general, secretary general, surgeon general. (Simon Ager, 2012)

2.4. Different Terminology for Similar Words in English and French

It is known that about 45% of the English vocabulary originates from the French language. They also share lexical similarity for certain words. But how did such a similarity in both the languages come to be? Modern English language has been influenced and modified by many other languages, and one of them was Old French. Due to the influence of French in English, there was a change in the spelling, pronunciation, structure, etc. of old English words. For instance, old English words like *cwen*, *scip* and *scolde* became *queen*, *ship* and *should*. (Mayflower language services, 2018).

Some of the loanwords in English taken from French are:

Faux pas

an embarrassing or tactless act or remark in a social situation.

- Avant Garde

Noun: new and experimental ideas and methods in art, music, or literature.

Adjective: favoring or introducing new and experimental ideas and methods.

- À la mode

This word literally means something that's still in fashion or up to date.

Other words that seem the same in both the language, but signify two entirely different things:

- Library

signifies a reservoir of books, however, in French, it refers to a book store.

- Amateur

signifies a beginner or non-professional in any field, however, in French, it refers to a person who loves or is passionate about something.

- Advertisement

which is similar to ‘advertisement’ means a notice or announcement in a public medium in English. But, it refers to a warning in French. ‘Publicité’ is the word for advertisement.

- Actuellement

Although this is similar to the English word “actually”, it is the French word for “currently” whereas ‘vraiment’ is the right word for “actually”

In the same way, certain English words have been adopted in the French language. A few examples are:

- Le Selfie – A selfie
- Le Sandwich – A sandwich
- L’email – An email
- Cool – Cool
- Le Dressing – a dressing room
- Le Footing – Running/jogging
- Babyfoot – Foosball

- Le Week-end – weekend

Therefore, in the course of time and history, both the languages have influenced each other with the culture and their tongue. French played a significant role in structuring modern English language. Also, English speakers find it easier to learn French due to the usage of French words in English. (Mayflower language services, 2018).

2.4.1. Loanword:

Loanwords are words that are directly borrowed from another language and keep their meaning. In English, we use a group of French loanwords, like “déjà-vu,” “silhouette,” “prestige,” “coup d’état” and “debacle.” (fluentU,2019).

2.4.2. Cognate

Cognates are words that have the same etymological origin. Their meanings, nevertheless, do not contain to be the same. The English word “night” and the French nuit (night), for example, are cognates because they share the same Indo-European origin. In this case, they mean the same thing. (fluentU,2019).

2.4.3. false friend

The term “false friend” is short for “false friend of a translator” and it means that two words that may look and sound similar but have different meanings. Like sensible, which exists in both English and French. In English it means “prudent” or “thoughtful” while in French it means “sensitive.” It’s possible for false friends to be of similar etymological origin, but this is not always the matter. (fluentU,2019).

2.4.4. False cognate:

False cognates are words that seem to have the same etymological origin but in fact they do not. Let us take the word sets “arch”/”architect” and “pen”/”pencil”; based on their meanings (and appearances), one could assume that each pair is related, but they’re not.

Similarly, the apparent similarity between the English word “road” and the French route is just a coincidence; the former is actually of Germanic origin. There are cases in which false cognates share meanings, usually with regard to secondary definitions. (fluentU,2019).

To make things even more blurry , “false cognate” and “false friend” are often used interchangeably in a colloquial sense. This may refer to the fact that they both often share the same problem for French learners: they may look like they mean one thing, when in fact they mean another. (fluentU,2019).

2.5. Major Differences Between the French and English Languages

The French and English languages are bounded in the meaning , because French is a Romance language comes from Latin with German and English influences, while English is a Germanic language with Latin and French influences. Therefore , they share some similarities, most notably the same alphabet and a number of true cognates. (thoughtCo,2019).

To get more illustration about the difference between both English and French we set the following table:

	French	English
Accents	In many words	Only in foreign words
agreement	yes	No
articles	More common	Less common

Capitalization	Less common	More common
Conjugation	Different for each grammatical person	Different only for third person singular
Contraction	Required	Optional and informal
Gender	For all nouns and most pronouns	Only for personal pronouns
Liaisons	yes	No
negation	Two words	One word
Prepositions	Certain verbs require prepositions	Many phrasal verbs
Rhythm	Stress at the end of each rhythmic group	Stressed syllable in each word, plus stress on an important word
Roman numerals	More common, often ordinal	Less common, rarely ordinal
subjunctive	Common	Rare

Table1.1: Major Differences Between the French and English Languages (thoughtCo,2019).

