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The Influence of French on English pronunciation of Algerian EFL Learners: the Case of Cognates

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DECLARATION

We hereby declare that the substance of this dissertation is entirely the result of our investigation, and that due reference or acknowledgement is made, whenever necessary, to the work of other researchers.

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DEDICATION

I HAVE THE GREAT PLEASURE OF DEDICATING THIS MODEST WORK TO....

MY MOTHER; FOR HER LOVE, ENCOURAGEMENT AND SACRIFICE

MY FATHER; FOR HIS SUPPORT, AFFECTION AND HIS CONFIDENCE IN ME

TO MY BELOVED BROTHERS, FOR THEIR SUPPORT AND ENDLESS LOVE

TO MY HUSBAND AND MY SON; I WOULD LIKE TO THANK THEM FOR BEING WITH ME IN MY FALLS

TO ALL MY FRIENDS AND COLLEAGUES FOR BEING ARROUND ME AND FOR ALL THE MEMORIES

TO MY AUNTS AND COUSINS; FOR THEIR UNCONDITIONAL LOVE AND THEIR PRAYERS FOR ME

AND FINALLY, TO ALL MY TEACHERS, THANKS FOR YOUR EFFORTS AND PATIENCE

MAROUA BOUDERGAU

DEDICATION

FIRST OF ALL, I DEDICATE THIS STUDY TO OUR ALMIGHTY GOD, WHO GAVE HIS STRENGTH AND KNOWLEDGE TO MY EVERYDAY LIFE.

TO MY GRANDMOTHERS MRS ZAHRA AND FATIMA WHO INSPIRED ME TO BE STRONG DESPITE OF MANY OBSTACLES IN LIFE, AND BECAUSE THEY WERE PRAY FOR ME ALL THE TIME.

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TO MY BROTHERS AND SISTER AND HER NEW BABY FOR THEIR ETERNAL GRATITUDE TO MY AUNT AND HER HUSBAND TO THEIR ETERNAL LOVE AND FOR BEING ALWAYS BESIDE ME.

NOUR EL HOUDA MEZIANI

DEDICATION

IN THE NAME OF ALLAH, THE ALMIGHTY, THE MOST MERCIFUL. FIRST THIS WORK is DEDICATED TO GOD WHO BLESSED ME AND STRENGTHENED ME TO FULFIL MY DISSERTATION

TO MY SUPERVISOR FOR HIS VALUABLE TIME AND GUIDANCE AND HIS HELPFUL FEEDBACKS

TO MY MOTHER AND FATHER FOR THEIR SUPPORT AND THEIR PRAYERS FOR THEIR PRESENCE BESIDE ME ALL THE TIME

TO MY ENCOURAGING BROTHERS AND FOR THEIR GREAT HELP

TO MY BELOVED SISTERS CHAHIRA AND HASSNA FOR THEIR VALUABLE ADVISE

TO MY ADORABLE NIECES AND NEPHEW TO MY FRIENDS WHO HAVE BEEN IN MY SIDE

TO EVERY PERSON WHO HAS CONTRIBUTED AND SUPPORT ME TO FINISH THIS WORK

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ABSTRACT

The French colonization has left a huge impact on the Algerian society. It is most noticeable in the status of the French language in Algeria. The latter is the first foreign language in Algerian schools. Besides, it is considered as the language of instruction for advanced science classes. This language is compulsorily taught as the first foreign language in public and private primary, middle and secondary schools, and as early as grade three. English, however, is taught as a second foreign language, starting from first grade in Algerian middle schools. The widespread use of the French language has a strong impact on English pronunciation among Algerian EFL learners. This research attempted to investigate the extent to which the French language pronunciation affects the pronunciation of English among EFL learners at Medea University. The significant scope of this research is the case of English-French cognates, due to the fact that a great portion of the English vocabulary is French. In addition, this study aims to highlight some of the different points of phonological interference between French and English, namely, vowels pronunciation, placement of stress, nasalization. the finding of the study provided answers to the research questions and confirming the hypothesis, the French language had great influence on first year students more than third year students because they are already studied phonetics and phonology module. the influence was clear in mispronouncing some letters like the long /I:/ rather than short /I/ and nasalization besides to the syllabic consonants which were confused case to the first-year students.

Keywords: EFL, English -French cognates, interference

ملخص

خلف الاستعمار الفرنسي تأثير كبير على كل المجتمع الجزائري بحيث يمكن ملاحظة ذلك على مستوى تعليم اللغة الفرنسية بصفة عامة وعلى نظام الدراسة بصفة خاصة. بدأ تعليم هذه اللغة قصرا كلغة أجنبية أولى في المدارس الحكومية والخاصة في المتوسطات وحتى الثانويات، أما بالنسبة للغة الانجليزية فقد اعتبرت كلغة أجنبية ثانية بدءا من السنة الأولى متوسط. كان لانتشار اللغة الفرنسية تأثير كبير على النطق لدى متعلمي اللغة الانجليزية .تهدف هذه الدراسة إلى معرفة ما مدى تأثير التكلم بالفرنسية على النطق الإنجليزي لدى متعلمي اللغة الانجليزية بجامعة يحيى فارس بالمدية. تتمحور هذه الأطروحة على دراسة أصل الفرنسية والإنجليزية بسبب تبني اللغة الإنجليزية لعدة مصطلحات فرنسية ولاتينية. كما تهدف هذه الدراسة إلى معرفة أوجه الاختلاف بالنسبة لتأثير نطق الفرنسية على الإنجليزية من خلال الأحرف الصوتية، طريقة مخارج الحروف، مواقع الشدة، والتأنيف.

List of Abbreviations and Acronyms

%: Percentage

EFL: English as a Foreign Language

E.G.: Example

FL: Foreign Language

US: United States

LMD: Licence. Master. Doctorate

RP: Received Pronunciation

GAEP: General American English Pronunciation

IPA: International Phonetic Alphabet

GASP: General American Standard Pronunciation

CAH: Contrastive Analysis Theory

EA: Error Analysis

SLA : Second Language Acquisition

L1: First Language

L2: Second Language

L3: Third Language

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GENERAL INTRODUCTION

General Introduction

1. Background of the Study

English is considered to be the world's lingua franca because it is used as the major language in many countries worldwide. Many people try to learn English as a foreign language. However they face many difficulties while learning it. Many studies in different fields have been conducted on the elements that contributes to adults' difficulties in learning a foreign language. Cross cultural psychology linked the difficulties of learning a new language to cultural conflicts that learners experience when introduced to a new culture through a foreign language, whereas error analysis provided explanations, for mother tongue interference in foreign language comprehension or pronunciation. The most essential condition to learn a foreign language is to produce an understandable sentence, however bad pronunciation can lead to mishaps in communication. That is why, it is quite important to investigate the reasons and factors which influence EFL learners' English pronunciation. French language is widely used and spoken in everyday life in Algeria. It exercises a great influence upon, the Algerian educational system. linguistically speaking, there are many French borrowings in English. Thus, it is deduced that French could have an impact on Algerian EFL learners 'English pronunciation, particularly, in terms of vowel sounds, intonation, nasalization, stress and intonation.

2. Statement of the Problem

Language is the primary means of communication. However, speaking particular variety recquires the correct pronunciation of words

to avoid misunderstandings and communication problems . Foreign language speakers may suffer some kind of interference between two different, but closely related languages, on the phonological level. Therefore, this study focuses on some of the main levels of phonological interference between French and English.

3. Purpose of the Study

The current study explores the influence of French language on Algerian EFL learners English pronunciation at Medea University. It also intends to spot out some Algerian EFL learners mispronunciations caused by French interference in English phonological processing and thus avoid some frequent phonological speech errors.

4. Research Questions

This research addresses the following questions:

1. To what extent English vowel system is affected by French vowel system?
2. How does the French phonology affect the stress pattern of true cognates?
3. Are the Algerian EFL learners influenced by their knowledge of French in producing different sounds in French English cognates?

5. Study Hypotheses

To answer the research questions, three hypotheses has been formulated:

1- French vowel system has a huge influence on the English vowel system.

2- The stress pattern of true cognates is affected by French phonology in different points of producing words.

3- The previous knowledge of French has a huge impact in producing English-French cognates by Algerian EFL learners .

6. The Research Methodology

In this dissertation, the researchers adopted a mixed method in which they combined elements of qualitative and quantitative research techniques. In order to collect the necessary data and assess the relevance of the formulated hypotheses,the researchers used two different instruments: a questionnaire that is addressed to first- and third-year students at Medea University and also took voice recordings for a list of French-English cognates.

7. Study Limitations

This study has potential limitations: first, in the aspect of gathering data and information due to the reason of covid19, the university divided the student into groups, so it was so difficult to find them. In addition, most of the students refuse to pronounce the words. Second, the lack of time, because we started in April and the deadline in June so it wasn't enough to make as good as possible.

8. Structure of the Dissertation

The present research is divided into four chapters. The first chapter is literature review and the second and the third are theoretical and the fourth one is dedicated for practical work. Chapter one started with a brief historical background of English language. Secondly, we discussed the sociolinguistics situation in Algeria. Thirdly, we discussed the status of both the French and English languages in the

Algerian education system and a brief overview of the educational system in Algeria in general. In chapter two, we mention standard English in general than we discussed the English and French phonological system, while in the third chapter we explored borrowing and loanwords besides to the concept of language interference and the pertaining theories of contrastive analysis. In addition, we gave an account of the different level of interference between French and English and also English-French cognates. The fourth chapter contains a detailed analysis and interpretation of the data collected from the EFL learners' questionnaires and voice recordings.

CHAPTER ONE

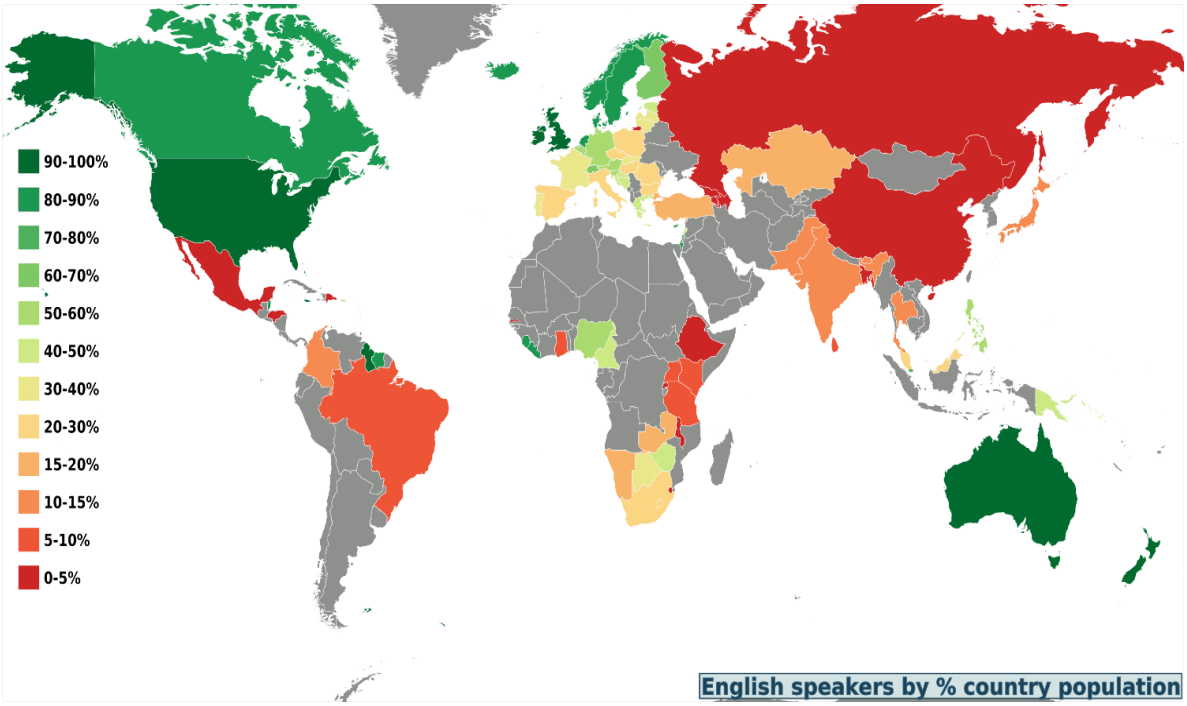
REVIEW OF THE LITERATURE

Introduction

This part will go over the history of English language through different eras; It is essential for the following chapters .They are going to go over the influence of Latin and French as a first FL on English as a second FL in terms of sounds change and other factors that have played a role in the development of various pronunciation, therefore this chapter gives an out look at some basic information about the origins of English and its position in Algeria comparing with French , the sociolinguistic situation and the educational system in Algeria .

1.1.A Historical Background of the English Language

English is the official language of 50 countries all over the world. Around 65 percent of English words are from Latin and Greek, many of those words came into English in the 16th and 17th centuries. The history of English is divided into three periods of time; the old English, middle English and modern English (MERIEM Webster).



English, is considered as a member of the Proto-Indo European language family. the Proto-Indo European languages are mostly spoken in Europe, Scandinavia and parts of Asia. The English language was first initiated to England after the migration of Germanic tribes or the Anglo Saxons from the North Sea Coasts . By the beginning of 1066, after the Norman conquest there was big impact on English by the Norman French of the upper class in terms of lexicon and the development of the inflectional system (Kruitboch, 2018)

The upcoming excerpt explain the difference between old English and modern English at the level of spelling, grammar, and syntax.it is extracted from “Homily on St. Gregory the great” and tells the popular story when the pope sent missionaries to convert the Anglo Saxons to Christianity after seeing the some Anglo Saxons sold as slaves in Rome

Eft he axode, hu ðære ðeode nama wære þe hi of comon. Him wæs geandwyrd, þæt hi Angle genemnode wæron. Þa cwæð he, "Rihtlice hi sind Angle gehatene, for ðan ðe hi engla wlite habbað, and swilcum gedafenað þæt hi on heofonum engla geferan beon."

