

UNIVERSIDAD DE QUINTANA ROO



División de Ciencias Políticas y Humanidades

**Cross-linguistic Influence from English to French in
written productions of French students at the
University of Quintana Roo**

TESIS

Para obtener el grado de

**MAESTRA EN EDUCACIÓN CON MENCIÓN EN
DIDÁCTICA DEL INGLÉS**

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*This thesis is dedicated to my son
Matías and my husband Hedbbel who have
always stood by me and dealt with all of my
absences from many family occasions with a
smile.*

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I. INTRODUCTION

1.1. Background

Most people around the world choose or have already chosen English as their second or foreign language (L2) since it is the most widespread language and because it offers lots of advantages and professional development to its speakers. In addition, after the 19th century, the English language became the lingua franca in different fields such as science and technology, medicine, informatics and finances all over the world (Farkamekh, 2006).

On the other hand, the role languages play has evolved along the years; the French language was widespread during French invasions in the 17th and 18th centuries in Africa, southern Asia, the Caribbean and South America. Moreover, it was the language used for all official matters in Europe until the First World War, leaving Latin behind (Farkamekh, 2006).

The correspondence between the vocabulary and the morphology and syntax of English and French is owing to historical and typological reasons: both languages come from the same linguistic family, Indo-European (even though English belongs to the Germanic branch and French to the Romance branch). Besides, we have to remember that during its social history, English received lots of new words during the Norman invasion. (McCrum & MacNeil, 1993). Nevertheless, it was not until the end of the 20th century that English words have gotten more presence in the French Language. (Farkamekh, 2006). The presence of French words in English and vice versa might facilitate the identification of an unknown word, or the acquisition of vocabulary when learning a foreign language.

Within the context of second/foreign language learning, external factors such as education, or socio-cultural background, and internal factors such as the mother tongue, personality, age, learning styles, awareness of the language process, linguistic proximity and transfer, affect the learning process of the second/foreign language, either positively or negatively (Chacon, 2006). When learners of English as a foreign language (L2) decide to embark on learning a third language, they experience transfer (the influence that the learner's L1 applies over the acquisition of an L2) again, but this time it is different because the L3 may not only receive influence from the mother tongue but from the L2 as well.

As a teacher of English as a first foreign language (further referred as L2) and French as a second foreign language (further referred as L3), I have noticed when the interlanguage¹ of students of French L3 has been influenced by English L2, and even students sometimes have noticed it themselves. For instance, students infer the meaning of a word making reference first to English rather than to Spanish (their mother tongue). Thus, in the L3 learning process, the influence of an L2 is more noticeable than the L1 influence, and, yet again, L2 transfer may either negatively or positively influence L3 learning. When the L2 and the L3 are closely related, transfer is more positive than negative, and this is noticeable in the learning of grammar structure and the acquisition of vocabulary (Murphy, 2003).

During the last decade, studies on third language acquisition have arisen, and even though the first studies about cross-linguistic influence (CLI henceforth) were based on the influence of the L1 to the L2 (Tremblay, 2006) the CLI between the L2 and the L3 studies have become an important field in studies of third language acquisition (Murphy, 2003). Some of the specific research areas are hybrid lexical forms and the unintentional intrusion of L2

¹ Interlanguage is the language learners produce when learning a second/third language that has characteristics not corresponding to neither the target language nor the mother tongue. (*Merriam-Webster.com*, 2013)

items during L3 production (Murphy, 2003). Thus the linguistic distance between the L2 and the L3 (Bono, 2004), variable is considered in the study of the influence of French L2 to the acquisition of English L3 of Arab students (Bentahila, 1982).

There is also the presence of transfer not only in morphology and syntax but semantics, pragmatics, phonology, phonetics, and orthography as well (Chacon, 2006). Cenoz and Heidrick (2006a, 2006b) describe the role of bilingualism and multilingualism in third language acquisition, while Williams and Hammarberg (1998) remark that L1 and L2 have different roles in the acquisition of a third language. Murphy (2003) also examined how the three languages interact with each another and discovered that the main influence that the third language receives comes from the L2. This is an unintentional fact since the learner produces interlanguage partially or completely full of L2 structures. He also looked into the nature of the L2 effects on L3: What is the linguistic rationale behind such type of transfer? He attests, for example, the replacement of an L3 word or phrase by an L2 word.

Generally speaking, authors suggest more research in third language acquisition that confirm the results (Murphy 2003; Cenoz 2003; Chacon, 2006) or the application of the studies with different groups of language, as Tremblay (2003) suggests. Heidrick (2006) mentions the lack of longitudinal research and mentions that most of the studies about third language acquisition have been carried out in Western European countries. Finally, Murphy (2003) indicates the need of more research in third language acquisition, taking external factors into account, as well as more experimental studies.

During the language learning process, students experience language transfer; when students learn a first foreign language (L2 for the purpose of this research), transfer comes

from the mother tongue (L1). At this point, the problem the present research aims to investigate is whether there is lexical transfer from English L2 to French L3 and what factors may influence such transfer. The proficiency of the students and their vocabulary competences in both languages, English L2 and French L3, will be measured to determine if lexical transfer facilitates the acquisition of vocabulary.

1.2. Justification

Although several languages apart from English are taught at the University of Quintana Roo (French, Italian, Chinese, German and Maya), based on the literature review made, few studies about third language acquisition have been carried out in Mexico (Hayes, 2005; Newband, 2005). This research brings the topic of L3 learning and acquisition research into the context of the language teaching and learning at the University of Quintana Roo. Furthermore, the creation of a written corpus from which items of lexical transfer were analyzed, will be set as a bases for further studies at the University.

Additionally, Friel's (2001) findings state that students learning a second language or a third language are more likely to store in their memories words that are similar to their languages they know and in this way they become more proficient in the target language. Concerning third language acquisition and learning, this process accelerates because the learners have the advantage of speaking two other languages and they have already gotten some skills at learning. Therefore, it is intended to reflect on how advantageous for learners of French L3, L2 transfer from English could be, by creating teaching techniques based on the findings that will enhance the acquisition of vocabulary or error correction. This will also inform language educators on how to raise learners' awareness of language transfer phenomena, and minimize learners' transfer errors in order to facilitate their success in

language learning. Due to the reasons stated above, it was important to carry out this research about transfer from English L2 to French L3; hence, the objectives of this research are presented next.

1.3. Objectives

There is a general objective in this research followed by particular objectives that will lead to the development of the former:

General Objective

To analyze the influence that English (L2) has on the process of learning French as a third language by Spanish native speakers.

Particular Objectives

- To identify the level of proficiency in English as L2 students.
- To identify the level of proficiency in French as L3 students.
- To analyze the relation between language proficiency in English as L2 and French L3.
- To identify the lexical transfer from English as L2 in French written productions (L3).
- To determine if there is variable dependence between L2 lexical transfer and factors other than proficiency in the L2, such as L2 recency, L2 exposure, and psycho-typology.

1.4. Research Questions and Hypothesis

In order to guide the present research it was necessary to address the following hypothesis and research questions.

There is a relation between the degree of proficiency of the student in English L2 and French L3 and the amount of items of lexical transfer.

- Do students having a high proficiency in English L2 have a higher proficiency in French L3 than those having a low proficiency in English L2?
- Do students who have a wide vocabulary in English have a wider vocabulary in French than those who have a low vocabulary in English?
- Do other factors such as proficiency in L2, psycho-typology, language recency, and language exposure, influence transfer from English L2 to French L3?

1.5. Delimitations and Limitations

The present study aims to investigate the influence English L2 has on the written production in French L3 of those students who have Spanish as L1. Therefore, regardless the considerable amount of students whose mother tongue differs from Spanish (Mayan, Chinese, Italian, and English) among the students of French at the Universidad de Quintana Roo, their particular case was not studied. In addition, the influence of a language different from English L2 was not taken into consideration. Furthermore, the analysis of the influence of English on the production of French written assignments was confined to lexis, either absence or the presence of lexical influence, according to Rignbom (1987, 2001) classification. In addition, regardless of the existence of studies that have analyzed transfer in oral productions, the present study focused on written production only.

The main limitation for this study is that the five instruments used were not submitted on the same day; therefore, not all students answered all the instruments, reducing the number of subjects since only those who answered the five instruments were taken into account to carry out this study.

Another limitation was the restricted amount of time in which the data gathered to form the corpus was analyzed, since each student wrote a composition of 100 words approximately and three codifiers (experts in both languages English and French) revised on the existence of influence from English. Another limitation was the lack of enough students whose mother tongue is Spanish and whose L2 is French that leads to the delimitation of analyses cited above. Thus, it was not possible to analyze transfer from L1 Spanish to L2 French and therefore no contrast with transfer from Spanish L1 to French L3 was possible either.

II. THEORETICAL FRAMEWORK

2.1. Review of Literature

The present literature review aims to outline the results found in the studies carried out during the last decade related to cross linguistic influence and/or transfer from an L2 to an L3 in different countries, different contexts and with different variables. As they will show, there are different factors that cause and determine cross-linguistic influence (Cenoz, 2001; Murphy, 2003; Tremblay, 2004).

Tremblay (2004) classifies the factors that influence cross-linguistic influence on L3 acquisition, and the sources and types of cross-linguistic influence on L3 acquisition. The first part of this review will present the studies that focus on proficiency as the independent variable of research, such as the present study; the second part will show the results of research related to cross-linguistic influence on vocabulary acquisition (lexical transfer); thirdly, studies investigating other variables will be exposed.

2.1.1. The Role of Proficiency

Rast (2010) studied cross-linguistic influence in Third Language Acquisition (TLA) related to language typology, psycho-typology and proficiency. The study was carried out at the very beginning levels of L3. He conducted a quantitative study with two groups of starting learners attending a specially designed Polish course at a university in Paris. The students were requested to perform a task in the target language, Polish, such task being their only exposure to that language. The data recorded from the tasks remarked the importance of typology² and

² Typology is defined “as the classification of languages or component of languages based on shared formal characteristics... identifies cross-linguistic patterns and correlations between those patterns.” (Whaley, 1997, p.7)

psycho-typology³ of previous languages in the influence of Polish L3; what's more, even minimal knowledge background language can be the source of cross-linguistic influence in various types. The study didn't take into account if English was the L2 or not, as the main aim was to demonstrate influence from L2 on L3.

The influence of English L1, and French L2 on Spanish L3 is studied by Bayona (2009) under a mixed approach of the analysis of a written corpus combined with descriptions of statistics and error analyses. The study takes into account the demographic and linguistic characteristics of the participants along with their linguistic production. The quantitative study was based on a language profile questionnaire and a corpus of written compositions of 30 participants. The results supported that L3 acquisition is not an identical process to L2 acquisition. It also showed that the factors causing cross-linguistic influence are recency, typological-lexical similarity, and proficiency as well as the social and academic contexts of the L3 learners of Spanish.

Language proficiency has been constantly studied as an important factor that affects cross-linguistic influence on third language acquisition. However, later studies have focused more on other factors, that differ from this (Cenoz, 2001; Murphy, 2003). The research found in this section focuses on the importance of proficiency as a factor that fosters transfer.

2.1.2. Lexical Transfer

The starting point for this section of the literature review is the study of Dewaele (1998) in which an experimental study was carried out in order to find out the source of cross-linguistic influences in the interlanguage of multilingual speakers, specifically, in lexical inventions.

³ Psycho-typology is defined as the typology distance a learner perceives between two languages such as the L1 and the L2 or the L2 and the L3 (Kellerman, 1983)

There were 39 Dutch LI speakers, 32 of whom had French as an L2 and English as an L3, the remaining 7 speakers had English as L2 and French as L3. Recorded discussions, interviews and an oral test were transcribed into a corpus, and analyzed qualitatively and quantitatively by the researcher and two other codifiers who indicated grammatical category and morpho-lexical errors. The results showed the existence of cross-linguistic influence by means of lexical inventions, varying from the language source and the target language, but with an increasing presence as languages relate to one another.

Llama (2008) investigated the cross-linguistic influence of typology and L2 status in third language acquisition, focusing on lexis, limited to lexical inventions and phonology, and limited to aspirations. With a quantitative approach, two groups of 22 students having either English as L1, French as L2 and English as L3, and having French as L1, English as L2 and Spanish as L3 participated in the study. The instruments used in the study were: a language background questionnaire, two vocabulary tests, three word lists, and a semi-guided picture description task. The results, as opposed to previous research listed above, showed that French, the typologically closer language to Spanish, had the greatest influence on lexical production, whether it was L1 or L2, while L2 status had a more marked effect on L3 pronunciation than typology.

Lexical transfer studies can be analyzed from different perspectives; lexicon can be measured through vocabulary tests, and chunks of transfer in the lexicon can also be integrated in a corpus and research on error analysis.

2.1.3. Combined Variables: Proficiency and Lexical Transfer

Lindqvist (2006) makes inquiries on the correlation among the level of proficiency and lexical cross-linguistic influence on oral productions of French L3. She worked with a group of 30 former Swedish students of French L3, having other languages as L2. By means of familiar interviews, she gathered a corpus from which she correlated the amount of words produced by each student and the proportion of lexemes produced from trans-linguistic origin. The results showed a correlation between the level of proficiency in the L3 and the number of instances of cross-linguistic influence in that the least advanced learners produced the highest number of cross-linguistic lexemes. The level of proficiency in the L3 highly determines the number of background languages used during oral production in L3.

Tremblay (2006) also did a quantitative correlational study where L2 proficiency and L2 exposure are studied as factors of cross-linguistic influence in L3 production of vocabulary. Thirteen native speakers of English, with French as L2, enrolled in a German course, grouped according to their level of proficiency in French, in a university in Ottawa, Canada. A questionnaire and language proficiency tests were administered to them. The author collected oral samples of descriptions of cards in the target language (German L3). The results showed that both factors, L2 proficiency and L2 exposure, very much influence L3 performance. Nevertheless, the higher the proficiency, the lesser the influence on the target language.

Correlations between language proficiency and lexical transfer aim to answer the research question of whether high proficiency in the L2 affects cross linguistic influence in vocabulary production. Unlike Lindqvist's (2006) study, the present research intends to find the correlation between language proficiency and written productions in the L3.

2.1.4. Other Variables.

Gelderen et al. (2003) analyzed the relationship between L3 reading comprehension of Dutch bilinguals with English as L3, compared to monolingual Dutch with English as L2. This was carried out under a longitudinal study in eight secondary schools in the Netherlands. The researchers claimed that some studies suggested an advantage for L3 readers in a “new” language. The subjects of study were 397 Dutch students of the 8th grade. The study consisted of the development of reading and writing proficiency in Dutch and English. The main variables of the research were: Reading Proficiency, Vocabulary Knowledge, Grammatical Knowledge, Meta-cognitive Knowledge, Speed of Lexical Access, and Speed of Sentence Comprehension. The instruments consisted of proficiency tests, assigned randomly during school hours. The results demonstrated that only in the case of speed of word recognition is there a difference in the results among the students who have Dutch as L1 and L2.

Murphy (2003) examines L2 transfer in third language acquisition and reviews the current literature about the topic; in addition, he classifies the factors that cause cross-linguistic influence in learner based or language based. The former are proficiency, language exposure, language mode (bilingual, monolingual), linguistic awareness⁴, age, educational background and context; the latter are language typology, frequency, word class, morphological transfer. The conceptualization of transfer and cross-linguistic influence is also described. His review supports the Multiple Effect principle, which states that different factors can cause cross-linguistic influence either individually or combined. Word class and morphological level though lay on the classification of cross-linguistic influence type that

⁴ Linguistic awareness is defined as the ability to perceive the learning process that a language learner has. (Davis, 2005)

Tremblay (2003) presents, as well as emphasis on the difference of proficiency in L1, L2 and L3.

Bilingualism is another factor considered in TLS. Sagasta (2003) analyzes the influence of bilingualism on English writing proficiency and considers the model of schooling as another factor. She carried out her research in the Basque Country of Spain. The models of schooling in this region are bilingual. The two types studied are D-maintenance and D-immersion. In the D- maintenance program, instruction is in Basque, and Spanish is a subject, and the D-immersion program is for students having Spanish as their mother tongue. 155 high school students filled up a questionnaire and performed 6 tasks that integrated a written corpus in the L3. Results showed that the model of schooling affects the writing proficiency in the L3: students in model D-maintenance got higher scores in both languages than the students in the D-immersion schooling. The type of correlation (or degree of moderation) is not mentioned. This study also confirms the Threshold Hypothesis which states that having a high level of proficiency in the L1 and L2 enhances the acquisition of the L3.(Cummins, 1976) as students who had a high proficiency in the L1 and L2 got the highest scores in in the L3.

Safont (2003) claims that there is a lack of studies of third language acquisition and the influence of bilingualism on the pragmatic production and meta-linguistic awareness. Her study focused mainly on request acts of linguistic formulations. The research contrasted monolingualism and bilingualism. The subjects of study were 80 monolingual Castilian women and 80 bilingual Catalan and Castilian women learning English as a second and third language, respectively. The participants' task was a role-play for requesting. The data gathered from the tasks were tape recorded and transcribed. In addition, they answered a Discourse Evaluation Test. Answers of both instruments were later on analyzed and codified.

The analyses of the pragmatic production based on Trosborgs (1995) taxonomy, and the amount and type of strategies were also considered. Evidence shows that bilingual students were more pragmatically aware of formulaic requests than monolingual students and they also performed better. She also calls for further research on third language acquisition pragmatics in other sociolinguistic contexts.

The typology distance and the L2 status are studied as factors causing cross-linguistic influence with a corpus based on Spanish L3 students, whose L1 is French and L2 is English (Bayona, 2006). Her study was through the analysis of a corpus form of oral productions in Spanish L3. The 27 participants of this study formed three groups: the first one had English as L1, French as L2 and Spanish as L3. The second group had French as L1, English as L2 and Spanish as L3, and the third group shared the same profile as the second but the participants learned Spanish in an Anglophone environment. All the participants first answered a grammar proficiency test in Spanish and in their respective L2, and a self-evaluation questionnaire. After the tests and questionnaires, the participants performed two tasks (description of pictures and interviews) in order to build a corpus with oral productions in the target language. The analysis of the oral productions focused on errors, and then those errors were classified for interferences. The results showed that the typology distance between French and Spanish, regardless of the status, fostered cross-linguistic influence. The results of their studies can be, up to certain point, generalized as far as the languages are typologically related.

Bono (2004) made a corpus from oral and written productions. The research under a qualitative approach consisted of analyzing the syntax in the productions of the subjects. There were 33 students of Spanish L3 in A1 level and 16 B1 level, who had French as L1 and mostly English as L2 at a University in Compiegne, France. The results illustrated that, regardless the

linguistic proximity between French L1 and Spanish L3, the role of the L2 was determinant in the L3 productions. Hence, this study remarked on the L2 status.

Farkamekh (2006) did a study based on the analyses of errors in a written corpus, where the languages in contact are Farsi L1, French L2 and English L3. This corpus was integrated from interferences classified from errors found in grammar tests administered to university students in Iran, from three different levels of French. The factors causing interferences from L2 to L3 were language typology, bilingualism, and language recency. This study also considered external variables such as gender, age, and the social dimension. The participants were all university students in a translation BA. A generalization on the influence of French into English was the main result. The most remarkable factors were the language typology and psycho-typology between English L2 and French L3 and the L2 status. Surprisingly, age was also an important factor.

Bardel and Falk (2007) studied the placement of sentence negation in German L3. They evaluated and refuted the Developmentally Moderated Transfer Hypothesis (DMTH)⁵ since they found syntactic transfer from L2 to L3 and not from the L1 to the L3. The approach was qualitative. They recorded their subjects during a class and individually. The subjects were divided in two groups: five learners of Swedish as an L3 and four learners of either Dutch or Swedish as L3, in the Netherlands and Stockholm. The results from this research demonstrated that L2 status⁶ plays a more important role in L3 acquisition rather

⁵ DMTH accounts on transfer based on typological distance between L1 and L3 and discusses in opposition to syntactic transfer from L2 to L3. (Bardel and Falk, 2007)

⁶ L2 status, also known as the second language factor “refers as the general tendency to *transfer* (representations) from L2 rather than L1 [because this term is mostly used in third language acquisition]...it is used to express the idea of a general tendency to activate L2(s) rather than the L1”. (Leung, 2007, p.102)

than the typology factor, and that typology favors transfer from the L2 to the L3 rather than from the L1 to the L3; thus, refuting the DMTH hypothesis.

Reza & Mehrabi (2007) carried out a quantitative experimental research within a group of 40 learners from among 60 third year German majors from the Faculty of Foreign Languages in Isfahan University, in order to determine how third language words are accommodated in the mental lexicon and how they develop by exploring the manner in which word forms are connected to other words. They used four word lists constructed with 15 correct pairs and 15 wrong pairs of words in English-Farsi, German-Farsi, English-German-Farsi. Although this study focused on the role of L1 in L3 vocabulary acquisition, the results showed that L1 does not have a determining role in the development of third language vocabulary. However, the fact that English and German, L2 and L3 respectively, are both Germanic languages, and thus closely related, is considered a determinant factor.

Jessner (2008) frameworks the current research carried out on multilingualism and more precisely third language teaching. The description ranges from the background, history and theories of third language acquisition, to its sociolinguistic and psycholinguistic implications and the newest trends in teaching a third language. This state of the art aims to show the conceptualization of third language teaching as an important field of language education apart from multilingualism. The field of third language teaching shows the need for exploiting the many advantages that multilingualism has in the area, by means of raising students and teacher awareness of the importance of their language mode, such as multilingualism, as mentioned by Cenoz & Genesee (1998).

Different factors affecting L3 acquisition, as initially stated, are proposed by Rothman & Cabrelli (2008). This quantitative experimental study aimed to determine the source and role of transfer when there was more than one linguistic system available for transfer. To do so, two groups of L3 learners where the L1 and L2 remained constant (L1 English/L2 Spanish/L3 French and L1 English/L2 Spanish/L3 Italian) at a university in Iowa, USA, answered a proficiency test and carried out tasks in the three L3 languages. The role of the L2 status, as the main factor of transfer was present, as result, in all groups.

Perales, Mayo & Licera (2009) studied the acquisition of sentential negation in English, by Spanish Basque bilinguals learning English. The study consisted of the analysis of spontaneous oral productions. The subjects were integrated as 3 groups of 78 learners of English. The information was gathered through oral interviews with the learners. The interviews comprised story telling from a set of cards. The oral data were transcribed in CHAT format (MacWhinney, 2000). The analysis of the data consisted of identifying the presence or absence of functional categories as the use of cognitive (not Universal Grammar-driven) strategies, as well as the order of the functional projections of Negative and TP. The results showed that learners do not rely on the relation of inflection and negation. Age and input hours in the L3 are also a determinant factor for the results.

Ern-Huei Liao (2010) undertook a research on cross-linguistic transfer in EFL learners' phraseological competence in collocations and its relationship to learners' linguistic proficiency. She aimed to determine the effect that cross-linguistic influence had on the phraseological competence of English, performed by Chinese learners, focusing on the factors of language proficiency and learner's phraseology. She also intended to define if there was a correlation between L1 and L2 proficiency levels and the factors that might influence the L2

phraseology. A multiple choice test and grammaticality judgment test, set of thirty-item verb-noun collocations were used for the study. The participants consisted of 265 college students of English as a foreign language in Korea. The results showed evidence of cross-linguistic influence in learner's proficiency. Evidence of semantic and lexical transfer was also found, demonstrating negative cross-linguistic influence. Correlation between accuracy, proficiency, congruency and test type were significantly positive, as the correlation between congruency and proficiency; whereas correlation between transfer and proficiency was negative. Those results showed that high levels of proficiency had a positive effect on phraseology competence and L1-L2 congruency.

Va (2010) investigated morpho-syntactic features of French with the aim of finding out whether some of those aspects are more susceptible to avoidance than other functions of cross linguistic influence from English L2, French L3 and Hmong as the L1. A qualitative study was accomplished to investigate the use and avoidance of eight French morpho-syntactic features. The French features were tense/aspect inflection on verbs, articles showing definite/indefinite distinction, Basic SVO (subject-verb-object) order, Verb serialization, post-nominal adjectives, *in-situ* interrogative pronouns, pre-verbal object pronouns, and post-verbal negation. The subjects of the study were four college students. Two of them were Hmong-English bilinguals and two English were monolingual learners of French—all four were enrolled in the second and third term of an introductory French language program at a large public university in the western US. The instruments consisted of two questionnaires. The first one gathered data about their academic background, whereas the second did it about their attitude towards Hmong, English and French. After the second questionnaire, an interview was

carried out with the aim of broadening the information. The next instruments were a composition and an oral exam in French.