2.5.1. Other differences between French and English

False cognates	Words that look alike but don't necessarily mean the same thing
Pronunciation	Many differences, particularly vowels and the letter R
Silent letters	Many in both, but not the same letters
Singulars and plurals	The grammatical number of nouns may be different.
Spelling equivalents	Patterns in spelling differ in the two languages.
punctuation	Different uses and spacing
Word order	Adjectives, adverbs, negation plus pronouns may cause problems.

Table 1.2: Other differences between French and English. (thoughtCo,2019)**Conclusion**

The relation between French and English languages has a deep root and one language leads to the other one. also, as it mentioned above there is a strong impact between them both, especially, the influence of the French language on the English language in grammar and vocabulary. in addition to that English language history has a huge historical background French has words in common with English and vice versa.

Chapter three

Field work

Introduction

This chapter is devoted to the results of the teacher's interview. After collecting the data which are the teacher's points of view and their responses from the interview. The ultimate objective is to collect relevant ideas about the co-existence between French and English languages. Furthermore, the researcher will see how the teachers of the middle school Hamoudi Mohamed Sghir consider if there is a real co-existence between English and French during the teaching process.

3.1. Research methodology

There are several research methods in social sciences; each issue requires a specific adequate method. but since the study beforehand is an exploratory one, then a qualitative approach is the most adequate to carry out the research as an objective and systematic process in order to uncover the truth behind implementing two foreign languages at the same level.

3.2. Data Collection Tools

In order to know if there is a co-existence between the implementing two foreign languages at the same level , we set three kind of tools which are Teachers' Interview, Focus Group Discussion with Pupils, and Parents Interview. Or we can call it the triangulation method, the interview will be held with both teachers and pupils parent's to take their points of view finally the Focus Group Discussion with Pupils to know if this co-existence helpful but if it exists at the first place.

3.3. Population and sample

The population used to conduct this study consists the pupils Hamoudi Mohamed Sghir middle school in the academic year 2018/2019, and their parents, also the teachers of French and English language first year level .And for the sample it will be first year class .

3.4. Data collection procedures

The choice of the sample (first year student of Hamoudi Mohamed Sghir middle school in Biskra) was not arbitrary; they will expose for the first time to two foreign languages at the same time, also the teachers of first year class especially those who teach foreign languages will be exposed the impact of their students. In order to gather the data to our case we set an interview based on the research questions in form of questions, after that we met both foreign languages teachers of first year class to deliver the questionnaires in order to know their point of views. Also we set another interview for the student's parents to collect their feedback about their children concerning the implanting of two foreign languages .Our final procedure to collect data is focus group discussion during the class of both foreign languages , to see the behavior of the student by bringing a camera and note book to take notes and record them .

3.5. Data analysis procedures

Due to some obstacles mentioned in the limitation section I could not achieve the data from parent's interview and focus group discussion, we directly start with teacher's interview.

3.5.1. Teacher's interview

3.5.1.1. French teachers

Question one: Are you facing problems in explaining the lesson in French ? if yes, what are those problems be specific.

Teacher one: “yes, of course and suffer from the use of prepositions.”

Teacher two: “ yes , and they have problem with oral production .“

Teacher three: “ no , there is no problem.”

Teacher four: “ yes, the problem is the use of the preposition.”

From the responses, we notice that most of teachers are facing problems during the explanation ; this might be they cannot deliver the material correctly.

Question two: During teaching French do you use English.? If yes, what do you use exactly, explain.

Teacher one : “ sometimes , in specific topics .”

Teacher two : “ sometimes , to facilitate the explanation .”

Teacher three : “no , he does not use English language at all .”

Teacher four : “ sometimes, to make the lesson clearer .”

The results reveal that the majority of teachers use English language during their French class, this could be the because of the similarities between French and English on certain stages.

Question three: As a teacher do you think that implementing two foreign languages (French, English) in the curriculum facilitates the teaching process or the other way around? explain.

Teacher one : “ yes , of course they complete each other , especially in scientific terms .”

Teacher two : “ no, the student is the one who should decide in this matter.”

Teacher three : “yes , both of them help the student to understand them in a better way due to their relationship.”

