

Charles University in Prague  
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NEGATIVE INTERFERENCE IN WRITTEN  
PRODUCTION OF FRENCH LEARNERS OF  
ENGLISH

NEGATIVNÍ INTERFERENCE V PÍSEMNÉM  
PROJEVU FRANCOUZSKÝCH STUDENTŮ  
ANGLIČTINY

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programme:

Prohlašuji, že jsem bakalářskou práci na téma *Negativní interference v písemném projevu francouzských studentů angličtiny* vypracovala pod vedením vedoucího práce samostatně za použití v práci uvedených pramenů a literatury. Dále prohlašuji, že tato práce nebyla využita k získání jiného nebo stejného titulu.

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.....

podpis

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## **ANOTACE**

Tato práce se zabývá negativní interferencí mezi angličtinou a francouzštinou. Jejím hlavním cílem je prozkoumat do jaké míry jsou francouzští studenti angličtiny ovlivněni francouzštinou jakožto jejich rodným jazykem. Teoretická část práce vysvětluje proces osvojování jazyka, negativní transfer a gramaticko-překladovou metodu, porovnává anglický a francouzský jazyk a předkládá francouzský systém výuky jazyků. Praktická část prezentuje výzkum a jeho analýzu. Nejprve jsou představeny cíle, účastníci výzkumu, materiály a postup, poté jsou zanalyzovány výsledky.

## **KLÍČOVÁ SLOVA**

interference, negativní transfer, angličtina, francouzština, překlad, osvojování jazyka

## **ANNOTATION**

This thesis deals with negative interference between French and English. Its main objective is to examine to what extent French learners of English are influenced by French as their mother tongue. The theoretical part of this thesis explains the process of acquisition of a language, negative transfer and grammar-translation method, compares the English and the French language and provides a description of the French system of teaching languages. The practical part presents the research and its analysis. First, the aims, the participants, the materials and the procedure are explained, then, the results are analysed.

## **KEYWORDS**

interference, negative transfer, English, French, translation, language acquisition

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# 1 INTRODUCTION

This thesis deals with negative interference during the process of studying English by French learners. According to the seventh edition of the world's largest ranking of countries by English skills, undertaken by The English Proficiency Index in 2017, France has an index of 54.339 and is classed in the category of moderate proficiency. Thus, it has one of the lowest index among European countries (22<sup>nd</sup> position out of 27).

Therefore, to investigate one of the possible reasons for the ranking of France at the low end of the scale, the following topic was chosen: to what extent negative interference between French and English influences the learning process. A study was conducted to provide data for this thesis.

The main aim of this thesis is to examine the hypothesis that when studying English, French learners are prone to making mistakes resulting from their knowledge of French as a mother tongue and thus negative transfer occurs.

The theoretical part of this thesis explains all the relevant terms for this work. Firstly, it defines transfer, the process of language acquisition and the grammar-translation method. Furthermore, a great part is devoted to the differences between English and French. Moreover, as this thesis focuses on French learners, a brief description of the French educational system and its attitude towards teaching languages is provided.

The second part of this thesis provides an overall presentation of the research. Firstly, it presents the aim of the research, the participants, the materials and the procedure and secondly, it provides an analysis of the results.

## **2 THEORETICAL PART**

### **2.1 Second language acquisition (SLA) vs first language acquisition**

This chapter describes the difference between second language acquisition and first language acquisition. Firstly, it is appropriate to define what the terms second language and first language refer to. First language (L1), in other words mother tongue, is a language that a child acquires naturally from an early age by growing up in an environment in which people use this particular language, while second language (SL) refers to any language that we learn after the acquisition of the mother tongue, even though it can actually be the third, the fourth, etc. to be acquired (Muriel 2). For example, if a French native speaker learns Spanish and German, they are both referred to as second language, yet they are the ‘second’ and the ‘third’ considering the logical order.

The process of learning a language can be divided into three phases: the initial state, the intermediate state and the final state (Muriel 16). While the initial state for first language acquisition is almost surely an innate capacity to learn language, it can be questioned whether this natural ability remains beyond childhood and, therefore, helps acquire second languages (Muriel 17). Nevertheless, there are other aspects that influence the initial state of L2 learning, such as the knowledge of L1, world knowledge and established interactional skills (Muriel 18).

The main factor of developing L1 is cognitive maturation – children’s ability to use their mother tongue expands as they grow up, on the other hand, since L2 learners are already cognitively mature, other processes must be involved in the intermediate state. One of the main processes entailed in interlanguage development (development of learner language) is cross-linguistic influence, in other words, transfer of prior knowledge from L1 to L2 (Muriel 19). This feature manifests itself in all language skills, such as vocabulary, grammar and pronunciation. In addition to the language transfer, the developmental phase of L2 learning is affected by many other social and individual aspects, for instance, world knowledge and skills for social interaction.

While language interaction is necessary for L1 learning, it is not indispensable for SLA, although it generally aids progress. As opposed to L1 learning, which usually occurs without



guidance and the need to motivate the learner, SLA can be both facilitated and inhibited by many factors, such as feedback, aptitude, motivation and instruction (Muriel 20).

The final state corresponds to the outcome of learning. As far as L1 learning is concerned, native linguistic competence is generally achieved by the age of 5 or 6 without any special effort (Muriel 21). On the other hand, the final state of L2 development can never be totally native linguistic competence, although some learners attain a 'native-like' proficiency.

## **2.2 Transfer**

The influence of L1 on L2 was first introduced with Contrastive analysis theory. It is an approach to the study of SLA, which focuses on predicting and explaining learner's difficulties based on a comparison of L1 and L2 to determine similarities and differences (Muriel 34). One of the assumptions of this theory is that transfer will occur in learning.

Two major types of transfer can be distinguished: positive transfer and negative transfer or interference. Positive transfer occurs when an L1 structure or rule is used in an L2 utterance that is correct in the particular language (Muriel 19). Positive transfer facilitates language learning, as structures or words from L1 can be applied to L2 and thus new ones do not have to be learnt. For example, an English native speaker can easily transfer the word *table* to French, as the meaning and spelling are the same, therefore there is only the pronunciation left to be learnt. On the other hand, negative transfer occurs when an L1 structure or rule is used in an L2 utterance that is not appropriate for the target language (Muriel 19). One of the most common and most easily recognizable examples of negative transfer from L1 to L2 is inappropriate pronunciation, more precisely a foreign accent. However, this aspect has not been the focus of this thesis. It will examine negative transfer in other language fields, such as morphology, lexicology and syntax. For instance, a negative transfer occurs when an English native speaker learning French omits the feminine mark *-e* in forming adjectives (*joli jupe*), as in English, there is no such feminine mark. More examples of this type of negative transfer will be provided in the practical part of this thesis. While positive transfer will facilitate learning to some extent, negative transfer may result in four types of errors: underproduction, overproduction, production errors and misinterpretation.

- Underproduction

Underproduction occurs when learners avoid employing certain structures as a result of these not being as frequent in their native language as they are in English. This infrequency of use represents a divergence from the target language.

- Overproduction

Due to underproduction of difficult structures in L2, learners tend to overuse expressions transferred from their native language.

- Production errors

Production errors are classified into three categories: substitutions (use of L1 form in L2), calques (errors reflecting an L1 structure) and alterations.

- Misinterpretation

The interpretation of target language utterances can be influenced by the native language structures and thus misinterpretation may arise (Odlin 36–37).

## **2.3 Comparison of French and English**

Since this thesis deals with the structural similarities and differences between English and French, it is thus appropriate to examine how these languages differ from the linguistic point of view. First, they will be placed within the genetic (or genealogical) and typological classification.

### **2.3.1 Genetic classification**

The genetic approach classifies languages from a historical point of view and is based on the assumption that languages share a common ancestor. It means that a so-called parent language can be reconstructed using early written remains and deductions (Crystal 368). Most European languages belong to the Indo-European language family, English and French included. The parent language of this family is called *Proto-Indo-European* (Crystal 371). The Indo-European language family is further divided into several subfamilies. While French is a member of the Italic language family, the parent language of which is Latin, English falls into the category of West Germanic languages along with German, Dutch and so on. According to the genetic classification, English and French should bear a certain

amount of resemblance as they both belong to the Indo-European family. Yet, given the vastness of the group and the affiliation of the targeted languages with different subfamilies, it is evident that a great number of contrastive characteristics will arise.

### **2.3.2 Typological classification**

On the other hand, the typological classification groups languages according to their formal similarities (Crystal 369). Much recent typological work has been combining phonology, morphology, and syntax (Lyovin 15). Yet, since phonology is not relevant to this thesis, only morphological and syntactic typologies will be briefly discussed.

#### **Morphological typology**

The earliest typologies, established as early as at the beginning of the 19<sup>th</sup> century, concerned the field of morphology. Three main linguistic types were recognised: isolating languages, for instance Chinese; inflecting languages, including Czech; and agglutinative languages, for example Turkish. In isolating languages, words are invariable, there are no grammatical endings and word order has a grammatical function. Inflecting languages express grammatical relationships by changing the internal structure of words, usually by use of inflectional endings, whereas in agglutinative languages, words consist of long sequences of units, with each unit expressing a particular grammatical ending. However, there are often no clear-cut boundaries and thus languages rarely fall into one category (Crystal 369).

Both the languages in question are cases of point. English could be classified as an isolating language, since it uses many auxiliary verbs, such as *be* in *I am sleeping* and grammatical relationships are often shown through the use of word order, which can be demonstrated by the difference between the two following sentences: *The cat ate the mouse* and *The mouse ate the cat*. However, some features of inflecting languages may be found, such as the inflectional *-s* ending in the 3<sup>rd</sup> person singular of the present tense, as well as agglutinative characteristics in words such as *antidenationalisation*.

French is usually classed as an inflectional language, as it uses conjugation and concord in the number and gender of articles, nouns and adjectives. Yet it also displays features typical of isolating languages, such as the use of auxiliary verbs. A good example of the mixture of inflectional and isolating features is one of the past tenses – ‘le passé composé’, since it is

composed of an auxiliary verb *avoir* or *être* (*to have* or *to be*), which as such is typical of isolating languages, while the auxiliary verb requires to be conjugated, which is a characteristic aspect of inflectional languages.

### **Syntactic classification**

Word order has been a highly prominent area of research in typology thanks to the American linguist, Greensberg, who introduced this concept in the 1960s. Languages have been studied according to what extent their word order is fixed or rigid, both at clausal and phrasal levels. English is an example of a language with a rigid word order, as the syntactic roles of the constituents are determined by word order (Vellupilai 280). Thus, for instance, a sentence such as *The man bought a book* cannot be paraphrased as, for example, *A book bought the man*, or *Bought the man a book*. The usual word order pattern of both English and French is SVO – the subject comes before the verb and the object comes after it (Vellupilai 281). Yet, some divergences from the regular pattern may be found. For instance, when the object is expressed by a pronoun in French, it usually comes before the verb, such as in the following sentence: *Je l'aime* (*I love him*), whereas when expressed by a noun phrase, it comes after the verb, an example follows: *J'aime Marie* (*I love Marie*). As far as phrasal word order is concerned, differences between the two languages may be observed. For example, in English, most adjectives precede the relevant noun (*a hot drink*), whereas in French, they usually come after it (*un boisson chaud*). Nevertheless, it is not infrequent that adjectives in French also come before (*petit garçon, joli manteau, nouveau portable*). When more than one adjective comes before a noun, the adjectives are normally in a particular order. If none of the adjectives need to be emphasized, the most usual sequence of adjectives in English is: opinion, size, physical quality, shape, age, colour, origin, material, type and purpose, with purpose being placed the closest to the related noun. *She was a beautiful, tall, thin, young, black-haired, Scottish woman* (Cambridge dictionary online). In French, when two or more adjectives modify a noun, they are either juxtaposed (*un joli petit sac*) or coordinated using a conjunction of coordination (*un beau site enchanteur, fascinant et attrayant*). When it comes to the order of adjectives, there are no specific rules as opposed to English.

### 2.3.3 Comparison of chosen linguistic phenomena

The following section will be devoted to the linguistic features that have been tested in the questionnaire. It was divided into five parts according to the linguistic disciplines. These will be briefly defined and then individual linguistic aspects that are relevant to this thesis will be explained.

- **Morphology**

Morphology is a linguistic discipline that studies the structure of words and word classes. While English distinguishes ten parts of speech: nouns, adjectives, articles, pronouns, numerals, verbs, adverbs, prepositions, conjunctions and interjections (Dušková 23), French only has nine of them – the category of ‘articles’ is replaced with ‘determiners’ comprising all the words capable of functioning as determiners, numerals included (Riegel 226). The explanation of the chosen morphological concepts that will appear in the practical part will follow.

#### 2.3.3.1.1 Nouns

Two categories of nouns will be commented on: countability and case.

##### **Countability**

The category of countability reflects the differences between discrete and continuous entities (Crystal 87). While countable nouns refer to individual, countable entities - discrete entities, uncountable nouns refer to an undifferentiated mass or notion - continuous entities (Crystal, 208). The category of countability exists in both the languages in question, yet, the distribution of countable and uncountable nouns does not fully overlap. For example, *nouvelle* is a countable noun in French, whereas its English equivalent, *news*, is uncountable. Moreover, whilst uncountable nouns in English co-occur with such forms as a zero article, *some* and *much* (*We had chicken*), in French, they usually co-occur with the so-called partitive article (*On a mangé du poulet*). In both these languages, only countable nouns may be used with an indefinite article (Crystal 87).

##### **Case**

Case is a system of marking dependent nouns for the type of relationship they bear to their heads (Blake 1). While in inflectional languages, cases are marked by inflectional suffixes,

in isolating languages, it is prepositions that are considered to be case markers (Blake 9). As English has lost its former case system in the course of its historical development, the English noun has, however, retained one form of the formal case system – genitive expressed by the possessive *-s* (Giering 63). A special type of genitive case is local genitive, in other words elliptical genitive, as the head noun is omitted – *at my sister's (place)*. By contrast, French only uses prepositions to express cases – *chez ma sœur*.

