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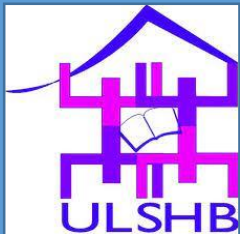
Dr.Fatoumata KEITA & Dr.Binta KOITA



**First Edition of the Symposium on English Language
Teaching and Literature Studies (SELLS) : Disciplinary
Debates and Emerging Research Perspectives
March 29th, and 30th, 2023 Université des Lettres et des
Sciences Humaines de Bamako sise à Kabala**



Thème : Disciplinary Debates and Emerging Research



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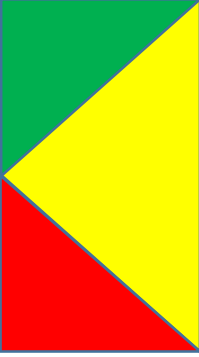
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The African Journal Kurukan Fuga is an online scientific journal of the Department of Education and Research in English (DER English) of the University of Letters and Human Sciences of Bamako. It is a quarterly Journal which appears in March, June, September and December. The African Journal Kurukan Fuga was set up from the desire of the English Department professors to enrich their university landscape, which is quite poor in scientific journals (three journals for the whole university). Indeed, more and more young teacher-researchers arrive in our universities, and higher education institutions and institutes with very limited publication opportunities. The English Department is a case in point, with more than forty young doctors and doctoral students producing scientific articles which almost always have to be published elsewhere. The African Journal Kurukan Fuga intends to boost scientific research by offering larger publication spaces with its four annual publications. The creation of this journal is therefore intended as a response to the many requests made by many teacher-researchers in Mali and elsewhere who often do not have free access to quality online documentation for teaching and research. The journal favors texts in English; however, texts in other languages are also accepted. The journal publishes only quality articles that have not been published or submitted for publication in any other journals. Each article is subjected to a double blind reading. The quality and originality of the articles are the only criteria for publication.



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*Actes de la 1ere Edition du
symposium sur l'enseignement
de la langue Anglaise et les
études littéraires à l'Université
des Lettres et Sciences
Humaines de Bamako, sise à
Kabala sur le thème : "
DISCIPLINARY DEBATES
AND EMERGING RESEARCH
PERSPECTIVES "*

Sur le thème :
**DISCIPLINARY DEBATES
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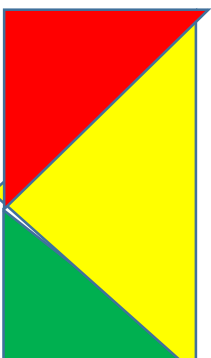
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Call for Abstract
First Edition of the Symposium on English Language
Teaching and Literature Studies (SELLS): Disciplinary
Debates and Emerging Research Perspectives

The Research Community of the English Department at Université des Lettres et des Sciences Humaines de Bamako (Arts and Humanities of Bamako) in collaboration with Ecole Normale Supérieure, Bamako, Mali, organize **the First Symposium on English Language Teaching and Literature Studies (SELLS 2023) on the theme “Disciplinary Debates and Emerging Research Perspectives” at ULSHB located in Kabala campus on March 29th and 30th, 2023.** The Symposium aims to provide a platform to research scholars, graduate students, and doctoral students working in the fields of English language teaching and literature studies to share their experiences and knowledge and discuss new and emerging trends in research and pedagogy in English language teaching and literature written in English language.

The theme of this year, titled: **“Disciplinary Debates and Emerging Research Perspectives”** is an attempt to explore new directions and dynamism of the study and teaching of English language in Mali and other francophone countries. With English taught in a multilingualistic and multicultural environment, researchers and scholars from the English departments will consider through this symposium how English is impacting the social, political, cultural, and economic lives of learners and users at a larger scale. Further, through interdisciplinary junction this symposium will be an opportunity to question and rethink pedagogical modalities of English teaching to reach creative and emerging solutions. Scholars in the field will be offered exciting opportunities to discuss, collaborate and propose emerging linguistic, literary, and communication perspectives to enhance teaching and research in English in the Malian context while paying attention to Global trends.