The results showed that cross-linguistic influence is not a good predictor of the use or avoidance of the French features and the most important findings were related to the level of proficiency. The author suggested more research, in the area of CLI, as the phenomenon of Cross-linguistic influence had never been studied in the Hmong language before.

As these authors mentioned, there are several factors that affect cross-linguistic influence (Murphy, 2003; Tremblay, 2006; Bayona, 2009), and the phenomenon can be studied in different contexts, as educational settings, language mode, or on phonology, vocabulary and even grammar.

Based on the results of the studies outlined above, language typology, language proficiency and language distance are the factors that have a higher effect on cross linguistic influence. In addition, although there is a considerable amount of research studying cross-linguistic influence on the vocabulary level, the data collection is mostly oral, differing from this research. Moreover, the research that used written corpora as a means of data collection had as its main purpose error analysis, in order to find out syntactic and morphological transfer.

Research in the field of Third language acquisition, and especially in cross-linguistic influence from L2 to L3, has been mostly developed in European countries, and there are a few studies in the United States and Canada. Those studies were carried out in bilingual or multilingual contexts. All studies focused on analyzing the effects of L2 on a single or few

parts of speech. Therefore, it is difficult to find a single study that shares the same conditions the present research intends to study.

The context of this research is not from a multilingual, or even bilingual country; however, as English is a compulsory subject at the University of Quintana Roo, all the students who are currently studying French can be considered as multilingual, according to the definition of De Angeliss and Selinker who state that, “a multilingual is a speaker of three or more languages with unique linguistic considerations,” (2003); therefore, those students, experience transfer. Raising their linguistic awareness of this phenomenon will allow a better achievement in the acquisition of the L3.

Once the most updated literature has been outlined and a discussion about its relevance to the present research has been presented, the theory that framework this study is portrayed below.

2.2. THEORETICAL BACKGROUND

Third language acquisition (further referred as TLA) was intended to be studied as an extension of Second Language acquisition; however, studies demonstrated that there are other factors to be considered in this new linguistic field (Cenoz, 2001).

As there is not an established theory that stands on TLA, the theory of the present research is formed by a set of hypotheses and models developed mostly from a psycholinguistic perspective (Cenoz, 2001). Therefore, the correlation between cross-linguistic influence in written productions, L2 and L3 proficiency, and language recency was studied based on those hypotheses and models. Ringbom’s (1987) “Overt Cross-linguistic

Lexical Influence in Production Model” (in Tremblay, 2006); Cummins’s Threshold Hypothesis, and the Multiple Effects Principle (in Murphy, 2003) are the components of this theoretical background. All of the three perspectives are developed under the bases of the cross-linguistic influence phenomenon; thus, it is important to contextualize its domain.

2.2.1. Overt Cross-Linguistic Lexical Influence in Language Production

In the field of second language acquisition, the Contrastive Analysis Hypothesis (Lado, 1957) focused on the comparison of the mother tongue and the second language and this term evolved into cross linguistic influence, concentrating now on the effects of the mother tongue in the learning / acquisition of the L2, that of the previous knowledge and experience (Brown, 2000). This phenomenon has overlapped to the field of third language acquisition and the influence is now bidirectional, as the L3 is influenced and it can also influence the L2, as well as the L1. Since the phenomenon developed in recent years, its scope and definitions are not yet completely explored (Cenoz, 2001).

As cross-linguistic influence has become more intrinsic in the field of third language acquisition, a controversy about its definition and scope has risen. Murphy (2001) presents the concepts of different authors and the range of the terms. Weinreich (in Murphy, 2003), for instance, uses the term *interference* to refer to examples of misuses of a language in the speech of a bilingual due to the similarity with another language; this definition corresponds to what was conceived as *negative transfer* and later as *transfer*. Brown (2000) presents Prator’s classification of SLA difficulties (1967) in which transfer is considered as no difference or contrast between the languages. Odlin’s (in Murphy, 2003) also defines *transfer* as the similarities and differences between L1 and L2. Ellis (1998) explains what transfer means and what types of transfer exist. According to him,

“L1 transfer refers to the influence that the learner’s L1 exerts over the acquisition of an L2”, and he adds, “This influence is apparent in a number of ways”. (Ellis, 1998; p 51).

This influence from the mother tongue over the target language is either negative or positive. Positive transfer occurs when the mother tongue facilitates by some means the acquisition of the second language. On the contrary, transfer is negative when a language causes a negative influence on the target language, adding parts of speech that do not correspond to it, thus creating an interlanguage with errors. What is more, transfer can result in avoidance when the learners avoid using some structures that do not exist in their mother tongue during the L2 learning process. These linguistic phenomena do happen in the context of third language acquisition but it is more intricate and interesting because there are three languages that come into contact, and the L1 and the L2 are the ones that have an effect on and control the learning of the L3. At this point, the learners are somehow skilled at learning languages but this influence continues to be strong and it is the second language that causes transfer. Nowadays, the term *cross linguistic influence* has broadened its scope to interference, avoidance, borrowing and even language loss, and it is now one of the main areas of study in third language acquisition research (Llama, 2008).

The model that Ringbom (1987) draws, represented in figure 1, suggests that learning is based on previous knowledge, and it relies on the importance of intra-linguistic and cross-linguistic knowledge for the learning of a new language. The relevance of cross-linguistic knowledge depends on language distance and proximity and such dependence will either foster or hinder the learning of a new language. He mentions that the factor that most produces lexical transfer is psycho-typology and it diminishes as proficiency in L3 improves. He

classified cross-linguistic influence as lexical transfer of form (language switching and cognates) and lexical transfer of meaning (calques and semantic extensions) (in Bayona, 2009).

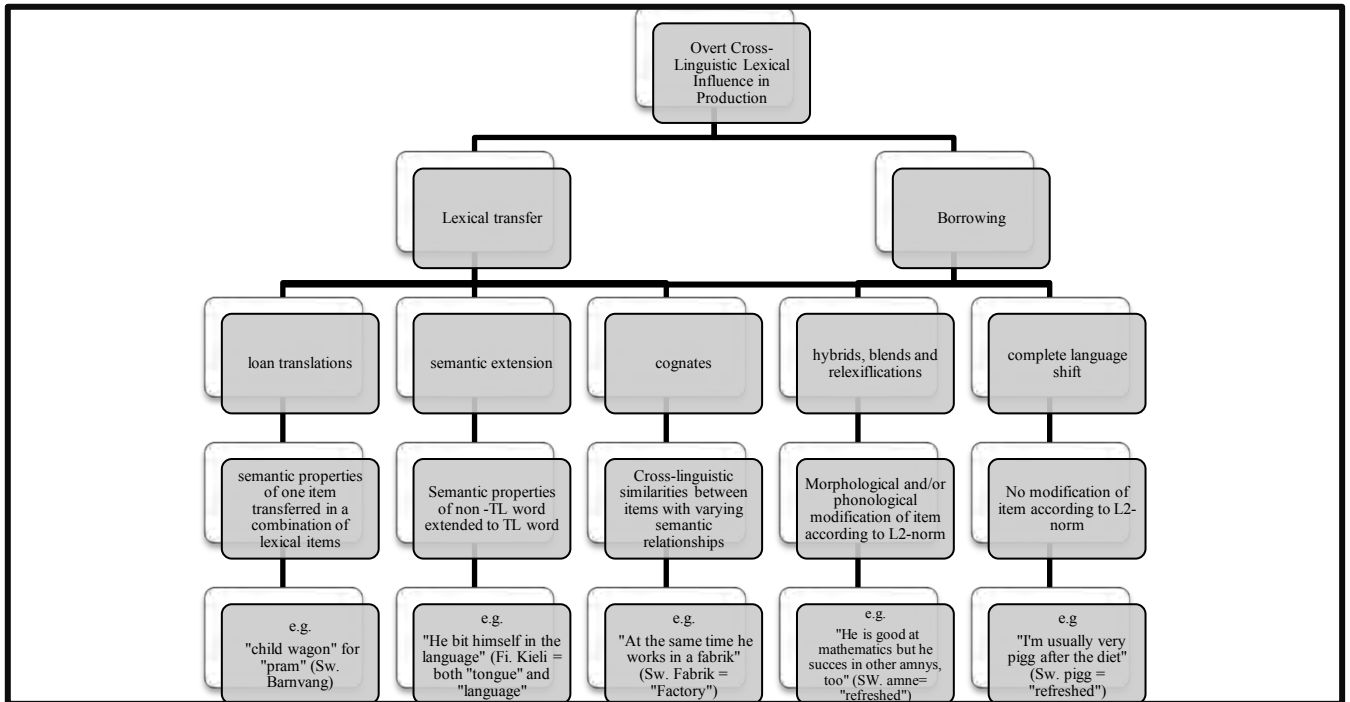


Figure 1 Overt Cross-linguistic lexical influence in language production (Ringbon 1987, as cited in Tremblay, 2004)

In a later study, Ringbon (2001) proposed and extended the classification of cross-linguistic influence, based on different possible types of transfers, and their possible causes. The new classification is described in Table 1 below.

Types of transfer	Underlying cause	Transfer of form or meaning	Language source of transfer	Example
A-B Language switch & coinage	Insufficient awareness of intended linguistic form, instead of which (a modified form of) an L2 word in used	Form (results in non-existing TL) word	L1 or L2 (also from languages not very well known by the learner)	The hillow was hidden in the cupboard (Fi. hillo= "jam")
C Totally partially deceptive cognate	Awareness of an existing TL form, but confusion caused by formal similarity to a word in another language.	Form (results in existing TL word)	L1 or L2	We had a large number of bulls and several cups of tea (S. bulle = "bun")
D Semantic extension of single lexical units	Awareness of existing TL form, but not of semantic restrictions.	Meaning	L1 or, L2 occasionally,	He bit himself in the language (Fi. Kieli = both "tongue" and "language")
E Calques of multi-word units. Compounds, phrasal verbs, idioms)	Awareness of existing TL units but not of relevant semantic/collocation restrictions	Meaning	L1 or possibly very advanced L2 proficiency	My uncle never married: he remained a young man all his life (S. <i>ungkarl</i> = bachelor)

Table 1 Lexical transfer errors: form versus meaning (Ringbom, 2001)

Ringbom's Lexical Transfer model has been used as a means to classify lexical cross linguistic influence in third language acquisition. (Dewaele, 1998; Cenoz, 2003; Bono, 2004; Tremblay, 2004; Bono, 2007; Bayona, 2009; Shoostari, 2009). This model gave the bases for the identification of transfer in the written production that integrated the corpus analyzed in the present research. Hence, the research is founded on the following rationale: the higher proficiency in the L3 is, the lesser lexical transfer is found in the written tasks; the higher proficiency in the L2 is and the lower proficiency in the L3, the more lexical transfer is found in the written tasks.

2.2.2. The Threshold Hypothesis

Developed by Jim Cummins (2000), the Threshold Hypothesis claims the relationship between bilingualism and cognition, and affirms that a high level of proficiency in the L1 and L2 is advantageous for the acquisition of the L3. This means that in order to be cognitively aware of the learning process, to take advantage of this metacognition, to promote creative or divergent thinking and to be sensitive to language learning, students must achieve a certain level of proficiency in the L2 and L#. (Cenoz, 2003; Jessner, 2008). This hypothesis shares the benefits of having learned or acquired an L2 with the Interdependence Hypothesis, which argues that knowledge in the L1 can be transferred in the learning of an L2, positively (Cummins, 1978). Both theories give cross-linguistic influence the status of facilitator to the acquisition of L3/Ln languages.

Both hypotheses have been applied and supported in studies of third language acquisition in bilingual contexts; those studies have focused on syntax (Lasagabaster, 1998; Cenoz, 2003a and Safon, 2003), on lexicon, and on writing proficiency (Sagasta, 2003). The implementation of the hypotheses in this research is also confined to cross-linguistic lexical influence in the production model.

Even though proficiency in L2 and L3 are the main independent variables, other variables can be considered and correlated as factors causing transfer in third language acquisition. With the aim of framing those variables in the theoretical framework of the research, a third principle will be outlined.

2.2.3. The Multiple Effect Principle

This principle developed by Selinker and Lakshmanan (1993) (in Murphy, 2003) can be applied to the interaction of two or more variables affecting third language acquisition and causing transfer: “When two or more SLA factors work in tandem, there is a greater chance of stabilization of inter-language forms leading to possible fossilization...variables converge and interact to either increase or decrease the likelihood of Transfer” (Murphy, 2003, p.6). Identifying the variables that affect and cause cross linguistic influence can determine the effect that each one has on the acquisition of a third language; therefore, the Multiple Effect Principle supports the idea that language transfer depends on more than one variable as factors affecting language transfer from English L2 to French L3 in this research.

Based on this principle, Murphy (2003) has framed a classification of the variables that cause cross linguistic influence on third language acquisition; when the factors that cause cross linguistic influence rely on the characteristics of the learner, they are learner based: proficiency, psycho-typology, language exposure, language mode, linguistic awareness, age, educational background and context; if the factors depend on the characteristics of the language, they are classified as language based: language typology, frequency, word class, L2 status and morphological transfer.

Based on these principles, the variable considered as a relevant factor causing cross linguistic influence from English L2 to French L3 for this research was proficiency (as in Cummins’s model cited above). In addition, this research also considered other learner based variables as important factors that affect transfer from the L2 to L3: language recency, language exposure, and psycho-typology as an indicator of linguistic awareness. Language based variables were not considered, as all the participants share the same languages (Spanish

as L1, English as L2 and French as L3), as well as the frequency, word class and morphological transfer. The classification of lexical transfer to be studied was described above in Ringbom's model (1987, 2001).

2.2.3.1 Learner Based Variables

When the variables depend on each individual, they are considered learner based. A description of those variables is addressed below. It is worth mentioning that psycho-typology is considered as both language and learned based (Murphy, 2003); however, for the purpose of the present research it was considered as a learner based variable.

2.2.3.1.1 Proficiency

This variable is defined, "as a representation of communicative growth, the levels describe a hierarchical sequence of performance ranges...it resembles a representational of an individual's expanding access to the target language environment" (Galloway, 1996: 27) as cited in Byrnes, H., Canale, M., & American Council on the Teaching of Foreign Languages 1987.

The American Council for the Teaching of Foreign Languages (SIL International, 1999) also describes it as:

A hierarchy of global characterizations of integrated performance in speaking, listening, reading, and writing. Each description is a representative, not an exhaustive, sample of a particular range of ability, and each level subsumes all previous levels, moving from simple to complex in an "all-before-and-more" fashion... assess what individuals can and cannot do.

Davis (2005, p. 111) defines proficiency as "the ability of using a language for a particular purpose" and exemplified its measurability with the TOEFL examination that

measures English proficiency and it does not rely on any syllabus; he also defines it as competence in the use of a language.

Proficiency in English as L2 is the main independent variable of this research, and it was measured by means of an achievement test, as further described in the method section.

2.2.3.1.2. Language Exposure

According to Murphy (2003), there are two conceptualizations of language exposure, that of the bilingual context and that of foreign language learners, and relates significantly both to age and proficiency. In the first case, language exposure is the amount of time a person has lived in the community speaking the target language; for foreign language learners this variable refers to the amount of the target language instruction. This variable has a strong effect on language transfer, both positively and negatively in both L2 and L3 acquisition, and according to Dewaele, (1998.), the more exposure to L3, the less transfer will occur (as cited in Murphy, 2003).

2.2.3.1.3. Recency

This is the use of the most recently acquired language by the learner as the source of transfer (Hammanberg, 2001, cited in Doughty and Long 2011). It means that learners can have more influence from a language that they constantly use than from those they do not use; in addition there are more possibilities of presenting transfer when the learner has used the mother tongue or the source of influence recently than those who used the L1 a long time ago (Cenoz, 2001). Saĝin, (2006) defines this variable as the accessibility to the recently learned and used language that learners have; the more L2 is used, the more transfer it will cause to the L3.

It is important to distinguish between language recency and language exposure. In the former, the learner uses all the productive and receptive skills of the language; in the latter, the learner may listen to it, read it or be in touch with it but he/she might not produce in that language. Both phenomena can also lead to transfer from the L3 to the L2.

2.2.3.1.4. Language Mode

This is “The state of activation of the bilingual’s languages and language processing mechanism at a certain point of time” when the bilingual has to decide mostly unconsciously, which language to use and how much of the other language is needed, from not at all to a lot (Grosjean, 2001 in Cenoz 2001:71). In other words, it means to what degree the learner will mix the L1 or L2 when producing L3. Language mode depends on being a bilingual or not, considering a bilingual a person that has acquired two languages at the same time, or that uses two languages at the same time (Cenoz, 2001). Because of this definition, which does not correspond to the context of the actual research, language mode was not studied.

2.2.3.1.5. Linguistic Awareness

Linguistic awareness is a broad term and there are varied opinions regarding its scope, Linguistic awareness can be defined of the language as internal learning process or of the language as a system. (Odlin, 1989).

Davies (2005) defines linguistic or language awareness as a learner’s ability to consciously perceive the language learning process; its benefits depend on the understanding of that process and the capacity of it in the learning of a new language. Hufeisen and Jessner defined linguistic awareness as “a conscious sensitivity towards languages and their relationships among each other”. (2009, p118)

Linguistic awareness of the language as a system Murphy states that “awareness is not limited to linguistic structures and semantics but also affects phonological, pragmatic, and sociolinguistic knowledge, and cross-linguistic influence can occur in any of these domains” (Murphy, 2001, p. 11) Hence, linguistic awareness is to be considered a factor of cross-linguistic influence.

Moreover, Cummins (1991) argues that knowledge of more than one language is advantageous linguistically and cognitively while Moore (2006) presents the term cross-linguistic awareness which concerns to “awareness of the links between the language systems” (Moore, 2006, p. 118) both cited in Hufeisen & Jessner, (2009).

Based on the previously stated premises, a student who is perfectly conscious of how he/she learned English, for instance, will use the same strategies, or at least the most applicable ones, to the learning of French as L3 and will identify the similarities and connections between the languages; besides, existence of transfer from another language.

Therefore, linguistic awareness will be operationalized as the facilitation that psychotypology has in the learning process of the L3.

2.2.3.1.6. Psycho-typology

The conception students have of the linguistic distance or closeness of two languages is conceived as psycho-typology (Hammamberg, 1998) as cited in Cenoz, (2001). Rash (2008) bases its definition on that of Kellerman (1983), as “the learner’s perceived distance between the L1 and L2” and adds that a learner’s psycho-typologies are made up from linguistic knowledge from previously learned or acquired languages and meta-linguistic strategies. For

that reason, this factor varies from person to person, and it is totally and completely an individual perception. Ribbert & Thije (2007) state that the learner subconsciously decides the amount of linguistic material to transfer from L1 to L2 (or from both L1 and L2 to the L3) depending on his estimation of the closeness of the two languages.

Regardless of the lack of established theories of third language acquisition, a set of models and hypotheses developed in the last decades has been accurately adapted to the needs of the present research. Once these models and hypotheses have been described along with the variables, the next chapter describes the methodology under which this research was carried out.

III. METHOD

The present chapter is integrated by the research design, the operationalization of the variables, a description of the procedures, the participants, the material and instruments and finally the description of the analysis of the data. This study investigates the questions of whether there is a systematic relationship between language proficiency in French and English, learner based variables, and transfer from English L2 to French L3.

3.1. Research Design

This research was carried out on the basis of a quantitative descriptive, corpus based research. It is also a cross-sectional study based on the dependence of the variables.

3.2. Operationalizing Constructs as Variables

Brown (1998) states that quantifiable data may be observed and measured differently. In order to be able to prove or refute the hypothesis that states the relation between the proficiency of the students in English L2 and French L3 and the lexical transfer, the present section introduces definition of terms of its measurability.

There are two main independent variables in this study, which are the proficiency in English and the proficiency in French. Two proficiency tests, one in English and one in French allowed the measurement of these variables.

Other variables, which are considered as factors causing transfer, are L2 recency, L2 exposure, and linguistic awareness, and they were measured through a questionnaire.

The dependent variable is the presence of items of cross-linguistic lexical influence of English in written work in French. This variable is measured through the amount of items of

lexical transfer gathered in a corpus. Other variables to be considered are language recency and language exposure. Table 2 shows the variables to be related in this research and their operational definitions

Variable	Operationalization
Proficiency	The ability to use a language for a particular purpose.
Transfer	The influence of a previously acquired language to the acquisition of a second or third language. Transfer in TLA can be from the L1 and L2.
Language recency	The use of the most recently acquired language by the learner as the source of transfer (Hammanberg, 2001)
Language exposure	The amount of the target language instruction (Murphy, 2003).
Linguistic awareness	Awareness of the links between the language systems (<i>psycho-typology</i>) (Moore, 2006)
Psycho-typology	The perceived linguistic distance between two or more languages

Table 2 Operationalization of variables

Table 3 outlines the relationship between the particular objectives that will give answer to the research questions, and the theories that comprise the rationale behind each.

Objective	Research question	Theory
To identify the level of proficiency in English L2 students have.	Do students who have a high proficiency in English L2 have a higher proficiency	The Threshold hypothesis
To identify the level of proficiency in French L3 students have.	in French L3 than those who have a low proficiency in English L2?	
To analyze the relation between language proficiency in English as		

L2 and French L3		
To identify the lexical transfer from English as L2 in French written productions (L3).	There is a relation between the degree of proficiency of the student in English L2 and French L3 and the amount of items of lexical transfer.	Cross-linguistic influence
To determine if there is variable dependence between L2 lexical transfer and factors other than proficiency in the L2 such as L2 recency, and L2 exposure, and psychotypology, and linguistic awareness.	Do other factors such as proficiency in L2, psychotypology, language recency, language exposure and linguistic awareness, influence transfer from English L2 to French L3?	The Multiple Effect principle

Table 3 Relationship between objectives, research questions and theory

The general objective of this research was to analyze the influence that English (L2) has in the process of learning French as a third language by Spanish native speakers, through the measurement of proficiency in both languages, and other language based variables as psychotypology, language recency and language exposure, linguistic awareness, and through the identification of lexical transfer items from English into French.

3.3. Graphic Representation of the Research

The variables above described are presented in the following graph. It presents in the first stage the dependent variable which is transfer from English L2 to French L3. Above it, the main independent variable is placed: proficiency, and next to it, the moderate variables, other

factors that may influence transfer: psycho-typology, language recency, language exposure, and linguistic awareness.

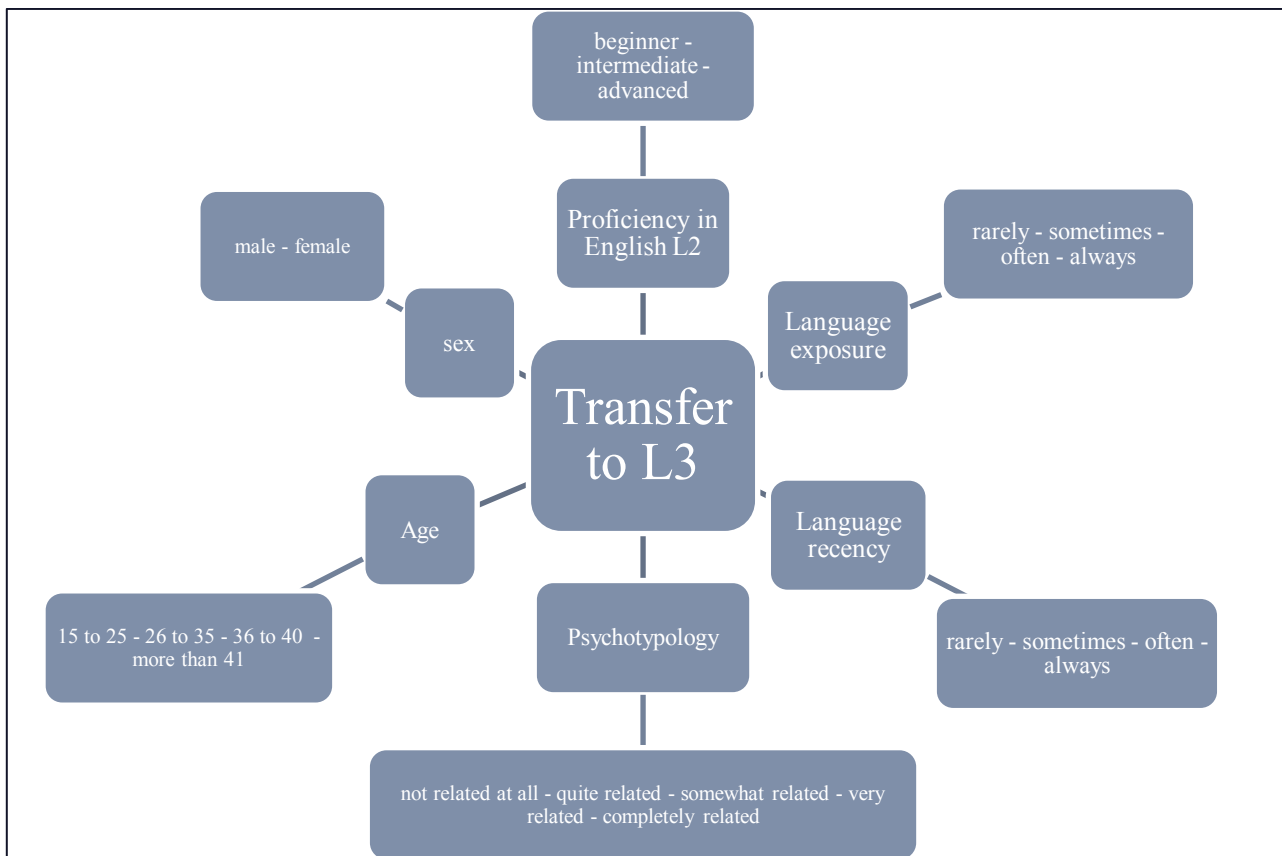


Figure 2 Graphic representation of research

3.4. Procedures

The collection of the data was performed as follows. Students of the different French courses answered the questionnaire, which was helpful to separate those students who have Spanish as a first language, English as a first foreign language and French as a third language; from those who only have Spanish as a first language and French as a second language.