#### 2.3.3.1.2 Adjectives

The form of superlative will be presented.

#### **Superlative form**

In both the languages in question, the superlative form is formed using the definite article. While the history of French shows the advance of an analytic structure *le plus jeune*, at the expense of synthetic forms, which are exceptional in modern French (*le meilleur, le pire*) (Harris 219), English combines both ways. The superlative form in English is formed either by adding the word *most* (*the most beautiful*), which is a means typical of isolating languages, or by adding an inflectional suffix *-est* (*the biggest*), which is a characteristic feature of inflectional languages.

#### 2.3.3.1.3 Adjectives/pronouns

An individual section will be devoted to possessive pronouns. There are two types of possessive pronouns in English – dependent and independent, however, the category of dependent possessive pronouns in English overlaps with the possessive adjectives in French. There is another formal difference – whereas in English, the form of the possessive pronoun depends on the person in possession (*Marie has a black coat. This is her coat.*), in French, it is governed by the gender of the related noun (*Marie a un nouveau manteaux (masculin). C'est son manteau.*)

#### 2.3.3.1.4 Pronouns

Chosen categories of pronouns will be commented on.

### **Anticipatory it**

Anticipating is one of the functions of the personal pronoun *it*. In sentences such as *It is nice to see you*, the subject *nice to see you* is postponed to the end due to the functional sentence perspective and thus the place of subject needs to be filled with another element.

### **Possessive**

Independent possessive pronouns both in English and French have a distinctive form. In French, they require a definite article (*le tien – yours*) and they also distinguish the gender (*le tien, la tienne – yours*). The rule concerning their dependency, which was explained above, applies to independent possessive pronouns as well, an example follows: *Le mien (sac) est bleu. La mienne (valise) est bleue. – Mine (bag/suitcase) is blue.*

### **Demonstrative**

The equivalent of French demonstrative pronouns (*celui, celle, ceux, celles*) used with the so-called ‘**particules localisatrices**’ (*celui-ci, ceux-là*) (Riegel 375) in English are forms of demonstrative pronouns (*this, that, these, those*) combined with the substantival proforma *one* (*this one, these ones*), e.g. *Je préfère celui-ci. – I prefer this one.*

### **Indefinite**

All the following English indefinite pronouns, *everyone, everybody, anyone, anybody, no one and nobody* are employed with a singular form of the verb (*Nobody knows it.*). Their French counterparts – *tout le monde, quelqu’un and personne* – are also used with a singular form of the verb (*Personne ne le sait.*)

#### 2.3.3.1.5 Verbs

Both English and French distinguish six morphological categories of verbs – person, number, tense, mode, voice and aspect. However, several differences may be observed.

Regular verbs in English have four different forms: the base form (*call*), the *-s* form used for the third person singular in the present tense (*calls*), the *-ing* form (*calling*), and the *-ed* form (*called*), this ending is found in the past form and in the *-ed* participle (Crystal 204). Some irregular verbs have two forms corresponding to the *-ed* form of regular verbs, for example: *spoke and spoken* (Duškova 8.1). On the other hand, French inherited a set of suffixed person

markers from Latin, which vary according to conjugation type and paradigm (Harris 223). Apart from auxiliary verbs, modal verbs and the verb to be, all other verbs use *do* to form questions and negation (*They work. – They do not work. – Do they work?*). By contrast, all French verbs form negation in the same way – by adding *ne* and one of the following words: *pas, plus, rien, personne, guère, etc.* (*Je travaille. – Je ne travaille pas.*)

### **Aspect**

Aspect refers to how the time of action of the verb is regarded – such as whether it is complete, in progress, or showing duration. English uses two types of aspectual contrast, which it expresses with auxiliary verbs: the perfective and the progressive (Crystal 224). On the contrary, although French uses the same two types of aspectual contrasts, it does not dispose of the same system of perfective and progressive tenses and thus uses other means to express the difference: either different tenses or lexical words. A situation in which French has to use lexical means to express different aspects follows: while in English, the sentences *He is running* and *He runs* are perfectly distinguishable, there is only one such sentence in French *Il court*, therefore, French has to use lexical words to differentiate them – *Il court maintenant* and *Il court souvent*. Another example of the difference between the two languages: whereas in English, there is a distinction between the past simple and the present perfect, French does not have such means and therefore must use lexical words to make the difference: *I had lunch two hours ago. I have already had lunch. – J'ai déjeuné il y a deux heures. J'ai déjà déjeuné.*

### **Passive voice**

Whereas the use of passive in English is quite frequent, French prefers different structures. When the underlying agent is human but cannot be or is not specified, the pronoun *on* is very frequently pressed into service, the voice of the verb remaining active (*on a ouvert la porte – someone has opened the door/the door has been opened*) (Harris 232).

### **Tense**

The term tense is traditionally used to refer to the way verbs change their form to express the indication of the time at which an action takes place. According to this definition, English



has only two tenses – present and past. English has no future time ending, unlike French, and thus future time is expressed by a variety of other means (Crystal 224).

### **Verb pattern**

English possesses three different ways of connecting two verbs: using a bare infinitive (*I can swim*), infinitive with *to* (*I want to sleep*) and the *-ing* mark (*I enjoy singing*). On the other hand, French has two means of connecting two verbs: using a zero marker (*Je voudrais dormir*) and particles such as *de* (*Il essaie de marcher*) and *à* (*Il commence à marcher*). Most verbs in English have a given pattern, yet some allow two different patterns depending on the meaning – e.g. the verb *to stop* may be employed with either infinitive with *to* (*I stopped to drink a coffee.*) or with the *-ing* mark (*I stopped drinking coffee.*). The first structure corresponds to the linking using the preposition *pour* (*Je me suis arrêté pour boire un café.*), whereas the second one corresponds to the structure using the particle *de* (*J'ai arrêté de boire du café.*)

### **Semantic-syntactic classification of verbs**

From the semantic-syntactic point of view, English verbs may be classified into two categories according to whether they require a complement or not and whether they express a lexical meaning: lexical (intransitive, transitive, causative, reflexive) and copulative. As opposed to lexical verbs, copulative verbs have almost no lexical meaning and thus they require a complement (usually a noun or an adjective), which expresses the lexical meaning (*She is a widow. She is very indulgent.*) (Dušková 206–207).

#### 2.3.3.1.6 Adverbs

According to the morphological criteria, adverbs in English are classified into three categories: simple (just), derivational (quickly) and compound (somewhat). Derivational adverbs are formed by adding the inflectional suffix – *ly* to an adjective, yet there are some irregular ones, such as fast and hard. In these cases, the form of the adjective and the form of the adverb is invariable (*She is a fast runner. She runs fast.*). Adverbs in French are generally formed by the addition of the suffix *-ment* to the feminine form of the adjective (*rapide, rapidement*), yet similarly to English, certain adjectives also function as adverbs, e.g. *dur* (Harris 218).

#### 2.3.3.1.7 Prepositions

Many differences in the use of prepositions may be found between English and French, yet given the complexity of the systems of prepositions, these will not be further examined.

- **Lexicology**

According to the Cambridge dictionary online, lexicology is the study of words and their meaning and use in a language. Two aspects from the field of lexicology will be presented, false friends and phrasemes.

**False friends** are words that look or sound similar, but have a completely different meaning, for instance, *library* (*bibliothèque* in French) and *librairie* (*bookshop* in English).

As stated by PhDr. Klára Lancová, Ph.D. during a lecture on lexicology in 2016 (unpublished lecture), **phraseme** is a fixed expression of which at least one constituent is selected by linguistic restriction. Two types of phrasemes may be distinguished: compositional (collocations and clichés) and non-compositional (idioms and proverbs). While collocations and clichés are fully transparent and thus their meaning is deducible from the components, the degree of transparency of non-compositional phrasemes vary, from partly transparent to opaque.

#### **Syntax**

Syntax is the study of the rules governing the way words are combined to form sentences (Crystal 379). The differences concerning word order have already been discussed above, consequently this part will focus on other features of syntax, namely negation, a deferred preposition, sequence of tenses, conditional and time clauses and functional sentence perspective.

**Negation** in English is expressed with the adverb *not*, which is added to auxiliary verbs. On the contrary, French has a double negation – there are always two elements denoting negation (*ne...pas*, *ne...plus*, *ne...jamais*, etc.). According to Mgr. Ivana Jančovičová, who presented the notion of double negation during her lecture on syntax in 2017 (unpublished lecture), double negation in English is only possible in certain cases, such as when occurring within two predications (*I don't like doing nothing*).

A **deferred preposition** (also called a stranded preposition) is a preposition that, instead of preceding its complement, comes later in the clause and thus is not followed by its complement, e.g. *to* is deferred in *the person I talked to* (Matthews 220). As opposed to English, where this feature occurs quite often, French does not dispose of such a possibility.

**Sequence of tenses** (concordance des temps) refers to the dependencies between tense forms in successive clauses - the use of a particular tense form in one clause requires the use of a particular tense form in the following clause (Crystal 349). Both in English and in French, this rule applies to the context of indirect speech, an example follows: *I am happy. He said that he was happy.* – *Je suis heureux. Il a dit qu'il était heureux.*

### **Conditional and time clauses**

The structure of conditional sentences in English and French is very similar, whereas in time clauses, there is a major difference in the tense used after expressions such as *until* (*jusqu'à ce que*) and *when* (*quand*). While in French, these expressions are followed by the future tense or the subjunctive form, in English the present simple or the present perfect is required. (*You must stay here until everyone finishes.* – *Vous devez rester ici jusqu'à ce que tout le monde finisse.*)

### **Functional sentence perspective**

Functional sentence perspective (FSP) is a linguistic theory devised by the linguists of Prague linguistic circle, which analyses utterances in terms of the information they contain (Crystal 148). Every sentence element has a certain degree of information load and the end of the sentence is occupied by the informationally most important element, following the rule of the so-called end-weight principle (Dušková 7–8).

- **Pragmatics**

Pragmatics is a linguistic discipline which concerning the relationship between context of use and sentence meaning, and the relationships among sentence meaning, context of use, and speaker's meaning (Fasold 157).

## Person deixis

According to the Dictionary of Language and Languages, deixis is a grammatical category involving direct reference to the characteristics of the situation where an utterance takes place. The meaning of a deictic utterance is thus relative to the situation in which it is used (96). For example, the interpretation of the pronoun *you* varies, depending on the context. It also has the ability to refer to a person as a global reference, for instance, *You learn to accept these things as you get older* (Cambridge dictionary online). In French, such cases are usually expressed using the personal pronoun *on*: *On apprend à accepter ces choses au fur et à mesure qu'on grandit*.

- **Orthography**

Orthography represents the standardized version of a language's writing system (Fasold 509). The two aspects, which will be briefly commented on, are consonant doubling and the use of capital letters.

**Consonant doubling** occurs in English for example in some superlative forms (*the biggest*) in order to retain the quality of the preceding vowel, while in French, it occurs, for instance, in some verbal forms, such as the first person singular of the present tense (*je m'appelle*).

Many differences in the **use of capital letters** between the two languages may be found, English has a tendency to use it more than French does. Unlike in French, names of months (*December x décembre*), names of days (*Saturday x saturday*) and names of languages (*Spanish x espagnol*) in English all take a capital letter.

## 2.4 Grammar-translation method

Many methods of teaching a second language have been described, yet, as the main part of the questionnaire requires respondents to translate, it is thus appropriate to focus on the grammar-translation method. There are no traces of a particular scholar describing the tenets of this method, however, it is clearly rooted in the formal teaching of the classical languages Latin and Greek, prevailing in Europe in the 19<sup>th</sup> century, hence another name for this method – the classical method (Rivers 28).

Following the tradition, it aims to improve the ability of students to read literature in the target language. As the name suggests, the main principle of this method includes translation

from the native language into the target language and vice versa. This method also focuses on the similarities between the target and the native language, which should facilitate learning. Other learning processes used are deduction of grammar rules and their subsequent application, memorising bilingual vocabulary lists and reading comprehension.

Overall, a great deal of attention is paid to grammar, reading and vocabulary to the detriment of accurate pronunciation and the development of communication and listening skills (Larsen-Freeman 17–18).

## **2.5 Attitude to language teaching within the French educational system**

The description focuses purely on English since this thesis only deals with English and it is also the most common second language taught in France. A short overview of the French educational system in general will be provided at the beginning of this chapter.

Cycle 2 (the fundamental learning cycle) is the first stage of compulsory schooling in France, corresponding to the first three classes of primary school, which is attended by children aged 6 to 8. The next stage, cycle 3 (the consolidation cycle), covers the last two classes of primary school and the first year of lower secondary school, rendering the transition between the two schools smoother. Cycle 4 (the developmental cycle) represents the last part of the obligatory French schooling system, ranging from the second class to the fourth class of lower secondary school.

In order to describe second language teaching within the French educational system more accurately, interviews with French teachers (one teacher at university, one teacher at grammar school, one teacher at primary school and one student finishing her studies to become a teacher) were carried out to complete the information found on the website ‘eduscol’, presenting the school programmes in France.

According to the guidelines published by the French Ministry of Education, teaching a second language commences at the beginning of primary school, that is to say, at the age 6. However, the interviewed teachers stated that English classes are sometimes offered at nursery school as well, depending on the particular school, despite it not being mentioned in the official curriculum.

Children are supposed to reach the level A1 of CEFRL (Common European Framework of Reference for Languages – see Table 1) by the end of ‘cycle 2’ (the fundamental learning cycle) – by the age of 8. Techniques used to introduce a second language are comparison with French in terms of vocabulary, word order and pronunciation, familiarising children with foreign literature and integrating a second language into other subjects such as sports and music.