Teacher four : “ yes , they are two faces for one coin.”

The answers is strongly agree that ,the implementing both French and English languages are needed .It can be explained that refer to the strong relationship between the both foreign languages (French , English).

Question four : Does the learner face problems when you use the French without borrowing English words or the other way around? explain.

Teacher one : “ yes , indeed because there are some terms i have to produce them in English.”

Teacher two : “ yes of course , due to the fact that we can not use French without English or the other way around .”

Teacher three : “ yes , absolutely student needs some words in English to grasp the lesson during the French class .”

Teacher four : “ yes, I can not teach French without using some English words , because English now is used in our daily life .”

The four teachers strongly admit that there is no way to teach French without borrowing some words from English , according to that we may say that the ties between French and English are strong and deep .

Question five : In the future, if is it possible for the learner to choose just one foreign language, do you support that or not? explain.

Teacher one : “ yes, I chose the English because it is the language of science .”

Teacher two : “ no, both are needed French it is helpful in our entourage and the English is the language of science .”

Teacher three : “no, I recommend French due to our French background.”

Teacher four: “ no, they complete each other.”

From the answers of the teachers ; we are able to say that both English and French needed , it may due to the fact that are related on serval stages .

Question six : Is the use of the English language in the French class helpful to clarify the lesson or not? why?

Teacher one :” yes, it is very helpful , because they both share a lot of words and expressions.”

Teacher two: “ yes, of course. The English it is a positive influence on the French and they have the same methodology , rules .”

Teacher three : “ yes , indeed English helps in terms of grammar and they have a lot in common.”

Teacher four : “ yes, I use English to make the French lesson very clear .”

From what have been said above ; we certainly can say English and French both are deeply related on different levels grammar , vocabulary .

3.5.1.2. English teachers

Question one: Are you facing problems in explaining the lesson in English? if yes, what are those problems be specific.

Teacher one: “ yes , in ideas, abstract words.”

Teacher two: “ yes , in ideas.”

Teacher three: “ yes, indeed especially in vocabulary .”

Teacher four: “ yes, absolutely I face problems in explaining the words .”

From the responses of teachers , all of them are facing problem when they teach the English class ; that maybe due to the background of the learners they can not grasp this new language yet .

Question two : During teaching English do you use French? if yes, what do you use exactly, explain.

Teacher one: “ yes , of course especially in grammar.”

Teacher two: “ yes, mainly in vocabulary .”

Teacher three: “ yes , ideas and words.”

Teacher four: “ yes , I use vocabulary .”

All teachers agree that, using French during an English class is needed especially in grammar, and vocabulary ; it can be explained that there is a relation between French and English language, and they complete each other.

Question three: As a teacher do you think that implementing two foreign languages (French, English) in the curriculum facilitates the teaching process or the other way around? explain.

Teacher one : “ no, it will facilitate just some lessons .”

Teacher two: “ yes , both are needed to ease the lessons.”

Teacher three: “ no, I believe that English the most suitable one.”

Teacher four : “ yes , they will help each other in term of vocabulary and grammar.”

from the answers that mentioned by teachers, the majority of them agree that implementing two foreign languages (English and French) are needed in term of facilitate the lessons ; this might be due to similarities they share on different stages.

Question four: Does the learner face problems when you use the English without borrowing French words or the other way around? explain.

Teacher one: “no, because I do not use French at all .”

Teacher two: “ yes, I do due to their French background.”

Teacher three: “ yes , because they have been studying French since two years from now.”

Teacher four : “ yes , it refers to their French background .”

According to teachers answers French language is strongly used during teaching English class, it can refer to the relation between French and English .

Question five: In the future, if it is possible for the learner to choose just one foreign language, do you support that or not? explain.

Teacher one : “no , both are needed it is better to learn more than one foreign language .”

Teacher two: “ yes , the English language of course because it is the most language used in the world.”

Teacher three: “ yes, I support it also I chose the English because it is the language of science.”

Teacher four: “ yes , I do especially the English language.”

Teacher from questions above are agree that it is better for the sake of the learner to choose just one foreign language, according to them the French language will fade with time.

Question six: Is the use of the French language in the English class helpful to clarify the lesson or not? why?

Teacher one: “no, because not all the learner can understand the French language.”

Teacher two: “ yes, they have studied before.”

