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## Research Article

### USING ENGLISH LANGUAGE FOR TEACHING FRENCH TEXT BOOK (1) IN HIGH SECONDARY SCHOOLS IN SUDAN

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Model, English, French.

#### ABSTRACT

This study aims at investigating the usage of English language as a medium of instruction for teaching French language in high secondary schools text book one in Sudan. The study investigates the problems facing students in high secondary schools in Sudan in learning french language. The study employed the experimental research method. The students who learn french through the french text book of the government are used as a control group whilst the students who learn french through the model designed by the researcher used as an experimental one. The Objectives of the study are: facilitating learning process and shortening the period of learning besides enhancing and consolidating English language. The study followed these statistical methods: descriptive, experimental and the analytical one. The analysis was carried out through (SPSS). The results have supported the hypothesis with p-value 0.002. The study has reached these results: Using English language as a medium for instructing French language participates in facilitating learning process based on the similarities and minimizing the period of learning between the two languages besides enhancing and reinforcing the English language. Accordingly, the study recommends that this model should be used in high secondary schools in teaching french text book one the students who graduated from Sudanese universities, faculties of Art and Education in French sections should be trained in teaching this model for they are acquainted with the English language.

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#### INTRODUCTION

In the field of Education, languages are compared to get use of similarities in facilitating learning process. The model which was drawn by the researcher, participated in solving the problem of learning french through english.

The fundamental purpose of this research is to facilitate learning French language through English. The new words should be kept by heart to avoid misleading, over generalization and cultural diversity for some words in Arabic are feminine but they are muscular in French (considering that English is neutral in gender), otherwise the differences in culture will interfere and this makes the learning very difficult. Considerable number of orderly, logical and acceptable examples provided in compared way to facilitate learning.

The study is done on two groups, control group which was taught through the french book one of the ministry of education whilst the experimental group was taught through the model which was designed by the researcher.

#### Objectives of the Research

Objectives of the study are: facilitating learning process and shortening the period of learning besides enhancing and consolidating English language through regular repetition.

#### LITERATURE REVIEW

This chapter is completely devoted to the previous studies done in this particular domain (parts of speech in English and French, looking for similarities to facilitate learning and in the field of the difficulties). It deals with these subtitles, alphabet, punctuation, numerals, pronouns disjoints, pronouns used after prepositions), possessive pronouns in English compared with French ones, (depuis /pendant).

**Alphabet:-** L.S.R.BYRNE and E.L Churchill (1952.6) comprehensive French grammar

A	B	C	D	E	F	G	H	I	J	K	L	M
a	Be	ce	de	e	effe	ge	ache	il	ji	ka	elle	emnea
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
enne	O	pe	ku	erre	esse	te	u	ve	Double	ve	ics	I grec
												zede

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The alphabet in French is same as in English. Each letter has three dimensions (shape, sound and meaning).The alphabet in English and French are same in shape and different in sound and meaning. According to contrastive linguistics, when there is a similarity in one of these three dimension, this can facilitate learning process .the letter (w) however occurs only in words imported from other languages, and is pronounced as v except in a few words taken straight from English .In these it has the sound of the French (ou) in oui, (yes), oust (west), e.g. un week-end, le whisky.

**Punctuation:** L.S.R.BYRNE and E.L Churchill (1952.7) comprehensive French grammar

	Full stop	point
,	comma	virgule
;	Semi-colon	Point et virgule
:	colon	Deux point
?	Question mark	Point de interrogation
!	Exclamation mark	Point de exclamation
, ,	Inverted commas	Les guillemets
-	dash	tiret
-	hyphen	Trait d union
...	dots	Points suspensifs
()	Round brackets	parentthese
[ ]	Square brackets	crochets

Punctuations in both English and French have the same shape same meaning and different sound.

Parts of Speech	English Examples	French Examples
Nouns	man, time, life, hour, thing, object	homme, jour, monsieur, temps, vie, monde, enfant, heure, année, femme, pays, chose, travail
Verbs	to be, to have, to make, to do, to want, to come	être, avoir, faire, pouvoir, devoir, aller, voir, savoir, falloir, vouloir, prendre, donner, venir, trouver,
Pronouns	he, it, who, all, we, mine	il, se, qui, je, elle, ce, tout, on, que, nous, le, me, vous, lui, en, où, celui même, autre, grand, premier, petit,
Adjectives	big, small, same, other, beautiful, long, green	nouveau, certain, seul, jeune, dernier, bon, français, beau, long, canadien
Adverbs	not, very, less, so, always	ne, pas, plus, très, encore, peu, moins, là, ainsi, toujours
Determiners	the, a, any, some, my, his, her, two, three...	le, un, les, des, son, du, au, ce, la, leur, mon, deux
Prepositions	of, from, to, in, with, between, under,	de, à, en, dans, par, sur, avec, sans, entre, sous
Conjunctions	that, when, if, because, before, without	que, quand, lorsque, si, parceque, avantque, sans que

