

Blended Phonosemantic Approach (BPA) A Method to Address Faux-Amis in Second Language Acquisition

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ABSTRACT

This study looks at how "false friends" (faux-amis), which are words that seem same in French and English but have different meanings, affect second language (L2) learners. Such phrases frequently generate problems, resulting in misinterpretations, vocabulary mistakes, and mispronunciations. Fifty-six French Higher Secondary students in Tamil Nadu's State Board who choose French as their optional second language (L2) provided the data. Thirty faux-amis were found via cross-linguistic research of the required textbook C'est Chic. The study investigated the effects of faux-amis on vocabulary acquisition, pronunciation, and semantic comprehension using a mixed-method paradigm. A manual pre-test revealed the main learner challenges: inappropriate word usage, phonological errors, and negative transfer from the mother tongue. A Blended Phonosemantic Approach (BPA) was used to address these. This method combines aspects of the Audio-Lingual Method, Contrastive Analysis, and Communicative Approach. BPA emphasizes the phonological and semantic aspects of faux-amis by integrating organized pronunciation drills, contextual interaction, and cross-linguistic awareness. Results from the post-test showed that learners had significantly improved their ability to use vocabulary, pronounce words correctly, and comprehend semantics. The study comes to the conclusion that L2 learners may overcome faux-amis with explicit training using BPA, which improves their lexical competence and communicative confidence.

Keywords: Challenges, English, Faux-Amis, French, Misunderstanding, Mispronouncing, Blended Phonosemantic Approach, Intervention, Cross-linguistic Influence

INTRODUCTION

Learning can be aided or hindered by the fact that language learners frequently use their first language (L1) when learning a second language (L2) (Gass, 1987; LeBlanc et al., 1989). Words that have a similar form and meaning in several languages are called cognates, and they are typically good for reading comprehension and vocabulary growth. Faux-amis, on the other hand, provide difficulties. These are terms that have similar appearances in two languages but have different meanings. For example, the French word major means "hand," but the English word main means "principal" or "important."

Due to centuries of historical, cultural, and geographic interaction, French and English share a large number of vocabulary items despite being members of distinct branches of the Indo-European language family (Frunza et al., 2007). LeBlanc and Séguin (1996) note that many of these borrowed phrases have experienced orthographic and semantic changes, which cause learners to get confused.

At the Higher Secondary level, French is available as an elective in the Tamil Nadu state curriculum. Although this gives students the chance to further their education, improve their culture, and grow in their careers, students usually struggle with phony friends. These difficulties are most noticeable in meaning and pronunciation, which impacts understanding. According to Moss (1992), consistent instruction in the identification and use of cognates is crucial for enhancing reading comprehension and general skills. This approach can also lessen the challenges presented by false friends.

A key component of learning a second language is cross-linguistic impact (Cenoz, 2001; Ringborn, 1987; Bialystok et al., 2005). Learning becomes more difficult when L1 interference shows up as semantic misunderstanding, mispronunciation, and accent transfer (Yeung et al., 2014; Wang, Yang & Cheng, 2009; Zhang, Koda & Sun, 2014). According to Bertrán (2006), misleading friends are a psycholinguistic learning issue that necessitates a clear instructional focus from a pedagogical perspective. Furthermore, Brunner and Ankerstein (2013) point out that students learning a third language (L3) are also impacted by this problem, making it not just a problem for L2 learners.

Given this, it is imperative to investigate instructional interventions that might lessen mispronunciation and misunderstanding, as well as the effects of false friends on Tamil Nadu students. This study focuses on identifying these difficulties and evaluating teaching methods that can improve learners' pronunciation and comprehension of faux amis.

DEFINITIONS

The below-mentioned definitions are the same in all languages but the examples given are between French and English concerning our work. (Inkpen, et al., 2005)

- **Cognates:**

The words that exist in multiple languages but have similar meanings are known as Cognates. Cognates are also known as Vrais Amis which means True Friends.

E.g.: Table-Table. In both French and English, the word *Table* has the same meaning and spelling. So, they are called Cognates.