Few words can be guessed such us; he, him, nama: name, waere: were, some words did not change completely like; hu (how), axode (asked) but most of them disappear totally; ft (again). There is a recognizable phenomenon of the sound (p) called “thorn”, called “edh ". They are the sound of “th” now. Therefore, it can be noticed that there was no pronoun system in the 10^{th} century, the subject and verb after the adverb like “then said he '“.

The main difference between old English and modern English is the system of inflections. The latter vanish totally in modern English.

also there were two imperative forms and four subjunctive forms, the past participles with prefix “ge” (Geandwyrd, F)

In addition, there were two imperative forms, four subjunctive forms(two for the present tense and two for the preterit, or past tense) . and several others which we no longer have. Even where modern English retzins particular category of inflaction, the form has often changed .old english present participles ended in endenot-ing, and past participles bore a prefix

The period of Middle English was from the 12th century to the 15th. It was known as the period of shifting; French was the mother tongue and the dominant language but for different reasons; for business and administrative convention. This period witnessed a new wave of foreigners, this time primarily from the South of France (Baugh, C. (1935)).

The strong relationship that remained throughout all these years between England and the continental was the most essential element in the ongoing use of French by the English class until the beginning of the 13th century (Nessie school of languages). The final step in the English language’s gradual ascension was its application in writing English essentially in literature, it published in England during the middle English period accurately portrays the shifting fortunes of the country. Most of writings were religious and admonitory this is what it was called a period of religious records. The separation of the English nobility from France in 1250 and the spread of English among the upper classes reflected on literature in the next hundred years (Nessie, A.)

The changes in this period were in grammar and lexicon. The grammar can be described as general reduction in noun inflection ends,

adjectives, the nominative singular form was first extended to all cases of the singular and the nominative plural form was extended to all cases of plural both in weak and strong declensions, concerning the pronoun was not as severe as in the personal pronoun. Although the language contained significant verbs are relatively small in comparison to the enormous and steady rising body of weak verbs like -an of the old English infinitive became -en and later -e. Other losses like the strong verbs became weak, even loss of grammatical gender (Baugh, C. (1935)).

The period of the modern English was from 16th century until now. It witnessed an explosion in the phonology of English that already started in the late middle English and the effectiveness of vowel phonemes and spelling (Merriam webster.) Britain was invaded by three nations and contact with other cultures around the world with different dialects made significant participation in the development of English language (Baugh, 1993)

1.2. Sociolinguistic Situation in Algeria

This part describes sociolinguistic situation in Algeria . It emphasizes the numerous periods that shaped the country's history as well as the role of the various invaders who contributed to the formation of Algeria's sociolinguistic profile.it sheds light on the different historical periods and invasions that shaped Algeria's sociolinguistics profile . Despite its rich linguistic heritage, Algeria has experienced political, social, and cultural unrest which make it a distinct Arab nation in terms of the number of languages taught and used in academic and non-academic context (Khalloul, .2020).

From the early ages, Algeria witnessed various cultures and civilizations; Phoenician, Carthaginian, and Roman, Algeria was

particular. It was the target of many invasions; the most significant invasions were Carthaginian who settled in Algeria for over seven centuries. Phoenician traders landed on the north of the African coast and founded carthage. With their Punic civilization, the Carthaginian really marked their presence in Algeria, they used Punic language thamnito-semitic language. Carthaginian stated decline due to successive losses by the Romans in the Punic war, as result Rome invaded Carthage and took control of certain areas, Romans persisted for more than six centuries. The vandal defeated by the domination of Byzantines after that Spain settled in Algeria in the late of the 15th century more than two centuries (Chaouach, 2006).

Algeria was conquered (ed by the Ottoman empire in 1517 for four centuries of dominance. Ottoman empire consolidated Islam as the country's sole religion, however the Turkish language had less influence on Algerians because their primary goal was military dominance (Aitsislami,2001, pp9-10). The French were the second great invasion that had a significant linguistic impact on the country. The French colonization lasted from 1830 to 1962 and it had significant impact on all the country's major domains. Algeria was long regarded a territorial extension of France, as result, the French authority undertook a strategy of repressing both religion and native language. Moreover, they generalized French as the official language in all the main domains including education, economy, and political sphere (p10)

Algeria experienced many linguistic problems after independence in 1962, in addition to the economic and the political difficulties. The fundamental job was to establish a national linguistic situation, which made it difficult to accomplish due to Algeria's largely

colonized history, which created a nation of different languages that had to cohabit in some way (Sabraoui, 2020).

1.3. French and English in Algeria

1.3.1. English Vs French in the Algerian educational system

After the independence of Algeria in 1962, French language remained to have strong impact on the Algerian society. This led to cultural and identity problems. The teaching of French continued after the independence for many years until the new policy that the country adopted; the Arabization. Arabic became the official national language in both scientific and literary school subjects, and the country considered English as the main foreign language in 1996. In 1999 the president Abdelaziz Bouteflika declared that Algeria is not Francophonie and It is an arabo-islamic entity. arabization and making English as main foreign language are a sign to the unwanted presence of French.((Khaloul, 2020).

However, the arabization policy has been criticized and failed. Its consequences are seen today due to the neglect of linguistic diversity and French still widely spoken in public places and even in our daily life and turn to Arabic French bilingualism in school (Missaoui, Y. (2016)).

English is the lingua franca of the world . Moreover, it is not related to the colonialism and linguistics in Algeria which that create good and positive picture towards English.

By the 21st century English is the most spoken language in all over the world. It is an access to globalization and modernism so many countries are obliged to adopt English as an official language . English language in Algeria has a hopeful future, it is regarded as second FL,

its position has taken a difficult turn since 2000 when the government implemented the most popular education reform in the US the difference in this reform is that English is now taught in the first grade of middle school (Missaoui. 2017).

1.3.2. The Educational Reforms in Algeria

In April 1999 after the election of the president Abdelaziz Bouteflika, the Algerian government started re-evaluating its educational system and language instructional policy. Bouteflika criticized the state of the educational system in a televised address to the nation in 1999 saying: 'the level of education system has reached an intolerable threshold ", as frequently he used the word "doomed schooling system (Missaoui,Y. (2017)).

1.3.2.1. First Reform: Arabization

Since 1962, this policy has been implemented in order to eliminate any sign of the French presence in Algeria after more than 130 years.

According to Gill (1999), there were two sides to the Arabization policy; modernism and tradition. Arabization gave "sacred" reason and purpose that was very important to the de- colonization process (Mouhleb, 2005). However, this policy was heavily criticized for ignoring the population's linguistic diversity and the lack of teachers which obliged the government to hire 1000 Egyptian in 1964 (Rezig, 2011).

1.3.2.2. Second Reform: the Fundamental Schooling System

In 1976, a new educational system known as the fundamental school was implemented. It was a fusion of the elementary and middle school (9 years) with all topics taught in Arabic except for foreign

languages, however by the coming of the minister Mustapha Lachraf, French was reintroduced into teacher education and subjects such as mathematics and biology. English was taught in middle school at the age of 13 years which was not good for student (Rezig, N.(2011))

Table 1.1. Time of Studying French in Primary School in Algeria

Grade	Hours per Week	Hours per year
Third year	3	96
Forth year	4.5	144

Although this process was finished in 1989 the basic system of instruction remained divided between the elementary level (grade one to six), and the middle school level (grade seven to six) .

1.3.2.3. Third Reform: English in the Primary School

In 1993, a new process was implemented to improve foreign languages instruction at an early age by allowing school students to choose French or English as an obligatory foreign language (Koucem, 2019)

This process was implemented only in few schools before being discontinued since the majority of parents preferred French to English (Rezig, N. (2011))

Table 1.2: Time of Studying English in High Schools

Grade	Hours per Week	Hours per year
Scientific all branches	18	596
Literature and philosophy	4	128
Literature and foreign languages	4	128

1.3.2.4. Fourth Reform: The Higher Education Reform

Algerian universities initially adopted a structure based on the French model which meant that university faculties were autonomous even in terms of curriculum creation. This step affects negatively on the baccalaureate holders who studied scientific and technical streams at university, where majors like medicine, electrical engineering, and architecture were taught in French on the one hand and foreign languages learners on the other (Rezig, N .2011)

The Algerian university degree framework is now being reformed with the existing system, modelled after the French structure progressively being replaced by a three -tier system regarded more internationally compatible the "LMD system (Khelloul, S. (2020)).

Conclusion

The English language is a gateway to many opportunities and it is a strong indication to the development and the independence of countries from economic, political and cultural sides.

English is the most spoken language in the world, the access to globalization and modernism. English has a long history divided into three periods of time, the old English was due to the migration of many tribes such as Anglo-Saxon; they had an effect on the language in terms of grammar and syntax. In Middle English, the changes were after the Norman Conquest continued on grammar and syntax in addition to the emergence of literature, the influence was due to the migration of French. The third period is Modern English. The language still changes until now because of all the development and the migration across the world which create different dialects, accents, new terminologies, grammar changes, and other changes. As all the countries obliged to

adopt English as the main foreign language. Algeria is one of them due to its linguistic diversity because of different invasions through centuries. Algeria has a rich linguistic background which make it a specific Arab country After 132 years of French colonization. its aim was to vanish the Algerian identity and culture starting with the language. The Algerian society became a francophone society even after the independence, however the Algerian government tried to reforme the educational system starting with language and the implementing of Arabization process, to deal with Arabic in all domains but it failed. Concerning foreign languages, the government tried to promote English at the expense of French in 1993 but it failed too. The Algerian government adopted the LMD system as an international system.

CHAPTER TWO

THEORETICAL FRAMEWORK

Introduction

The problem of a given language's pronunciation standards is certainly an interesting one, and it is certainly the first skill that a person wishing to acquire an acceptable pronunciation of a foreign language must solve. Exposure to a variety of foreign language variety may play an important and useful role in the study, and to properly pronounce English, you must first learn how to pronounce each syllable correctly. There are 44 syllables in English, with 20 vowels and 24 consonants. Knowing how to pronounce these 44 sounds allows you to eventually "spell" all of the words in English phonetically. Linguistically speaking, phoneticians investigate the physical properties of speech sounds, whereas phonologists investigate the functional properties of speech sounds. Phonology is the study of how speech sounds develop patterns and how they work.

2.1. Notion of Standard English Pronunciation

2.1.1. Standard English Pronunciation

The three centuries since the English language was codified as a standard have demonstrated that it is a dynamic entity with inherent variation, even if its proponents would prefer to see it as immutable. Responses to this dynamism and variation by traditional supporters and scholars studying variation and change range from defences of fixed usage to pleas for greater linguistic tolerance. The many variants that have emerged and continue to emerge throughout the Anglophone world support the pluralistic view of standard English. For all countries that work with the concept of Standard English, an operational definition of such a Standard, particularly in its endonormative spoken form, namely as non-stigmatized public usage in the country in question, can be offered. Of course, because standards are dynamic,

this usage is subject to constant revision. It is this adaptation to ongoing change that causes English entities to be constantly redefined and repositioned, ultimately making them rewarding objects of linguistic research (Hickey, R)

A substantial body of research has been conducted on the concept of a ‘standard' variety of English. Studies have tended to concentrate on the common characteristics of British and American English. However, interest has recently shifted to other varieties of English that have developed around the world, as well as the ways in which these have been standardised (Hickey, R).

In this research we are concerned with the British Received pronunciation, because it is commonly mentioned and the pronunciation of the educated people and the courts. It is considered as the best variety used by the higher classes all over the country .RP has become an ideology system of ideas and ideals, it is the prestigious and highly esteemed. Rp maintained in the highest ranks of the British society, in public schools, and in the officer classes of the military due to its neutrality.

2.1.2. The Traditional Definition of British Received Pronunciation (RP)

RP was initially described as a single English accent based on phonology but with significant realistically freedom. There was no claim that it was a model for English speech. Soon after, the phonological and sociological definition competed with it: RP became the ideal of good. Pronunciation and an educational quality seal Both definitions face challenges, the sociological one more so. (Parsons.1998). The combination of both definitions results in insurmountable obstacles. difficulties because the set of RP-speakers is incompatible with any sociologically distinct group (except itself).

Since 'RP' has been retired, it has been used to incorporate technical vocabulary into everyday speech. It has been used interchangeably with other names that imply a value judgment. RP is not a single entity, but rather a collection of speech styles. which can be classified into several dimensions: age and social status, setting and social class affinities: education, recreation, occupation, environment (Roach.2004)

2.1.3. General American English Pronunciation

Standard American English Pronunciation should not be confused with Standard American English. The latter refers to the written and spoken language and terminology commonly employed in the fields of education, law, and government. In the United States of America, GAEP isn't the only way to pronounce a word. There are countless others, but the New England accent and the Southern English accent are the two most common.

