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Editorial

La *Revue Internationale de Langue, Littérature, Culture et Civilisation* (RILLiCC) est une revue à comité de lecture en phase d'indexation recommandée par le Conseil Africain et Malgache pour l'Enseignement Supérieur (CAMES). Elle est la revue du Laboratoire de Recherche en Langues, Littérature, Culture et Civilisation Anglophones (LaReLLiCCA) dont elle publie les résultats des recherches en lien avec la recherche et la pédagogie sur des orientations innovantes et stimulantes à la vie et vision améliorées de l'académie et de la société. La revue accepte les textes qui cadrent avec des enjeux épistémologiques et des problématiques actuels pour être au rendez-vous de la contribution à la résolution des problèmes contemporains.

RILLiCC met en éveil son lectorat par rapport aux défis académiques et sociaux qui se posent en Afrique et dans le monde en matière de science littéraire et des crises éthiques. Il est établi que les difficultés du vivre-ensemble sont fondées sur le radicalisme et l'extrémisme violents. En effet, ces crises et manifestations ne sont que des effets des causes cachées dans l'imaginaire qu'il faut (re)modeler au grand bonheur collectif. Comme il convient de le noter ici, un grand défi se pose aux chercheurs qui se doivent aujourd'hui d'être conscients que la science littéraire n'est pas rétribuée à sa juste valeur quand elle se voit habillée sous leurs yeux du mythe d'Albatros ou d'un cymbale sonore. L'idée qui se cache malheureusement derrière cette mythologie est que la littérature ne semble pas contribuer efficacement à la résolution des problèmes de société comme les sciences exactes. Dire que la recherche a une valeur est une chose, le prouver en est une autre. La *Revue Internationale de Langue, Littérature, Culture et Civilisation* à travers les activités du LaReLLiCCA entend faire bénéficier à son lectorat et à sa société cible, les retombées d'une recherche appliquée.

Le comité spécialisé « Lettres et Sciences Humaines » du Conseil Africain et Malgache pour l'Enseignement Supérieur (CAMES) recommande l'utilisation harmonisée des styles de rédaction et la présente revue s'inscrit dans cette logique directrice en adoptant le style APA.

L'orientation éditoriale de cette revue inscrit les résultats pragmatiques et novateurs des recherches sur fond social de médiation, d'inclusion et de réciprocité qui permettent de maîtriser les racines du mal et réaliser les objectifs du développement durable déclencheurs de paix partagée.

Lomé, le 20 octobre 2020.

Le directeur de publication,

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Ligne éditoriale

Volume : La taille du manuscrit est comprise entre 4500 et 6000 mots.
Format: papier A4, Police: Times New Roman, Taille: 11,5, Interligne 1,15.

Ordre logique du texte

Un article doit être un tout cohérent. Les différents éléments de la structure doivent faire un tout cohérent avec le titre. Ainsi, tout texte soumis pour publication doit comporter:

- un titre en caractère d'imprimerie ; il doit être expressif et d'actualité, et ne doit pas excéder 24 mots ;
- un résumé en anglais-français, anglais-allemand, ou anglais-espagnol selon la langue utilisée pour rédiger l'article. Se limiter exclusivement à objectif/problématique, cadre théorique et méthodologique, et résultats. Aucun de ces résumés ne devra dépasser 150 mots ;
- des mots clés en français, en anglais, en allemand et en espagnol : entre 5 et 7 mots clés ;
- une introduction (un aperçu historique sur le sujet ou revue de la littérature en bref, une problématique, un cadre théorique et méthodologique, et une structure du travail) en 600 mots au maximum ;
- un développement dont les différents axes sont titrés. Il n'est autorisé que trois niveaux de titres. Pour le titrage, il est vivement recommandé d'utiliser les chiffres arabes ; les titres alphabétiques et alphanumériques ne sont pas acceptés ;
- une conclusion (rappel de la problématique, résumé très bref du travail réalisé, résultats obtenus, implémentation) en 400 mots au maximum ;
- liste des références : par ordre alphabétique des noms de familles des auteurs cités.

Références

Il n'est fait mention dans la liste de références que des sources effectivement utilisées (citées, paraphrasées, résumées) dans le texte de l'auteur. Pour leur présentation, la norme American Psychological Association (APA) ou références intégrées est exigée de tous les auteurs qui veulent faire publier leur texte dans la revue. Il est fait exigence aux auteurs de n'utiliser que la seule norme dans leur texte. Pour en savoir

plus, consultez ces normes sur Internet.

Présentation des notes référencées

Le comité de rédaction exige APA (Auteur, année : page). L'utilisation des notes de bas de pages n'intervient qu'à des fins d'explication complémentaire. La présentation des références en style métissé est formellement interdite.