The students chosen from the first questionnaire answered two tests, an English proficiency test and a French proficiency test. Then students' proficiency was classified according to the results of both English and French tests; the results were classified as

introductory, basic, pre-intermediate, intermediate and post-intermediate. The tests were designed so that students had to achieve a level of proficiency in order to solve the following level. Students were placed in the last level if they got a minimum of 70% of correct answers; e.g. if a student had 70 % of the answers right in the introductory level, the examiner could continue grading the following level; if the student didn't get 70% of the answers right in the basic level, then the student was placed in the introductory level.

A vocabulary profile of each student (which aimed to measure their vocabulary in English and French) was made up from the writing sections of the tests mentioned above and from the online software, "VocabProfile Home: **Edit-to-Profile Facility**, which is based on Laufer and Nation's Lexical Frequency Profiles: "*Vocabulary Profilers break texts down by word frequencies in the language at large [...]divide the words of texts into first and second thousand levels, academic words, and the remainder or 'offlist.'*"(Cobb, 2006).

Gries (2009) defines Corpus linguistics as method in linguistic that analyzes linguistic elements found in corpora through a computer program. He distinguishes three corpus linguistics methods in Second Language Acquisition: frequency lists and collocate lists or collocations, colligations and collostructions, lexico-grammatical co-occurrence and concordances. The use of these methods will help us find out differences and similarities among the development of input, native and target languages, as well as inter-language, and error analysis.

A written task was assigned to all students in order to build a corpus. The task consisted of writing a descriptive text. It was time-controlled and all students wrote a text about their personal information, interests and projects, in 20 minutes time. The topics were

based on the content of the course, but there was at least one month between the date of the application of the tasks and the presentation of this topic in class. Students were not allowed to use a dictionary.

With the purpose of analyzing the written tasks, three codifiers identified the lexical influence of English in the productions, not only the presence but the absence of lexical transfer. The codifiers were three language teachers, who have a high proficiency and mastery of the three languages (Spanish, English and French). All the items of lexical transfer found in the written productions were integrated to the corpus. The dependence between the amount of items and the vocabulary proficiency levels of English L2 and French L3 was determined by means of chi square(x^2) analysis.

Once all the data were collected, the results were classified by variables. Data processing was done by means of the Statistical Package for the Social Sciences software (SPSS) through descriptive and variable dependence statistics between L2 proficiency and L3 proficiency, language recency, language exposure, and the amount of transfer from English in the written tasks.

3.5. Participants

The research took place at the University of Quintana Roo. The participants were the 32 students enrolled in the French courses at the *Language Teaching Center* (CEI) during the spring term in 2011. There were ten students in the introductory level (A1⁷), ten students in the basic level (A1-A2), five students in the pre-intermediate level (A2-B1), and five in the post-intermediate level (B1) (SAE portal, 2011).

⁷Level classification from The Common **European Framework** of Reference for Languages (CEFR)

It is worth mentioning that only the students whose mother tongue is Spanish and who have English L2 and French as L3 were considered for this research.

3.6. Materials/Instruments

The participants of this research answered a questionnaire adapted from Tremblay (2004), which allowed a distinction of the students enrolled in the French courses that have Spanish as a first language and English as a second language, from those who have Spanish as their first language and French as their second language.

The questionnaire also helped classify students according to the level of English they have finished at the University of Quintana Roo. Students can range from introductory level up to advanced level⁸. Other questions in the questionnaire are concerned with the amount of time students have studied both languages (recency), and the time they have devoted to the learning of each language (exposure), as well as the advantages and disadvantages they have faced when learning their second and third language.

The questionnaire included an initial section for personal data: name, age, gender of each participant. The information about age and about gender was used with the purpose of determining if each factor is related in any way with the language transfer in the written tasks. The questionnaire was validated by experts and it was piloted with a group of 10 students of French 2 from the English Language Major at the University of Quintana Roo. The piloting provided feedback as for the understanding of the instrument and the usefulness of the data gathered.

⁸The classification of levels of English at the University of Quintana Roo is also based on the European Framework of Reference of Language. This will allow a better correspondence on the levels of both English and French.

The following instrument was the proficiency tests in English and French. Both tests were adapted from the Placement examination tests of English and French respectively, from the CEI (Langue Teaching Center) at UQROO. The measures of proficiency which were used to analyze the dependence between the proficiency and language transfer are the student's English course level and the classification on the placement examination test.

The proficiency English test was divided into four levels, classified as *introductorio*, *básico*, *pre-intermedio* and *intermedio*. Each level evaluated the use of the language (grammar and vocabulary), reading comprehension and writing production.

For the purpose of measuring the vocabulary level, the productions of the writing sections in the proficiency tests were analyzed by the free online software, "VocabProfile Home: **Edit-to-Profile Facility**," which is based on Laufer and Nation's Lexical Frequency Profiles. The software measures the amount of words, the words that belong to a 1-1000 word level and the words that belong to a 1001-2000 word level, and the *off-list* words that do not correspond to any list.⁹

The accurate application of the instruments and data gathering allowed appropriate analyses that led to answers for the research questions.

⁹Words from the General Service List (GSL). Words of general service to learners of English. The classification of the words is based on frequency. West (1953) *A General Service List of English Words*, Longman, London

IV. DATA ANALYSIS

The present study was conducted to determine to what extent English L2 has an effect of cross-linguistic influence in the learning of French as L3, specifically in written productions. In addition, other factors such as psycho-typology, language exposure, language recency, proficiency in the L3, and language awareness were also considered as factors affecting language transfer from English L2 to French L3.

The description of the data gathered is described in the present chapter. Moreover, the findings of this study regarding the dependence among the variables stated above and described in the method section are also detailed.

4.1. Students' Background

32 out of the 100 students enrolled in the French courses at the University of Quintana Roo answered all the instruments applied for this research. 62.5 % were men and 37.5% were women. Their ages were categorized in ranges: 16-17, 18-23, 24-35, and 36-60 years old. Most of the students belonged to the group of the 18-23 years old (85%); students of 16-17 and 24-35 integrated 6% of the population each, and the last range from 36 to 60 years old was only the 3% of the participants. Despite of the fact that age is a learner based factor also considered as affecting transfer (Murphy, 2003), this was not relevant for the purpose of this research as the majority of the participants are in the groups 18-23 years old.

4.1.1. Students' Proficiency

Students answered a proficiency English test. Students were classified in the last level they had to score 70% or more of the correct answers. The figure below shows the distribution of the students according to the level they were placed.

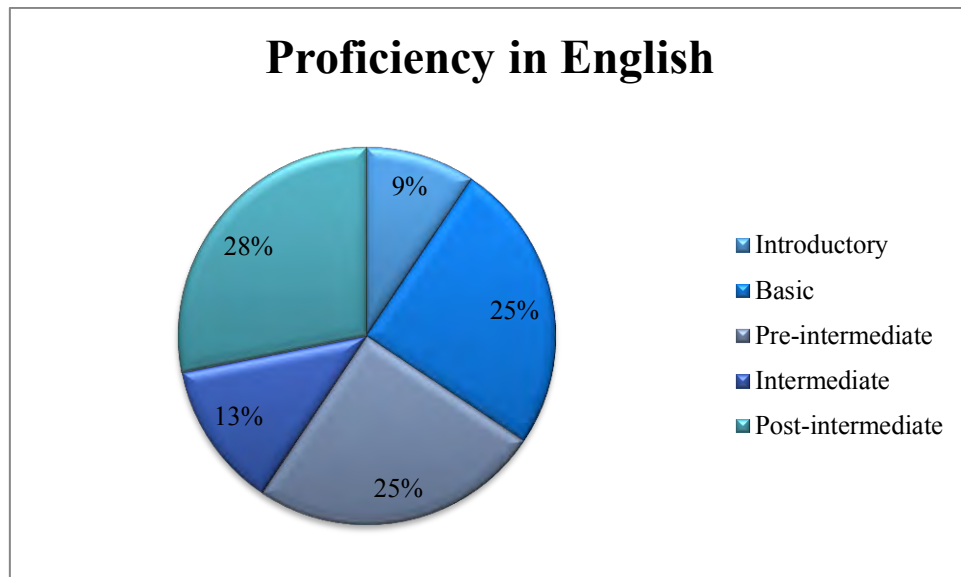


Figure 3 Proficiency in English.

The results of the French proficiency test were taken using the same procedure than the English proficiency test. According to the results, 11 students were placed in the introductory level, 11 in the basic level, 5 in the pre-intermediate level and 5 in the post-intermediate level. The figure below shows these results.

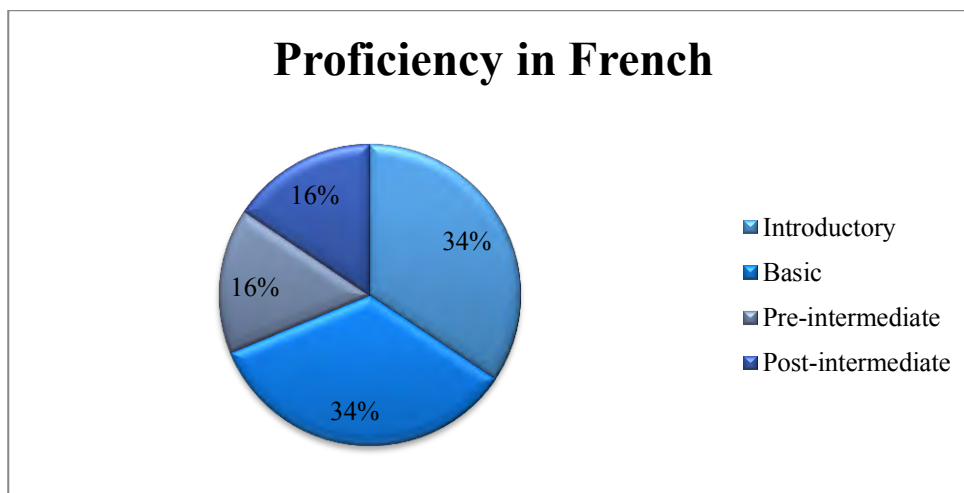
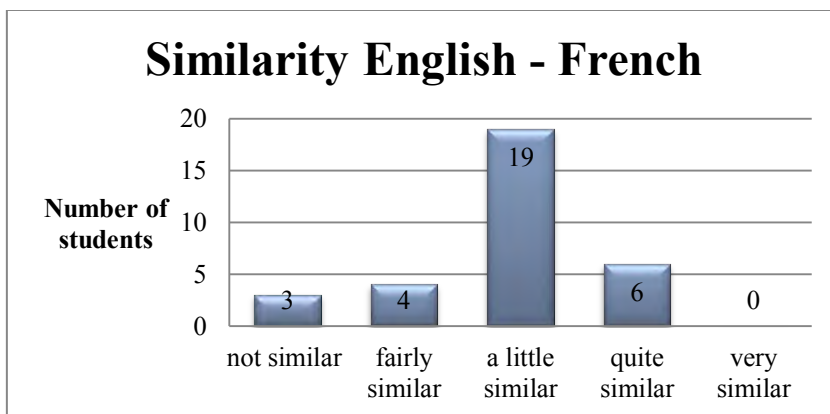


Figure 4. Proficiency in French

4.1.2. Students' Psycho-typology

The questionnaire used had as one of its purpose to determine to what extent students considered English and French, and Spanish and French related and similar, as well as whether students found those similarities useful for their learning of French as L3 process or not. The questionnaire also had specific questions about the similarity of the mentioned languages in their different aspects such as orthography, vocabulary, grammar and pronunciation.

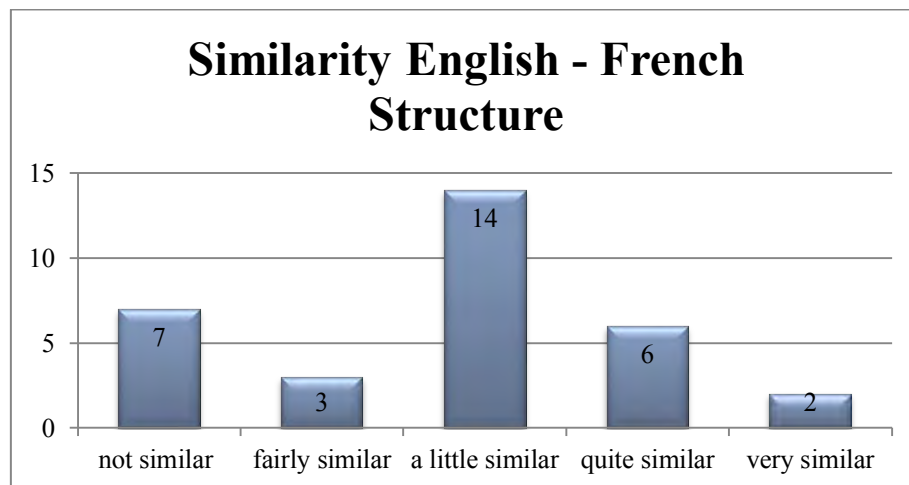
Historically, both English and Spanish are closely related to French (Farkamekh, 2006) and psycho-typology refers to the conceived linguistic distance between two languages (Hammamberg, in Cenoz, 2001) that can facilitate or hinder language learning. Nevertheless, the results show that students do not perceive the linguistic closeness between English and French as almost 75% consider both languages a little similar (number three, in the 1-5 Likert scale, where 1 indicates the languages are not similar; 2 indicates that languages are fairly similar; number three, a little similar; four indicates they are quite similar; and number five indicate the two languages are very similar). Graph.1 below summarizes these results.



Graph 1 Similarity English - French

Students were also asked about their perceived similarity between particular aspects of the language. Students were interviewed about the similarity between English and French

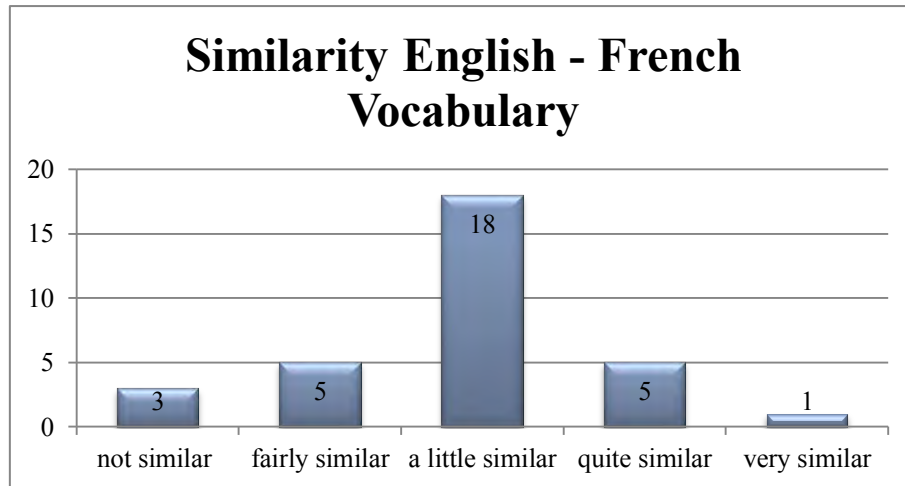
structure. Students understood structure as grammar (use of verbs, tenses, prepositions, and etcetera) and the answers regarding the similarity were also based on a Likert scale, where one corresponds to not similar and number five to very similar. The results showed a similar tendency as the previous question. Most of the students found English and French language structures as little similar. The majority of the students considered that structure in both languages is a little similar. 31% of the students find fairly or no similarity, whereas 25% the students considered the structure of both languages to be quite of very similar. The graph below describes the results.



N=32

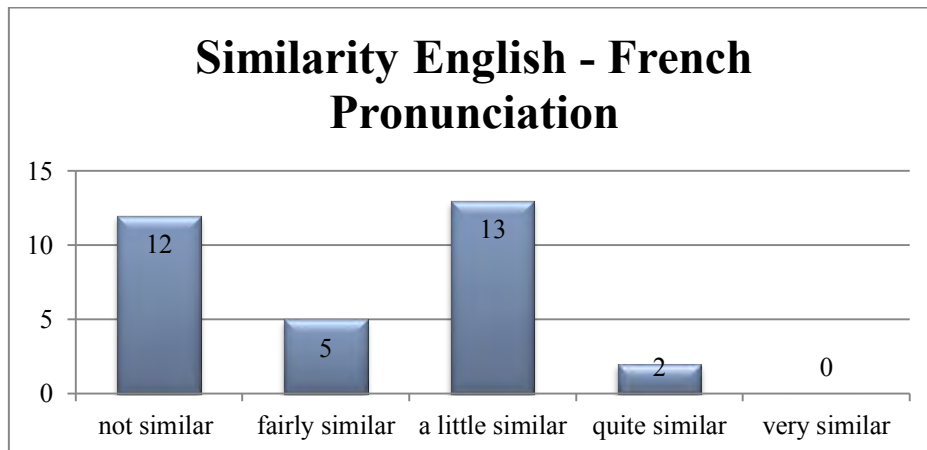
Graph 2 Similarity English - French Structure

Graph 3 represents the perceived similarity between English and French with regard to vocabulary. As in the previous graph, most of the students perceive little similarity between English and French vocabulary.



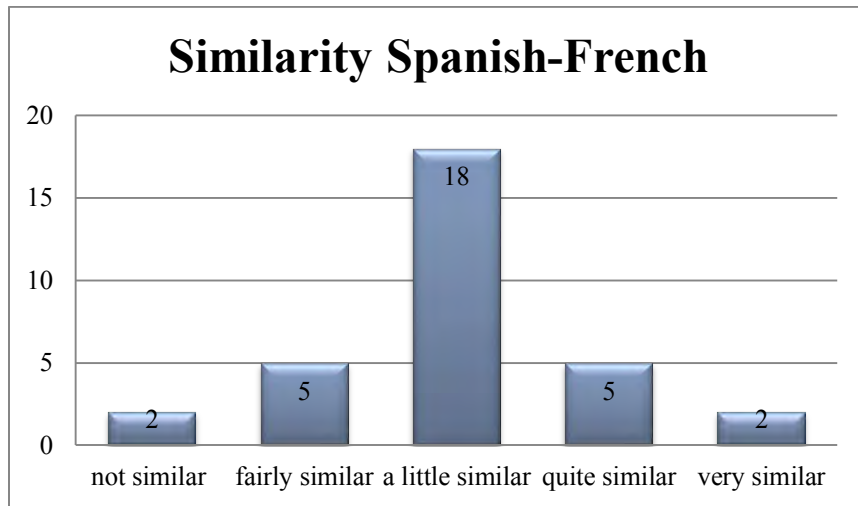
Graph 3 Similarity English - French Vocabulary

Graph 4, however, describes a negative tendency towards the similarity between English and French pronunciation. 41% of the students consider pronunciation in English a little similar to pronunciation in French, while the 53% of the students consider it fairly or not similar at all.



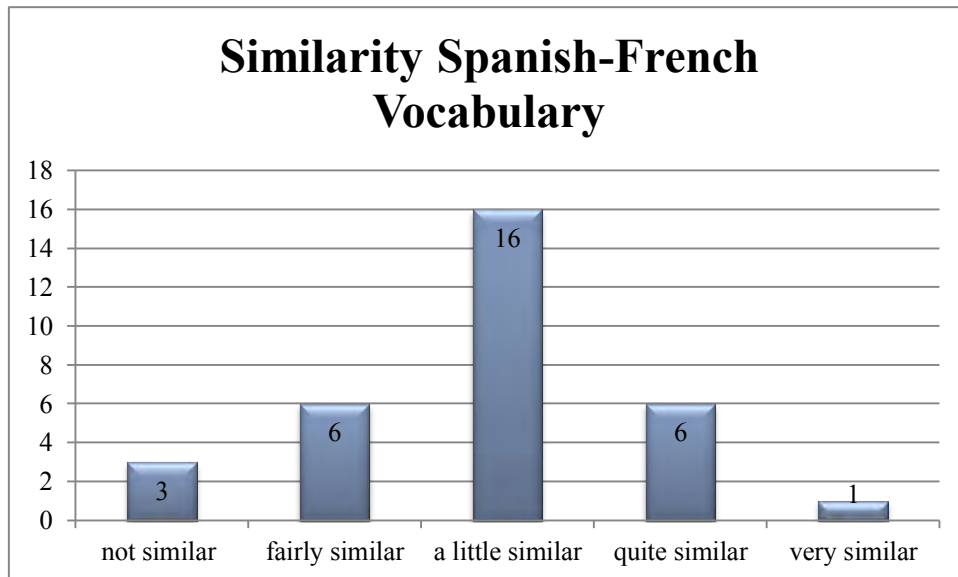
Graph 4 Similarity English - French Pronunciation

Regarding the linguistic distance between French and Spanish, the results were similar. 56% of the participants considered there is little similarity between Spanish and French, while the 44% left was equally distributed. The distribution results are outlined in the graphs below.



Graph 5 Similarity Spanish-French

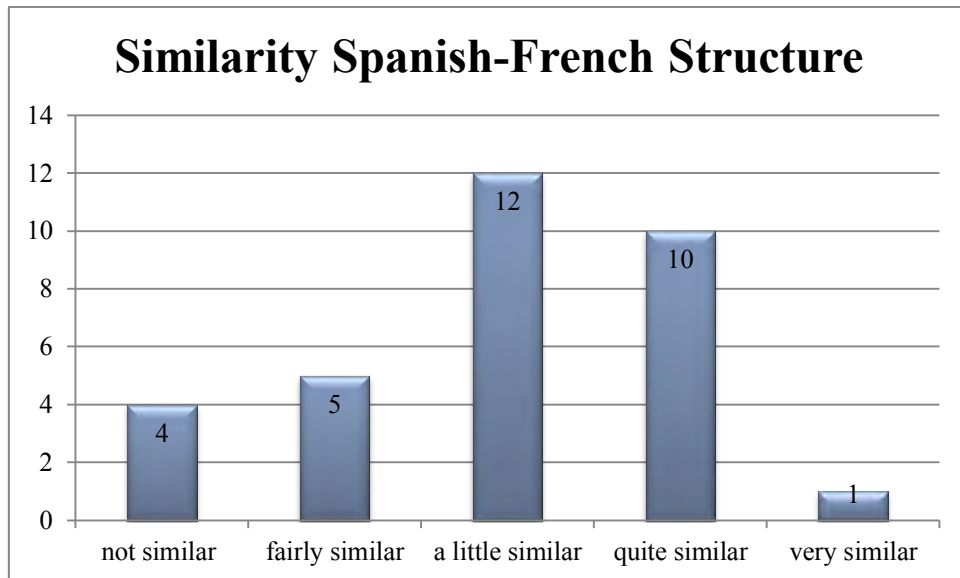
Graph 6 shows similar results to the previous graph. The majority of the students found the relationship between Spanish and French vocabulary little similar.



