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(DRUHÝ JAZYK) A FRANCOUZŠTINOU (TŘETÍ
JAZYK)**

Mirka Lacinová

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Thesis

**CROSS-LINGUISTIC INFLUENCE BETWEEN L2
ENGLISH AND L3 FRENCH**

Mirka Lacinová

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Tato stránka bude ve svázané práci Váš původní formulář *Zadání dipl. práce*
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ABSTRACT

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This thesis deals with the phenomenon of language transfer. It provides essential information about the transfer, its types, roles and factors playing role in its occurrence. It takes a closer look at language transfer in L3 acquisition, specifically at transfer from L2 to L3. Later on, it focuses on the two languages in question – English and French – and the similarities between them. The research part consists of comparison of vocabulary in three beginner's textbooks of French as FL to their English translation equivalents. The results of the research (the proportion of similarities in vocabulary) are completed by their implication for transfer occurrence. Finally, the impact of transfer occurrence on teaching French as L3 after English as L2 is discussed.

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I. INTRODUCTION

Almost everyone studying any foreign language notices some similarities between his/her native language and the foreign language or possibly with another acquired foreign language. And many studying two foreign languages have experienced that they confused words from one language with the second one. What makes the languages to interfere with each other is one of the topics being investigated in this thesis.

As at primary and grammar schools, the learners learn one and later a second foreign language, the intrusion of one language into the second one can be a common thing to happen. The first foreign language is usually the English language. In this thesis, the influence of English as L2 on additional learning of French as L3 is examined. If the transfer from one language to another can be predicted and consequently made use of, is another topic of this paper. The core of the research is to compare the French language to English language regarding the similarities in vocabulary in the beginner's textbook of French as FL and deduce its implications for language transfer.

In the first part of the Theoretical background chapter, the essential information regarding language transfer and the terms being used are explained. Further on, different types of transfer which exist and the factors which condition its occurrence are described. Next, different manifestations of transfer are outlined. The second part is oriented to the transfer in L3 acquisition, the factors which are specific for this kind of transfer and in which linguistic levels this transfer can occur. Later, the similarity between languages and its importance is regarded. As we are dealing with English and French, in the next section, these two languages are compared. In the final section, some suggestions for teaching with the account of transfer are introduced.

In the next chapter (Research Methodology), the explanation of the research process and criteria of comparison of French and English vocabulary are explained. In the chapter Results and Commentaries, the results of findings are presented in the form of figures where the proportion of similarities of French to English is depicted. What the results signify regarding the transfer is the issue of the next part of this chapter. The following chapter concentrates on implications that the similarities and occurrence of transfer can have on teaching, how the transfer could be made use of in a positive way and if the negative effects of transfer could be prevented. In the Conclusion chapter, the main ideas of the whole thesis are reviewed.

II. THEORETICAL BACKGROUND

The theoretical chapter objective is to give necessary information about the topic of influence from already acquired language to a new language being learned which is commonly called language transfer or cross-linguistic influence. First, the topic of crosslinguistic transfer is introduced and defined, and various terms used in its sense are explained. Then, different kinds of crosslinguistic influence are presented. As numerous kinds of transfer exist, they are organized in four sections according to from which point of view the transfer is looked at (outcome, directionality, linguistic levels, intentionality). Further on, the main factors influencing the presence of transfer are regarded. Then, different manifestations of transfer in reception and production are observed, especially with focus on transfer errors. Later, the chapter concentrates on third language acquisition and its specifications. The factors influencing transfer to L3 are discussed. Further on, transfer in different linguistic field is viewed. Next, the transfer as a communication and learning strategy is considered. Further, English and French languages are described in the sense of typology and compared. Some similarities between these languages, including grammatical features and true and false cognates are presented. Finally, some suggestions for teaching L3 with the help of transfer and some recent projects in this field are outlined.

Cross-Linguistic Influence (CLI)

The first concern is to define the cross-linguistic influence or transfer (used synonymously, see the chapter bellow). Newmark (1966) proposed a simple definition of transfer, “transfer is nothing more than falling back on a language that one already knows when lacking knowledge in the language that one is presently learning” (as cited in Jarvis & Pavlenko, 2008, p. 8). However, this definition is ambiguous and does not reveal all aspects of the phenomenon concerned. As Ortega (2009) admitted transfer “can be caused by perceived L1-L2 similarities as well as by large differences, and it goes well beyond strident calques and awkward transliterations from the L1” (p. 53). Additionally, Jarvis and Pavlenko (2008) pointed out that transfer can occur not only as a communicative strategy but also as a learning strategy (p. 9). However, transfer can be also unconscious. Moreover, crosslinguistic influence can have not only positive effects, but also negative consequences for L2 learning (Ortega, 2009, p. 31).

Odlin (1989) proposed maybe the most cited definition of transfer, "Transfer is the influence resulting from similarities and differences between the target language and any other language that has previously (and perhaps imperfectly) been acquired" (as cited in Kecskés, Papp, 2000, preface). Jarvis and Pavlenko (2008) confirmed that "CLI is a highly complex cognitive phenomenon that is often affected by language users' perception, conceptualizations, mental associations, and individual choices" (p. 13). According to Ortega, transfer can occur either consciously or at the subconscious level. As stated Odlin (2003), "crosslinguistic influences will always be probabilistic, and they will always be shaped by mutually interacting forces that come from learners' psychological judgment of transferability, learners' current proficiency level in the L2 and the nature and relative complexity of the given L2 subsystem at hand" (as cited in Ortega, 2009, p. 41).

Transfer, Interference, and Cross-Linguistic Influence

It can be noticed that there are various terms we can encounter regarding the topic of transfer or cross-linguistic influence in the literature. The term *interference*, which is the older term (Ortega, 2009, p. 31), "implies no more than what another term, *negative transfer*, does, but there is an advantage in using the latter term since it can be contrasted with *positive transfer*" (Odlin, 1989, p. 26). The term *cross-linguistic* (sometimes spelled *crosslinguistic* or *cross linguistic*) *influence* (CLI) is the newest one which is used to describe the phenomenon of transfer between languages (Odlin, 1989; Jarvis & Pavlenko, 2008, p. 3). Jarvis and Pavlenko admitted that, "by the 1980s some researchers no longer considered the term "transfer" to be a suitable label for the phenomenon because of its traditional associations with the behaviorist notion of skills transfer" (p. 3). In the mid 1980s, the term *crosslinguistic influence* was suggested by Kellerman and Sharwood Smith (1986) "as a theory-neutral term that is appropriate for referring to the full range of ways in which a person's knowledge of one language can affect that person's knowledge and use of another language" (as cited in Jarvis & Pavlenko, 2008, p. 3). Since that time, this term has gained general acceptance by the researchers who investigate this phenomenon, nevertheless, the terms "transfer" and "interference" continue to be used synonymously with it (Jarvis & Pavlenko, 2008, p. 3). Sometimes, it is also possible to find the term *cross language transfer* (e.g. Mayer, 2010, p. 133).

As in most literature dealing with language contact (Odlin, 1989; Ortega, 2009; Jarvis & Pavlenko, 2008; Cenoz, Hufesisen and Jessner, 2001). the terms *transfer* and

crosslinguistic influence are used interchangeably. These two terms are also used synonymously in this paper. Other important terms which are connected with language transfer (interlanguage, transferability etc.) are explained in the related chapters.

Types of Transfer

There exist various types of transfer depending on from which aspect it is looked at. Here, the types of transfer are presented from the point of view of: its outcome, directionality, linguistic levels and intentionality.

Outcome. This is one of the most frequent division of transfer. Simply, it refers to its contribution (Jarvis & Pavlenko, 2008). First, there is *positive transfer* which refers to positive effects of cross language transfer. According to Odlin (1989), it is the “facilitating influence of cognate vocabulary or any other similarities between the native and target languages” (p. 26). It can occur in the conditions where the L1 and the L2 of a learner are similar which results in native like utterances (Huaxin Xu, Xiao-ming Yang, 2001, p. 21; Major, 2001, p. 3). It can concern the similarities in vocabulary, vowel system, writing system and syntactic structures which can make comprehension, reading, writing and acquisition of grammar easier (Odlin, 1989, p. 36). In literature, the mentions about positive transfer are less common than about the negative one maybe because the effects of positive transfer are less visible. As Ortega (2009) confirms the signs of positive transfer are difficult to identify as results of positive transfer and that is why the facilitative effects of L1 (or any other previously learnt language) knowledge can be easily ignored. Moreover, he states that, mainly in production, they result in successful choices “that raise no flags for teachers or interlocutors” (p. 42).

Second, there is *negative transfer* which manifests itself as errors in production (or in reception). It occurs when L1 and L2 items are different (Major, 2001, p. 3). Since negative transfer often involves divergences from rules, it is relatively easy to be identified. And these are not only production errors, as Odlin (1989) states: “There are other ways in which an individual’s second language performance may differ from the behavior of native speakers” (p. 36). As examples, we can consider stress, accent or misunderstanding. If we should compare the mentions of positive and negative transfer in the literature, as the negative effects of L1 knowledge are much more noticeable, they have been more often investigated (Ortega, 2009, p. 42).

Directionality. The transfer can be divided according to from which language and in which direction it takes place. The most often cited type is *forward transfer*, by which the transfer from L1 to L2 is meant (Jarvis & Pavlenko, 2008, p.12). The exact contrary of the type mentioned above is *reverse transfer* called also *backward transfer*. This term embraces the transfer from L2 to L1 (Jarvis & Pavlenko, 2008, pp. 12, 21). In the former literature (e.g. Odlin, 1989, pp. 12-13), terms *borrowing* and *substratum transfer* are used to refer to these types of transfer. Kecskés and Papp (2002) proposed a definition, “Borrowing transfer refers to the influence a second language has on a previously acquired language, usually the mother tongue. Substratum transfer involves the effect of a source language (usually L1) on the acquisition of the target language” (p. xv). The next kind is *lateral transfer*, by which the cross-linguistic influence from L2 to L3 is described (Jarvis & Pavlenko, 2008, p.12). This is the type which concerns this paper – transfer from L2 - English to L3 - French. As crosslinguistic influence can simultaneously work both ways, the last type which can be distinguished is *bidirectional transfer*. In this kind of transfer, as stated by Jarvis and Pavlenko (2008), the “two languages that language users know function synchronously as both source and recipient languages” (p. 22). This crosslinguistic influence can either refer to the cases of simultaneous forward and reverse transfer (i.e., L1 to L2 and L2 to L1) or synchronous bidirectional lateral transfer (e.g., L2 to L3 and L3 to L2) (Jarvis & Pavlenko, 2008, p. 22). Cenoz et al. (2001) distinguish *interlanguage transfer*, by which is meant “the influence of a non-native language on another non-native language” (p. 43).

Linguistic Levels. Another division can be made according to at which linguistic level (lexicon, phonology, morphology, syntax, semantics, discourse) the transfer occurs. It can be found at all these levels, plus, the culture (Major, 2001, p. 2).

Phonological transfer. Jarvis and Pavlenko (2008) defined this kind as “ways in which a person’s knowledge of the sound system of one language can affect that person’s perception and production of speech sounds in another language” (p. 62). This type of transfer is probably the most encountered of all in non-native speech. Certainly, the IL (interlanguage) users will be recognized on the basis of their ‘foreign’ accents. However, some speakers manifest more noticeable accent than others. The reason for this fact, as stated by Johnson and Johnson (1999), is that they are not able “to reprogram their speech organs to the native-like production of the new sounds” (p. 355).

Morphological transfer. This refers to transfer of morphological rules from one language to another (Odlin, 1989, p. 82; Jarvis & Pavlenko, 2008, p. 92).

Syntactic transfer. This refers to the process by which some distinct syntactic properties of one language are transferred to the second one (Guido, 2008, p. 61), transfer of e.g. word order, negation etc.

Orthographic transfer. This phenomenon might be referred to as writing system transfer. This type of transfer can affect learner's ability to read, process, and spell L2 words (Jarvis & Pavlenko, 2008, pp. 70-72).

Lexical transfer. It is the influence of knowledge of words in one language on the knowledge and use of lexical units in another language (p. 72), more in detail, it affects "person's recognition, interpretation, processing, storage and production of words in another language" (Pavlenko, 2009, p. 99) This is the widest area of transfer and most of research has been made on lexical transfer. In the frame of lexical transfer, Pavlenko (2009) makes a difference between *lexemic transfer* and *lemmatic transfer* (p. 102). Ringbom refers to the lexemic transfer as to *formal transfer* (or *morphophonological* or *formal lexical transfer*) and to *lemmatic transfer* as to *semantic transfer* (or *semantic lexical* or *lexicosemantic transfer*) (as cited in Pavlenko, 2009, pp. 106, 113; Jarvis & Pavlenko, 2008, p. 75). As stated by Pavlenko (2009), "The scope of lexemic transfer includes both the phonological and graphemic structure of (a particular form of) a word." It relates to person's knowledge of how to pronounce and spell a word (p.102). Lemmatic transfer relates to the semantic and syntactic properties of words. According to Pavlenko (2009), "The semantic properties in question are (1) mental associations between lemmas and concepts, which account for phenomena such as polysemy and the semantic ranges of words and (2) mental associations between lemmas and other lemmas, which are fundamental to phenomena such as synonymy, antonymy and other types of word-word associations" (p. 102).

Intentionality. This division refers to until which degree the transfer is made consciously or automatically. *Intentional / conscious* or *strategic transfer* refers to the instances of transfer which are made intentionally by the speaker to help him/herself in the communication. Its manifestations are called *interactional strategies* explained by Cenoz, Hufeisen and Jessner (2003) as "intentional switches into languages other than the target language" (p. 107). *Non-intentional / unconscious / automatic transfer* from one language to another, results in *transfer lapses* or non-intentional switches which are, according to Cenoz et al. (2003), "performance switches that take place when another language has erroneously been accessed" (p. 107). Unconscious or automatic transfer differs from the conscious or strategic transfer in the fact that many instances of transfer occur below

speaker's awareness. According to Johnson and Johnson (1999), "Strategic transfer and automatic transfer are not meant to be discrete and disjunctive concepts. Many instances of transfer are less clear-cut with regard to attention and automatization" (p. 357).

Factors Influencing Transfer

Ortega (2009) stated that, "for transfer to occur learners have to make an *interlingual identification*" (p. 33). These interlingual identifications were defined by Odlin as "the judgment that something in the native language and something in the target language are similar" (as cited in Ortega, p. 33). According to Ortega (2009), "Interlingual identifications are influenced at least by three factors: (a) the nature of the specific L2 phenomenon, (b) learners' perceived distance between the L1 and L2 and their intuitions of what is transferable or not; and (c) their relative proficiency level (pp. 33 – 34). The factors are closely connected with *transferability* which is the degree to which an item is possible (and is perceived possible by a learner) to be transferred (Jarvis & Pavlenko, 2008, p 174; Johnson & Johnson, 1999, p. 355).

Regarding the factors, the literature on language contact is not unified concerning the division and denomination of different factors. It is referred to various factors differently. Sometimes, the factors are classified as learner-based and language-based (e.g. Murphy, n. d.). For example, Johnson and Johnson (1999) divide the factors as linguistic criteria, psycholinguistic criteria and sociopsychologic criteria (pp. 355 – 356). Jarvis and Pavlenko (2008) present the most complex classification of factors, dividing them in seven categories: linguistic and psycholinguistic factors (relate to characteristics of source and recipient language, e.g. similarities, linguistic level); cognitive, attentional, and developmental factors (person's cognitive capacities and use of cognitive resources at the time of learning or language use, e.g. awareness of languages); factors related to cumulative language experience and knowledge (effects that prior language knowledge and experience have on current language learning and use, e.g. age, proficiency); factors related to the learning environment (learning context) and factors related to language use (language-use context) (pp. 174-210). In the following section, the most important and most often mentioned factors in the literature are listed and described in more detail.

Crosslinguistic Similarity. Referred to also as language distance, typological proximity or Psychotypology. This factor is often cited as being the most dominant one. It relates to the fact if the languages concerned are enough typologically close to each other

and if a learner perceives them to be close (Cenoz et al., 2001, p. 117; Ortega, 2009, p. 34). The topic of crosslinguistic similarity is discussed in more detail in separate chapter.

L2 Phenomenon. This factor is referred to as “linguistic criteria” by Johnson and Johnson (1999, p. 355). According to them, it “is related to the question of *universality* and typological characterization of the feature” (p. 356). This is closely connected with *markedness*, which means that the simplest and most frequent features across languages or “unmarked” will tend to transfer easily, whereas the most complex and rare, “marked” features are less likely to be transferred (Ortega, 2009, pp. 34, 37-38).

User Proficiency. According to Johnson and Johnson (1999), “Early stages of language learning are more likely to lead to transfer as the L2 data available to the IL speaker are not fully accessible to form hypotheses about L2 rules” (p. 356) However, Odlin (1989) admits that some kind of negative transfer cannot take place until learners have reached a certain level in the language being learnt (p. 134).

Age. According to Johnson and Johnson (1999), “adult learners rely on their prior experience in concept and language learning more than children” and that is why the older users use the transfer in their learning and production of L2 more often than the younger ones (p. 356).

Linguistic Awareness. Awareness of languages is proved to play a key role in language performance and acquisition process. It can be acquired on its own and is often related to educational background. According to Illomaki (2005), “While linguistic awareness is mainly conscious, our mind can and often does make linguistic identifications also on an unconscious level” (p. 12).

Style of Learning. Individual styles of learning or methods of acquisition can promote or hinder language transfer (Cenoz et al., 2001, p. 117; Johnson & Johnson, 1999, p. 356).

Different Manifestations of Transfer

Transfer in Production

It is one of the processes, where the transfer manifest itself. Transfer in production is “a procedure of activating L1 (or indeed prior L2) knowledge to accomplish a communicative goal” (Johnson & Johnson, 1999, p. 355). Transfer in production is mostly visible as negative transfer. With transfer in production, the notion of interlanguage and transfer errors are closely connected.

Interlanguage. Interlanguage plays an important role in language transfer. Takač (2008) refers to interlanguage as to a language system (i.e. grammar) which is constructed by learners during the L2 learning. According to him, “interlanguage is a single system composed of hypothetical rules that have been developed through different cognitive strategies and are tested and modified by the learner during the process of comprehension and production” (p. 32). According to Field (2000), interlanguage is the combination of “learner’s incomplete knowledge of the L2 with assumptions based on the sounds, structures and cultural features of the L1” (p. 275). This usually results in hybrid structures that combine items of both languages (Jarvis & Pavlenko, 2008, p. 9). Another feature of interlanguage is so-called *fossilization*. According to Selinker, “Fossilizable linguistic phenomena are linguistic items, rules and subsystems which speakers of a particular NL (native language) will tend to keep in their IL (interlanguage) relative to a particular TL (target language)” (as cited in Huaxin Xu & Xiao-ming Yang, 2001, p.25).

Errors connected with language transfer. According to Takač (2008), “Errors in production may be caused by the use of strategies such as language transfer, overgeneralisation of L2 rules or simplification” (p. 32). The errors in language production are viewed as indicators of development of linguistic competence. It must be emphasized that “errors are not considered to be an extremely negative side effect of learning, but a manifestation of efforts invested by the learner in organising the language input” (Takač, 2008, p. 31).

The transfer errors are a result of negative transfer caused by perceived similarities and differences between languages. Cenoz et al. (2001) suggested that, “the differences in error frequency are linked with a gradual progress from organisation by form to organisation by meaning as the learner’s L3-proficiency develops.” As the learner’s proficiency improves, more structured organisation of the lexicon with a larger number of associative links for each word is formed. First, the learner relies rather on the word forms associations, later, as the learning progresses, he/she will create a more organized network based mainly on the semantic associations. This process becomes easier with the learning progress (p. 65). According to Jarvis and Pavlenko, (Jarvis & Pavlenko, 2008, p. 75; Pavlenko, 2009, p. 117) we can find several types of errors resulting from lexemic / formal lexical transfer:

1. the use of *false cognates* (deceptive cognates)

2. unintentional *language switches* or *borrowings* involving the use of words from the wrong language – these are called *substitutions* by Odlin (1989, p. 37)
3. *coinage of a new word* by blending the formal properties of words from different languages, called *hybrids* or *blends* by Cenoz et al. (2001, p. 60) and explained as the forms of the code-switched words adapted according to supposed L3-principles.

Another type of transfer errors are errors involving lemmatic / semantic lexical transfer (Jarvis & Pavlenko, 2008, p. 75; Pavlenko, 2009, pp. 113-117). These are as follows:

1. *semantic extensions* – according to Cenoz et al. (2001), these are defined as “the use of an authentic target-language word with a meaning that reflects influence from the semantic range of a corresponding word in another language”, moreover, “the learner assumes that what is a homonym or a polysemous word in the L3 has a meaning corresponding to what is most commonly the core meaning of the equivalent L1 word” (p. 62).
2. *calques* – or literal translations (Johnson & Johnson, 1999, p. 357) are loan translations of compounds
3. *collocational transfer* – the lemma-lemma associations which learners have in L1 and carry them over to the corresponding lemmas in L2, (not usually treated as a type of transfer, it is closely related to calques)
4. *subcategorization transfer* – it refers to the cases of syntactic errors where a headword (such as an adjective or verb) and its complement (such as a noun phrase or prepositional phrase)” are wrongly connected together, usually the complement is chosen incorrectly. It reflects “the influence of the syntactic specifications of headwords in one language on an L2 user’s understanding and application of the syntactic specifications of corresponding headwords in another language” (Pavlenko, 2009, p. 117)

Other types of errors are suggested by Odlin (1989, pp. 36-37) and Ortega (2009, pp. 39-41). They are like this:

5. *underproduction / underuse* or *avoidance* – referred to as “error of omission” by Ortega (2009, p. 40). It means low or no production of a target language structure.

When the learners perceive the target language structures being too distant of the structures from the source language, they may try to skip using these structures at all (Odlin, 1989, p. 37).

6. *overproduction / overuse* – simply a consequence of underproduction

Transfer in Reception

This is the procedure of the reliance on L1 features when interpreting the incoming communication. According to Johnson and Johnson (1999), “The processing of utterances in this way is also known as ‘interlingual inferencing’ ”(p. 355). The reliance on receptive transfer is obvious especially in the cases of genetically closely related languages (e.g. Norwegian and Danish, Polish and Slovak) where communicators can process utterances in the 'other' language without any prior learning and rely only on interlingual inferencing (Johnson & Johnson, 1999, p. 355). Ringbom (1986) found out, that at the initial stages of learning the L1 knowledge is used extensively which is markedly facilitating for receptive skills (as cited in Haastrup, 1991, p. 43).

In reception, a transfer error which can occur is *misinterpretation* – according to Odlin (1989), the structures from the native language can influence the interpretation of the target language message and thus the learners can make different conclusion from what the target language speakers intended to communicate: “Variant interpretations can arise from misperceptions of target language sounds that become categorized in terms of native language phonology” (p. 38). Misinterpretations can also arise when native and target language word-order and cultural aspects differ (Odlin, 1989, p. 38).

Transfer in Third Language Acquisition

Transfer is not always influenced by the native language (Odlin, 1989, p. 26). Language transfer can occur not only from an L1 to an L2, called *forward transfer*, but also from an L2 to an L3, called *lateral transfer* (Jarvis & Pavlenko, 2008, p. 12). Cenoz et al. (2001) called this type of transfer *interlanguage transfer* – “the influence of a non-native language on another non-native language” (p. 43). However, third language acquisition is mostly influenced by both L1 and L2. And it is not only L1, but all previously learned languages can influence the learning of a next one (Ortega, 2009, pp. 48-49; Odlin, 1989, p. 26). However, defining the exact influences in multilingual situations where more languages can play a role is often hard (Odlin, 1989, p. 26).

According to Hammarberg (2009), “Language use involves the *activation* of parts of the person’s language competence (words, sentence structures, set phrases, phonological properties and so on)” (p.8). Green (1986) outlined the process of selection and use of the language in multilingual situations in more detail, he “distinguishes schematically between a *selected* language (the one currently intended for use), an *active* language (one which is simultaneously present in the speaker’s mind and can influence the performance process) and a *dormant* language (which is known to the speaker, but exerts no crosslinguistic influence) (as cited in Hammarberg, 2009, p. 8). The question is under which conditions the items from multilingual speaker’s already learned languages are activated in the process (Hammarberg, 2009, p. 8).

Concerning the third language learners, they are experienced learners, and as well as bilinguals, multilingual individuals present a different type of competence as compared to that of monolinguals (Grosjean, 1992, Coe, 1995, Jessner, 1999 as cited in Cenoz et al., 2001, p. 1). As stated Cenoz et al. (2001), “Second language learners have two systems that can potentially influence each other (L1↔L2)” (p. 2). (Second language acquisition research has mainly been concerned with the transfer from the L1 to the L2, the transfer from L2 to L1 has not been much investigated). In the third language acquisition, two other bi-directional relationships can take place: “the L3 can influence the L1 and be influenced by the L1 (L1↔L3) and cross-linguistic influence can also take place between the L2 and the L3 (L2↔L3)” (p. 2). The focus of the upcoming section is mainly on L2 to L3 transfer, as the subject of this paper is the transfer of English as L2 to French as L3.

Factors Influencing Transfer in L3 Acquisition

The factor which influences the transfer in L3 acquisition and their effect is the topic which is most frequently investigated by the researchers. There has been proposed a range of factors that condition the L2’s influence on L3. Many studies cite the influence of typological similarity of languages as one of the strongest one. Other factors include L2 proficiency if L2 has been acquired and used in natural situations, etc. (Cenoz et al., 2001, p. 22-23; Hammarberg, 2009, pp. 18-19).

Degree of similarity. Which language becomes the source for transfer seems not to be random. L2 is regarded as having stronger influence on the acquisition of L3 if it is closer to L3 than if it is more distant (Ortega, 2009, p. 48; Hammarberg, 2009, p. 18).