La gestion des citations :

Longues citations : Les citations de plus de quarante (40) mots sont considérées comme longues ; elles doivent être mises en retrait dans le texte en interligne simple.

Les citations courtes : les citations d'un (1) à quarante (40) mots sont considérées comme courtes ; elles sont mises entre guillemets et intégrées au texte de l'auteur.

Résumé :

- ✓ Pour Pewissi (2017), le Womanisme transcende les cloisons du genre.
- ✓ Ourso (2013:12) trouve les voyelles qui débordent le cadre circonscrit comme des voyelles récalcitrantes.

Résumé ou paraphrase :

- ✓ Ourso (2013:12) trouve les voyelles qui débordent le cadre circonscrit comme des voyelles récalcitrantes.

Exemple de référence

Pour un livre

Collin, H. P. (1988). *Dictionary of Government and Politics*. UK: Peter Collin Publishing.

Pour un article tiré d'un ouvrage collectif

Gill, W. (1998/1990). "Writing and Language: Making the Silence Speak." In Sheila Ruth, *Issues in Feminism: An Introduction to Women's Studies*. London: Mayfield Publishing Company, Fourth Edition. Pp. 151-176.

Utilisation de Ibid., op. cit, sic entre autres

Ibidem (Ibid.) intervient à partir de la deuxième note d'une référence source citée. Ibid. est suivi du numéro de page si elle est différente de

référence mère dont elle est consécutive. Exemple : *ibid.*, ou *ibidem*, p. x.
Op. cit. signifie ‘la source pré-citée’. Il est utilisé quand, au lieu de deux références consécutives, une ou plusieurs sources sont intercalées. En ce moment, la deuxième des références consécutives exige l’usage de *op. cit.* suivi de la page si cette dernière diffère de la précédente.

Typographie

-La *Revue Internationale de Langue, Littérature, Culture et Civilisation* interdit tout soulignement et toute mise en gras des caractères ou des portions de textes.

-Les auteurs doivent respecter la typographie choisie concernant la ponctuation, les abréviations...

Tableaux, schémas et illustrations

Pour les textes contenant les tableaux, il est demandé aux auteurs de les numérotter en chiffres romains selon l’ordre de leur apparition dans le texte. Chaque tableau devra comporter un titre précis et une source propre. Par contre, les schémas et illustrations devront être numérotés en chiffres arabes et dans l’ordre d’apparition dans le texte.

La largeur des tableaux intégrés au travail doit être 10 cm maximum, format A4, orientation portrait.

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LINGUISTIQUE ET TRADUCTION

Pronunciation and Semantic Disorders Due to the Influence of the French Language on the EFL Secondary Students

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Abstract

The emphasis is laid on some English sounds and some cognates or false-friend words in French and English, which usually create confusion or negative transfer for the students while learning the English language. The results show that the learners do not know the basic differences of sounds: the sounds which do not exist in English and vice versa. Also, they think that the words spelled in the same way in both languages do have the same meaning. Class observation and Questionnaires are used to collect data; statistical frequency is also used for the analysis and interpretation of the results.

Keywords: disorders, students, pronunciation, transfer, cognates.

Résumé

L'accent est mis sur certains sons anglais et certains « faux amis » anglais qui créent généralement de la confusion ou un transfert négatif pour les élèves lors de l'apprentissage de la langue anglaise. Les résultats ont montré que les apprenants ne connaissent pas les différences fondamentales de sons : les sons qui n'existent pas en anglais et vice-versa. De plus, ils pensent que les mots épelés de la même manière dans les deux langues ont la même signification. Des observations de classe et des questionnaires sont utilisés pour collecter des données ; L'analyse statistique de fréquence est également utilisée pour interpréter les résultats.

Mots-clés : troubles, apprenants, prononciation, transfert, faux amis.

Introduction

The secondary school students' background in their second language is one of the major causes of their mispronunciation of the foreign language. In point of fact, they do not respect or do not pay much

attention to the rules which govern the English language, mainly in terms of pronunciation. Also, they usually make semantic confusion between cognates, especially those which are known as “false-friends”. The difficulty that the students face in pronouncing some words or in getting the right meaning of some English words, having the same or similar spelling as some French words, has its causes from diverse aspects of language learning.