### Numerals

L.S.R.BYRNE and E.L Churchill (1952.62) comprehensive French grammar Numerals are of two kinds; Cardinal ordinal

0	zero	0	Zero
1.	Un/une	1st.	Premier/premiere
2.	deux	2nd.	Deuxieme
3.	trois	3rd.	Troisieme
4.	quatre	4th.	Quatrieme
5.	cinq	5th.	Cinquieme
6.	six	6th.	Sixieme
7.	sept	7th.	Septieme
8.	huit	8th.	Huitieme
9.	neuf	9th.	Neufieme
10.	dix	10th.	Dixieme
11.	onze	11th.	Onzieme
12.	douze	12th.	Douzieme

13.	trieze	13th.	Triezieme
14.	quatorze	14th.	Quatorzieme
15.	quinze	15th.	Quinzieme
16.	seize	16th.	Seizieme
17.	Disx-sept	17th.	Disx-septieme
18.	Dix-huit	18th.	Dix-huitieme
19.	dix-neuf	19th.	dix-neufieme
20.	vingt	20th.	Vingtieme
21.	Vingt et un/une	21st.	Vingt et unieme
22.	Vingt-deux	22nd.	Vingt-deuxieme
30.	trente	30th.	Trentieme
31.	Trente et un/une	31st.	Trente et unieme
32.	Trentedeux	32nd.	Trentedeuxieme
40.	quarante	40th.	Quarantieme
41.	quarante et un/une	41st.	quarante et unieme
42.	Quarantedeux	42nd.	Quarantedeuxieme
50.	cinquante	50th.	Cinquantieme
51.	Cinquante et un/une	51st.	Cinquante et unieme
52.	Cinquantedeux	52nd.	Cinquantedeuxieme
60.	soixante	60th.	Soixantieme
61.	Soixante et un/une	61st.	Soixante et unieme
62.	Soixantedeux	62nd.	Soixantedeuxieme
70.	Soixante-dix	70th.	Soixante-dixieme
71.	Soixante et onze	71st.	Soixante et onzieme
72.	Soixante-douze	72nd.	Soixante-douzieme
80.	Uatre-vingts	80th.	Uatre-vingtieme
81.	Quatre-vingt-un/une	81st.	Quatre-vingt-unieme
82.	Quatre-vingt-deux	82nd.	Quatre-vingt-deuxieme
90.	Quatre-vingt-dix	90th.	Quatre-vingt-dixieme
91.	Quatre-vingt-onze	91st.	Quatre-vingt-onzieme
92.	Quatre-vingt-douze	92nd.	Quatre-vingt-douzieme
100.	cent	100th..	Centieme
101.	Cent un/une	101st.	Cent unieme
102.	Cent deux	102nd.	Cent deuxieme
200.	Deux-cents	200th.	Deux-centieme
1000.	mille	1000th.	Millieme
1001.	Mille un/une	1001st.	Mille unieme
1500.	Mille cinq cents	1500th.	Mille cinqcentieme
10,000.	Dix mille	10,000th.	Dix millieme

### Pronnom Disjoints

My home	Chez moi
Your home	Chez toi
His home	Chez lui
Her home	Chez elle
Ones home	Chez soi
Our home	Chez nous
Your home	Chez vous
Their home(m)	Chez eux
Their home (f)	Chez elles

### Meme

myself	Moi-meme
yourself	toi-meme
himself	lui-meme
herself	elle-meme
oneself	soi-meme
ourselves	nous-meme
yourselves	vous-meme
Themselves(m.)	eux-meme
Themselves(f.)	elle-meme

### After etre

It is I	cestmoi
It is you	Cesttoi
It is he	Cestlui
It is she	Cestelle
It is we	Cest nous
It is you	Cestvous
It is they (m)	Cestsonteux
It is they (f)	Cestsontelles

**In a double subject**

He and his sister came My mother and I are going.	Lui et sasoeursontvenus. Ma mere et moi nous allons.
--	---

**I haven't either/ neither have I**

<b>He hasn't any. neither have I.</b> I didn't eat .he didn't either. He wont come. neither will they.	<b>Il n en a pas.(ni) moi non plus</b> Je ne pas mange.(ni) lui non plus Il ne viendra pas.(ni) eux non plus
--	--

**Chaque/chaqun**

<b>each boy</b>	<b>Chaque garçon</b>
Each	chacun
Each of the boys	Chacun des garçons
Each girl	Chaquejeunefille
each	chacune
Each of the ggirlsil	Chacune des jeunesfilles

**Quelque/quelques-uns**

<b>A few boys</b>	<b>Quelquesgarçons</b>
A few	Quelques-uns
A few of the boys	Quelues-uns des garçons
I saw a few	J en ai vu uelues-uns
A few girls	Quelquesjeunesfilles
A few	Quelues-une
A few of the girls	Quelues-unes des jeunesfilles
I met a few	J en airencontrequeluesunes

**The use of (en) meaning [in, on, while, by, through]**

<b>With who</b>	<b>Avec qui</b>
With which	Avec lequell
With what	Avec quoi
Each of the ggirlsil	Chacune des jeunesfilles