Table 1: Common Reference Levels - Global scale

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

During ‘cycle 3’ (the consolidation cycle), the five main language skills – listening and understanding, reading, speaking (having a monologue), writing and interacting – are further developed with the goal of reaching level A2. The French linguistic system is further compared with the English system, bilingual reading is encouraged and listening to English songs is recommended as it should help develop listening skills and adapt to the English sound system.

During ‘cycle 4’ (the development cycle), another second language is introduced. From that moment on, L2 and L3 are obligatory until the end of grammar school. Pupils are expected to reach at least level A2, respectively B1 in some language skills in L2 and the level A1-A2 in L3. The main aim is to broaden pupils’ knowledge in all the language skills, encourage them to seek a wide range of learning strategies and motivate them to reflect on the similarities and differences among the internal structures of the targeted languages.

At grammar school, students continue to develop their language skills in the context of cultural topics. At the end of the first class of grammar school, students are supposed to reach the level B1 of CECRL, (A2 in L3). During the last two years of grammar school, the main focus is put on building students’ confidence to become independent English users, with the aim of achieving B1-B2 level.

All the interviewed persons stated that they were satisfied with the education received at university, providing them with a sufficient amount of training. They also agreed that the school programmes being quite open leaves them with sufficient freedom to prepare original and attractive classes. Furthermore, they reported that a great number of further trainings is offered to teachers, some of which being compulsory and some optional. Moreover, they contended that many schools organise trips abroad with the aim of cultural and language enrichment. Despite all these positive remarks, they also conceded that many factors impede the ability of the French to use languages, mentioning the lack of materials, finances, time and motivation as the main culprits.

### **3 PRACTICAL PART**

#### **3.1 Aims**

The aim of this research was to investigate to what extent French learners of English tend to be influenced by their mother tongue when producing sentences in English. It was conducted to prove the hypothesis that the knowledge of French as a native language has a negative impact while learning English.

#### **3.2 Participants**

The total number of respondents was 340, most of which were students – 65% students whose major is not English, 28% students whose major is in some way connected to English, one student of grammar school and the rest were people who work (6,7 %). Overall, the age of participants ranged from 18 to 60 and the gender distribution was 277 women versus 63 men. The respondents were also questioned about the number of years they had been studying English – 58% stated that they had been learning English for more than 10 years, 36% said they had been learning English for 7–9 years, 5% stated that they had started learning English 4 to 6 years ago and a mere 1% said they had only begun 1 to 3 years ago.

The participants were also asked to assess their level of English (using the Common European Framework of Reference for Languages) – according to these data, less than 1% of respondents claimed their level to be A1, 13% claimed to be A2, around a quarter of respondents assessed their knowledge as B1, another quarter as B2 and another one as C1, and almost 6% estimated their level as proficiency. Around 90 % of respondents also study another Romanic language with the following ones stated: Spanish (62%), Italian (16%), Latin (11%) and Romanian (1%). Detailed information about each participant may be found in Appendix B and C.

#### **3.3 Materials and procedure**

The research was realised in the form of a questionnaire, which consisted of 6 questions related to personal information, 40 sentences to translate from French into English and 5 multiple-choice questions (see the whole questionnaire in Appendix D). The questionnaire was first elaborated and given to a set of 10 volunteers to ascertain that the time needed to complete it would not exceed 20 minutes.



Each sentence to translate was carefully chosen so that the questionnaire would include a great number of linguistic differences between the given languages. The sentences were elaborated on the basis of the researcher's own experience. Firstly, linguistic features in which French learners of English were considered prone to making mistakes were compiled and then sentences were composed.

As far as the five multiple-choice questions are concerned, these were used to render the observation of given linguistic features more feasible and to make the questionnaire easier for the respondents, and therefore to shorten the total amount of time needed to fill it in.

This method was chosen for reasons of practicality.

### 3.4 Results and analysis

The aim of this chapter is to present the results of the research and provide a thorough analysis of both parts of the questionnaire – the sentences to translate from French into English and the multiple-choice questions.

#### 3.4.1 Translation

The following table (the whole table can be seen in Appendix A) shows the linguistic categories within which the errors have occurred in the translation section of the questionnaire. The left column demonstrates the anticipated errors, whereas the right one displays the errors that had not been included in the initial hypothesis, yet were considered useful for this research. However, not all the errors could be subjected to analysis due to the limited extent of a bachelor thesis.

Table 2: Distribution of the committed errors

	EXPECTED	OTHERS
1	countability	
2	Countability	preposition
3	word order	
4	missing anticipatory 'it'	capital letter
5	local genitive	preposition
6	Preposition	
7	word order	

These were further divided into five categories according to which linguistic discipline they belong to: morphology, lexicology, syntax, pragmatics and orthography (see the distribution in table 2). The individual errors will be commented on following the order of the classification below.

For every sentence, a table was created to show the results. In the very left column, expected linguistic inconsistencies can be found, each of them placed within a more specific linguistic category. The next column is labelled ‘other linguistic inconsistencies’ as it includes errors that were not included in the initial hypothesis, yet were considered useful for this research. The next column presents the wrong answers, with the errors highlighted, and the number of times these have occurred. The last column displays the correct answers and their occurrence. The numbering of the sentences as it was in the questionnaire has not been altered.

The category of ‘others’ encompasses features that have occurred only in a few cases, such as a wrong word, an extra word, a missing word and cases that are not intelligible. Cases in which a respondent did not provide an answer have not been included. The overall number of mistakes might in certain cases exceed the total number of respondents since more than one error has been detected in some of the answers.

Since it is not possible to determine whether the inconsistencies stem from inattention or lack of knowledge, the words ‘mistake’ and ‘error’ will be used interchangeably.

Table 3: Classification of the committed errors within linguistic disciplines

<b>MORPOLOGY</b>	<b>LEXICOLOGY/SEMANTICS</b>
NOUNS	false friends
countability	wrong phraseme
genitive	meaning inconsistency/imprecision
ADJECTIVES	<b>SYNTAX</b>
superlative	word order
	double negation
PRONOUNS	missing deferred preposition
possessive pronoun	sequence of tenses
demonstrative pronoun	
indefinite pronoun	<b>ORTHOGRAPHY</b>

missing anticipatory it
VEBRS
verb tense
verb form
verb pattern
missing copula
ADVERBS
irregular adverb
missing adverb
PREPOSITION
wrong preposition
omission of a preposition

double consonant
capital letter
<b>PRAGMATICS</b>
person deixis

## MORPHOLOGY

### 3.4.1.1.1 Nouns

- Countability

In the following four examples, cases of errors related to countability were detected.

#### 1) C'est une bonne nouvelle!

Expected linguistic inconsistencies	Other inconsistencies	WRONG ANSWERS		CORRECT ANSWERS	
Countability		It is/this is/that is a good news!	199	It is/this is/that is good/great news!	124
	Others		17		
			<b>216</b>		<b>124</b>

In sentence 1, the negative transfer was quite prevalent, as almost two-thirds of respondents proved to be influenced by the French version and thus translated literally using an indefinite article. On the other hand, around a third of them provided a correct answer.

2) On a mangé du poulet ce midi.

Expected linguistic inconsistencies	Other inconsistencies	WRONG ANSWERS		CORRECT ANSWERS	
Countability		We ate <b>chickens</b> for lunch. / We ate <b>a chicken</b> this noon.	2	We had/ate chicken for lunch.	62
	Preposition	...at lunch.	94		
	Others		187		
			<b>283</b>		<b>62</b>

In sentence 2, the expected inconsistency appeared in a mere two cases. In one case, *du poulet* (*a piece of chicken*) was translated as *a chicken*, in the other one as *chickens*. In both cases, a tendency to use an article may be observed due to the French version. However, 62 respondents gave a correct answer, using a zero article.

25) Je fais mes devoirs.

Expected linguistic inconsistencies	Other linguistic inconsistencies	WRONG ANSWERS		CORRECT ANSWERS	
Verb tense		I do my homework.	71	I am doing my homework.	143
Countability		<b>homeworks</b>	85		

	Others		42		
			<b>216</b>		<b>143</b>

In sentence 25, 85 respondents transferred the countability of the word *devoir* (*homework*) into English, hence their use of plural form of this noun (*\*homeworks*).

36) Il a les cheveux bruns.

Expected linguistic inconsistencies	Other linguistic inconsistencies	WRONG ANSWERS		CORRECT ANSWERS	
Countability		He has brown <b>hairs.</b>	20	He has brown hair.	189
	Others		108		
			<b>128</b>		<b>189</b>

Sentence 36 shows another example of transfer concerning countability. Yet, only a fraction of respondents (20) translated applying the plural form from the French sentence into the English equivalent. More than half the participants responded correctly.

- Genitive

5) Je suis allé(e) chez Richard hier.

Expected linguistic inconsistencies	Other linguistic inconsistencies	WROG ANSWERS		CORRECT ANSWERS	
Local genitive		I went <b>to</b> <b>Richard</b> yesterday.	58	I went to Richard's yesterday.	81

	Preposition	I went at Richard's yesterday. / I went at Richard's home yesterday. / I went in Richard yesterday.	71		
Others			142		
			<b>271</b>		<b>81</b>

In sentence 5, a mistake pertaining to the use of local genitive appeared. 58 respondents literally translated the French version, thus omitting the genitive *-s*. By contrast, 81 of them provided a correct answer.

#### 3.4.1.1.2 adjectives

- Superlative

8) Quel est le pays le plus chaud dans le monde?

Expected linguistic inconsistencies	Other linguistic inconsistencies	WRONG ANSWERS		CORRECT ANSWERS	
Superlative		The most hot	20	What/Which is the hottest/the warmest What is the world's	132

				hottest country? country in/of the world?	
	Place of adjective	What is the country hottest/the most hot in the world?	12		
	Others		178		
			<b>210</b>		<b>132</b>

The anticipated mistake in sentence 3 concerns the form of superlative. A mere 20 respondents transferred the form as opposed to almost a third of them who provided a correct answer.

#### 3.4.1.1.3 Pronouns

In the following cases, several mistakes concerning pronouns were revealed.

- Possessive pronouns

#### 9) C'est son vélo. (celui de Madeleine)

<b>Expected linguistic inconsistencies</b>	<b>Other linguistic inconsistencies</b>	<b>WRONG ANSWERS</b>		<b>CORRECT ANSWERS</b>	
Dependant possessive pronoun		It is <b>his</b> bike.	4	It is her bike.	270
	Others		62		
			<b>66</b>		<b>270</b>

Merely 4 respondents erred in sentence 9 when they transferred the dependency of possessive pronouns on the related noun into English. Conversely, more than three-fourths of them answered correctly relating the pronoun to the person in possession.

10) Ce manteau est le mien.

<b>Expected linguistic inconsistencies</b>	<b>Other linguistic inconsistencies</b>	<b>WRONG ANSWERS</b>		<b>CORRECT ANSWERS</b>	
Independent possessive pronoun		This coat is <b>the mine.</b>	0	This coat is mine.	295
	Meaning Imprecision	It is my coat.	21		
	Others		14		
			<b>35</b>		<b>295</b>

Sentence 10 is the only case that did not reveal any occurrence of the anticipated mistake. None of the respondents transferred the definitive article in the form of an independent pronoun from French into English, consequently, almost everyone who provided an intelligible answer was correct.

- Demonstrative pronouns

11) Celui-ci est beau.

<b>Expected linguistic inconsistencies</b>	<b>Other linguistic inconsistencies</b>	<b>WRONG ANSWERS</b>		<b>CORRECT ANSWERS</b>	
Demonstrative pronoun		<b>This</b> is beautiful.	35	This one is beautiful/nice/pretty.	257
	Others		38		
			<b>73</b>		<b>257</b>



In sentence 11, an error relevant to the form of demonstrative pronouns occurred. 35 participants omitted the substantival proforma *one*, as opposed to a whole 257 who provided a correct answer.

- Indefinite pronouns

14) Tout le monde y était.

Expected linguistic inconsistencies	Other linguistic inconsistencies	WRONG ANSWERS		CORRECT ANSWERS	
Indefinite pronoun		All the world/ all people	7	Everyone/everybody was there.	208
	Verb form	Everybody were there.	81		
	Others		29		
			<b>117</b>		<b>208</b>

In sentence 14, a mere 7 respondents translated the indefinite pronoun *tout le monde* literally, whereas almost two-thirds of them used the correct equivalent.

- Missing anticipatory ‘it’

4) Nous sommes le 30 novembre.

Expected linguistic inconsistencies	Other inconsistencies	WRONG ANSWERS			CORRECT ANSWERS	
(missing) anticipatory ‘it’		We are the 30th of November.	87		It’s November 30th.	30

	Capital letter	novembre	69	Less natural	Today is the 30th of November. / Today is November the 30th.	30
	Others		133			
			<b>289</b>			<b>60</b>

A fourth of respondents erred in sentence 3, having followed the French version and thus providing a literal translation and omitting anticipatory ‘it’. Conversely, 30 participants answered correctly.

#### 3.4.1.1.4 Verbs

- Verb form

In the following 6 cases, mistakes regarding verb forms were found. Five of these were not included in the initial hypothesis.

#### 7) Elle a un nouveau manteau noir.

Expected linguistic inconsistencies	Other linguistic inconsistencies	WRONG ANSWERS			CORRECT ANSWERS	
	Verb form	She <b>have</b> a new black coat.	26		She has a new black coat.	232
Word order		She has a black new coat.	3			
	Others		72			
			<b>101</b>			<b>232</b>

Although 26 might seem as a relatively low number, the mistake concerning verb forms in sentence 7 was added to the analysis as the verb in question, *to have*, is one of the basic and first learnt verbs in English and thus it is quite surprising such mistakes occurred. On the other hand, more than two-thirds of respondents employed a correct verb form.