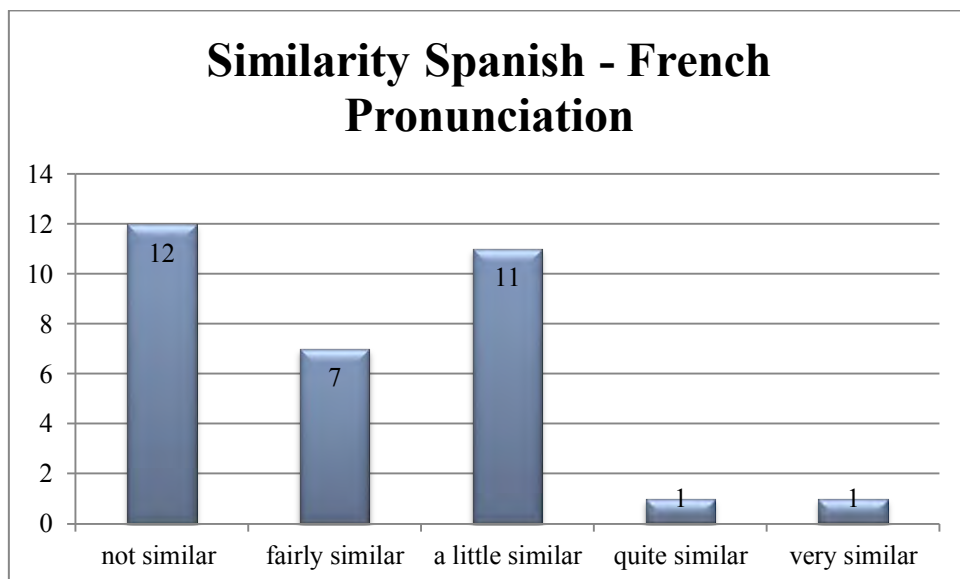
Graph 6 Similarity Spanish-French Vocabulary

Perceptions towards the similarity between Spanish and French structure are varied. The results show that 29% of the students considered both language structures to be fairly and

not similar; 38% of the students found a little similarity, 30% found both language structures quite similar, and only a three percent very similar. The results are outlined in graph 7.



Graph 7 Similarity Spanish - French Structure



Graph 8 Similarity Spanish - French Pronunciation

Unlike the previous results, Graph 8 shows a negative tendency towards the similarity between Spanish and French pronunciation, as only a 6.3% of the students found them quite and very similar.

Data regarding psycho-typology revealed that most students perceived little similarity between English and French and between Spanish and French, despite the fact that it was expected to find positive perceptions. Besides, negative perceptions towards the similarity of both languages were mostly found in pronunciation.

Once all the results about the perceived language distance (psycho-typology) have been outlined, the next variable to analyze is language exposure.

4.1.3. Language Exposure

Language exposure denotes the time students are exposed to language instruction for the foreign language learner; or the time a person has lived in the country of the target language, for bilinguals. (Murphy, 2006). The data gathered to fulfill this variable consisted of the exposure to the English language instruction. Students were asked about the time they currently study and are exposed to English, measured in hours; and the time they have studied English, measured in years.

The aspect of exposure related to the current time studying English was grouped in less than 5 hours a week; 10 % of the participants were included in this range. The second range of time was from 6 to 10 hours a week and 18% of the participants were included. The remaining 4% was ranged in a language exposure from 11 to 15 hours a week.

A different trend was observed in the years of language study. Although the majority of the students ranged on the group of 1-2 years of instruction, there is a similar trend within

students that have studied to English language for 7 years or more. The detail of the answers can be observed in the figure 5 below.

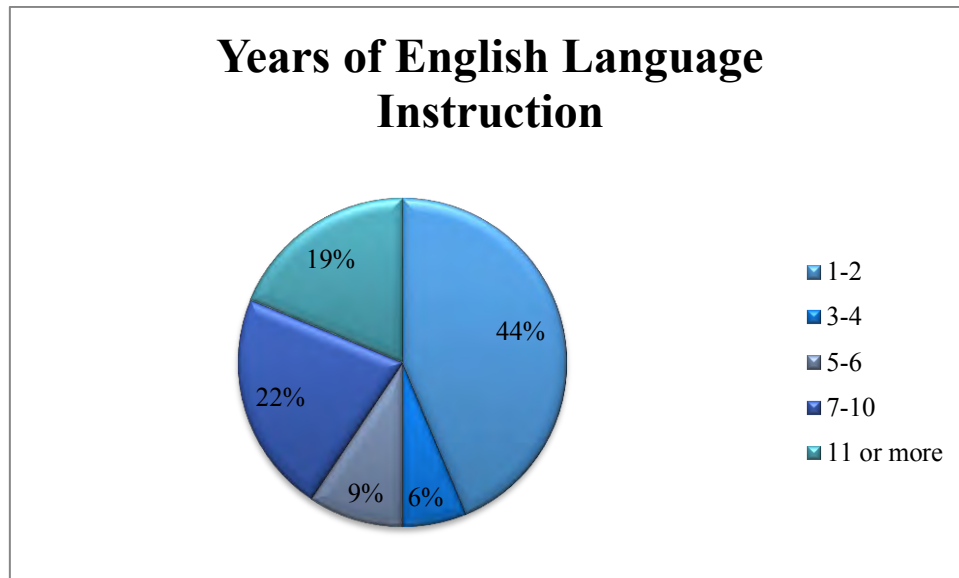
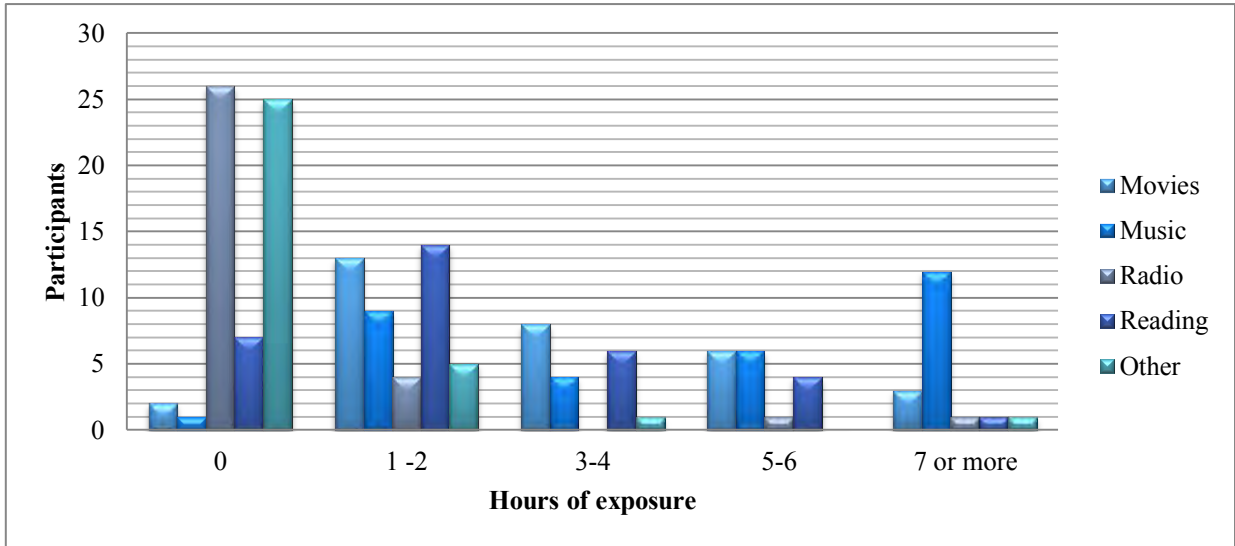


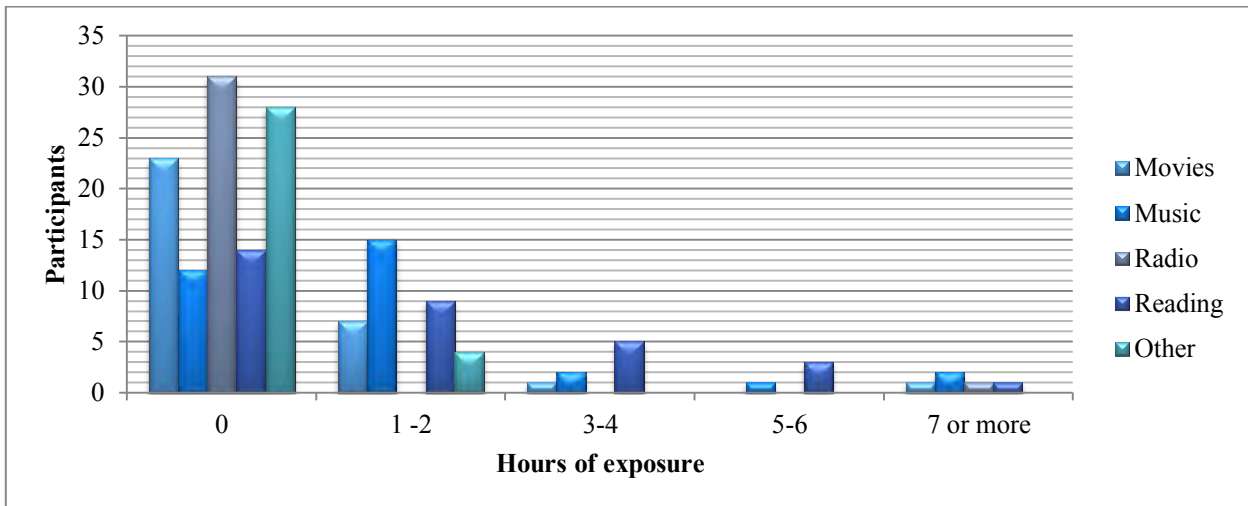
Figure 5 Years of English Language Instruction

Students were also asked about the amount of time they expose themselves to both English and French language through specific activities: watching movies, listening to music, listening to the radio (spoken radio), reading books, or other (they mentioned surfing on the internet and reading magazines). The scale for exposure ranges from 0 hours (not exposure at all) to 7 hours or more. The results shown in the graphs below demonstrate the very low exposure that students have towards both languages. The higher exposure for English is *listening to the radio*. Graph 9 illustrates the findings.



Graph 9 Different Means of Exposure to English

Graph 10 summarizes the results about exposure to French language. They showed that students do not devote much time to the use or practice of the language. The higher number of students is mostly exposed to French through reading, but they spend little time on this activity; whereas the activity on which they spend more time is listening to music.



Graph 10 Different Means of Exposure to French

4.1.4. Linguistic Awareness

Linguistic awareness was operationalized as psycho-typology; therefore, students were asked if the perceived linguistic distance between English and French or Spanish and French facilitated or not their learning process. The results about *the relationship between English and French, facilitating the learning of French* showed a slightly positive tendency; however, the majority of the students were uncertain about their answer (53%). Moreover, there is a similar result in the percentage of the students who considered that relationship advantageous and the students who did not consider it so. The detailed answers are exposed in the graph below.

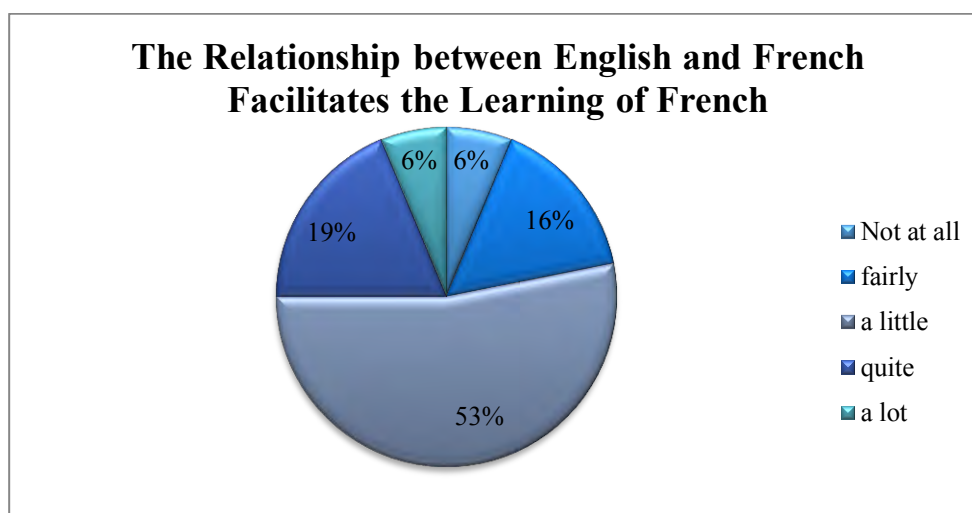


Figure 6. The Relationship between English and French Facilitates the Learning of French

Regarding *the relationship between Spanish and French, facilitating the learning of French* the results showed positive the tendency that the relationship between both languages facilitates the learning of French. Nevertheless, 50% of the students were also uncertain about their answer as observed in the chart below.

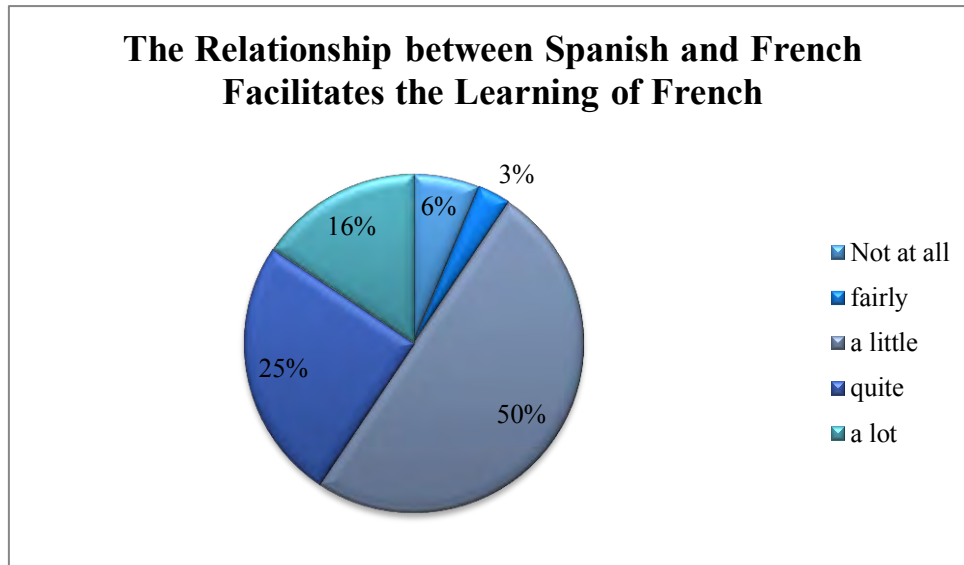


Figure 7 The Relationship between Spanish and French Facilitates the Learning of French

4.2. Vocabulary Profiles

The written productions of students in both languages English and French were analyzed by means of a *Vocprofile Software*. The tables below show the vocabulary profiles of each group of French.

The vocabulary profiles in English illustrate that the vocabulary of students is limited. Above 80% of the words they produced belong to a 1-1000 word level.

	Total number English words	1 - 1000 level word	1001 - 2000 level word	2001 - 3000 level word	off list English words
Mean	84.9	81.2	3.1	1.8	11.2
Median	84.5	84.2	2.9	1.2	10.4
Mode	82	87.7	0	0	10.5
Std. Deviation	28.6	15.6	1.9	2.1	6.1
Range	147.0	93.9	7.8	8.7	24.6

Table 4 Vocabulary Profile in English

The vocabulary profiles in French proved that the vocabulary of students is even more limited. Above 70 % of the words they produced belong to a 1-1000 word level. However, it is more noticeable the wide percentage of *off-list* words (words that include proper nouns and misspelled words). Students have a very low vocabulary level, including those students who are in higher levels. Besides, there is no correspondence between the proficiency level of the students and the vocabulary level.

	Total number French words	1 - 1000 levelword	1001 - 2000 levelword	2001 - 3000 levelword	off list French words
Mean	115.3	76.6	2.7	1	20
Median	108.5	77.6	2.6	9	19
Mode	107	74.29	1.87	0	20
Std. Deviation	42.4	5.4	1.6	1	5.7
Range	174	27.04	8.3	3.67	26.35

Table 5 Vocabulary Profile in French

4.3. Lexical Transfer.

The 32 participants carried out the writing tasks, from which 25 items of lexical transfer were found. Those items were classified according to Ringbon's criteria (1987) into coinages, false cognates, semantic extensions, loans and relexifications, and total code switch.

Transfer from English to French was mostly represented by total code switch and semantic extensions as shown in Figure 8.

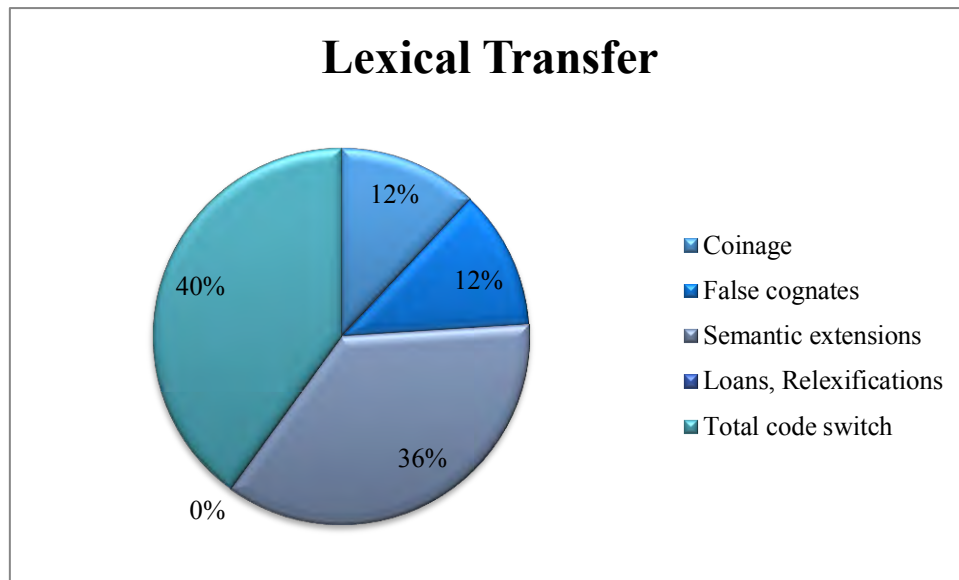


Figure 8 Lexical Transfer

Total code switch was the most common source of evidence of transfer as well as semantic extensions. Students may find easier to say a word they don't know in the target language, in a language they already know, English. Semantics extensions were also found in the written productions, most of the transfer items considered semantic extensions consisted of the capitalization of some words that are only capitalized in English but not in French, as the pronoun *je*, or nationalities. The null use of loans might be caused by the limited vocabulary students also have in English.

4.4. Relationship among Variables

Independence among variables was calculated by determining the *Pearson Chi square*, which establishes the existence of independence of variables when the value of the χ^2 is higher than 0.05. The results of the analysis of dependence among the variables are shown in the following crosstabs and bar graphs.

4.4.1. Proficiency in English and French

The crosstabs below (Table 6) show the dependence between proficiency in French and proficiency in English. According to the Threshold hypothesis (Cummins, 2000) a high level of proficiency in L1 and in L2 is beneficial for the learning of L3; it also states that the higher the level in L2 and L3, the less transfer, and the lower the proficiency in L2 and L3, the more transfer.

		PROFICIENCY ENGLISH					Total Transfer items
		Introductory	Basic	Pre-intermediate	Intermediate	Post-intermediate	
PROFICIENCY FRENCH	Introductory	2	3	0	3	3	11
	Basic	1	5	2	1	2	11
	Pre-intermediate	0	0	3	0	2	5
	Post-intermediate	0	0	3	0	2	5
	Total	3	8	8	4	9	32

$\chi^2 > .05$

Table 6. Proficiency in English and Proficiency in French

The hypothesis that states there is a dependence on the proficiency in English and the proficiency in French is rejected, since $\chi^2 > .05$. This demonstrates there is no dependence among these variables. It is observable that more transfer items were found in the lower levels of proficiency in French and the least in the higher levels of proficiency.

Furthermore, it is noticeable that the amount of transfer items does not behave progressively as the level of English increases. According to the hypotheses that frame this research, it was expected to find more transfer items in the written productions of students who had a low level of proficiency in English and French and to find less transfer items in the productions of those students who have higher levels of proficiency in both languages.

4.4.2. Proficiency and Vocabulary

The vocabulary profiles were grouped according to the proficiency in French, in order to determine the dependence between vocabulary in English and vocabulary in French, and the dependence between the proficiency in English and the vocabulary in French.

The table below (Table 7) describes the means of written words in English, the means of the percentage of words of the first, second and third level, and the off-list words according to proficiency in French. The purpose of this categorization is to illustrate the dependence between the vocabulary in English and the vocabulary in French.

Proficiency French		Total number English words	1 - 1000 level word %	1001 - 2000 level word %	2001 - 3000 level word %	Off list English words %
Introductory	Mean	87.2	83.2	3.3	2	11.5
	Std. Deviation	27.2	4.6	2.3	2.1	5.4
	Range	99	13.8	6.8	7.5	18.9
	N	11	11	11	11	11
Basic	Mean	76.1	85.8	3	.9	11.5
	Std. Deviation	19.5	5.3	2.2	1.2	7.4
	Range	62	16.6	7.8	4.2	21.3
	N	11	11	11	11	11
Pre-intermediate	Mean	107.2	81.6	3.1	3.9	11.4
	Std. Deviation	24.2	5.8	.6	2.9	5.7
	Range	66.	14.7	1.5	7.8	12.8
	N	5	5	5	5	5
Post-intermediate	Mean	77.	66.	3	1.2	9.8
	Std. Deviation	45.2	37.1	1.9	.9	6.6
	Range	114.	86.7	4.8	2.6	17.5
	N	5	5	5	5	5

Table 7. Vocabulary in English and Proficiency in French

The sum of the percentages of the word lists sums 100%; however, the sum of the percentages in the post-intermediate level does not reach the 100% because some of the cases were equals to zero.

The following table illustrates the means of written words in French, the means of the percentage of words of the first, second and third level, and the off-list words according to proficiency in French.

Proficiency French		Total number French words	1 - 1000 level word %	1001 - 2000 level word %	2001 - 3000 level word %	off list French words %
Introductory	Mean	93.9	78.9	3.3	.9	17
	Std. Deviation	42.3	4.4	2.4	.9	3.9
	Range	134.0	12.6	8	2.4	12.5
	N	11	11	11	11	11
Basic	Mean	112.5	73.6	2.4	1.5	23.4
	Std. Deviation	32.8	6.4	.8	1.2	6.9
	Range	121.	21.6	3.2	3.7	21.1
	N	11	11	11	11	11
Pre-intermediate	Mean	142.	79.	1.9	.9	18.2
	Std. Deviation	40.8	2.3	1.3	.6	3
	Range	101.	6.	3.1	1.6	7.1
	N	5	5	5	5	5
Post-intermediate	Mean	142.2	76.1	2.8	.3	20.8
	Std. Deviation	44.8	5.	1.1	.4	4.5
	Range	111.0	11.5	2.6	.9	10.2
	N	5	5	5	5	5

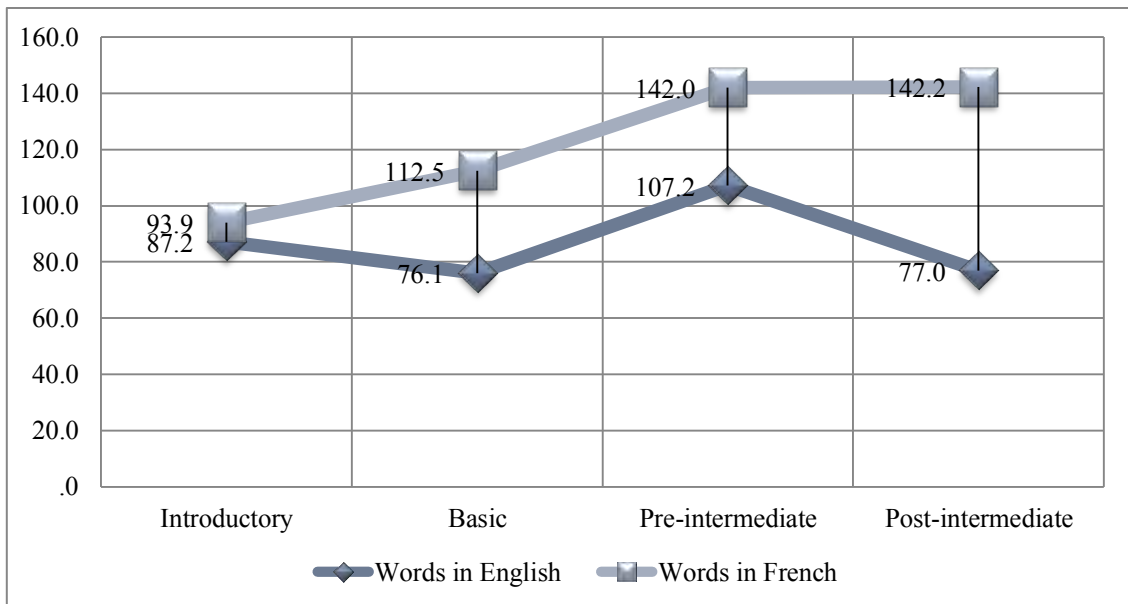
Table 8 Vocabulary in French and proficiency in French

Table 8 illustrates the vocabulary levels in French. We can observe that the amount of words increases in parallel to each upper level. Nonetheless, the percentages of the word levels

do not follow that same tendency. The expected results should show higher percentages of words in each word level, as proficiency increases.