- **Faux-Amis:**

The words in two different languages seem to be similar according to the spelling or pronunciation but have different meanings and are called Faux-Amis. False Friends is the other name for Faux-Amis.

E.g.: Pain-Pain. *Pain* in French means bread. At the same time, *Pain* in English means physical discomfort. They both look similar but carry different meanings which makes them Faux-Amis or False friends.

- **Partial Faux-Amis:**

The words seem to be similar in two different languages but carry a different meaning. Unlike Faux-Amis, Partial Faux-Amis have partial overlapping or similar meanings but they are not identical.

E.g.: Demander-Demand. These two words share similar roots and basic meanings concerning asking something. *Demand* usually has a stronger sense of urgency when compared with *Demander*. So, it is called Partial Faux-Amis.

- **Genetic Cognates:**

The term "genetic cognates" describes terms from many languages that have a common linguistic ancestor. These cognates frequently originate from a protolanguage or a shared ancestor language that both languages share. The shared genetic heritage of the languages is referred to as "genetic" in this context.

For instance, because Latin is the common parent of the Romance languages (French, Spanish, Italian, etc.), many of the terms in these languages are genetic cognates. In a similar vein, many terms that are genetic cognates in the Germanic languages (German, English, Dutch, etc.) are descended from Proto-Germanic.

E.g.: *Forest- Forêt*. These both mean large areas covered majorly with trees. They both derive from Latin and so are called Genetic Cognates.

- **Unrelated pair:**

The words that have no similar origins and do not share similar linguistic connections are called unrelated pairs.

E.g.: *Brave-Brave*. Both words mean fearless. In English *Brave* comes from old Spanish where as in French *Brave* comes from Latin. So, they are called Unrelated pairs.

LITERATURE REVIEW

Faux-Amis

A significant amount of manual labor went into cognate identification for both French and English. LeBlanc and Seguin (LeBlanc and Seguin, 1996) gathered 23,160 cognate pairings between French and English from two

general-purpose dictionaries: Larousse-Saturne (Dubois, 1981) and Robert Collins (Robert-Collins, 1987). Mistakes apart, 6,447 of the cognates had the same spelling. Based on the combined entries from the two dictionaries, cognates seem to comprise more than thirty percent of the lexicon. Language proficiency has been linked to a cross-linguistic effect in second language (L2) acquisition (Ringbom, 1987; Poulisse, 1990; Möhle, 1989; Cenoz, 2001); less skilled learners tend to transmit more components from their first language than those who are more proficient. These phenomena can happen to Spanish learners of English. However, it should be noted that since English frequently uses Latin-derived technical terms, the existence of false friends in specialist jargon is equally common. Furthermore, because false friends are sometimes hard to spot, it's important to recognize their presence among expert language users like translators, language instructors, journalists, etc. According to earlier psycholinguistic research (Swinney 1979), all homonym meanings within a language are originally retrieved from memory. Remarkably, this has also been observed in the two languages of a bilingual: words that share the same form in both languages can also trigger memories of one another (Dijkstra et al. 2000). This would activate words that aren't acceptable semantically for fake buddies. It has been proven by Arnold (1992) that, in reading activities, not knowing the meaning of certain false friends might be even more damaging than not knowing the meaning of unknown terms. This is because, in the former scenario, pupils typically attempt to infer the meanings of those familiar words without verifying them. It should be remembered that absent explicit information presenting negative proof, there is little chance that a language learner misinterpreting false friends will come to grasp that error (PM Lightbown, N Spada, 2021).

Cross-Linguistic Influence – Orthographic Similarities.