12) Le film dont nous avons parlé hier.

Expected linguistic inconsistencies	Other linguistic inconsistencies	WRONG ANSWERS		CORRECT ANSWERS	
Missing deferred preposition		The movie we talked/spoke yesterday-.	28	The movie/film (that/which) we talked/spoke about yesterday.	135
	Verb form	Talking Talk Have talked	49		
	Others		138		
			<b>215</b>		<b>135</b>

The choice of the right verb form in sentence 12 proved to be too difficult for 49 respondents, while 135 of them provided a correct answer.

14) Tout le monde y était.

Expected linguistic inconsistencies	Other linguistic inconsistencies	WRONG ANSWERS		CORRECT ANSWERS	
Indefinite pronoun		All the world/ all people	7	Everyone/everybody was there.	208
	Verb form	Everybody <b>were</b> there.	81		
	Others		29		
			<b>117</b>		<b>208</b>

Around a fourth of the participants used the indefinite pronoun *everyone/everybody* with the plural form of the verb, while almost two-thirds of them provided a correct answer using the singular form of the verb

18) L'un de nous doit y aller.

Expected linguistic inconsistencies	Other linguistic inconsistencies	WRONG ANSWERS		CORRECT ANSWERS	
Missing adverb		One of us has to go - .	189	One of us has to/must go there.	78
	Verb form	One of us <b>have</b> to go there.	46		
	Others		12		
			<b>247</b>		<b>78</b>

Similarly to sentence 7, a mistake in the form of the verb *to have* appeared in sentence 18 as well. In this case, it was slightly more frequent, occurring in 46 answers.

26) J'aurais dû rester au lit.

Expected linguistic inconsistencies	Other linguistic inconsistencies	WRONG ANSWERS		CORRECT ANSWERS	
Verb tense		I should stay in bed.	24	I should have stayed in bed.	132
	Verb form	I should have <b>stay</b> in bed.	46		
	Others		119		
			<b>189</b>		<b>132</b>

In sentence 26, a mistake in the form of a past participle was detected as 46 respondents only used the base form. It might have been transferred from the French version, where the verb *stay* is in the infinitive form.

27) Je viens de finir.

Expected linguistic inconsistencies	Other linguistic inconsistencies	WRONG ANSWERS		CORRECT ANSWERS	
Verb form		I just <b>finish</b> .	27	I have just finished.	72
	Others		91	I just finished.	121
			<b>118</b>		<b>193</b>

Only 27 respondents erred in sentence 27, transferring the present form of the verb in French into English. By contrast, almost a fourth of them chose the right form of the verb.

### 39) On n'a plus de lait.

Expected linguistic inconsistencies	Other linguistic inconsistencies	WRONG ANSWERS		CORRECT ANSWERS	
Double negation		We don't have no more milk.	1	We are out of milk. We don't have any milk left. We have no milk left. We don't have milk anymore.	182
	Present simple negation	We haven't milk anymore.	24		
	Others		106		
			<b>131</b>		<b>182</b>

Similarly to sentences 7 and 18, an error regarding the form of the verb *to have* was revealed in sentence 39, yet in this instance, it concerns the negative form. It was also added to the analysis for the same reasons as in the previous cases, despite the error being committed only by 24 respondents.

- Verb tense

In the following 8 sentences, examples of mistakes pertaining to the use of verb tenses appeared. More precisely, sentences 19, 20, 23, 24, 25 and 32 revealed mistakes related to the use of present tenses, sentence 26 contains an error regarding the past tense of modal verbs and sentence 34 an error concerning the difference between past simple and present perfect.

19) Il pleut.

Expected linguistic inconsistencies	Other linguistic inconsistencies	WRONG ANSWERS		CORRECT ANSWERS	
Verb tense		It rains.	20	It is raining.	288
	Others		24		
			<b>44</b>		<b>288</b>

In sentence 19, a mere 20 respondents translated using the present simple, forgetting about the present continuous. By contrast, more than three-fourths of them provided a correct answer.

20) Il ne neige pas beaucoup par ici.

Expected linguistic inconsistencies	Other linguistic inconsistencies	WRONG ANSWERS		CORRECT ANSWERS	
Verb tense		It is not snowing much around here.	31	It doesn't snow much/a lot around here.	100
	Others		177		
			<b>208</b>		<b>100</b>

In sentence 20, another mistake related to the system of present tenses occurred. Yet, similarly to the previous case, only 31 of the respondents answered using a wrong tense, while almost a third of them responded correctly.

### 23) Qu'est-ce que tu fais dans ta vie?

<b>Expected linguistic inconsistencies</b>	<b>Other linguistic inconsistencies</b>	<b>WRONG ANSWERS</b>		<b>CORRECT ANSWERS</b>	
Verb tense		What <b>are you</b> <b>doing</b> ...?	79	What do you do?	14
	Wrong phraseme	What do you do in life?	163	What do you do for a living?	73
	Others		18		
			<b>260</b>		<b>87</b>

Sentence 23 appeared to be the most difficult among the ones concerning present tenses, as the total number of wrong answers, 79, was the highest among them and furthermore, a mere 14 respondents provided an accurate answer.

### 24) Qu'est-ce que tu fais?

<b>Expected linguistic inconsistencies</b>	<b>Other linguistic inconsistencies</b>	<b>WRONG ANSWERS</b>		<b>CORRECT ANSWERS</b>	
Verb tense		What <b>do you</b> <b>do</b> ?	34	What are you doing?	279
	Others		27		
			<b>61</b>		<b>279</b>

The anticipated mistake in sentence 24 occurred only in 34 cases. By contrast, more than two-thirds of the participants used the right tense.



25) Je fais mes devoirs.

<b>Expected linguistic inconsistencies</b>	<b>Other linguistic inconsistencies</b>	<b>WRONG ANSWERS</b>		<b>CORRECT ANSWERS</b>	
Verb tense		I <b>do</b> my homework.	71	I am doing my homework.	143
Countability		Homeworks	85		
	Others		42		
			<b>216</b>		<b>143</b>

Sentence 25 was incorrectly translated by almost a fourth of the participants. Conversely, more than a third of them succeeded in answering correctly.

26) J'aurais dû rester au lit.

<b>Expected linguistic inconsistencies</b>	<b>Other linguistic inconsistencies</b>	<b>WRONG ANSWERS</b>		<b>CORRECT ANSWERS</b>	
Verb tense		I <b>should stay</b> in bed.	24	I should have stayed in bed.	132
	Verb form	I should have stay in bed.	46		
	Others		119		
			<b>189</b>		<b>132</b>

24 respondents struggled with the right form of modal verbs in the past form, thus providing an inaccurate answer, as opposed to 132 of them who answered correctly.

31) Je fais du tennis deux fois par semaine.

Expected linguistic inconsistencies	Other linguistic inconsistencies	WRONG ANSWERS		CORRECT ANSWERS	
Verb tense		I <b>am playing</b> tennis twice a week.	21	I play tennis twice a week.	188
Wrong phraseme		I do tennis twice a week.	24	Two times a week	22
	Others		70		
			<b>115</b>		<b>210</b>

In sentence 34, the use of a wrong tense occurred in 21 cases, whereas more than a half of the respondents opted for the right one.

34) Combien de phrases as-tu déjà écrit?

Expected linguistic inconsistencies	Other linguistic inconsistencies	WRONG ANSWERS		CORRECT ANSWERS	
Verb tense		How many sentences <b>did you</b> already <b>write</b> ?	34	How many sentences have you already written?	96
	Others		166	How many sentences have you written already?	15
			<b>202</b>		<b>111</b>

34 respondents transferred the use of a past simple from French into English in the context of sentence 34, while 96 of them answered accurately.

- Verb pattern

29) J'ai arrêté de fumer il y a 10 ans.

Expected linguistic inconsistencies	Other linguistic inconsistencies	WRONG ANSWERS		CORRECT ANSWERS	
Verb pattern		I stopped to smoke 10 years ago.	28	I stopped/quit smoking 10 years ago.	151
	Double consonant	Stopped	21		
	Others		106		
			<b>160</b>		<b>151</b>

Sentence 29 contains a mistake pertaining to verb patterns. 28 participants were influenced by the preposition linking the two verbs in French and thus translated using the wrong pattern 'to plus infinitive'. On the other hand, more than a third of them used the right, *-ing* pattern.

- Missing passive

28) On m'a dit qu'il avait été licencié.

Expected linguistic inconsistencies	Other linguistic inconsistencies	WRONG ANSWERS		CORRECT ANSWERS	
Missing passive		We told me	12	I was told (that) he had been fired.	32

	Sequence of tenses	I was told he was fired. /Someone told me he was fired.	83		
	Others		201		
			<b>296</b>		<b>32</b>

In sentence 28, 12 participants translated the pronoun *on* literally, thus omitting the required passive form. On the other hand, 32 of them provided a correct answer.

- Missing copula

The following three sentences all miss a copula. However, only few participants provided an incorrect answer.

37) J'ai 40 ans.

Expected linguistic inconsistencies	Other linguistic inconsistencies	WRONG ANSWERS		CORRECT ANSWERS	
Missing copula		I have	17	I am 40 (years old).	293
	Others		16		
			<b>33</b>		<b>293</b>

Among the three cases, sentence 37 produced the highest number of mistakes as 17 respondents translated it incorrectly, transferring the verb *to have* from the French version. Conversely, a whole 293 answered accurately.

38) J'ai soif.

Expected linguistic inconsistencies	Other linguistic inconsistencies	WRONG ANSWERS		CORRECT ANSWERS	
Missing copula		I <b>have</b> thirst.	3	I am thirsy.	252
	Others		53		
			<b>56</b>		<b>252</b>

A mere 3 respondents omitted the copulative verb *to be* in sentence 38. By contrast, more than two-thirds of them provided a correct answer.

40) Il a peur des araignées.

Expected linguistic inconsistencies	Other linguistic inconsistencies	WRONG ANSWERS		CORRECT ANSWERS		
Preposition		Scared about/by/from/with/to	56	He is afraid/scared of spiders.	165	
Missing copula		He <b>has</b> fear of spiders	3			
	Others		91			
			<b>150</b>		<b>165</b>	

Similarly to the previous case, only 3 participants translated sentence 40 omitting the copulative verb *to be*.

### 3.4.1.1.5 Adverbs

- Irregular adverb

31) Il faut travailler dur pour réussir.

Expected linguistic inconsistencies	Other linguistic inconsistencies	WRONG ANSWERS		CORRECT ANSWERS	
Irregular adverb		hardly	2	You have to/must/need to work hard to succeed/to be successful	103
Person deixis		We have to work hard.	52		
	Others		135		
			<b>211</b>		<b>103</b>

The anticipated mistake in sentence 31 concerns the form of irregular adverbs. This appeared to be relatively easy, since a mistake only occurred in 2 cases, whilst almost a third of the respondents replied correctly.

- Missing adverb

18) L'un de nous doit y aller.

Expected linguistic inconsistencies	Other linguistic inconsistencies	WRONG ANSWERS		CORRECT ANSWERS	
Missing adverb		One of us has to go .	189	One of us has to/must go there.	78

	Verb form	One of us have to go there.	46		
	Others		12		
			<b>247</b>		<b>78</b>

Sentence 18 seems to have been difficult as the adverb *there* was missing in a whole 189 answers. Furthermore, only 78 of the participants provided a correct response.

#### 3.4.1.1.6 Prepositions

- Wrong preposition

In the following 6 sentences, errors regarding the use of prepositions, either the use of an incorrect preposition or its omission, were detected.

#### 2) On a mangé du poulet ce midi.

Expected linguistic inconsistencies	Other inconsistencies	WRONG ANSWERS		CORRECT ANSWERS	
Countability		We ate chickens for lunch. /We ate a chicken this noon.	2	We had/ate chicken for lunch.	62
	Preposition	... <b>at</b> lunch.	94		
	Others		187		
			<b>283</b>		<b>62</b>

Around a fourth of the respondents chose the wrong preposition in sentence 2, whereas only 62 of them provided a correct answer.

32) Tu peux passer chez Richard pour récupérer les dossiers?

Expected linguistic inconsistencies	Other linguistic inconsistencies	WRONG ANSWERS		CORRECT ANSWERS	
False friend		pass	21	Can you stop by at Richard's to get the files? /Can you go to Richard's to get the files?	27
	Omission of a preposition	Can you stop by <span style="background-color: #90EE90;">█</span> Richard's/ to get the files?	30		
	Others		225		
			<b>276</b>		<b>27</b>

In sentence 33, 56 participants chose an incorrect preposition, as opposed to 165, whose answer was accurate.

6) Voici par quoi je vais commencer.

Expected linguistic inconsistencies	Other linguistic inconsistencies	WRONG ANSWERS			CORRECT ANSWERS	
Wrong preposition		Here is what I'll start <span style="background-color: #90EE90;">by</span> .	18		This/Here is what I	38



		I will start by this.			will/am going to start/begin with.	
	Others		222			
			<b>259</b>			<b>38</b>

In sentence 6, an incorrect preposition was used in a mere 18 cases, while a correct one was found in 38 of them.

15) Mon père et ma mère travaillent tous les deux à l'hôpital.

<b>Expected linguistic inconsistencies</b>	<b>Other linguistic inconsistencies</b>	<b>WRONG ANSWERS</b>		<b>CORRECT ANSWERS</b>	
Word order		My father and my mother work both	44	My father and my mother both work at the hospital. Both my father and my mother work.../ Both of my parents	109
	Preposition	In the hospital	39		
	Others		158		
			<b>241</b>		<b>109</b>

In addition to the anticipated error, another one related to the choice of a preposition was detected in sentence 5 since 39 respondents used a wrong one.