The relation between the total amount of words in English and French had a significance of $\chi^2 > .05$, which leads to the rejection of the hypothesis that there is a relation between the vocabulary in English and the vocabulary in French. Therefore there is no dependence among these variables.

Graph 11 displays the tendency lines that represent the amount of words in English and French, categorized in the level of proficiency in French. The results display how the words in French increase as the level does. Nonetheless, the behavior of the tendency line of the words in English is different, which is explained by the fact the proficiency in French is independent from the proficiency in English; a student who has a high proficiency in French does not necessarily have a high proficiency in English.



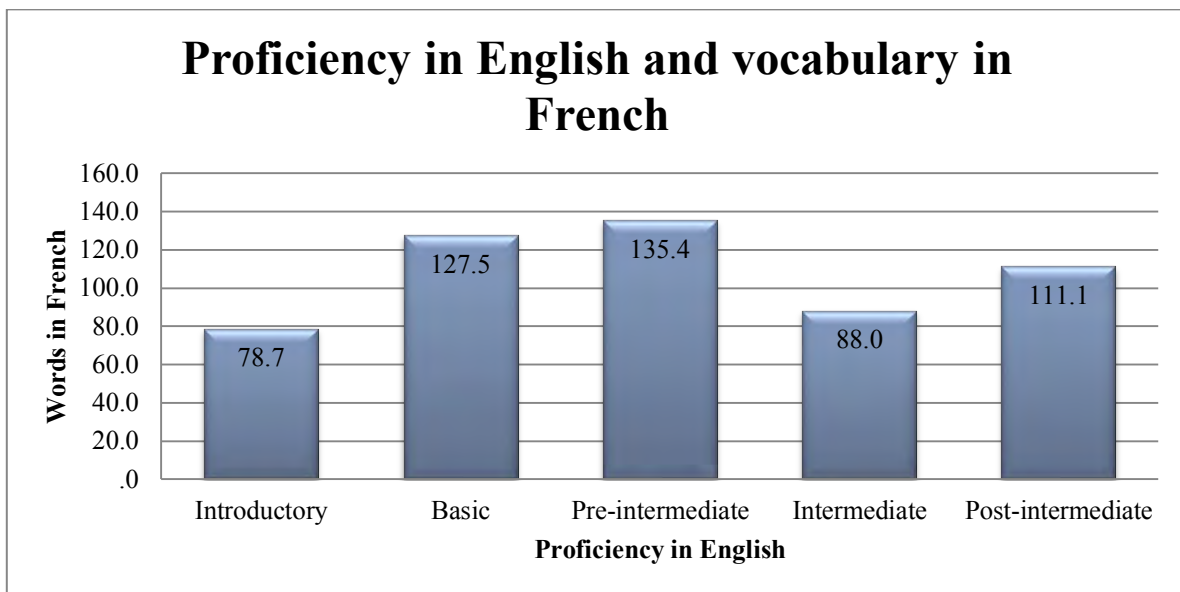
Graph 11 Trends Between Vocabulary in English and French

4.4.3. Proficiency in L3, Transfer and Learner Based Variables

The results of dependence among proficiency in French as L3 and lexical transfer with other learner based variables did not show positive outcomes. The results of the analyses will be detailed variable per variable.

4.4.3.1. Proficiency in English and Vocabulary in French

The outcomes of the analysis of dependence between proficiency in English and vocabulary in French were $\chi^2 > .05$. The significance of the analysis is higher than the expected value, thus the hypothesis of dependence of variables is rejected. The results are represented below, in Graph 12.



Graph 12 Proficiency in English and Vocabulary in French

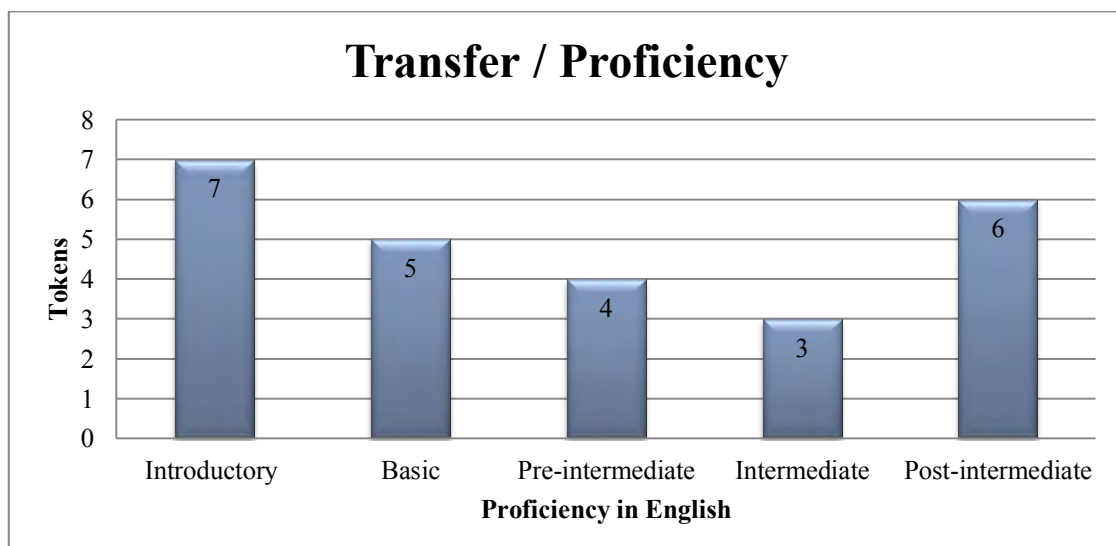
Despite the results of the statistical analysis, a slight tendency is observed in the graph. The amount of the words increases as the level of proficiency in English increases, at least in the first three levels. Similarly to the results of the analysis of the dependence of vocabulary in English and words in French, those variables are independent, although the Multiple Effect

hypothesis argues that proficiency in the L2 may influence the learning of an L3. The decrease in the amount of French words in the intermediate level may be due to the fact that 75% of students who have an intermediate level in English, have an introductory level of French and the remaining 25% have a basic level.

4.4.3.2. Proficiency and Transfer

Regarding the dependence between proficiency in English and the total amount of transfer items, the results of the *chi-square* analysis had a significance of $\chi^2 > .05$; therefore, the hypothesis of dependence of variables is rejected.

The results, represented in Graph 13 reveal that despite the statistical analysis, the amount of transfer items decreases as the proficiency in English increases (excluding the highest level), as was expected. The exception may be explained by the fact that students with a high level of proficiency in English might be more exposed to the language, more aware of the learning process and may make more use of English in their learning of French; in addition, some of the students who had a high level of proficiency in English, were grouped in the introductory level of proficiency in French.



Graph 13 Proficiency in English and Lexical Transfer

4.4.3.3. Psycho-typology and Proficiency in French

The results of dependence analysis between psycho-typology and proficiency in French had a significance of $\chi^2 > .05$. As a result, the hypothesis of dependence between psycho-typology –about the perceived similarity between English and French – is rejected. Table 9 is a crosstab that represents the relationship between proficiency in French and psycho-typology English-French. The majority of students perceive little similarity between the two languages; none of them found the two languages very similar.

	Proficiency French									Total
		Introductory		Basic		Pre-intermediate		Post-intermediate		
		N	%	N	%	N	%	N	%	
Similarity English - French	Not similar	1	9%	1	9%	0	0%	1	20%	3
	Fairly similar	2	18%	1	9%	0	0%	1	20%	4
	A little similar	7	64%	7	64%	4	80%	1	20%	19
	Quite similar	1	9%	2	18%	1	20%	2	40%	6
	Very similar	0	0%	0	0%	0	0%	0	0%	0
Total		11		11		5		5		32

Table 9 Psycho-typology English-French and proficiency in French

The dependence analysis between psycho-typology Spanish – French and proficiency in French results had a significance of $\chi^2 > .05$. Consequently, the hypothesis of dependence is rejected. Table 10 represents the crosstab between proficiency in French and psycho-typology in Spanish and French. It is likewise observable that most of the students perceived little similarity between both languages. However, students’ perceptions differed more than in English-French psycho-typology.

	Proficiency French									Total
		Introductory		Basic		Pre-intermediate		Post-intermediate		
		N	%	N	%	N	%	N	%	
Similarity Spanish - French	Not similar	1	9%	1	9%	0	0%	0	0%	2
	Fairly similar	1	9%	1	9%	1	20%	2	40%	5
	A little similar	8	73%	7	64%	2	40%	1	20%	18
	Quite similar	1	9%	1	9%	2	40%	1	20%	5
	Very similar	0	0%	1	9%	0	0%	1	20%	2
Total		11		11		5		5		32

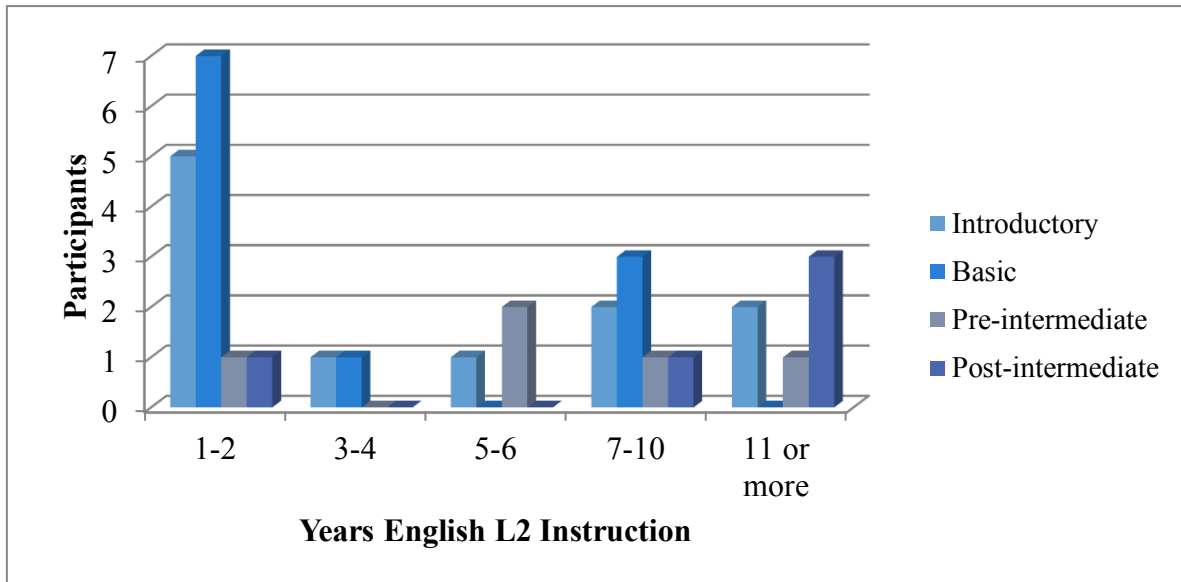
Table 10 Psycho-typology Spanish - French and proficiency in French

4.4.3.4. Psycho-typology and Transfer

The dependence between psycho-typology English-French and the amounts of lexical transfer items had a significance of $\chi^2 > .05$ and the significance of the analysis of dependence between psycho-typology Spanish-French and the lexical transfer items was $\chi^2 > .05$. Thus, both hypothesis of dependence are rejected.

4.4.3.5. Language Recency and Proficiency in French

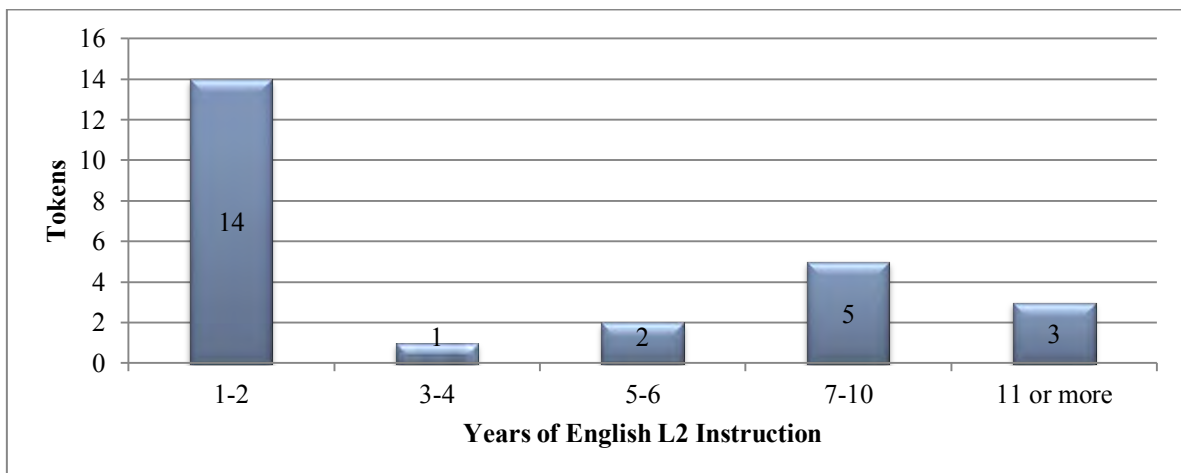
The dependence analysis between language recency, considered as the total amount of years of English language instruction, and proficiency in French had as outcome a significance of $\chi^2 > .05$, showing no dependence of variables. Despite these results, it is remarkable that the majority of the students in the introductory and basic level of proficiency in French have had less time of instruction in English; whereas the majority of students in the post intermediate level of proficiency in French have had more instruction in English. Graph 14 illustrates the results.



Graph 14. Language Recency in English and Proficiency in French

4.4.3.6. Language Recency and Transfer

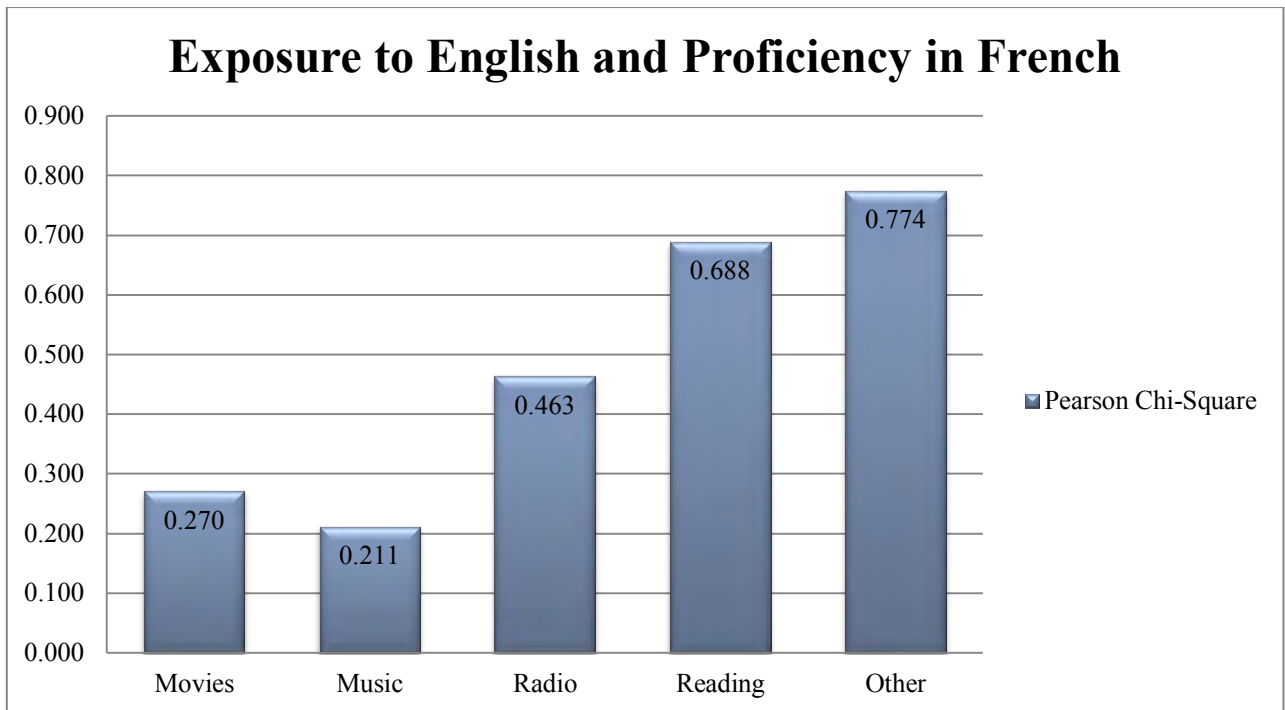
Lexical transfer was also analyzed to determine its dependence to language recency. The results showed a significance of $\chi^2 > .05$, so the hypotheses of dependence is rejected. Most of the lexical transfer items correspond to those students who exposed from 1 to 2 years to English. Graph 15 illustrates the outcomes.



Graph 15. Language Recency and Transfer

4.4.3.7. Language Exposure

Dependence between English language exposure and proficiency in French was analyzed. Graph 16 below shows the means of exposure and the significance of the results of the dependence analysis. Each bar of the graph below represents the value of the significance of χ^2 . The means of the results that approximated more to 0.05 (value that indicates dependence of variables) was *music*. This means that students expose themselves mostly to music in English, thus, it may be a cause of transfer from English to French.

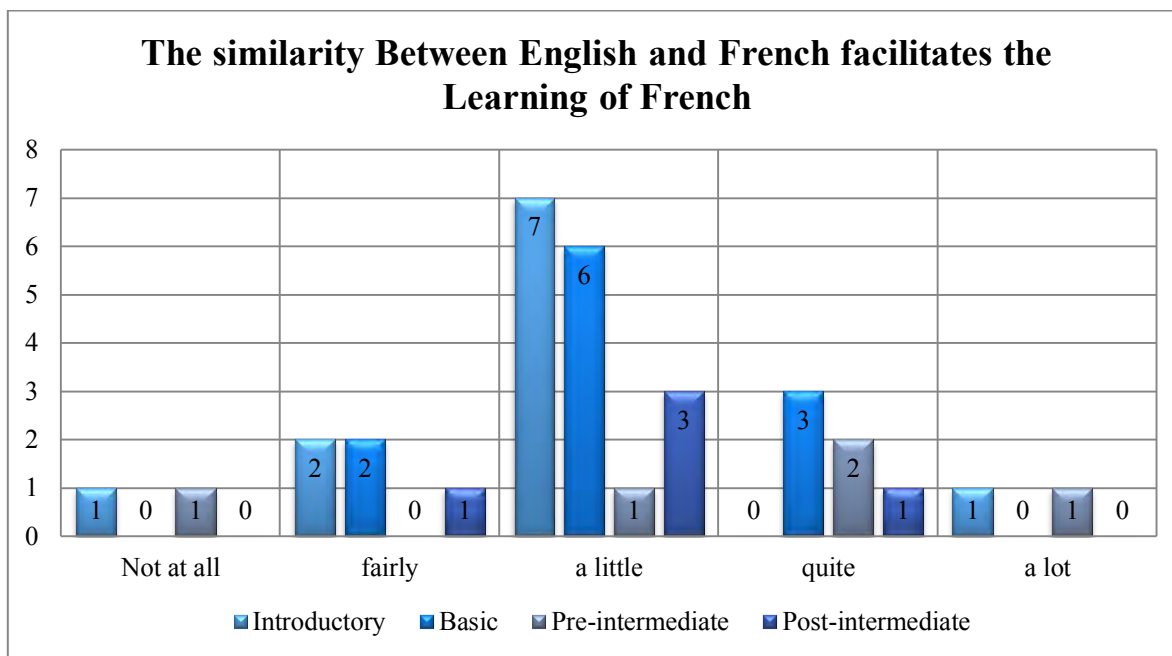


Graph 16. Language Exposure and Proficiency

4.4.3.8. Linguistic Awareness and Proficiency in French

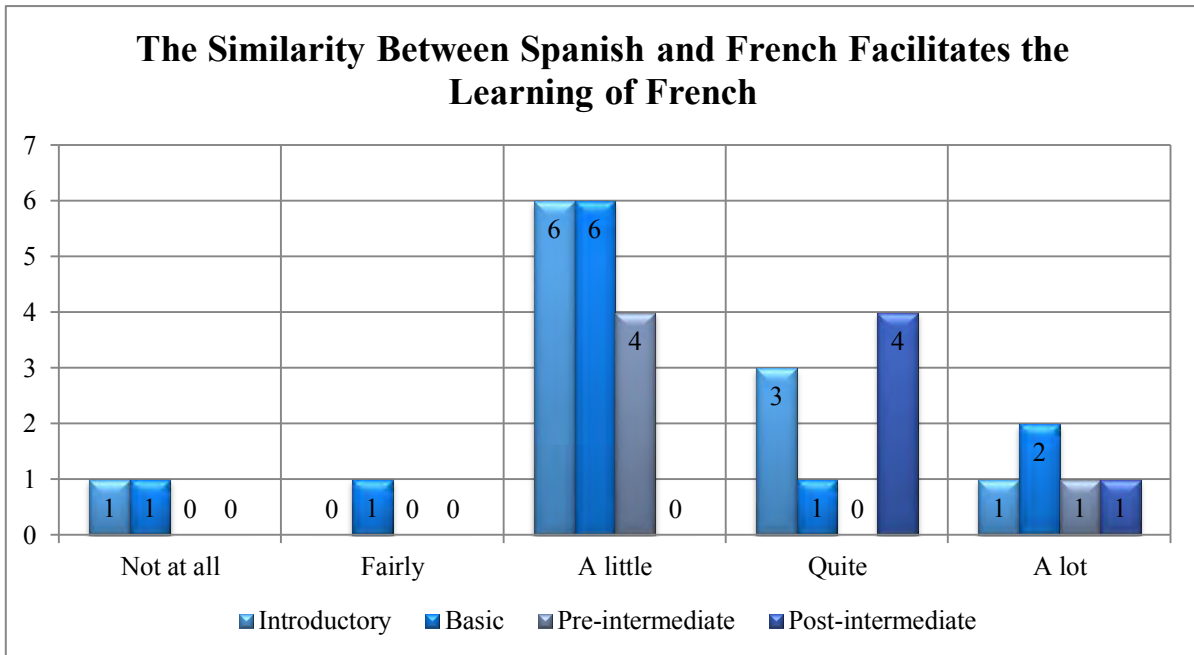
The analysis of dependence between linguistic awareness -that refers to whether the similarity between English and French facilitates learning of French- and proficiency in French showed no significant values. Thus the hypothesis of the existence of dependence between the

variables is not accepted. The results portrayed in graph 17 show that the students whose writings had more transferred items considered that the similarity between English and French facilitates a little their learning of French.



Graph 17 Linguistic Awareness English - French and Proficiency in French

In addition there was no significance between linguistic awareness Spanish – French and proficiency in French, and the hypothesis of the existence of dependence between the variables is also rejected. The independence of the variables is observable below, in graph 18.



Graph 18 Linguistic Awareness Spanish - French and Proficiency in French

Despite the negative results of the statistical analysis, some graphs demonstrated a certain degree of connection among the variables. Further detail on these results is described on the next chapter.

V. DISCUSSION

The present chapter has as main purpose to interpret the results presented in the previous chapter and to give an answer to the hypothesis and research questions that have guided the development of this thesis. The main objective of the present study was to analyze the influence that English (L2) has on the process of learning French as a L3 by Spanish native speakers.

The results of the analysis are discussed according to the particular objectives and they are intended to answer the research questions stated at the beginning. First, this chapter presents the discussion of the results according to the research questions, then the description of the results about vocabulary and proficiency; afterward, a comparison of the results with previous research findings; and finally the results of a hypothetical data experiment in which numeric data is multiplied in order to find out whether or not the limited amount of participants affected the results.

The first part of the analysis describes the variables isolated, without relating them to one another. Then the relationship of the independent variable with the dependent variables was analyzed in order to answer the research questions.

5.1. Discussion of the Results of Variables Isolated

The first particular objective was to identify the level of proficiency of the students in both English L2 and French L3. According to Figure 3, 91% of the students who are learning French L3 are above the introductory level of English, from which 25% were in basic level, 25% were in pre-intermediate level, 13% in the intermediate level and 28% in the post-intermediate level of English. Even if all the participants were not studying English as L2 by

the time the information was gathered, they all had, to some extent, studied the language before, as English is a mandatory subject in the Mexican Education system in secondary schools and high schools.

Regarding the level of proficiency in French L3 of the participants, Figure 4 shows that 68% of the participants were placed in the introductory and basic levels while the 32% remaining participants were placed in pre-intermediate and post-intermediate levels. The most accurate explanation for this tendency is determined by the fact that French language groups at the University of Quintana Roo have generally more students in the lower levels and the number of students diminishes as the levels increase. This phenomenon is due to the fact that as students go further in their majors, their responsibilities increase and the time devoted to the learning of French diminishes; besides, the Language Center offers a wider variety of schedules for introductory and basic level, whereas intermediate and post-intermediate levels are usually limited to one group.