One of the pitfalls for these students is phonological and lexico-semantic considerations. For instance, a student found it difficult to pronounce the ordinal number “**third**” or “**ninth**” while saying the date. Another student used the expression ‘*he diffuses*’ to mean ‘*he broadcasts*’. Therefore, it is of vital importance to pay attention to this kind of problem in order to find remedies to it. The question put forward to frame the content of this study is: *are the students aware of the pronunciation of the cognates (false-friends) and their related meanings?*

1. EFL Learners’ Background in French

One of the fundamental reasons for many learners' problems in learning English, as far as pronunciation is concerned, resides in the "difficulty" of producing correctly some (if not many) English sounds. Generally, this problem that Beninese EFL learners, who have French as their second language, face is due to the fact that they have essentially been trained or educated in French language since their nursery and primary schools. So, very early, they have acquired French language rules. As a result, they often keep their background in the French language while reading or speaking the English language. But the most salient point of their mispronunciation, which can be considered as a hindrance to conversations, is the one labelled under a sound system. There is always a temptation, or perhaps an easy way out, to transfer French sounds into English. Learners constantly reinforce the idea that both languages are similar and thus they tend to pronounce or understand the words as in the French language. Unfortunately, different pronunciations of the same sounds patterns do not ease the learner’s comprehension. For example, the first vowel sound in these words ‘cat’, ‘date’ and ‘america’ or the second vowel sound in ‘village’ / is written with the same letter /a/, but is pronounced differently; respectively, /kæt/, /deɪt/, /əmərikə/ and /vɪlɪdʒ/.

In lexico-semantic angle of view, the students get confused in terms of meaning and/or spelling, during their contacts with some words, because of particular characteristics of resemblance of these words:

- words having some **similarity** in spelling, but have different meanings. Examples: ‘dire’ ‘pour’, ‘coin’, attend...
- words **with different** spelling but have different or almost different meanings like ‘annoy’, ‘library’, lack, achieve ...

2. Contrastive Analysis and Interference Theory

Robert Lado (1957) describes a system of contrastive analysis which lays down how to carry out a rigorous step-by-step comparison of the L1 and the L2 in terms of their phonology, grammar, writing systems, and culture. Then, contrastive analysis can be defined as an investigation that uses inductive approach based on the distinctive elements in a language. It generally involves the comparison of two languages or subsystems of languages in order to determine both the differences and similarities between them. Likewise, Markey, A. (1998) thinks that:

One way that linguists and teachers have found to help students of English as a second language with their pronunciation is to use the results of a contrastive analysis of the two languages involved. A contrastive analysis looks at the similarities and differences of the native language and the target language, to see where potential problems may arise. It is important to note that both similarities and differences in the two languages can positively and negatively affect learning. (Markey, A.; 1998:1)

For this study, it is question of analysis of translational equivalence or study of interference in foreign language learning. Lado (1957) claims that the grammatical structure of the native language tends to be transferred to the foreign language, which leads to the major source of problems in the study and the acquisition of the foreign language: “In the comparison between the native and foreign language lies the key to ease difficulty in foreign language learning. Those elements that are similar to

his native language will be simple for him, and those elements that are different will be difficult” (Lado, 1957: 2).

Consequently, language teaching should concentrate on the points of difference, because the similarities would not produce an effect that can seriously damage communication. Contrastive analysis proponents believe that through description of both systems of the languages, the areas that might ease learning and or cause difficulty to the learner would be revealed, and a schedule prepared accordingly would provide the classroom teacher with ready material to make use of in the classroom.

However, CA was criticised for its empirical validity and theoretical foundations by some scholars like Wardhaugh (1970). Also, CA does not suit syntactic comparison, vocabulary and structure (Sweet, 1964). It mostly concentrates on ‘*interference*’, while cultural transfer which is one of the other principal objectives does not draw much attention. But still, contrastive analysis may have a great deal to contribute, and this contribution is not to be ignored. Either with its very limited meaning (as in the transfer of native-language rules to second language) or broad meaning (bilateral transfer of cultural, social norms between languages), interference has often been a moot point that closely concerns second-language acquisition.

3. Methodology and findings

3.1. Materials and Participants

The current paper studies a sample of 129 students from CEG2 Abomey-Calavi, CEG Tangbo-Djevie and the private secondary school *Méthodes et succès* in the upper sixth (Terminales A-B-C-D). Questionnaires, made of open-ended questions and closed-ended questions, are used to collect data from both the students and the lecturers.

The students’ questionnaire is made of three tasks. Task1 includes potential ‘*problematic*’ sounds and words; that is, among which there are those that the French learners generally have difficulty to utter according to a study conveyed by Ann Heather (2000). In task 2, the students were supposed to choose, on a list of ten English words along with their respective suggested French meanings, the French word having

equivalent meaning. Task 3 is to make the students read loudly the English words in the task 2. The rationale behind these tasks is twofold: the accuracy of the pronunciation of these words and their semantic appropriateness. As far as teachers are concerned, twelve (12) of their answers to the questionnaire were collected. The questionnaire comprises five questions. Each question has also four suggested answers and provides a free space for any possible answers. Moreover, the selected sounds are likely to be of the most problematic for the students. The symbols of representation of the sounds are the ones of IPA.