Moreover, if L2 is typologically more similar to L3 than is L1, the relative role of L2 tends to be stronger (Cenoz et al., 2001, p. 22). This factor could be considered as composed of two fields:

Linguistic typology of the languages. For a learner, it is easier to recognize similar forms and structures across two languages when they are typologically close. However, according to Şimşek (2006), “when they are typologically remote languages then learners are not able to make the necessary tie-ups between the languages” (p. 52). This confirms Ringbom (2007) too: “Learners rely on their knowledge of an L2 (second language) related to the TL much more than on their unrelated L1” (p.6). However, Kellerman (1992) proposes that similar linguistic typology itself is not an adequate condition for the cross-linguistic influence and that “not everything that looks transferable is transferable” (Kellerman, 1992, p. 113 as cited in Şimşek, 2006, p. 53), and he mentions Psychotypology.

Psychotypology. This can be defined as learner's own perception of language distance or closeness between the languages concerned (Kellerman, 1992, as cited in Şimşek, 2006, p. 53). Cenoz et al. (2001) pointed out that “Languages perceived to be similar (roughly = related) to the target language naturally provide many more reference points for the learner than do wholly unrelated languages” (p. 65). One of the important features is *the degree of markedness*, according to Şimşek (2006), “learners do not transfer the structures that they find marked or language specific but prefer transferring the structures that are more frequent, regular and semantically and structurally clear” (p. 53). Şimşek (2006) affirmed that Cenoz in his studies revealed that “the notion of psychotypology and the perception of transferability can be more important than the objective linguistic distance” (p. 53).

Chumbow (1981) remarked that it is not only similarity of languages which is concerned, but also the cultural factors which are connected with the languages in question can also play their role (as cited in Cenoz et al., 2001, p. 22).

Level of competence in L2. The larger and more recent the knowledge of L2 is, the greater influence it has on the acquisition of an L3 (Hammarberg, 2009, p. 18). According to Cenoz et al. (2001), only advanced learners of L2 will be able to make use of such L2-based strategies which are normally borrowed only from L1 (p. 62).

Natural setting for L2, and automatised skills in L2. L2 influence is favoured if it has been acquired in a natural environment rather than in a foreign language learning

class (Hammarberg, 2009, p. 18). According to Hammarberg (2009), “The automatised use of L2 is identified as a furthering factor” (p. 18).

Type of language phenomenon. The amount of transfer depends on the linguistic phenomenon which is concerned. Grammatical and phonological influences tend to be more common from L1 than from L2 (Hammarberg, 2009, p. 19).

Number of acquired languages. General evidence confirms that knowledge of two or several languages can accelerate the learning of a new one. As Ortega (2009) specified, “Even in the case of unrelated multiple languages, moreover, already knowing several languages can give an overall advantage, simply because better vocabulary learning strategies have already been developed by the time the L3 is being learned”(p. 48).

Order of acquisition / recency. The order in which the languages have been learned may play a role, thus perhaps the language learned most recently shows a stronger influence than the language learned previously. What is more, if the learner has used it recently, it is activated more easily, because he/she maintained easy access to it (Cenoz et al., 2001, p. 23).

Oral versus written production. As in speech situations the control of the language produced is limited, the cross-linguistic influence is more likely to occur in speaking rather than in writing (Stedje, 1977; Ringbom, 1987, as cited in Hammarberg, 2009, p. 19).

Age. According to Şimşek (2006), the older children are in advantage as compared to younger children because of their cognitive and metalinguistic development which helps them better perceive the linguistic distance between languages and choose the one which is closer and which they are more familiar with. Additionally, younger children firstly relate to their mother language because most of the time, they are at home with their mothers (p. 55).

Other factors. Another point which counts for choosing L2 as the source language for transfer to L3 is that the users of a foreign language do not want to sound as if they are speaking their native language. They like the “foreign-ness” of the words” (Şimşek, 2006, p. 57). Their native language seems to them not sufficiently 'foreign' and that's why they use rather 'foreign' L2 (Cenoz et al., 2001, pp. 23, 56). According to Ortega (2009), “perhaps the L3 is affected by the L2 more, other things being equal, because both conjure the same psychological mode of ‘talking foreign’, as Selinker and Baumgartner-Cohen (1995) call it” (p. 50). As stated Cenoz et al. (2001), “The possible association in the multilingual mind of the 'foreign-ness' of words, and the impact of such association in

interlanguage production may be a plausible explanation for some sorts of interlanguage transfer” (p. 56).

Among other factors the stage of L3-learning could be cited. As Cenoz et al. (2001) mentioned, “the influence of L2 on the learning of a related L3 is strong at the earliest stages of learning, but diminishes as learning progresses” (p. 62). On the other hand, sometimes at the earliest stages the learners may perceive their competence to be too low to risk trying to incorporate any previous linguistic knowledge in the target language, whatever the languages are close or distant (pp. 56, 65).

Crooslinguistic Influence in Different Linguistic Fields

Phonology. Regarding phonology, practically all learners, even advanced learners keep their foreign, L1-based accent, at least in their intonation. L2-based transfer seems to be very rare in this situation (Cenoz et al., 2001, p. 59). Şimşek (2006) argues that it may be because “It is not easy to change firmly established native pronunciation and intonation systems” (p. 60). However, if the learner has recently been exposed for a long time to L2 environment, it is possible that some occasional L2 features in L3 phonology can occur (Stedje, 1977; Voorwinde, 1981; Hammarberg & Williams, 1993, as cited in Cenoz et al., 2001, p. 59). It is also proved, that “High level of proficiency in L2 and conscious effort may change the direction of phonological transfer” (Ringbom, 1987; Voorwinde, 1981, as cited in Şimşek 2006, p. 60).

Grammar. The frequency of L2-based errors in L3 acquisition was found to be relatively rare. In this field, the extent of L2-transfer depends on the L2 exposure and L2 proficiency; that means the higher proficiency and more extensive exposure the larger possibility of the transfer to L3 (Stedje, 1977; Williams & Hammarberg, 1998, as cited in Cenoz et al., 2001, pp. 59, 62). Both phonological and grammatical transfer from L2 to L3 depend on the psychotypological relation between these languages (Cenoz et al., 2001, p. 59).

Lexis. The area of lexis is the area where the psychotypological factors, i.e. perceived similarities, play the greater role than in other fields. If the L2 and L3 are similar and have an amount of common cognates, L3-learners will at beginning stages of their learning make often use of L2-words in their L3-production. When the languages concerned are similar, this type of transfer can be also found by the learners who have had little exposure to or have a limited proficiency in L2 (Cenoz et al., 2001, p. 60). Regarding

the lexical transfer, Cenoz et al. (2001), and Ringbom distinguish the transfer of form and the transfer of meaning (Cenoz et al., 2001, p. 60; Ringbom as cited in Sinsek, 2006)

Transfer of form. Here, the linguistic form of the word plays a major role – the learner is influenced by the word which is formally similar and therefore it is activated. The transfer of form manifests itself in learner's code-switching resulting in the use of deceptive cognates, complete language switches or hybrids and blends, not existing in L3. (Cenoz et al., 2001, p. 60). This type of transfer occurs especially when the languages are close and share many cognates: some of them may be false, but many helpful.

Transfer of meaning. Meaning-based transfer comes almost always from L1 because considerable fluency and automatization in the language from which transfer takes place is needed (Şimşek, 2006, p. 60). Thus, calques and semantic extensions usually occur just from L1 (Cenoz et al., 2001, p. 61). However, when a learner is very proficient in his L2 and starts learning an L3 and is exposed to L2 around him, we can expect to find not only formally based L2-transfer, but also the semantic one (p. 63). According to Ellis (e.g. 1994, 1997) “learning the semantic aspects of words is more demanding of intellectual capacity than learning the forms of words” (as cited in Cenoz, et al., 2001, p. 63). According to Ellis, to acquire the semantic features of words involves conscious, explicit learning, whereas, to learn the formal features requires only implicit and unconscious learning (as cited in Cenoz, et al., 2001, p. 63). Singleton (1999) added that the formal aspects of learning a new word may be in the first place at the initial stages of learning but that, after an initial concentration on form, the more challenging task for the learner is to acquire the word's meaning and use (as cited in Cenoz et al., 2001, pp. 63, 65).

Transfer as a Communication and Learning Strategy

When a speaker is missing some information concerning language, it may open a potential gap. When speakers can not recall a lexical item because of their lack of knowledge, they have to compensate it with other linguistic information that is available for them. Sometimes, speakers may consciously help themselves and compensate their weak knowledge by using lexical items from other languages. Language learners are usually familiar with such compensatory strategies which are often, but not always a useful way how to cope with lack of knowledge in the target language (Cenoz et al., 2001, pp. 50-51).

Transfer as a learning strategy could be defined as “using previous linguistic knowledge or prior skills to assist comprehension or production” (O’Malley & Chamot, 1990, p. 120). For transfer as a learning procedure, the central thing are inferencing processes, where the learner uses the knowledge of L1 to form hypotheses about the rules of L2 (Johnson & Johnson, 1999, p. 355). Foerch (1989) proposed that lexical inferencing works on the basis of conversion rules whose function is to “establish a link between the perceived word forms and a lexical entry in the learner’s L1 lexicon, whereby the meaning potential of the L1 form becomes activated for utilization” (as cited in Haastруп, 1991, p. 52). Learners have to learn formal as well as semantic conversion rules (Faerch, 1981 as cited in Haastруп, 1991, p. 53). However, when there is no concordance between the two languages, the learners may apply fundamental universal properties of language, such as that of canonical word order (Gass, 1989 as cited in Gass, 2006, p. 259). The process may result either in positive or negative transfer. Though, according to Krashen (1938) the use of an L1 is only a production strategy, which does not show any progress and is no help for actual acquisition of a language (as cited in Odlin, 1989, p. 26).

Cross-Linguistic Similarity

As stated Ringbom (2007, p. 5), any learning is based on our previous knowledge with which we try to connect the new element. According to him, “the natural procedure in learning something new is to establish a relation between a new proposition or task and what already exists in the mind (p. 9). This fact is closely related to language transfer. If we learn a language which is close to our L1, our prior knowledge can be really useful (Jarvis & Pavlenko, 2008, p. 176). As noted Ringbom (2007), “the use of cross-linguistic similarities, i.e. transfer, is an integral part how people learn languages (p. 6).

Linguistic Typology and Perceived Language Distance

Thus, linguistic typology or language closeness is one of the most important factors influencing language transfer - „one that determines the choice of a specific language as the source language of influence“ (Cenoz & Jessner, 2000, p. 50). When the languages are typologically related, they have many relevant cognates, that is, words which share the common origin, and that is why they have similar form and meaning in the two related languages (Ortega, 2009, p. 48). However, we have to distinguish between an objective and subjective language similarity (Ringbom, 2007, p. 7). The first one refers to linguistic

typology and how close the languages actually are. The closer the languages are to each other, the greater possibility of the transfer to occur. Cenoz and Jessner (2000) give an example with learners of English and French whose native language is a non-Indo-European language who use as their source language for the transfer rather other Indo-European languages they know than their first language (Ahukanna et al, 1981; Bartelt, 1989; Ringbom, 1987; Singh & Carroll, 1979 as cited in Cenoz & Jessner, p. 50). The second notion refers to psychotypology which can be explained as learner's perception of the languages in question to be related. As noted by Kellermann (1983), "Learners' perception of language distance, which may trigger or constrain language transfer, may not necessarily correspond to the actual distance between languages" (as cited in Cenoz et al., 2001, p. 55).

Cenoz et al. (2001) mentioned that it is mainly the phonologically and semantically similar items which govern the selection of non-target lexical items or morphemes. Dell (1995) assumes that "words that are phonologically and semantically similar may be activated in the lexical retrieval process" (as cited in Cenoz et al., p. 51). Cenoz et al. (2001) added that "such activation creates the necessary condition for a non-target component to compete for selection during on line processing" and extended this idea in the sense that phonologically and semantically similar words can also be activated across language systems and agree that formal similarity appears to be such a constant factor in interlanguage influence (p. 51).

Cross-Linguistic Similarity and Learning

To summarize what was already said above, "the similarity relation means that an item or pattern in the TL [target language] is perceived as formally and/or functionally similar to a form or pattern in L1 or some other language known to the learner" (Ringbom, 2007, p. 9). Regarding the learning process, the forms and structures of TL which are similar to L1 or another known language will be learned with facility in the sense that they will be easily associated with already learned forms and structures and will quickly be integrated into one's interlanguage system (Jarvis & Pavlenko, 2008, p. 177). The learners look for the language similarities (and not the differences) which are really important in language learning (Ringbom, 2007, p. 5; Jarvis & Pavlenko, 2008, p. 11). As it has already been mentioned earlier, the process of recognizing the similarities between language items and creating mental associations between structures in the two languages is called

interlingual identification (Odlin, 1989; Weinrich, 1953 as cited in Ortega, 2009 and Jarvis & Pavlenko, 2008).

If there are similarities in the field of vocabulary, the development of reading comprehension can be accelerated. Similarities in the vowel systems can facilitate the identification of vowel sounds. The similarity of writings systems is an advantage in reading and writing in the target language. When the syntax of languages concerned is similar, the acquisition of articles, word order and other grammatical rules tends to be easier (Odlin, 1989, p. 36).

However, as they are not always true equivalents, the similarities can be sometimes misleading, which can bring learning difficulties (Ortega, 2009). This is confirmed by Eckman (as cited in Jarvis & Pavlenko, 2008) too. The associations that learners make are often not true cognates, so the acquisition of the target structure can be obstructed (p. 177). The absolute cross-linguistic similarity of both form and function is very rare, except for very closely related languages such as Swedish and Norwegian or Czech and Slovak, which in principle are mutually comprehensible (Ringbom, 2007, p. 10). Regarding the English and French language, Ringbom (2007) stated that “Germanic and Romance languages do not generally stand in either a similarity or a zero relation to each other” (p. 10).

Jarvis and Pavlenko (2008) noted that “differences between the source and recipient languages do not necessarily lead to learning difficulties or to CLI. Instead, easily perceivable differences often make target-language structures easier to acquire” (p. 11). The transfer occurs even between languages which are quite different: however, the transfer is highest when the source and target language are perceived to be very similar by the user (Jarvis & Pavlenko, 2008, p. 176). As stated by Jarvis and Pavlenko (2008) “positive transfer occurs when assumed similarities are compatible with objective similarities, whereas negative transfer occurs when assumed similarities conflict with objective differences” (p. 182).

Language Typology of English and French

To look closer at the two languages in question and review some basic facts about English and French, and realize the similarities and differences, a brief description of these two languages follows.

English Language

English belongs to Indo-European Germanic languages. It was strongly influenced by French language at the time of Norman invasion of Britain in the 11th century. That is why the two languages contain many cognates and share many grammatical features (Shoebottom, n.d.).

English alphabet contains 26 letters of the Roman alphabet, singly or in combination. There are many phonemes which have various graphic representations and conversely, many graphemes can represent more than just one sound. (Brown & Ogilvie, 2008, p. 327) From the frequent lack of correspondence between the pronunciation of English words and their spelling, spelling errors may result (Shoebottom, n.d.).

According to Brown and Ogilvie (2008), English as well as French share a common feature which is that “there is a directionality that favors readers over writers: one’s chance of guessing how to pronounce a written word is considerably better than one’s chance of guessing how to spell a spoken form” (p. 328). The extent of the orthographic irregularity is sometimes exaggerated, because a big amount of English spelling can be shown to be rule-bound. However, the pronunciation rules are complex and a big deal of the most common words are highly irregular and have to be learnt by heart (Brown & Ogilvie, 2008, p. 328).

Stress in English is realized as a combination of pitch, loudness, and lengthening (Brown & Ogilvie, 2008, p. 328). The stress pattern of English words is unpredictable: it is lexically determined, but cannot be predicted from the form of a word (Brown & Ogilvie, 2008, p. 328). It concerns particularly the cognates with French (Shoebottom, n.d.). However, initial word stress is the most frequent one (Shoebottom, n.d.).

In 1066, the Norman Conquest brought the French language to England. The French language became the language of English nobility for about two hundred years. It resulted in great impact upon English. The English language was enriched by thousands of new words mainly from the fields of government, religion, law food, art, literature, medicine, and many others:

The infusion of French words produced numerous synonyms (English *shut*, French *close*; English *answer*, French *reply*; English *smell*, French *odor*; English *yearly*, French *annual*), as well as many other pairs of words offering subtle distinctions of meaning (*ask/demand*, *room/chamber*, *wish/desire*, *might/power*). It is interesting to note that, while the names of meat-producing animals such as *ox*, *cow*, *calf*,

sheep, swine, and deer are English, the words for the meats derived from them (*beef, veal, mutton, pork, bacon, venison*) are all French. (Katzner, 2002, pp. 41-42)

French Language

French belongs to Indo-European languages and is part of the Romance family (Shoebottom, n.d.). The French alphabet contains the same letters as the English one, but the letter *w* appears only in foreign words (Katzner, 2002, p. 49). In addition, it contains letters with diacritics: *é* (acute accent), *è, à, ù* (grave accent), *ç* (cedilla), *â, ê, î, ô, û* (circumflex), *ë, ï, ü* (diaresis) (Katzner, 2002; Shoebottom, n.d.).

Spelling in French is far from phonographic (Brown & Ogilvie, 2008, p. 428). As Kratzner (2002) adds: “French spelling generally reflects the language as it was spoken four or five centuries ago and is therefore a poor guide to modern pronunciation. Silent letters abound, especially at the ends of words (...), but a normally silent final consonant is often sounded when it is followed by a word that begins with a vowel”. This process is known as *liaison*, and it means that the consonant at the end of the end of one word becomes part of the first syllable of the following word (p. 49). Even if there are consistent rules for the pronunciation in French, reproducing the actual sounds of the language is difficult and a good “French accent” is often not easily acquired (Shoebottom, n.d.). French word stress is regular.

As these are the two major languages of the Western world, French and English have naturally given many words to each other. The enormous impact on the English language of Norman French has already been discussed. Katzner (2002) indicates more recent French contributions to English where the French pronunciation retained as closely as possible, these expressions include: “*hors d’oeuvre, à la carte, table d’hôte, en route, rendezvous, carte blanche, savoir-faire, faux pas, fait accompli, par excellence, bon vivant, joie de vivre, raison d’être, coup d’état, nouveau riche, esprit de corps, laissez faire, chargé d’affaires, pièce de résistance, and R.S.V.P.*” (p. 49).

Comparison of Basic Grammatical Items in English and French

Regarding the grammatical rules, English and French share some common features as e.g. articles which show some similarities as well as differences. The table bellow presents the basic grammatical items which can be found in English and French and indicates the grammatical rule for each item in each language. The shared similarities are

underlined. This is only a basic comparison of the most common grammatical features. For detailed insight, an in-depth contrastive analysis would be necessary.

	English	French
Grammatical person	<u>three persons</u>	<u>three persons</u>
Number	<u>singular + plural</u> + uncountable nouns	<u>singular + plural</u>
Gender	<u>masculine, feminine</u> , neuter	<u>masculine, feminine</u>
Articles	<u>definite and indefinite</u> which agree in number	<u>definite and indefinite</u> which agree in number and gender + partitive article
Agreement of adjectives	no	in gender, number
Agreement of possessives	<u>in person</u> , gender of possessing person (only 3 rd person singular)	<u>in person</u> , gender of possessed subject, number
Conjugation of verbs	only for third person singular	for each grammatical person
Negation	(auxiliary <i>do/be</i>) + <i>not</i> ; or negative pronoun/adverb	two parts: <i>ne + pas</i> or +negative adverb/pronoun
Questions	auxiliary <i>do</i>	<i>est-ce que</i> ; or inversion or intonation
Word order	<u>S-V-O</u>	<u>S-V-O</u>
Simple present	<i>I go.</i>	<i>Je vais.</i>
Simple past	<i>I went.</i>	<i>Je suis allé. / J'allais.</i>
Simple future	<i>I will go.</i>	<i>J'irai. / Je vais aller.</i>
Progressive present	<i>I am going.</i>	<i>Je suis en train d'aller.</i>
Progressive past	<i>I was going.</i>	x – (<i>J'allais. ?</i>)
Perfect simple	<i>I have gone.</i>	x – (<i>Je suis allé. ?</i>)
Perfect past	<i>I had gone.</i>	<i>J'étais allé.</i>
Perfect future	<i>I will have gone.</i>	<i>Je serai allé.</i>
Perfect progressive present	<i>I have been going.</i>	x
Perfect progressive past	<i>I had been going.</i>	x
Perfect progressive future	<i>I will have been going.</i>	x

(Lawless, n.d.; Shoebottom, n.d.; Vondráček, 2001)

Lawless (n.d.) proposes a spelling guide for English and French orthography. At the website dedicated for English-speaking people willing to study French, she proposes English orthographic equivalents for corresponding French suffixes in the form of the table bellow. This can be a useful guide for spelling, however, we have take into account a number of exceptions.

SUFFIXES			
<i>French</i>	<i>English</i>	<i>French ex.</i>	<i>English</i>
-ain(e) -en(ne)	-an	Américain(e) Canadien	American Canadian
-ais(e) -ois(e)	-ese	Japonais(e) Chinois(e)	Japanese Chinese
-ance -ence	-ence	dépendance violence	dependence violence
-ant -ent	-ent	dépendant apparent	dependent apparent
en + -ant	-ing	en étudiant en lisant	studying reading
-çon	-sson -shion -son	leçon façon maçon	lesson fashion mason
-é(e) -i(e) -u(e)	-ed -t [b]	épelé fini répondu	spelled/spelt finished responded
-é -e -i	-y	qualité gloire parti	quality glory party
-el(le)	-al	personnel éternel	personal eternal
-er -ir -re	to + verb	épeler finir défendre	to spell to finish to defend
-eur	-or [a] -our [b] -er	auteur couleur employeur	author color/colour employer
-eux/euse	-ous	joyeux nerveux	joyous nervous
-if/ive	-ive	positif	positive

		motif	motive
-ique	-ic -ical	musique logique	music logical
-iser	-ize [a] -ise [b]	idéaler formaliser	
-isation	-ization [a] -isation [b]	réalisation autorisation	
-iste	-ist -istic	optimiste matérialiste	
-ment	-ly	évidemment rapidement	evidently rapidly
-oire	-ory	gloire mémoire	glory memory
-re	-er [a] -re [b]	mètre théâtre	
-tion	-tion	ration qualification	
é-	s-	état étudier	state study
^	_s	forêt hôpital	forest hospital

Symbol key:

(x) Indicate the extra letter(s) needed for the feminine form of the French suffix.

/xx Indicates the different suffix for the feminine noun or adjective.

[a] Applies mainly to American English.

[b] Applies to British English.

English and French Cognates

Although French is a Latin language with German and English influence and English is a Germanic language with Latin and French influence, they both share thousands of cognates (words which look similar and/or are pronounced similarly). These can be divided in true cognates (similar meaning in the two languages), false cognates (different meanings) and semi-false cognates which have some similar and some different meanings. Below, some true and some false cognates are presented (Lawless, n.d.).

False cognates.

English *French*

actually	actuellement (at present, currently, nowadays)
cave	cave (cellar)
chef	chef (leader, boss)
gentle	gentil (kind, good, pleasant)
herb	herbe (grass)
ignore	ignorer (not to know)
journey	journée (day)
library	librairie (bookshop)
lecture	lecture (reading)
location	location (renting, hiring, lease, reservation)
money	monnaie (currency, coin, change)
phrase	phrase (sentence)
pass an exam	passer un examen (to take/sit an exam)
press	presser (to hurry, be urgent)
raisin	raisin (grape)
rest	rester (stay)
travel	travailler (to work)

True cognates. These are some true cognates : absent, badminton, ballet, barbecue, base, budget, capable, cause, danger, direction, distance, fruit, guide, hamster, horrible, important, magazine, message, nation, occasion, opinion, parent, possible, question, rat, science, sculpture, simple, ski, surface, surprise, tension, torture, urgent, usage, vague, village, violent, volume

Implications for L3 Teaching

It is very unrealistic for language teachers to think that the learners will keep their individual languages separately and thus avoid code switching and code mixing. More to the contrary, they have to expect major or minor influences of one language over another. And it does not have to be negative influence all the time as it has been illustrated in previous sections.

However, there does not exist much advice of how to make the use of positive transfer in the lessons and how to avoid the negative one. Odlin (1989) explained this fact by pointing out that not much of the possible advice has been tested (p. 157). He added that

there is still some uncertainty about many issues related to cross-linguistic influence and that “it is undeniably true that researchers are far from able to predict with full accuracy when transfer will occur” (p. 64), (even if it is known which factors influence the transfer, see the previous sections). Though, even if transfer is not completely understood, it is an important factor in acquisition (Odlin, 1989, p. 157). However, in some more recent literature, the research concentrates on this topic described by Knapp and Seidlhofer (2009) as “how instruction and learning process of an L3 can be made more efficient and effective by dealing with the topic of learners' knowledge of their other languages as part of the curriculum” (p. 119).

General Ideas

Some general notes about implications can be found in Jarvis and Pavlenko (2008). They suggest four topics which have to be considered regarding the implications for teaching: (a) awareness-raising, (b) language use, (c) crosslinguistic comparisons and (d) distributed learning (p. 217).

As for the first point, they suggest that pre-service and service teachers should obtain better understanding of CLI phenomena and of its contributions to explicit and implicit memory. In other words, they need to be explained “why students who do well on fill-in-the-blank tasks (which allow them to draw on definitions stored in explicit memory) cannot necessarily use the concepts in question appropriately in spontaneous production (which requires retrieval from implicit memory)” (p. 217).