The second aspect studied was psycho-typology. There is a tendency towards the similarity between English and French which indicates, according to the results shown in Graph 1, that participants find both languages a little similar; however, there is a slight tendency towards the negative side, as 22% consider that English and French are fairly or not similar at all and none of the students considered both languages very similar.

The results about psycho-typology in specific aspects of both English and French reflect a similar tendency. The majority of the participants considered the English and French structure, vocabulary and pronunciation, a little similar. English structure was considered to be less similar to French structure as the results in Graph 2 show. Graph 3 describes the same

tendency, participants consider vocabulary in English and French a little similar mostly, and 25% considered they are fairly or not similar. However, the results in Graph 5 reveal that half of the participants do not consider English and French pronunciation similar (53%). Those results lead to conclude that students are not aware of the linguistic relationship among those languages and based their answers on shallow perceptions.

Spanish was considered more similar to French than English. Although in Graph 5 it is shown that the majority perceives a little similarity between both Spanish and French languages, and the rest of the participants considered both languages not similar and very similar, in equal numbers.

Data offered in Graph 6 describes a similar tendency; participants mostly considered vocabulary in English and Spanish a little similar while a few students considered that aspect of the language fairly and not similar at all. Students are not aware of the fact that a considerable percentage of English words come from French, and by associating them they would favor their learning with a wider vocabulary.

Surprisingly, the results about psycho-typology in Spanish and French structure turned out as expected. Graph 7 describes the participants consider the structure of both languages a little and quite similar. Students mostly see grammar as the use of verbs and tenses, since both French and Spanish have an extensive verbal morphology, students perceive that as a similarity between the languages.

Oppositely, the results shown in graph 8, demonstrate that students perceive that pronunciation in English and Spanish are different, since a bare 6% of the participants considered Spanish and English pronunciation quite or very similar.

Despite the differences regarding the pronunciation of the phonemes, French has fixed pronunciation rules with few exceptions. Both French and Spanish languages have more phonetic transparency than English language. Therefore, the expected results should have been positive; they were mostly negative, though.

The data from the questionnaire suggested that students are not aware of the real language distance and proximity between both languages, since the predominant answer was that languages related a little. Reza & Mehrabi (2007) consider language typology and distance determinant in cross linguistic influence. Therefore, it would be recommendable to carry out further studies in which students would be asked about their awareness of the language proximity as was done in a study carried out by Hayes (2005); therefore, the psychotypology results would have more significant results. .

The third student based variable is language exposure. The results described in section 4.1.3 have three categories: exposure to English language in class and through independent study, exposure to English through the years, and exposure to English and French language through real material. The majority of the participants limited their exposure to the English language to the time they spend in classes. Students had the major tendency in independent study hours the range *5 hour or less*; it is worth to mention that zero hours is included in this range; therefore, students may not have independent study hours and so no exposure to English language apart from the classroom. The results concerning exposure to French language in classes and independently were very similar to the results for exposure to English.

Students restrict their learning to the time they spend in class, expecting this time to be enough; however, five hours of classes a week is quite limited to learn a language. The

amount of vocabulary students are exposed to in the classroom is restrained by the content of the course book. It is necessary that students have more input from different sources to increase their vocabulary, improve the pronunciation and enhance their learning skills.

The second category to language exposure, years of English language instruction, described in Graph 9 has as prevailing results one to two years, seven to ten, and eleven or more. Students who answer from one to 2 hour may only be considering the time they have studied English at the university and not in lower education. Students ranging from 7 to more than 11 years may be considering the years of English language instruction in lower education as well as the university. Whether it is one case or another, the results showed that language exposure was not a very determinant factor causing transfer, because although students may have had several years of language instruction, it does not necessarily mean they currently use the language or they are frequently exposed to it.

Finally, as for the third category, students are fairly exposed to the English language, but during classes. Listening to music was the category that had the highest frequency in the maximum of hours. The findings regarding exposure to the French language are desolately worse. Students limit their exposure to French almost only to the classroom. French is not compulsory at the University of Quintana Roo; thus, students who have decided to study French do it voluntarily; in addition, the subject grade does not affect their general score in the major. Hence, French courses are not taken as seriously as they ought to be, which also involves having external input to the language, other than the classroom.

It was expected to find out that students were highly exposed to English, due to the proximity to two English speaking countries that Mexico has, also due to the massive amount

of TV programs in English. However, the findings suggest that students are not exposed to the language as much as suggested by Tremblay (2006) in her study of Cross-linguistic influence in Third Language Acquisition.

The fourth student based variable was linguistic awareness. The findings also illustrate similar tendencies to the results about psycho-typology. Students generally consider that the similarity between English and French and between Spanish and French facilitate the learning of French only a little. Figures 6 and 7 also indicate tendency towards the similarity between Spanish and French is higher than the similarity between English and French.

Psycho-typology and linguistic awareness are closely related and the results of the analysis of dependence between them and transfer items are important to give outcomes regarding the multiple effect hypothesis (Cummins, 2000).

5.2. Discussion of the Research Questions

5.2.1. Do Students Who Have a High Proficiency in English L2 Have a Higher Proficiency in French L3 than those Who Have a Lower Proficiency in English L2?

The first research question inquires if students who have a high proficiency in English L2 have a higher proficiency in French L3 than those who have a lower proficiency in English L2. The results in Table 6 show there is no dependence. The results depend mostly on the time when students decided to start studying French, rather than the proficiency. In the literature review made, there is no previous research that studied correlation between proficiency in both English L2 and French L3; however, there have been findings in other studies where proficiency has an effect on transfer (Cenoz, 2001; Murphy, 2003; Rast, 2010).

The threshold hypothesis states that a high level of proficiency in the L1 and in the L2 is advantageous for the learning of an L3. The findings cannot support this hypothesis since the statistical analysis showed no dependence between proficiency in English L2 and French L3.

In addition, the context under which this research was carried out is not that of a bilingual context, unlike other studies who have used the Threshold hypothesis in bilingual contexts and whose participants are more exposed to both L2 and L3 languages (Cenoz, 2003; Safont, 2003).

5.2.2. Do Students Who Have a Wide Vocabulary in English Have a Wider Vocabulary in French?

The second research question inquires about the correlation between vocabulary in both English and French. According to the results shown on Table 4, students have a very low level of vocabulary since more than the 84% of the mean of word production in English is in the first vocabulary level. Table 5 shows the same tendency; above 76% of words correspond to the first vocabulary level. Nevertheless, percentage of the off list words is greater. The writing productions of the participants had many instances of mistakes, including orthography and morphology, besides accuracy and grammar. Students need to have more writing practice, and should be exposed more to the target languages either by reading or listening, in order to improve their vocabulary, hence their writing skills.

Results showed no relation between vocabulary in French and in English according to the statistical analysis. Nevertheless, Graph 11 shows a little correspondence between the tendency lines. Both lines increase as the level of proficiency increases. However, it is worth mentioning that a discontinuity in the progression of the lines is perhaps caused by the fact

that a student of the post-intermediate level (where the line decreases instead of increasing) had zero production of words in English. A different explanation may be supported by the results found out by Tremblay (2006) that state the L2 proficiency influences L3 performance and she also stated that, the higher the proficiency, the less the influence on the target language. Taking into consideration the last statement, the findings regarding correlation between vocabularies could be considered as supporting the Threshold Hypothesis (Cummings, 2000).

Interesting data was also found from the vocabulary profiles of students in both languages English and French. The data in tables 7 and 8 show that ranges in the number of total words in both languages are significantly large, regardless the proficiency. The percentages of the number of words in the 1001-2000 and 2001-3000 word levels do not diminish progressively as the level of proficiency increases.

The most surprising finding regarding vocabulary is the large amount of *off*-list words despite the level of proficiency. Students do not only have a very low level of vocabulary, but up to 20% of their vocabulary in French is classed in the off-list level. It is important to consider, however, that a single instrument was used to gather the writing productions: it limited the topic and it was time controlled.

In order to have more complete outcomes and a wider overview of the vocabulary production of students, it would be recommended to apply a set of writing tasks in both English and French along the semester. The progress of the students would be observable, the data should be greater and there would probably be more items of transfer. Moreover, it

would be interesting to also analyze if there are items transferred from Spanish L1 to French L3.

5.2.3. Do Other Factors such as Proficiency in L2, Psycho-typology, Language Recency, Language Exposure and Linguistic Awareness, Influence Transfer from English L2 to French L3?

The third research question explored if other factors such as proficiency in L2, psychotypology, language recency, language exposure and linguistic awareness had an effect on transfer from English L2 to French L3. The results were negative due to the amount of transfer items found. Were the data greater, the results would have shown dependence¹⁰.

5.2.3.1. Proficiency in English and Transfer

The results shown in Graph 13 describing the dependence between proficiency in English and transfer illustrate that the amount of transferred items is higher at a low level of proficiency, and as the level of proficiency increases, the transfer diminishes. The results provide evidence to support the threshold hypothesis (Cummins, 2000), which establishes that the higher the proficiency in the L2 and L3 is, the less transfer occurs.

Similar results were found by Lindqvist (2006). She found a correlation between proficiency in L3 and transfer (as explained in the threshold hypothesis), since the more advanced learners in L3 produce less number of instances of cross-linguistic influence. Nevertheless, the findings differ as she did not compare proficiency in the L2 and transfer.

Nevertheless, a particular phenomenon occurred in the results, since the number of transfer items increased for those students in the post-intermediate level. Students in post

¹⁰ Additional data was added to the database in order to verify such prediction. A greater number of data under the same conditions make the verification of the hypothesis possible. Further detail on this exercise is explained at the end of this section.

intermediate level might experience more transfer because they have been more exposed to the English language or because they have a low proficiency in French L3, another factor also described in the threshold hypothesis (Cummins, 2000).

5.2.3.2. Language Recency and Proficiency in French and Transfer

The results of the analysis illustrated in Graph 14 do not provide evidence of dependence between language recency and proficiency in French. Regarding the relationship between language recency and transfer, the results do not show strong evidence of dependence between both variables, as it is represented in Graph 15. Indeed, most transfer occurred when recency corresponded to 1-2 years of English instruction (recency) but as recency increases, lexical transfer items are expected to be less; however they are not.

The Multiple effect principle (Selinker and Lakshmanan, 1993) considers language recency as a learner based factor affecting transfer. The results of the statistical analysis of this study can neither support nor reject this hypothesis due to the reduced amount of data gathered.

5.2.3.3. Language Exposure

Data obtained from the analysis of dependence between language exposure and proficiency in French was not significant to provide evidence to support the Multiple Effect principle (Selinker and Lakshmanan, 1993). The evidence, on the contrary cannot reject the principle either, since Graph 16 that represents the values of significance of the χ^2 , illustrates that those values diminish when there is more exposure to the English language. Tremblay (2006) argues that along with L2 proficiency, L2 exposure causes influence, however, the data of the present study differ from her findings due to the limited number of participants and to their

limited exposure to the language. Therefore, it is advisable to replicate this study with more participants.

5.2.3.4. Linguistic Awareness and Proficiency in French

Data observed in Graph 17 show that students' linguistic awareness does not influence proficiency in French L3. The psycho-typology of students between English and French was barely found as a facilitator to the learning of French L3. Therefore, the data cannot contribute with evidence to support the Multiple Effect principle (Selinker and Lakshmanan, 1993). There are no other studies about the influence of linguistic awareness to be compared with the present study. Thus, it is recommendable to carry out more research to investigate the effect of linguistic awareness in L3 proficiency.

Data gathered from this study was found short to offer further evidence that prove the hypotheses used as the theoretical framework. Nonetheless, the description of the data from the figures, graphs and tables show certain levels of dependence. The number of participants in the present research was quite reduced, thus the data gathered from the questionnaire and the corpus was limited. As a consequence, the results of the statistical analysis were negative. More data was added to the database as a means to verify if the analysis was affected only by the dependence of the variables or by the limited amount of data. Then the results were compared.

Based on the analysis of the results, where dependence among the variables is not observed, and since the results do not support any coincidence with previous studies nor give supporting evidence to hypotheses (Ringbon, 1987; Selinker and Lakshmanan, 1993; Cummings, 2000), a multiplication of the data was made in order to compare the results and see if the limited number of items was affecting the results.

The same data was processed three times in the same data base. Cross tabs were applied to determine the independence of the variables. The results were significantly different to those of the real database. The significance of the χ^2 was in most of the cases > 0.05 ; nevertheless, the results in graphs are shown similarly.

5.2.3.5. Psycho-typology and Transfer

Results about similarity between English and French did not provide evidence of dependence between psycho-typology and the items of lexical transfer. Reza & Mehrabi (2007) found that language typology and distance is determinant in cross linguistic influence.

The results of this study differed from those of Bono (2004), in which, despite the linguistic proximity between French L1 and Spanish L3, English L2 had greater influence in the L3 productions. On the contrary, Llama (2008) found more evidence of lexical transfer from French L1 into Spanish L3 productions. Nonetheless, the analysis of the data in the present study was only limited to the influence from the English L2 to the L3. It is not possible to compare the results to a wide extent though.

Consequently there is not sufficient evidence to support Ringbom's hypothesis of Cross-linguistic influence (1987) which affirms that psycho-typology is the factor that most produces lexical transfer and it diminishes as proficiency in L3 improves. Moreover, the results described earlier showed that students had ambiguous perceptions about psycho-typology between English and French, as the majority found both languages a little similar.

Some of the results show dependence on the variables and coincide with the previous studies made. Therefore, for further research it is suggested to have a larger number of participants since the significance of the study may greatly vary.

The results of the findings in the present research cannot contradict other authors or refute the hypotheses. Data adds further evidence of how a particular group of participants interacts in the process of learning French as L3 and the role English as L2 play in such process.

VI. CONCLUSIONS AND RECOMMENDATIONS

This thesis has examined the role of English L2 proficiency in the learning of French as a third language (L3) in native Spanish speakers at the University of Quintana Roo by analyzing transfer from English to French in written productions; in addition, it also studied whether or not the relationship between student based variables (proficiency, linguistics awareness [operationalized as psycho-typology], psycho-typology language recency, language exposure, and vocabulary levels) can cause transfer from English L2 to L3. There were five main instruments used for data gathering. Proficiency and vocabulary tests in both English and French were applied to participants. A questionnaire on student based variables and a writing task in French were also means for gathering information which was used for data analysis.

Previous research papers have shown that students of third languages experience transfer from the L2, mostly due to similar typology between the languages involved (Murphy, 2003) but also due to other language and student based factors (Chacon, 2006). Moreover, most of the studies have been carried out in bilingual contexts (Murphy 2003; Cenoz 2003; Chacon, 2006). Therefore, the general objective of this research was to analyze the influence that English L2 has in the learning of French L3 at the University of Quintana Roo in Mexico.

Results found have revealed that although previous studies demonstrated the existence of different factors causing transfer from L2 to L3 (Ringbon, 1987; Murphy, 2001), little evidence of transfer was found in the written productions of students of French L3 at UQROO; moreover, results from the statistical analysis showed little dependence between student based variables and the amount of transfer items.

Although the evidence found can neither prove nor contradict the hypothesis that frame the theory of this research, the main contribution of this research are to add new data to the field of third language acquisition research and open the scope for further studies at University of Quintana Roo as transfer from English as a foreign language has been analyzed in a non-bilingual context, and to add evidence that transfer from L2 to L3 can have a positive effect on L3 learning.

The first objectives of this research were to identify the level of proficiency in English L2 and French L3 and analyze relationship between language proficiency in English L2 and French L3. Vocabulary was also measured in order to determine if students having an extensive vocabulary in English have a wider vocabulary in French than those having a limited vocabulary in English.

These goals aimed to answer the research question that the effects of L2 proficiency and vocabulary competence in the L3 proficiency and vocabulary competence. Results proved that high levels of proficiency in L2 did not affect proficiency in L3, nor the vocabulary competence in L2 had an effect in the amount of vocabulary in L3. Hence, the evidence does not support the Threshold hypothesis (Cummins, 2000) which states that the learning of an L3 favors from the L2. Nonetheless, former studies that have supported this hypothesis (Lasagabaster, 1998; Cenoz, 2003a; Safon, 2003; Sagasta, 2003) were carried out in bilingual countries in which there is more exposure to the L2 compared to the context of the present research. These findings give language exposure an important role as factor causing transfer.

An additional goal was to identify lexical transfer from English L2 in French L3 written productions to determine if there is variable dependence between L2 lexical transfer

and factors other than proficiency in the L2, such as L2 recency, L2 exposure, psychotypology, and linguistic awareness as stated in the Multiple Effect hypothesis (Selinker and Lakshmanan, 1993). Very few evidence of transfer was found in the written productions.; As a consequence, data analysis did not show dependence between those variables and the hypothesis was not supported. Nevertheless, the information gathered provided interesting findings regarding the student based variables.

The participants' time of exposure to both L2 and L3 was very little, therefore it did not cause an effect on the learning of French L3, as opposed to Tremblay's study (2004) which remarked on the importance of language exposure and proved it to be a relevant factor causing transfer. Moreover, students found little similarity between both English L2 and French L3 and found the similarity between both languages a little advantageous in the learning of French. Therefore the results provide additional evidence to the cross-linguistic influence hypothesis, which gives typology between L2 and L3 both the role of fostering or hindering the learning of the L3 (Ringbon 1987).

6.1. Limitations

Results from the present stud add important evidence on language transfer to the state of art of third language acquisition, despite the fact they did not support the hypothesis that frame the theory of this research. Nevertheless, it is worth to mention the limitations of this paper in order to develop improvements for it.

The main limitation was the reduced number of participants. Although there were 80 students enrolled in the French language courses, instruments were administered in different moments during the term, there were students who didn't arrive to class those days; therefore

they did not completed all the instruments. There were only 32 students who completed the five instruments used in the current research. A more controlled way to administer the instruments will be advisable if the study were to be replicated either by using less instruments including all the require information or by administering them in no more than three sessions.

The amount of transfer items found in the written productions was very little since a single writing task was carried out, leading to another limitation of the research. In further studies it will be advisable to have more writing tasks in order to obtain more data.

6.2. Further Studies

Given that third language acquisition research is a newly explored topic at the University of Quintana Roo, a wide variety of possibilities for further studies may arise. Future research should examine cross-linguistic influence from English L2 to French L3 by replicating the present study with more participants and by applying more writing tasks. Increasing the number of participants will provide more data; thus the statistics analysis will probably have positive results that might prove the hypothesis of this research.

Another variable to be taken into account is the L1. Analyzing the role of the mother tongue will allow determining if students of French L3 receive more transfer from the L2 or from the L1; psycho-typology of the L1 and the L3 can be contrasted with psycho-typology from the L2 to L3, in order to determine from which language the learning of French L3 is being mostly influenced. Hence, results would be expected to support Ringbon's (1987) cross-linguistic influence hypothesis as established that language distance and proximity may favor or hinder the learning of the L3. In addition, it will also be recommended to study transfer having students whose mother tongue is different from Spanish as participants in order to

contrast the results with those students whose mother tongue is Spanish. Hence analyze the effect of Spanish L2 into French L3 or L4.

Items of transfer in the written tasks from this research were limited. Analyzing the presence of transfer from English L2 to French L3 at the oral level, by recording students' oral productions in French, either individually or interacting, will allow determine if there is more evidence of transfer at the speaking level and whether or not student based variables also have an effect on it.

Dependence between language exposure and transfer, and linguistic awareness and transfer can also be analyzed through experimental research, having as participants students of the English Language major and students of other majors who study French as L3. Considering that students of the English Language major are given most of their lessons in English, the exposure to the language is more compared to students who study other majors. Moreover, they should be more aware of the language learning/acquisition process. Therefore the evidence would support the threshold hypothesis (Cummings, 2000) and the Multiple Effect principle (Selinker and Lakshmanan, 1993).

Finally, a deeper and broader analysis of language transfer should be carried out by integrating a language corpus with written tasks performed along the term, and determining the effects of the L2 in the L3 and examine if it has a positive effect on proficiency in the L3 and vocabulary acquisition.

6.3. Pedagogical Implications and Recommendations

Finally, findings from the current study bring about several pedagogical implications for the teaching of third languages. Firstly, teaching strategies can be developed based on the findings of this research. Teachers should develop and use vocabulary teaching strategies that help students broaden their vocabulary; in addition, they could teach students vocabulary learning strategies that include the use of the L2 as an aid, as in the case of cognates. It is also important to raise students' linguistic awareness and its advantages on the learning of an L3, since students can use learning strategies already used in the learning of the L2.

Furthermore, if teachers are proficient in the L1 and L2 of students, they may understand the effects of previous languages on the learning of an L3. Therefore, teachers can integrate strategies that use previous languages as teaching facilitators, as mentioned earlier, instead of banning the language. At this point, it is worth to recall that transfer from a language to another represents not only a negative impact, it can have a positive effect as well (Ellis, 1998) and this is one of the main implication of the present study.

Findings also revealed that the participants have poor writing skills in both English and French, including orthographic, syntactic and semantic mistakes. It is then advisable to integrate more writing strategies and practice in the classrooms in both English and French. Previous studies have demonstrated that language exposure has a great influence in language learning, therefore, teachers should praise exposure to the target language in and outside the classroom in order to help students acquire more vocabulary, and improve languages skills.

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VIII. APPENDIX

7.1 Questionnaire

Cuestionario: Perfil lingüístico

Estimado alumno:

El presente cuestionario tiene como objetivo recoger datos sobre tu perfil lingüístico y contacto con las lenguas extranjeras. Tu colaboración es muy importante, pues los resultados de este cuestionario serán relevantes para esta investigación, además de que contribuirán a la investigación lingüística en proceso de enseñanza-aprendizaje de terceras lenguas en la UQROO.

Dado que este cuestionario no es un examen, no hay respuestas correctas o incorrectas. Lo que te solicitamos son respuestas honestas y apegadas a la realidad. Aunque se requiere tu nombre como primer dato, es únicamente para asociarlo con los cuestionarios que se te solicitarán responder posteriormente. Todas las respuestas serán tratadas con estricta confidencialidad.

Gracias por tu colaboración.

Contesta la información que a continuación se solicita y marca la opción que más se adecue.

Fecha: _____

I. INFORMACIÓN PERSONAL

Nombre:				Edad:		
Sexo:	Mujer <input type="checkbox"/>			Hombre: <input type="checkbox"/>		
Nivel de estudios que cursas actualmente:	Preparatoria <input type="checkbox"/>	Universidad <input type="checkbox"/>	Maestría <input type="checkbox"/>	Doctorado <input type="checkbox"/>	Otro <input type="checkbox"/>	Ninguno <input type="checkbox"/>
					Especifica:	
Tu lengua materna es:	Español: <input type="checkbox"/>			Otra: <input type="checkbox"/> Especifica _____		

II. USO DE LA LENGUA

a. Marca la respuesta correspondiente

	Español	Inglés	Francés	Otra: especifica
La primera lengua extranjera que has estudiado es:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

La segunda lengua extranjera que has estudiado es:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
La tercera lengua extranjera que has estudiado es:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Otras lenguas que hayas aprendido/estudiado además de las anteriores:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

b. Escribe en el espacio en blanco la lengua según la situación que se te solicite, e indica la frecuencia con la que lo haces.

NOTA: Si respondes *frecuentemente* en una casilla no puedes responder siempre ni frecuentemente en otra. En otras palabras, si hablas más de una lengua tus respuestas deben sumar el 100% de las veces.