3.2. Data Collection

In the current study, three major predictor variables are determined - EFL learner's French backgrounds, his or her knowledge or not of the main different elements in both languages, as far as pronunciation and their reading comprehension about some words are concerned. The major criteria are the students' scores obtained from the tasks. To this end, in order to be sure that they all know or can recognize the sounds in competition, the tasks were presented in an explicit way. Here are some major steps taken during the collection of data:

- the questionnaire was presented into French so that the students can overcome the difficulties caused by an English version;
- after an explanation of the different tasks to perform and the preliminary instructions, the questionnaire was shared to the students;
- the students' performances and the teachers' answers were collected on the spot;
- The collected data are counted and tabulated;
- The data are analysed qualitatively, using statistical frequency analysis. The characteristics or categories are derived from the data without a predetermined scheme;
- The procedure consists of putting the different students' answers into groups to find out common patterns that emerged.

In order to ease the analysis of the results of this task, the learners' productions are fundamentally divided into two categories: **Category 1** gathers those who read without any mistakes (who produced sounds as it is required) or who gave more acceptable answers and **Category 2**

gathers those who gave less acceptable answers or who did not give any good answer. But for further details, each category is subdivided into four groups:

Group A: those who produced the selected sounds as it is required (Very good). The classification is done by counting the number of students' answers which show the accurate sounds; at least a number of 10 over the twelve required sounds.

Group B: those who gave acceptable answers. (Good). The classification is done by counting the number of students' answers which show the accurate sounds; a number between [6;9] over the twelve required sounds.

Group C: those who gave less acceptable answers (Quite good). The classification is done by counting the number of students' answers which show the accurate sounds; a number between [3;5] over the twelve required sounds.

Group D: those who did not give any acceptable answer. (Bad) The classification is done by counting the number of students' answers which show the accurate sounds; a number between [0; 2] over the twelve required sounds.

4. Findings and Analysis

The findings are categorized according to their specific aspects, which are presented by using frequency analysis.

4.1. Results of task 1

Here is the illustrative chart of the Students' pronunciations as categorized:

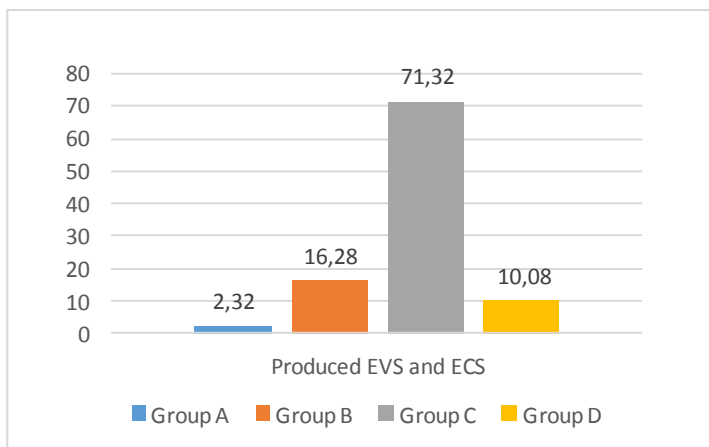


Fig 1: The Students' Production of the English Vowel Sounds (EVS) and English Consonant Sounds (ECS)

On this chart, students of category 1 (group A + group B) show poorer performance than students of category 2 (group C + group D). Only 18.60% of the students performed well in the production of the EVS and the ECS against 80.40% who did not score well. Furtherly, students in group C are very far ahead. It means that, most of the students find it difficult to pronounce the EVS and the ECS within the suggested words.

4.2. The Results Related to the Pronunciation Disorders: task 3

For this task, instead of making all the students read the words, it is a number of five per each class, chosen randomly, that have been selected. Specifically, there are twenty-five (25) students who performed task 3. Here is the illustrative chart.