2.2. English Phonology

The sub-field known as phonology is concerned with how sounds are systematically organized in a language, how they function in a language, how they are combined to form words, how they are categorized by, and interpreted in, the minds of speakers. Simply put, phonology is the study of the sound patterns of language, how speech sounds are grouped by speakers to affect communication. Yule (2000) claims that phonology is essentially the description of the systems and patterns of speech sound in a language (Yule. 2000)

2.2.1. English Vowel System

The old prestige accent RP (Received Pronunciation), as classically described in the mid-20th century, had a large and phonologically disorganised vowel system. A.C. Gimson chose IPA

symbols that included most of the primary cardinals, two secondary cardinals , as well as the non-cardinals ae, and, and the neutral vowel schwa, which belongs in the vowel space's centre (a further symbol was added for schwa's long counterpart). It's critical to understand that Gimson chose these IPA symbols in 1962 as 'explicit' descriptors of upper-class speech.

General American English has 21 distinct vowel phonemes. They are as follows:

/ɪ/ /ɛ/ /æ/ /ʌ/ /ʊ/ /iː/ /ɑː/ /uː/ /aɪ/ /eɪ/ /ɔɪ/ /aʊ/ /oʊ/ /ɪr/ /ɛr/ /ɔr/ /ɑr/ /ʊr/ /ɝ/ /ɚ/ /ə/

Short vowels :

- /ɪ/: *myth, pretty, women*
- /ɛ/: *bread, many, friend*
- /æ/: *cat, fast, pass*

  /ʌ/: *son, courage, blood*

  /ʊ/: *took, good, put*

Long vowels:

- /iː/: *sea, people*
- /ɑː/: *watch, caught, half*
- /uː/: *new, due, tuna*

Diphthongs:

- /aɪ/ *try, night, height*
- /eɪ/ *say, freight*
- /ɔɪ/ *noise, loiter, boy*
- /aʊ/ *noun, cow, shower*
- /oʊ/ *slow, toe, mauve*

(Wood, S. 2019)

2.2.2. English Vowels

One of the most useful methods for analysing and comparing English accents is to use vowel sounds. in RP there are 44 phonemes. Of these, 24 are consonant phonemes, and 20 are vowel phonemes. From the fact that there are many more phonemes in RP than the 26 letters of the English alphabet, it is fairly clear that some phonemes have no predominant one-letter spelling.

English has two major categories of vowels, namely monophthongs, known as pure vowels, because the togue stays in one position. This category is divided into two sub-categories depending on their length: long monophthongs and short monophthongs. The second category includes diphthongs, which are also known as glides, in the production of which the tongues glides gradually from an initial position to a second position.

2.2.2.1. English Long Monophthongs

English long monophthongs are pronounced relatively longer than the other monophthongs. There are 5 long vowels in RP and GASP, namely:

- [i:] it is near cardinal vowel n°1[I] so it closer and more front than the short vowel. The lips are little slightly spread as in *eat* /i:t /, *need* /ni:d/, *seat* /si:t/, *see* /si:/
- [ɑ:] the lips in natural it less back than the cardinal vowel n°5. This open vowel in the region of cardinal vowel n°5; E.g.: *car*/kɑ:/ *far* /fɑ:/, *larg* /ˈlɑ:d͡ʒ/
- [ɔ:] it almost fully back. The lips are very rounded as in *saw*/sɔ:/, *walk*/wɔ:k/, *call* /kɔ:l/
- [u:] as in shoe /ʃu:/, *food* /fu:d/, *choose* /t͡ʃu:z/

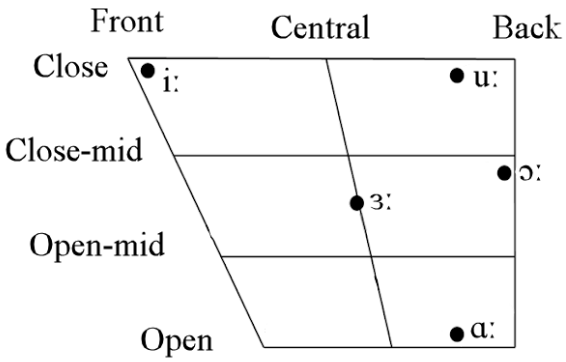


Chart 2.1: RP Vowel Chart: English Long Monophthongs.

2.2.2.2. English Short Monophthongs

English Short Monophthongs are vowel sounds that are pronounced relatively shorter than other monophthongs. The short monophthongs in RP are 'pet,' 'pot,' 'put,' 'putt,' 'pat,' and 'pit,' as well as the schwa sound. They are similar to long vowel sounds.:

- /ə/ Mid central unrounded vowel; *adore/*əˈdɔː/ *amazing* /əˈmeɪzɪŋ/
- /æ/ Open front unrounded vowel: *fat* [fæt]hat [hæt]
- /ʌ/ Open mid central unrounded vowel: *but* [bʌt] *cut* [kʌt]
- / e/ Open mid front unrounded vowel: *set* [sɛt] *met* [mɛt]
- / ʊ/ Close back rounded vowel: *full* [fʊl] *pull* [pʊl]
- / ɒ/ Open back rounded vowel: *pot* [pɒt] *col [*kɒl]
- / ɪ/ Close front unrounded vowel: *pit* [pɪt] *hit* [hɪt]

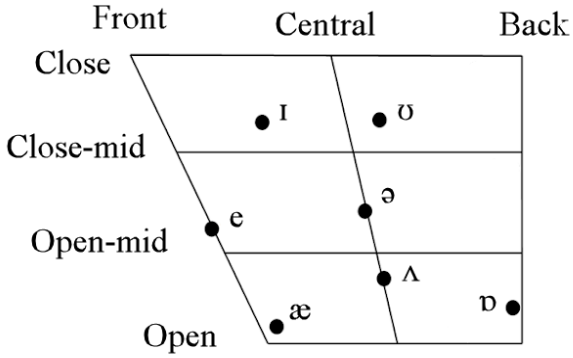
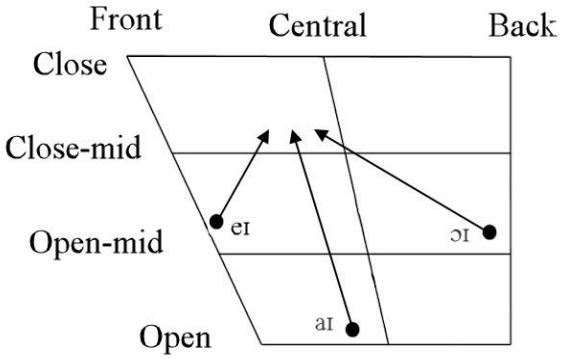


Chart 2.1: RP Vowel Chart: English Short Monophthongs.

2.2.2.3. English Diphthongs

A diphthong is a sound formed by the combination of two vowels in a single syllable, with the sound beginning with one vowel and progressing to another (as in rain, slow, and chair). Diphthongs are also known as gliding vowels. In common English pronunciation, there are eight diphthongs sounds:

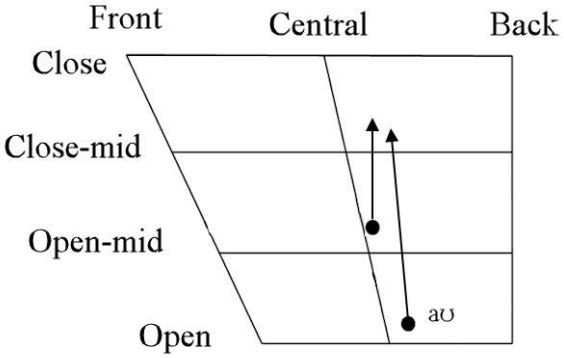
- **Closing diphthongs gliding to** /ɪ/
- /aɪ/: *by.*
- /ɔɪ/: *toy*
- /eɪ/: *pray*/pɹeɪ/



-

Chart 2.3: RP Vowel Chart: Closing Diphthongs Gliding to /ɪ/

- **Closing diphthongs gliding to /ʊ/**
- /aʊ/: *now* /naʊ/
- /əʊ/: *slow* /sl əʊ/



-

- **Chart 2.4: RP Vowel Chart: Closing Diphthongs Gliding to /ʊ/**

- **Centring diphthongs gliding to** /ə/
- /ɪə/: *beer* /bɪə(ɹ)/
- /ʊə/: poor /p ʊə(ɹ)/
- /eə/: *fair* /f eə(ɹ)/

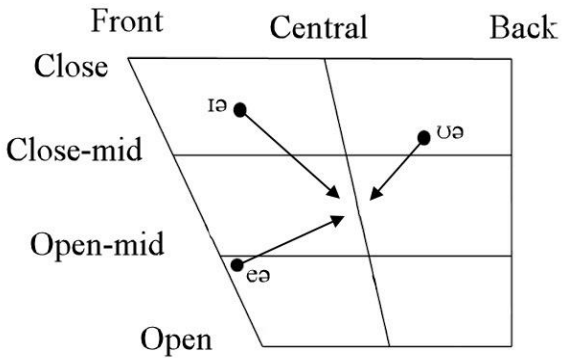


Chart 2.5. RP Vowel Chart: Centring Diphthongs

2.2.2.5. Triphthongs

Triphthongs are vowel sequences of three vowel tongue positions. In other words, it a case in which there is a glide from one vowel position, to a second and then to a third, all produce rapidly and without interruption. However, unlike diphthongs, triphthongs are not analysed a phonemes. RP has 5 triphthongs:

- /aʊ/ +/ə/ =[aʊə] like: *Hour* /ˈaʊə(ɹ)/
- /aɪ/+/ə/= [aɪə] Like: Fire /ˈfaɪə(ɹ)/
- /eɪ/+/ə/=[eɪə]Like: *Player* /ˈpleɪə(ɹ)/
- /əʊ/+/ə/=[əʊə] Like: *mower*/ˈməʊ.ə(ɹ)/
- /ɔɪ/+/ə/=[ɔɪə]Like: *employer* /ɪmˈplɔɪə/, /ɛmˈplɔɪə/

(Saihi, A.)

2.2.3. English Consonants

The sections that follow list all 24 consonants as they are pronounced with an RP accent. Every English accent has the same 24 consonants, but not everyone pronounces them the same way. The

consonants are listed using a simple orthographic representation, along with all possible spellings and the International Phonetic Alphabet symbol (IPA). These IPA symbols can be found in dictionaries that include word pronunciations. Consonant specifies where in the vocal tract the narrowing occurs. From front to back, the POAs that English uses are:

1- **Bilabial**

In a bilabial consonant, the lower and upper lips approach or touch each other. English [p], [b], and [m] are bilabial stops. The sound [w] involves two constrictions of the vocal tract made simultaneously. One of them is lip rounding, which you can think of as a bilabial approximant.

2- **Labiodental**

In a labiodental consonant, the lower lip approaches or -touches the upper teeth. English [f] and [v] are bilabial fricatives.

3- **Dental**

In a dental consonant, the tip or blade of the tongue approaches or touches the upper teeth. English [θ] and [ð] are dental fricatives. There are actually a couple of different ways of forming these sounds: The tongue tip can approach the back of the upper teeth, but not press against them so hard that the airflow is completely blocked. The blade of the tongue can touch the bottom of the upper teeth, with the tongue tip protruding between the teeth -- still leaving enough space for a turbulent airstream to escape. This kind of [θ] and [ð] is often called interdental.

4- **Alveolar**

In an alveolar consonant, the tongue tip (or less often the tongue blade) approaches or touches the alveolar ridge, the ridge immediately behind the upper teeth. The English stops [t], [d], and [n] are formed by

completely blocking the airflow at this place of articulation. The fricatives [s] and [z] are also at this place of articulation, as is the lateral approximant [l].

5- **Postalveolar**

In a postalveolar consonant, the constriction is made immediately behind the alveolar ridge. The constriction can be made with either the tip or the blade of the tongue. The English fricatives [ʃ] and [ʒ] are made at this POA, as are the corresponding affricates [tʃ] and [dʒ].

6- **Retroflex**

In a retroflex consonant, the tongue tip is curled backward in the mouth. English [ɹ] is a retroflex approximant -- the tongue tip is curled up toward the postalveolar region (the area immediately behind the alveolar ridge). Both the sounds we've called "postalveolar" and the sounds we've called "retroflex" involve the region behind the alveolar ridge. In fact, at least for English, you can think of retroflexes as being a sub-type of postalveolars, specifically, the type of postalveolars that you make by curling your tongue tip backward. In fact, the retroflexes and other postalveolars sound so similar that you can usually use either one in English without any noticeable effect on your accent. A substantial minority North American English speaker don't use a retroflex [ɹ], but rather a "bunched" R -- sort of like a tongue-blade [ʒ] with an even wider opening. Similarly, a few people use a curled-up tongue tip rather than their tongue blades in making [ʃ] and [ʒ].)

7- **Palatal**

In a palatal consonant, the body of the tongue approaches or touches the hard palate. English [j] is a palatal approximant -- the tongue body approaches the hard palate, but closely enough to create turbulence in the airstream.

8- **Velar**

In a velar consonant, the body of the tongue approaches or touches the soft palate, or velum. English [k], [g], and [ŋ] are stops made at this POA. The [x] sound made at the end of the German name Bach or the Scottish word loch is the voiceless fricative made at the velar POA.

As we have seen, one of the two constrictions that form a [w] is a bilabial approximant. The other is a velar approximant: the tongue body approaches the soft palate, but does not get even as close as it does in an [x].

9- **Glottal**

The glottis is the opening between the vocal folds. In an [h], this opening is narrow enough to create some turbulence in the airstream flowing past the vocal folds. For this reason, [h] is often classified as a glottal fricative.