Regarding the language use, they discuss the use of L1 and L2 as a classroom language. The common assumption that in foreign language classroom, the use of the L1 should not be allowed so that the students' learning to think and speak in the L2 is promoted was challenged notably by Cook (2001). Jarvis and Pavlenko (2008) observed that, “This assumption is incompatible with the findings of CLI research that show very clearly that a dominant L1 cannot be simply “turned off” for 50 minutes a day, rather it continues to mediate linguistic and cognitive activities in the classroom” (p. 217). Therefore, Cook (2001) argued that teachers should not see the L1 as “the enemy” of the L2. More on the contrary, they should elicit its assistance (as cited in Jarvis & Pavlenko, 2008, p. 217). Consequently, it could be assumed that the relation between L2 and L3 could work in the same way. Jarvis and Pavlenko (2008) suggested that one of the primary purposes of L1 use in the FL classroom “is to facilitate positive transfer and the

internalization of new concepts and to raise awareness of negative transfer through crosslinguistic comparisons. According to them, this will facilitate concept internalization and raise students' intercultural competence (p. 218).

The crosslinguistic comparisons are regarded as highly profitable: however, this suggestion is sometimes criticized as emphasizing the product over process because “comparisons of languages focus more on static forms and functions in two languages than on the way people learn a second language” (Odlin, 1989, p. 161). It is without question that teachers must be concerned not only with forms and functions but they also have to pay attention to the learning process (Odlin, 1989, p. 161).

The last point is the continuous recycling and distributed learning. Jarvis and Pavlenko (2008) argue that concept internalization is a long and difficult process. They suggest making this process easier and effective by giving students multiple opportunities to return to conceptually difficult issues, in different formats, throughout the years of learning. According to them, the textbooks informed by up-to-date research on CLI of the language concerned should contain multiple units dealing with lexical and grammatical areas regarded particularly difficult for acquisition (p. 218).

Practical Tips

Knapp and Seidlhoffer (2009) introduce some practical general suggestions for L3 teachers (pp. 125 – 126):

- Students can be taught how to read and decode texts by systematically referring back and forth to their whole language repertoire in order to compare and make guesses about next language content.
- They can be taught how to develop sensitivity for the similarities between their new and previous languages and how to establish for themselves a multilingual mode of thinking.
- They should be encouraged to take advantage of this kind of multilingual mind and discover their individual learner style and guide the organization of their learning process in the direction of maximal benefit (for example, the creation of systematic vocabulary, grammar, etc. tables if they have a cognitive approach to learning).
- Some applied multilingual language tools might include creating a personal vocabulary notebook or a foreign language portfolio containing words and phrases from all the languages the individual learner knows.

- Previously learned languages can be used within the classroom by teachers and students alike as bridge languages. Their recognition as useful pedagogical tools will naturally ease the new language learning process.
- Both students and teachers need know that the benefits of such a multilingual approach in the classroom will prevail any ‘danger’ (i.e. interference).

Content and Language Integrated Learning

One very interesting suggestion about teaching L3 with the help of L2 can be found in the paper of Bastürk and Gulmez (2011): using CLIL (Content and Language Integrated Learning) for teaching a foreign language. As the term suggest, in this type of learning, the subject and the language are taught at the same time. The content is taught in the intended foreign language. Bastürk and Gulmez suggested this idea for teaching two foreign languages, one (the new foreign language) would be the content and the second one (the already known foreign language) would be the language of instruction. They suggested this idea at the departments of French and German at the Balikesir University of Turkey. They suppose that all the students coming to this university already know English language, which, as they suggest, could be a perfect language of instruction for teaching French or German, as English is far more closer to French or German than the Turkish language is (p. 18). As for the shortcomings of this method, they mention the teachers’ education - it is difficult to find teachers who know enough English to find similarities between English/French and English/German to use them in teaching. As advantages they suggest that “the learners can be culturally integrated with both languages and have the opportunity to compare and learn better foreign culture and their own cultures alike as long as the sources of languages involved are bilingual and the teacher is capable of teaching both” (p. 19). They add that “due to the similarities of the languages concerned, the students are easily motivated, learn quicker and better, practice more and interact with other students” (p. 19).

Recent Projects

Knapp and Seidlhofer (2009) also mention several recent projects which try to develop and teach specific learning strategies where the L3 learning takes place in the background of completed or ongoing L2 learning process (p. 119). They mention *EuroCom* – *European Intercomprehension* project. It is based on the idea of etymological similarities

between languages of the same family which can be used as a tool for learning another language of the same family (e.g. Romance languages). It is based on seven linguistic techniques which compare the languages in question. This type of learning emphasizes receptive learning. It was found that students were able to learn several languages at the same time (p. 119). Then there is *DaFnE (Deutsch als Fremdsprache nach English)* project. This project concentrates on learning German as L3 after learning English as L2 which is very common order of learning foreign languages all over the world. It is based mainly on the idea of teaching German on the already acquired knowledge of English and its rules (pp. 119 – 120). It actually uses the idea of CLIL in this specific context. Last, they mention *EaG (L3 English after L2 German)* project. It combines the concepts of EuroCom and DaFnE and introduces L2 German as a bridge language to facilitate the development of receptive competencies in English as the L3 (p. 120).

This chapter provides an insight in different types of transfer, the factors which condition its occurrence and the specificity of transfer in L3 acquisition. As one of the most important factors influencing the rise of transfer in L3 appeared to be the similarity between languages, the brief comparison of English and French followed. The Theoretical Background part finishes with some suggestions for L3 teaching while taking into account the language transfer. As the cross-linguistic similarity revealed to be the key factor, it is investigated in the research part of this thesis, where the selected vocabulary items of French are compared to its English equivalents. The aim is to found out the proportion of similarity and to deduce the potential implications for language transfer occurrence. The procedure of comparison of vocabulary items as well as the method of their division into different categories is described in the following chapter Methodology Research.

III. RESEARCH METHODOLOGY

As shown in the theoretical background, similarities between languages are one of the crucial issues in transfer to occur and also in the process of learning languages. The question to be researched is how many similarities to English there are in the beginner's French as FL textbooks. This chapter describes the research methodology used to investigate French vocabulary in three beginner's French textbooks in the respect of their similarity to their English translation equivalents.

Textbooks

Three textbooks for beginners which are used for teaching French to teenage learners at schools in Plzen were chosen for the research. The brief description of them follows.

Le français entre nous 1. This is the first volume from the total of two textbooks of this series. In the subtitle, it has "French as a second foreign language". It claims to cover the level A1 according to CEFR (the two books together). It is designated for higher grades (13 – 14 year-old learners) of primary schools or to corresponding grades at grammar schools. It was written by a Czech-French team of four authors and it was published by Fraus in 2009. The total of 474 words given in the dictionary section of the book were analyzed.

Extra! 1. This edition comprises the total of three books. The first volume covers more than first half of the level A1 according to CEFR. It is dedicated to 12-year and older adolescents. It is designed for 60 – 70 lessons. It was published by Hachette in 2002, the author is French Fabienne Gallon. The total of 404 words were analyzed from this book.

Connexions 1. This is the first part of total of 3 volumes. It is designated for older adolescents. It should prepare the learners for level A1 of CEFR. It is designed for 100 – 120 lessons. It was written by French Mérieux and Loiseau and published by Didier in 2004. The total of 814 vocabulary items from this book were analyzed. Compared to the previous textbooks, this one is the double regarding the volume.

Method

The vocabulary items included at the back of each of the three books were selected. Consequently, every French vocabulary item was one by one compared to its English equivalent and marked according to the categories given below. There was made no distinction between British or American English (as the children at school usually learn the British version of English with the additional American equivalents). According to the fact the word was similar or “not similar” in the form and “same” or different in pronunciation to English equivalents, it was classified in one of the categories mentioned further. It is important to note, that the analysis concentrated on and emphasized the similarities and not the differences between French and English. However, it was not always easy to decide on the similarity of a given word. The following definition of particular categories was followed during the decision-making process.

Categories

In the vocabulary analysis process, each French vocabulary item was coded according to their similarity with English. Six different categories were used for this process. It is important to note that in the following classification, “similar” to or “identical” refer to the comparison to the English translation equivalents.

Similar. The word form is similar, it is evident that the spelling is similar or the root of the word is similar. The search for the similarities was favoured. When the decision of similarity or non-similarity was difficult to make, an auxiliary criterion was added: the word was judged as similar if the word’s similarity to English equivalent was greater than to Czech equivalent. It was also tried to look at the words’ similarity from the point of view of a learner.

Identical (form). If the French word had exactly the same spelling as the English word, it was classified in this category. That means that the English and the French word were the spelling equivalents. The French accents were taken into account, so, e.g. the words *cinéma* and *cinema* were not marked as identical, but as similar.

Similar form and ‘same’ pronunciation. The words which were not identical in their form, but had the same pronunciation (to the limits the French and English pronunciation can be compared), were counted in this category. The pronunciation was judged as “same” if it comprised the same allophones – the variants of the same phoneme. It means that e.g. the French “r” and English “r”, or the French “i” and English “i” were

taken as the same. The word stress was not taken in the account, it was not taken as a difference. Example of this category: *plante* and *plant*.

Identical form and ‘same’ pronunciation. The spelling equivalents which had the ‘same’ pronunciation (to the limits these two kinds of pronunciation can be compared, see the section Limits of the Research for more details) belong to this category. The aim was to distinguish the different pronunciation of e.g. French *situation* [sitʁasjɔ̃] and English [ˌsɪtʃʊˈeɪʃn] from that of rather similar of e.g. French *Prague* [prag] and English *Prague* [pra:g].

Not similar with no false cognate. In this category, there were classified the words which 1) were different from their English equivalents in the form and 2) shared no false cognate (word with similar form but different meaning) with other words in English. For example French *garçon* and English *boy* belong to this category.

Not similar with existing false cognate. In this category, there belong the words which 1) have different form from their English equivalents, but 2) which have a false cognate among other words in English. An example can be French *vacances* with English equivalent *holidays*, the two forms are different, but for *vacances* exists in English a false friend *vacancy*.

Once all the words were marked, I conducted an analysis of the results. In the following section, the results of the research are presented by the means of figures representing the proportion of different categories defined above. The commentaries of the results follow the presentation of the results.

IV. RESULTS AND COMMENTARIES

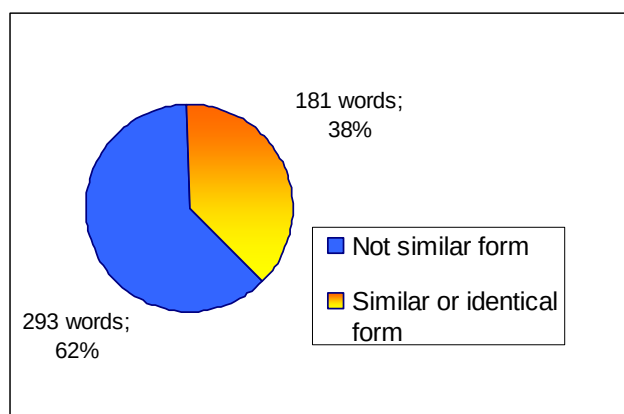
In this section, the results of the analysis of similarities of French vocabulary to their English counterparts are presented. The proportion of similarities and its different categories is demonstrated in the form of figures. The figures show the number of words in individual categories and the percentage representation. First, the results for vocabulary of individual textbooks are presented. Then, the results from all three textbooks are put together and presented in the final figures. Further on, the commentaries with suggestion of possible transfer are added.

Results

Le français entre nous

Similarities. 474 words from this textbook were analyzed in the research. Onwards, the similarities are presented first regarding only the spelling, second, concerning the pronunciation similarity of the words found as similar in their form.

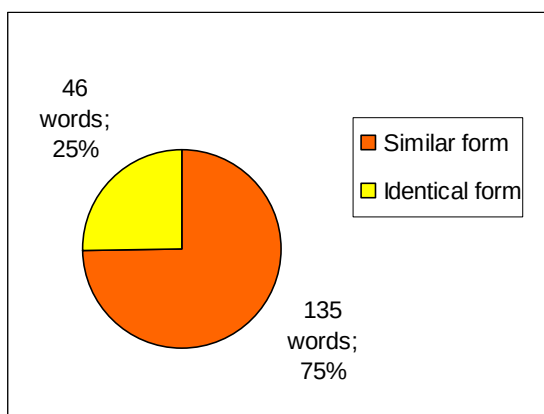
Spelling. As the figure bellow shows, 181 lexical items were found “similar” or “identical” with corresponding English words.



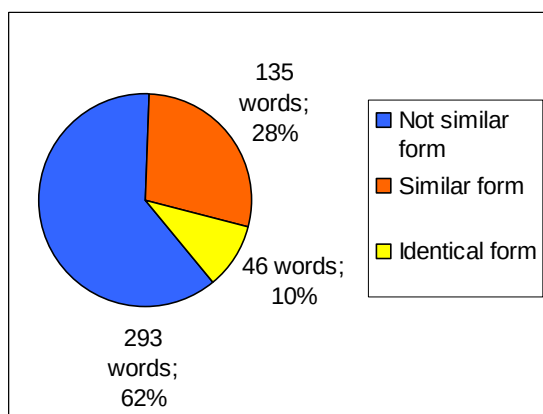
Graph 1: Proportion of similarity in vocabulary items

As visible from the figure, 38% of all the vocabulary, i.e. 181 words out of 474 in this book have similar or identical form to their English equivalents. The remaining 62% (293 words) are different in form from their English counterparts.

Similarity and sameness. We can divide the similarities as identical (having the same spelling) or just similar – having similar spelling.



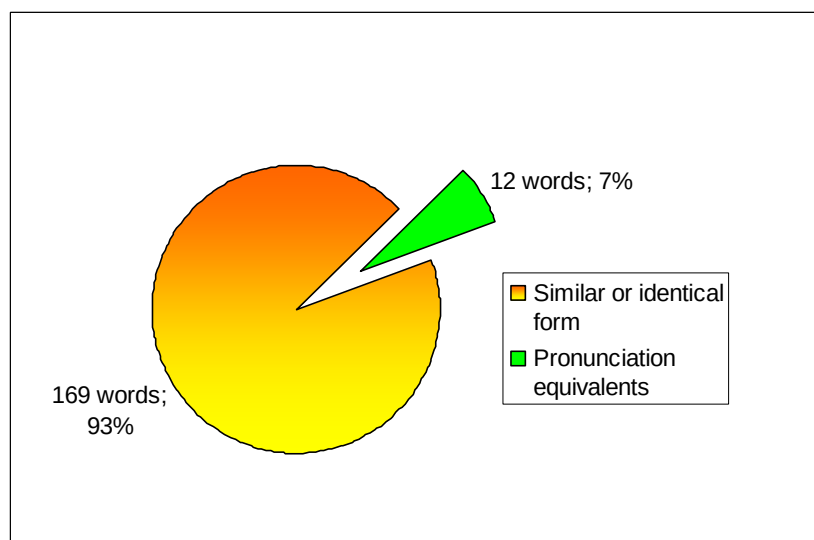
Graph 2: Proportion of identical words in the total of 181 similar and identical words



Graph 3: Proportion of similar and identical forms in the total of vocabulary (474)

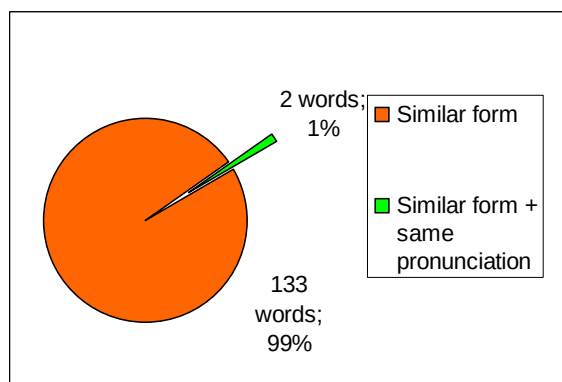
As we can see from the Graph 2 above, 25% of all the similar words are identical. It means that 46 from 181 similar or identical words have the same form in French and in English. Graph 3 shows that 10% of all the vocabulary is spelled in the same way.

Pronunciation. Throughout the words with similar or identical spelling, there were found some which have the same pronunciation. The following figure shows the percentage of words pronounced in the same way in the total of similarly or identically spelled words.

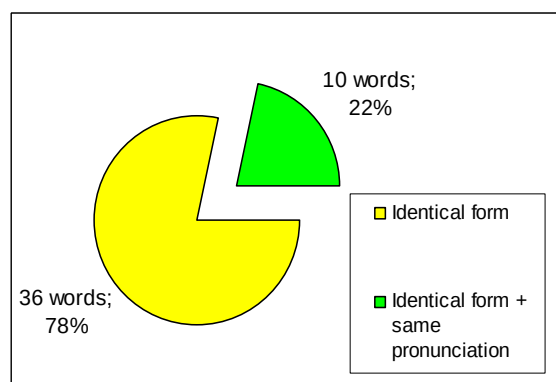


Graph 4: Proportion of pronunciation equivalents in similarly or identically spelled words

Pronunciation equivalents in similar word forms. As it is evident from the Graph 5 bellow, the same pronunciation of words spelled in a same way is rather a rarity than a rule. The words concerned are the following: *Slovaque – Slovak* and *suisse – Swiss*.



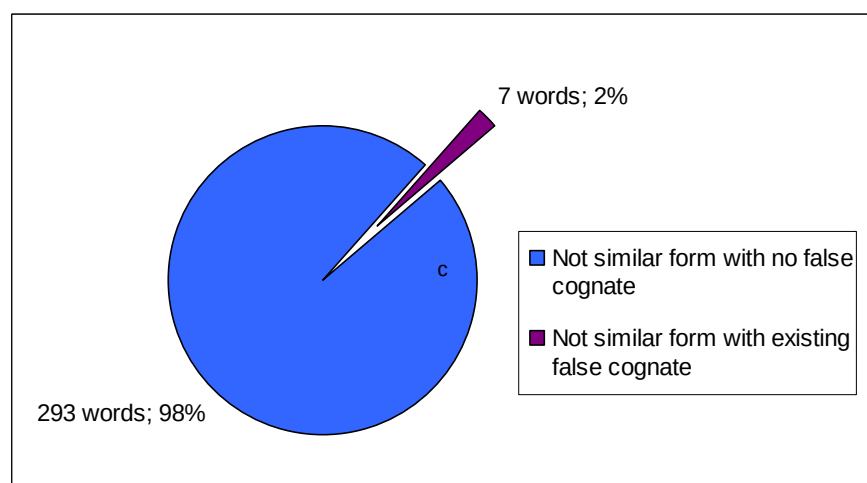
Graph 5: Proportion of pronunciation equivalents in similarly written words



Graph 6: Proportion of pronunciation equivalents in spelling equivalents

Pronunciation equivalents in identical word forms. From 46 words spelled in the same way, ten words were also found identical in pronunciation as visible from Graph 6. These words are: *football, match, parasol, Prague, sandwich, shopping, ski, sweat-shirt, tennis, t-shirt*

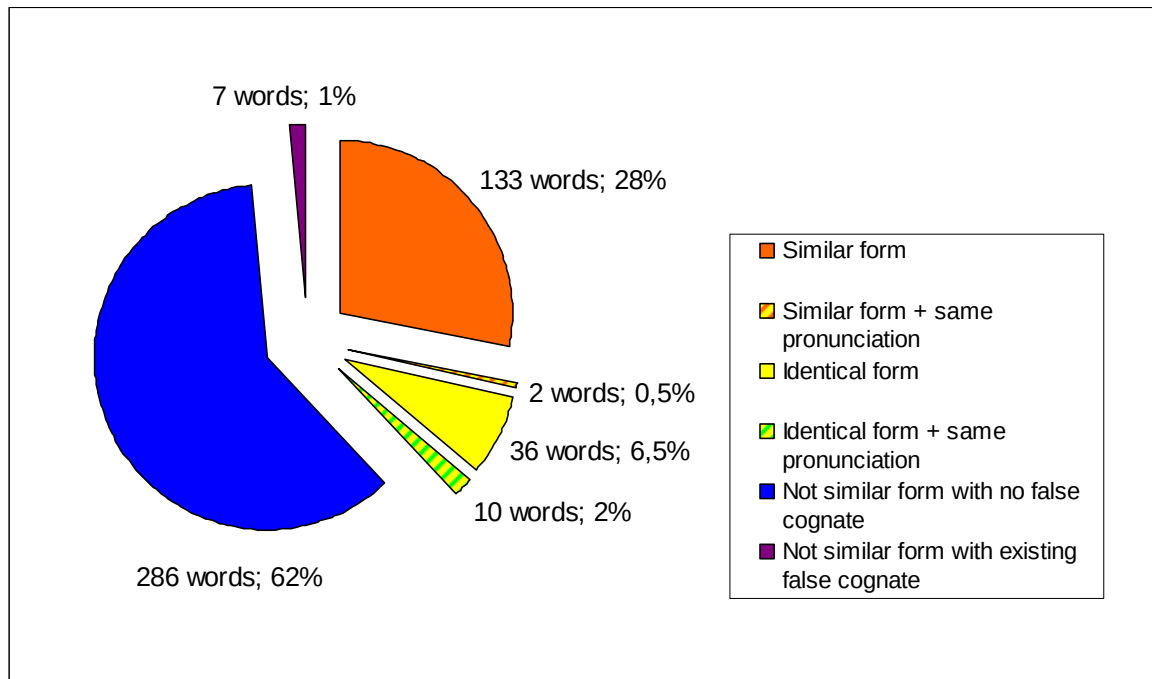
Differences. Between the words, which were classified as different from English (293 words), I tried to find out if some of them have any false friends in English – if in the English language, there are words which have the same form and different meaning exist.



Graph 7: Existence of false cognates for words classified as not similar

There were found 7 words: *blanc – blank, conducteur – conductor, journée – journey, place* (in the sense of square) - *place, poisson – poison, sympathic – sympathetic, vacances – vacancy*.

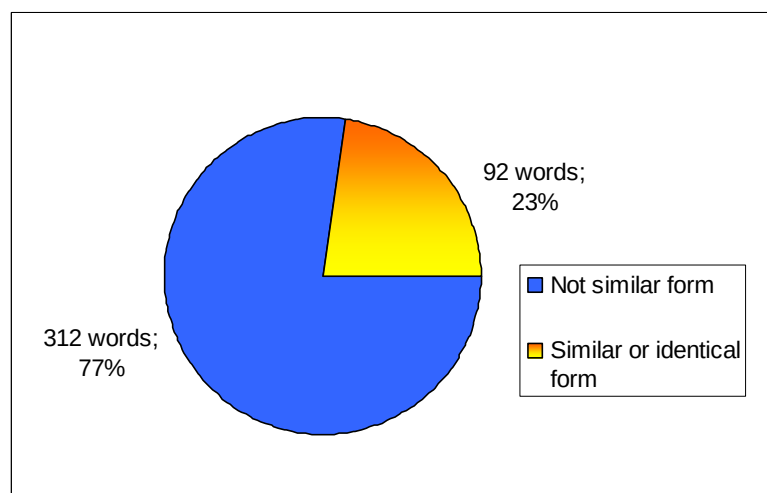
Overview. In the following figure, an overview of all possible forms found in French – English translation equivalents is presented.



Graph 8: Overview of similarities and differences

Extra!

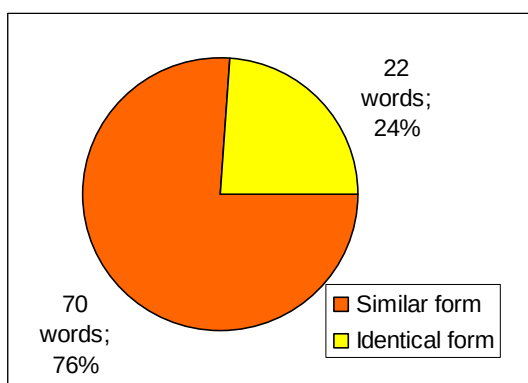
Similarities. 404 lexical items from this textbook were taken into account in this research. Onwards, the similarities are presented first regarding only the spelling, second, concerning the pronunciation similarity of the words found as similar in their form.



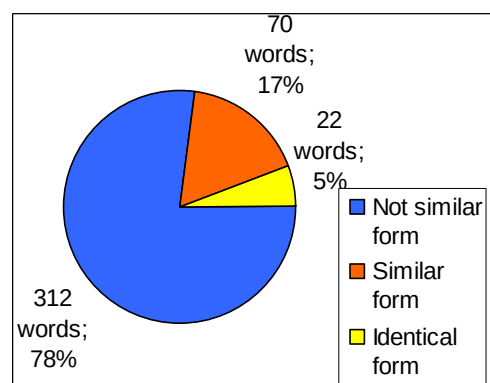
Graph 9: Proportion of similarity in vocabulary items

Spelling. As visible from Graph 9 above, 23% (92 words) of all the vocabulary from this book (counted in the research) was classified as similar or same with their English translation equivalents. The remaining 312 words were not found similar, i.e. 77% of all the vocabulary are different.

Similarity and sameness. The total of 92 words were found similar or same. The following Graph 10 shows how much from words the similar ones were actually identical.