17) Il y avait de l'eau dans la caraffe. Il en a versé un peu dans son verre.  
(verser = to pour)

Expected linguistic inconsistencies	Other linguistic inconsistencies	WRONG ANSWERS		CORRECT ANSWERS	
Word order		There was some water in the carafe. He poured it a little into his glass	3	There was water in the carafe. He poured some/a little into his glass.	9
	Preposition	In his/the glass	128		
	Others		163		
			<b>294</b>		<b>9</b>

Apart from the expected mistake, sentence 17 also revealed an error in the use of a preposition. It appears to have been one of the most difficult parts of the questionnaire as more than a third of the participants erred using an incorrect preposition.

40) Il a peur des araignées.

Expected linguistic inconsistencies	Other linguistic inconsistencies	WRONG ANSWERS		CORRECT ANSWERS	
Preposition		Scared about/by/from/with/to	56	He is afraid/scared of spiders.	165
Missing copula		He has fear of spiders	3		
	Others		91		

			150		165	
--	--	--	-----	--	-----	--

In sentence 5, 56 participants chose an incorrect preposition, as opposed to 165, whose answer was accurate.

## LEXICOLOGY

- False friends

The following four sentences include a mistake regarding false friends.

13) Il s'est excusé.

Expected linguistic inconsistencies	Other inconsistencies	WRONG ANSWERS		CORRECT ANSWERS	
False friend		He <b>excused himself.</b>	13	He apologised/apologized.	215
	Others		91		
			<b>104</b>		<b>215</b>

The expected wrong answer coming from the literal translation *He excused himself* is wrong as *s'excuser* and *excuse oneself* are false friends. Approximately two thirds of respondents provided a correct answer, while a mere 13 followed the literal translation.

21) J'ai passé le code ce matin.

Expected linguistic inconsistencies	Other linguistic inconsistencies	WRONG ANSWERS		CORRECT ANSWERS	
False friend		I <b>passed</b> the code this morning.	98	I took/had my driving theory test this morning.	48

	Others		129		
			<b>227</b>		<b>48</b>

The false friend in sentence 21 appeared to be the most challenging among the four sentences as almost a third of the respondents were influenced by the French verb and thus translated it literally. On the other hand, 48 of them provided a correct answer.

### 33) Tu peux passer chez Richard pour récupérer les dossiers?

<b>Expected linguistic inconsistencies</b>	<b>Other linguistic inconsistencies</b>	<b>WRONG ANSWERS</b>		<b>CORRECT ANSWERS</b>	
False friend		Pass	21	Can you stop by at Richard's to get the files?/Can you go to Richard's..?	27
	Omission of a preposition	Can you stop by Richard's/ Richard/Richard's house to get the files?	30		
	Others		225		
			<b>276</b>		<b>27</b>

In comparison with the previous sentence, only 21 participants erred in sentence 33, as opposed to 27 of them who answered correctly.

35) Tu peux rester chez nous jusqu' à dimanche.

<b>Expected linguistic inconsistencies</b>	<b>Other linguistic inconsistencies</b>	<b>WRONG ANSWERS</b>		<b>CORRECT ANSWERS</b>	
False friend		Rest	2	You can stay at our place /at ours/with us until Sunday.	90
	Meaning inconsistency	You can stay at home until Sunday.	71		
	Others		149		
			<b>222</b>		<b>90</b>

In sentence 35, a mere 2 respondents were confused by the French version and therefore translated using a false friend. By contrast, almost a third of them answered correctly.

- Wrong phraseme

The following two sentences contain a wrong phraseme.

22) Il fait nuit.

<b>Expected linguistic inconsistencies</b>	<b>Other linguistic inconsistencies</b>	<b>WRONG ANSWERS</b>		<b>CORRECT ANSWERS</b>	
Wrong phraseme		It is night	137	It is dark.	74
	Others		96		

			233		74
--	--	--	-----	--	----

More than a third of the respondents used a wrong phraseme when translating sentence 22. Conversely, only 74 of them used the right one.

### 23) Qu'est-ce que tu fais dans ta vie?

Expected linguistic inconsistencies	Other linguistic inconsistencies	WRONG ANSWERS		CORRECT ANSWERS	
Verb tense		What are you doing...?	79	What do you do?	14
	Wrong phraseme	What do you do <b>in life</b> ?	163	What do you do for a living?	73
	Others		18		
			<b>260</b>		<b>87</b>

Sentence 23 revealed one of the highest number of mistakes – almost half the respondents translated literally using a redundant structure *in life* in English. On the other hand, almost a fourth of them provided a correct answer.

- Meaning inconsistency/imprecision

The following two sentences were in certain cases translated in such a way that a divergence in the meaning between the original and the result sentence occurred.

### 10) Ce manteau est le mien.

Expected linguistic inconsistencies	Other linguistic inconsistencies	WRONG ANSWERS		CORRECT ANSWERS	
Possessive pronoun		This coat is the mine.	0	This coat is mine.	295

	Meaning Imprecision	It is my coat.	21		
	Others		14		
			<b>35</b>		<b>295</b>

Given that the anticipated error in sentence 10 had no occurrence, another mistake was added to the analysis. 21 respondents translated the sentence slightly changing the meaning, nevertheless the alteration in the meaning did not hinder the correct interpretation. Moreover, more than three-fourths of them provided a correct answer.

30) En rentrant du travail, je me suis arrêté au parc pour manger mon goûter.

<b>Expected linguistic inconsistencies</b>	<b>Other linguistic inconsistencies</b>	<b>WRONG ANSWERS</b>		<b>CORRECT ANSWERS</b>	
Meaning inconsistency		When I got home from work, I stopped., When I come back to work When I come home	15	I stopped at the park to eat my snack.	25
	Others		235		

A mere 15 respondents committed the anticipated mistake in sentence 30, yet as opposed to the previous sentence, in this case, the mistake impeded a correct interpretation of the original sentence. Thus, it was the only case in which the mistake significantly changed the meaning. 25 participants provided a correct answer.

## SYNTAX

- Word order

The following four sentences contain an error pertaining to the distribution of words in a sentence.

3) J'ai toujours les mains froides.

Expected linguistic inconsistencies	Other inconsistencies	WRONG ANSWERS		Remarks	CORRECT ANSWERS	
Word order		I <b>have</b> <b>always</b> cold hands.	32		My hands are always cold.	91
				Less natural	I always have cold hands.	119
	Others		95			
			<b>127</b>			<b>210</b>

In sentence 3, a mistake in the placement of an adverb of frequency was detected in 32 cases, while almost two-thirds of participants placed it correctly.

7) Elle a un nouveau manteau noir.

Expected linguistic inconsistencies	Other linguistic inconsistencies	WRONG ANSWERS			CORRECT ANSWERS	



Verb form		She have a new black coat.	26		She has a new black coat.	232
Word order		She has a black new coat.	3			
	Others		72			
			<b>101</b>			<b>232</b>

One of the expected linguistic inconsistencies in sentence 10 concerns the order of adjectives. However, a mere 3 answers were incorrect regarding this aspect.

15) Mon père et ma mère travaillent tous les deux à l'hôpital.

Expected linguistic inconsistencies	Other linguistic inconsistencies	WRONG ANSWERS		CORRECT ANSWERS	
Word order		My father and my mother work both	44	My father and my mother/ Both (of) my parents both work at the hospital.	109
	Preposition	In the hospital	39		
	Others		158		
			<b>241</b>		<b>109</b>

In sentence 15, 44 of the respondents placed the pronoun *both* after the verb *work*, as opposed to almost a third of them who provided a correct answer.

17) Il y avait de l'eau dans la caraffe. Il en a versé un peu dans son verre.  
(verser = to pour)

Expected linguistic inconsistencies	Other linguistic inconsistencies	WRONG ANSWERS		CORRECT ANSWERS	
Word order		There was some water in the carafe. He poured <b>it a little</b> into his glass	3	There was water in the carafe. He poured some/a little into his glass.	9
	Preposition	In his/the glass	128		
	Others		163		
			<b>294</b>		<b>9</b>

Similarly to sentence 10, a mere three translations of the sentence 17 contained an error related to word order – in this case, an extra pronoun *it* was inserted before the pronoun *a little* imitating the French version.

- Negation

The use of double negation was detected in the following two sentences.

16) Je n'ai ni frère, ni sœur.

Expected linguistic inconsistencies	Other linguistic inconsistencies	WRONG ANSWERS		CORRECT ANSWERS	
Double negation		I <b>don't</b> have any brother <b>nor</b> sister.	17	I don't have any brother or sister.	147

				A brother or a sister I have neither a brother nor a sister. I have no brother and no sister.	
	Others		165		
			<b>182</b>		<b>147</b>

In sentence 6, only 17 answers contained double negation, whilst 147 of them did not.



### 39) On n'a plus de lait.

Expected linguistic inconsistencies	Other linguistic inconsistencies	WRONG ANSWERS		CORRECT ANSWERS	
Double negation		We <b>don't</b> have <b>no</b> more milk.	1	We are out of milk./ We don't have any milk left./ We have no milk left./ We don't have milk anymore.	182
	Present simple negation	We haven't milk anymore.	24		
	Others		106		
			<b>131</b>		<b>182</b>

Only one person used double negation in sentence 39, as opposed to more than half the respondents, who provided a correct answer.

- Deferred preposition

12) Le film dont nous avons parlé hier.

<b>Expected linguistic inconsistencies</b>	<b>Other linguistic inconsistencies</b>	<b>WRONG ANSWERS</b>		<b>CORRECT ANSWERS</b>	
Missing deferred preposition		The movie we talked  /spoke  yesterday.	28	The movie/film (that/which) we talked/spoke about yesterday.	135
	Verb form	Talking Talk Have talked	49		
	Others		138		
			<b>215</b>		<b>135</b>

In sentence 35, a deferred preposition was omitted in 28 cases, whilst 135 of the respondents translated it correctly.

- Sequence of tenses

28) On m'a dit qu'il avait été licencié.

<b>Expected linguistic inconsistencies</b>	<b>Other linguistic inconsistencies</b>	<b>WRONG ANSWERS</b>		<b>CORRECT ANSWERS</b>	

Missing passive		We told me...	12	I was told (that) he had been fired.	32
	Sequence of tenses	I was told he <b>was</b> <b>fired</b> ./Someone told me he <b>was</b> <b>fired</b> .	83		
	Others		201		
			<b>296</b>		<b>32</b>

In almost a quarter of the responses, sentence 28 included a mistake related to the sequence of tenses in reported speech.

## PRAGMATICS

- Wrong person deixis

31) Il faut travailler dur pour réussir.

Expected linguistic inconsistencies	Other linguistic inconsistencies	WRONG ANSWERS		CORRECT ANSWERS	
Irregular adverb		Hardly	2	You have to/must/need to work hard to succeed/to be successful	103
Person deixis		<b>We</b> have to work hard.	52		
	Others		135		

			<b>211</b>		<b>103</b>
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Sentence 31 demonstrates a mistake related to person deixis. Around 50 participants used the first person plural *we*, which is an indirect literal translation, as the original French version *Il faut travailler dur* could be paraphrased using the personal pronoun *on*. On the other hand, almost a third of the respondents provided a correct answer.

### ORTHOGRAPHY

In the following two sentences, mistakes in the field of orthography were revealed.

- Capital letter

4) Nous sommes le 30 novembre.

<b>Expected linguistic inconsistencies</b>	<b>Other inconsistencies</b>	<b>WRONG ANSWERS</b>			<b>CORRECT ANSWERS</b>	
Missing anticipatory 'it'		We are the 30th of November.	87		It's November 30th.	30
	Capital letter	November	69	Less natural	Today is the 30th of November./ Today is November the 30th.	30
	Others		133			
			<b>289</b>			<b>60</b>

Sentence 4 revealed that 69 of the participants had transferred the lower-cased letter from the French version of the word *novembre* into English.

- Double consonant

29) J'ai arrêté de fumer il y a 10 ans.

Expected linguistic inconsistencies	Other linguistic inconsistencies	WRONG ANSWERS		CORRECT ANSWERS	
Verb pattern		I stopped to smoke 10 years ago.	28	I stopped/quit smoking 10 years ago.	151
	Double consonant	Stopp <u>e</u> d	21		
	Others		106		
			<b>160</b>		<b>151</b>

As opposed to the previous sentence, where the mistake concerned the distribution of capital letters, sentence 29 contained a mistake related to consonant doubling in the past form of the verb *to stop*. 21 of the respondents did not double the consonant, as opposed to almost a half of them, who provided a correct answer.

### 3.4.2 Multiple-choice questions

This chapter will summarise the results of the multiple-choice questions part of the questionnaire. The individual answers were labelled A, B, C and D for the purpose of the analysis. In the first question, participants were asked to tick three correct answers and in the remaining four questions, there was only one correct answer.

1) Quand j'étais petit(e), chaque année, j'allais en vacances en Croatie.

CORRECT ANSWERS	A) When I was a child, I used to go to Croatia every year.	309
	B) When I was a child, I went to Croatia every year.	259
	C) When I was a child, I would go to Croatia every year.	127
WRONG ANSWER	D) When I was a child, I have gone to Croatia every year.	149

This sentence tested the participants' knowledge of past tenses, more precisely the ability to express repeated action in the past. Almost everyone labelled option 'A' as correct, more than two-thirds of respondents marked option 'B' as correct and more than a third of them also chose option 'C'. Conversely, more than a third of them also marked option 'D' as correct, yet it was the only incorrect one.

2) Si j'avais su, je t'aurais dit.