Areas of Research Focus

Topics to be considered are but not limited to the following:

English Language Studies

Literature in English and criticism

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Applied Linguistics and English Language Education

English Language Curriculum and Teaching Methods

Cross-cultural Communication and English Language Teaching

English Language Policy

English language assessment

English Language and Globalization

English Language, Media and Communication

English Language Learning and Acquisition

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American Literature

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Commonwealth Literature
African literature
Women's literature
English, literature and media
Contemporary Literature
Comparative Literature
Postcolonial literature and English
World Literature
Multicultural Literature
Gender, Literature and English Language

Deadlines for submission of the abstracts

Sending of the call: January 28, 2022

Deadline for Submission: February 28, 2023

Notification of acceptance March 15, 2023

Date of the symposium: Thursday, March 29th and Friday 30th, 2023

Abstract Submission

The abstract should be between 200 and 250 words and a list of not more than five keywords. The format of the abstract should be New Times Roman, font size 12. It must have a clearly defined theoretical framework or approach. The abstracts should be sent to the following addresses: binette8fr@gmail.com or fkkeita5@gmail.com or niambeldio20@gmail.com

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**INVESTIGATING LEXICAL ERRORS IN TRANSLATION AMONG ENGLISH
DEPARTMENT LICENSE 2 STUDENTS IN THE FACULTY OF ARTS AND
LANGUAGE SCIENCES OF BAMAKO**

Dr Ibrahima ABDOULAYE

FLSL_ULSHB / email: ibrabsangho@yahoo.fr

&

Dr Issa COULIBALY

FLSL_ULSHB / email: issacoul@yahoo.fr

&

Dr Youssouf SACKO

FLSL_ULSHB / email: youssouf.nabi@yahoo.com

Abstract

Fluency in a language revolves around the lexis. A good lexical knowledge is crucial for both oral and written academic expression and helps to ease communication. This study deals with the nature of lexical problems facing L2 students of the FLSL English department in their French-English translation assignments of the academic year 2019-2020. The main objective is to shed more light on the types of lexical errors by identifying how prevalent these errors are in the students French-English translations. It also examines to what extent it is possible to attribute these lexical mis-selections to the influence of their mother tongues or, French. A mixed-method approach has been used to identify the types of lexical errors made by the students and to determine their frequency and percentage. A sample size of one hundred (100) exam sheets has been randomly selected. The corpus consists of secondary data collected from the French-English translation exam sheets of the sophomores in the academic year 2019-2020. The theoretical framework of the study is the taxonomy of James' (1998) and Leech's (1981) classification. The results show four main types of errors: formal, semantic, connotative and stylistic. A total of 234 errors have been categorized in fifteen subtypes among which five have been found to be the most common: calque (18,80% with 44 instances), coinage (13,24% with 31 instances), under specification (12,39% with 29 instances), borrowing (9,409 % with 22 instances) and wrong near synonyms (8,97%. with 21 instances). The study also found that these lexical errors are largely influenced by the transfer of training from the French language. On the basis of the results of this study, it is recommended that more attention should be addressed to subjects related to lexis namely reading, composition, and lexicology.

Keywords: borrowing, calque, lexical error, near synonym, under specification.

Résumé

La maîtrise d'une langue tourne autour du lexique. Une bonne connaissance lexicale est cruciale pour l'expression académique orale et écrite et aide à faciliter la communication. Cette étude traite de la nature des problèmes lexicaux auxquels sont confrontés les étudiants de License 2 du département d'anglais de la FLSL dans leurs travaux de traduction français-anglais de l'année académique 2019-2020. L'objectif principal est de mieux comprendre les types d'erreurs lexicales en identifiant l'abondance de ces erreurs dans les traductions

français-anglais des étudiants. Aussi, l'étude examine dans quelle mesure il est possible d'attribuer ces erreurs lexicales au transfert de leurs premières langues acquises : langues maternelles, français). Une approche mixte a été utilisée pour identifier les types d'erreurs lexicales commises par les étudiants et déterminer leur fréquence ainsi que leur pourcentage. Un échantillon de cent (100) feuilles d'examen a été sélectionné de façon aléatoire. Le corpus est composé de données secondaires collectées parmi les feuilles d'examen de traduction français-anglais des étudiants de deuxième année de l'année académique 2019-2020. Le cadre théorique de l'étude est la taxonomie de classification de James (1998) et de Leech (1981). Les résultats montrent quatre principaux types d'erreurs: formelles, sémantiques, connotatives et stylistiques. Au total, 234 erreurs ont été classées en quinze sous-types, dont cinq se sont révélés être les plus courantes : le calque (18,80% avec 44 cas), le néologisme (13,24% avec 31 cas), la 'sous-spécification' (12,39% avec 29 cas), l'emprunt (9,409% avec 22 cas) et les 'faux quasi-synonymes' (8,97% avec 21 cas). L'étude a également révélé que ces erreurs lexicales sont principalement induites par le transfert de formation de la langue française précédemment apprise avant l'anglais. Sur la base des résultats de cette étude, il est recommandé que beaucoup plus d'attention soit accordée aux disciplines relatives au vocabulaire, à savoir, la lecture, la rédaction, et la lexicologie.