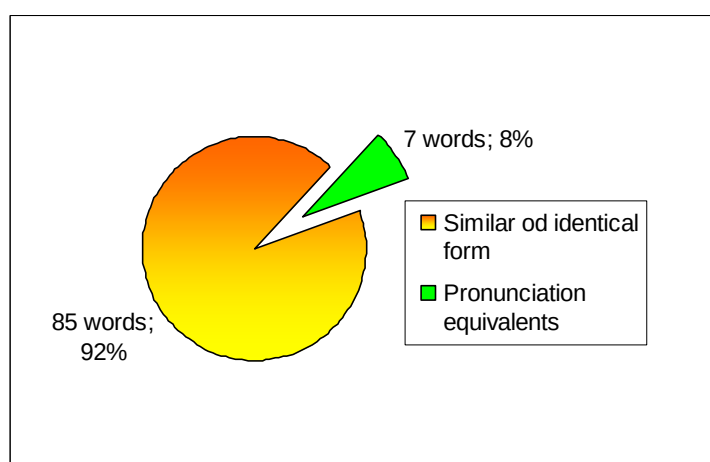
Graph 10: Proportion of identical words in the total of 92 similar or identical words



Graph 11: Proportion of similar and identical forms in the total of vocabulary (404)

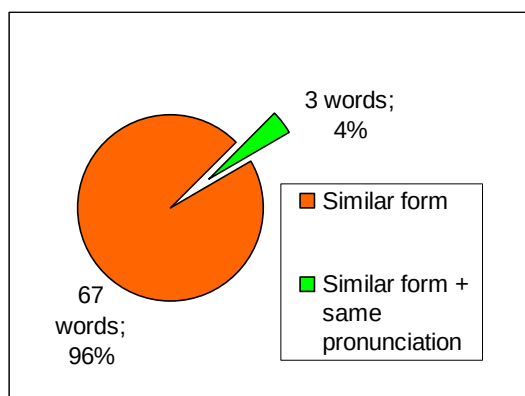
22 words out of 92 similar have identical form, i.e. 24% of all the similar words are the same with English equivalents. When counted in the global (Graph 11), 5% of all investigated words have identical form with their English translations.

Pronunciation. The following figure shows the percentage of words pronounced in the same way in the total of similarly or identically spelled words.

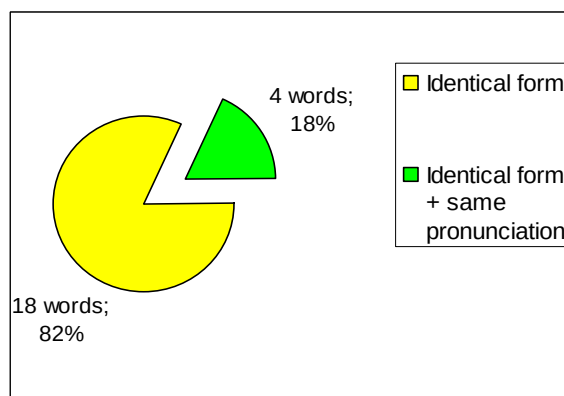


Graph 12: Proportion of pronunciation equivalents in the similarly or identically spelled words

Pronunciation equivalents in similar word forms. As we can see from Graph 13 bellow, 96% of all the similar words are pronounced differently. From the 70 words, which were classified as similar (only similar, not identical), 3 of them were found to have the same pronunciation to their English translation equivalents. These words are: *cantine* – *canteen*, *lettre* – *letter*, *pharmacie* – *pharmacy*.



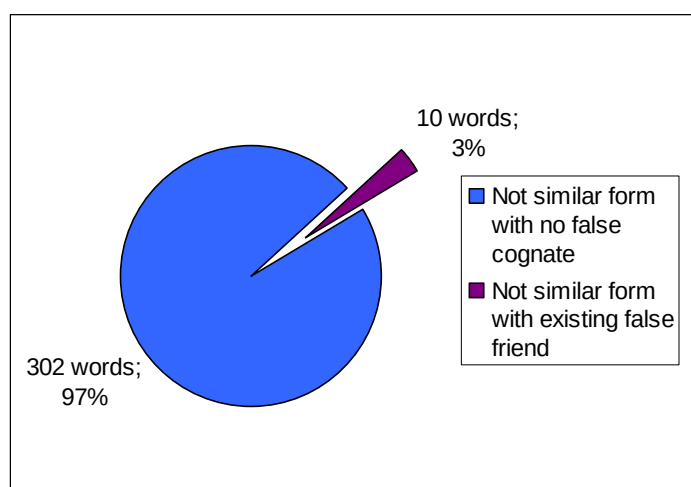
Graph 13: Proportion of pronunciation equivalents in similarly written words



Graph 14: Proportion of pronunciation equivalents in spelling equivalents

Pronunciation equivalents in identical word forms. From the total of 22 words spelled in the same way, 4 words are pronounced in the same way. It means that 18% of all the words spelled in the same way are also pronounced in the same way (Graph 14). These words are: *moustache*, *souvenir*, *week-end*, *bizarre*

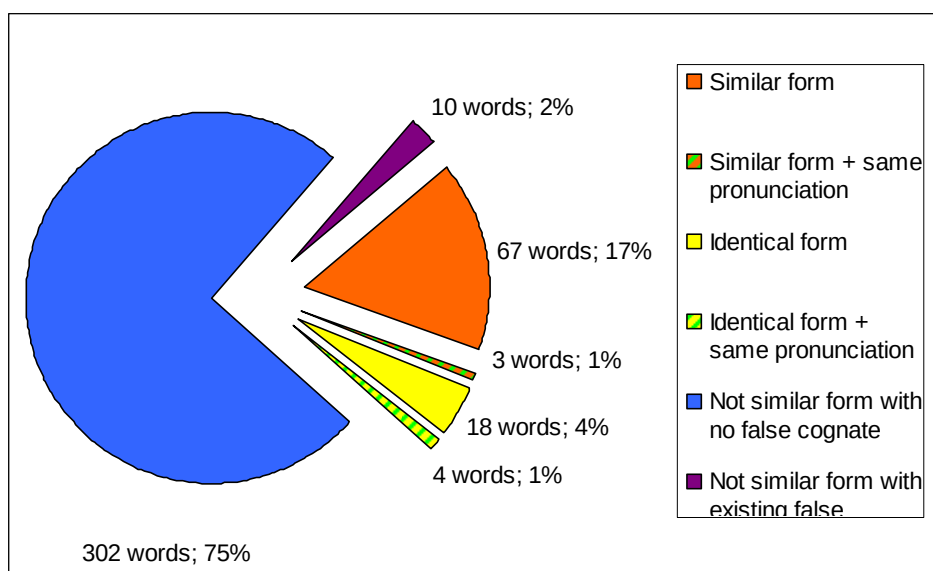
Differences. Out of 404 word forms, 312 were classified as not similar. The figure bellow shows how many of the words, which are different from their English equivalent, have a false cognate among other words in English.



Graph 15: Existence of false cognates for words classified as not similar

For 3% of all these words a false friend exists. That means 10 words share a false cognate with English. The false cognates are the following: *blanc* – *blank*, *gentil* – *gentle*, *journée* – *journey*, *lecture* – *lecture*, *phrase* – *phrase*, *place* (in the sense of square) – *place*, *rester* – *rest*, *sympa* – *sympathetic*, *travail* – *travel*, *vacances* – *vacancy*.

Overview. In the following overview, all the possible forms found in the vocabulary items are presented.

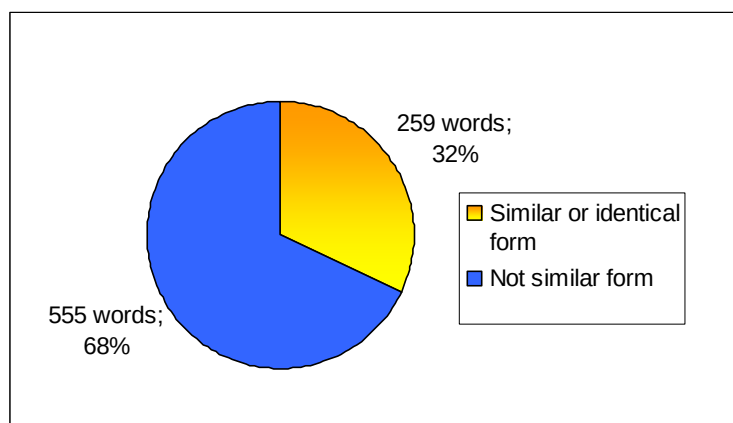


Graph 16: Overview of similarities and differences

Connexions

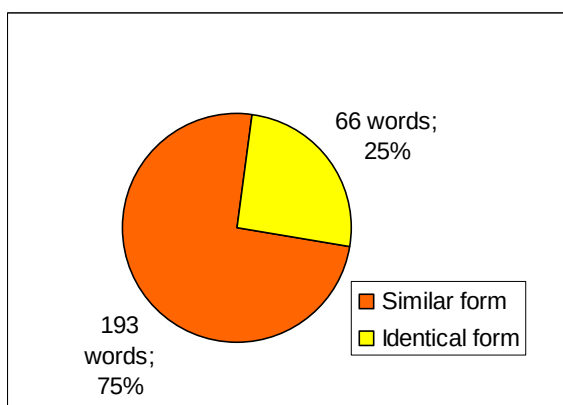
Similarities. This textbook contains 814 vocabulary items which were included into the research. Hereafter, the similarities are presented first regarding only spelling, second, the pronunciation similarity of the words found as similar in their form is showed.

Spelling. As visible from the figure, the similar or identical word forms form 32% of all the vocabulary in the textbook, i.e. 259 words out of 814 are similar or identical. 555 words were judged as not having the similar form.

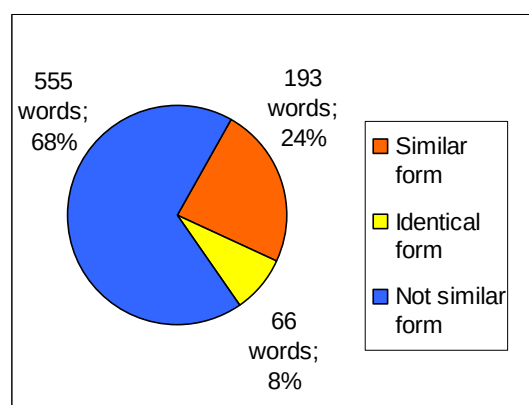


Graph 17: Proportion of similarity in vocabulary items

Similarity and sameness. Some of the vocabulary was not only similar but even the same, regarding the form.



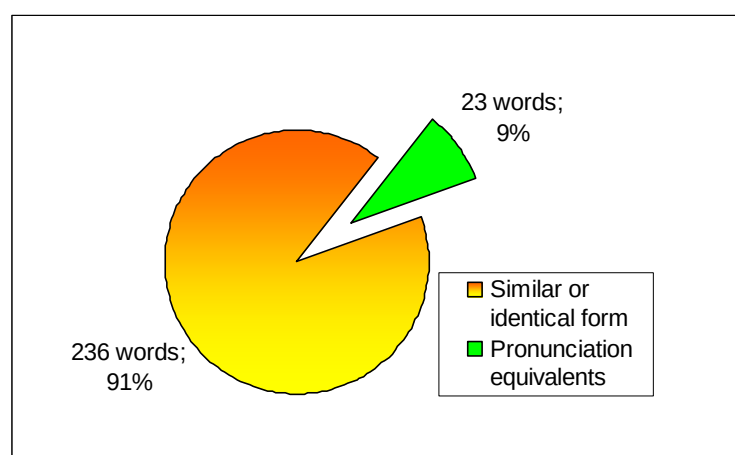
Graph 18: Proportion of identical forms in the total of 259 similar or identical words



Graph 19: Proportion of similar and identical forms in the total of vocabulary (814)

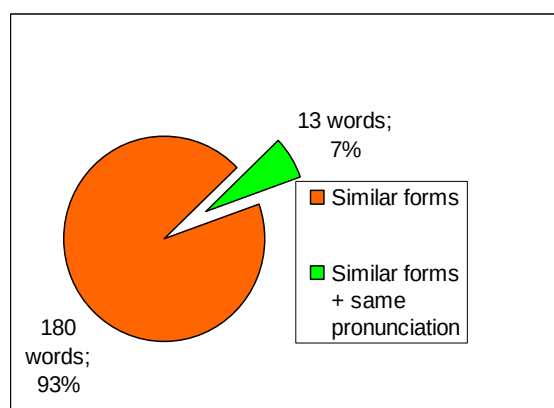
The figures above present the proportion of identical vocabulary items in the total of similar and identical items (Graph 18) and in the total of vocabulary (Graph 19). Graph 18 shows that 25% of all similar or identical items are identical. It means that out of all the vocabulary in this book, 8% have the identical form with their English translation equivalents (Graph 19).

Pronunciation. The following figure shows the percentage of words pronounced in the same way in the total of similarly or identically spelled words.

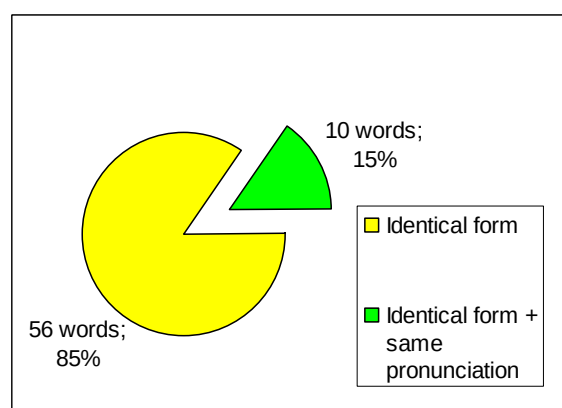


Graph 20: Proportion of pronunciation equivalents in the total of similarly or identically spelled words

Pronunciation equivalents in similar word forms. Between the words classified as similar in form were some words which had the same pronunciation. As Graph 21 below shows, 13 similarly written words were found to be pronounced in the same way as their English translations. These words are: *cinéma – cinema, danse – dance, groupe – group, lampe – lamp, letter – letter, parc – park, pharmacie – pharmacy, pique-nique – picnic, plante – plant, plastique – plastic, romantique – romantic, tarte – tart, touriste – tourist*



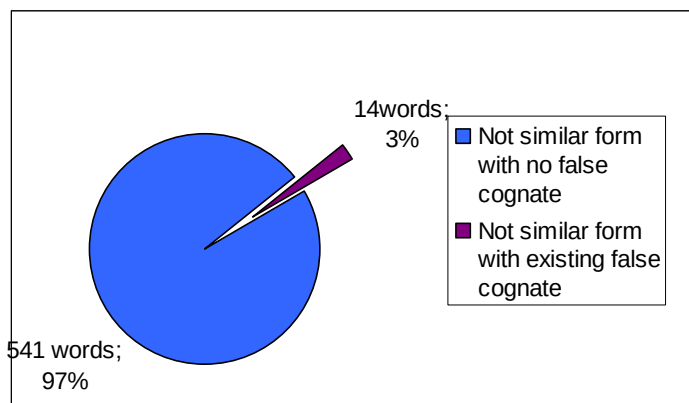
Graph 21: Proportion of pronunciation equivalents in similarly written words



Graph 22: Proportion of pronunciation in equivalents in spelling equivalents

Pronunciation equivalents in identical word forms. Among the words which were found as spelling equivalents some words were also found to be identical in the pronunciation. As visible from Graph 22, 10 out of 66 words spelled in the same way were found to share the same pronunciation. These words are: *bar, cuisine, film, garage, kilogramme, litre, match, moustache, sandwich, and toast.*

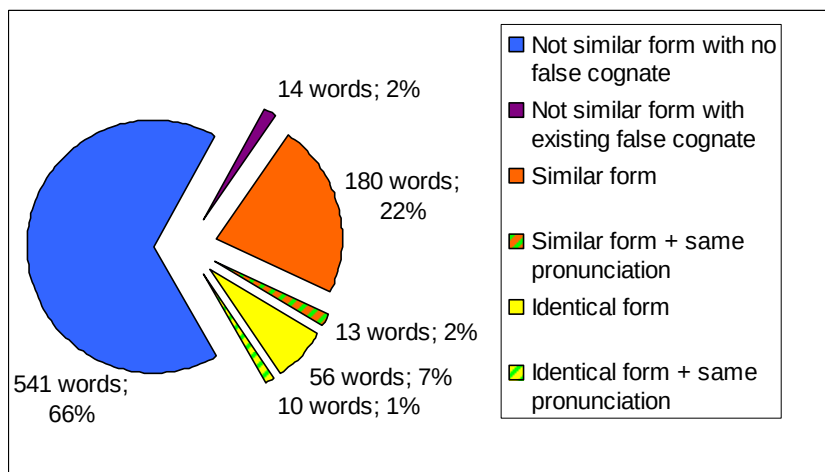
Differences. Out of 814 words, 555 were classified as not having the similar form to their English counterparts.



Graph 23: Existence of false cognates for words classified as not similar

3% of the words (14 vocabulary items), which are not similar in the form to their English translation equivalents have, however, a false cognate in English. The false cognates are: *baskets* – *basket*, *blanc* – *blank*, *bras* – *bra*, *cave* – *cave*, *gentil* – *gentle*, *homme* – *home*, *librarie* – *library*, *phrase* – *phrase*, *poisson* – *poison*, *rester* – *rest*, *sympathique* – *sympathetic*, *travail* – *travel*, *vacances* – *vacancy*.

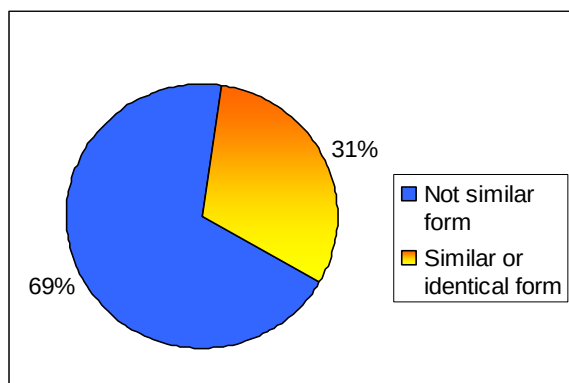
Overview. In overview figure which follows, all the categories discussed above are presented in the proportion of the total of vocabulary.



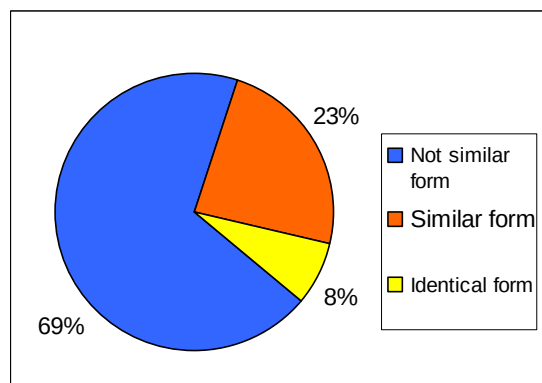
Graph 24: Overview of similarities and differences

Summary

All the percentage results from the three textbooks are averaged and presented in the following figures. In average, the similar items (including the identical ones) make 31% of all the vocabulary in these three textbooks (Graph 25).

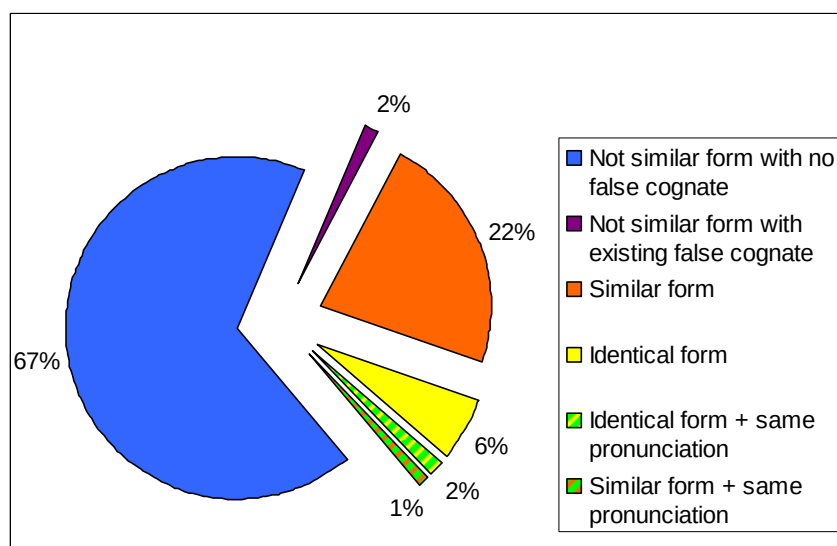


Graph 25: Average of similarities in the vocabulary



Graph 26: Average proportion of similar and identical forms in the total of vocabulary

In average, the word forms in French which are different from English form 69% - 67% have no false cognate in English and for 2% we could find a false cognate in English. As visible from Graph 26 and 27, 8% of all the vocabulary is identical in the form (6% only in the form, 2% also in the pronunciation) and 23% are the similar word forms (1% is even same in the pronunciation).



Graph 27: Average of similarities and differences in the vocabulary

Commentary

As it was indicated in the theory part, English and French influenced each other in the history and that is why they share a lot of common cognates (Lawless, n.d.; Katzner, 20002). This expectation was confirmed in the research, as one third of all the vocabulary taught in the beginner's French textbooks is similar to their English translation equivalents.

The results are the representation of the similarity in the words of these two languages. Though, regarding the factor of similarity, it is not only the objective similarity which govern the transfer, it is also (and it is the key one) the subjective similarity which can however differ (but does not have to) from the objective one (Cenoz et al., 2001, Ringbom, 2007).

Implications for Transfer

According to the theoretical background, the transfer which can be deduced from this research, as the field of vocabulary was investigated, is lexical transfer (formal lexical transfer). As the similarities of vocabulary of French as L3 were compared to English as L2, the lateral transfer is concerned. The items, which are most susceptible of transfer are 33% of all the vocabulary – 31% are either similar or identical and 2% are different, but share a false cognate with English. The transfer can be either conscious or unconscious.

Similarities. Here, the presentation of what kind of transfer the particular similar or identical forms can bring follows. The judgments were made on the basis of the theoretical assumptions that the more similar items are, the greater possibility of transfer, however, as the similarities are often only partial, they can be misleading (Ringbom, 2007; Ortega, 2009).

Similar or identical forms (31%). These words can lead to positive transfer in reception. All of them can be of advantage for recognizing the words in the text (and possibly in speaking comprehension too).

Similar forms (22%). These words can lead to positive transfer as well as to negative transfer in production. They can be of advantage, however, as the pronunciation and spelling is not exactly the same, in these fields, they can be misleading.

Similar forms and same pronunciation (1%). These words can have either positive or negative effect in writing, however, for pronunciation, they can be of advantage.

Identical forms (6%). Regarding spelling, they can have only positive effect; they can not bring any negative transfer. Concerning the pronunciation, they can bring positive as well as negative transfer.

Identical forms and same pronunciation (2%). The identical words, which are pronounced in the same way can lead to the positive transfer also in pronunciation

Differences.

Not similar forms with no false cognate (67%). In reception and production, the differences can cause either no transfer, or the negative one. However, the differences between the languages should not have a large effect on transfer in learning, thus the words which are different should be learned relatively easily (Jarvis & Pavlenko, 2008; Ringbom, 2007).

Not similar forms with existing false cognate (2%). The words whose translation equivalents have different form in English, but which have a false friend in English can be a cause of negative transfer in reception.

Summary

In the following section, the transfer implications are summarized from the point of view of positive and negative transfer – which types of word forms can cause them.

Positive transfer. We can await the positive transfer from similar and identical forms in reception. The identical forms can be the strongest ones. In production, it can be the identical forms which can have the most positive effect in writing. The similar forms will bring also the positive transfer; however, they can result also in the negative transfer. In pronunciation, the similar and identical words pronounced in the same way as in English can lead to positive transfer.

Negative transfer. The negative transfer in reception can occur from the forms which are different. However, the forms which are different and have no false cognate in English can lead either to minor or no transfer. The forms which share a false cognate with English are susceptible to bring negative transfer.

In production, also the similar forms can bring negative transfer because they are not completely identical with their English counterparts. The similar and identical forms which are pronounced differently (as the majority of them are), can bring negative transfer in pronunciation.

Transfer Occurrence

In the table below, for better imagination, all the types of forms are presented in the respect to the actual possibility of transfer to occur. In the left column, the various types of forms/similarities are indicated with their average proportion in investigated vocabulary items, in the head of the table, the transfer is divided according to individual language skills. The symbol **X** means the possibility of transfer. The symbol **/x** means that there is either no or low possibility of transfer. When we take an example of e.g. “Identical form”, it means that there is a possibility of positive transfer in spelling, pronunciation and reading + listening and a possibility of negative transfer in pronunciation.

	Positive transfer			Negative transfer		
	production		reception	production		reception
	spelling	pronunciation	reading + listening	spelling	pronunciation	reading + listening
Similar form 22%	X	X	X	X	X	
Similar form + same pronunciation 1%	X	X	X	X		
Identical form 6%	X	X	X		X	
Identical form + same pronunciation 2%	X	X	X			
Not similar form with no false cognate 67%				/x	/x	/x
Not similar form with existing false cognate 2%				X	X	X

In this chapter, the results of the research – the proportions of different categories were indicated by the means of figures. In the commentary, the possible impact on transfer was outlined. In the following chapter, the implications of similarities and transfer they cause are regarded from the point of teaching.

V. IMPLICATIONS

As we can see from the results, one third of all the vocabulary found in the three French as FL textbooks for beginners is similar to English equivalents. As indicated in the theoretical background part, the similarities across languages are one of the key things for transfer to occur and one of the basic means by which people learn languages (Ringbom, 2007). As the similarities are the source of transfer, the teachers (and consequently the learners) could enhance them and make use of its positive effects (positive transfer) and be aware of and thus minimize the negative one.

Use of Positive Transfer and Elimination of Negative Transfer

Regarding the positive transfer, the teachers could make use of learners' previous knowledge of English and teach them how to work with it by emphasizing the similarities; they could also promote learners' general language awareness by making links between languages. They could teach learners to use the conscious transfer as a learning strategy by using the knowledge of words they already know from English which are similar to French. They could raise learners' awareness of possibilities of transfer as a communicative strategy by making links between the similar words and their later usage.