CORRECT ANSWER	A) If I had known, I would have told you.	194
WRONG ANSWERS	B) If I knew, I would have told you.	63
	C) If I had known, I would tell you.	41
	D) If I knew, I would tell you.	37

The second sentence assessed the participants' knowledge of the third conditional. More than two-thirds of them chose the correct answer (option A), as opposed to the remaining third, who chose one of the incorrect options. 63 of them labelled option B as correct and 41 of them chose option C, both option B and C being examples of mixed conditional and 37 marked option D as correct, which is a second conditional sentence.

3) Si je n'avais pas bu autant d'alcool hier soir, je ne me sentirais pas aussi mal maintenant.

CORRECT ANSWER	If I had not drunk as much alcohol last night, I would not feel that bad now.	175
WRONG ANSWERS	If I had not drunk as much alcohol last night, I would not feel that bad now.	98
	If I had not drunk as much alcohol last night, I would not have felt that bad now.	40
	If I had not drunk as much alcohol last night, I would not have felt that bad now	20

The third sentence evaluated the respondents' degree of familiarity with mixed conditionals. Around half of them selected the correct answer (option A), whereas the other half chose



one of the distractor options. 98 participants marked option B as correct, which included an incorrect form of past participle (*drank*), 40 of them chose option C, which was an example of the third conditional and 20 of them opted for option D, which combined both the mistakes from option B and C.

4) Je n'ai encore rien acheté pour Noël.

CORRECT ANSWER	A) I haven't bought anything for Christmas yet.	243
WRONG ANSWERS	B) I didn't buy anything for Christmas yet.	72
	C) I haven't bought for Christmas anything yet.	11
	D) I didn't buy for Christmas anything yet.	7

Sentence 4 examined the respondents' capacity to use present perfect. A whole 243 respondents selected the correct answer (option A), while only 90 of them picked one of the incorrect answers. 72 of them chose option B, which employs past tense instead of present perfect, 11 of them chose option C, which uses the correct tense, yet not the correct word order and a mere 7 of them selected option D, which is a combination of the two previous distractors.

5) Quand tu iras au Canada, tu comprendras pourquoi je voulais m'y installer.

CORRECT ANSWER	A) When you go to Canada, you will understand why I wanted to settle down there.	58
WRONG ANSWERS	B) When you will go to Canada, you will understand why I wanted to settle down there.	216
	C) When you go to Canada, you will to understand why I wanted to settle down there.	35
	D) When you will go to Canada, you will to understand why I wanted to settle down there.	21

Sentence 5 tested to what extent respondents are aware of the use of the present tense in time clauses. As expected, this proved to be the most difficult sentence of the questionnaire as a whole 311 respondents selected one of the incorrect options. 216 of them chose option B, which contains a future verb form in the time clause, 35 of them opted for option C, which encompasses an incorrect verb pattern (*will to understand*) and 21 of them selected option D, which fuses the errors from option B and C. By contrast, only 60 participants chose the correct answer, using the present tense (option A).

### 3.4.3 The influence of knowledge of other languages on the results

The participants were also asked to state other languages that they had been studying. Those who have been learning another Romanic language attained a higher average score of 20 correct answers out of 45, while those who stated that they had no knowledge of another Romanic language achieved an average score of 18,5. Thus, even though one might predict that knowledge of another Romanic language will exacerbate the negative interference, this has not proved to be true in this case, although the difference between the two groups is not significant. On the other hand, those who claim to be studying another Germanic language (only one case of Swedish, otherwise German) reached the highest average score of all these groups – 21,5, therefore, in this case, the logical assumption that the knowledge of another Germanic language will have a positive impact while studying English has been confirmed.

	Knowledge of another Romanic language	Knowledge of no other Romanic language	Knowledge of another Germanic language
Average score	20	18,5	21,5

#### 4 CONCLUSION

The main objective of this thesis was to investigate whether French as a mother tongue influences the mistakes that French learners make in English. The initial hypothesis is that negative interference occurs when French learners study English. Research was undertaken to render the thesis credible and to verify this hypothesis. The practical part was accompanied by thorough explanations of the related phenomena in the theoretical part.

The first part of this thesis sets the research within the relevant linguistic context. It describes all the theoretical concepts pertaining to the topic, including the process of acquisition of a language, negative transfer, the comparison of English and French, the related linguistic disciplines and teaching languages within the French educational system.

The second part of this thesis is devoted to the research. The participants are introduced, the materials and procedure are described and finally, the results of the research are analysed. The average score on the questionnaire was 19 (out of 45) and thus on average, the success rate was below 50%. Therefore, it may be concluded that French as a native language has a significant impact during the acquisition of English and thus the initial hypothesis may be declared as correct.

The relatively low success rate is due to a significant difference between the languages in question. Although both belong to the Indo-European family of languages, they do not share the same subfamily. Whereas English is a Germanic language, French belongs to the category of Italic languages. Consequently, it is evident that many differences arise between them.

Furthermore, even though English and French display features of both isolating languages and inflectional languages, and thus share a great number of characteristics, they also differ significantly since it is features of isolating languages that prevail in English, whereas what prevails in French are aspects of inflectional languages. Thus, it is clear that on the linguistic level, the two languages do not work in the same way.

When learning a foreign language, every human being has a natural tendency to apply structures and rules from their mother tongue, this thesis has proved that French learners of English are not an exception.

This thesis has certainly not exhausted all its potential and thus this topic might be further investigated, for instance, in other fields of linguistics, such as phonetics, which was not included.

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## 6 LIST OF APPENDICES

Appendix A – distribution of the committed errors within linguistic disciplines

Appendix B – information about the participants part 1

Appendix C – information about the participants part 2

Appendix D – questionnaire

### 6.1 Appendix A

	EXPECTED	OTHERS
1	countability	
2	Countability	Preposition
3	word order	
4	missing anticipatory 'it'	capital letter
5	local genitive	Preposition
6	preposition	
7	word order	
	verb form	
8	superlative	
	word order	
9	possessive pronoun	
10	possessive pronoun	meaning imprecision
11	demonstrative pronoun	
12	missing deferred preposition	verb form
13	false friend	
14	indefinite pronoun	verb form
15	word order	preposition
16	double negation	
17	word order	preposition
18	missing adverb	verb form
19	verb tense	
20	verb tense	
21	false friend	
22	wrong phraseme	
23	verb tense	wrong phraseme
24	verb tense	
25	verb tense	

	countability	
26	verb tense	verb form
27	verb form	
28	missing passive	sequence of tenses
29	verb pattern	double consonant
30	meaning inconsistency	
31	irregular adverb	person deixis
32	verb tense	
33	false friend	
34	verb tense	
35	false friend	
36	countability	
37	missing copula	
38	missing copula	
39	double negation	present simple negation
40	preposition	
	missing copula	

## 6.2 Appendix B

Sex	Vocation	Age
Female	student (major related to English)	21-30 years
Male	student (major related to English)	21-30 years
Female	student (major not related to English)	21-30 years
Female	student (major not related to English)	10-20 years
Female	student (major not related to English)	10-20 years
Female	student (major not related to English)	21-30 years
Female	student (major not related to English)	21-30 years
Female	university graduate	21-30 years
Female	university graduate	21-30 years
Female	student (major not related to English)	21-30 years
Female	student (major related to English)	21-30 years
Female	student (major related to English)	21-30 years
Female	student (major not related to English)	21-30 years
Female	student (major not related to English)	21-30 years
Female	student (major not related to English)	21-30 years
Female	student (major not related to English)	10-20 years



Male	student (major not related to English)	10-20 years
Female	student (major not related to English)	21-30 years
female	student (major not related to English)	21-30 years
female	student (major not related to English)	10-20 years
female	student (major not related to English)	21-30 years
male	student (major not related to English)	21-30 years
female	student (major not related to English)	10-20 years
male	student (major not related to English)	21-30 years
female	student (major related to English)	21-30 years
male	university graduate	21-30 years
male	university graduate	21-30 years
male	university graduate	41-50 years
male	university graduate	21-30 years
female	student (major not related to English)	10-20 years
female	student (major not related to English)	10-20 years
female	student (major not related to English)	10-20 years
female	student (major not related to English)	10-20 years
female	student (major not related to English)	10-20 years
female	student (major not related to English)	21-30 years
female	salarié(e)/travaillant(e) avec un BTS	41-50 years
female	university graduate	41-50 years
female	student (major related to English)	21-30 years
female	university graduate	21-30 years
female	student (major related to English)	21-30 years
female	salarié(e)/travaillant(e) avec un BTS	21-30 years
female	student (major not related to English)	21-30 years
female	student (major not related to English)	21-30 years
male	student (major not related to English)	21-30 years
female	student (major not related to English)	21-30 years
female	student (major not related to English)	10-20 years
female	student (major related to English)	10-20 years
female	student (major not related to English)	10-20 years
female	student (major not related to English)	21-30 years
female	student (major not related to English)	10-20 years
male	university graduate	31-40 years
female	university graduate	31-40 years
male	university graduate	31-40 years
male	university graduate	31-40 years
male	university graduate	51-60 years
male	salarié(e)/travaillant(e) avec un BTS	31-40 years
female	student (major not related to English)	21-30 years
female	student (major not related to English)	21-30 years
female	student (major not related to English)	21-30 years
female	student (major not related to English)	21-30 years
female	student (major not related to English)	10-20 years

male	student (major not related to English)	21-30 years
female	student (major not related to English)	21-30 years
female	student (major not related to English)	21-30 years
female	student (major not related to English)	21-30 years
female	student (major not related to English)	21-30 years
female	student (major not related to English)	10-20 years
female	student (major not related to English)	10-20 years
female	student (major not related to English)	10-20 years
female	student (major not related to English)	21-30 years
male	student (major not related to English)	31-40 years
female	student (major not related to English)	21-30 years
female	student (major not related to English)	21-30 years
female	student (major not related to English)	21-30 years
female	student (major not related to English)	21-30 years
female	student (major not related to English)	21-30 years
female	student (major not related to English)	21-30 years
female	student (major not related to English)	10-20 years
female	student (major not related to English)	21-30 years
female	student (major not related to English)	21-30 years
female	student (major not related to English)	21-30 years
female	student (major related to English)	21-30 years
female	student (major not related to English)	21-30 years
male	student (major not related to English)	31-40 years
female	student (major not related to English)	21-30 years
female	student (major not related to English)	21-30 years
female	university graduate	31-40 years
female	student (major related to English)	10-20 years
female	university graduate	21-30 years
female	salarié(e)/travailant(e) sans bac	21-30 years
female	lycéen(ne)	10-20 years
female	salarié(e)/travailant(e) sans bac	10-20 years
female	student (major not related to English)	10-20 years
female	university graduate	10-20 years
male	student (major not related to English)	10-20 years
female	student (major related to English)	10-20 years
female	student (major not related to English)	21-30 years
female	student (major not related to English)	10-20 years
female	student (major related to English)	21-30 years
female	student (major not related to English)	21-30 years
female	student (major not related to English)	10-20 years
female	student (major related to English)	21-30 years
female	student (major related to English)	21-30 years
female	student (major related to English)	21-30 years
female	student (major related to English)	21-30 years
female	student (major not related to English)	21-30 years







male	student (major not related to English)	10-20 years
male	student (major not related to English)	21-30 years
female	university graduate	21-30 years
male	university graduate	31-40 years
male	student (major not related to English)	21-30 years
female	student (major related to English)	10-20 years
female	student (major not related to English)	10-20 years
female	university graduate	41-50 years
female	student (major related to English)	10-20 years
male	student (major not related to English)	10-20 years
female	university graduate	51-60 years
male	salarié(e)/travailant(e) sans bac	51-60 years
male	student (major related to English)	10-20 years
female	student (major related to English)	10-20 years
female	student (major not related to English)	21-30 years
female	student (major related to English)	21-30 years
female	student (major not related to English)	10-20 years
male	student (major not related to English)	10-20 years
female	student (major not related to English)	21-30 years
female	student (major not related to English)	10-20 years
female	student (major related to English)	10-20 years
female	student (major not related to English)	10-20 years
male	student (major related to English)	21-30 years
male	student (major not related to English)	21-30 years
female	student (major related to English)	21-30 years
female	student (major not related to English)	21-30 years
female	student (major not related to English)	10-20 years
female	student (major not related to English)	21-30 years
female	student (major not related to English)	21-30 years
male	student (major related to English)	21-30 years
female	student (major related to English)	10-20 years
female	student (major related to English)	10-20 years
female	student (major not related to English)	21-30 years
female	student (major not related to English)	10-20 years
female	student (major related to English)	21-30 years
female	student (major related to English)	10-20 years
female	student (major not related to English)	21-30 years
female	student (major related to English)	10-20 years
female	student (major not related to English)	10-20 years
male	university graduate	21-30 years
male	student (major not related to English)	10-20 years
female	student (major not related to English)	10-20 years
female	student (major not related to English)	10-20 years
male	student (major related to English)	10-20 years
female	student (major not related to English)	10-20 years

male	student (major not related to English)	10-20 years
female	student (major related to English)	10-20 years
female	student (major not related to English)	10-20 years
female	student (major related to English)	
female	student (major related to English)	21-30 years
female	student (major not related to English)	10-20 years
female	student (major not related to English)	21-30 years
female	student (major related to English)	10-20 years
female	student (major not related to English)	10-20 years
male	student (major not related to English)	10-20 years
female	student (major not related to English)	10-20 years
female	student (major not related to English)	21-30 years
male	student (major related to English)	10-20 years
female	student (major not related to English)	21-30 years
female	student (major related to English)	10-20 years
female	student (major not related to English)	21-30 years
female	university graduate	41-50 years
male	student (major not related to English)	31-40 years
female	university graduate	21-30 years
female	student (major not related to English)	21-30 years
female	student (major not related to English)	21-30 years
female	student (major related to English)	21-30 years
female	student (major related to English)	10-20 years
female	student (major not related to English)	21-30 years
female	student (major related to English)	10-20 years
male	student (major not related to English)	21-30 years
female	student (major not related to English)	21-30 years
female	student (major not related to English)	10-20 years
female	student (major related to English)	10-20 years
female	student (major not related to English)	10-20 years
female	student (major related to English)	10-20 years
female	student (major related to English)	10-20 years
male	salarié(e)/travaillant(e) avec un BTS	21-30 years
female	student (major related to English)	21-30 years
male	student (major not related to English)	10-20 years
female	student (major related to English)	10-20 years
female	student (major related to English)	10-20 years
female	student (major not related to English)	10-20 years
male	student (major not related to English)	10-20 years
female	student (major related to English)	10-20 years
male	student (major not related to English)	10-20 years
female	student (major related to English)	10-20 years
female	student (major not related to English)	10-20 years
female	student (major related to English)	21-30 years
female	student (major related to English)	10-20 years

female	student (major not related to English)	10-20 years
female	student (major related to English)	10-20 years
female	student (major not related to English)	10-20 years
female	student (major related to English)	21-30 years
female	student (major not related to English)	21-30 years
female	student (major related to English)	10-20 years
female	student (major not related to English)	21-30 years
female	student (major related to English)	10-20 years
female	student (major not related to English)	10-20 years
male	student (major not related to English)	21-30 years
female	university graduate	21-30 years