En casa hablas:	Ocasionalmente 25%	A veces 50%	Frecuentemente 75%	Siempre 100%
Con tus amigos hablas:	Ocasionalmente 25%	A veces 50%	Frecuentemente 75%	Siempre 100%

¿Hay otras situaciones en las que hablas otra(s) lengua(s), ya sean las mencionadas arriba u otras?

a. Escribe en los espacios en blanco la lengua y el contexto

Lengua	Contexto	Ocasionalmente	A veces	Frecuentemente	Siempre

		25%	50%	75%	100%

III. ESTUDIO DE LA LENGUA

a. Marca la respuesta correspondiente

¿Qué nivel de <u>francés</u> cursas actualmente?	Introdutorio <input type="checkbox"/>	Básico <input type="checkbox"/>	Pre-intermedio <input type="checkbox"/>	Intermedio <input type="checkbox"/>	Post-intermedio <input type="checkbox"/>	Ninguno <input type="checkbox"/>
Si tu respuesta a la pregunta anterior es <i>ninguno</i> ,						
¿Cuál fue el último nivel que cursaste?	Introdutorio <input type="checkbox"/>	Básico <input type="checkbox"/>	Pre-intermedio <input type="checkbox"/>	Intermedio <input type="checkbox"/>	Post-intermedio <input type="checkbox"/>	Ninguno <input type="checkbox"/>
¿Hace cuánto tiempo?	Menos de 6 meses <input type="checkbox"/>	Más de 6 meses y menos de un año <input type="checkbox"/>	Más de un año <input type="checkbox"/>	Más de dos años <input type="checkbox"/>		
¿Cuántas horas a la semana tienes clases de <u>francés</u> ?	Menos de 5 <input type="checkbox"/>	Entre 6 y 10 <input type="checkbox"/>	Entre 11 y 15 <input type="checkbox"/>	Más de 16 <input type="checkbox"/>		
¿Cuántas horas a la semana estudias <u>francés</u> por tu cuenta?	Menos de 5 <input type="checkbox"/>	Entre 6 y 10 <input type="checkbox"/>	Entre 11 y 15 <input type="checkbox"/>	Más de 16 <input type="checkbox"/>		
¿Qué nivel de <u>inglés</u> cursas actualmente?	Introdutorio <input type="checkbox"/>	Básico <input type="checkbox"/>	Pre-intermedio <input type="checkbox"/>	Intermedio <input type="checkbox"/>	Post-intermedio <input type="checkbox"/>	Ninguno <input type="checkbox"/>
Si tu respuesta a la pregunta						

anterior es <i>ninguno</i> ,								
¿Cuál fue el último nivel que cursaste?	Introductorio <input type="checkbox"/>	Básico <input type="checkbox"/>	Pre-intermedio <input type="checkbox"/>	Intermedio <input type="checkbox"/>	Post-intermedio <input type="checkbox"/>	Ninguno <input type="checkbox"/>		
¿Hace cuánto tiempo?	Menos de 6 meses <input type="checkbox"/>		Más de 6 meses y menos de un año <input type="checkbox"/>		Más de un año <input type="checkbox"/>		Más de dos años <input type="checkbox"/>	
¿Cuántas horas a la semana tienes clases de <u>inglés</u> ?	Menos de 5 <input type="checkbox"/>		Entre 6 y 10 <input type="checkbox"/>		Entre 11 y 15 <input type="checkbox"/>		Más de 16 <input type="checkbox"/>	
¿Cuántas horas a la semana estudias <u>inglés</u> por tu cuenta?	Menos de 5 <input type="checkbox"/>		Entre 6 y 10 <input type="checkbox"/>		Entre 11 y 15 <input type="checkbox"/>		Más de 16 <input type="checkbox"/>	
¿Cuántos años has estudiado inglés?								
Indica con qué frecuencia realizas las siguientes actividades:	INGLÉS				Francés			
	Horas a la semana				Horas a la semana			
Ver películas	1 - 2 <input type="checkbox"/>	3-4 <input type="checkbox"/>	5-6 <input type="checkbox"/>	Más de 7 <input type="checkbox"/>	1 - 2 <input type="checkbox"/>	3-4 <input type="checkbox"/>	5-6 <input type="checkbox"/>	Más de 7 <input type="checkbox"/>
Escuchar música	1 - 2 <input type="checkbox"/>	3-4 <input type="checkbox"/>	5-6 <input type="checkbox"/>	Más de 7 <input type="checkbox"/>	1 - 2 <input type="checkbox"/>	3-4 <input type="checkbox"/>	5-6 <input type="checkbox"/>	Más de 7 <input type="checkbox"/>
Escuchar la radio	1 - 2 <input type="checkbox"/>	3-4 <input type="checkbox"/>	5-6 <input type="checkbox"/>	Más de 7 <input type="checkbox"/>	1 - 2 <input type="checkbox"/>	3-4 <input type="checkbox"/>	5-6 <input type="checkbox"/>	Más de 7 <input type="checkbox"/>
Leer	1 - 2 <input type="checkbox"/>	3-4 <input type="checkbox"/>	5-6 <input type="checkbox"/>	Más de 7 <input type="checkbox"/>	1 - 2 <input type="checkbox"/>	3-4 <input type="checkbox"/>	5-6 <input type="checkbox"/>	Más de 7 <input type="checkbox"/>
Otras	1 - 2 <input type="checkbox"/>	3-4 <input type="checkbox"/>	5-6 <input type="checkbox"/>	Más de 7 <input type="checkbox"/>	1 - 2 <input type="checkbox"/>	3-4 <input type="checkbox"/>	5-6 <input type="checkbox"/>	Más de 7 <input type="checkbox"/>

Específica:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1 - 2 <input type="checkbox"/>	3-4 <input type="checkbox"/>	5-6 <input type="checkbox"/>	Más de 7 <input type="checkbox"/>	1 - 2 <input type="checkbox"/>	3-4 <input type="checkbox"/>	5-6 <input type="checkbox"/>	Más de 7 <input type="checkbox"/>
	1 - 2 <input type="checkbox"/>	3-4 <input type="checkbox"/>	5-6 <input type="checkbox"/>	Más de 7 <input type="checkbox"/>	1 - 2 <input type="checkbox"/>	3-4 <input type="checkbox"/>	5-6 <input type="checkbox"/>	Más de 7 <input type="checkbox"/>

IV. RELACIÓN ENTRE LENGUAS

a. Marca la respuesta correspondiente

Indica la relación lingüística entre los idiomas siguientes, según tu punto de vista	No se relacionan en lo absoluto	Casi no se relacionan	Se relacionan poco	Se relacionan bastante	Se relacionan mucho
Español – inglés	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inglés – francés	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Francés – español	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indica en qué medida la relación entre los idiomas siguientes facilita tu aprendizaje del idioma francés	No lo facilita en lo absoluto	Casi no lo facilita	Lo facilita poco	Lo facilita bastante	Lo facilita mucho
Español – inglés	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inglés – francés	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Francés – español	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indica en qué medida la relación entre los idiomas siguientes	No lo dificulta en lo absoluto	Casi no lo dificulta	Lo dificulta poco	Lo dificulta bastante	Lo dificulta mucho

dificulta tu aprendizaje del idioma francés					
Español – inglés	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inglés – francés	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Francés – español	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

El presente cuestionario es un pilotaje del instrumento que se utilizará para llevar a cabo la investigación

Gracias por tu participación.

Sugerencias y comentarios

Adaptado de

Tremblay, Marie-Claude (2004). *Cross-linguistic influence in third language acquisition: The role of L2 proficiency*. M.A. dissertation, York University (Canada), Canada. Retrieved September 26, 2010, from Dissertations & Theses: Full Text.(Publication No. AAT MQ99397).

7.2 English Proficiency Test

TEST DE UBICACIÓN DE INGLÉS

El objetivo del presente test es evaluar tu nivel de inglés para colocarte en un nivel correspondiente a introductorio, básico, pre-intermedio e intermedio, correspondiente a los niveles A1, A2 y B2 según el Marco Común Europeo de Referencia para Las lenguas. Cada uno de los niveles de este test se divide en secciones que evalúan únicamente 3 aspectos del idioma inglés: Comprensión de lectura (Reading), producción escrita (Writing), y uso del idioma (Use of Language).

Tu colaboración es muy importante, pues los resultados de este instrumento serán relevantes para esta investigación, además de que contribuirán a la investigación lingüística en proceso de enseñanza-aprendizaje de terceras lenguas en la UQROO.

Dado que este instrumento tiene como único fin tu ubicación en un nivel de inglés, te solicitamos respuestas honestas. Aunque se requiere tu nombre como primer dato, es únicamente para asociarlo con los cuestionarios que se te solicitarán responder posteriormente. Todas las respuestas serán tratadas de con estricta confidencialidad.

Gracias por tu colaboración.

Nombre: _____

Semestre: _____

Nivel de Francés: _____ Grupo: _____

NIVEL INTRODUCTORIO

Use of Language

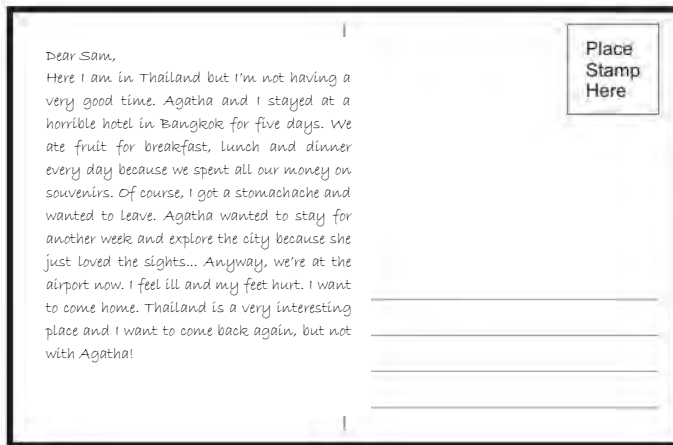
Write the letter of the correct option on the line.

1. -"Hi! my name is Juan." - "Nice to meet _____, Juan. I'm David."	a) her	b) him	c) us	d) you
2. "Where _____ from, Juan?"	a) you are	b) are you	c) are	d) you
3. "I _____ from Argentina."	a) coming	b) come	c) comes	d) do come
4. "What do you do?" " _____"	a) I am studying.	b) I am fine, thanks.	c) I'm a student.	d) Yes, I do.
5. "How old are you?" " _____ twenty years old."	a) I'm	b) I have	c) I've got	d) My age is
6. I like pasta _____ I don't like pizza.	a) and	b) because	c) but	d) or
7. She works Monday through Friday. She doesn't work on _____.	a) Saturday and Sunday.	b) Sunday and Tuesday.	c) Saturday and Wednesday.	d) Sunday and Thursday.

8. She goes skiing in the _____ when it's very cold. a) fall b) spring c) summer d) winter
9. James is a good _____ - he sings and plays various instruments. a) conductor b) pianist c) musician d) magician
10. He isn't tall and he isn't thin either. He's _____. a) young and fat b) short and old c) short and fat d) young and short

Reading

Read the postcards and check (✓) the correct boxes in the chart.



	Agatha	Doris	Both
1. would like to go back to Thailand one day			
2. got ill			
3. enjoyed sightseeing			
4. didn't like the hotel.			
5. liked the fruit			
6. bought fruit from the street market			

NIVEL BÁSICO

Use of Language

Write the letter of the correct option on the line.

1. How _____ is the cheese sandwich, please?	a) price	b) cost	c) much	d) money
2. _____ the food like at that French restaurant you went to last night?	a) Did you	b) What	c) What was	d) How did

3. I like _____ because I like to laugh.	a) love stories	b) comedies	c) action films	d) science fiction films
4. Mexico City is more _____ than New York.	a) bigger	b) cleaner	c) noisier	d) dangerous
5. "Look! It _____."	a) rains	b) raining	c) does rain	d) is raining
6. To get to the post office, _____ at the end of this road.	a) go along	b) go over	c) turn right	d) go past
7. Hello, _____ I speak to Jane, please?	a) do	b) will	c) can	d) am
8. I _____ 18 years old when I started my first job.	a) were	b) had	c) was	d) did
9. He _____ his grandparents every summer.	a) is staying with	b) stays with	c) stay on	d) 'll stay on
10. You _____ finish your assignment today.	a) don't have to	b) haven't	c) haven't got	d) don't have

Reading

Read the article and choose the best option for each sentence.

Canada geese

Canada Geese are large blue and white birds. When autumn arrives, they have to fly south where the weather is warmer. The winters are so cold in Canada that the birds die if they stay there.

Last spring, Bill Lishman found sixteen young Canada Geese on his farm. They had lost their parents. Bill thought, "These young birds won't know what to do in the autumn."

Bill had a small plane and he decided to teach the birds to follow him. All through the summer, he went on short trips in his plane and the young geese flew after him. When the cold weather arrived in autumn, Bill flew to Virginia in the United States, 600 miles south of his home in Canada. The geese followed him all the way. Bill left the geese in Virginia and he returned home.

The spring, Bill was waiting for the birds to come back. They didn't arrive, so Bill flew to Virginia to get them. He looked for them for two weeks but he couldn't find them. When he arrived back home, Bill found the geese waiting for him. They had found their way home without him!

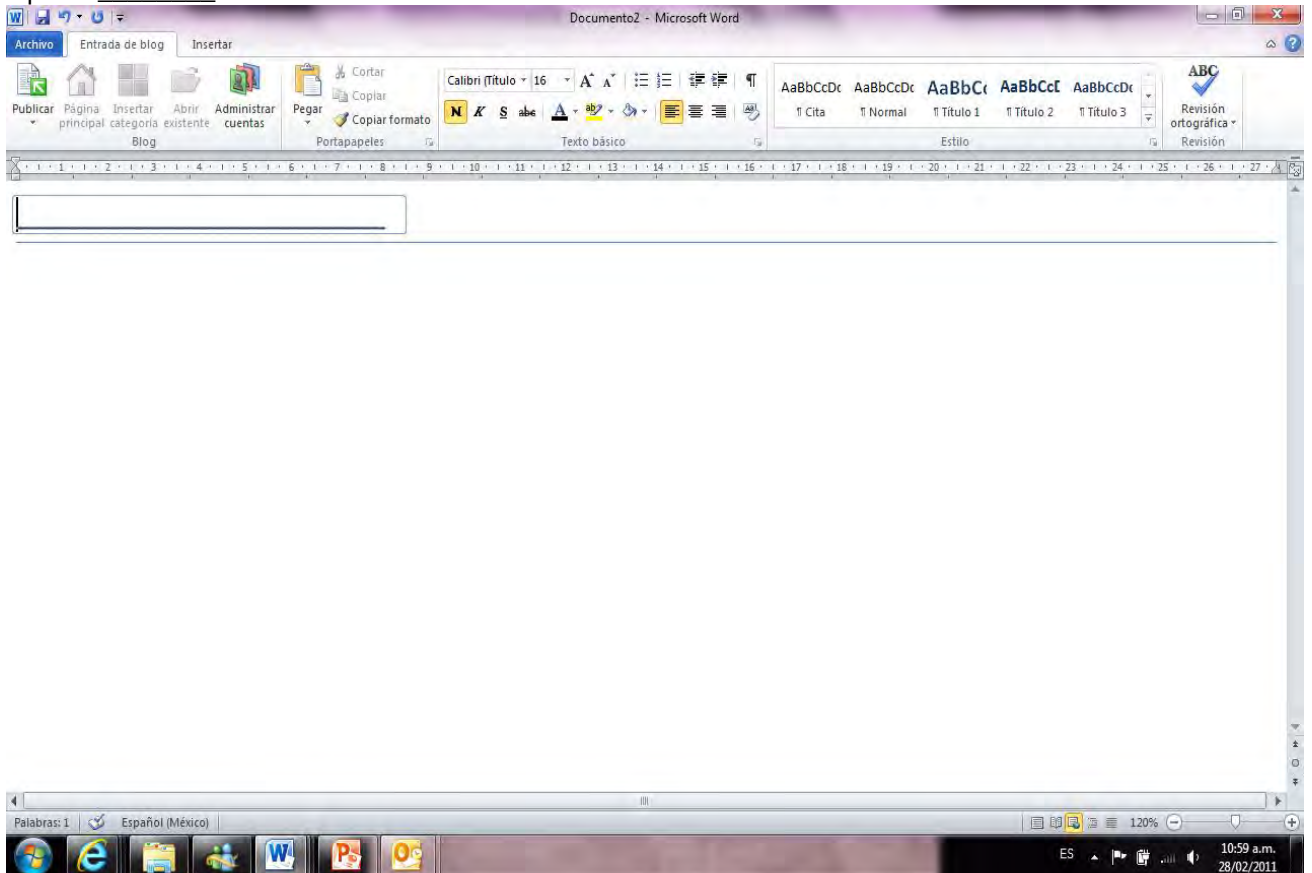
	Right	Wrong	Doesn't say
1. Winters in Canada are too cold for Canada Geese.			
2. Bill Lishman is a farmer.			
3. Bill lives with his parents.			
4. Bill carried the geese in his plane.			
5. This was Bill's first visit to Virginia.			
6. Bill wanted the geese to stay at his home for the winter.			
7. Bill stayed in Virginia all winter.			
8. The geese returned to Canada in the spring.			

Writing

Choose ONE of the following options and write a 50-word composition.

1. **Your life.** Use this information and write a short composition about you: birth place and date, school, your best friend, your girlfriend or boyfriend, university, learning English, interests, etc. Write the year/month when these things happened.
2. **A new house.** You now live in a new house. Write a short composition and mention this: where your house is, the rooms it has, and which room you like the best (explain why).

Option: _____



NIVEL PRE-INTERMEDIO

Use of Language

Write the letter of the correct option on the line.

1. London is bigger _____ Rome.	a) what	b) that	c) than	d) then
2. Paul isn't here. He's _____ to work.	a) been	b) gone	c) went	d) goes
3. I _____ seen my brother for ten years.	a) won't	b) don't	c) didn't	d) haven't
4. Do you mind _____ a bit later?	a) that I can come	b) coming	c) I come	d) if I come
5. The movies? I'd prefer _____ to the theater tonight.	a) going	b) go	c) to go	d) not to go
6. He _____ been on a plane.	a) has never	b) never has	c) has ever	d) is never
7. London Heathrow is _____ busiest airports in the world.	a) the	b) one of the	c) one of the most	d) of most
8. I _____ you tomorrow if I have the time.	a) call	b) would call	c) the more	d) am calling
9. Sarah isn't interested _____ sports.	a) on	b) of	c) will call	d) at
10. I can't come tomorrow. _____ my aunt in the hospital.	a) I'll visit	b) I'm visiting	c) I visit	d) I'll visit to

Reading

Read the text and answer the questions below.

My name is Mandy. Three months ago, I went to a disco where I met a boy called Tom. I guessed he was older than me, but I liked him and thought it didn't matter. We danced a couple of times then we chatted. He said he was 18, and asked how old I was. I told him I was 16. I thought that if I told him my real age, he wouldn't want to know me, as I'm only 13.

After the disco we arranged to meet the following weekend. The next Saturday we went for a burger and had a real laugh. Afterwards he walked me to the street and kissed me goodnight. Things went really well. We see each other a couple of times a week, but I've had to lie to my parents about where I'm going and who with. I've always got on with them, but I know that if they found out how old Tom was they'd stop me seeing him.

Now I really don't know what to do. I can't go on lying to my parents every time we go out, and Tom keeps asking why he can't come round to my house. I'm really worried and need some advice.

Choose the correct answer.

1. How old is Mandy?
a) 18 b) 16 c) 13 d) it doesn't say
2. Their second date.
a) two weeks later b) a month later c) a week later d) three weeks later
3. She thinks her parents will be _____ if they know about the relationship.
a) proud b) happy c) stressed d) upset
4. Why has Mandy written this?
a) To describe her boyfriend. b) To prove how clever she is.
c) To explain a problem. d) To defend her actions.
5. Who is she writing to?
a) Her boyfriend. b) Her parents. c) A teenage magazine. d) A school friend.
6. Why is Mandy worried ?
a) Tom has been behaving strangely. b) She's been telling lies.
c) She's not allowed to go to the disco. d) Her parents are angry with her.
7. Why can't Tom come to Mandy's house?
a) She doesn't want her parents to meet him b) Her parents don't like him
c) He's nervous of meeting her parents d) She doesn't want him to see where she lives.

NIVEL INTERMEDIO

Use of Language

Write the letter of the correct option on the line.

1. Excuse me, I _____ if you could show me the way to the bus station.
a) would like b) wonder c) may ask d) hope
2. He _____ take piano lessons when he was 10.
a) is used to b) uses to c) used to d) was using to
3. Hurry up or we'll _____ the bus!
a) lose b) fail c) catch d) miss
4. I _____ since 1988.
a) have been painted b) have been painting c) am painting d) was painting
5. I've finished _____ my assignment.
a) writing b) written c) write d) to write
6. Many types of watches _____ in Switzerland.

a) made

b) is made

c) are made

d) are making

The First Computer Programmer

Ada Lovelace was the daughter of the poet Lord Byron. She was taught by Mary Somerville, a well-known researcher and scientific author, who introduced her to Charles Babbage in June 1833. Babbage was an English mathematician, who first had the idea for a programmable computer.

In 1842 and 1843, Ada translated the work of an Italian mathematician, Luigi Menabrea, on Babbage's Analytical Engine. Though mechanical, this machine was an important step in the history of computers; it was the design of a mechanical general-purpose computer. Babbage worked on it for many years until his death in 1871. However, because of financial, political, and legal issues, the engine was never built. The design of the machine was very modern; it anticipated the first completed general-purpose computers by about 100 years.

When Ada translated the article, she added a set of notes which specified in complete detail a method for calculating certain numbers with the Analytical Engine, which have since been recognized by historians as the world's first computer program. She also saw possibilities in it that Babbage hadn't: she realized that the machine could compose pieces of music. The computer programming language 'Ada', used in some aviation and military programs, is named after her.

7. I'm having _____ next week.

- a) decorated my house b) my house decorate c) my house decorated d) decorate my house

8. If I _____ the answer, I'd tell you.

- a) knew b) will know c) would know d) know

9. I was so _____ yesterday because I fell asleep in class!

- a) calm b) nervous c) guilty d) embarrassed

10. Do you know when _____?

- a) starts the movie b) the movie starts c) does the movie start d) the movie start

Reading

According to the text, write T for true or F for false for the following sentences.

1. Ada Lovelace's teacher introduced her to Charles Babbage. _____
2. Babbage programmed the first computer. _____
3. The Analytical Engine was Electronic. _____
4. Luigi Menabrea designed the first computer. _____
5. Ada's work was instantly recognized as being the first computer program. _____
6. Babbage's design was ahead of its time. _____

Writing

Choose ONE of the following options and write a 100-word composition.

1. It seems the environment is in a lot of danger these days. There have been some victories in terms of saving and preserving it, but it seems there is still a long way to go. Choose a particularly difficult environmental problem that is prevalent in Mexico and write an essay about some of the effects on the people living there and propose some solutions.

Some examples are:

Overpopulation

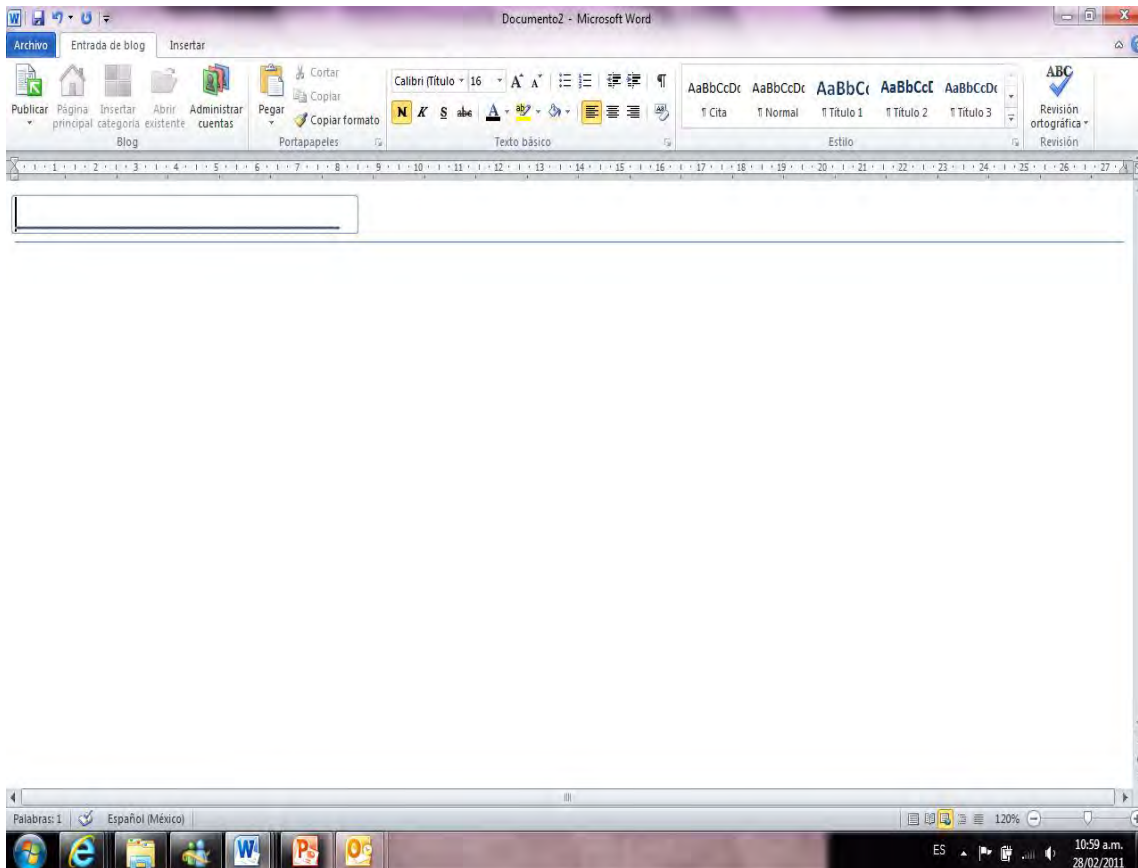
Pollution

Species extinction

Global warming

2. **Your hometown.** It has been changing during the last 10 years. And, definitely, it will change for the next years. Think about these changes, write a composition explaining these changes in the past and making your predictions for the future: You can write about this: families, shops or supermarkets, transportation (taxis, buses, cars), nature (trees, wildlife, environment), parks, schools, etc.