Mots-clés : Calque, emprunt, erreur lexicale, 'faux quasi-synonyme', 'sous-spécification'.

Introduction

The lexis means more than the vocabulary and the grammar of a language; it includes an appropriate structure and collocative formation of the utterance. Empirical investigations maintained that knowing a language consists of knowing a set of rules, and learning an L2¹ means learning a new set of rules that may even be different from that of the L1² of the learner. In this respect, L2 learners have always faced challenges in maintaining the rules of multiple languages coexisting in their mind. In Francophone countries where English is taught as a foreign language, students encounter lexical errors resulting from the influence of bilingualism. The most prominent impact is termed subordinate bilingualism, which refers to the use of the dominant language to ease the learning of the target language, resulting in an unintentional blending of structures and elements from both languages (Hoffmann, 1991).

From this perspective, the investigation centers on the lexical errors made by sophomores in the English department, one of the foreign language departments, part of the University of Arts and Humanities of Bamako. The main objective of this study is to identify and describe the lexical errors L2 students encounter in their French-English translation assignments. The specific objectives seek to:

- Identify how prevalent these errors of the L2 students French-English translation assignments.

¹ Second language

² First language

- Examine to what extent the lexical mis-selections of the L2 students is attributed to the interference of their mother tongues or French langue
- Analyze how much these errors impact on the learning process of the L2 students
- Suggest modest recommendations to assist instructors and students in identifying and addressing these lexical errors

In order to have a satisfactory understanding of this problem, we will be looking into questions such as:

- How prevalent are these errors in the L2 students French-English translation assignments?
- To what extent can the lexical mis-selections of the L2 students be attributed to the interference of their mother tongues or the French language?
- How much do these errors impact the learning process of the L2 students?
- What modest recommendations can be suggested to assist instructors and students in identifying and addressing these lexical errors?

This study is significant in that it aims to uncover the nature of lexical errors the undergraduate students encounter while learning English as a foreign language (EFL). The findings of this study will provide instructors with a realistic assessment of the primary lexical errors that students frequently commit, enabling them to develop effective strategies for improving the quality of university-level education.

There is a wealth of literature in the relevant field, with studies like those conducted by Hemchua and Norbert Schmitt (2006), Llach (2004), Nabah (2006), and Zughoul and Abdul-Fattah (2003) being particularly pertinent to the current investigation. The theoretical framework employed in this study is drawn from the classification proposed by James (1998) and Lech (1981), as utilized in Hemchua and Norbert Schmitt's work from 2006.

The insights derived from Hemchua and Norbert Schmitt's (2006) research, as well as the findings of Nabah's 2011 study, prove to be highly informative. These studies collectively delineate interlanguage lexical challenges, particularly at the collocation level, and offer valuable insights into comprehending the sources of L1-induced deviations in learner communication. In the realm of linguistics, the definition of errors varies among scholars. Powell (2009) characterizes errors as "unwanted deviations from the norm and an imperfect

product of perfect input. In contrast, Rabadi and Odeh (2010) view errors as "inadmissible written or oral utterances that breach the grammatical and semantic code of a language. Hence, Hemchua and Schmitt (2006) take a specific stance, defining lexical errors as "irrelevant lexical choices that can disrupt message comprehensibility or create interpretational difficulties." Touchie (1986), on the other hand, characterizes lexical errors as "involving inappropriate direct translation from the learner's native language or the use of incorrect lexical items in the second language."

Considering these divergent definitions, we align with the concept that errors represent departures from the established rules of a language, stemming from the learner's lack of mastery over the correct language rules. Our understanding of lexical errors aligns with the aforementioned definitions, focusing on irrelevant lexical selections that do not conform to academic, formal, and collocative standards. However, our primary emphasis is on the contextual use of the learner's active vocabulary in communication. The theoretical foundation of this study relies on the taxonomy established by James (1998) and Leech (1981) as employed in Hemchua and Norbert Schmitt's work from 2006. James (1998) categorized lexical errors into two groups: formal and semantic features. This classification is rooted in the traditional word knowledge framework proposed by Richards (1976).