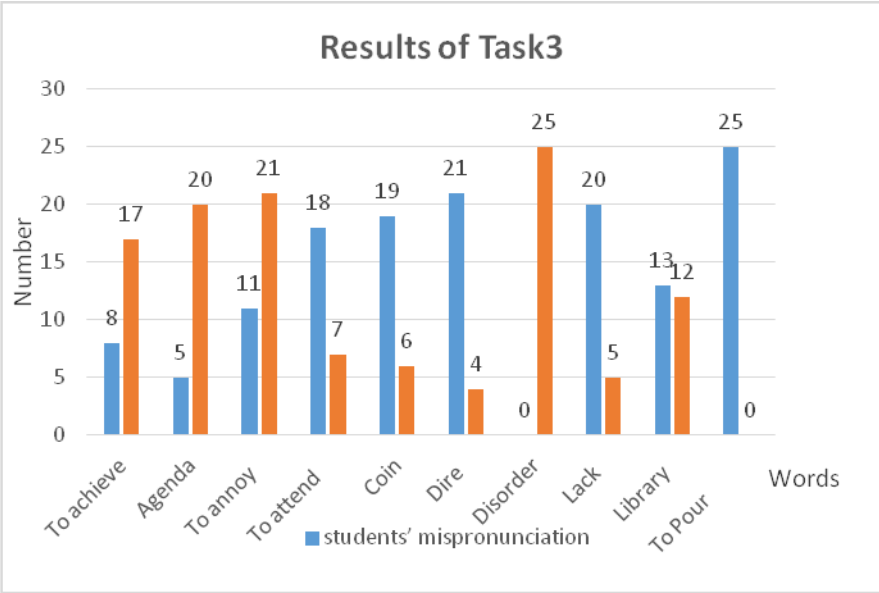


Fig 2: Students’ Results for Task 3

Based on this chart, there are six over ten, about sixty percent (60%), words that many students were not able to read with understandable pronunciation. However, words like *achieve*, *agenda*, *annoy* and *disorder* were quite easy for them to read with relatively acceptable pronunciation.

4.3. The Results Related to the Lexico-Semantic Disorders: task 2
Table 1: Students’ Results for Task 2

English word	French equivalent	Suggested French equivalent to the students	Students’ answer
To achieve	atteindre	a) achever	72
		b) atteindre	55
		d) autre	02
Agenda	menu	a) agenda	91
		b) menu	31
		d) autre	07
To annoy	énervé	a) ennuyer	84
		b) énerver	40
		c) difficulté	02
		d) autre	03

To attend	assister a	a) attendre	71
		b) assister a	52
		d) autre	6
Coin	pièce de monnaie	a) coin	45
		b) pièce de monnaie	69
		d) autre	15
Dire	sinistre/terrible	a) dire	22
		b) sinistre/terrible	89
		d) autre	18
Disorder	difficulté	a) désordre	76
		b) difficulté	2
		c) désordonné(e)	43
		d) autre	8
Lack	manque	a) lac	21
		b) manque	72
		c) lass	12
		autre	24
Library	bibliothèque	a) libraire	15
		b) bibliothèque	48
		c) librairie	63
		autre	3
To Pour	verser	a) pour	06
		b) verser	97
		c) autre	26

Almost the same treatment in task 1 occurs here as well, but with a slight modification in making intervals since there are 10 words to read. Each category is equally composed of the same number of words, either for the right answers or for the wrong answers. For example, category 1 stands for the set of students who fall in the interval [0;4] and category 2 is the set of those who gave good answers with a number that belongs to the interval [5;10]. So, the two categories are used for a surface analysis of the students' performances. This is illustrated by the following chart.

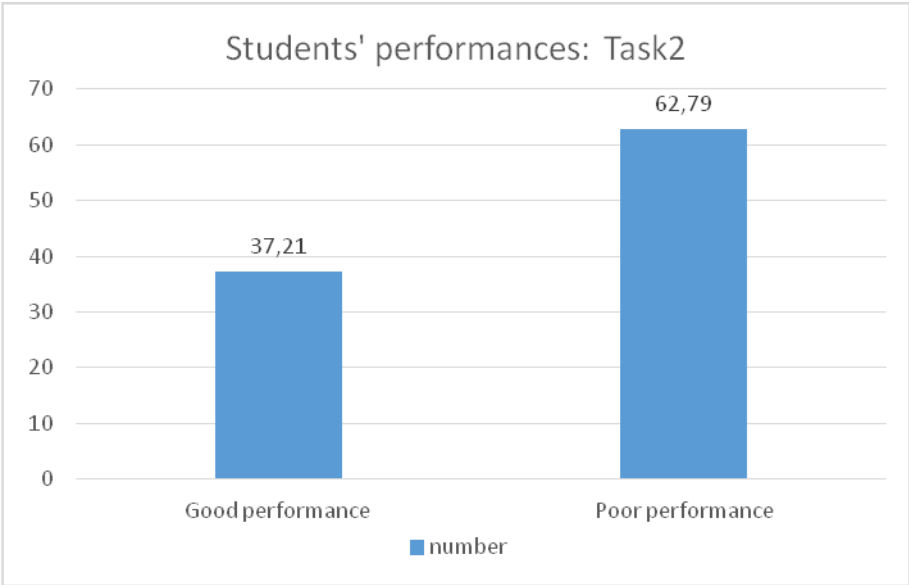


Fig 3: Students’ Performances for Task2

The chart clearly shows that there are many students whose performances of task2 are poor. There are about 63% of them. It means that these students did not find up to five good answers. On the opposite, 37% of them could show acceptable answers.