### 6.3 Appendix C

Years of study of English	English level	Other languages
more than 10 years		
7-9 years		
more than 10 years		
7-9 years		
7-9 years		
more than 10 years		
7-9 years		
more than 10 years		
more than 10 years		
more than 10 years		
more than 10 years		
more than 10 years	B1	
7-9 years	B1	
more than 10 years	C1	German, Korean et Japanese
7-9 years	B1	Latin
7-9 years	B1	German, Latin
more than 10 years	C1	Spanish, Latin, Greek, Chinese
7-9 years	A2	
7-9 years	B1	
7-9 years	B1	Spanish
more than 10 years	C1	Spanish, Latin
more than 10 years	C1	German, Italian, Romanian
7-9 years	B2	German



more than 10 years	C1	Spanish, Chinese, Dutch
more than 10 years	C2	Spanish
more than 10 years	C2	Spanish
4-6 years	B2	German
more than 10 years	C1	Spanish
7-9 years	B1	German, Chinese
more than 10 years	C1	Spanish
more than 10 years	C1	Spanish, Latin
7-9 years	B2	Spanish
7-9 years	C1	Spanish, Japanese
more than 10 years	B2	
more than 10 years	A2	
	A2	
more than 10 years	C2	German, Spanish
more than 10 years	B2	
more than 10 years	C2	Arabic
7-9 years	B2	Spanish, Romanian, Arabic
7-9 years	B2	
more than 10 years	C2	Spanish
more than 10 years	A2	
more than 10 years	C1	
7-9 years	B1	German
4-6 years	C1	Spanish
7-9 years	C1	Spanish
more than 10 years	B2	Spanish
more than 10 years	A2	Spanish
more than 10 years	C1	
more than 10 years	A2	Spanish
more than 10 years	B2	
more than 10 years	C1	
more than 10 years	B2	
1-3 years	A2	
more than 10 years	B2	Spanish
more than 10 years	C1	Spanish, Japanese
7-9 years	B2	Spanish
more than 10 years	C1	German
7-9 years	B2	Spanish, Latin
7-9 years	A2	
more than 10 years	B1	
more than 10 years	A2	
more than 10 years	B1	
more than 10 years	B1	
more than 10 years	B1	
7-9 years	A2	
7-9 years	B1	

7-9 years	B1	
more than 10 years	B2	German
more than 10 years	B1	Spanish
more than 10 years	B2	Spanish
more than 10 years	B2	German
more than 10 years	B1	Spanish, Latin, Greek
more than 10 years	B2	Spanish
7-9 years	B1	
more than 10 years	C1	
more than 10 years	A2	German
more than 10 years	A2	
more than 10 years	C1	German, Italian
more than 10 years	C1	
more than 10 years	B1	German, Italian
7-9 years	B2	
more than 10 years	B1	Spanish
more than 10 years	C1	Spanish
7-9 years	B2	Spanish, Italian
more than 10 years	B1	Spanish
more than 10 years	A2	Spanish
4-6 years	B1	German
7-9 years	A1	
more than 10 years	B2	Spanish
7-9 years	A2	Spanish
7-9 years	B2	Spanish
more than 10 years	C1	Spanish
more than 10 years	B2	Spanish
7-9 years	B1	Spanish, Portugese
more than 10 years	B2	Spanish, Italian
more than 10 years	B2	Italian
more than 10 years	A2	Italian
7-9 years	C1	German
more than 10 years	C1	Spanish
more than 10 years	C1	Italian, Greek
more than 10 years	C2	
more than 10 years	C1	German
more than 10 years	B1	Chinese
7-9 years	B2	German
7-9 years	B1	
more than 10 years	C1	
more than 10 years	B1	German, Latin,
7-9 years	B2	Spanish, Japanese
more than 10 years	C1	Spanish
4-6 years	C1	Spanish

7-9 years	C1	Spanish, Italian
7-9 years	B1	Spanish, Polish
more than 10 years	B2	
7-9 years	B1	
more than 10 years	C1	Spanish, Latin, Greek
7-9 years	B2	Japanese
7-9 years	B2	Spanish, Russian
4-6 years	B2	Spanish, Italian
7-9 years	C1	German
7-9 years	C1	German
more than 10 years	C1	German
more than 10 years	B2	Spanish, Italian, Greek
more than 10 years	B1	Spanish
more than 10 years	A2	Spanish
4-6 years	A2	Spanish
7-9 years	B2	Spanish, Chinese (mandarin)
4-6 years	A2	German
more than 10 years	C2	
4-6 years	A2	German
7-9 years	C1	German, Latin
7-9 years	B2	Spanish, Italian
7-9 years	A2	Spanish, Latin
more than 10 years	C1	Spanish
7-9 years	B2	Spanish
7-9 years	B2	
7-9 years	B1	
7-9 years	B2	Spanish
more than 10 years	B2	German
7-9 years	A2	Spanish, Japanese
more than 10 years	B2	Spanish
		Spanish
7-9 years	B2	
7-9 years	B2	Spanish
more than 10 years	B2	German, Spanish, Italian
more than 10 years	B1	Spanish
more than 10 years	A2	
more than 10 years	A2	Spanish
more than 10 years	C1	Spanish
more than 10 years	B2	
more than 10 years	C1	Spanish
more than 10 years	C1	German
more than 10 years	A2	
more than 10 years	B1	Spanish
more than 10 years	A2	
7-9 years	B2	German

more than 10 years	C2	Spanish
4-6 years	B2	German
7-9 years	B1	Italian, Latin
4-6 years	C1	Spanish, Chinese
7-9 years	B1	
7-9 years	B2	Spanish
more than 10 years	C1	German, Spanish, Italian, Japanese, Chinese
7-9 years	C1	Spanish
more than 10 years	A2	
more than 10 years	B2	Spanish, Arabic
more than 10 years	C1	German
more than 10 years	C1	Spanish
more than 10 years	A2	Spanish, Italian, Latin
more than 10 years	B2	German
7-9 years	A2	
7-9 years	A2	Italian
4-6 years	B2	Spanish
7-9 years	C1	Italian
more than 10 years	B1	Latin
more than 10 years	B1	Creole
7-9 years	C1	German
7-9 years	B1	
more than 10 years	C2	Spanish, Afrikaans
more than 10 years	B2	Latin
more than 10 years	B2	Spanish, Chinese
more than 10 years	B2	German, Italian, Chinese
7-9 years	B2	Spanish, Arabic
more than 10 years	B1	German, Spanish
7-9 years	C1	Spanish, Italian
more than 10 years	A2	German
more than 10 years	B2	Spanish
7-9 years	B2	Spanish
more than 10 years	C1	German
more than 10 years	C1	German, Italian
more than 10 years	B2	
more than 10 years	C1	German
7-9 years	C1	
4-6 years	A2	German, Latin
7-9 years	B1	Spanish
more than 10 years	C1	Koreen
more than 10 years	B2	Spanish, Greek
7-9 years	C1	Spanish
7-9 years	A2	Spanish
7-9 years	B1	Spanish

more than 10 years	A2	Spanish
7-9 years	B1	Italian
more than 10 years	C1	
7-9 years	A2	Spanish
7-9 years	B1	Spanish
more than 10 years	B2	German, Japanese
7-9 years	C1	German, Spanish
7-9 years	B1	
4-6 years	B2	
7-9 years	C1	Spanish
more than 10 years	B1	Spanish
more than 10 years	C1	
7-9 years	B2	Spanish
more than 10 years	B2	Spanish, Latin
more than 10 years	C1	
more than 10 years	C1	Spanish
7-9 years	C1	Spanish
more than 10 years	C1	Italian, Latin
7-9 years	C1	German
7-9 years	B1	Spanish
7-9 years	A2	German
more than 10 years	C1	Spanish
more than 10 years	A2	Spanish
more than 10 years	B1	Spanish
7-9 years	C1	Spanish
more than 10 years	B1	
more than 10 years	B2	Spanish, Italian, Latin
7-9 years	C1	Spanish
more than 10 years	C1	German
7-9 years	B1	
more than 10 years	B2	Spanish, Italian
more than 10 years	B1	Spanish, Esperanto
more than 10 years	B1	German
7-9 years	A2	German
7-9 years	B2	
7-9 years	B1	Spanish
7-9 years	C1	Spanish
7-9 years	B2	
more than 10 years	B2	Spanish, Latin, Vietnamese, Japanese
more than 10 years	C1	Spanish
more than 10 years	B1	
more than 10 years	A2	German
more than 10 years	C1	German, Russian
7-9 years	B2	Spanish, Italian
more than 10 years	C1	Spanish

more than 10 years	B1	German, Italian
7-9 years	B2	Spanish, Latin
7-9 years	B1	German, Latin, Arabic
more than 10 years	A1	German, Latin, Romanian
more than 10 years	B1	Spanish, Russian
more than 10 years	C1	German, Italian
more than 10 years	B2	Spanish, Italian
7-9 years	C1	Spanish
4-6 years	B2	German
more than 10 years	B2	Spanish
more than 10 years	C1	Spanish, Japanese, Swedish, Welsh
7-9 years	B1	Spanish
more than 10 years	C2	Italian
more than 10 years	C1	Spanish, Italian
more than 10 years	C2	German, La langue des signes française
more than 10 years	B2	German
more than 10 years	C1	Spanish, , Portugais, Arabic
more than 10 years	B1	Latin
more than 10 years	B1	Spanish, Korean
more than 10 years	B1	German
more than 10 years	B2	German, Italian
more than 10 years	C1	Spanish
more than 10 years	B2	Spanish, Italian
more than 10 years	C1	German,
more than 10 years	B2	Italian
7-9 years	A2	Spanish
7-9 years	B2	Spanish, Chinese
more than 10 years	C1	German
more than 10 years	C1	
more than 10 years	B2	Spanish, Italian
4-6 years	B1	
more than 10 years	C1	
more than 10 years	B2	
more than 10 years	B2	Russian
more than 10 years	B2	Spanish
7-9 years	B1	Italian
7-9 years	C1	German
more than 10 years	C1	
7-9 years	C1	Spanish
7-9 years	B1	
		Spanish, Chinese
more than 10 years	C2	Spanish
more than 10 years	B2	Spanish, Latin
more than 10 years	B1	
4-6 years	C1	Spanish

7-9 years	B1	German
7-9 years	B1	Spanish
7-9 years	A2	German, Spanish
7-9 years	B1	
more than 10 years	C1	Spanish, Arabic
more than 10 years	B2	Spanish
4-6 years	C1	German, Mandarin
7-9 years	B1	Spanish
more than 10 years	B2	
	B1	German, Greek
more than 10 years	C2	Spanish, Japanese
4-6 years	B1	Spanish
more than 10 years	B2	Spanish
more than 10 years	C2	German, Spanish, Arabic, Hebrew, Hungarian, Japanese, Portugese
7-9 years	B1	Spanish, Italian, Latin, Greek
more than 10 years	A2	Spanish
1-3 years	B2	German, Italian
more than 10 years	C2	Spanish, Arabic et Korean
more than 10 years	A2	Italian
more than 10 years	B2	Spanish, Portugese
7-9 years	C1	German, Spanish, Italian, Japanese, Polish, Hindi, Korean
more than 10 years	C1	
more than 10 years	B2	German, Spanish, Korean et Japanese
7-9 years	B1	Spanish, Chinese
7-9 years	B1	Spanish
more than 10 years	C2	Spanish
more than 10 years	B2	Latin, Greek
7-9 years	B2	Spanish, Japanese
more than 10 years	C1	Spanish
7-9 years	B1	Spanish
more than 10 years	B2	German
more than 10 years	B2	German, Spanish
more than 10 years	C2	German, Latin, Chinese, Polish, Russian
7-9 years	C1	Spanish, Italian
more than 10 years	B2	Spanish, Italian,
more than 10 years	C2	Spanish, Latin
7-9 years	C1	German
7-9 years	B1	Spanish
7-9 years	B2	German, Italian
7-9 years	B1	German
more than 10 years	C1	Spanish
more than 10 years	B2	
more than 10 years	C1	
7-9 years	B2	Spanish

7-9 years	C1	German
7-9 years	B2	Spanish
more than 10 years	C1	Spanish
more than 10 years	C2	German, Spanish



## 6.4 Appendix D

### Informations générales

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*Une seule réponse possible.*

*Une seule réponse possible.*

*Une seule réponse possible.*

*Une seule réponse possible.*

**6 J'estime mon niveau d'anglais comme:**

*Une seule réponse possible.*

- A1 (débutant - découverte)
- A2 (élémentaire - survie)
- B1 (intermédiaire - niveau seuil)
- B2 (intermédiaire supérieur - niveau indépendant)
- C1 (avancé - autonomie)
- C2 (avancé supérieur - maîtrise)

**7. Apprenez/maitrisez-vous une autre langue?**

*Plusieurs réponses possibles.*

- l'allemand
- l'espagnol
- l'italien
- le latin
- le roumain
- d'autres
- Autre : \_\_\_\_\_

**Merci de traduire les phrases suivantes en anglais.**

14. C'est une bonne nouvelle!

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15. J'ai toujours les mains froides.