Teacher three: “ yes, they have a lot in common .”

Teacher four: “ yes, both contained several similarities .”

From what have presented above , teachers find teaching using French language more helpful for the sake of learner understanding , according to them French and English have a lot of similarities .

3.6. Discussion the of the results

From the analysis of the French teacher's interview, it is found that the use of English language during the French class is needed and helpful in so many ways. In order to facilitate and for better grasp of the material, French teachers use the English language to help them to pave the way for better understanding. finally, we can say French and end English are highly related. Also, from the analysis of the English teacher's interview, it is found that teachers use French frequently in order to facilitate the task for their learners, in addition to that, English and French both have similarities like vocabulary, grammar ,and abstract ideas. From all what have presented we can surely say there is a real relation between French and English languages.

3.7. Limitation of the study

It should be mentioned that the present research suffers from certain limitation like the originality, also the nature of the topic necessitates an exploratory study but due to the short time given, and the struggles that he faces while conducting the research. The researcher could not do the focus group discussion and parent's interview. Also, the strike prevents the researcher to continue, also the results cannot be generalized because the differences between the chosen sample level and other levels. These necessitate a farther study that taking into consideration what is found in this study and reinforce this limitation.

3.8. Conclusion

In the current chapter, the researcher has attempted to present, analyse and discuss the findings of the main data gathered through analysis of teacher's interview were presented. The results fit each other and proves the research hypothesis and answered the main research questions which states that there is a co-existence between two foreign languages (French and English). Also the analyses proves that they have linked history background .Furthermore, the study shows that English language includes 45% words of French language , it means both French and English language are inseparable.

General conclusion and Recommendation

The present study aims at highlighting the relationship between implementing two foreign languages (French and English) and if there is a co-existence between them both or not. The obtained results answer our research questions . In the light of the obtained results, we have different recommendations to suggest as the following:

- Teachers should use the relationship between French and English to facilitate the task for learners.
- there should be a coordination between both teachers of French and English to fetch where are the common mistakes that learner fall in and try to enhance them.
- Teachers should devote a session a week to enhance learners vocabulary, grammar ... by using pictures, conversations, and games to rich their lexical
- The desire of learners about choosing a foreign language as a second language should take in consideration.
- Minister of education have to implement the translation method for better amelioration.

In order to achieve our objectives, we have designed three chapters; two theoretical supported by practical part. In the first chapter, we have defined a foreign language and what are the advantages to learn it also we tackled the struggles and barriers that prevent the individual from take it and learn it. The second chapter we discussed the relationship between French and English where they meet and on what stages they differ , in addition to their historical background .

In the last chapter, we choose three data tools to answer our questions. First, we have discussed the result from teachers' interview which consists that to know the relationship between French and English and how they work together. Also on which floor

they meet, then parent's interview, Focus Group Discussion with Pupils but we could not engage in them due to the study limitation.

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Appendices

PEOPLE’S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
MOHAMMED KHIDER UNIVERSITY – BISKRA
FACULTY OF LETTERS AND FOREIGN LANGUAGE
SECTION OF ENGLISH

In order to explore the relationship between English and French languages in the teaching process in the middle school first year class, we set those questions down below, so would you be kind to answer them.

- 1- Are you facing problems in explaining the lesson in English? if yes, what are those problems be specific.

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- 2- During teaching English do you use French? if yes, what do you use exactly, explain.

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3- As a teacher do you think that implementing two foreign languages (French, English) in the curriculum facilitates the teaching process or the other way around? explain.

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4- Does the learner face problems when you use the English without borrowing French words or the other way around? explain.

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5- In the future, if is it possible for the learner to choose just one foreign language, do you support that or not? explain.

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6- Is the use of the French language in the English class helpful to clarify the lesson or not? why?

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If you have any suggestions or remarks you want to add, would you kindly mention them below.

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PEOPLE’S DEMOCRATIC REPUBLIC OF ALGERIA

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

MOHAMMED KHIDER UNIVERSITY – BISKRA

FACULTY OF LETTERS AND FOREIGN LANGUAGE

SECTION OF ENGLISH

In order to explore the relationship between English and French languages in the teaching process in the middle school first year class, we set those questions down below, so would you be kind to answer them.

- 1- Are you facing problems in explaining the lesson in French ? if yes, what are those problems be specific.

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- 2- During teaching French do you use English ? if yes, what do you use exactly, explain.