4.4. The Results Related to the Teachers’ Responses

For the first question of the questionnaire, the years of experience are grouped as follows: [1; 10]; [11; 20]; [21; 35]. Here are the responses that were collected:

Table 2: Teachers’ Answers

Question	Provided answer	Frequency	Percentage %
How long have you been teaching?	[1;10]	08	66.67
	[11;20]	03	25
	[21;35]	01	08.33
Students find it difficult to pronounce some English sounds or words. According to you, how often does this case occur in your classes?	usually	07	58.33
	often	05	41.67
	sometimes	0	0
	rarely	0	0
	other	0	0

How do you solve such problem? (Students find it difficult to pronounce some English sounds or words)	I make the students repeat the right pronunciation	10	83.33
	I give the students the phonological description	0	0
	I contrast the sound in both English and French	0	0
	I tell the students to find it by themselves	0	0
	Other	02	16.67
When students see an English word spelt similar to the French one, they seem to keep the French meaning of that word. How do you teach them the cognates words?	I teach them once in a while on my own initiative	0	0
	When the case occurs, I explain the different meanings	03	25
	When the case occurs, I present the two words and extrapolate to other similar cognates	09	75
	I have never seen such case	0	0
	Other	0	0
This research is about the Pronunciation and Semantic disorders due to French Influence on the EFL secondary students. How much concerned are you about this issue?	Not concerned at all	0	0
	Slightly concerned	0	0
	Somewhat concerned	0	0
	Extremely concerned	12	100
	Other	0	0

From this table, 67% of the teachers have, at most, ten years in teaching experience. Also, there are no teachers who have never come across such a case. The twelve teachers agreed that they have met such students' case. Mainly, about 58% of them confirmed that they usually encounter this problem and 42% of them said they often meet that too. As far as the techniques or methods to teach the cognates words are concerned, the

results show that the majority of the teachers make the students repeat the right pronunciation when the situation occurs. About 92% of the teachers were extremely concerned about the issue, but 8 % of the teachers were somewhat concerned, while none of them were slightly concerned or not at all concerned.

5. Discussions

In the course of this study, the analysis of the results shows that the students do not have the same difficulties or easiness to pronounce the selected EVS and ECS.

5.1. Graphemes versus Phonemes

Beninese EFL learners, especially the students in secondary schools, generally endeavor to learn pronunciations of words by looking at their spellings and consequently, mispronounce many of the English words. The spelling of French and English equivalent words contributes a lot to the students' mispronunciation. One of the great things about learning English words is that many words are spelled either identically or almost similar in French; although they are true or semi-true cognates.

During the analysis of the collected data, this aspect of the learners' mispronunciation has been noticed. They have kept the alphabetic letter sounds known as graphemes used to write words. That is, they do not read words according to the phonemes but rather according to the graphemes. For instance, some students read the words "*Achieve*" as [ɛʃɪv] keeping the alphabet spelling or [æʃɪv] by regarding the semantic resemblance. The latter case goes, in the same vein, as table 1 which shows that 21 of the 129 participants have read the sound /ə / in '*America*' like /æ/; for these students, '*America*' would be pronounced [æmerɪkæ] instead of [ə'merɪkə]. They have read these words exactly as in French language and sometimes play on their voices (the quality of the sound) by modifying a bit the way they should normally read in French. That is, they are aware of the fact that there should be a difference between the English and the French languages as far as pronunciation is concerned.

There is one point which is very interesting in the findings to raise. In English, the sound /ʃ/ is represented with the digraph “Sh”; while in French, the same sound is represented with the digraph “Ch”. It really makes EFL learners get confused. For example, in Table 1 there are 83 out of 129, about 64% of the students who made that kind of confusion. That is, while they are expected to produce the *voiceless postalveolar and fricative* sound [ʃ], they rather produced the *voiceless postalveolar and affricate* sound [tʃ]. This resembles a kind of background reflex. Most of the time, in the French language, the diagraph ‘ch’ followed by vowels is pronounced /ʃ/ as in the word “chuchoter”; whereas, in the English language in the same sequence and on the same condition, this diagraph may be pronounced in three different ways: /tʃ /, / k / or / ʃ / as in the words ‘chap’ /tʃæp/ ‘stomach’ /ˈstʌm.ək /; ‘champagne’ /ʃæmˈpeɪn/.