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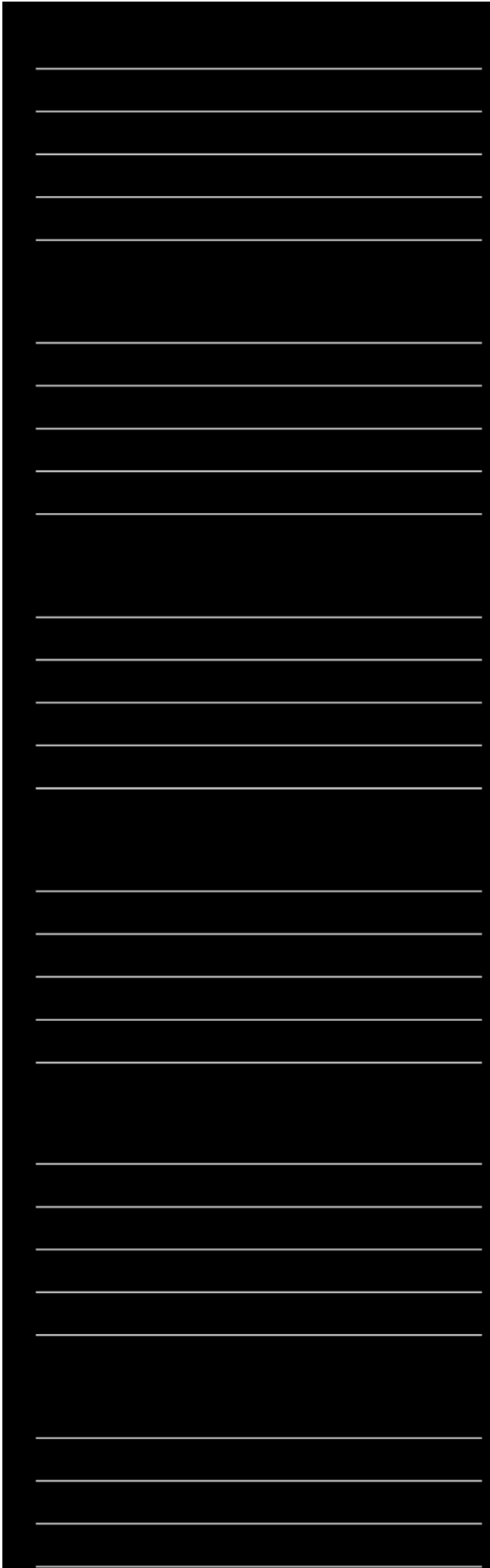
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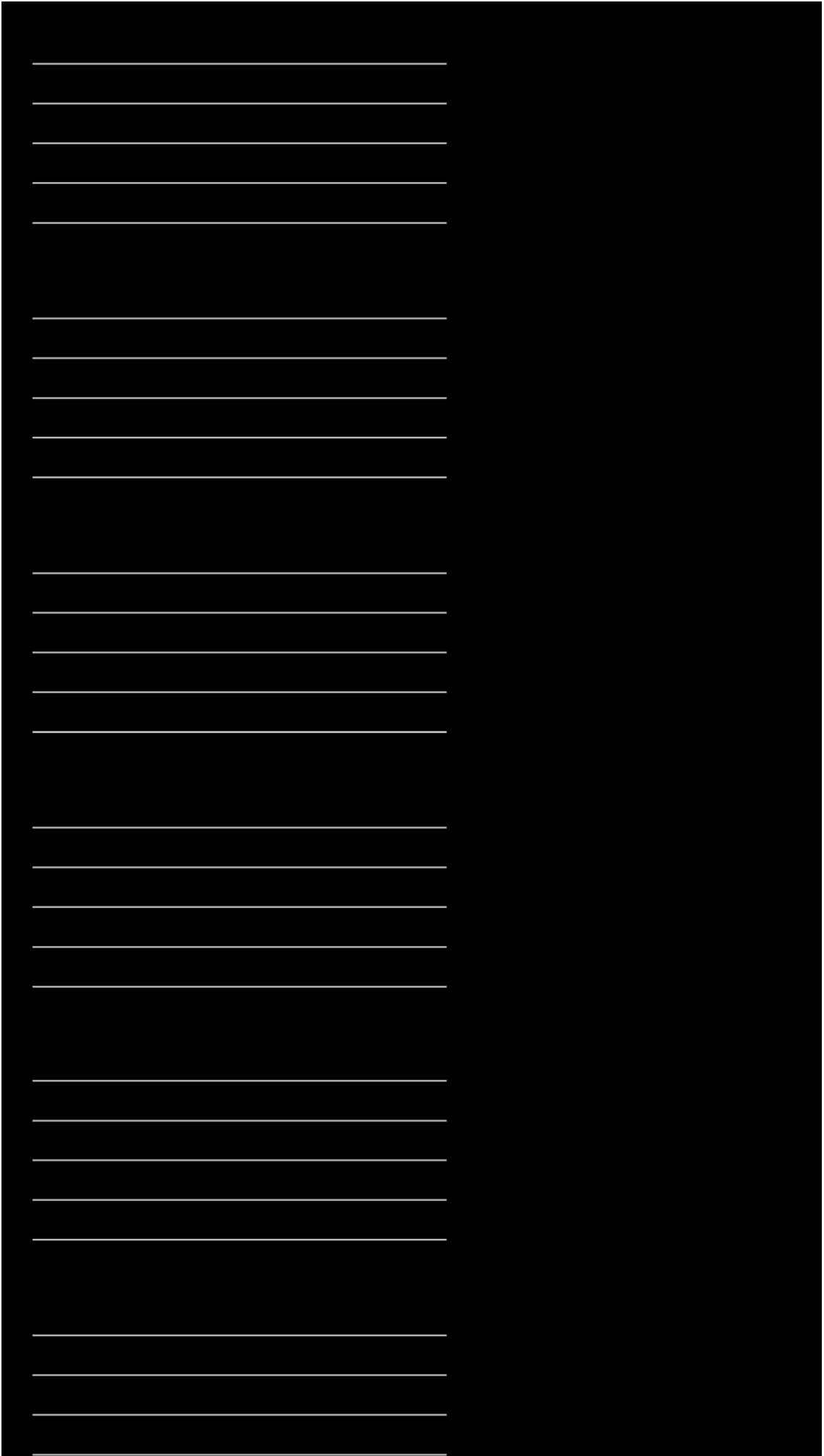
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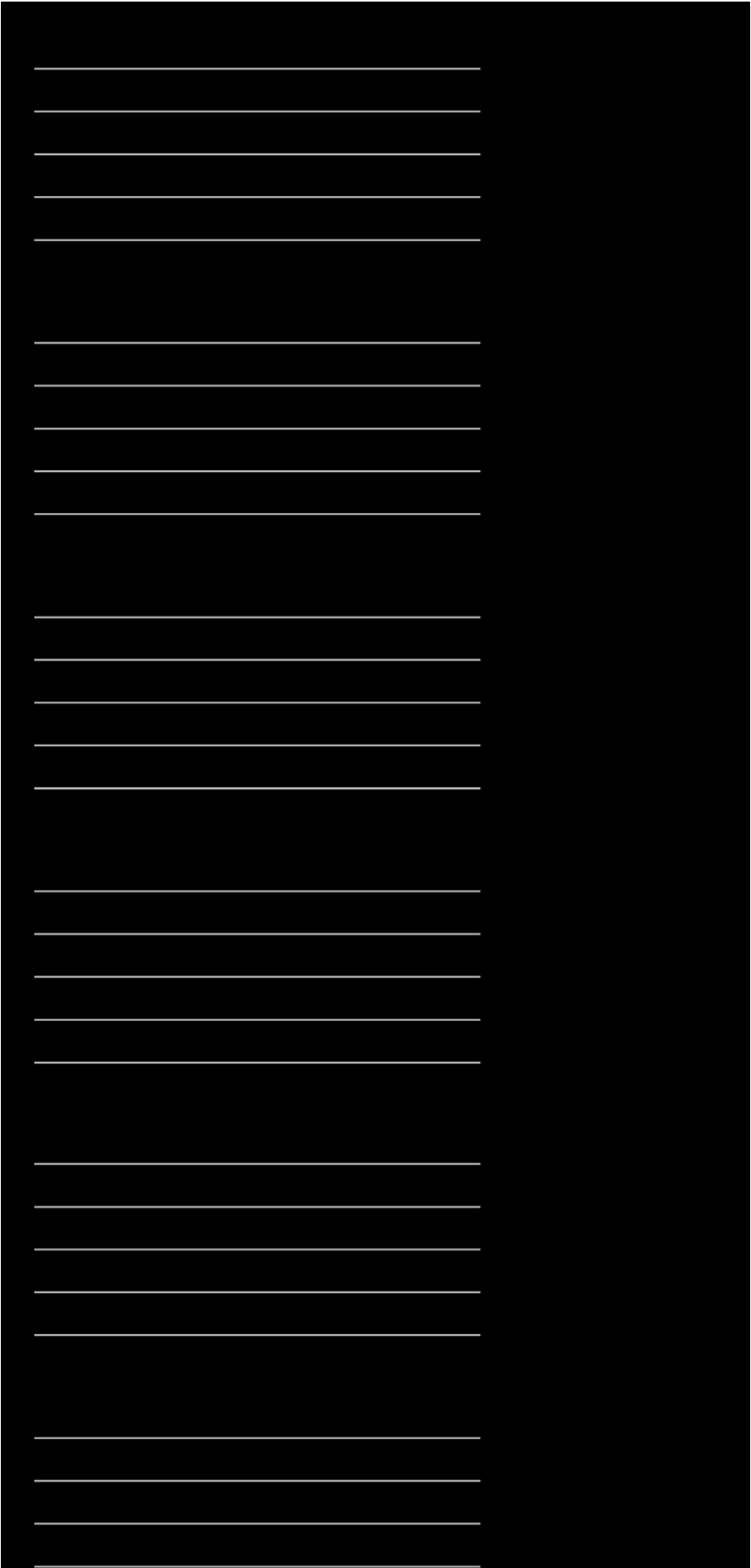




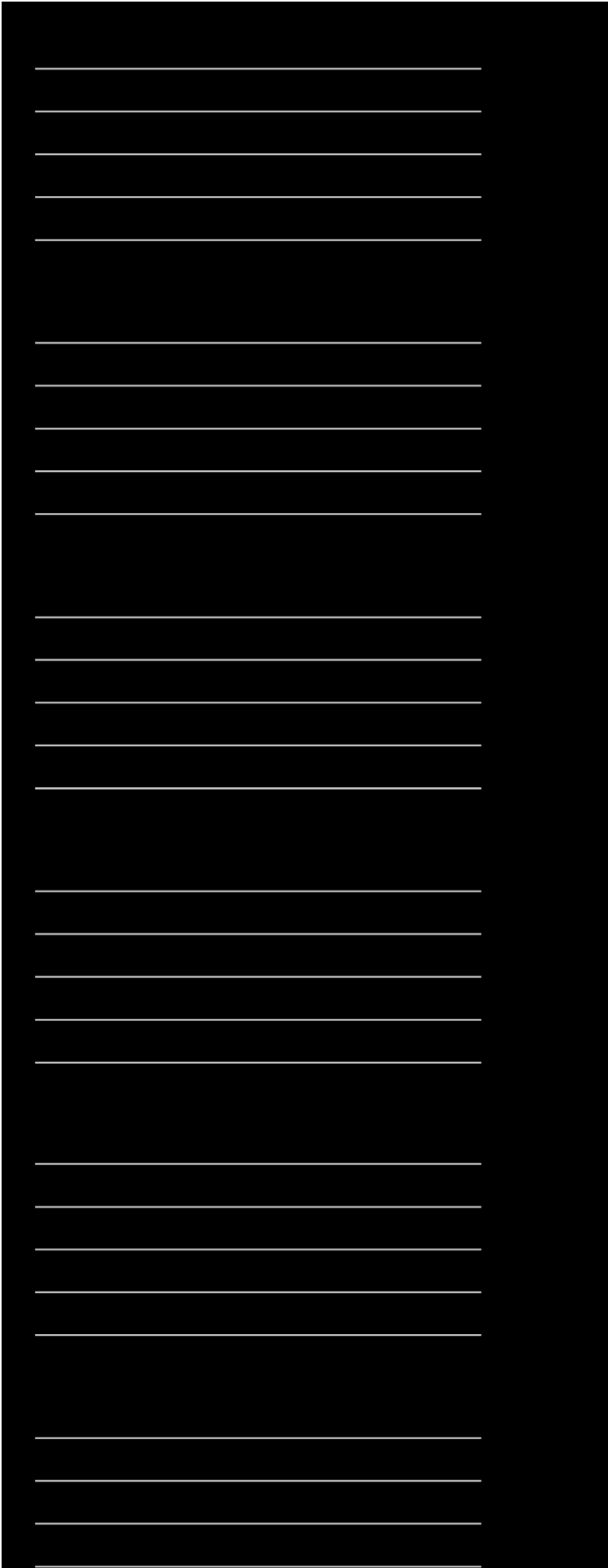












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*Plusieurs réponses possibles.*

*Une seule réponse possible.*

*Une seule réponse possible.*

*Une seule réponse possible.*

*Une seule réponse possible.*