Our choice of this classification is not only grounded in its applicability to our research but also, more importantly, in its comprehensiveness and specificity. This framework effectively encompasses all the interlingual and intralingual lexical errors encountered by our participants

1. Methodology

1.1.Design

Based on the nature of this study, we have used a mixed-method approach to identify the types of lexical errors made by the students and to describe the frequency of errors alongside the percentage from the collected data.

While the data we have gathered is qualitative in nature, the quantitative approach holds significant importance as it enables us to display numerical and statistical calculations of lexical errors in tables.

1.2.Population

The target population of this study comprises L2 students in the FLSL English department at ULSHB during the 2019-2020 academic year, totaling numerous students divided into 21 groups. These sophomores typically have a minimum of eight years of English learning experience. The study focuses on a sample of 100 exam papers from that academic year, randomly selected from various groups, including 50 male and 50 female students, and made available by the English department.

1.3.Tools

To investigate the nature of lexical errors made by students, a test involving secondary data was employed, using French-English translation exam papers from the 2019-2020 sophomore class in the FLSL English department. This choice was justified by the accessibility of these papers at the department of English. The authors of this study also expected that students would strive to produce high-quality work being aware of the evaluative nature for the progression to the next class.

1.4.Data Analysis Method.

We drew a corpus consisting of all the erroneous sentences. We also proceeded to drawing up a table presenting each category of errors, the percentage belonging to it, and the number of papers containing the errors. The presentation of the categories of errors on the table reflects the quantitative value of the investigation. It is then followed by a qualitative accounting for the data.

2. Results and Discussion

The results of this investigation are organized into themes and are presented in relations to research objectives.

2.1.Error Prevalence in L2 Students' Translation Assignments

The corpus displays a total of 234 errors categorized in four (4) main types and fifteen (15) subtypes:

1. formal errors,
2. semantic errors,
3. collocation errors and
4. stylistic errors.

2.1.1. Formal errors:

3. 1. 1. 1. Calque:

Source Text	Students' Translation
« il y a trois jours qu'il est malade.	There are three days he's sick.
«La Française Jeanne Calment morte à l'âge de 122 ans...	The french Jeanne Calment died at age one hundred twenty years...
« C'est la conclusion qu'on semble pouvoir tirer des travaux récents très sérieux.	It is the conclusion that ... The recent works and very serious.

Table 1: Instances of Calque in License 2 students French-English Translation.

3. 1. 1. 2. Borrowings:

Source Text	Students' Translation
... « on restreint le publique analphabète aux..._	<i>We restricted the public analphabetise from...</i>
... « en général..._	<i>In general...</i>
... « si vous voulez battre le record mondial de la française Jeanne Calment...	<i>If you want to...the mondial record of French Jeanne Calment...</i>

Table 2: Instances of Borrowings in License 2 students French-English Translation.

3. 1. 1. 3. Coinage:

Source Text	Students' Translation
. « ...en France, on distingue analphabète et illettré. _...	... In France we distintced analphabetise and illeter .
... « un terme qui désigne... _	<i>The term designante...</i>
« Le public illettré..._	<i>The public alatrte...</i>

Table 3: Instances of Neologisme in License 2 students French-English Translation.

3. 1. 1. 4. False friends:

Source Text	Students' Translation
« terme qui désigne une personne qui...	<i>A term which design a person who...</i>
... « la minorité blanche détient à présent plus de la moitié de la richesse nationale.»	<i>Presently the white minority yet, more than half of the public wealth belongs to the white minority.»</i>

Table 4: Instances of False friends in License 2 students French-English Translation

3. 1. 1. 5. Mis-selection

Source Text	Students' Translation
«Les enfants écoutaient avec beaucoup de joie et plaisir »	<i>The children listened them in pleasure and enjoying.</i>
« Les gens qui possèdent les connaissances et compétences de base...»	<i>The people who...knows and competences</i>
... « Il y eut 14% de décès pour les singes a régime pauvre	<i>He had found fourteen percent (14%) of died for the monkeys...</i>
... « 30%... »	<i>Thirtly percent...</i>
« En France, on fait une distinction entre le public anaphabète... et	<i>In Frence, we make a distinction between...</i>
« La bonne recette pour devenir centenaire. »	<i>...For became a centenary.</i>

Table 5: Instances of Mis-selection in License 2 students French-English Translation

3. 1. 1. 6. Omission:

Source Text	Students' Translation
« Parfois il se rendait dans les dancings ou il lui arrivait des aventures qui, d'ailleurs, lui eussent paru sans intérêts.»	<i>Went into the dancings where it happened to him were annared to him without</i>

	importance.
... « quand je serai riche, je vous offrirai une villa...»	Whe <i>I will be rich, I will offer you a house...</i>
« Il vit jusqu'a 122 ans.»	<i>He lives since</i> undred <i>fifty years...</i>

Table 6: Instances of Omission in License 2 students French-English Translation

3. 2. Semantic errors

3. 2. 1. Wrong near synonyms

Source Text	Students' Translation
« on m'a volé la cravate	<i>They</i> thief <i>me the tie.</i>
... « ils s'avancèrent l'un vers l'autre... _	<i>They were</i> gained ground <i>the one to the other...</i>

Table 7: Instances of Wrong near synonyms in License 2 students French-English Translation

3. 2. 2. Semantic word selection

Source Text	Students' Translation
« ils se serrent la main pendant longtemps. _ they shook hands for a long time. »	<i>They</i> lock <i>long time the hand.</i>
« On fait une distinction entre... _ a distinction is made between... »	<i>We</i> do <i>distinction between...</i>
« c'est la conclusion qu'on semble pouvoir tirer... _	<i>The</i> conclusion <i>that we could have tired...</i>

Table 8: Instances of Semantic word selection in License 2 students French-English Translation

3. 2. 3. Preposition partner

Source Text	Students' Translation
« terme désionant un personne capable	<i>Term</i> which desion <i>a person who</i>

de lire et écrire.	<i>have been capable to read and write...</i>
... « ils s'avancèrent l'un vers l'autre avec assurance... «Sur deux groupes de singes ... »_	<i>They went one another with unsurance... On two groupes of monkey at...</i>

Table 9: Instances of Preposition partner in License 2 students French-English Translation

3. 2. 4. Arbitrary combination

Source Text	Students' Translation
Une personne qui a été capable de lire et d'écrire mais qui ne l'est plus du fait d'un parcours psycho-social..._	<i>Someone who couldn't read and write but don't have in fact some....of social-psycho...</i>

Table 10: Instances of Arbitrary combination in License 2 students French-English Translation

3. 3. Connotation errors

Source Text	Students' Translation
... « il disait à chaque instant à sa maitresse... _	<i>He said at each time to her teacher...</i>

Table 11: Instances of Connotation errors in License 2 students French-English Translation

3. 4. Stylistic errors

3. 4. 1. Underspecification

Source Text	Students' Translation
«la porte à deux battants du salon d'attente était ouverte sur la salle à manger »_	The two balls sef fire door of the wait saloon strut oppening on the hall to eat.

<p><i>on a commencé à étudier le régime de restriction de calories les années trente sur les rats dont il a remarquablement prolongé la vie_</i></p>	<p>We have becoming to study the calory regim of the restriction ofyears thirty on the rat on which he had remarquably make is life.</p>
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Table 12: Instances of Underspecification in License 2 students French-English Translation

3. 4. 2. Verbiosity

Source Text	Students' Translation
<p><i>« Dès que tu le verras en action, l'adage qui dit « tel père, tel fils » te viendra à l'esprit ».</i></p>	<p>If you will see him in action, you are going to say "such father, such son" come in your mind.</p>

Table 13: Instances of Verbiosity in License 2 students French-English Translation

3.5. Numerical and statistical calculation of the data

The table below represents the types and subtypes of errors, total number of errors, percentage per subtype and total number of erroneous papers per subtype.

Types of errors	Subtypes	Total number of errors per subtype	Percentage of errors per subtype	Erroneous Exam Paper per subtype (100/100)
Formal errors	Formal-mis-selection	11	4,70%	10/100
	False friends	5	2.13%	5/100
	Borrowing	22	9.40 %	19/100
	Neologisme	31	13.24 %	25/100
	Calque	44	18.80 %	34/100
	Omission	15	6.41 %	15/100
	Overinclusion	3	1.28 %	3/100
	Distortion/Mis-selection	9	3.84%	9/100

Semantic errors	Near synonyms	21	8.97 %	18/100
	Semantic-word selection	11	4.70 %	10/100
	Arbitrary combinations	5	2.13 %	5/100
	Preposition partners	16	6.83%	14/100
Connotative meaning		6	2.56%	6/100
Stylistic errors	Underspecification	29	12.39 %	23/100
	Verbosity	6	2.56%	6/100
4	15	234	100%	100/100

Table 14: Numerical and Statistical Calculation of the Data in License 2 students French-English Translation.