5.2. Graphemes versus Meaning

This subsection deals with the case that was found during the collection of data, mainly in the sense of a lexico-semantic analysis. In fact, the students have shown their ideas about the meaning of some words in the task 3, by keeping the graphemes which are very close to those in the French language. Many words in English have similar words in French. If students want to use this fact to guess the meaning of some words in English by comparing to their French resemblances, they have to be more careful about the counter examples. That is, the words that are spelled similarly in French and in English but have very different meaning in each language. There are two possible reasons which could bring them to behave in such a way. One reason is that the students keep either the pronunciation or the understanding of the words having the same graphemes like ‘coin’. The second reason is that the students imagine the closest pronunciation or understanding of the English words which are differently spelt in French.

In the category of the words with the same spelling, the two words have different meanings even though they are quite written in the same manner. For example, in the questionnaire distributed to the students, there are words like *agenda*, *dire*, *pour* and *coin*. Because of this identical spelling, most of the students usually think of the French similar words.

Unfortunately, the meanings of these words in the French language are far different from what is meant in the English language. Back to the previous examples, here are some students' productions:

Table 3. The cognates with same Spelling.

English words	Students' understanding	French meaning
Agenda	Diary	Menu, ordre du jour
<i>Dire</i>	To say	<i>sinistre/terrible</i>
<i>Pour</i>	For	<i>verser</i>
<i>Coin</i>	Corner	<i>pièce de monnaie</i>

The second category deals with words which look alike; one in the French language is similar to the one in English so that whenever the word is present, it immediately recalls its nearest similar one in the target language. Not only are they spelt differently in both languages, but also have different meanings. For example, some students thought that the word 'achieve' means 'achever' instead of '*atteindre/realiser*'. Here are other words present in the questionnaire:

Table 4. Some cognates with Different Spelling

English words	Students' understanding	French meaning
To annoy	To bore	<i>énervé</i>
To attend	To wait	<i>assister a</i>
Disorder	Mess	<i>Difficulté/trouble</i>
Lack	Lake	<i>manque</i>
Library	Book shop	<i>bibliothèque</i>

5.3. Some Inner Parameters

These resemblances of words in both languages cause confusion for the students to get the right pronunciation and meaning of words. Moreover, the fact that the students have difficulties in the production of some English sounds can further be justified by many parameters. Both, language learning and language acquisition are dependent on the inner and outer parameters. These inner elements include the age, the native or

second language, and to a certain extent the phonetic ability of the learner. Especially, the second language is one of the major parameters in this study. In fact, some English sounds do not exist in the French language. For example, vowels like [ʌ] as in *come*, [ɪ] as in *women*, [ə] as in *ago* do not exist in French. Aside these monophthongs, the diphthongs and triphthongs cannot be found in French sound system. Also, according to Ann Heather and Vincent Demazieres (2000), five ECS sounds do not exist in French at all: / θ / as in “**th**ank”, /ð/ as in “**th**at”, / r / as in “**far**”; / h / as in “**h**at”, and /ŋ/ as in “**si**ng” are not Found in French. If some students can pronounce some words, on communicative approach, like *annoy* or *disorder*, it is because of the similarity (between French and English) of the phonemes in each of these words. Of course, similarity is not equality.

6. Suggestions

Based on the analysis of the results which helps to understand more contour of the issue, it is important to set paths that will correct or, at least, awake much attention to how to avoid such disorders.

6.1. Improving Students’ Pronunciation

Both students and teachers are concerned with Pronunciation. Firstly, learners, in EFL context, do not spend much time in contact with the English language. The only moment they officially have is reduced to the classroom activities. So, students are advised to go beyond the classroom and to attend some other English programmes where they will be in real and live conversation. The extra-curriculum activities are very helpful for the EFL learners. The four skills in learning English are usually covered through diverse techniques. Students can discover the pronunciation and semantic disorders in question during the extra English programmes, which will help them to correct and internalise some basics of the language. Therefore, the students can practice and improve their level in the English language.

Also, during the class preparation, it is advisable teachers select the English sounds that are usually problematic for the students. Through the minimum pair technique, they would show contrast, on the one hand, between English sounds and, on the other hand, between French and

English sounds, mainly those which are not found in either language. For example, in the former case, bringing out the differences between / θ / and / f /; / v / and / ð /; or / ɪ / and / e /. In the latter case, / θ /, / ð / or / r / (not in French); [y] as in *rue* or [ø] as in *jeu* (*not in English*). Bringing students to be familiar with the segmental study will help them to avoid mispronunciation. Thus the importance of teachers' role in giving feedback on this language component is crucial for the students' correct pronunciations and efficiency of communication.