2.2.3.1. Manners of Articulation

Stops

A stop consonant completely cuts off the airflow through the mouth. In the consonants [t], [d], and [n], the tongue tip touches the alveolar ridge and cuts off the airflow at that point. In [t] and [d], this means that there is no airflow at all for the duration of the stop. In [n], there is no airflow through the mouth, but there is still airflow through the nose. We distinguish between

nasal stops: like [n], which involve airflow through the nose, and

stops: like [t] and [d], which do not.

Nasal

stops are often simply called nasals. Oral stops are often called plosives. Oral stops can be either voiced or voiceless. Nasal stops are almost always voiced. (It is physically possible to produce a voiceless nasal stop, but English, like most languages, does not use such sounds.).

Fricatives

In the stop [t], the tongue tip touches the alveolar ridge and cuts off the airflow. In [s], the tongue tip approaches the alveolar ridge but doesn't quite touch it. There is still enough of an opening for airflow to continue, but the opening is narrow enough that it causes the escaping air to become turbulent (hence the hissing sound of the [s]). In a fricative consonant, the articulators involved in the constriction approach get close enough to each other to create a turbulent airstream. The fricatives of English are [f], [v], [θ], [ð], [s], [z], [ʃ], and [ʒ].

Approximants

In an approximant, the articulators involved in the constriction are further apart still than they are for a fricative. The articulators are still closer to each other than when the vocal tract is in its neutral position, but they are not even close enough to cause the air passing between them to become turbulent. The approximants of English are [w], [j], [ɹ], and [l].

Affricates

An affricate is a single sound composed of a stop portion and a fricative portion. In English [tʃ], the airflow is first interrupted by a stop which is very similar to [t] (though made a bit further back). But instead of finishing the articulation quickly and moving directly into the next sound, the tongue pulls away from the stop slowly, so that there is a period of time immediately after the stop where the constriction is narrow enough to cause a turbulent airstream. In [tʃ], the period of turbulent airstream following the stop portion is the same as the fricative [ʃ]. English [dʒ] is an affricate like [tʃ], but voiced.

Laterals

Pay attention to what you are doing with your tongue when you say the first consonant of [lif] leaf. Your tongue tip is touching your alveolar ridge (or perhaps your upper teeth), but this doesn't make [l] a stop. Air is still flowing during an [l] because the side of your tongue has dropped down and left an opening. (Some people drop down the right side of their tongue during an [l]; others drop down the left; a few drops down both sides.) Sounds which involve airflow around the side of the tongue are called laterals. Sounds which are not lateral are called central. [l] is the only lateral in English. The other sounds of English, like most of the sounds of the world's languages, are central. More specifically, [l] is a lateral approximant. The opening left at the side of the tongue is wide enough that the air flowing through does not become turbulent

2.3. French phonology

2.3.1. French vowels

Vowel sounds are produced by vibrations in the vocal cords (and are therefore all voiced). The various sounds are produced by changing the shape of the mouth with the tongue and lips.

Vowel sounds are determined by how high the tongue is placed in the mouth – high, mid, or low.

French vowels are made up of the standard a, e, I o, and u (and in many cases y), as well as digraphs such as au, ei, ou, and so on. Factors such as where a letter falls in a word and whether it has an accent can influence how it is pronounced. There are twelve French vowel sounds (though one is no longer used), four nasalised vowels (again, one is no longer used), and three semivowels. French has five rounded vowels, which are pronounced with rounded lips, especially u [y] as in *tu*, where the lips are tightly pursed. This is a front vowel with a high pitch (meaning it is pronounced high in the mouth towards the front). Its high

back counterpart [u], like the word *vous*, is also pronounced with tightly rounded lips, but at the back of the mouth. When you see a rounded vowel, position your lips even before you pronounce the letter before it.

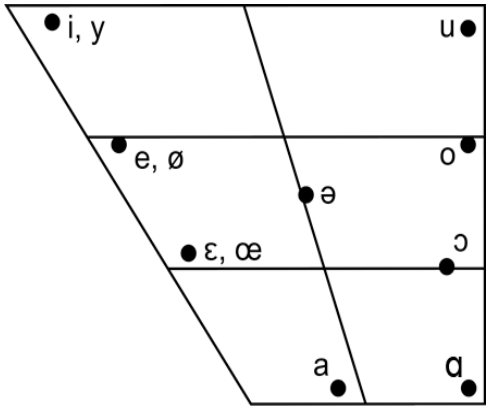


Chart 2.6: French Vowel System

Front unrounded vowels

- High /i/ : [i]*ici* [isi] *ville* [vil] *qui* [ki]
- High-mid /e/ : [e] *été* [ete] *général* [ʒeneʁal] *vérité* [veʁite]
- Low-mid / ɛ/ : [ɛ] *elle* [ɛl] *nouvelle* [nuvɛl] *sujet* [syʒɛ]
- Low /a/ : [a] *année* [ane], *travail* [tʁavaj]

Front rounded vowels

- / y/ : [y]*unique* [ynik] *étude* [etyd] *pu* [py]
- /ø/ : [ø]*Europe* [øʁɔp] *deuxième* [døzjɛm] *lieu* [ljø]
- /œ/ : [œ]*œil* [œːj] *seul* [sœːl]

Back rounded vowels

- / u/ : [u]ouverte [uvɛʁt] souvent [suvɑ̃] coup [ku]
- / o/ : [o]aucune [okyn] côté [kote] nouveau [nuvo]
- / ɔ /: [ɔ]homme [ɔm] comme [kɔm]

2.3.2. French consonants

There are two types of consonants: voiced and unvoiced. The vocal cords are involved in voiced consonants.

Unvoiced consonants use only the breath and do not involve the vibration of the vocal cords.

- Voiceless Bilabial Stop consonant[p]: [p]*peu* [pø] *époque* [epɔk] *type* [tip]
- Voiced Bilabial Stop consonant[b]: [b]*beaucoup* [boku] *début* [deby] *tombe* [tɔ̃ːb]
- Voiceless Dental Stop consonant[t] : [t]*temps* [tɑ̃] *était* [etɛ] *toute* [tut]
- Voiced Dental Stop consonant[d] : [d]*de* [də] *idée* [ide] *grande* [gʁɑ̃ːd]
- Voiceless Velar Stop consonant[k] : [k]*que* [kə] *lequel* [ləkɛl] *chaque* [ʃak]
- Voiced Velar Stop consonant[g] : [g]*gauche* [goːʃ] *également* [egalmɑ̃] *vague* [vag]
- Voiceless Labio-dental Fricative consonant[f] : [f]*femme* [fam] *enfin* [ɑ̃fɛ̃] *neuf* [nœːf]
- Voiced Labio-dental Fricative consonant[v] : [v]*vous* [vu] *avec* [avɛk] *arrive* [aʁiːv]
- Voiceless Palatal Fricative consonant : [s]*si* [si] *aussi* [osi] *place* [plas]
- Voiced Palatal Fricative consonant[Z] : [z]*zone* [zoːn] *maison* [mɛzɔ̃] *quinze* [kɛ̃ːz]
- Voiceless Post-alveolar Fricative consonant : [ʃ]*chef* [ʃɛf] *échapper* [eʃapɐ] *riche* [ʁiʃ]
- Voiced Post-alveolar Fricative consonant[ʒ] : [ʒ]*jamais* [ʒamɛ] déjà [deʒa] *rouge* [ʁuːʒ]
- Voiced Alveolar Lateral consonant[l] : [l]le [lə] *celui* [səlɥi] il [il]

- Voiced Bilabial Nasal consonant [m] : [m]*même* [mɛm] *famille* [famij] *système* [sistɛm]
- Voiced dental Nasal Consonant[n] : [n]*nous* [nu] *donner* [dɔne] *une* [yn]
- Voiced Palatal Nasal Consonan[ɲ] t : [ɲ]-*gagner* [gaɲe] *ligne* [liɲ]
- Voiced Velar Nasal Consonant[ŋ]: [ŋ]--*meeting* [mitiŋ]
- Voiced Velar Fricative Consonant [r]: [ʁ]*raison* [ʁɛzɔ̃] *sera* [səʁa]

(Glanville, P.(2005))

Conclusion

English has spread and become the leading language, but still variability among many accents and dialects of English used in different countries in terms of phonetics and phonology. In this chapter we look at how French and English differ and what effect this has on the way English is spoken. The difference between French and English could be noticed in the vowel shift, yet, concerning English consonants are basically the same feature for analysis of French consonants. Those features are: place and manner of articulation.

CHAPTER THREE

BORROWINGS, LANGUAGE TRANSFER AND INTER LANGUAGE

Borrowings, language transfer and inter language

Introduction

In this chapter; Borrowing or the incorporation of features from one language into another, has been studied by researchers working in a variety of fields, both diachronic and synchronic. In a diachronic research tradition centred on historical development and genetic classification of English language. Learning more than one language is a difficult task. The number of languages already acquired can result in what is known as cross-linguistic influence. Many studies on language transfer have been conducted in the field of second language acquisition. Thus, the majority of studies focused into the impact of L1 on L2 acquisition.

3.1. Borrowings and Loanwords

Borrowings, often known as loanwords, are words borrowed from another language. The process of speakers borrowing is known as borrowing. The words are simply employed by a speech community speak a language rather than the one in which these terms were created (Martin, 2015)

3.1.1. Historical Overview of Borrowings in the English Language

The people of the British Isles had no need for borrowed terms before to 1066. They spoke an Old English dialect of German. France’s William the conqueror invaded Britain in 1066. The nobles' language became French. The common people on the other hand continued to speak Old English. As a result, English has acquired a dual vocabulary. For instance, everyone enjoyed pork. The nobles referred to it as a porc, while the common people referred to it as swine. In current

English both words exist, however pork is more prevalent (Schultz.(2012))

Here's a quick rundown of where many borrowed English words come from: Latin accounted for 29%, French for 29 %, Greek for 6 %, other languages for 6 %, and proper names for 4%. There are just 26% of English words that are genuinely English. When English borrowed terms from other languages, it preserved the original spellings. Although all languages borrow words, several alter the rules to accommodate their phonetics. Photograph, for example, is a Greek word. In Greek /ph/has sound. The /ph/ has been retained in English, but the f has been replaced in Spanish, as in fotografia. This why English spelling is difficult and frequently illogical (Davidson, 2018).

3.2. Interlanguage

This term was firstly adopted by slinker (1972) from the word "interlingual". It refers to the detachment of a second language learners' system. This latter has a structurally intermediate status between the native and the target language learners. According to Ellis (1997), interlanguage refers to "a systematic development of learner". In this sense, it is the language that reflecting a mental system of l2 knowledge. This term refers to the type of language produced by second- and foreign-language learners who are in the process of learning a new language. (Ringbom, 1987, Williams & hammarberg, 1998, and cenoz, 2001) stated that third language acquisition (henceforth called "tla") provide evidence that prior l_2 knowledge can actually the source of influence when acquiring a new language. In case the French language is the l_2 it will influence the acquiring of the

English language which is the L_3 correspondingly to our country, either in positive or negative way. (Moussaoui, N. chelli, S. aounali, W .2018)

3.3. Language Transfer

3.3.1. Definition of Language Transfer

This term is also known as (linguistic interference, and cross meaning). It refers to the contact between two languages or more, or the ability of acquiring more than one language. This contact increases the effect between those languages on various aspects such as: phonetics, word-formation, syntax, semantics (Ralica, 2020).

Language transfer or interference theory refers to the fact that speakers apply knowledge from their native language to a second language. Lado describes language transfer in his book as "individuals tend to transfer the forms and meanings and the distribution of forms and meanings of their native language and culture to the foreign language and culture" Lado. This report describes how speakers apply knowledge from their previous language in acquiring a new language.

3.3.2. Theories of Language Transfer

Language transfer is an important topic in the field of second language acquisition. In the 1950s; Robert Lado; first proposed a comparative analysis hypothesis in his linguistic book "cross-cultural languages". This hypothesis is based on behaviourism and structuralism linguistics which concluded that the negative influence of mother tongue in second language learning is greater than the positive effect the greater the differences between mother tongue and target language; the greater the difficulty of second language learning .Learners can easily grasp those language points in the target language

which are close to or more similar to mother tongue thus there are two types of language transfer (fang .2017)

3.3.2.1. Negative Transfer

occurs when differences between the two language's structures lead to systematic errors in the learning of the l2. In other words, learners existing knowledge imped the process of second language learning. (APA dictionary)

3.3.2.2. Positive Transfer

occurs when areas of similarity between the two languages facilitate learning. According to Richards and Schmidt, (2002)," positive transfer is transfer which makes learning easier, and may occur when both the native and the target language have the same form". Moreover, Littlewood (1994) stated that from the behaviourist view positive transfer is helpful in acquiring a new language (Moussaoui N, Chelli S, Aounali W .2018). For instance, English and French use future tense in the same way: "i am going to sleep" → "je (i) vais (am going to) dormire(sleep).

3.4. Contrastive Analysis

As the importance of language learning and teaching grew in 1960s, new terms in the field emerged. Specifically, contrastive analysis, which investigates differences and similarities between two or more languages in order to establish a clear explanation of the difficulties faced by SLA and EFL learners (Boutas, C. Kebsa, S. 2017)

Contrastive analysis was first introduced by Charles fries in 1952s. It deals with the linguistic description of the structure of two or more different languages. The prospect of being able to identify points of similarity and difference between L1 and L2 motivated the researchers.

In this regard, they made some experiences which concluded that the main difficulties in learning a new language are caused by interference from the native language.

Contrastive analysis can predict these difficulties which a learner faces in learning the target language. In his classic work "linguistics across cultures" Lado(1957), attributes our difficulties and errors in learning to or a foreign language to the interference of our native language or the mother tongue. Wherever the structure of the target language differs from that of the native language, the learner faces both difficulty in learning and errors in performance.