Regarding the negative transfer, the teachers could try to limit its appearance by emphasizing the minor differences in similar vocabulary and making pupils aware of them. The critical vocabulary items could be the words which are very close, but where a tiny difference occurs. The spelling difficulties could be caused for example by the words like: *lettre* and *letter*, *tomate* and *tomato*, *septembre* and *September*, *ordre* and *order*, *projet* and *project* or *ressemblance* and *resemblance*. The pronunciation difficulties could be caused by the words like *beige* [bɛʒ] (French) and *beige* [berʒ] (English) or *catastrophe* [katastrɔf] (French) and *catastrophe* [kə'tæstrəfi] where the spelling is the same, but the pronunciation more or less differs.

Regarding the errors, when the negative transfer occurs, the similar vocabulary can result in the use of hybrid structures, the "not similar" vocabulary items with existing false cognates can lead to misinterpretations in reception.

Transfer in Different Language Skills

In the following paragraph, the possible implications of transfer at different language skills are presented.

Transfer in reception.

Listening and reading. All the similar and identical word forms can enhance the transfer in reception and can be of advantage (e.g. recognizing words in the text and listening comprehension), thus, they can result in positive receptive transfer. In reading comprehension, the most influential regarding the positive transfer can be the words with identical form. On the other hand, the different word forms which have a false friend in English can give rise to negative transfer in reception and consequently cause misunderstanding since the word which has the similar form with already known English word does not have the same meaning.

Transfer in production. In production, the similar words can lead to positive transfer as well as to negative transfer.

Writing. In writing, the words, which are “only” similar, can have either positive or negative influence. For sure, they can have positive effect for lexis retrieval; however, they can be of negative transfer in spelling. On the other hand, the identical forms can have only positive effect regarding the writing (spelling).

Speaking. The similar and identical word forms can be of advantage when recalling the actual word, however, as usually the pronunciation is not exactly the same (in average 92% of all the similar and identical word forms), in this field, they can be misleading. Concerning the pronunciation, the small part of similar and identical words which are pronounced in the same way (in average 8% of all similar or identical forms) can lead to positive transfer in pronunciation. The rest – the identical forms with different pronunciation can lead to negative transfer in pronunciation.

Language Teachers

Teachers of English. As English is usually taught as the first language, there are not many possibilities on which bases “to build” the transfer. However, they could raise learners’ awareness of languages by e.g. pointing out the French origin of some words used in English, e.g. *cuisine* or *chateau* and thus prepare them at least a bit for possible French as a second foreign language. When the pupils start learning French, the English teachers could try to cooperate with French teachers in the sense of emphasizing the similarities of

those languages and making distinctions of the differences. If a teacher of English is at the same time a teacher of French, he/she could try to teach French in English language, at the basis of CLIL.

Teachers of French. Teachers of French could use learners' lexicon of English words and make use of it, as it was already described in previous paragraphs. They could try to work with and teach on the basis of existent knowledge of English by e.g. eliciting pupils' knowledge of particular words, pre-teaching new words by using the linking exercises of similar English and French words, translation exercises or exercises for crossing out the differences. Instead of French-Czech dictionaries, French-English dictionaries could be used during the lessons. The work with plurilingual dictionaries at the end of the textbooks could make part of the lessons too.

The awareness of language transfer could be also raised in the teachers' education. The teachers of languages could be informed of the possibilities of transfer and be trained how they can make use of its positive effects in their teaching and eliminate the negative one.

Limitations of the Research

It is obvious, that this research has its limitations and these have to be taken into account. As the research concentrates only on lexical transfer, it can not be generalised for all aspects of learning a language. As the vocabulary used in the research was retrieved only from three textbooks, it limits the volume of investigated items. Furthermore, the factor of "same pronunciation" is rather arguable. The question is, if the pronunciation of French and English is even comparable. That is why the comparison of pronunciation is used only figuratively and cannot be regarded as a guide to pronunciation. Nevertheless, the aspect of pronunciation is taken in the account here, because I wanted to differentiate the items where the pronunciation differs and the pronunciation which can be regarded as "same".

Concerning the judgment of similarity of the items, a number of them was at the edge of similarity, e.g. *bateau* and *boat*, *exprimer* and *express*, *reconnaitre* and *recognize*, and would rather deserve a special category of "something between", however, as the principle of the transfer is (at least as a learning strategy) to search for similarities and not differences, these items were finally added to the "similar" category. Regarding the false cognates, only the most common ones were used as relevant in this research. Making

distinction between false and semi-true cognates would be an issue for a more detailed research study. Regarding the comparison with English translation equivalents, the research counts with the fact that learners know the same scope of English vocabulary as the French one is. However, in the practice, the scope can differ.

This research also does not work or count with the forward transfer from Czech L1 and the role it could play together with the lateral transfer from English L2. It should be also mentioned that even if the language similarity is the key factor, other factors (e.g. learner's proficiency or age) also influence the occurrence of transfer and were not counted with in this research.

Further Research

It would be reasonable to complete this research of similarities in vocabulary with research of similarities in grammar. It would provide a more complex view of the similarities of these two languages. The research could be also extended by doing research among the learners - if they are aware of the similarities and make connections between languages and maybe ask them if they consciously make use of the knowledge of the languages already known to them. It would be also noteworthy to ask teachers if and how they try to raise learners' awareness of languages, connect the languages together, make use of the similarities in their lessons and cooperate with other language teachers. Without any doubt, it would be also interesting to do another research study where the real transfer would be observed - to go to lessons and observe if the transfer occurs and note its examples.

VI. CONCLUSION

As described in the theoretical background section of this thesis, there are many types of language transfer which can take place and various factors which influence its appearance. One of the most influential factors revealed to be the cross-linguistic similarity which involves not only the language typology but also a learner's perceived closeness of languages concerned.

Regarding the L2 to L3 transfer, the cross-linguistic similarities are also very important for transfer to occur. Although English and French language come from different language subfamilies (Germanic and Romance), they have a lot in common. This has been verified in practice, as vocabulary of these two languages was compared. The transfer which was later investigated was in fact the lateral (from L2 to L3) lexical (vocabulary) transfer.

Similarities between languages appear to be the key factor in the occurrence of language transfer. For this reason, I have investigated the vocabulary of three beginner's textbook of French as FL to find out how many of the vocabulary items found in these books are similar to their English counterparts and consequently, if they could be made use of in teaching French. It was found out that almost one third of the vocabulary is actually similar. According to the secondary literature on the subject matter, the more similar the items are, the greater possibility of transfer to occur. On the other hand, as the similarity is not always 100%, the positive effect is also not 100%. However, if the words are identical in spelling, the English words can bring only positive transfer to spelling of the corresponding words in French. The words which are "only" similar in spelling, can have positive, but also negative effect for spelling. The words, which are similar in pronunciation can be the source of positive as well as of negative transfer in pronunciation. The words which are pronounced in the same way can bring positive transfer to pronunciation of French words. All the similar or identical words can be of advantage in comprehension. The different words can bring either no transfer (as the similarities play the key role in transfer) or negative transfer. If they possess a false friend in English, they are susceptible to cause a negative transfer.

Teachers (especially teachers of French) could use this evidence and use the already built knowledge of English of the learners for teaching French: they could promote conscious transfer and use it as a learning strategy. These two languages offer a great

possibility to make links between them, and if the teachers know how to use the similarities in a proper way, it could be a great advantage for their learners as well as themselves.

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APPENDICES

Appendix 1: Vocabulary of Le français entre nous

LEGEND:

similar form

identical form

same pronunciation

false cognate

Francouzsko-český slovníček

V některých případech jsou uvedeny obě v současnosti povolené varianty podle nového a starého pravopisu.

A

à	v, ve, do, na	1
à 10 km de...	10 km od... 10 km from	6
à bientôt	brzy na shledanou see you later	7
à demain	ahoj zítra see you tomorrow	2
à droite	vpravo right	3
à gauche	vlevo left	3
à qui est ?	čí je? whose is	4
à qui sont ?	čí jsou? whose are	4
à toi !	teď ty, řada je na tobě your turn	1
à vous tous	vám všem	6
accordéon m.	tahací harmonika accordion	5
acteur m.	herec actor	3
adorer	mít hodně rád, zbožňovat	5
adresse f.	adresa address	2
affiche f.	plakát	P
âge m.	věk age	3
ah bon	aha, tak jo	1
achat m.	nákup	6
aimer	mít rád, milovat	5
Allemagne f.	Německo	2
allemand, e	Němec, Němka, německý, -á, německy	2
aller	jít, chodit, jet	4
allo / allô	haló hello	1
Alpes f.pl.	Alpy Alps	1
ami m.	přítel, kamarád	1
anglais, e	Angličan, Angličanka, English	2
anglický, -á, anglicky		2
Angleterre f.	Anglie England	2
animal m.	zvíře, zvířátko	5
animaux m.pl.	zvířata	5
anniversaire m.	narozeniny	3
août / août m.	srpen	1
appeler	zavolat, zatelefonovat	1
s'appeler	jmenovat se	3
apporter	přinést, přinášet	6
après-midi m.	odpoledne	5

argent m.	peníze	7
architecte m.	architekt architect	3
s'arrêter	zastavit se	7
arrivée f.	příjezd arrival	P
art m.	umění art	5
arts m.pl.	umělecké disciplíny, umění arts	5
atelier m.	dílna, kroužek	5
au bord (de)	na břehu, na břeh	7
au milieu (de)	uprostřed	3
au revoir	na shledanou	1
aujourd'hui	dnes	3
aussi	taky	7
automne m.	podzim autumn	P
Autriche f.	Rakousko Austria	2
autrichien, ne	Rakušan, Rakušanka, rakouský, -á Austrian	2
avec flash	s bleskem flash	7
avec plaisir	s radostí, rád, -a pleasure	6
avec	s	4
avocat m.	advokát	3
avoir	mít	3
avril m.	duben April	1

B

ballon m.	míč ball	6
(se) baigner	koupat se	7
basket m.	basket, košíková basketball	5
bateau m.	loď, loďka boat	7
bâton de colle m.	lepidlo	4
beaucoup	hodně, mnoho, moc	5
bébé m.	miminko baby	3
beige	béžový, -á beige	4
belge	Belgičan, Belgičanka, belgický, -á Belgium	2
Belgique f.	Belgie Belgium	2
bibliothécaire m. i f.	knihovník, knihovnice	3
bien sûr	samozřejmě, pochopitelně, jistě	6
bientôt	brzy	6

bienvenue	vítejte, buďte vítáni
bijou m.	šperk, bižuterie
billet m.	jízdenka, vstupenka
bise(s) f.	pusa, polibek, pusy, líbám
BLANC blanc, blanche	bílý, -á
bleu, e	modrý, -á blue
blond, e	světlolasy, -á blond
Bohême f.	Čechy Bohemia
bonbon m.	bonbón bonbon
bonjour m.	dobrý den
bougie f.	svíčka
bronzer	opalovat se
brun, e	tmaovlasý, -á; hnědý, -á brown

C

c'est un ...	to je ...
c'est vrai	to je pravda
cadeau m.	dárek
cahier m.	sešit
cache cache m.	schovávaná
campagne f.	venkov
canoë m.	kanoe canoe
capitale f.	hlavní město capital
cartable m.	školní taška
carte postale f.	pohlednice post card
casquette f.	kšiltovka, sportovní čepice
catastrophe f.	katastrofa, neštěstí catastrophe
CD m.	CD
ce n'est pas un ...	to není ...
ce sont ...	to jsou ...
céramique f.	keramika ceramics
cet après-midi	dnes odpoledne
chambre f.	pokoj
chant m.	zpěv, píseň
chanter	zpívat
chanteuse f.	zpěvačka
chaque	každý
chat m.	kočka cat
château m.	zámek, hrad chatcau
cher, chère	drahý, -á
chercher	najít
cheval m.	kůň
chevaux m.pl.	koně
cheveux m.pl.	vlasý
chez lui	u něj

chez	u, k (u osob)
chien m.	pes
chimpanzé m.	šimpanz chimpanzee
chips m.pl.	brambůrky
choisir	vybrat, vybírat choose
chouette	hezky, -á, milý, -á, roztomilý, -á
cinéma m.	kino cinema
ciseaux m.pl.	nůžky scissors
classeur m.	kroužkový zápisník, pořadač
code postal m.	PSC postcode
cochon d'Inde m.	morče
coiffeur m.	kadeřník
collège m.	typ francouzské školy (druhý stupeň ZŠ)
coller	nalepit
combien ?	kolik?
commencer	začít, začínat
comment	jak
commenter	vykládat comment on
compas m.	kružítka
comprendre	rozumět
console de jeu f.	počítačová hra
concert m.	konzert concert
conducteur m.	řidič
connaître / connaître	znát, vědět, umět
copain m.	kamarád
copine f.	kamarádka
(se) coucher	jít spát, jít si lehnout
couleur f.	barva colour
couper, découper	vystříhnout
cours m.	vyučovací hodina, lekce, vyučování
court, e	krátký, -á
cousin m.	bratranec cousin
cousine f.	sestřenice
couter / coûter	stát (cena)
craie f.	křída
crayon m.	tužka
crayons de couleurs m.pl.	pastelky
crème solaire f.	opalovací krém sun cream
crêpe f.	palačinka
cuisinier m.	kuchař

D

d'accord	souhlasím, je to tak?
d'où	odkud

dans l'eau	ve vodě	7
dans le Sud	na jihu south	7
dans v		4
danse f.	tanec dance	5
danser	tančit, tancovat dance	2
date f.	datum date	6
dauphin m.	delfin dolphin	6
de Prague	z Prahy	1
de rien	není zač	2
décembre m.	prosinec December	1
décorer	zdobit, ozdobit decorate	6
déjà	jíž, už	3
déjeuner m.	oběd	5
délicieux, euse	skvělý, -á, výborný, -á, výtečný, -á delicious	6
demain	zítra	2
demi, demie	půl, poloviční	4
départ m.	odjezd departure	P
derrière	vzadu	3
descendre	sejít, sjíždět, jít dolů, sundat, vystoupit descend	7
désolé, e	lituji	6
dessin m.	obrázek, kresba	5
dessiner	kreslit, nakreslit	5
détester	nesnášet, nenávidět delect	5
deux fois	dvakrát	5
devant	před	3
dictionnaire m.	slovník dictionary	6
dimanche m.	neděle	4
directeur m.	ředitel director	3
discothèque f.	diskotéka discotheque	5
divisé par	děleno divided	6
dossier m.	desky s papíry	4
drapeau m.	vlagka, prapor	P
DVD m.	DVD DVD	6
E		
école f.	ve škole school	1
écologie f.	ekologie ecology	6
écouter	poslouchat	5
écrire	psát, napsat	1
égale	rovná se equal	6
église f.	kostel	1
éléphant m.	slon elephant	5
elle	ona	1
en autocar	autobusem	P
en colonie de vacances		7
	na tábor, na táboře	1
en français	francouzsky	1
en France	ve Francii	1
en peluche	plyšový, -á plush	6
en République tchèque	v České republice Czech republic	P
en train	vlakem train	7
en ville	ve městě, do města	6
ensemble	společně	7
envoyer	poslat, posílat	1
épeler	hláskovat	7
escalier m.	schody, schodiště	2
Espagne f.	Španělsko Spain	7
espagnol, e	Španěl, Španělka, Spanish španělský, -á, španělsky	2
étagère f.	polička	7
étang m.	rybník	7
été m.	léto	P
être	být	2
euro m.	euro euro	6
F		
faire une promenade	procházet se	7
faire du sport	sportovat sport	5
faire	dělat	5
fête f.	svátek, oslava	6
feuille f.	list	P
feutre m. (stylo)	fix	4
février m.	únor February	1
filles f.	dívka, děvče	2
finir	končit, ukončit, skončit finish	6
fleur f.	kytka, květina flower	6
flute / flûte f.	flétna flute	5
fois	krát	6
football (foot) m.	foťbal, kopaná football	5
fort, e	silný, -á	3
français, e	Francouz, Francouzka, French francouzský, -á, francouzsky	2
France f.	Francie France	1
francophone	frankofonní francophone	1
frère m.	bratr	3
fromage m.	sýr	P
fruit m.	ovoce fruit	6

G

galerie f.	galerie, umělecká galerie	6	
garçon m.	chlapec, hoch	2	
gâteau m.	dort, koláč	6	
gerbille f.	pískomil	3	
gomme f.	guma	4	
grand, e	malý, -á	3	
grande pause f.	velká přestávka	2	
grands-parents m.pl.	prarodiče grandparents	7	
gratuit	zdarma, zadarmo	5	
gris, e	šedivý, -á	4	
gros bisous	velkou pusou	7	
gros, grosse	tlustý, -á	3	
guirlande f.	girlanda garland	6	
guitare f.	kytara guitar	5	
gymnastique f.	gymnastika gymnastics	5	
jeudi m.	čtvrtek	4	
joli, e	hezky, -á	3	
jouer à l'ordinateur	hrát na počítači	5	
jouer au football	hrát fotbal	5	
jouer d'un instrument de musique	hrát na nějaký hudební nástroj musical instrument	4	
jouer	hrát	4	
jour m.	den	4	
journaliste m.	novinář journalist	3	
journée f.	den	4	
joyeux, euse	hezky, -á	6	
juillet m.	červenec July	1	
juin m.	červen June	1	
jupe f.	sukně	6	

H

habiter	bydlet	2	
hamster m.	křeček hamster	3	
haut	nahoře, nahoru	7	
heure f.	hodina hour	4	
hiver m.	zima	P	
hôtel m.	hotel hotel	6	

I

idée f.	nápad, myšlenka idea	6	
il fait beau	je krásně, je hezky	7	
il se trouve	je, nachází se	3	
il y a	je, jsou there	4	
infirmière f.	zdravotní sestra	3	
information f.	informace information	7	
ingénieur m.	inženýr engineer	3	
s'intéresser à	zajímat se o be interested in	6	
Italie f.	Itálie Italy	2	
italien, ne	Ital, Italka, italský, -á, italsky Italian	2	

J

jambon m.	šunka	P	
janvier m.	leden January	1	
jardin m.	zahradka garden	6	
jaune	žlutý, -á	4	
jeu m.	hra	5	

L

là	tam, tady	3	
lac m.	jezero lake	7	
lapin m.	králík	3	
(se) lever	vstávat	4	
lion m.	lev lion	5	
lire	číst	5	
livre m.	kniha	4	
Loire f.	(řeka) Loira	1	
long, longue	dlouhý, -á long	3	
lundi m.	pondělí	4	
lunettes f.pl.	brýle	7	
Luxembourg m.	Lucembursko Luxembourg	2	

M

Madame	paní	1	
mai m.	květen May	1	
maillot de bain m.	plavky	7	
mais	ale	6	
maison f.	dům	1	
malade	nemocný, -á	7	
maman f.	maminka mum	1	
mamie f.	babička	3	
manger	jíst	4	
Manche f.	Lamanšský kanál, průliv	1	
mardi m.	úterý	4	
marqueur m.	zvýrazňovač	4	
marron	hnědý, -á	4	
mars m.	březen March	1	
matelot m.	námořník	7	

match m.	zápas, utkání	match	5	où	kde	2
matin m.	ráno, dopoledne		5	oui	ano	1
mécanicien m.	mechanik	mechanic	3	ours	m. medvěd	5
médecin m.	lékař		3	ouvrir	otevřít, otvírat	7
Méditerranée f.	Středozemní moře	Mediterranean	1			
merci	děkuji		1			
mercredi m.	středa		4	P		
mettre	dát, vložit, položit; obléci si		P	paire f.	pár	4
midi m.	poledne	midday	4	palmes f.pl.	ploutve	7
mignon, ne	roztomilý, -á		3	papa m.	tatínek	3
mince	štíhlý, -á, hubený, -á		3	papi m.	dědeček	3
minuit f.	půlnoc	midnight	4	par semaine	týdně	5
mode f.	móda		6	parasol m.	slunečník	7
moi	já		1	pardon m.	promiňte, pardon?	2
moins	méně, bez, minus		4	parents m.pl.	rodiče	3
monde m.	svět		1	Paris m.	Paříž	1
montagne f.	hora, hory	mountain	5	parler	mluvit	2
MP3 m.	MP3		6	partir	odjet, odjíždět	P
musicien m.	hudebník	musician	3	pas encore	ještě ne	6
musique f.	hudba	music	5	patinage m.	bruslení	5
				pause de midi f.	polední přestávka	2
N				pays m.	země	2
nager	plavat		5	pêcher	chytat ryby	7
natation f.	plavání		5	pendant	během	7
nature f.	příroda	nature	6	perroquet m.	papoušek	3
navire m.	loдка, lodička		7	pétanque f.	pétanque (francouzská tradiční hra koulená)	5
ne pas avoir	nemít		3	petit carnet m.	notýsek	6
ne pas être	nebýt		2	petit-déjeuner m.	snídaně	7
Noël m.	Vánoce		6	petit, e	malý, -á	3
noir, e	černý, -á		4	photo f.	foto	3
nom m.	příjmení, jméno	name	2	piano m.	klavír, piáno	5
non	ne	no	1	pinceau m.	štětec	4
novembre m.	listopad	November	1	piscine f.	bazén	4
numéro m.	číslo	number	2	place f.	náměstí	7
				plage m.	pláž	7
				plaire	líbit se	5
O				planche à voile f.	prkno, windsurfing	7
Océan Atlantique m.	Atlantický oceán	Atlantic Ocean	1	plongée f.	potápění	7
océan m.	oceán	ocean	7	plus tard	později	1
octobre m.	říjen	October	1	plus	plus	6
œuf m.	vejce		P	poisson m.	ryba, rybička	3
on aimerait	rádi bychom		7	Pologne f.	Polsko	2
oncle m.	můj strýček	uncle	3	polonais, e	Polák, Polka, polský, -á,	
orange	oranžový, -á	orange	4		polsky	2
ordinateur m.	počítač		5	portable m.	mobil	2
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porte-clé(s) m.	přívěsek na klíče, na tašku	6
Portugal m.	Portugalsko Portugal	2
poster m.	plakát poster	5
pour pro		6
pourquoi pas	proč ne	7
pouvoir	moci	7
Prague f.	Praha Prague	1
préférer	mít raději, dávat přednost prefer	5
prendre des photos	fotografovat	3
prendre	vzít, brát si	3
prénom m.	křestní jméno	2
préparer	připravit, připravovat prepare	4
printemps m.	jaro	P
professeur (prof) m.	profesor	3
prochain, e	příští	7
Pyrénées f.pl.	Pyreneje	1

Q

Qu'est-ce que c'est ?	Co je to?	4
quand	kdy	6
quart m.	čtvrť quarter	4
quel, quelle	jaký, -á, který, -á	2
Qui est-ce ?	Kdo to je?	3

R

récréation (récré) f.	přestávka	2
regarder	dívat se, koukat	2
règle f.	pravidlo	4
rentrer	vrátit se, vracet se	4
répéter	opakovat repeat	2
République tchèque f.	Česká republika	1
requin m.	žralok	7
réussi, e	úspěšný, -á (hezký, -á)	6
(se) réveiller	probudit se	4
révision f.	opakování revision	5
rien	nic	2
rivière f.	řeka river	7
rollers m.pl.	kolečkové brusle (in-line) roller skates	1
romane	románský Romance	4
rose	růžový, -á	4
rouge	červený, -á	2
rue f.	ulice	2
russe	Rus, Ruska, ruský, -á, rusky Russian	2

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9 3

S

s'il te plait / s'il te plaît	prosím tě	2
sable m.	písek	7
sac (à dos) m.	batoh, školní taška	4
saison f.	roční období season	P
salade f.	salát salad	P
salut m.	ahoj	1
samedi m.	sobota	4
sandwich, m.	sendvič sandwich	P
saucisson, m.	salám sausage	P
savoir	umět, vědět	5
secrétaire f.	sekretářka secretary	3
Seine f.	(řeka) Seina	1
semaine f.	týden	4
septembre m.	září September	1
serpent m.	had	3
shopping m.	nákupy shopping	6
si on allait	co kdybychom šli, jeli...	7
ski m.	lyže ski	5
slovaque	Slovák, Slovenka, slovenský, -á, slovensky Slovak	2
Slovaquie f.	Slovensko Slovakia	2
sœur f.	sestra	3
soir m.	večer	5
souhaiter	přát	6
souris f.	myš	3
sous	pod	4
souvent	často	6
sport m.	sport	5
stade m.	stadion stadium	5
stylo bille m.	propiska	4
stylo m.	pero	4
suisse	Švýcar, Švýcarka, švýcarský, -á miss	2
Suisse f.	Švýcarsko Switzerland	2
sur	na (místně), zde: o něčem	4
surf de neige m.	snowboard	6
surprendre	překvapit surprise	7
surtout	zvláště, zejména	5
sweat-shirt m.	mikina sweat-shirt	6
sympathique (sympa)	sympatický, -á	3

SYMPATHETIC

T

taille-crayon m.	ořezávátko	4
tante f.	teta	3

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technicien m.	technik	technician	3
télévision (télé) f.	televize	television	5
téléphone m.	telefon	telephone	2
temps m.	počasí		P
tennis m.	tenis	tennis	5
théâtre m.	divadlo	theatre	5
tchèque	Čech, Česka, český, -á, česky	Čech	2
tiens	hele, podívej, na, tumáš		6
tigre m.	tygr	tyger	5
tomate f.	rajské	tomato	P
tortue f.	želva	turtle	3
Tour Eiffel f.	Eiffelova věž, Eiffelka		1
tous	všichni		7
tout le monde	všichni, každý		6
toute la famille f.	celá rodina		3
très	velmi, moc		3
trop	příliš		6
trousse f.	penál		4
(se) trouver	nacházet se		3
t-shirt m.	tričko	T-shirt	6

18 9 2



V			
VACANCES f. pl.	prázdniny		7
vacances d'été f. pl.	letní prázdniny		7
vague f.	vlna		7
valise f.	kufr, zavazadlo		7
vélo m.	kolo		5
vendeur m.	prodáváč		3
vendredi m.	pátek		4
venir	přijet, pocházet z		1
vert, e	zelený, á		4
vêtement m.	oblečení		6
vie f.	život		4
ville f.	město		2
violet, te	fialový, -á	violet	4
visite f.	prohlídka	visit	7
Vive l'eau !	Hurá! (Ať žije!) Voda!		7
voilà	tady je		6
votre	váš, vaše		4
vouloir	chtít		7

W

weekend / week-end m.	víkend	weekend	5
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Z

zèbre m.	zebra	zebra	5
zoo m.	zoo	zoo	5

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Appendix 2: Vocabulary of Etra!