Given this English-dominant child's delayed determiner development in French, it appears that English has a higher occurrence in French. The fact that there are examples of cross-linguistic transfer from English to French throughout the observation period, but mostly following phases in which English predominates in terms of productive skills, supports this finding (Hervé, et al., 2018). According to Steele (2005), L2 learners' understanding of the segmental structure of words can be influenced by their access to written forms when learning new words. The majority of L2 research has been devoted to examining the possibility that factors that are frequently characterized as reading predictors in one language could influence reading accomplishment in a different language. The issue of whether the processes involved in L2 literacy development are language-general or language-specific has served as the driving force behind this strategy, known as cross-language transfer (Durgunoğlu, 2002; Lesaux et al., 2006; Geva, 2000). The impact of orthographs on L2 speech perception, the studies discussed in this section yield contradictory findings. According to Escudero and Wanrooij (2010), when written forms were provided as answer alternatives in a task, native Spanish speakers' perception of Dutch vowels was affected by spelling. Nonetheless, native English speakers who had access to the orthographic input during an exposure phase did not show more accurate perception compared to those who did not, in the case of perceptually challenging French vowels, where the written forms systematically signal the novel vowel contrasts (Simon et al., 2010). According to Feketa (2016), this work achieved its objectives since it addressed the two research questions—that is, the difficulty of making fake friends, even for highly proficient language learners, and the relationship between cross-linguistic impacts and language competency.

RESEARCH OBJECTIVE

The principal aim of this study is to investigate and evaluate the challenges encountered by Higher Secondary French language learners in identifying, pronouncing, and understanding faux-amis, which are words that have orthographic similarities to English but differ in meaning and/or phonological characteristics. The learners' first language (L1) or English as a previous language of instruction can cause cross-linguistic interference, which can result in mispronunciations, semantic misunderstandings, and a decrease in communicative competence.

With an emphasis on their orthographic similarity and Phonosemantic differences, the study aims to methodically gather and analyze a corpus of thirty faux-amis pairs from Higher Secondary French textbooks in order to resolve these issues. The precise pronunciation and comprehension issues of fifty-six pupils studying French at this level will subsequently be determined by gathering data from them.

The study's primary goal is to present and assess the efficacy of the Blended Phonosemantic Approach (BPA), a pedagogical framework that incorporates essential components of the Communicative Approach (for contextualized and meaningful language use), the Contrastive Approach (for increasing awareness of cross-linguistic similarities and differences), and the Audio-Lingual Method (for structured pronunciation drills). The study aims to ascertain if learners may enhance their phonological correctness and semantic comprehension of faux-amis by employing this hybrid technique.

The ultimate goal of this research is to not only pinpoint the main issues that learners have with faux-amis, but also to suggest an effective, empirically supported teaching strategy that might be used to more extensive second language learning situations.

C'EST CHIC! – FRENCH TEXTBOOK FOR STATE BOARD OF TAMIL NADU HIGHER SECONDARY STUDENTS:

The textbook *C'est Chic - Méthode de Français* is used to teach French to State Board Higher Secondary students who have chosen the language as their optional second language (L2). The content of the book was created by the Educational Research and Training State Council. It was printed and published by the Tamil Nadu Textbook and Educational Services Corporation. Sites such as <https://nammakalvi.com/11th-standard/11th-books/> and <https://nammakalvi.com/12th-standard/12th-books/> and the textbook is also available online at www.textbookonline.tn.nic.in. Grammar subjects, vocabulary knowledge, reading comprehension, conversations, exercises, and activities, as well as cultural insights, may all be found in this book.

METHODOLOGY

A mixed-methods research methodology is used in this study to investigate the challenges faced by second language (L2) learners when navigating French and English faux-amis. Using a Blended Phonosemantic Approach, the study combines phonological and semantic aspects, guaranteeing that learners' difficulties with pronunciation and meaning are methodically examined.

C'est Chic, a higher secondary French textbook, served as the main source for the Faux-Amis corpus. Examples from internet sources like WordReference were also included. In order to select words that seem deceptively familiar but have different meanings in French and English, orthographic similarities impacted by cross-linguistic interference were taken into consideration. The thirty often misunderstood Faux-Amis were extracted using a selective sampling technique and arranged alphabetically with sample phrases. Examples in English were obtained from the internet for accuracy and balance, while examples in French were taken straight from *C'est Chic*.