Option: _____



Adaptado de: 2011 Examen de ubicación inglés. Centro de Enseñanza de idiomas. Universidad de Quintana Roo.

7.3 French Proficiency Test

TEST DE UBICACIÓN DE FRANCÉS

El objetivo del presente test es evaluar tu nivel de francés para colocarte en un nivel correspondiente a A1, A2 y B2 según el Marco Común Europeo de Referencia para Las lenguas. Cada uno de los niveles de este test se divide en secciones que evalúan únicamente 3 aspectos del idioma francés: Comprensión de lectura, producción escrita y uso del idioma.

Tu colaboración es muy importante, pues los resultados de este examen serán relevantes para esta investigación, además de que contribuirán a la investigación lingüística en proceso de enseñanza-aprendizaje de terceras lenguas en la UQROO.

Dado que este examen tiene como único fin tu ubicación en un nivel de francés, te solicitamos respuestas honestas. Aunque se requiere tu nombre como primer dato, es únicamente para asociarlo con los exámenes que se te solicitarán responder posteriormente. Todas las respuestas serán tratadas de con estricta confidencialidad.

Gracias por tu colaboración.

Nombre: _____

Semestre: _____

Nivel de Francés: _____ Grupo: _____

Niveau 1

Lisez bien chaque question. Vous devez choisir une seule réponse en mettant une croix dans la casse correspondante.

1. Que signifie le panneau ?
 - a. L'ascenseur est en panne.
 - b. L'ascenseur peut être utilisé.
 - c. L'ascenseur n'est pas ouvert au public.
 - d. Il n'existe pas d'ascenseur.

2. Quel est l'objectif de ce message ?
 - a. Demander de venir à une fête.
 - b. Demander de téléphoner à une amie.



Isabelle,

Est-ce que tu peux faire un gâteau pour l'anniversaire de Chloé ? Je t'appelle ce soir.




- c. Demander de faire un dessert.
- d. Demander de préparer un anniversaire.

Niveau 2

Lisez bien chaque question. Vous devez choisir une seule réponse en mettant une croix dans la casse correspondante.

3. Comment sont présentées les informations du programme télé ?
- a. Il y a uniquement un résumé des émissions.
 - b. Il y a un résumé et des recommandations.
 - c. Le public concerné n'est pas spécifié.
 - d. Le genre de l'émission n'est pas indiqué.

Lundi 12 Février 2003

<p>TV1 – 20h45 : « Boulevard du crime » FILM POLICIER L'histoire d'un jeune policier qui enquête sur des vols de voiture. Scènes violentes. Déconseillé aux enfants.</p> 	<p>TV2 – «20h50 : « Venez rire avec nous » SOIRÉE HUMOUR</p>  <p>En hommage à Fernandel, les plus grands comiques français sont invités sur scène pour présenter des sketches de l'artiste disparu. Un programme pour toute la famille.</p>	<p>TV3– 20h55 : « Les oiseaux exotiques. Le Brésil » DOCUMENTAIRE A travers un voyage au cœur du Brésil, ce film nous présente un superbe panorama haut en couleur de toutes les espèces d'oiseaux vivant sur ce vaste territoire. Pour les spécialistes et les amateurs de beaux paysages.</p> 
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4. Que représente ce document ?
- a. Une notice.
 - b. Une ordonnance.
 - c. Une publicité.
 - d. Une recette.

5. Quel est l'objectif de ce document ?
- a. Décrire une maladie rhumatismale.
 - b. Expliquer l'usage d'un médicament.
 - c. Prescrire un médicament antigrippal.
 - d. Conseiller un remède efficace.

Rumvaten 3 TABLETES DE 10 COMPRIMES PELLICULES.

Dans quel cas utiliser ce médicament ?
Rumvaten est indiqué pour les sensations de nez bouché avec fièvre lors d'un rhume.

- **Précautions d'emploi** : Prenez l'avis de votre médecin pour qu'il adapte votre traitement.
Comment utiliser Rumvaten ? Rumvaten est réservé à l'adulte (à partir de 15 ans).
- **Posologie** : 1 comprimé à avaler, à renouveler si nécessaire toutes les 4 heures. Durée du traitement limité à 5 jours. Si les symptômes persistent, consultez votre médecin.

Niveau 3

Lisez bien chaque question. Vous devez choisir une seule réponse en mettant une croix dans la casse correspondante.

6. Comment est construit cet article littéraire ?
- a. Le journaliste résume le dernier livre de Werber.
 - b. Le journaliste présente un panorama des livres de Werber.
 - c. Le journaliste analyse en détail la structure du recueil.
 - d. Le journaliste livre une critique générale du dernier ouvrage de Werber.

En tête des meilleures ventes. L'Arbre des possibles de Bernard Werber. Ce recueil d'histoires courtes a pour thème des sujets quotidiens où le contemporain devient science-fiction et occupe une place à part dans l'ensemble de son œuvre. En effet, il ne s'agit plus d'un roman ; la structure du récit et l'intrigue sont plus concentrées. On ne peut s'empêcher d'y retrouver la force et l'émotion des écrits de Maupassant. Une fois de plus, cet écrivain nous prouve qu'il peut s'illustrer dans des genres différents avec un égal talent.

7. A quel genre appartient le dernier livre de Werber ?
- a. Des nouvelles de fiction.
 - b. Un roman de science-fiction
 - c. Un policier futuriste.
 - d. Des contes fantastiques.

Un déménagement peut vous coûter très cher ! Selon les dimensions et la quantité de vos meubles, vous devez louer une camionnette ou encore faire appel à des déménageurs professionnels. Dans les deux cas, vous n'êtes pas à l'abri d'objets cassés ou d'un mal de dos.

Les démarches administratives n'en finissent plus puisqu'il vous faut ouvrir une nouvelle ligne téléphonique et effectuer la mise en route de votre compteur d'électricité : est-il utile de

8. Laquelle de ces phrases résume l'article ?
- a. Conseils à l'attention des déménageurs.
 - b. Le suivi du courrier : un parcours d'obstacles.
 - c. Changer d'adresse : gare aux dépenses !
 - d. Déménageur, un métier dangereux.

9. Quelles missions devra accomplir l'employé(e) ?
- a. Gérer le standard.

**La société CANARDMIAM,
Basée à Toulouse, recherche:**

Assistant(e) de direction h/F

En collaboration avec la Direction, vous assurerez le lien entre l'équipe et les interlocuteurs de l'entreprise. Vous gérerez des tâches de secrétariat classiques et participerez aux réunions.

Diplômé(e) d'une formation supérieure, vous devrez justifier d'une expérience de trois ans au minimum. Vous devrez enfin maîtriser les outils informatiques. Langues étrangères appréciées.

- b. Rédiger des comptes rendus.
- c. Traduire des contrats.
- d. Coordonner la communication.

10. Quelles sont les conditions d'embauche ?

- a. Les connaissances informatiques sont indispensables.
- b. Aucune expérience professionnelle n'est exigée.
- c. Il faut être titulaire d'une formation de secrétariat.
- d. Il est obligatoire de maîtriser une langue étrangère.

Niveau 4

Lisez bien chaque question. Vous devez choisir une seule réponse en mettant une croix dans la case correspondante.

11. Comment s'est déroulé le choix du créateur ?
- Il a été sélectionné parmi des candidats.
 - Il a été élu par le personnel Air France.
 - Il a été choisi d'office.
 - Il a été retenu par défaut.
12. Quel est le but de ces nouveaux uniformes ?
- Célébrer les créations de Nina Ricci.
 - Conserver les lignes traditionnelles.
 - Donner un coup de neuf aux modèles.
 - Présenter des couleurs plus gaies.

13. Quelle est l'opinion du journaliste sur la pollution dont sont victimes les populations du Grand Nord ?
- Il pense que le problème est loin d'être résolu.
 - Il pense qu'une loi contre les substances toxiques est nécessaire.
 - Il pense que les pays développés vont se mobiliser.
 - Il pense qu'interdire la chasse aux Inuits est une bonne solution.

L'air s'habille Air France

C'est Christian Lacroix, choisi au terme d'un appel d'offres, qui relookera le personnel d'Air France. Ses croquis deviendront en 2005 l'uniforme porté par « 35000 personnes en contact direct avec la clientèle ». Caroles Peytavin, responsable pour Air France du projet, explique que « les pièces les plus récentes, signées Nina Ricci, datent de treize ans ». Il était temps de rafraîchir la garde-robe, surtout celle des employés masculins, dont les modèles datent, eux, de trente-cinq ans ! Injustice justifiée par le fait que les hommes seraient « plus conservateurs en matière vestimentaire ». [...]

NejmaHamdaoui

Le Point, 13 décembre 2002

Pollution chez les Inuits

Péril autour du pôle Nord ! Telle est la conclusion d'une étude publiée par le Programme de contrôle et d'évaluation de l'Arctique (Amap). À l'origine de ce danger, les métaux lourds (mercure, plomb...) et les POP (polluants organiques persistants). Ces substances toxiques relâchées dans l'hémisphère Nord par nous autres, pollueurs européens, américains, russes et japonais, finissent inmanquablement, en raison de la circulation atmosphérique, dans le Grand Nord. Elles s'accumulent dans les tissus gras des animaux et, au final, dans ceux des peuples indigènes qui chassent et se nourrissent de poisson et de viande. Une présence dans l'organisme lourde de conséquences pour la santé : augmentation des infections, stérilité, problèmes de développement chez les enfants... Que faire ? Inciter ces peuples à ne plus pêcher et chasser ? Ce serait leur ôter une de leurs rares pratiques ancestrales encore vivantes. L'idéal serait d'arrêter de polluer. D'ailleurs, une bonne partie de ces substances toxiques est déjà interdite. Pourtant on continue à en rechercher dans l'atmosphère. ...

Science & Vie Junior n° 159, décembre 2002

LYCÉENS À CODE-BARRES

Sera-t-il bientôt impossible de sécher les cours discrètement ? Depuis le début de l'année scolaire, le lycée Saint-Exupéry de Marseille expérimente un procédé tout nouveau : les professeurs disposent sur leurs feuilles d'appel d'un code-barres pour chaque élève. Si l'un d'eux est absent, l'enseignement balaye le code avec un crayon optique qui, relié à un boîtier connecté sur un serveur, transmet directement l'information sur les ordinateurs du lycée. Et vlan ! Les parents sont au courant le soir même, alors qu'avec les traditionnelles feuilles de papier il faut parfois trois jours, le temps que les surveillants dépouillent les données qui concernent tout de même 1600 écoliers. D'après les enseignantes, ce système de surveillance en temps réel doit permettre de mieux suivre et responsabiliser les élèves qui « décrochent ». Du côté des « cobayes », les avis sont partagés : certains se disent traités comme la marchandise tout en doutant de l'efficacité du système, tandis que d'autres le trouvent plutôt pratique.

Science & Vie Junior n° 159, décembre 2002

14. Choisissez parmi les quatre phrases suivantes celle qui vous semble résumer le mieux cet article :

- a. Un nouveau système de vidéo-surveillance a été mis au point pour suivre les élèves.
- b. Un système de surveillance en temps réel a été installé dans tous les lycées français.
- c. Un lycée teste actuellement des feuilles d'appel informatisées pour signaler les élèves absents.
- d. Un serveur informatique relie le lycée aux parents afin de mieux repérer les élèves en difficulté.

15. Qu'est-ce qui est préférable pour les enfants au moment des devoirs ?

- a. Travailler seul à tout prix.
- b. Éviter l'entraide.
- c. Aller à la bibliothèque.
- d. Laisser le choix du lieu.

16. Quel est le rôle des parents ?

- a. Écoute les psychologues.
- b. Suivre les choix des enfants.
- c. Exiger le silence absolu.
- d. Trouver une pièce calme.

◆◆TROIS CONSEILS POUR ◆◆◆

LES DEVOIRS

Que faire au moment des devoirs le soir, lorsqu'on ne dispose que d'une chambre pour ses enfants?

- **Laissez-les choisir leur environnement.**

Inutile d'instaurer un tour pour permettre à chacun de « profiter » de la chambre. Être seul à son bureau n'est pas le seul gage de réussite ! Il faut laisser aux enfants la possibilité de choisir leur environnement. Ainsi, certains aiment bûcher sur un coin de table de cuisine, d'autres au milieu du salon...

- **N'interdisez pas le travail en groupe**

Trois jeunes qui bossent ensemble le soir, même si parfois ils se chamaillent, c'est une manière d'apprendre qui peut être très profitable. Pour les psychologues. C'est motivant et enrichissant. L'aîné aide le plus jeune (ou l'inverse !) et les deux en bénéficient.

- **Envoyez le grand à la bibliothèque**

Structures de langue

Niveau1

Lisez bien chaque question. Vous devez choisir une seule réponse en mettant une croix dans la case correspondant.

1. « Regarde ! On peu patiner sur le lac, l'eau est...
-Chouette ! On y va ? »
 - a. froide
 - b. congelée.
 - c. gelée.
 - d. givrée.
2. « J'ai vraiment mal à la tête, demain je vais...le médecin. »
 - a. à
 - b. chez
 - c. au
 - d. dans

Niveau 2

Lisez bien chaque question. Vous devez choisir une seule réponse en mettant une croix dans la case correspondant.

3. « Dépêche-toi, tu vas être en retard à ta fête !
Ne t'inquiètes pas, on met... 5 minutes pour aller chez Jeanne. »
 - a. à partir de
 - b. vers
 - c. jusqu'à
 - d. environ
4. « Je lui ai déjà dit plusieurs fois d'aller... mettre en pyjama avant de dîner, elle n'écoute jamais rien ! »
 - a. ce
 - b. me

- c. te
- d. se

5. « *Quel froid de canard, en plus il n'arrête pas de pleuvoir. Quelle malchance d'avoir perdu mon...* »
- a. pantalon
 - b. parasol
 - c. peigne
 - d. parapluie

Niveau 3

Lisez bien chaque question. Vous devez choisir une seule réponse en mettant une croix dans la case correspondant.

6. « *Élisabeth et André sont...de vous annoncer la naissance de leur petit garçon Raphaël.* »
- a. radieux
 - b. heureux
 - c. soucieux
 - d. chanceux

7. « *Chers Annick et Jean, je voudrais porter un toast à votre anniversaire !* »

Que signifie « Porter un toast » ?

- a. Boire en l'honneur d'un évènement.
 - b. Faire griller des tranches de pain.
 - c. Apporter un gâteau d'anniversaire.
 - d. Allumer les bougies sur un gâteau.
8. « *Pour la réunion de conseil d'administration, je vous charge de présenter...de l'année.* »
- a. le rapport
 - b. le graphique

- c. le bilan
- d. le dossier

9. « Suite à l'agression d'un conducteur, les syndicats ont déclenché... »

- a. un accès.
- b. une course.
- c. un agent.
- d. une grève.

10. « ...quinze jours, je quitte mon travail, mon appartement, ma ville et je commence une nouvelle vie. »

- a. Sur
- b. En
- c. À
- d. Dans

Niveau 4

Lisez bien chaque question. Vous devez choisir une seule réponse en mettant une croix dans la case correspondant.

11. « Au cours de la réunion entre les chefs de service, chacun a proposé une solution à la restructuration. Mais en majorité, il a été dit que le matériel... »

- a. puisse changer
- b. changeait.
- c. aurait été changé.
- d. devait être changé.

12. « ...intelligent soit-il, il manque de compétences pour ce poste. »

- a. Bien que
- b. Cependant
- c. Si
- d. Ni

13. « *Je vous remercie... votre invitation à dîner.* »

- a. par
- b. grâce
- c. de
- d. à

14. « *En visitant cette demeure isolée, par ce temps d'orage, il a cru voir un fantôme et il a pris ses jambes à son cou.* »

Que signifie « Prendre ses jambes à son cou » ?

- a. Faire de la gymnastique.
- b. S'enfuir très vite.
- c. Se torde le corps.
- d. S'emmêler les pieds.

15. « *Tu as retiré ton passeport à la préfecture ? Je te rappelle que ton départ s'approche, plus qu'une semaine !*

-L'agent au bureau d'accueil m'a assuré que mon passeport me sera... demain. »

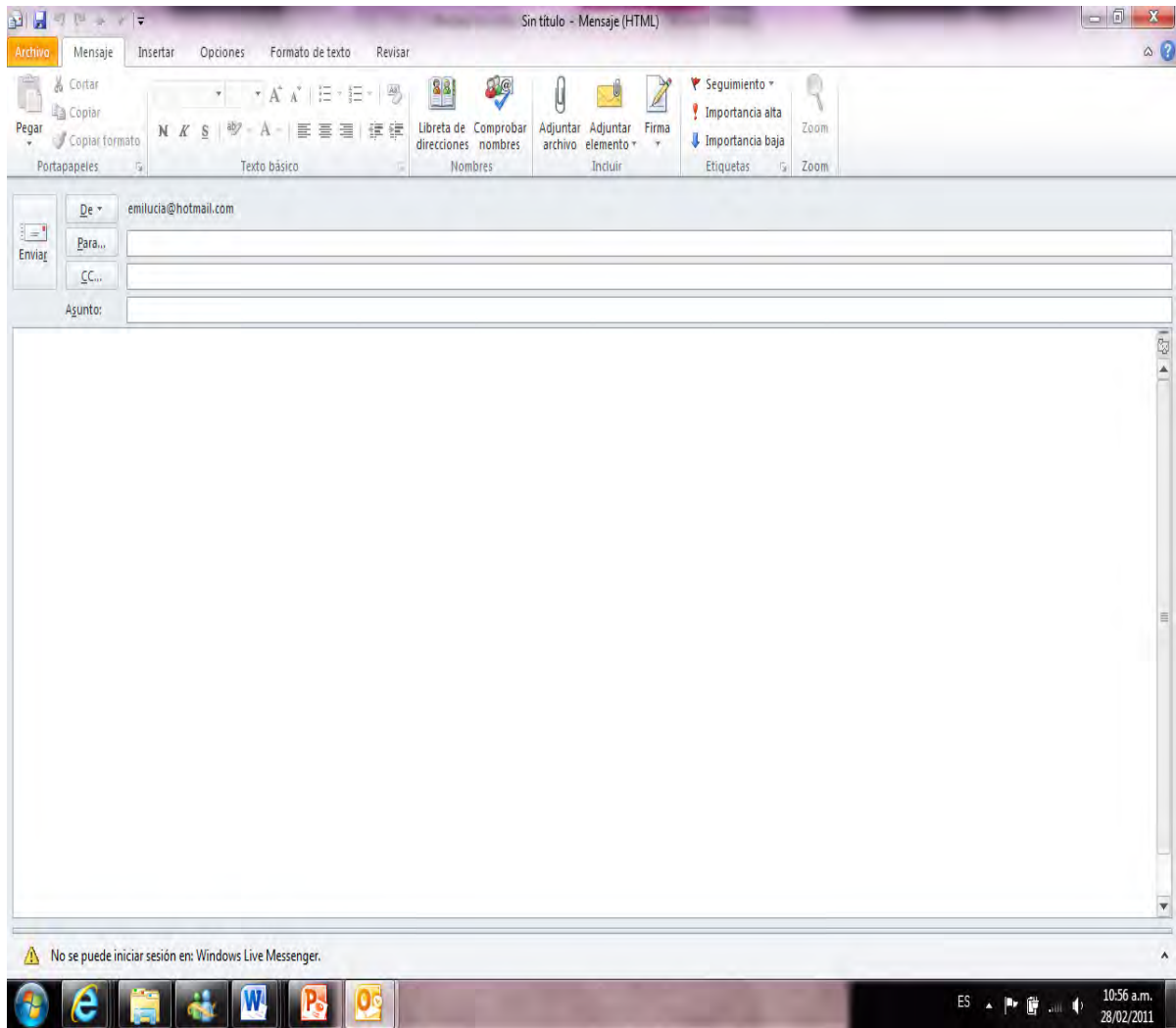
- a. délibéré
- b. délivré
- c. desservi
- d. détenu

EXPRESSION ECRITE

Lisez la consigne. Rédigez le texte correspondant.

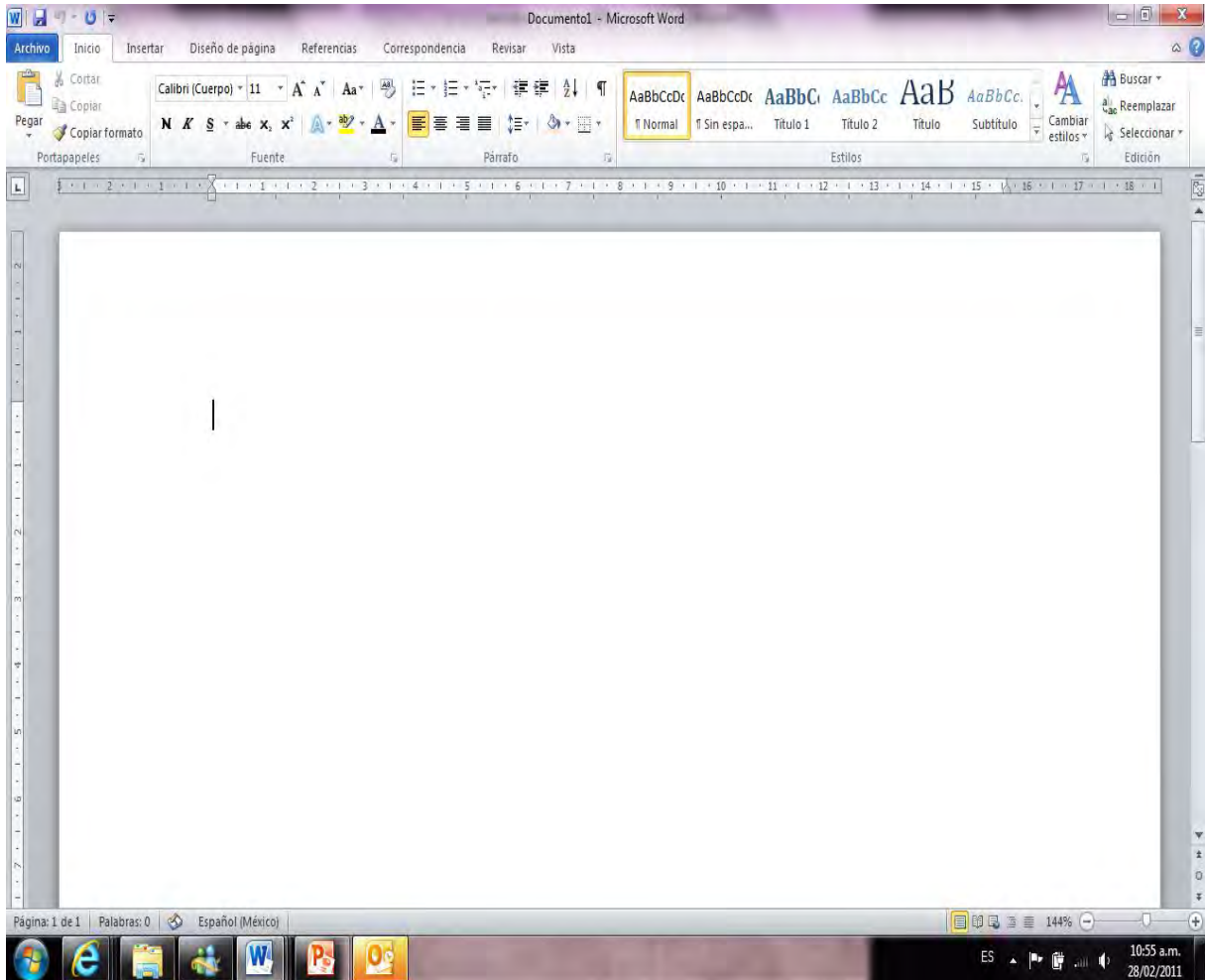
Niveaux 1-2

Votre meilleur(e) ami(e) vous a invité à son mariage. Vous lui aviez confirmé votre présence. Malheureusement, on vient de vous convoquer pour un entretien d'embauche le même jour. Écrivez-lui une lettre (60 mots environ) pour lui expliquer la situation.



Niveaux 3-4

Doit-on rendre obligatoire une année d'études à l'étrangère au sein des cursus scolaires ? Justifiez votre réponse (environ 100 mots).



Adaptado de:

Billaud, S., & Relat, H. (2003). *TCF Test de Connaissance du Français. 250 Activités*. France: CLE International.