3.4.1. Forms of Contrastive Analysis Hypothesis

The Contrastive Analysis Hypothesis (CAH) exists in three forms; strong version, weak version and moderate version

3.4.1.1. Strong Version

The strong version predicts areas of difficulty through a systematic and scientific analysis of the learners l1 and l2 errors. The idea is explained by John Oller in his book.

"The first form of CAH which we wish to consider is the strong version. This is the variety of CA made famous by Lado 1957, which states that wherever there are differences between the student's native language and the target language. There will be interference from the native language … the CAH seems to predict that the greater the difference the greater the interference of the native language with the target language "(Oller,1970) (p.184)

3.4.1.2. Weak Version

In this version, researchers started with observing and identifying the errors then seeks to contrast the structural language items between the two languages for the sake of finally getting the explanation of the occurred errors, as oller says:

"It contends that in the learning of a second language the native language of the student does not really 'interfere' with learning so much as it provides an escape hatch when the learner gets into a tight spot. This version of CAH is expounded by Newmark (1966) who holds that when the student does not how to say something in the target language, he 'pads' from his native language" (p.185)

3.4.1.3. Moderate Version by Oller and Ziahussainy

In this version, researchers suggested an alternative version which is "the moderate version "where Ziahussainy claimed that it can explain both interlingual errors which are related to the native language and intralingual errors dealing with the target language. Moreover, some errors which are due to overgeneralization can be interpreted and predicted on the basis of moderate version (Oller, Ziahussainy.1970)

3.5. The Shift From CA to Error Analysis

Error analysis is a branch of applied linguistics, which is concerned with the compilation study and analysis of errors made by second language learners (Glottopedia). Some researchers distinguish between error analysis and transfer analysis, the latter compares the learners' data with the respective of first language. Whereas error analysis compares the learner's data with the target language norm and identifies and explain errors accordingly (CF. James.1998).

Corder(1967) defined EA as procedure used by both researchers and teachers which involves collecting samples of learning language

,identifying the errors, describing them then classifying them according to their nature .According to Dulay(1982.p138) errors made by learners are part of different conversation that deviate from some selected norms of mature language performance .(Glottopedia).Analysing learners' errors has two major purposes ; the first one; is to provide information from which interference about the nature of the language, while the second one is to indicate to teachers which part of the target language students have most difficulty producing correctly and which errors types detract from a learner's ability to communicate effectively (Femilia,n.d.).

3.6. Cognates and Phonological Interlanguage

It is widely accepted that the L1 influences the acquisition of the L2 or any additional language. When learners transfer patterns from the source language to the target language, different elements of language may be influenced. These patterns may be similar, resulting in a positive phonological transfer or they may dissimilar. Resulting in negative phonological transfer, in the following quote, Odlin 1989 illustrates the concept:

"The similarity of cognate forms, for example may induce learners to establish correspondences between sounds that are phonetically very different … for instance, the uvular /r/ of Parisian French and the retroflex /r/ of American English have very different phonetic properties, but there are other acoustic, as well as orthographic. Cues that may induce American learners of French to equate the French /r/ with the English /r/ in cognates such as route ". (p.114)

However, they can sometimes result in incorrect phonological production that is partially or completely different from both languages. Slinker referred to the concept as ‘interlanguage’. And the phenomenon of interlanguage was observed in cognates.

Thus, transfer from French as an L2 to English as an L3 is a common phenomenon in many contexts. It is due to the typological similarities between the two languages that the influence of French on English could be ignorantly noticed particularly in the case of cognates. For instance; both languages share a large number of cognates. Algerian learners of English as a foreign language produce ill-formed pronunciation. (Moussaoui, N. chelli, S. aounali, W .2018).

3.6.1. What are Cognates

A cognate is a word that is related in origin to another word, such as the English word “brother “and the German word “bruder”, the words were derived from the same source. Thus, they are cognates; cognates have similar meaning and often similar spelling in two different languages (Richard.2020)

In reference to Hall 2000; stated that “a cognate can share phonological and or orthographic form and typically are related semantically although they are not always translation equivalents” (p.56).

Transfer from French as an L2 to English as an L3 is a common phenomenon in many contexts. In this context, Lemhofer and Michel (2004) explain why cognates are so frequently and instrumentally used in exploring the mental lexicon. Stating “because they represent the lexical overlap between language … bilinguals are influenced by their other language “ (MCGregor.2016)

3.6.2. False Cognates

False cognates are words that are believed to have a common origin, but which in fact do not, although they share the same spelling but have different meaning. For example: library is a place you go to borrow books while ‘librairai’ in French is the place you go to buy them. False cognates, are words in a foreign language bearing a deceptive resemblance to words in one's own language (Moussaoui. Chelli. Aounali. 2019). Here it is a list of false friends presented by Dawson (2004). Concerning English- French:

• English words	• French equivalent
• To accommodate	• Loger and not accommoder (which means in English prepare) •
• To achieve	• Réaliser and not achever (which means in English complete) •
• Character	• Personnage and not caractère (which means in English nature and French) actor in •
• Conductor	• Contrôleur and not conducteur (which means in English driver) •
• To deceive	• Tromper and not décevoir (which means in English disappoint) •

Table 3.1. English-French false cognates

This table shows a list of cognates between English and French language due the huge overlap within both

3.7. The Different Ways of Interference between French and English

the influence of French on the English language is noticeable at various levels such as: grammar, pronunciation and others. In addition, the mother tongue of learners influences the acquisition of second language. The influence of French on English in Algerian society can be noticed in French English cognates. Some features show the different interference between the two languages, such as, pronunciation, placement of stress, the schwa and nasalization.

3.7.1. Pronunciation

In the Middle English period Anglo Roman and Parisian French were important factors for the development of orthographic and phonological innovation in the English language. Thus, causing the vowel inventory to expand “minkova 2013 “French has had considerable influence on the use development and pronunciation of the English digraphs (ie) (ou) and (ea).” (Minkova2013, Scragg 1974 ,Davidson 2011)

Various pronunciations can be found for different vowels:

- The shift from \i:\ to \ai\: as in fine, price and lion
- The shift of \u:\ to \au\: as in spouse, tower and proud

3.7.2. Placement of Stress

According to “Richard Norquist “in phonetics stress is the degree of emphasis given a sound or syllable in speech. Also called lexical stress or word stress. Unlike some other languages, English has variable or flexible stress. This means that stress patterns can help distinguish the meaning of two words or phrases that otherwise appear to be the same. This emphasis in pronunciation may be merely phonetic as it is in French, where it occurs regularly at the end of a word or phrase. However, French is language with a fixed accent. Stress in French language is located at the last full syllable of a word and the other syllables in a word or a phrase are not stressed in French (Britannica)

Roach (2004) divides the world’s language into two groups based on stress placement. The first category includes languages that have a fixed place for stress in words such as French where the last syllable is usually stressed. The second category of languages, for instances English has no fixed place for stress in word, it is difficult to predict the placement of word stress. (Roach, 2004)

In reference to research done by Andrews(1984) Odline revealed that “French speakers, for example, tended to accent syllables at the end or close to the end of English words; that tendency accords with stress patterns in French, and it proved to be different from the stress patterns of speakers of other languages. Such a tendency suggests that cognate forms (e.g., motor and moteur) might often be unrecognized when listeners (whether native or non-native speakers) do not take into account differences in stress patterns “ p.118

Table 1: Some examples of word stress in French English cognates:

WORD IN ENGLISH	WORD IN FRENCH
absent; |ˈæbsənt|	Absent: [apsɑ̃, ɑ̃t]
Concentration ; |kɒns(ə)nˈtreɪʃ(ə)n|	Concentration; [kɔ̃sɑ̃tʀasjɔ̃]
occasion; |əˈkeɪʒ(ə)n|	Occasion: [ɔkazjɔ̃]

Table 3.2. different places of stress in French -English cognates

3.7.3. Schwa

The word schwa comes from Hebrew (Catford 1977, p178), it is the most common vowel sound in English, it has a neutral mouth position, which is pronounced by passing air through the oral cavity without any efforts or change in the position of articulators. It only appears on unstressed syllables, and it can be spelt with any vowel letter. (Odlin,1989), the schwa is represented by a \ə\ in the phonetic alphabet.

The schwa sound could be pronounced in any vowel (a, e, i, o, u): as in

vowel	Word	transcription
A	acoustic	[əˈkuː.stɪk]
I	impossible	[ɪmˈpɒsəbl]
E	waiter	[ˈweɪtə(r)]
O	common	[ˈkɒmən]
U	velum	[ˈviː.ləm]

Table 3.3.the schwa sounds in vowels

The two main characteristics of the schwa in the French language, according to Morin are that it cannot occur in the initial position due to its weightless representation. Second, it occurs frequently but not always between two consonants, particularly in the Parisian dialect (Morin.1988). In addition; Joshua 2012 stated that "schwa's behaviour puts many constraints on it that do not affect other vowels in French"

3.7.4. Nasalization

According to Max Niemeyer stated that "there is quasi-unanimous agreement concerning the process of nasalization itself, in Alfred Ewert's terms 'nasalization' is the assimilation of a vowel to the following nasal consonant 'm.n' (Verly M.1967)

A nasal vowel is one pronounced simultaneously through the mouth and the nose, the velum is dropped and the breath passes through both the oral and the nasal passages. The tongue position for all nasal vowels is low. The sign~ over a vowel-symbol indicates that the vowel is nasal (Nitze,H. Wilkins.1913)

French accommodates oral and nasal vowels, French may be nasal however, English vowel are nasalized. Furthermore, nasal vowels in French are phonemic because there are words that differ primarily in the nasal or oral quality of a vowel. For instance, the French word "beau "\bo\ and bon \bo\differ only in that the vowel sound in the former is oral and in the latter is nasal. A study of French vowel and consonants duration; 1980: showed that "the nasalized vowels are longer than oral vowels in closed syllables is probably an indication that vowel length is a phonological cue for nasality in French "(1980) (p.389)

Nasalization of English vowels before a nasal consonant \n\\m\\ng\ results from the lowering of the velum in anticipation of a nasal segments. This nasal segment takes on the nasal quality of the following consonants. This basic from of assimilation differs from French nasal vowels in which the soft palate lowers permitting air to pass through the nose and the mouth simultaneously (Dansereau,1990).

Conclusion

This chapter attempted to present borrowings and loanwords from French language into English which represent 40% of English language. In addition, the transfer of mother tongue to target language is unavoidable during the process of second language acquisition, and it has both positive and negative consequences. French language has a significant impact on English pronunciation at different levels such as placement of stress and nasalization of vowels. Finally, the different errors in a acquiring a new language and the interference of L1 on L2 naturally happened when learning a foreign language. English is the most widely spoken language in the world. But what makes it stand out among most language of the world is its vocabulary that is 70% from its words are borrowed from other languages such as Latin and Greek, the majority of words has borrowed from French language.

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

Data Analysis and Results

Introduction

This chapter is designed to provide the description and analysis of the results obtained through a questionnaire that is submitted to first and third year LMD student at Yahia Fares University of Medea. Based on the objectives of the current study which namely to determine the influence of French on English pronunciation of the Algerian EFL learners. We choose first year and third year student as a sample because they are learning English as a specialty in addition to the impact of the previous knowledge of French rather than English, however third year learners basically have intermediate level. In addition to the positive contribution of phonetics and phonology module in improving their English pronunciation.

4.1. Description of Research Instruments:

The current research aims to collect data through a student's questionnaires, the present questionnaire consists of three sections: personal questions, general information, educational information. This questionnaire involves closed question in which the learner needs to tick out the adequate answer, and open-ended questions. The whole questionnaire consisted of 13 questions classified under the follow sections:

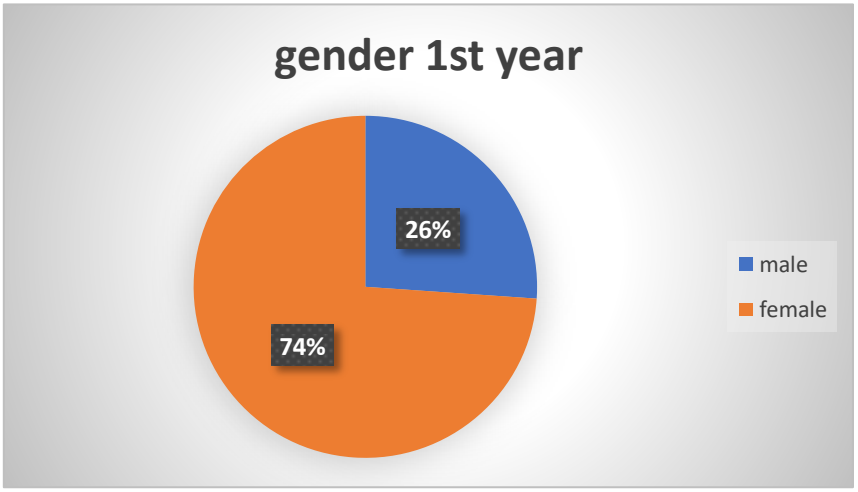
section one: two personal questions; which aim to obtain information about the learner's gender and age

section two: general information; this section consists from question three to eight; which aim to investigate the level of learners and their English basics

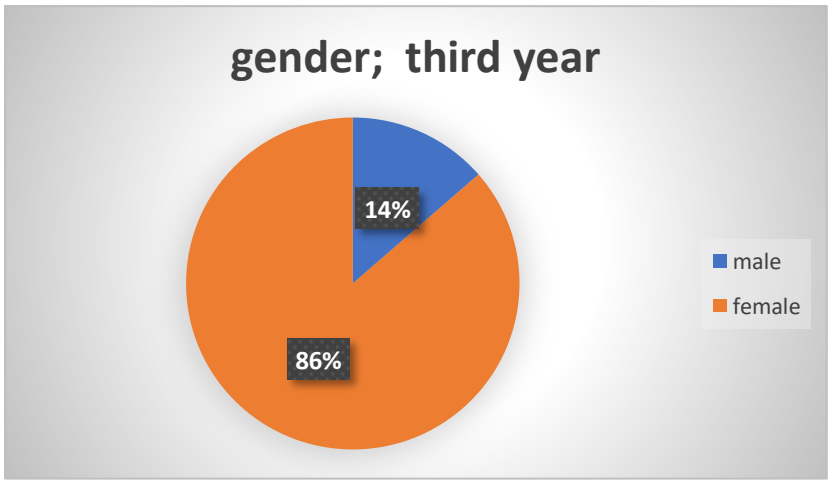
section three: educational information; which start from question nine to twelves which aim to determine the influence of French on their daily life and on English pronunciation. In addition to the extra question that is addressed to third year students which aims to know to what extent phonetics and phonology module enhance learner's pronunciation.