6.2. Reading and Speaking Skills

These two skills are like a junction where phonology and semantics meet. When English learners read, they naturally come across new words that they did not know before. The more variable books they read, the newer words they discover. They will go for the research of these words, so that they can find out not only what the words mean but especially how they are pronounced. By so doing, learners will increase their vocabulary, mainly in paying attention to the cognates, the false-friend words. They will use them in real contexts. The students who performed well in task 2 and Task 3, have surely come across with such words on some occasions during their reading and not necessary because they were taught by teachers.

6.3. Cognates: A Dictionary-Like for the False-Friends

It is important for both teachers and students to be familiar with the cognates, at least the most commonly used. Traditionally, there is no special treatment to the teaching of such words. What the students know about these words comes from their own learning; either by curiosity while reading or, when a teacher, by chance, drew his or her attention on some examples of these words. The former is much frequent and verified through the teachers' questionnaire, in the sense that almost no teacher teaches students the cognates on his or her own initiative. Facing this inadequate case, here is an example of some of these cognates.

In fact, the following presentation of these words should be seen as a particular form of lexicon. It is a helpful tool like any dictionaries in referring to these words. It is a worksheet. However, it is more advisable

to use them in sentences to help the students to internalize the maximum of these words.

Table 5. A Suggested Worksheet cognates: False-Friends

S/N	Cognates		English real meaning of the French word	French real meaning of the English word
	French word	English word		
1.	Agenda	agenda	appointment book/ diary	ordre du jour, menu
2.	Avertissement	advertisement	warning	Publicité
3.	Bribe	bribe	bit	pot-de-vin
4.	Caution	caution	guarantee	Prudence
5.	Coin	coin	corner	piece de monnaie
6.	Décevoir	to deceive	to disappoint	tromper, duper
7.	Délai	delay	time limit	Retard
8.	Désordre	disorder	mess	Difficulté
9.	Devise	devise	currency	concevoir/ inventer
10.	Grave:	a grave	serious	une tombe
11.	Issue	issue	exit	problème, question
12.	Journée	journey	day, daytime	voyage, trajet
13.	Librairie	library	bookshop	bibliothèque
14.	Médecin	medicine	doctor	médicament
15.	Monnaie	money	change	argent
16.	Pain:	pain:	bread	douleur
17.	Passer un examen	to pass an exam:	to take an exam	être reçu a un examen
18.	Pétrole	petrol	oil	essence
19.	Phrase	phrase	sentence	expression
20.	Physicien	physician	physicist	médecin
21.	Retirer	to retire	<u>withdraw</u>	retraite
22.	Stationnaire	stationery	stationary	fournitures (de bureau)
23.	Supplier	to supply	to implore	fournir

It is worth knowing that it is no use addressing a list of those words to the students at once, since word-lists are not usually advisable in teaching language. The list is a useful tool if teachers exemplify those words in sentences, instead of just keeping the list. It stands for cognates, the false-friends lexicon. However, this list is just a sample; it is a path to hundreds more.

Conclusion

Learning English as a Foreign Language (EFL) usually brings diverse difficulties for learners during the process of learning to pronounce sounds and to have a good understanding of some words they read. Examples of this situation are related to pronunciation and the awareness of the similarities or differences in meaning of some words between French and English.

Through a Contrastive Analysis, this paper has brought light on some disorders that the EFL learners, mainly the secondary school students, usually face during their learning process. The pronunciation and lexico-semantic disorders have been discussed. For the former, the results reveal that students' mispronunciation of some English words is due to the lack of the awareness of the difference between the graphemes and phonemes in English, on the one hand, and the absence of some English sounds in the French language on the other hand. For the latter, the inconsideration of the graphemes and meaning and the presence of the cognates are the major parameters that hinder the students to get the right meaning of some English words.

In fact, in English the lack of the knowledge of the cognates, the false-friends, and pronunciation is among the most serious difficulties that EFL learners have to overcome. These learners can make it if both the teacher and learner participate together in the appropriate teaching activities. Also, it can help the students to have a command of those confusing words mentioned in this study. The current study opens way to both teachers and students to tackle the cases mentioned above for proper correction of these mistakes and mispronunciations. Further studies will carry on from here for more researches like establishing some rules on

the interferences that can help the learners to predict and therefore to avoid the negative transfers.

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