**Quelque/quelques-uns**

<b>A few boys</b>	<b>Quelquesgarçons</b>
A few	Quelques-uns
A few of the boys	Quelues-uns des garçons
I saw a few	J en ai vu uelues-uns
A few girls	Quelquesjeunesfilles
A few	Quelues-une
A few of the girls	Quelues-unes des jeunesfilles
I met a few	J en airencontrequeluesunes

**The use of (en) meaning [in, on, while, by, through]**

<b>Yes</b>	<b>(no,not,not at all)</b>	<b>Oui (si)</b>	<b>(non,ne..pas,ne..pas de tout</b>
Some body	no body	Quelqu'un	ne....personne
Something	nothing	Quelque chose	ne.....rien
Always	never	Toujours	ne...jamais
Ever	never	Jamais	ne..jamais
Still	(no more, no longer)	Encore	ne..plus
Already	not yet	Déjà	ne..pas encore
Somewhere	nowhere	Quelquepart	ne..nulle part
Only		Ne..que	
neither		Ne..ni..ni	

**Depuis—Pendant**

I have been working for ten minutes. I worked for ten minutes. How long have you been working? How long had you been working?	Je travaillaisdepuis dix minutes J aitravaille pendant dix minutes. Depuiscombien de tempstravaillezvous? Depuiscombien de tempstravailliezvous?
--	---

**Savoir and Connaître follow the depuis pattern when used with (have, has, had and an expression of time)**

<b>I have known John for a year</b>	<b>Je connais Jean depuis un an.</b>
I had known John for a year	Je connaissais Jean depuis un an.
How long have you known it?	Depuisquand le savez –vous ?
How long had you known it?	Depuisquand le saviez –vous ?
How long are you here ?	Pour combien de temps êtes-vousici ?
I am here for three days	Je suisici pour trios jours
I have enough to do for two weeks	J en aiassez pour deuxsemaines

**Methodology of the Study and the Sample of the Study**

The expriment was conducted at almanar high secondary school in West darfur state in Genena town in Sudan. The sample chosen for the study consists of two classes. All the students chosen for the study have the same linguistic background, and they are all shared Arabic language as native speakers, they all started learning English as a foreign language at the age of ten, At the 5th level of the basic school and started learning French in higher secondary school at level one. two classes at the same level from the same school are taught french language the first was taught through the french text book (1)(control group), whilst the other was taught through the model which was designed by the researcher (exprimental group). The students in the two groups shared the other subjects; Slamic Studies, Arabic, Geography, Biology and Math. at the end of the acadic year the two groups sat for the same exam and the students of the exprimental group obtained higher marks than the their counterpart in control group. The model used by the researcher proved to be very supportive.

**Study Experiment**

The population of this study consists of two classes (40 students for each class) in the same level; one of them has learnt French using the French textbook of the ministry of education, whereas the other has learned French through English using the model (french text book for learning french in the first year, high secondary school) drawn by the researcher. The first one was considered to be the control group and the other which was taught through the model was considered as exprimental group.

**Validity and Reliability of the Instrument**

Validity refers to the degree to which the tool measures, what is supposed to measure, (Al.Hassan, 2000). The test questions were verified by specialists in English and French language Sudanese and native speakers. Hereafter are their names: Florence Champin (French), Rachel (Canadian), Linda M Price (British), HiadarAhmmmed Ali (Sudanese).

**RESULTS AND DISCUSSION**

Hereafter, the results that have been obtained by the students (group A & group B), group B was taught French using the model which was drawn by the researcher (book one /for high secondary school for French language translated into English language) and group A was taught French through the book of the ministry of education. At the end of the year the two groups sat for the same exam, and the results of the two groups were analyzed through (SPSS), hereafter are the results of the two groups.  
NB:(A) stands for control group/(B) stands for exprimental group.

### Measures of central tendency

Measure	group A	group B
Mean	9.3	11.3
Median	9.5	12
Mode	11	12

The table above shows the marks obtained by the students in the two groups experimental and control group.

### Measures of Dispersion

As known, the measures of dispersions are used to know the nature of the data (values) if they are closed to each other or far away from each other. In this study the candidate compared the two results obtained by the students (G A/B), Standard deviation for group A/B

The measure	Group A	Group B
Std.deviation	1.97	1.89

the table above shows the standard deviation for the two groups.

### CONCLUSION

Despite the limitation of this study in terms of size of the sample, the results that the candidate has come to reach, supported the research hypothesis. The model which the researcher has used to prove the hypotheses (French text-book one for high secondary school was translated in to English to facilitate the learning process and to benefit of the similarities between the two language under study and for the differences, some simplifications are made to facilitate acquiring the language under study).

The basic purpose of this study is to find out the similarities to facilitate learning French language through English. As there are difficulties, the researcher has designed this model to facilitate learning process.

The results and findings have come to support the main hypotheses due to the model designed by the candidate.

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