4.2. Data analysis

Question 1: Gender



Graph 4.1. Learners'Gender ; First Year

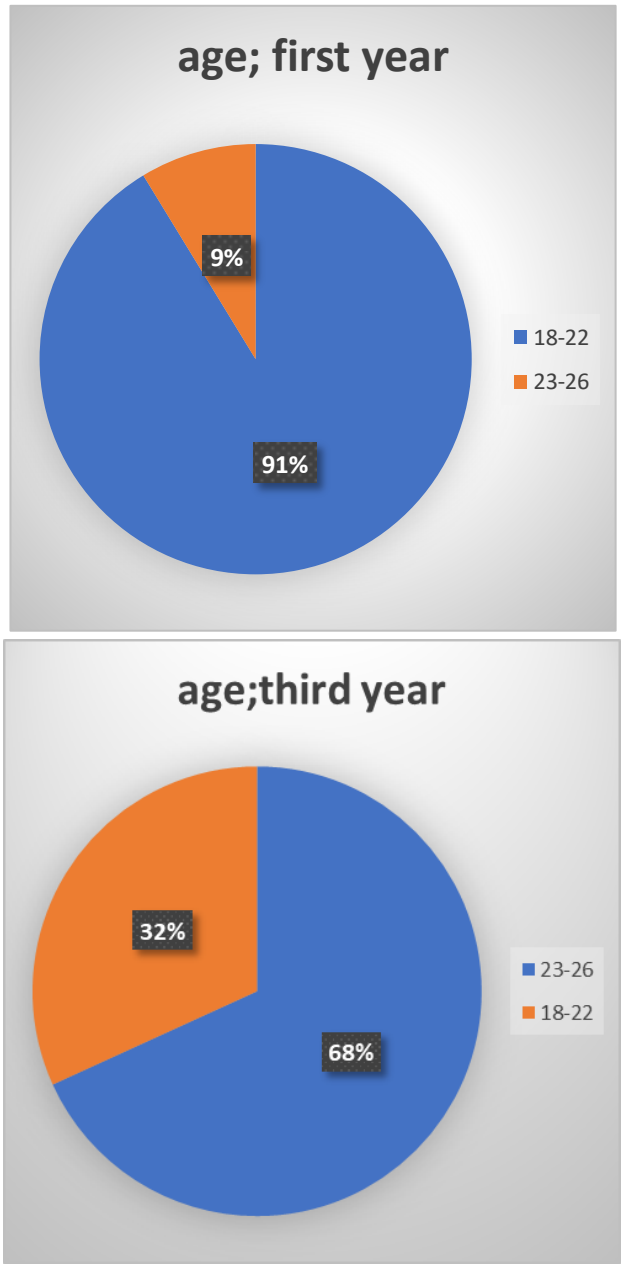


Graph 4.2. Learners 'Gender; Third Year

in the first part of the questionnaire, students provided their demographic information, particularly, their gender, as it is shown in the above figures, the predominant gender is females since the results shown that 73.9% of the participants are females and 26.1% are males for the first year, while 86.4% are females and 13.6% are males for third year students.

Question 2: age

4.3. Learners 'Age ; First Year

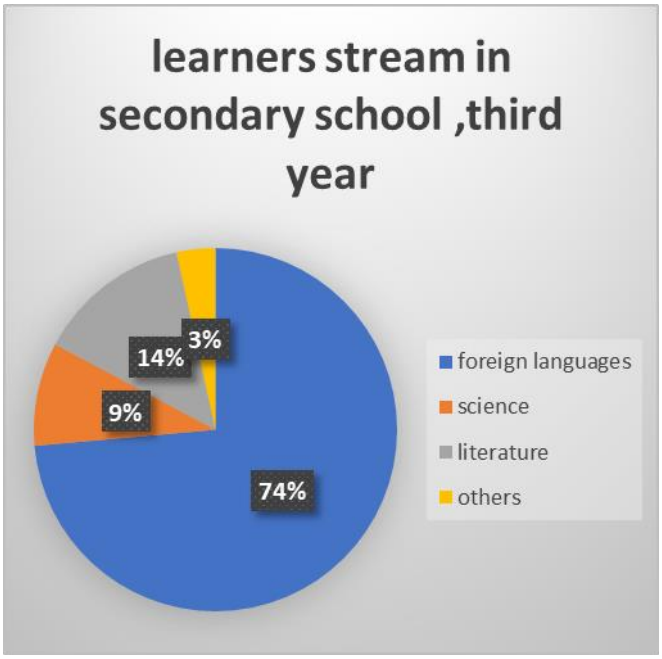


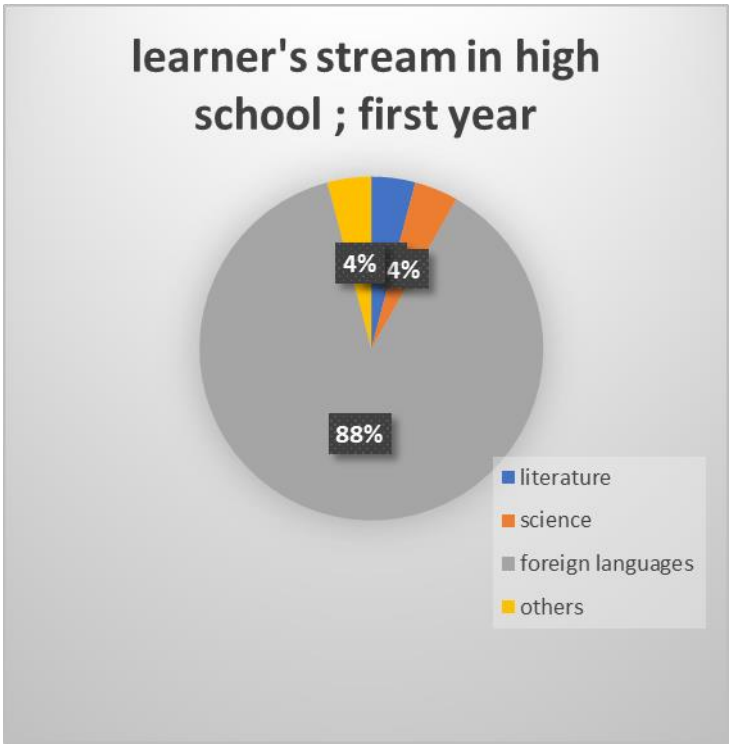
4.4. students 'Age; Third Year

The second question is about participant's age, the results revealed that 91.3% are between 18-22 years old while 8.7% are between 23.26 years old for first year while 31.8% are between 18-22, and 68.2% are between 23.26 years old.

Question3: what was your stream in secondary school

Graph 4.5. learners' stream; third year

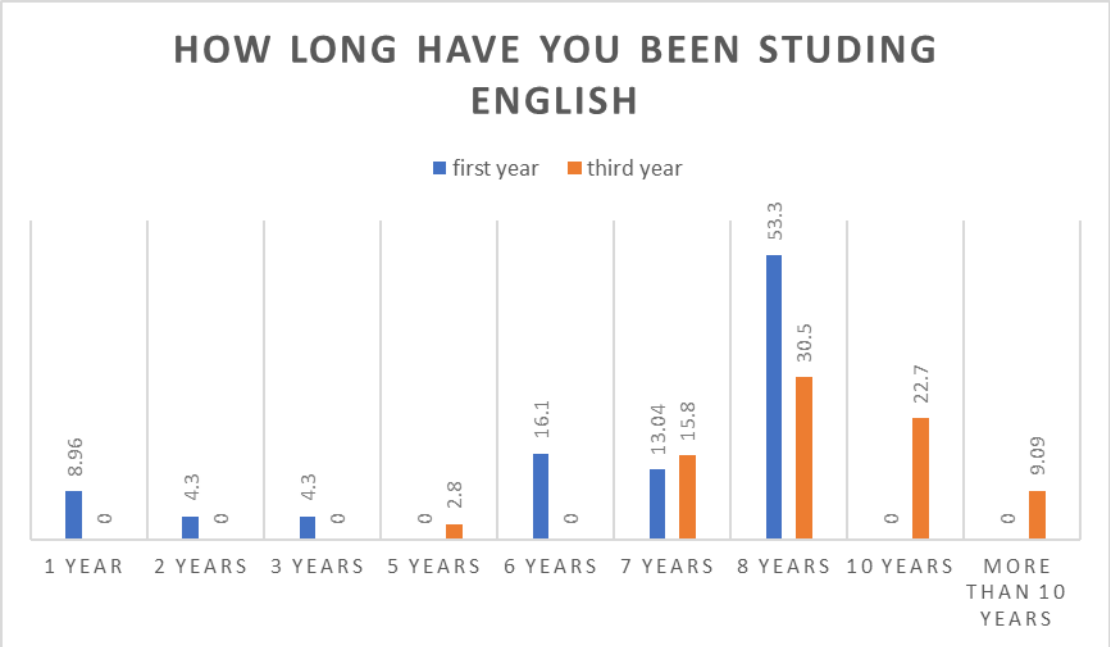




Graph 4.6. Learners'Stream ; First Year

The above statistics show that the majority of students were studying foreign language 91.3%, 4.3% for literature, science and economic streams concerning first year. While we have 72.7% of students were studying foreign languages ,13.6% literarture,9.1% science and 4.5% were in different sections.

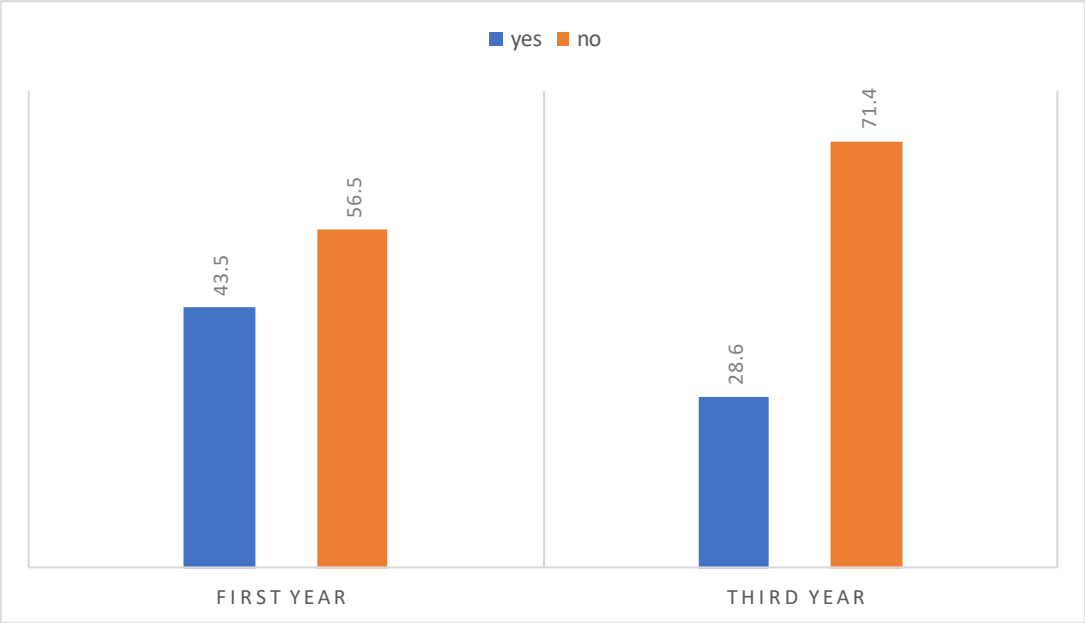
Question 4: how long have you been studying English:



Graph 4.7. Duration of Studying English ;1st and 3rd year

Students who were given the questionnaire gave the following answers; 4 participants have been studying English for 12 years (13.6%), 5 students study it for 10 years, two students study it for 3 years and others study English for more than 10 years; those answers for third year students, however first year answered in this way,

Question 5: have you ever attended English classes in private school:



Graph.4.8. English Classes in Private School;1st and 3rd year

The statistics clarify that the number of students who are strongly say no is 15 (71.4%) and six of them say yes (28.6%) for third year. 56.5% say no (13) and 43.5% say yes (10).