LEGEND:

similar form identical form same pronunciation false cognate

FRANÇAIS	ANGLAIS	ALLEMAND	ESPAGNOL	PORTUGAIS	GREC
A					
accepter	to accept	annehmen	aceptar	aceitar	δέχομαι
acheter	to buy	kaufen	comprar	comprar	αγοράζω
ado (un / une)	teenager	Teenager	adolescente	adolescente	έφηβος
âge (l') [n.m.]	age	Alter	edad	idade	ηλικία
aider	to help	helfen	ayudar	ajudar	βοηθώ
aimer	to like / to love	lieben, / gern haben	gustar / amar	gostar de / amar	αγαπώ
aller	to go	gehen	ir	ir	πηγαίνω
allô ?	hello ?	Hallo	¿ diga ?	está ?	εμπρός
alors	then	also, dann	entonces	então	λοιπόν
ami / amie (un / une)	friend	Freund	amigo / amiga	amigo / amiga	φίλος,η
amuser (s')	to amuse oneself	vergnügen, sich	divertirse	divertir (-se)	διασκεδάζω
an (un)	year	Jahr	año	ano	έτος
anniversaire (un)	birthday	Geburtstag	cumpleaños	aniversário	γενέθλια
appartement (un)	flat	Wohnung	piso	apartamento	διαμέρισμα
appeler (s')	to call	heissen	llamar(se)	chamar(-se)	ονομάζομαι
après	after	nach	después	depois	έπειτα
après-midi (un)	afternoon	Nachmittag	una tarde	tarde	απόγευμα
arbre (un)	tree	Baum	árbol	árvore	δέντρο
argent (l') [n.m.]	money	Geld	dinero	dinheiro	χρήματα
arrêt d'autobus (un)	bus stop	Bushaltestelle	parada de autobús	paragem de autocarro	στάση
arriver	to arrive	ankommen	llegar	chegar	φτάνω
attendre	to wait	warten	esperar	esperar	περιμένω
aujourd'hui	today	heute	hoy	hoje	σήμερα
au revoir	goodbye	auf Wiedersehen	adiós / hasta luego	adeus	αντίο
aussi	also	auch	también	também	έπίσης
autre (un / une)	other	andere	otro / otra	outro / outra	άλλο
avant	before	vor	antes	antes	πριν
avec	with	mit	con	com	με
avis (un)	opinion	Meinung	opinión	opinião	γνώμη
avoir	to have	haben	tener / haber	ter	έχω
B					
bagages (les) [n.m.pl.]	luggage	Gepäck	equipaje	bagagem	αποσκευές
baigner (se)	to bathe	baden	bañar(se)	banhar(-se)	κολυμπώ
ballon (un)	ball, balloon	Ball	balón / globo	bola	μπάλα
banlieue (une)	suburbs	Vorort	alrededores de una ciudad	subúrbio	προάστιο
banqué (une)	bank	Bank	banco	banco	τράπεζα
barrer	to cross out, to close	versperren	tachar / obstruir	riscar / barrar	διαγράφω
bateau (un)	boat	Boot	barco	barco	καράβι
beau / belle	handsome / beautiful	schön	bonito, ta / guapo, pa	belo(a) / bonito(a)	όμορφος / όμορφη / όμορφη
beaucoup	a lot / many / much	viel	mucho(s) / mucha(s)	muito(s) / muita(s)	πολύ
bientôt	soon	bald	pronto	logo	σύντομα
bienvenue	welcome	Willkommen	bienvenida	boas vindas (as)	καλωσόρισμα
bilan (un)	assessment, balance sheet	Bilanz	balance	balanço	απολογισμός
bizarre	strange, bizarre	komisch	extraño(a) / raro(a)	bizarro / bizarra	παράξενο
blague (une)	joke	Witz, Spaß	chiste	anedota	ανέκδοτο
blanc / blanche	white	weiß	blanco,ca	branco / branca	λευκός / λευκή / λευκό
bleu / bleue	blue	blau	azul	azul	μπλε
blond / blonde	blond	blond	rubio / rubia	loiro / loira	ξανθός,ιάο
bon / bonne	good	gut	bueno / buena	bom / boa	καλός / καλή / καλό
bonjour	hello / good day	guten Tag, hallo	buenos días / hola	bom dia / boa tarde	καλημέρα
bouche (une)	mouth	Mund	boca	boca	στόμα

FRANÇAIS	ANGLAIS	ALLEMAND	ESPAÑOL	PORTUGAIS	GREC
cours (un)	lesson	Kurs	clase	aula / curso	μάθημα
courses (les) [n.f.pl.]	shopping	Einkäufe	compras	compras	ψώνια
court / courte	short	kurz	corto / corta	curto / curta	κοτό
cousin / cousine	cousin	Cousin/e	primo / prima	primo / prima	ξάδελφος, ξαδέλφη
coûter	to cost	kosten	costar	custar	κοστίζει
crayon (un)	pencil	Stift	lapiz	lápiz	μολύδι

D	D	D	D	D	D
d'abord	first of all	zuerst	primero	primeiramente	καταρχήν
d'accord	alright / OK	einverstanden	de acuerdo	de acordo	σύμφωνος
dans	in	in	en / dentro de	em / dentro de	μέσα / σε
danser	to dance	tanzen	bailar	dançar	χορεύω
date (une)	date	Datum	fecha	data	ημερομηνία
dé (un)	die, dice	Würfel	dado	dado	ζάρι
décrire	to describe	beschreiben	describir	descrever	περιγράφω
déjà	already	schon	ya	já	ηδη
déjeuner	to have lunch	zu Mittag essen	comer / almorzar	almoçar	γευματίζω
demain	tomorrow	morgen	mañana	amanhã	αύριο
demander	to ask / request	fragen	preguntar / pedir	perguntar / pedir	ζητώ
départ (un)	departure	Abfahrt	salida	partida	αναχώρηση
dernier / dernière	last	letzte	último / última	último / última	τελευταίος / τελευτ
					τελευταίο
derrière	behind	hinter	detrás	atrás	πίσω
désolé,e (je suis)	I'm sorry	tut mir leid	lo siento	sinto muito	λυπάμαι
dessin (un)	drawing	Zeichnung	dibujo	desenho	σχέδιο
détester	to hate <i>detest</i>	verabscheuen	odiar	detestar	απεχθάνομαι
devant	before / in front of	vor	delante / enfrente	diante de / à frente	μπροστά
deviner	to guess	erraten	adivinar	adivinhar	μαντεύω
devinette (une)	riddle	Rätsel	adivinanza	adivinha	αίνιγμα
devoir	to have to (must)	müssen	deber	dever	καθήκον
devoirs (les)	homework	Hausaufgabe	deberes	deveres (os)	μαθήματα
dîner (un)	dinner	Abendessen	cena	jantar	δείπνο
dîner	to have dinner	zu Abend essen	cenar	jantar	δειπνώνω
donc	so / therefore	also, deshalb	pues	portanto / pois	επομένως
donner	to give	geben	dar	dar	δίνω
drapeau (un)	flag	Fahne	bandera	bandeira	σημαία
droite (à)	on the right	rechts	a la derecha	direita (à...)	δεξιά

E	E	E	E	E	E
eau (l') [n.f.]	water	Wasser	agua	água	νερό
école (une)	school	Schule	escuela	escola	σχολείο
écouter	to listen	hören	escuchar	escutar	ακούω
écrire	to write	schreiben	escribir	escrever	γράφω
effet (en)	in fact <i>effect</i>	tatsächlich	en efecto	efeito (com)	πράγματι
église (une)	church	Kirche	iglesia	igreja	εκκλησία
élève (un / une)	pupil	Schüler	alumno / alumna	aluno(a) (um / uma)	μαθητής
encore	again	noch	otra vez / de nuevo	de novo / ainda	ακόμη
enfants (les) [n.m.pl.]	children	Kinder	hijos / niños	crianças (as) / filhos (os)	παιδιά
ensemble	together	zusammen	juntos	junto(s) / junta(s)	μαζί
ensuite	then	dann	luego	em seguida	ακολούθως
entendre	to hear	hören	oír	ouvir	ακούω
été (un)	summer	Sommer	verano	verão	καλοκαίρι
étoile (une)	star	Stern	estrella	estrela	άστρο
excuser (s')	to apologize	entschuldigen, sich	disculpar(se)	desculpar(-se)	απολογούμαι
exemple (un)	example	Beispiel	ejemplo	exemplo	παράδειγμα
exprimer	to express	ausdrücken	expresar	exprimir	εκφράζω

F	F	F	F	F	F
face (en... de)	opposite	gegenüber von	en frente de	frente (em... a)	απέναντι
faim (avoir)	to be hungry	Hunger	tener hambre	fome (estar com)	πεινάω
faire	to do / make	machen	hacer	fazer	κάνω

FRANÇAIS	ANGLAIS	ALLEMAND	ESPAGNOL	PORTUGAIS	GREC
fantôme (un) fatigué / fatiguée faux / fausse	ghost tired false	Gespent müde falsch	fantasma cansado / cansada falso / falsa	fantasma cansado / cansada falso / falsa	φάντασμα κουράσμενος,η,ο ψεύτικος / ψεύτικη / ψεύτικ
femme (une) fermer fête (une) feuille (une) fille (une) fils (un) finir fleur (une) fontaine (une) foot (le) frère (un) frisé / frisée	woman / wife to close party / celebration leaf, sheet (of paper) girl, daughter son to finish flower fountain football brother curly	Frau schließen Fest Blatt Mädchen, Tochter Sohn beenden Blume Springbrunnen Fußball Bruder gelockt, lockig	mujer / esposa cerrar fiesta folio/hoja chica/hija hijo acabar flor fuente fútbol hermano rizado / rizada	mulher fechar festa folha filha / rapariga filho acabar flor fonte futebol irmão frisado / frisada	γυναικα κλείνω γιορτή φύλλο κόρη γιος τελειώνω λουλούδι πηγή ποδόσφαιρο αδελφός κατσαρός / κατσαρή / κατσαρό κρύος,α,ο φρούτο

G

gagner garçon (un) gare (une) gâteau (un) gauche (à) gens (les) [n.m.pl.] gentil / gentille gomme (une) goûter grand / grande grands-parents (les) [n.m.pl.] grasse matinée (faire la) gros / grosse	to win boy station cake on the left people nice / kind rubber / eraser to taste tall / big grandparents to have a lie in fat	gewinnen Junge Bahnhof Kuchen links Leute nett Radiergummi kosten, probieren groß Großeltern ausschlafen dick	ganar chico estación tarta / pastel a la izquierda gente amable / bueno(na) goma probar alto(ta) / grande abuelos levantarse tarde gordo / gorda	ganhar menino / rapaz estação bolo esquerda (à) gente gentil / amável borracha provar alto(a) / grande avós levantar-se tarde gordo / gorda	κερδίζω αγόρι σταθμός γλυκό αριστερά κόσμος καλός / καλή / καλό γόμα κολατσιό μεγάλος,η,ο παπούς και γιαγιά χουζουρεύω χοντρός / χοντρή / χοντρό
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H

habiller (s) habiter habitude (une) hanté, hantée heure (une) histoire (une) hiver (un) homme (un) horaire (un)	to get dressed to live habit haunted hour history, story winter man timetable	(an)kleiden leben, wohnen Gewohnheit besessen, verzaubert Stunde Geschichte Winter Mann Fahrplan	vestir (se) vivir costumbre encantado,da hora historia invierno hombre horario	vestir (-se) morar costume assombrado(a) hora história inverno homem horário	ντύνομαι κατοικώ συνήθεια στοιχειομένος,η,ο ώρα ιστορία χειμώνας άντρας ωράριο
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I

ici idée (une)	here idea	hier Idee	aquí idea	aqui ideia	εδώ ιδέα
jamais jeu (un) jeune joli / jolie jouer journée (une)	never game young person pretty to play day	nie Spiel jung hübsch spielen Tag	nunca / jamás juego joven bonito(ta) / guapo(pa) jugar día	nunca / jamais jogo jovem bonito / bonita jogar / brincar	ποτέ παιχνίδι νέος όμορφος,η,ο παιζώ

FRANÇAIS	ANGLAIS	ALLEMAND	ESPAGNOL	PORTUGAIS	GREC
L					
là	there	da	ahí / aquí	aquí / ali	εδώ
là-bas	over there	dort	allí	lá / acolá	εκεί
laisser	to leave	lassen	dejar	deixar	αφήνω
langue (une)	tongue / language	Sprache, Zunge	lengua / idioma	língua	γλώσσα
lecture (la)	reading / lecture	Lesen	lectura	leitura	ανάγνωση
lettre (une)	letter	Brief	carta	carta / letra	επιστολή
lever (se)	to get up	aufstehen	levantar (se)	levantar (-se)	σηκώνομαι
lieu (un)	place	Ort	lugar	lugar / sitio	τόπος
lire	to read	lesen	leer	ler	διαβάζω
lit (un)	bed	Bett	cama	cama	κρεβάτι
loin	far	weit	lejos	longe	μακριά
loisirs (les) [n.m.pl.]	leisure activities	Vergnügen	ocio	lazer (os)	ελεύθερος χρόνος
lunettes (les) [n.f.pl.]	glasses	Brille	gafas	óculos	γυαλιά
M					
magasin (un)	shop / store	Geschäft	tienda	loja	κατάστημα
main (une)	hand	Hand	mano	mão	χέρι
maintenant	now	jetzt	ahora	agora	τώρα
mairie (une)	town hall	Rathaus, Stadtverwaltung	ayuntamiento	câmara municipal	δημαρχείο
mais	but	aber	pero	mas	αλλά
maison (une)	house	Haus	casa	casa	σπίτι
maman	mummy	Mama	mamá	mamã	μαμά
manger	to eat	essen	comer	comer	τρώω
mari (le)	husband	Ehemann	marido	marido	σύζυγος
marriage (un)	marriage / wedding	Hochzeit	boda / matrimonio	casamento	γάμος
marre (en avoir)	to be fed up	stinken (mir stinkt's)	estar harto / harta	farto / farta (estar... de)	θαρέθηκα
maths (les) [n.f.pl.]	maths	Mathe	matemáticas	matemática	μαθηματικά
matin (le)	morning	Morgen	por la mañana	manhã (de)	πρωί
mer (la)	sea	Meer	mar	mar	θάλασσα
merci	thank you	danke	gracias	obrigado / obrigada	ευχαριστώ
mère (une)	mother	Mutter	madre	mãe	μητέρα
météo (la)	weather	Wetter (vorhersage)	el tiempo	meteorologia	μετεωρολογία
mettre	to put	legen, stellen	poner	pôr	θάζω
midi	midday	Mittag	las doce del mediodía	meio-dia	μεσημέρι
mince	slim	dünn	delgado / delgada	delgado(a) / fino(a)	λεπτό
minuit	midnight	Mitternacht	las doce de la noche	meia-noite	μεσάνυχτα
moins	less	weniger	menos	menos	πλην
mois (un)	month	Monat	mes	mês	μήνας
monsieur (un)	sir / gentleman	Herr	señor	senhor	κύριος
montagne (une)	mountain	Berg, Gebirge	montaña	montanha	θουνό
monter	to climb up	besteigen	subir	subir	ανεβαίνω
montre (une)	watch	Uhr	reloj	relógio	ρολόι
montrer	to show	zeigen	mostrar / enseñar	mostrar	δείχνω
mot (un)	word	Wort	palabra	palavra	λέξη
moustache (une)	moustache	Schnurrbart	bigote	bigode	μουστάκι
musée (un)	museum	Museum	museo	museu	μουσείο
N					
nager	to swim	schwimmen	nadar	nadar	κολυμπώ
nationalité (la)	nationality	Staatsangehörigkeit	nacionalidad	nacionalidade*	εθνικότητα
nature (la)	nature	Natur	naturaleza	natureza	φύση
neiger	to snow	schneien	nevar	nevar	χιονίζω
Noël	Christmas	Weihnachten	Navidad	Nata	Χριστούγεννα
nom (un)	name / noun	Name	apellido / sustantivo	apelido / substantivo	όνομα
nombre (un)	number	Zahl, Nummer	número	número	όχι
non	no	nein	no	não	αριθμός
nord (le)	north	Norden	norte	norte	βορράς
noter	to note	notieren	anotar	anotar	σημειώνω
nouveau / nouvelle	new	neu	nuevo / nueva	novo / nova	καινούριο / καινούρια
nuage (un)	cloud	Wolke	nube	nuvem	σύννεφο

FRANÇAIS	ANGLAIS	ALLEMAND	ESPAGNOL	PORTUGAIS	GREC
O					
œil (un)	eye	Auge	ojo	olho	μάτι
oie (une)	goose	Gans	oca	ganso	χήνα
ordinateur (un)	computer	Rechner	ordenador	computador	υπολογιστής
ordre (un)	order	Befehl	orden	ordem	εντολή
oreille (une)	ear	Ohr	oreja	orelha	αυτί
ou	or	oder	o bien	ou	οή
où	where	wo	¿ dónde / donde	onde / aonde	όπου
oui	yes	ja	sí	sim	vai
P					
papa	daddy	Papa	papá	papá	μπαμπά
par	by / through	von, durch	por	por	από
parce que	because	weil	porque	porque	γιατί
paresseux / paresseuse	lazy	faul	perezoso / perezosa	preguiçoso / preguiçosa	τεμπέλης / τεμπέλα
parfois	at times	manchmal	a veces	às vezes	ενίοτε
parler	to speak	sprechen	hablar	falar	μιλώ
partir	to leave	weggehen	irse	partir / ir embora	φεύγω
payer	to pay	bezahlen	pagar	pagar	πληρώνω
pendant	during	während	durante	durante	κατά
penser	think	denken	pensar	pensar	σκέπτομαι
perdre (se)	to lose	verlieren, sich	perder (se)	perder (-se)	χάνομαι
père (un)	father	Vater	padre	pai	πατέρας
petit / petite	small / low	klein	pequeño(ña) / bajo(ja)	pequeno(a) / baixo(a)	μικρός,η,ο
peu (un)	a little	ein wenig	un poco	pouco	λίγο
peur (avoir)	to be afraid	Angst haben	tener miedo	medo (estar com)	φοβάμαι
pharmacie (une)	chemist's / pharmacy	Apotheke	farmacia	farmácia	φαρμακείο
photo (une)	photo	Foto	foto	foto	φωτογραφία
phrase (une)	sentence, phrase	Satz	frase	frase	φράση
place (une)	place / square	Platz	sitio / plaza	sítio / praça	θέση
plage (une)	beach	Strand	playa	praia	παραλία
plaît (s'il vous) (s'il te)	please	bitte	por favor	favor (se faz)	σε (σας) παρακαλώ
plein / pleine	full	voll	lleno / llena	cheio / cheia	γεμάτο,η
pont (un)	bridge	Brücke	punte	ponte	γέφυρα
portable (un)	mobile phone	Handy	téléfono móvil	telemóvel	φορητό
porter	to carry / to wear	tragen	llevar	levar	φέρω
portrait (un)	portrait	Portrait	retrato	retrato	πορτραίτο
poser (une question)	to ask a question	fragen	hacer una pregunta	perguntar	θέτω
poste (la)	post office	Post	oficina de correos	correios	ταχυδρομείο
pour	for	für	para	para	για
pourquoi	why	warum	¿ por qué	porque	γιατί
pouvoir	to be able	können	poder	poder	ισχύ
préfé rer	to prefer	vorziehen	preferir	preferir	προτιμώ
premier / première	first	erste	primero / primera	primeiro / primeira	πρώτος / πρώτη / πρώτο
prendre	to take	nehmen	coger / tomar	tomar / pegar / levar	παιρνω
prénom (un)	first name	Vorname	nombre (de pila)	nome (de baptismo)	όνομα
présenter	to present	vorstellen	presentar	apresentar	παρουσιάζω
presque	almost	fast	casi	quase	σχεδόν
printemps (le)	spring	Frühling	primavera	primavera	άνοιξη
prochain / prochaine	next	nächste	próximo / próxima	próximo / próxima	επόμενος,η,ο
prof (un / une)	teacher	Lehrer	profe	professor / professora	δάσκαλος / δασκάλα
projet (un)	project	Projekt	proyecto	projecto	σχέδιο
proposer	to propose	vorschlagen	proponer	propor	προτείνω
puis	then	dann	luego	depois	έπειτα
puits (un)	well	Brunnen	pozo	poço	πηγάδι
Q					
quai (un)	platform	Bahnsteig	andén	cais / plataforma	αποβάθρα
quartier (un)	district / neighbourhood	Viertel	barrio	bairro	συννοικία
quelqu'un	someone	jemand	alguien	alguém	κάποιος

FRANÇAIS	ANGLAIS	ALLEMAND	ESPAGNOL	PORTUGAIS	GREC
question (une) qui quoi	question who what	Frage wer was	pregunta / cuestión ¿quién / quien qué	pergunta / questão quem que / o que	ερώτηση ποιος τι
R					
raconter randonnée (une) reconnaître refuser regarder relier remettre remplacer rentrée (la) rentrer répondre repos (le) ressemblance (une) rester rêve (un) réveiller (se) roman (un) roux / rousse rue (une)	to tell / to relate drive / ride / walk / ramble to recognize to refuse to look at to link together to put back to replace to return / go back to answer rest resemblance to remain dream to wake up novel red (-haired) street	erzählen Wanderung erkennen ablehnen betrachten, ansehen verbinden geben ersetzen Schulanfang anfangen, hineingehen antworten Ruhe Ähnlichkeit bleiben Traum aufwachen Roman rot(haarig) Straße	contar excursión / senderismo reconocer negarse / decir que no mirar unir volver a poner reemplazar vuelta a colegio volver / entrar contestar descanso parecido quedarse sueño despertar (se) novela pelirrojo / pelirroja calle	contar caminhada reconhecer recusar olhar unir / ligar repor / adiar / remeter substituir início das aulas voltar / entrar / meter responder descanso semelhança ficar sonho acordar (-se) romance ruivo / ruiva rua	αφηγούμαι εκδρομή αναγνωρίζω αρνούμαι κοιτώ συνδέω επαναποθετώ αντικαθιστώ επάνοδος γυρίζω απαντώ ανάπαυση ομοιότητα παραμένω όνειρο Ξυπνώ μυθιστόρημα κοκκινομάλλης / κοκκινομάλλα δρόμος
S					
sac (un) saison (une) salle (une) saluer salut ! sans savoir scène (une) scolaire séjour (un) selon semaine (une) semblable serveur / serveuse (un / une) seul / seule simple sinon sœur (une) soif (avoir) soir (un) soleil (le) sommeil (le) sortir souligner souvenir (un) souvent stylo (un) suivre sur sûr / sûre sympa surfer	bag season room to greet hi ! / bye ! without to know scene school stay / living room according to week similar waiter / waitress alone simple if not sister to be thirsty evening sun sleep to go out to underline souvenir / memory often pen to follow on sure / safe friendly / nice to surf	Sack, Tasche Jahreszeit Saal grüßen Hallo! ohne wissen, können Szene Schul... Aufenthalt, Wohnzimmer gemäß Woche ähnlich Bedienung allein einfach sonst Schwester Durst Abend Sonne Schlaf, Müdigkeit ausgehen unterstreichen Erinnerung oft Kuli folgen auf sicher sympathisch, nett surfen	bolso estación sala saludar ¡ hola ! / ¡ hasta luego ! sin saber escena / escenario escolar estancia según semana parecido, da camarero / camarera solo / sola sencillo / sencilla sino hermana sed (tener) noche / tarde sol sueño salir subrayar recuerdo a menudo bolígrafo seguir encima / sobre seguro / segura simpático / simpática navegar por Internet	bolsa / saco estação sala cumprimentar olá ! / adeus ! sem saber cena / cenário escolar estada / residência segundo semana parecido / parecida empregado / empregada só simples senão irmã sede (estar com) noite / tarde sol sono sair sublinhar lembrança frequentemente caneta seguir sobre / em cima de seguro(a) / certo(a) simpático / simpática navegar (por Internet)	τσάντα εποχή αίθουσα χαιρετώ yeia! χωρίς γνωρίζω σκηνή σχολικό διαμονή σύμφωνα με εβδομάδα παρόμοιο σερβιτόρος / σερβιτόρι μόνος / η / ο απλό ειδάλλω αδελφή διψάω βράδυ ήλιος ύπνος θγαίνω υπογραμμίζω ανάμνηση συχνά στυλό ακολουθώ επάνω σίγουρος, η, ο σερφάρω συμπαθητικό