Participants in this study were 56 Higher Secondary students who studies French as a second language, both male and female. Using a pre-test/post-test approach, the study:

1. Pre-test: In both French and English, students were asked to read aloud the chosen Faux-Amis words and sentences. Semantic interpretation and pronunciation were noted. To record early challenges, pronunciation and meaning errors were methodically recorded.
2. Intervention Phase (Blended Phonosemantic Approach): Using organized drills (phonological focus), students learned how to pronounce Faux-Amis correctly. They also participated in semantic comparison exercises to draw attention to meaning disparities. This dual emphasis made sure that teaching conceptual clarity and phonetic correctness went hand in hand.
3. Post-Test: The same thirty Faux-Amis pairings were used to appraise pupils following the educational session. To assess learning outcomes, their gains in pronunciation and semantic interpretation were quantified and contrasted with the outcomes of the pre-test.

Together with the test results, students engaged in a reflective conversation in which they discussed the problems they faced when learning Faux-Amis and how the integrated Phonosemantic training assisted in overcoming those obstacles. In addition to detecting mispronunciation and semantic misunderstanding brought on by faux-amis, this methodological approach assesses how well the Blended Phonosemantic Approach improves the accuracy and comprehension of L2 learners.

FINDINGS

Thirty often misunderstood Faux-Amis between French and English were chosen from the textbook *C'est Chic! – Méthode de Français* (11th Standard) and examined in this study. They were confirmed using internet language resources, especially WordReference. These terms were selected because they exhibit considerable orthographic resemblance yet differ greatly in meaning, making them difficult for second language (L2) learners to understand and pronounce.

To provide clarity, the Faux-Amis are listed alphabetically, with each entry including:

1. The English definition of the French phrase "faux-amis."
2. An example phrase from *C'est Chic!* that demonstrates the use of French vocabulary.
3. The French meaning of the English phrase "faux-amis."
4. An example phrase with context taken from WordReference (for English terms).

<u>Faux-Amis words with their meaning in English.</u> <u>(French-English)</u>	<u>Faux-Amis words with their meaning in French.</u> <u>(English-French)</u>
1. Attendant: En attendant le retour de mon mari, je préparerai le dîner. While I wait for my husband to return, I'll prepare dinner.	Attendant: The queen's attendant helped her get dressed. Le serviteur de la reine l'aide à s'habiller.
Bruit : Quel bruit ! What a noise !	Fruit: A bowl of fruit salad is always refreshing on a hot summer's day. Un bol de salade de fruit est toujours rafraîchissant par une chaude journée d'été.
Chat : Mon chat est gentil. My cat is kind.	Chat: People chatted before the meeting began. Les gens ont bavardé avant le début de la réunion.
Chien : Elle sort le chien . She takes the dog out.	Chain: Ida wore a simple silver chain around her neck. Ida porte une simple chaîne en argent autour du cou.
Coin : Il fait quelques courses au petit magasin du coin . He does some shopping in the corner shop.	Coin: The vending machine only accepts coins . La machine distributrice n'accepte que la monnaie .
Comme : Je ne peux pas manger comme toi ! I can't eat like you!	Come: The bus service doesn't come all the way here. La ligne de bus ne vient pas jusqu'ici.
Comment: Comment allez-vous? How are you?	Comment: A lot of readers had left comments below the blog post. De nombreux lecteurs ont laissé des commentaires sous l'article de blog.
Commode : Quel mode de transport est le plus commode pour vous ? Which mode of transport is most convenient for you?	Commode: The porcelain of the commode is cracked. La porcelaine de la chaise percée est ébréchée.
Court : Nous prenons le chemin court . We take the short route.	Court: Wilson is due to appear in court this morning, charged with armed robbery. Wilson doit comparaître ce matin devant le tribunal pour vol à main armée.
Demander : Tu demandes les informations au bureau. You ask the office for information.	Demand: He demands loyalty from his workers. Il exige la loyauté de ses employés.
Dent : Il se brosse les dents . He brushes his teeth .	Dent: There was a dent in the car door. La portière de la voiture avait une bosse .
Fleur : La fleur est fraîche. The flower is fresh.	Flour: Erin tossed the pastries in flour to keep them from sticking. Erin a saupoudré les pâtisseries de farine pour éviter qu'elles ne collent.
Homme : Qu'est-ce que le jeune homme adore ? What does the young man adore?	Home: They've just bought their first home . Ils viennent d'acheter leur première maison .
Invités : C'est vous qui accompagnez les invités . You're the one who accompanies the guests .	Invites: It's going to be a big party. I sent invites to everyone I know. Ce sera une grande fête. J'ai envoyé des invitations à tous ceux que je connais.
Lecture : Vous aimez la lecture . You love reading .	Lecture: The professor gave a lecture on the history of China. Le professeur a donné un cours sur l'histoire de la Chine.
Magasin : Il y a un petit magasin de légumes et de fruits près de chez moi. There's a small fruit and vegetable shop near my house.	Magazine: This magazine is published weekly. Ce magazine est publié chaque semaine.