Question 6: if yes, how much time did you spend learning English at a private school:

Time	One year	3 years	7 years	Hours per day
First year	6 students	1 student	0 students	Others
Third year	2 students	3 students	1 student	None

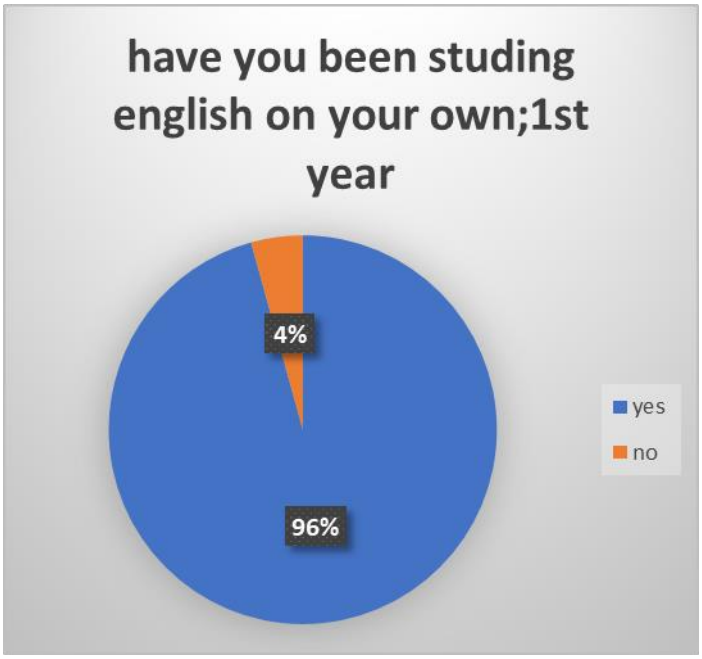
Table 4.1. Duration of Studying in Private Schools;1st and 3rd year

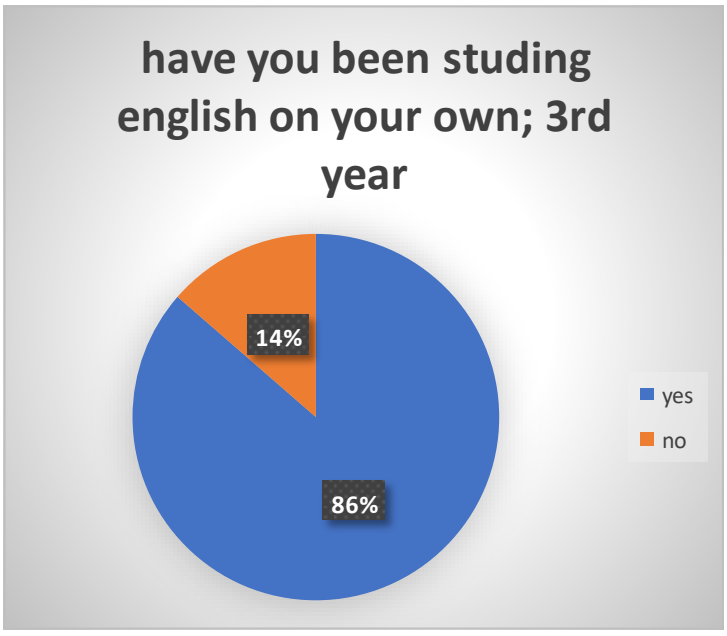
Students who answered by yes in the previous question answered as following: six students for one year, one student for 3 years and others study it for hours per day; those answers given by first year. while third

year answered: three students study it for three years, two students for one year and one student answered by about seven years.

Question 7: have you been studying English on your own:

Graph 4.9. Does Students' Study on their own ;1st year



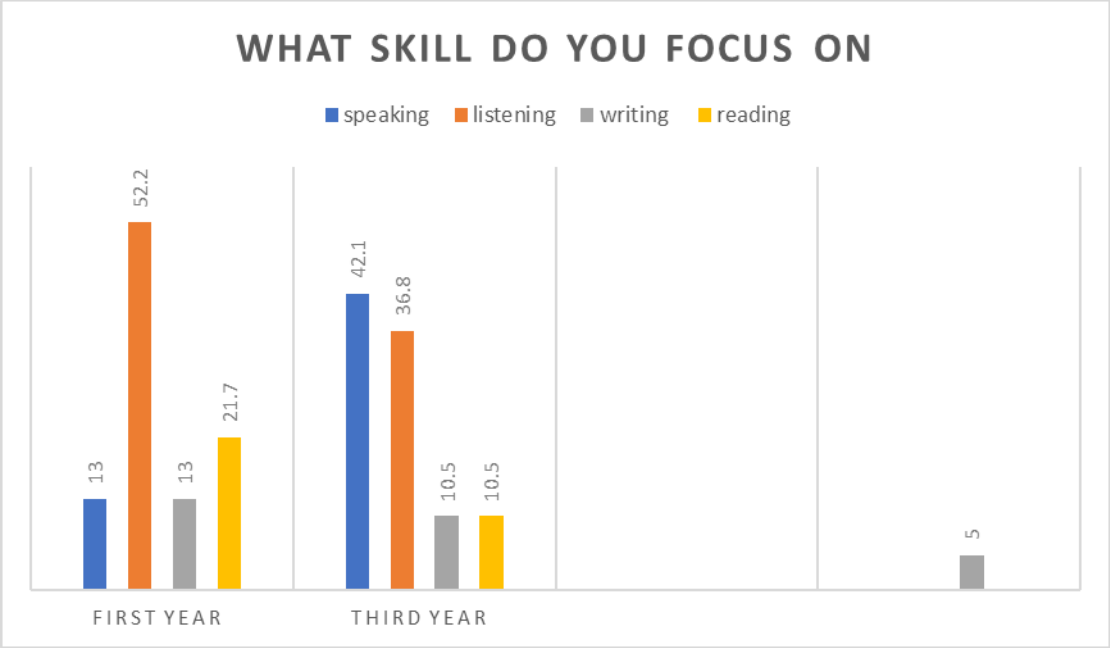


Graph 4.10. Does Students' Study on their own; 3rd year

The results display that the majority of students rely on themselves to study English both for first and third year; 95.7% (22) and 86.4% (19),

and those who never studied English on their own are ;4.3% (1) and 13.6% (3).

Question 8: what skills do students focus on:

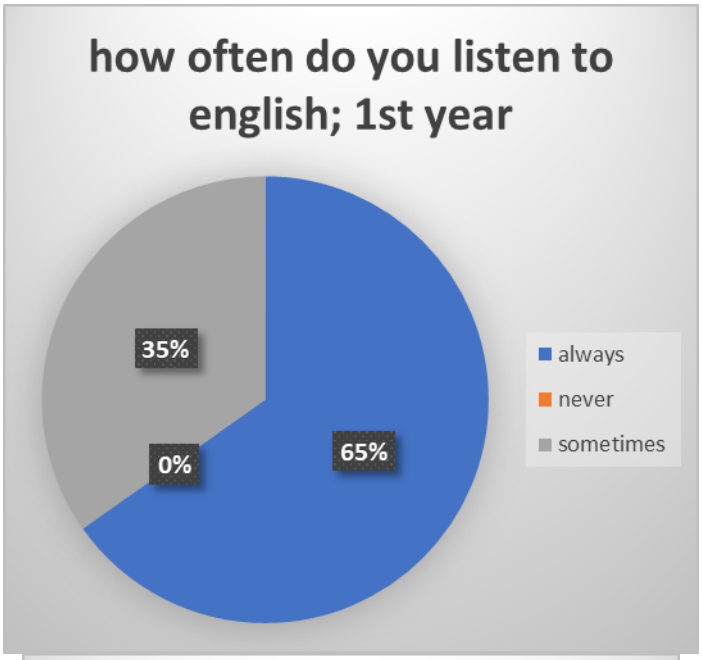


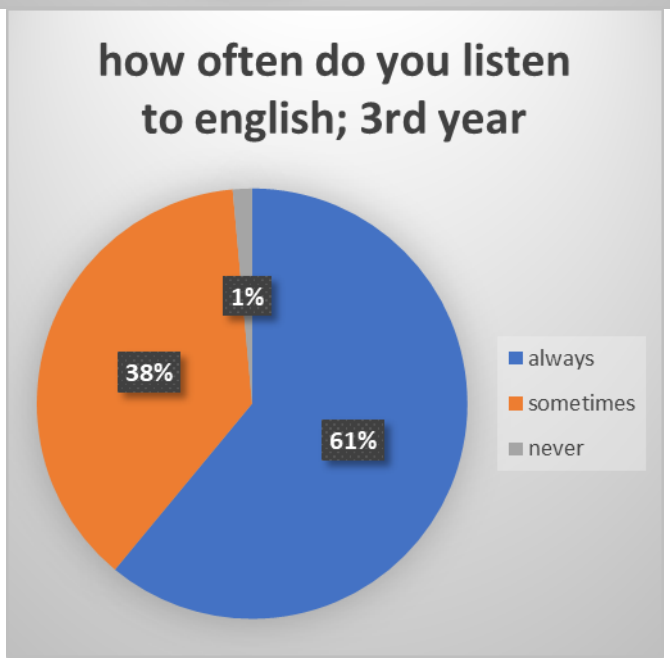
Graph.4.11. Important Skills Among 1st and 3rd Year Students

According to the relativistic circle ;52.2% focus listening and 21.7% focus on reading while 13% focus on both speaking and writing. Concerning third year; 42.1% are interesting in speaking skill,36.8% listening, 10.5% for both writing and reading.

Question 9: how often do you listen to English:

Graph.4.12. Students Listening to English ;1st Year

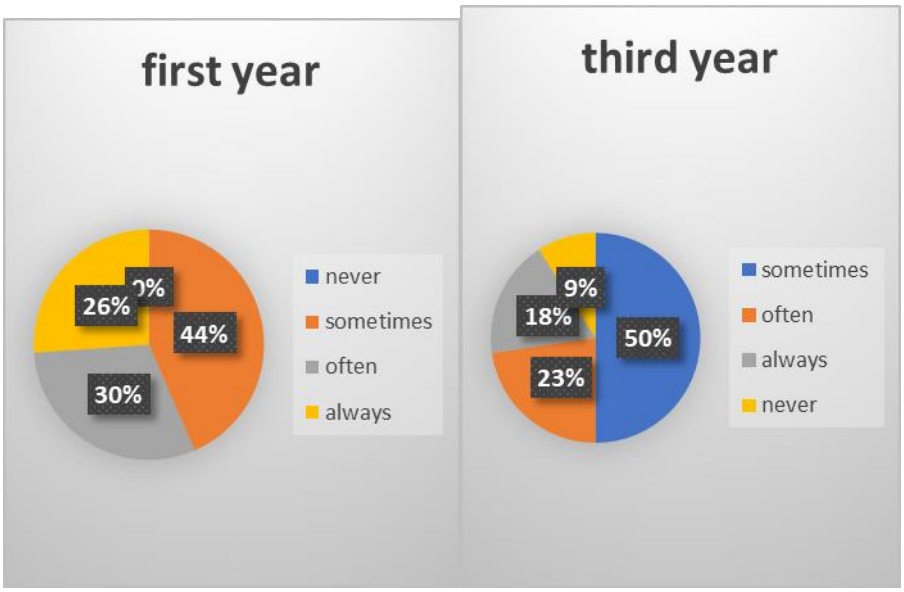




Graph 4.13. Students Listening to English;3rd Year

Students answers on this reveal that: 59.1% are always listen to English, 36.4% are sometimes listen to English and the rest did never listen to. however, 65.2% of first year are always listen to English speeches, and 34.8% are sometimes listen to.