FRANÇAIS	ANGLAIS	ALLEMAND	ESPAGNOL	PORTUGAIS	GREC
T					
table (une)	table	Tisch	mesa	mesa	τραπέζι
tableau (un)	painting (black) board	Bild, Tafel	cuadro / pizarra	quadro	πίνακας
taille-crayon (un)	pencil-sharpener	Bleistiftspitzer	sacapuntas	apara-lápis	ξύστρα
tard	late	spät	tarde	tarde	αργά
temps (le)	time	Zeit	tiempo	tempo	χρόνος
tête (une)	head	Kopf	cabeza	cabeça	κεφάλι
timbre (un)	stamp	Briefmarke	sello	selo	γραμματόσημο
tôt	early, soon	früh	pronto/temprano	cedo	νωρίς
toujours	always	immer	siempre	sempre	πάντοτε
tout / toute	all	alle, ganz	todo / toda	todo / toda	όλο, η
train (un)	train	Zug	tren	comboio	τραίνο
travail (un)	work	Arbeit	trabajo	trabalho	εργασία
très	very	sehr	muy	muito (s) / muita(s)	πολύ
trousse (une)	case / kit	Mäppchen, kleine Tasche	estuche / neceser	estojo	κασετίνα
trouver	to find	finden	encontrar	achar / encontrar	βρίσκω
truc (un)	thing	Ding, Sache	chisme	coisa / truque	τέχνασμα
V					
vacances (les) [n.f.pl.]	holidays	Ferien	vacaciones	férias	διακοπές
vaisselle (faire la)	to do the washing up	Geschirr (spülen)	fregar los platos	lavar (a)	πιάτα
valise (une)	suitcase	Koffer	maleta	mala	θαλίσα
vélo (un)	bike	Rad	bici	bicicleta	ποδήλατο
verre (le)	glass	Glas	cristal	vidro / copo	ποτήρι
vers	towards	nach, zu	hacia	até / em direcção a	προς
vert / verte	green	grün	verde	verde	πράσινος / η / ο
ville (une)	town, city	Stadt	ciudad	cidade	πόλη
voilà	there is / there are	hier	ya está	ai está / eis aí	ορίστε
voir	to see	sehen	ver	ver	θέλω
voiture (une)	car	Wagen	coche	carro	αυτοκίνητο
vouloir	to want	wollen	querer / desear	querer	θέλω
voyage (un)	journey	Reise	viaje	viagem	ταξίδι
vrai / vraie	true	echt, wirklich, wahr	verdadero / verdadera	verdadeiro / verdadeira	αληθινός, η
W					
week-end (un)	weekend	Wochenende	fin de semana	fim de semana	σαββατοκύριακο
Y					
yeux (les) [n.m.pl.]	eyes	Augen	ojos	olhos	μάτια

Appendix 3: Vocabulary of Connexions

LEGEND:

similar form identical form same pronunciation false cognate

FRANÇAIS	ANGLAIS	ESPAGNOL	ALLEMAND	CHINOIS
À bientôt !	See you soon!	¡Hasta pronto !	Bis bald	下次见
à côté (de)	next (to)	al lado (de)	neben	(在...)旁边
À demain !	See you tomorrow!	¡Hasta mañana !	Bis morgen	明天见
à droite (de)	right	a la derecha (de)	rechts	(在...)右边
à gauche (de)	left	a la izquierda (de)	links	(在...)左边
accent <i>m.</i>	accent	acento	Akzent	重音
accepter	to accept	aceptar	einyerstanden sein	接受
accueil <i>m.</i>	welcome	acogida	Empfang	接待
accueillant	welcoming	acogedor	freundlich, gastlich	热情
accueillir	to welcome	acoger	empfangen	招待
acheter	to buy	comprar	kaufen	买
acteur <i>m.</i>	actor	actor	Schauspieler	演员
activité <i>f.</i>	activity	actividad	Tätigkeit	活动
actualité <i>f.</i>	current events	actualidad	Zeitgeschehen	新闻
actuel	present/current	actual	gegenwärtig	现代
admirer	to admire	admirar	bewundern	佩服
adorable	adorable	adorable	reizend, süß	可爱
adorer	to love	adorar	sehr gern mögen	热爱
adresse <i>f.</i>	address	dirección	Anschrift	地址
adresse	email address	dirección de correo	elektronische	网址
électronique <i>f.</i>		electrónico	Adresse	
adulte <i>m.</i>	adult	adulto	Erwachsene(r)	成年人
aéroport <i>m.</i>	airport	aeropuerto	Flughafen	机场
affichage <i>m.</i>	posting	fijación	Aushang	布告
âge <i>m.</i>	age	edad	Alter	年龄
agréable	pleasant	agradable	angenehm	舒服
aider	to help	ayudar	helfen	帮助
ailleurs	somewhere else	en otra parte	anderswo	其他地方
aimer	to like/to love	amar	lieben	喜欢
alimentation <i>f.</i>	diet	alimentación	Ernährung	饮食
aller (à)	to go (to)	ir (a)	gehen	去
s'en aller	to leave	irse	weggehen	离开
allumer	to turn on	encender	einschalten	点燃
alors	so	entonces	na	就
ambulance <i>f.</i>	ambulance	ambulancia	Krankenwagen	救护车
ami <i>m.</i>	friend	amigo	Freund	朋友
amour <i>m.</i>	love	amor	Liebe	爱情
amoureux	in love (with)	enamorado	verliebt	情人
ampoule <i>f.</i>	(light) bulb	bombilla	Glühbirne	灯泡
s'amuser	to have fun	divertirse	sich amüsieren	玩耍
an <i>m.</i>	year	año	Jahr	年
ancien	old	antiguo	alt, ehemalig	古代的
angoisse <i>f.</i>	anxiety	angustia	Angst	焦虑
animateur <i>m.</i>	presenter	animador	Moderator	主持人
année <i>f.</i>	year	año	Jahr	年
anniversaire <i>m.</i>	birthday	cumpleaños	Geburtstag	生日
août	August	agosto	August	八月
apéritif <i>m.</i>	aperitif	aperitivo	Aperitif	开胃酒
apparaître	to appear	aparecer	erscheinen	出现
appartement <i>m.</i>	flat	piso	Wohnung	套房
appeler	to phone	llamar	(an)rufen	打电话
s'appeler	to be called	llamarse	heißen	叫
apporter	to bring	traer	(mit)bringen	带
apprendre	to learn	aprender	lernen	学习
appuyer	to press	apretar/apoyar	drücken	按
après	after	después	nach, hinter	后
après-midi <i>m. / f.</i>	afternoon	tarde	Nachmittag	下午
architecture <i>f.</i>	architecture	arquitectura	Architektur	建筑学
argent <i>m.</i>	money	dinero	Geld	金钱
s'arrêter	to stop	pararse	stehen bleiben	停下
arrivée <i>f.</i>	arrival	llegada	Ankunft	到来
arriver	to arrive	llegar	ankommen	到达
arroser	to water	regar	gießen	浇水
ascenseur <i>m.</i>	lift	ascensor	Aufzug	电梯
s'asseoir	to sit	sentarse	sich setzen	坐下

FRANÇAIS	ANGLAIS	ESPAÑOL	ALLEMAND	CHINOIS
attendre	to wait	esperar	warten	等待
au bout de	at the end of	al final de	am Ende	过了...
au centre de	at the centre of	en el centro de	in der Mitte	(在...)中间
au coin de	at the corner of	en la esquina de	an der Ecke	(在...)转角处
aujourd'hui	today	hoy	heute	今天
aussi	also	también	auch	也
auteur <i>m.</i>	author	autor	Autor	作者
autoroute <i>f.</i>	motorway	autopista	Autobahn	高速公路
autour	around	alrededor	um	在周围
autre	other	otro	andere(r, -s)	其他
avenue <i>f.</i>	avenue	avenida	Avenue	大街
avion <i>m.</i>	airplane	avión	Flugzeug	飞机
avis <i>m.</i>	opinion	opinión	Meinung	意见
avoir	to have	tener/haber	haben	有
avoir l'air (de)	to look like	parecer	so aussehen, als ob	好象
avoir besoin de	to need	necesitar	brauchen	需要
avoir envie de	to want	tener ganas de	Lust haben	想要
avoir de la chance	to be lucky	tener suerte	Glück haben	运气好
avoir faim	to be hungry	tener hambre	Hunger haben	肚子饿
avoir horreur de	to hate	horrorizarse de	etw. verabscheuen	讨厌
avoir mal (à)	to ache	doler (en)	wehtun	痛
avoir raison	to be right	tener razón	Recht haben	对
avoir soif	to be thirsty	tener sed	Durst haben	口渴
avoir sommeil	to feel sleepy	tener sueño	müde sein	想睡觉
avoir tort	to be wrong	tener la culpa	Unrecht haben	错
avril <i>m.</i>	April	abril	April	四月
Bagage <i>m.</i>	luggage	equipaje	Gepäck	行李
baignoire <i>f.</i>	bathtub	bañera	Badewanne	浴缸
banque <i>f.</i>	bank	banco	Bank	银行
banquier <i>m.</i>	banker	banquero	Banker	银行家
bar <i>m.</i>	bar	bar	Bar	酒吧
barbe <i>f.</i>	beard	barba	Bart	胡子
bas	low	bajo	niedrig	矮
BASKET baskets <i>f.</i>	trainers	zapatillas de deporte	Turnschuhe	运动鞋
beau	beautiful	bonito	schön	美
beau-frère <i>m.</i>	brother-in-law	cuñado	Schwager	姐夫 / 妹婿
beige	beige	beige	beige	米色
belle-sœur <i>f.</i>	sister-in-law	cuñada	Schwägerin	嫂嫂
beurre <i>m.</i>	butter	mantequilla	Butter	黄油
bibliothèque <i>f.</i>	library	biblioteca	Bibliothek	图书馆
bien	good	bien	gut	好
bien sûr	of course	por supuesto	sicher	当然
bientôt	soon	pronto	bald	很快
bière <i>f.</i>	beer	cerveza	Bier	啤酒
bijou <i>m.</i>	jewel	joya	Schmuckstück	首饰
bise <i>f.</i>	kiss	beso	Begrüßungskuss	吻
blague <i>f.</i>	joke	broma	Witz	笑话
BLANC blanc	white	blanco	weiß	白色
bleu	blue	azul	blau	蓝色
blond	blond	rubio	blond	金黄色
boire	to drink	beber	trinken	喝
boîte <i>f.</i>	box	caja	Schachtel	盒子
boîte <i>f.</i>	nightclub	discoteca	Disco	舞厅
bon	good	bueno	gut/lecker	好吃
Bonne journée !	have a good day!	¡Buenos días !	einen schönen Tag	你好
bouche <i>f.</i>	mouth	boca	Mund	嘴巴
boucher <i>m.</i>	butcher	carnicero	Metzger	肉贩
boucherie <i>f.</i>	butchery	carnicería	Metzgerei	肉店
boulangier <i>m.</i>	baker	panadero	Bäcker	面包贩
boulangerie <i>f.</i>	bakery	panadería	Bäckerei	面包店
boulevard <i>m.</i>	boulevard	bulevar	Boulevard	大道
bousculer	to bump into	empujar (a)	schubsen	推
bouteille <i>f.</i>	bottle	botella	Flasche	瓶子
boutique <i>f.</i>	shop	tienda	Laden	商店
bouton <i>m.</i>	button	botón	Knopf	钮扣
bracelet <i>m.</i>	bracelet	pulsera	Armband	手镯
branché	trendy	moderno	insider-	流行
brancher	to plug in	enchufar	verbinden	接
BRAS bras <i>m.</i>	arm	brazo	Arm	胳膊

FRANÇAIS	ANGLAIS	ESPAGNOL	ALLEMAND	CHINOIS
se brosser les dents	to brush one's teeth	cepillarse los dientes	Zähne putzen	刷牙
bruit <i>m.</i>	noise	ruido	Lärm	噪音
brun	brown	moreno	braun	褐色
bureau <i>m.</i>	study/office	despacho	Büro	办公室
bureau <i>m.</i>	desk	mesa de despacho	Schreibtisch	办公桌
bus <i>m.</i>	bus	autobús	Bus	公交车
Cadeau <i>m.</i>	present	regalo	Geschenk	礼物
café <i>m.</i>	café	cafetería	Café	咖啡厅
calendrier <i>m.</i>	calendar	calendario	Kalender	月历
calme	calm/quiet	calma	ruhig	安静
camarade <i>m.</i>	friend	compañero	Kamerad	伙伴
candidat <i>m.</i>	contestant, <i>candidate</i>	candidato	Kandidat	玩家
canette <i>f.</i>	can	lata	Dose (Getränke)	听
capitale <i>f.</i>	capital	capital	Hauptstadt	首度
carte d'identité <i>f.</i>	identity card	doc. de identidad	Personalausweis	身分证
carte postale <i>f.</i>	postcard	tarjeta postal	Postkarte	明信片
carte bancaire <i>f.</i>	credit card	tarjeta bancaria	Kreditkarte	信用卡
casquette <i>f.</i>	cap	gorra	(Schirm)mütze	鸭舌帽
cassette <i>f.</i>	tape	casete	Kassette	带子
CAVE cave <i>f.</i>	cellar	sótano	Keller	地窖
cédille <i>f.</i>	cedilla	cedilla	Cedille	下加符
ceinture <i>f.</i>	belt	cinturón	Gürtel	皮带
célèbre	famous	célebre	berühmt	著名
célibataire	single	soltero	ledig	单身
centime <i>m.</i>	eurocent	céntimo	Cent	分
centre ville <i>m.</i>	town centre	centro de la ciudad	Innenstadt	市中心
chacun	each (one)	cada uno	jede(r, -s)	每个人
chaleureux	friendly	caluroso	herzlich	热情
chambre <i>f.</i>	bedroom	habitación	Zimmer	卧室
changer (de)	to change	cambiar (de)	wechseln	换
chanteur <i>m.</i>	singer	cantante	Sänger	歌手
chapeau <i>m.</i>	hat	sombrero	Hut	帽子
chaque	each	cada	jede(r -s)	每
charcuterie <i>f.</i>	cooked pork meats	charcutería	Wurstwaren	肉制品店
charmant	charming	encantador	reizend/charmant	吸引人的
châtain	brown (hair)	castaño	braun	淡褐色
château <i>m.</i>	castle, <i>chateau</i>	castillo	Schloss	城堡
chaud	warm	caliente	heiß	热
chaussures <i>f.</i>	shoes	zapatos	Schuhe	鞋子
chemise <i>f.</i>	shirt	camisa	Hemd	衬衫
chèque <i>m.</i>	cheque	cheque	Scheck	支票
cher	expensive	caro	teuer	贵
chercher	to look for	buscar	suchen	寻找
cheveu <i>m.</i>	hair	pelo	Haar	头发
chez	at	en casa de	bei	(在..)的家
chien <i>m.</i>	dog	perro	Hund	狗
chiffre <i>m.</i>	figure	cifra	Ziffer/Zahl	数字
chocolat <i>m.</i>	chocolate	chocolate	Schokolade	巧克力
choisir	to choose	elegir	wählen	选择
cinéma <i>m.</i>	cinema	cine	Kino	电影院
citron <i>m.</i>	lemon	limón	Zitrone	柠檬
clé <i>f.</i>	key	llave	Schlüssel	钥匙
climat <i>m.</i>	climate	clima	Klima	气候
cocher	to tick	marcar	ankreuzen	勾
se coiffer	to do (one's) hair	peinarse	sich frisieren	梳头
collègue <i>m.</i>	colleague	compañero	Kollege	同事
comme	like/as	como	wie	如
commencer	to begin	comenzar	anfangen/beginnen	开始
communication <i>f.</i>	communication	comunicación	Kommunikation	交通
compléter	to complete	completar	vervollständigen	完成
comprendre	to understand	comprender	verstehen	了解
compter	to count	contar	zählen	数
concert <i>m.</i>	concert	concierto	Konzert	音乐会
connaître	to know	conocer	kennen	认识
conseil <i>m.</i>	advice, <i>council</i>	consejo	Rat	建议
content	happy	contento	zufrieden	高兴
continuer	to carry on <i>continue</i>	continuar	weitermachen	继续
coordonnées <i>f.</i>	details	dirección	Anschrift	聯絡方式
copain <i>m.</i>	friend/pal	amigo	Freund	伙伴

FRANÇAIS	ANGLAIS	ESPAGNOL	ALLEMAND	CHINOIS
costume m.	suit	traje	Anzug	西装
cou m.	neck	cuello	Hals	脖子
coucher	to go to bed	acostarse	schlafen gehen	睡觉
couleur f.	colour	color	Farbe	颜色
couloir m.	corridor	pasillo	Gang	走廊
coupable m.	guilty	culpable	schuldig	罪犯
courage m.	courage	valor	Mut	勇气
courageux	brave	valiente	mutig	勇敢
court	short	corto	kurz	短
cousin m.	cousin	primo	Cousin	堂兄弟 / 表兄弟
coûter	to cost	costar	kosten	值
cravate f.	tie	corbata	Krawatte	领带
crème f.	cream	nata	Crème	浆
crêpe f.	crepe/pancake	crepe	Crêpe	薄饼
cuisine f.	cuisine	cocina	Küche	烹调
cuisine f.	kitchen	cocina	Küche	厨房
cultivé	cultured	culto	gebildet	有文化
culture f.	culture	cultura	Kultur	文化
cybercafé m.	cyber cafe	cibercafé	Internet-Café	网吧
D'abord	first	en primer lugar	zuerst	首先
d'accord	OK	de acuerdo	einverstanden	同意
dame f.	lady	dama	Dame/Frau	女士
dans	in	en	in	(在..)里面
danse f.	dance	baile	Tanz	舞蹈
danser	to dance	bailar	tanzen	跳舞
date f.	date	fecha	Datum	日期
début m.	beginning	inicio	Anfang	开头
décembre	December	diciembre	Dezember	十二月
déchets m. pl.	waste	residuos	Abfälle	废弃物
décider de	to decide (on)	decidir	etwas entscheiden	决定
décoller	to take off	despegar	starten (Flugzeug)	起飞
décorer	to decorate	decorar	dekorian	装饰
déguisement m.	costume	disfraz	Verkleidung	化妆
se déguiser	to dress up (as)	disfrazarse	sich verkleiden	化妆
déjeuner	to have lunch	desayunar	frühstücken	午餐
délicieux	delicious	delicioso	köstlich	可口
demander (à)	to ask (sb)	pedir/preguntar (a)	fragen (jemanden)	问
dent f.	tooth	diente	Zahn	牙齿
dentiste m.	dentist	dentista	Zahnarzt	牙医
départ m.	departure	salida	Abfahrt	出发
département m.	department	provincia	Departement	行政区
se dépêcher	to hurry (up)	darse prisa	sich beeilen	赶快
depuis	since	desde	seit	从
déranger	to disturb	molestar	stören	打扰
dernier	last	último	letzte(r, -s)	最后
descendre	to go down	bajar	heruntergehen	下去
désespérer	to despair (of)	desesperar	Hoffnung verlieren	着急
désolé	sorry	lo siento mucho	tief betrübt	对不起
dessert m.	dessert	postre	Nachtsch	甜点
dessin m.	drawing	dibujo	Zeichnung/Bild	图画
détestable	appalling	odioso	abscheulich	可恶
détester	to hate	odiar	verabscheuen	憎恨
devant	in front of	delante	vor/vorne/voraus	(在...)前面
se développer	to develop	desarrollarse	sich entwickeln	发展
devoir	must/to have to	deber	müssen	必须
dialecte m.	dialect	dialecto	Dialekt	方言
difficile	difficult	difficil	schwierig	难
dîner	to have dinner	cenar	zu Abend essen	吃晚餐
dire	to say	decir	sagen	说
directeur m.	manager	director	Direktor	经理
discussion f.	discussion	discusión	Gespräch	讨论
discuter (de)	to talk (about)	discutir (sobre)	über etw. sprechen	讨论
disque m.	record	disco	Platte/CD	唱片
document m.	document	documento	Unterlage	文件
documentaire m.	documentary	documental	Dokumentarfilm	科普电影
doigt m.	finger	dedo	Finger	手指头
dormir	to sleep	dormir	schlafen	睡觉
douche f.	shower	ducha	Dusche	淋浴
doux	gentle	amable	sanft	温柔

FRANÇAIS	ANGLAIS	ESPAGNOL	ALLEMAND	CHINOIS
drap de bain <i>m.</i>	bath towel	toalla	Badetuch	浴巾
drôle	funny	divertido	komisch/witzig	好笑
dynamique	dynamic	dinámico	dynamisch	有活力
Eau <i>f.</i>	water	agua	Wasser	水
école <i>f.</i>	school	escuela	Schule	学校
écouter	to listen (to)	escuchar	zuhören	听
écrire (à)	to write (to)	escribir (a)	jdm. schreiben	写信
écriture <i>f.</i>	writing	escritura	Schrift	文字
s'effondrer	to collapse	hundirse	zusammenbrechen	支持不住
effort <i>m.</i>	effort	esfuerzo	Anstrengung	努力
église <i>f.</i>	church	iglesia	Kirche	教堂
élégant	smart/elegant	elegante	elegant	优雅
élève <i>m.</i>	pupil	alumno	Schüler	学生
embrasser	to kiss	besar	umarmen/küssen	亲
émission <i>f.</i>	programme	programa	Sendung	节目
emmener	to take	llevar	mitbringen	带
empoigner	to grab/to seize	empuñar	ergreifen	抓住
emprunter	to borrow	prestar	(aus)leihen	借
en avoir marre (de)	to be fed up with	estar harto (de)	es satt haben	受不了
en bas (de)	at the bottom of	debajo (de)	unterhalb	(在...)下面
en ce moment	at the moment	en este momento	im Moment	现在
en face (de)	in front of	delante (de)	gegenüber	(在...)对面
en général	in general	en general	im Allgemeinen	一般来说
en retard	late	con retraso	zu spät/verspätet	迟
en-cas <i>m.</i>	snack	tentempié	Imbiss	零食
enchanté	pleased to meet you	encantado	sehr erfreut	久仰
énervé	irritated	nervioso	aufgeregt/nervös	神经质
s'énervier	to get worked up	ponerse nervioso	sich aufregen	变神经质
enfant <i>m.</i>	child	niño	Kind	孩子
enfin	finally	por fin	schließlich	终于
s'ennuyer	to be bored	aburrirse	sich langweilen	觉得无聊
ennuyeux	boring	aburrido	langweilig	无聊
ensemble	together	juntos	gemeinsam	一起
ensuite	then	después	dann	然后
entendre	to hear	escuchar	hören	听
entre	between	entre	zwischen	(在...)之间
entrée <i>f.</i>	starter	entrante	Vorspeise	前菜
entrée <i>f.</i>	entrance hall	entrada	Eingang	入口
entrer	to enter	entrar	eintreten	进
enveloppe <i>f.</i>	envelope	sobre	Umschlag	信封
environ	about	aproximadamente	ungefähr	大约
environnement <i>m.</i>	environment	ambiente	Umwelt	环境
envoyer	to send	enviar	schicken	寄
épaule <i>f.</i>	shoulder	hombro	Schulter	肩膀
épeler	to spell	deletrear	buchstabieren	拼音
épicerie <i>f.</i>	grocer's (shop)	tienda de comestibles	Lebensmittelgeschäft	食品店
équivalent <i>m.</i>	equivalent	equivalente	gleichwertig	同等的
escalier <i>m.</i>	staircase	escalera	Treppe	楼梯
espérer	to hope	esperar	hoffen	希望
essayer	to try	intentar	versuchen	试
étage <i>m.</i>	floor	piso	Etage/Stockwerk	楼层
étranger	foreign	extranjero	ausländisch	外国的
être	to be	ser	sein	是
étudiant <i>m.</i>	student	estudiante	Student/Schüler	学生
étudier	to study	estudiar	studieren	学习
évidemment	of course	evidentemente	offensichtlich	当然
évier <i>m.</i>	sink	fregadero	Spülbecken	水池
évolution <i>f.</i>	evolution	evolución	Entwicklung	发展
exactement	exactly	exactamente	genau	精确地
examen <i>m.</i>	exam	examen	Prüfung	考试
excellent	excellent	excelente	ausgezeichnet	优良
s'excuser	to apologize	disculparse	sich entschuldigen	道歉
expliquer (à)	to explain (to)	explicar (a)	erklären	解释
Fabriquer	to make	fabricar	herstellen	制造
(être) fâché (avec)	to be angry with	estar enfadado (con)	mit jm zerstritten sein	(对...)生气
facile	easy	fácil	einfach	容易
faim <i>f.</i>	hunger	hambre	Hunger	饿
faire	to do	hacer	machen/tun	做
faire attention	to be careful	prestar atención	aufpassen	小心

FRANÇAIS	ANGLAIS	ESPAGNOL	ALLEMAND	CHINOIS
(faire) confiance (à) famille f. farine f. fatigué faux femme f. fermer fête f. fêter février m. feu m. fiche f. fichier m. fidèle fille f. film m. fin f. finir fort fort fou four m. ère m. fridaire m. fringues f. frisés frite f. froid fromage m. fruit m. Gagner garage m. garçon m. gare f. gâteau m. génération f. génial gentil geste m. glacial glisser gondole f. gourmand goût m. goûter grand grand-mère f. grand-père m. grenier m. grignoter gris groupe m. Habillement m. s'habiller habitant m. habiter heure f. heureusement heureux histoire f. historique homme m. hôpital m. horrible hôtel m. huile f. Ici idée f.	to trust family flour tired wrong woman to close/to shut party to celebrate February fire form file reliable girl film end to end strong stout mad oven brother fridge clothes curly chips cold cheese fruit to win garage boy station cake generation brilliant kind/nice movement frosty to slip gondola greedy taste to taste tall grandmother grandfather attic to nibble grey group clothing to get dressed inhabitant to live (in) time fortunately happy story historical man hospital horrible hotel oil here idea	confiar (en) familia harina cansado falso mujer cerrar fiesta celebrar febrero semáforo ficha archivo fiel niña película fin terminar fuerte gordo loco homo hermano nevera ropa rizados patata frita frio queso fruta ganar garaje niño estación pastel generación genial amable gesto glacial resbalar gondola glotón gusto probar grande abuela abuelo desván picar gris grupo vestido vestirse habitante vivir hora por suerte feliz historia histórico hombre hospital horrible hotel aceite aquí idea	j-m vertrauen Familie Mehl müde falsch Frau schließen Fest feiern Februar Ampel Datenblatt Datei treu Mädchen Film Ende beenden stark stark verrückt Ofen Bruder Kühlschrank Klamotten gelockt/kraus Pommes frites kalt Käse Frucht gewinnen Garage Junge Bahnhof Kuchen Generation genial freundlich Geste eisig gleiten Gondel esslustig Geschmack probieren groß Großmutter Großvater Dachboden knabbern grau Gruppe (Be)Kleidung sich anziehen Bewohner wohnen Uhr(zeit) glücklicherweise glücklich Geschichte geschichtlich Mann Krankenhaus fürchterlich Hotel Öl hier Gedanke/Idee	信任 家庭 面粉 累 假 女人 关 节日 庆祝 二月 火 卡片 文件 忠诚 女孩 电影 结尾 结束 强 胖 疯 烤箱 哥哥 / 弟弟 冰箱 衣服 卷 薯条 冷 奶酪 水果 赢 停车库 男孩 火车站 蛋糕 代 棒 和蔼可亲 动作 冰冷 滑 贡多拉 馋嘴 味道 品尝 大 外婆 / 祖母 外公 / 祖父 阁楼 吃零食 灰色 团 / 组 服装 穿衣服 居民 居住 时间 所幸的是 幸福 历史 历史性的 男人 医院 不堪入目 旅馆 油 这里 主意