3.6. Interpretation of the Numerical Data

The corpus displays four (4) main types of errors: formal, semantic, connotative and stylistic. A total of 234 errors have been categorized in fifteen (15) subtypes among which five have been revealed to be the most common among the students of the FLSL English Department: calque, coinage, borrowing, under-specification and wrong near synonyms.

The calques in the corpus account for 18.80% of the total errors with 44/234 instances. They are categorized as formal errors. This type is an instance of interlingual error from transfer of training. The learners attempt to apply the French rules to the English language with no bounds. This subtype of error has been found in eighteen (18) exam papers.

After Calque, coinage accounts for 13.24% with 31/234 errors. It is categorized as formal error. The learners, in their creativity and owing to their state of restriction in vocabulary, tend to invent a word in the target language out of those which already exist in the source language. This kind of error is recurrent on fifteen (15) exam papers.

Under-specification accounts for 12.39% of the total errors and is the third most frequent error type in the corpus with 29 instances. It is categorized as stylistic type of errors. This subtype has been found in thirteen (13) exam papers. As stated in Hemchua and Schmitt (2006), under-specification occurs when learners do not convey sufficient meaning in communication. The lexis or the set of words they are likely to use do not make their meaning

understandable maybe because they are too brief or because their words are too poor to carry the intended meaning.

Borrowings represent 9,409 % of the total errors with 22 instances. They are categorized as formal errors. The borrowings have been found in twelve (12) exam papers. This type of error is indeed based on the transfer of training; the words are inexistent in English but are directly taken from the French language into the target language. Learners here may sometimes be confused by the existence of a word in the target language similar to that which is borrowed from French. They also use this strategy simply because they absolutely ignore the equivalent words in the target language.

The wrong near synonym types of error have been found in eleven (11) exam papers and accounts for 8.97% of the total errors with 21/234. They are categorized as semantic errors. The near synonyms are words which meanings are very close to each other but are contextually used separately. Sometimes, they may both be translated by the same word in French but are not interchangeable in English.

Indeed, this exercise of identifying and classifying the lexical errors according to the taxonomy has been a bit tricky because some errors in the corpus are rather difficult to be classified, for example, a student said:

“ it is the conclusion we could have tired....” , “ c’ est la conclusion qu’on semble pouvoir tirer des....”.

Here, the lexical error being to ‘*tire a conclusion*’ can either be classified as a semantic word selection error or as a false friend. The French verb ‘*tirer*’ is mistaken for the English word ‘*tire*’, which is a chance resemblance and therefore a false friendship. One should say “to draw a conclusion” instead of to ‘*tire a conclusion*’. It was classified it as semantic word selection error which is a subtype of collocation errors.

3.7.Recommendations for Error Identification and Resolution

For Widowson (1978), ungrammatical sentences with appropriate lexis are more understandable among native speakers than inappropriate lexis with grammatical sentences. This suggests that vocabulary is more important in communication than grammar. In this respect, our suggestions are the following:

- i. Vocabulary teaching is a major issue in helping L2 learners to better their learning process focusing on the connotative, denotative and idiomatic expressions with suitable prepositions.

- ii. enough room in the schedule should be devoted to the subjects related to the lexis namely reading, composition and translation, lexicology, morphosyntax should be included as they are mainly concerned with the study about words.
- iii. the learners should have more exposure to reading matters and various conversational exchanges with native speakers.

Conclusion

To conclude, we can say that License 2 English learners did not convey sufficient meaning in their translation assignment. The vocabulary or the set of words they use do not make their meaning understandable because their words are too poor to carry the intended meaning of the source text. In short, there is failure in conveying the meaning that is required. All in all, language learning is a process of error making and this investigation obviously proves it.

French is the language of the students which interferes more: English and French languages share a lot of grammatical and lexical similarities caused by reasons dating back to history. It would be maintained that language interference constitutes the central source among the FLSL English department L2 students. Lado (1947, P.1-2) advocated that ‘ ‘ those elements that are similar to the (learner’s) native language will be simple for him and those that are different will be difficult’ ’.

All in all, we strongly recommend that instructors should give enough assignments to learners covering a wide range of vocabulary manipulation and they should care about checking their accuracy because learners are more likely to resort to the bilingual dictionaries which often get them astray.

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