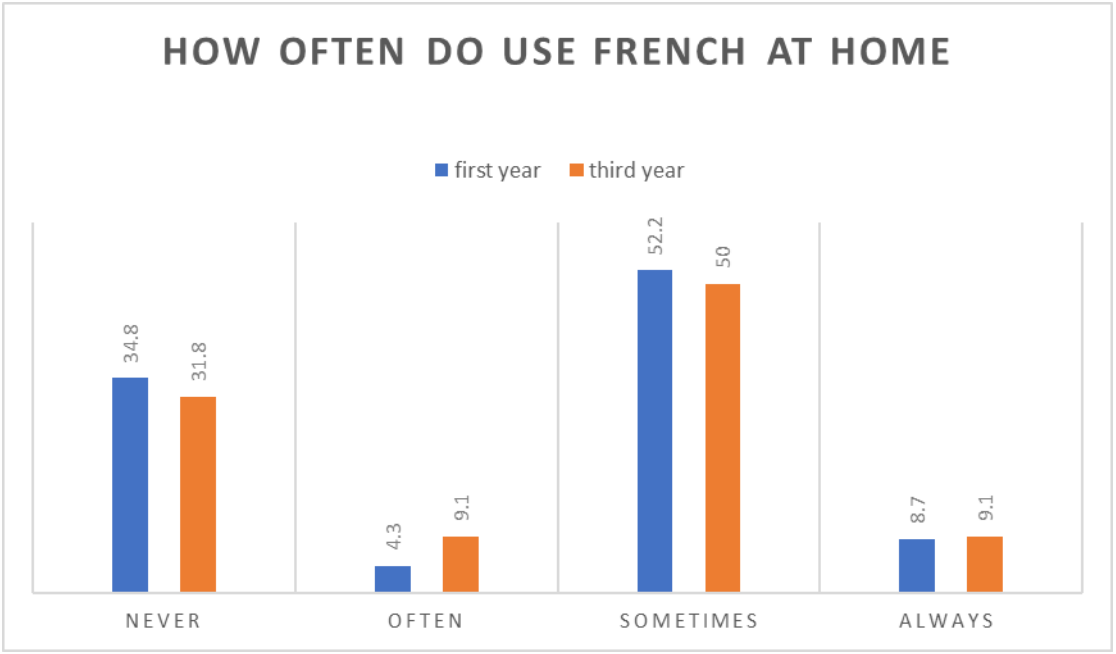
Question 10: how often do you check the pronunciation of words:



Graph 4.14. Checking Pronunciation;1st and 3rd Year Students

The results show that ;50% sometimes check it, 22.7% are often check the pronunciation and 18.2% are always interesting in correct their pronunciation, and 9.1% never check it

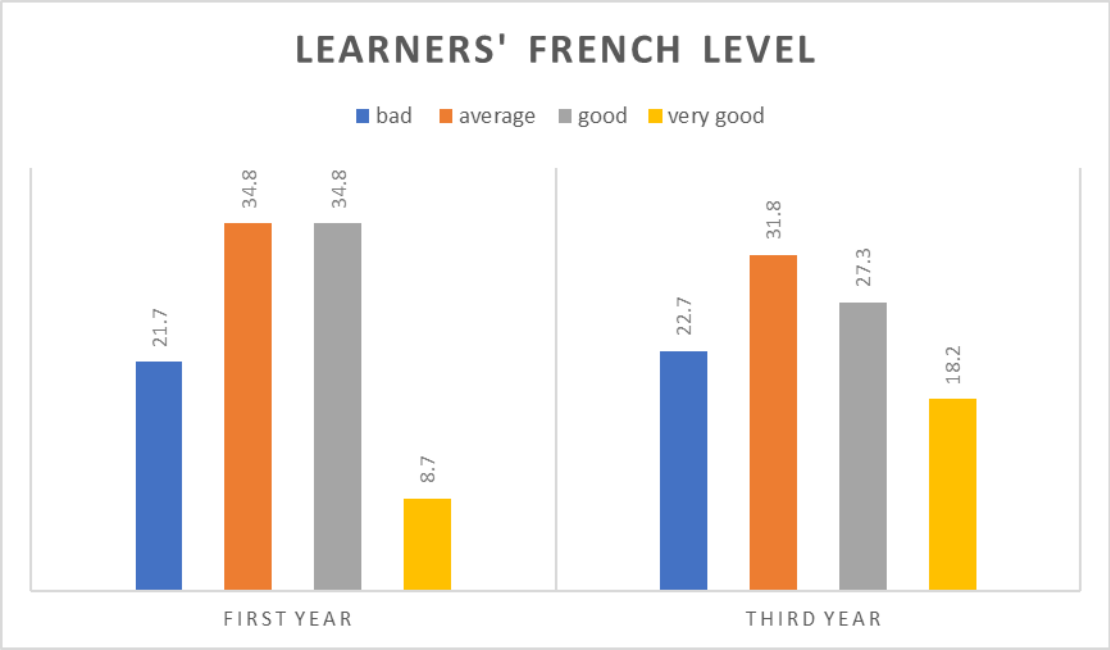
Question 11: how often do you or any of your facility members use French at home:



Graph 4.15. The Use of French Among Students' Family's 1st and 3rd Year

The results display that 50% sometimes use French at home ,31.8% never use it and the same percentage for both often and always (9.1%). However, answers of first year students were as follow; 52.2.% sometimes use French at home, 34.8% never utilize it ,8.7% are always use French in their home and 4.3% are often speak French at home.

Question 12: how is your French level



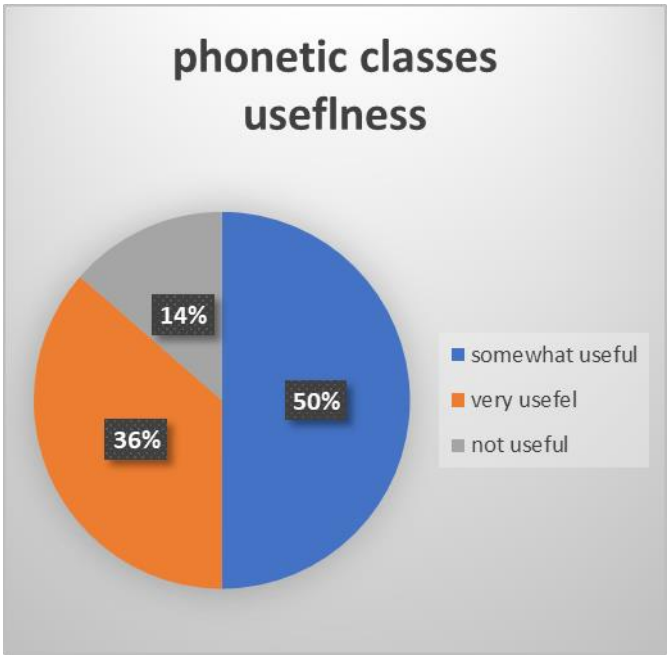
Graph 4.16. Students 'Level in French

The statistics we found during analysing these questions showed that:

31.8% answered with average ,27.3% answered with good ,22.7% were bad in French and 18.2% were very good in French.

Concerning first year students 34.8% answered by average and good, 21.7% were bad in French language and 8.7% were very good

Question 13: how much were phonetics and phonology classes at university useful in improving your pronunciation:



Graph 4.17. Usefulness of Phonetic and Phonology Classes; 3rd Year Students

This question was directed to third year students and their answers were in this way:

50% considered the module as somewhat useful in enhancing their pronunciation

36.4% see that it is very useful

13.6% says that they were not benefitting from this module

Question 14: read the following list of English French cognates:

	RP transcrption	Student 1	Student2	Student3	Student4	Student5
Excuse	/kˈskjuːz/	[əkskjuːz]	[ɪkskjuːz]	[əksjuːz]	[ɪkskjuːs]	[ɪkskjuːs]
Double	/ˈdʌb.əl/	[dΛbəl]	[dʌbəl]	[dʌbɒl]	[dʌbɒl]	[dʌbəl]
Empire	/ˈɛmpaɪ.ə/	[ƐmpaIəɪ]	[ɛmpaɪɪ]	[ɛmpaɪə]	[ɛmpaɪəɪ]	[ɛmpaɪə]
Instruction	/ɪnˈstɪʌkʃən/	[InstɪΛkʃən]	[ɪnstɪʌkʃən]	[ənstɪʌkʃən]	[ɪnstɪʌkʃən]	[ɪnstɪʌkʃən]
Lion	/ˈlaɪən/	[laIən]	[laɪən]	[laɪən]	[laɪən]	[laIən]
Agriculture	/ˈægɹɪˌkʌltʃə/	[ægɹIkΛltʃə]	[ægɹIkΛltəɪ]	[ægɹɪkʌltʃə]	[ægɹɪkʌltʃəɪ]	[ægɹɪkʌltʃə]
Champion	/ˈtʃæmpiən/	[tʃæmpiən]	[ʃæmpiən]	[tʃæmpɪan]	[ʃæmpɪan]	[ʃæmpɪan]
Independent	/ɪndɪˈpɛndənt/	[ƐndIpƐndənt]	[ɪndpɛndənt]	[əndpɛndənt]	[ɪndpɛndənt]	[ƐndIpƐndənt]
Internet	/ˈɪntəˌnɛt/	[əntəɪnɛt]	[ɪntənɛt]	[əntəɪnɛt]	[əntəɪnɛt]	[əntəɪnɛt]
Precious	/ˈpɹɛʃəs/	[pɹsuːz]	[pɹɛʃəs]	[pɹɛʃəs]	[pɹɛʃəs]	[pɹɛʃəs]
Publication	ˌ/pʌblɪˈkeɪʃən/	[pΛblIkeIʃən]	[pʌblɪkeɪʃən]	[pæblɪkeɪʃən]	[pʌblɪkeɪʃən]	[pʌblɪkeɪʃən]
Police	/pəˈliːs/	[pɒliːs]	[pɒlIs]	[pəliːs]	[pɒliːs]	[pɒliːs]
Concentration	/ˌkɒnsənˈtɹeɪʃən/	[kɒnsntɹeɪʃən]	kɒnsəntɹeiʃən	[kɒnsntɹeɪʃən]	[kənsntɹeɪʃən]	[kɒnsntɹeɪʃən]
Activity	/ækˈtɪ.vɪ.ti/	[æktIvIti:]	[æktɪvɪti:]	[æktɪvɪti:]	[æktɪvɪti:]	[æktɪvɪti:]
Image	/ˈɪmɪd͡ʒ/	[iːmedʒ]	[Imædʒ]	[ɪmeɪdʒ]	[ɪmɪdʒ]	[iːmədʒ]
Occasion	/əˈkeɪʒən	[əkeɪʒən]	[əkɪʒən]	[əkɪʒən]	[əkɪʒən]	[əkeɪʒən]
Passion	/ˈpæʃən/	[pæʃən]	----------	[pæʃən]	[pæʃən]	[pæʃən]
Usage	/ˈjuːzɪd͡ʒ//ˈjuːsɪd͡ʒ/	[juːsɪdʒ]	[juːsɪdʒ]	[juːsɪdʒ]	[juːsədʒ]	[juːsɪdʒ]

Table4.1. Different Transcription for Cognate

After listening to the voice records of first- and third-year students, we notice that some students pronounce the words in the same way so there are a few transcriptions, a clear influence of French language on the pronunciation of words among first year students in terms of vowels and consonants comparing with third year. Most students of first year replaced the short [ɪ] with a long [iː] such as the word activity. also, they nasalized some neutral vowels for instance in the word *lion* and they replace the [æ] with a schwa for as in the word *passion*. whereas, the majority of third year students pronounce the words correctly, may be due to the phonetics and phonology module and the daily usage of English besides to speaking and listening skills.

4.3. Discussion of the Findings

The results of the students' questionnaire and audio records revealed a noticeable support for the study hypothesis and questions. Most of Algerian EFL students have a good knowledge and great package for both languages (French and English) because they start studying them from middle school. However, third year students are more fluent and advanced than first year. nevertheless, the majority of students believe that private schools are not efficient as learning alone. As long as, relying on themselves shows better enhancement in the fluency of English language. Only few students said that they attend private schools for long time, may be due to the proficiency of teachers in private schools.

In addition,the findings showed that students prioritize listening and speaking over reading and writing in developing their English pronunciation and fluency. Moreover, some students check their pronunciation before speaking in order to produce a correct discourse. Further, half of students use French at home with their families due to

the dominance of French language in the Algerian society, and the high level of student in French language.

Consequently, French has a significant impact on EFL students English pronunciation. Hence, they produce some English vowels in French way and nasalized other neutral vowels besides to the frequent stress on the first syllable in each word. yet, it can confirm that students' records supported the study hypothesis

4.4. Further Suggestions and Pedagogical Recommendations

Based on the results obtained from the questionnaire and the audio records; some suggestions are to be considered:

- From a political perspective, Algerian government should replace French with English in the administration as first foreign language.
- Educational system should emphasize on phonetic and phonology module and teach it from the middle schools.
- Teaching phonetics should done through laboratory and special equipment because each person has his specific idiolect and no one have the right pronunciation of native speakers.
- Government should implement English language from primary school at an early age because pupils can easily acquire a new language due to the language acquisition device.
- Children should be surrounded with Anglophone entourage in order to have the right rules and norms of pronunciation.

Conclusion

This chapter was devoted to the description of the questionnaire and data analysis besides to transcriptions of English and French cognates which are recorded .It was also an attempt to answer the research questions and confirmed the hypothesis through the questionnaire given to first and third year LMD students at Yahia Fares University. Based on the findings we concluded that the principal hypothesis which says that the previous knowledge of French had a huge impact in producing English. French cognates by Algerian EFL learners are correct. the other hypotheses are also confirmed. Indeed, French language affects Algerian EFL learners' English pronunciation.

GENERAL CONCLUSION

General Conclusion

Language interacts with every aspect of human life in society, yet cultural and linguistic diversity all over the world led to the interference between different languages. They differ in the ways in with the phonological sounds can be grouped into syllables in words. This dissertation aimed to investigate the influence of French language on the English pronunciation of EFL learners at Yahia Fares University at Medea. French and English are significant languages in Algeria politically and socially. English language considered as a gateway to globalization and modernism, it has been influenced by French language due to the interference. This piece of research includes four chapters, the first chapter highlighted the historical background of English language which is divided into three periods of time, old English, middle English and modern English, where each period had great changes on vocabulary and grammar. The second point that has been discussed is the sociolinguistic situation in Algeria which is known different invasions and that made it special and rich North African country. The third station shed light on the position of French and English language in Algeria beside to the educational reforms from the post independent until today. The second chapter consists of sound system involving short and long monophthongs, diphthongs and triphthongs in order to differentiate between French and English vowels system. The third chapter point out the notion of language transfer starting with loan words that had been borrowed from Latin and French beside to the inter language which shows the interference between French and English, in addition to the CAH to determine the similarities and differences between French and English, also error analysis in order to determine the errors produced by EFL learners due

to the interference. The last chapter was devoted for practical part of the study and data analysis. In this chapter the case study was for first- and third-years students of Yahia Fares University of Medea they answered a questionnaire that include 12 questions for the first year and 13 questions for the third-year students, the finding of the study provided answers to the research questions and confirming the hypothesis, the French language had great influence on first year students more than third year students because they are already studied phonetics and phonology module. the influence was clear in mispronouncing some letters like the long /I:/ rather than short /I/ and nasalization besides to the syllabic consonants which were confused case to the first-year students.

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