FRANÇAIS

identique
île *f.*
imaginer
immense
immeuble *m.*
impatient
incroyable
informaticien *m.*
information *f.*
s'inquiéter
installer
s'installer
insupportable
intelligent
intéressant
interroger
interview *f.*
invitation *f.*
inviter
Jambe *f.*
janvier *m.*
jardin *m.*
jaune
jeter
jeu *m.*
jeune
joue *f.*
jouer
jour *m.*
journal *m.*
journaliste *m.*
juin *m.*
juillet
jupe *f.*
jus de fruit *m.*
juste
Kilogramme *m.*
kilomètre *m.*
Là
là-bas
lait *m.*
lampe *f.*
se laver
lendemain *m.*
légume *m.*
lettre *f.*
se lever
LIBRAIRIE librairie *f.*
libre
lieu *m.*
lire
lit *m.*
litre *m.*
littérature *f.*
livre *m.*
logement *m.*
loin
loisirs *m. pl.*
long
longtemps
louer
lunettes *f. pl.*
lycée *m.*
Magasin *m.*
magazine *m.*
magnifique
mai *m.*
main *f.*

ANGLAIS

identical
island
to imagine
huge
building
impatient
unbelievable
computer scientist
information
to worry
to install/to set up
to move in
unbearable
intelligent
interesting
to question
interview
invitation
to invite
leg
January
garden
yellow
to throw
game
young
cheek
to play
day
newspaper
journalist
June
July
skirt
fruit juice
just
kilogramme
kilometre
there
over there
milk
lamp
to wash
the following day
vegetable
letter
to get up
bookshop
free
place
to read
bed
litre
literature
book
accommodation
far
leisure activity
long
(for) a long time
to rent
glasses
high school
shop
magazine
splendid
May
hand

ESPAÑOL

idéntico
isla
imaginar
inmenso
inmueble
impaciente
increíble
informático
información
preocuparse
instalar
instalarse
insoponible
inteligente
interesante
interrogar
entrevista
invitación
invitar
pierna
enero
jardín
amarillo
tirar
juego
joven
mejilla
jugar
día
periódico
periodista
junio
julio
falda
zumo de fruta
solo
kilogramo
kilómetro
allí
allá lejos
leche
lámpara
lavarse
el día siguiente
verdura/legumbre
carta
levantarse
librería
libre
lugar
leer
cama
litro
literatura
libro
vivienda
lejos
ocio
largo
mucho tiempo
alquilar
gafas
instituto
tienda
revista
magnífico
mayo
mano

ALLEMAND

identisch/gleich
Insel
sich etw. vorstellen
unermesslich
Gebäude
ungeduldig
unglaublich
Informatiker
Information
sich sorgen
aufstellen
einziehen
unerträglich
intelligent
interessant
befragen
Interview
Einladung
einladen
Bein
Januar
Garten
gelb
werfen
Spiel
jung
Wange
spielen
Tag
Zeitung
Journalist
Juni
Juli
Rock
Fruchtsaft
nur
Kilogramm
Kilometer
da/dort/dorthin
da drüben
Milch
Lampe
sich waschen
der Tag darauf
Gemüse
Brief
aufstehen
Bücherei
frei
Ort
lesen
Bett
Liter
Literatur
Buch
Wohnung
weit
Freizeitbeschäftigung
lang
lange
mieten
Brille
Gymnasium
Geschäft
Illustrierte
herrlich/großartig
Mai
Hand

CHINDIS

同样的
岛
想象
庞大
大楼
性急
无法相信的
计算机专家
信息
担心
安装
落脚
令人无法忍受的
聪明
有意思的
询问
采访
邀请
邀请
腿
一月
花园
黄色
扔
游戏
年轻
脸颊
玩耍
天
报纸
记者
六月
七月
裙子
果汁
一下下
公斤
公里
那里
那里
牛奶
电灯
洗澡
第二天
蔬菜
信
起床
书店
自由
地方
看书
床
公升
文学
书
房子
远
休闲活动
长
长时间
租
眼镜
高中
商店
杂志
非常好看
五月
手

FRANÇAIS	ANGLAIS	ESPAÑOL	ALLEMAND	CHINOIS
mais	but	pero	aber	但是
maison f.	house	casa	Haus	房子
malheureux	unhappy	desgraciado	unglücklich	不幸
manger	to eat	comer	essen	吃
marché m.	market	mercado	Markt	市场
marcher	to walk	caminar	gehen	走路
mari m.	husband	marido	Ehemann	丈夫
marier	married	casado	verheiratet	已婚
se marier	to marry	casarse	heiraten	结婚
marron	brown	marrón	kastanienbraun	咖啡色
mars	March	marzo	März	三月
match m.	match	partido	Match/Spiel	比赛
matin m.	morning	mañana	Morgen	早上
même	same	mismo	der-, die- dasselbe	同样
menu m.	menu	menú	Menü	菜单
mer f.	sea	mar	Meer	海
merci	thank you	gracias	danke	谢谢
mère f.	mother	madre	Mutter	母亲
message m.	message	mensaje	Nachricht	信息
métal m.	metal	metal	Metall	金属
mettre	to put	poner	setzen/stellen/legen	放
meuble m.	piece of furniture	mueble	Möbelstück	家具
midi	noon <i>midday</i>	mediodía	Mittag	中午
million m.	million	millón	Million	百万
mince	slim	delgado	dünn/schlank	瘦
minuit	midnight	medianoche	Mitternacht	子夜
miroir m.	mirror	espejo	Spiegel	镜子
moderne	modern	moderno	modern	现代
moins	less	menos	weniger	比...少
mois m.	month	mes	Monat	月
moitié f.	half	mitad	Hälfte	一半
montagne f.	mountain	montaña	Berg	山
monter	to go up	subir	hinaufsteigen	上去
montrer	to show	mostrar	zeigen	指
monument m.	monument	monumento	Denkmal	古迹 / 建筑
morceau m.	piece/bit	trozo	Stück	块
mot m.	word	palabra	Wort	词
mourir	to die	morir	sterben	过世
moustache f.	moustache	bigote	Schnurrbart	小胡子
musée m.	museum	museo	Museum	博物馆
musicien m.	musician	músico	Musiker	音乐家
Naissance f.	birth	nacimiento	Geburt	诞生
naître	to be born	nacer	zur Welt kommen	诞生
nationalité f.	nationality	nacionalidad	Staatsangehörigkeit	国籍
nature f.	nature	naturaleza	Natur/Art	大自然
neiger	to snow	nevar	schneien	下雪
nez m.	nose	nariz	Nase	鼻子
noir	black	negro	schwarz	黑色
nom m.	name	apellido/nombre	Name	名字
nombre m.	number	número	Anzahl	数字
nouveau	new	nuevo	neu	新
novembre m.	November	noviembre	November	十一月
nuit f.	night	noche	Nacht	夜
nul	crap	nulo	schlecht	零
Obtenir	to get/to obtain	obtener	erhalten	获得
octobre m.	October	octubre	Oktober	十月
odeur f.	smell	olor	Geruch	味道
odorat m.	(sense of) smell	olfato	Geruchssinn	嗅觉
œil m.	eye	ojo	Auge	眼睛
offrir	to offer	ofrecer	schenken	赠送
oncle m.	uncle	tío	Onkel	叔叔 / 伯伯 / 舅舅
orange	orange	naranja	orangefarben	橘黄色
ordinateur m.	computer	ordenador	Computer	计算机
ordures f. pl.	refuse	basura	Abfall	垃圾
oreille f.	ear	oreja	Ohr	耳朵
organiser	to organise	organizar	organisieren	组织
oublier	to forget	olvidar	vergessen	忘却
ouïe f.	hearing	oído	Gehör	听觉
ouvert	open	abierto	offen/geöffnet	开放

FRANÇAIS	ANGLAIS	ESPAGNOL	ALLEMAND	CHINOIS
Pain m.	bread	pan	Brot	面包
pantalon m.	trousers	pantalón	Hose	长裤
papier m.	paper	papel	Papier	纸
parapluie m.	umbrella	paraguas	Regenschirm	雨伞
parc m.	park	parque	Park	公园
Pardon !	sorry!	¡Perdón !	Entschuldigung	对不起
pareil	similar to	mismo	gleich	一样
parents m. pl.	parents	padres	Eltern	父母
paresseux	lazy	perezoso	faul	懒惰
parfait	perfect	perfecto	vollkommen/perfekt	完美
parfois	sometimes	a veces	manchmal	有时候
parler (à)	to speak (to)	hablar (con)	sprechen mit	(与...)说话
particulièrement	particularly	particularmente	besonders	特别
partir	to leave	marcharse/irse	aufbrechen/abfahren	离开
partout	everywhere	todas partes	überall	到处
passeport m.	passport	pasaporte	Pass	护照
passer	to spend (time)	pasar	verbringen	经过
passion f.	passion	pasión	Leidenschaft	爱好
passionné	passionate	apasionado	leidenschaftlich	酷爱
patate f.	potato	patata	Kartoffel	土豆
pâtes f. pl.	pasta	pasta	Nudeln	面条
patient	patient	paciente	geduldig	有耐心
pâtisserie f.	pastry	pastelería	Konditorei	蛋糕店
payer	to pay	pagar	bezahlen	支付
pays m.	country	país	Land	国家
paysage m.	landscape	paisaje	Landschaft	风景
peinture f.	painting	pintura	Gemälde	画
penser (à)	to think (about)	pensar (en)	denken an	想
père m.	father	padre	Vater	父亲
personne	nobody	nadie	niemand	没有人
personne f.	person	persona	Person	人
petit	small	pequeño	klein	小
petit ami m.	boyfriend	novio	Freund	男朋友
petite annonce f.	classified ad	anuncios breves	Kleinanzeige	小广告
petit-fils m.	grandson	nieto	Enkel	孙子
pharmacie f.	chemist's <i>pharmacy</i>	farmacia	Apotheke	药店
photo f.	photograph	foto	Foto	相片
<i>phrase</i> f.	sentence	frase	Satz	句子
pianiste m.	pianist	pianista	Pianist	钢琴家
pièce f.	room	habitación	Zimmer	房间
pièce de théâtre f.	play	obra de teatro	Theaterstück	话剧
pied m.	foot	pie	Fuß	脚
pique-nique m.	picnic	picnic	Picknick	野餐
piscine f.	swimming pool	piscina	Schwimmbad	游泳池
pizza f.	pizza	pizza	Pizza	比萨饼
place f.	square	plaza	Platz	广场
plage f.	beach	playa	Strand	海滩
plaire	to be liked	gustar	gefallen	喜欢
plaisanter	to tease/to joke	bromear	scherzen	开玩笑
plaisir m.	pleasure	placer	Freude/Spaß	喜爱
plan m.	map	mapa	Plan	地图
plante f.	plant	planta	Pflanze	植物
plastique m.	plastic	plástico	Kunststoff	塑胶
plat m.	course (in meals)	plato	Gericht	菜
pleurer	to cry	llorar	weinen	哭
pleuvoir	to rain	llover	regnen	下雨
pluie f.	rain	lluvia	Regen	雨
plus	more	más	mehr	更
plus tard	later	más tarde	später	更晚
poignet m.	wrist	muñeca	Handgelenk	手腕
point m.	full stop <i>point</i>	punto	Punkt	点
<i>poisson</i> m.	fish	pez/pescado	Fisch	鱼
policier m.	policeman	policía	Polizeibeamter	警察
pont m.	bridge	puente	Brücke	桥
port m.	harbour	puerto	Hafen	港口
portable m.	mobile phone	móvil	Handy	行动电话
poser	to put down	poner	hinstellen/-legen	放
possible	possible	posible	möglich	可能
poste f.	post office	correo	Post	邮局

FRANÇAIS

pot *m.*
 poubelle *f.*
 pouvoir
 préférer
 premier
 prendre
 prénom *m.*
 préoccupation *f.*
 près (de)
 présenter
 presque
 prêt
 prêter
 prix *m.*
 problème *m.*
 prochain
 profiter de
 programme *m.*
 promenade *f.*
 promettre
 proposer
 puis
 pull (over) *m.*
 pyjama *m.*
 Qualité *f.*
 quand
 quartier *f.*
 quelque chose
 quelqu'un
 question *f.*
 quitter
 Raconter
 radio-réveil *m.*
 raide
 rallye *m.*
 randonnée *f.*
 rappeler
 raquette *f.*
 se raser
 recevoir
 recyclage *m.*
 recycler
 réfléchir
 refuser
 regard *m.*
 regarder
 régime *m.*
 région *f.*
 relever
 religion *f.*
 remarquer
 remercier
 remplacer
 rencontrer
 rendez-vous *m.*
 renseignement *m.*
 rentrer
 repas *m.*
 répéter
 répondre *m.*
 répondre
 se reposer
 réserver
 respecter
 ressembler à
 se ressembler
 restaurant *m.*
 rester
 retourner

ANGLAIS

jar
 dustbin
 to be able to
 to prefer
 first
 to take
 first name
 concern
 near
 to introduce, *present*
 nearly
 ready
 to lend
 price
 problem
 next
 to make the most of
 programme
 walk/ride/drive
 to promise
 to suggest, *propose*
 then
 jumper
 pyjamas
 quality
 when
 district
 something
 someone
 question
 to leave, *quit*
 to tell
 clock radio
 straight
 rally
 hiking
 to call back
 racket
 to shave
 to receive
 recycling
 to recycle
 to think (about)
 to refuse
 look
 to look (at)
 diet
 region
 to note (down)
 religion
 to notice, *notice*
 to thank
 to replace
 to meet
 appointment
 information
 to go back
 meal
 to repeat
 answering machine
 to answer
 to rest
 to book
 to respect
 to look like
 to look alike
 restaurant
 to stay
 to return (to)

ESPAÑOL

bote
 cubo de basura
 poder
 preferir
 primero
 coger
 nombre
 preocupación
 cerca (de)
 presentar
 casi
 preparado
 prestar
 precio
 problema
 próximo
 aprovechar
 programa
 paseo
 prometer
 proponer
 después
 jersey
 pijama
 cualidad
 cuando
 barrio
 algo
 alguien
 pregunta
 dejar
 contar
 radio-despertador
 liso
 rally
 excursión
 volver a llamar
 raqueta
 afeitarse
 recibir
 reciclaje
 reciclar
 reflexionar
 rechazar
 mirada
 mirar
 régimen
 región
 señalar/marcar
 religión
 destacar
 agradecer
 reemplazar
 encontrar
 cita
 información
 regresar
 comida
 repetir
 contestador
 contestar
 descansar
 reservar
 respetar
 parecerse a
 parecerse
 restaurante
 quedarse
 devolver

ALLEMAND

Topf/Glas
 Abfalleimer
 können
 vorziehen
 erste(r, -s)
 nehmen
 Vorname
 Sorge/Besorgnis
 nahe
 vorstellen
 fast/beinahe
 fertig
 borgen/verleihen
 Preis
 Problem
 nächste(r, -s)
 nutzen
 Programm
 Spaziergang
 versprechen
 vorschlagen
 dann
 Pullover
 Pyjama
 Qualität
 wenn
 Viertel
 etwas
 jemand
 Frage
 verlassen
 erzählen
 Radiowecker
 glatt
 Rallye
 Wanderung
 zurückrufen
 Tennisschläger
 sich rasieren
 empfangen
 Recycling
 recyceln
 nachdenken
 ablehnen
 Blick
 ansehen
 Schlankheitskur
 Gegend
 heraussuchen
 Religion
 bemerken
 danken
 ersetzen
 treffen
 Verabredung
 Auskunft
 nach Hause gehen
 Mahlzeit
 wiederholen
 Anrufbeantworter
 antworten
 sich ausruhen
 reservieren
 befolgen
 ähneln
 sich ähneln
 Restaurant
 bleiben
 zurückkehren

CHINOIS

罐
 垃圾筒
 能
 比较喜欢
 第一
 拿
 名字
 忧虑
 近
 介绍
 几乎
 准备好的
 借
 价格
 问题
 下一
 享受
 计划
 散步
 承诺
 建议
 然后
 毛衣
 睡衣
 质量
 ...的时候
 市区
 东西
 人
 问题
 离开
 讲述
 钟控台式收音
 僵硬
 比赛
 远足
 重打
 拍子
 刮胡子
 接待
 回收
 回收
 思考
 拒绝
 眼神
 看
 减肥
 地区
 记下
 宗教
 注意到
 感谢
 取代
 遇见
 约会
 信息
 回去
 餐
 重复
 留言机
 回答
 休息
 预订
 尊重
 像
 像
 餐厅
 留下
 回去

FRANÇAIS	ANGLAIS	ESPAGNOL	ALLEMAND	CHINOIS
retrouver	to find (again)	encontrar	wieder finden	找回
réussir à	to succeed (in)	conseguir	gelingen	成功
se réveiller	to wake up	despertarse	aufwachen	醒来
revenir	to come back	volver	zurückkommen	回来
rêver	to dream	soñar	träumen	做梦
rien	nothing	nada	nichts	没有
rire	to laugh	reír	lachen	笑
rivière f.	river	río	Fluss	小河
riz m.	rice	arroz	Reis	饭 / 米
robe f.	dress	vestido	Kleid	洋装
romantique	romantic	romántico	romantisch	浪漫
rose	pink	rosa	rosa	粉红色
rouge	red	rojo	rot	红色
rouler	to roll	circular	fahren	开车
route f.	road	carretera	Landstraße	道路
rue f.	street	calle	Straße	街道
Sable m.	sand	arena	Sand	沙
sac m.	bag	bolso	Tasche	袋子
salade f.	salad	ensalada	Salat	色拉
salle f.	room	sala	Raum	房间
salle de bains f.	bathroom	cuarto de baño	Badezimmer	浴室
salon m.	lounge	salón	Wohnzimmer	客厅
saluer	to greet	saludar	begrüßen	打招呼
sandwich m.	sandwich	bocadillo	Sandwich	三明治
sans doute	probably	sin duda	zweifellos	无疑
santé f.	health	salud	Gesundheit	健康
séance f.	show	sesión	Vorstellung	场
secrétaire m.	secretary	secretario	Sekretär	秘书
sécurité f.	security/safety	seguridad	Sicherheit	安全
séjour m.	living room	sala de estar	Wohnzimmer	客厅
séjour m.	stay	estancia	Aufenthalt	停留
selon	according to	según	gemäß	按照
semaine f.	week	semana	Woche	星期
sentir	to smell	sentir	riechen	闻到
septembre m.	September	septiembre	September	九月
sérieux	serious	serio	ernst	严肃
seul	alone	solo	allein	单独
seulement	only	solamente	nur	只
siècle m.	century	siglo	Jahrhundert	世纪
sigle m.	acronym	sigla	Kurzzeichen	缩写
silencieux	silent	silencioso	schweigsam/still	沉默
simple	simple	fácil	einfach	简单
situation f.	situation	situación	Situation	情况
sœur f.	sister	hermana	Schwester	姊姊 / 妹妹
soif f.	thirst	sed	Durst	渴
soir m.	evening	noche	Abend	晚上
soirée f.	evening	noche	Abendstunden	晚间
soleil m.	sun	sol	Sonne	太阳
sommeil m.	sleep	sueño	Schlaf	睡眠
sommet m.	peak	cima	Gipfel	山顶
sonner	to ring	llamar	schellen/läuten	按门铃
sortir	to go out	salir	herausgehen	出去
souffler	to blow	soplar	pusten/wehen	吹
souhait m.	wish	deseo	Wunsch	希望
sourire m.	smile	sonrisa	Lächeln	微笑
sous	under	bajo	unter	下面
souvent	often	a menudo	oft	常常
spectateur m.	audience (member of)	espectador	Zuschauer	观众
sport m.	sport	deporte	Sport	运动
sportif	athletic	deportivo	sportlich	运动员
stade m.	stadium	estadio	Stadion	运动场
studio m.	studio flat	apartamento	Einzimmerwohnung	套房
stupide	stupid	estúpido	dumm	愚蠢
succès m.	success	éxito	Erfolg	成功
sucre m.	sugar	azúcar	Zucker	糖
suivant	next	siguiente	nächste(r, -s)	下一
supprimer	to remove	suprimir	beseitigen	取消
surprise f.	surprise	sorpresa	Überraschung	惊喜
surtout	above all			

SYMPATHIQUE

FRANÇAIS	ANGLAIS	ESPAGNOL	ALLEMAND	CHINOIS
sympathique	nice/friendly	simpático	sympathisch	可亲
Table f.	table	mesa	Tisch	桌子
tante f.	aunt	tía	Tante	阿姨
tard	late	tarde	spät	晚
tarte f.	tart	tarta	Kuchen/Torte	派
tasse f.	cup	taza	Tasse	杯子
téléphoner à	to phone	telefonar a	anrufen	打电话
télévision f.	television	televisión	Fernseher	电视
tellement	so (much)	tan	so/dermaßen	多得
température f.	temperature	temperatura	Temperatur	温度
terre f.	earth	tierra	Erde	地球
thé m.	tea	té	Tee	茶
théâtre m.	theatre	teatro	Theater	剧场
ticket m.	ticket	entrada/ticket	Karte/Zettel	票
timide	shy	tímido	schüchtern	害羞
toast m.	toast	tostada	Toast	敬酒
toilettes f. pl.	toilet	servicio(s)/lavabo	Toiletten	厕所
tomber	to fall	caer	fallen	掉
toucher	to touch	tocar	berühren	碰
toujours	always	siempre	immer	永远
tour f.	tower	torre	Turm	塔
touriste m.	tourist	turista	Tourist/Urlauber	观光客
touristique	tourist	turístico	touristisch	观光
tourner	to turn	girar	einbiegen	转弯
tout à l'heure	in a moment	luego	gleich	等一下
tout d'abord	first	en primer lugar	zuerst einmal	首先
tout de suite	now	enseguida	sofort	马上
tout droit	straight	todo recto	geradeaus	一直
tout le monde	everybody	todo el mundo	alle	大家
tranquille	quiet	tranquilo	ruhig	安静
transports m.	work	transportes	Verkehrsmittel	交通
travail m.	work	trabajo	Arbeit	工作
travailler	to work	trabajar	arbeiten	工作
traverser	to cross	cruzar	überqueren	穿过
très	very	muy	sehr	很
trier	to sort (out)	escoger/seleccionar	Abfall trennen	分类
triste	sad	triste	traurig	难过
se tromper	to make a mistake	equivocarse	sich irren	错
trop	too much	demasiado	zu viel	太
trouver	to find	encontrar	finden	找到
se trouver	to be	encontrarse	sich befinden	在
truc m.	thing	cosa/truco	Ding/Trick	技巧
Université f.	university	universidad	Universität	大学
Vacances f.	holiday	vacaciones	Ferien	假期
vélo m.	bike	bicicleta	Fahrrad	自行车
venir	to come	venir	kommen	来
ventre m.	belly	vientre	Bauch	肚子
verre m.	glass	vaso	Glas	玻璃
verre m.	glass (material)	cristal	Glas	杯子
vert	green	verde	grün	绿色
veste f.	jacket	chaqueta	Jacke	外套
vie f.	life	vida	Leben	生活
vieux	old	viejo	alt	老
vin m.	wine	vino	Wein	葡萄酒
violent	violent	violento	gewalttätig	有暴力倾向的
violet	purple, violet	violeta	violett	紫色
vite	quickly	rápido	schnell	快
vivre	to live	vivir	leben	生活
voilà	here is...	ahí está	da ist/da sind	这样
voir	to see	ver	sehen	看
voisin m.	neighbour	vecino	Nachbar	邻居
voiture f.	car	coche	Auto	汽车
voix f.	voice	voz	Stimme	声音
vouloir	to want	querer	wollen	要
voyage m.	trip	viaje	Reise	旅行
vrai	true	verdadero	wahr	真的
vue f.	eyesight	vista	Sehen	视觉
Yeux m.	eyes	ojos	Augen	眼睛

SHRNUTÍ

Diplomová práce se zabývá jazykovým transferem. Představuje hlavní fakta o jazykovém transferu, jeho typy, a faktory, které podmiňují jeho výskyt. Podrobněji se zabývá jazykovým transferem, který může vzniknout, při učení se druhému cizímu jazyku, a to transferem z prvního cizího do druhého cizího jazyka. Dále se zabývá podobnostmi mezi angličtinou a francouzštinou. Praktická část zahrnuje srovnání slovní zásoby ve třech učebnicích francouzštiny pro začátečníky s jejich anglickými ekvivalenty. Výsledky výzkumu (poměr podobností ve slovní zásobě) jsou doplněny o jejich potencionální význam pro jazykový transfer. V závěru práce je rozebrán dopad jazykového transferu na výuku francouzštiny jako druhého cizího jazyka, po té co byla nebo je jako první cizí jazyk vyučována angličtina.