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3- As a teacher do you think that implementing two foreign languages (French, English) in the curriculum facilitates the teaching process or the other way around? explain.

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4- Does the learner face problems when you use the French without borrowing English words or the other way around? explain.

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If you have any suggestions or remarks you want to add, would you kindly mention them below.

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PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA**MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH****MOHAMMED KHIDER UNIVERSITY – BISKRA****FACULTY OF LETTERS AND FOREIGN LANGUAGE****SECTION OF ENGLISH**

In order to explore the relationship between English and French languages in the teaching process in the middle school first year class, we set those questions down below, so would you be kind to answer them.

- 1- Are you facing problems in explaining the lesson in French ? if yes, what are those problems be specific.

Oui , l'enseignant de la langue française souffre de l'emploi des prépositions , des adverbes ...

En anglais talque : in , at , good , dans des frases française .

- 2- During teaching French do you use English ? if yes, what do you use exactly, explain.

Dé fois , l'enseignant emploie Langlais en classe pour expliquer quelques leçons plus difficiles , a titre d'exemple : passive et active Voice

- 3- As a teacher do you think that implementing two foreign languages (French, English) in the curriculum facilitates the teaching process or the other way around? explain.

Dans la progression annuelle " curriculum" faite par ministère en une seule langue , mais l'enseignant pour faire le recourt a d'autres langues comme secoures , notamment pour les termes scientifiques.

- 4- Does the learner face problems when you use the French without borrowing English words or the other way around? explain.

Si possible , pourquoi pas , car il Ya des mots anglais j'ai besoin par exemple : parking , football ...

- 5- In the future, if is it possible for the learner to choose just one foreign language, do you support that or not? explain.

Oui je vais la supporter pour que l'apprenant soi bilingués .

- 6- Is the use of the English language in the French class helpful to clarify the lesson or not? why?

Oui , L'anglais a une influence positive sur le français , car elle a les mêmes règles , et la même méthodologie d'enseignement .

If you have any suggestions or remarks you want to add, would you kindly mention them below.

Il faut faire la mater de la traduction pou améliorée les deux langues

PEOPLE’S DEMOCRATIC REPUBLIC OF ALGERIA

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

MOHAMMED KHIDER UNIVERSITY – BISKRA

FACULTY OF LETTERS AND FOREIGN LANGUAGE

SECTION OF ENGLISH

In order to explore the relationship between English and French languages in the teaching process in the middle school first year class, we set those questions down below, so would you be kind to answer them.

- 1- Are you facing problems in explaining the lesson in English? if yes, what are those problems be specific.

Yes , I am

Especially with abstract ideas , words ,and concepts .

- 2- During teaching English do you use French? if yes, what do you use exactly, explain.

Yes, I do. For example when teaching “to be” , “to have” I use “etre” et “ avoir” .

- 3- As a teacher do you think that implementing two foreign languages (French, English) in the curriculum facilitates the teaching process or the other way around? explain.

Yes , it does . to help learners to understand the use .

- 4- Does the learner face problems when you use the English without borrowing French words or the other way around? explain.

No, I do not think that it will facilitate the teaching process for all the curriculum, maybe with some ones.

- 5- In the future, if it is possible for the learner to choose just one foreign language, do you support that or not? explain.

No, I do not . I prefer them to learn more than one foreign language , but of their own choice .

- 6- Is the use of the French language in the English class helpful to clarify the lesson or not? why?

No, it is not. Because not all of learners understand French

If you have any suggestions or remarks you want to add, would you kindly mention them below.

Translation method does exist in teaching a foreign language , but it would be better if it is not all the time , especially with English language which can be taught by using reality , flashcards (pictures) .

ملخص

العديد من اللغات في بعض الدول تتواجد و تستعمل معا. لهذا قمنا بتكريس هذا البحث للتحقيق حول العلاقة بين اللغة الفرنسية و الانجليزية و تعايشهما على مستوى السنة الاولى بمتوسطة حمودي محمد الصغير ببسكرة. سنحقق ايضا اذا كان تواجدهما معا ايجابي او سلبي من جانب الاساتذة و التلاميذ. تم استعمال عدة وسائل لجمع المعلومات اللازمة من بينهم مقابلة مع الاساتذة و اولياء التلاميذ, و مناقشة جماعية خاصة في هذا الموضوع.