Main : En France, pour saluer, on se serre la main , on s'embrasse ou on fait signe de la main. In France, people shake hands , kiss or wave.	Main: The main reason we are here today is to discuss Tuesday's problem. La raison principale pour laquelle nous sommes ici aujourd'hui est de discuter du problème de mardi.
Marche : Il marche jusqu'à la plage Elliotts. He walks to Elliott's Beach.	March: St Patrick's Day is in March . La fête de la Saint-Patrick a lieu en mars .
Médecin: Il est médecin . He is a doctor .	Medicine: Modern medicine has made many advances. La médecine moderne a fait de nombreux progrès.
Mince: Il est mince . He is thin .	Mince: Karen minced some meat for sausages. Karen a haché de la viande pour faire des saucisses.
Minuit: Il est minuit . It is midnight .	Minute: The alarm will ring in one minute . L'alarme retentit dans une minute .
Pain : Hélène prend du pain . Hélène takes some bread .	Pain: He had a pain in his leg after the game. Il a ressenti une douleur à la jambe après le match.
Pendant : Je pars en Inde pendant les vacances. I'm going to India during the holidays.	Pendant: Pam is wearing a lovely silver pendant . Pam porte un joli pendentif en argent.
Plume : Son nom de plume est Kalki. His pen name is Kalki.	Plum: Plums are in season in the summer. Les prunes sont de saison en été.
Présenter : Permettez-moi de me présenter , je suis Sunil. Allow me to introduce myself, I'm Sunil.	Present: The birthday present was just what she wanted. Le cadeau d'anniversaire était exactement ce qu'elle voulait.
Raison: Kumar a raison . Kumar is right .	Raisin: Brian always eats raisins with his lunch. Brian mange toujours des raisins secs avec son déjeuner.
Raté : Papa a raté le train. Dad misses the train.	Rate: What is your rate for this service? Quel est votre tarif pour ce service ?
Roman : Elle a aimé les romans de Balzac. She loved the novels of Balzac.	Roman: The Roman subway system is fast & convenient. Le métro romain est rapide et pratique.
Sort : Elle sort le chien. She takes out the dog.	Sort: Have you finished sorting these cards alphabetically? Avez-vous fini de trier ces cartes par ordre alphabétique ?
Travailler : Nous ne commençons pas à travailler avant 9h. We don't start work until before 9 am.	Traveller: The weary travellers stopped in a small town for dinner. Les voyageurs fatigués s'arrêtent dans une petite ville pour dîner.

Observations from the findings

Observation from the Findings:

1. Since the definitions of certain Faux-Amis (such as pain, main, and coin) vary in straightforward, often-used situations, they serve as examples of common vocabulary misunderstanding.
2. Others (such as lecture, commode, and court) draw attention to formal or academic word traps, which increase the likelihood that students would misinterpret the meaning.
3. Functional mismatches may be seen in words like attendant and invités, where the forms seem similar but the meanings are somewhat different, potentially causing understanding difficulties.
4. The collection shows Phonosemantic interference, in which pronunciation and meaning interact to confuse learners, as well as semantic alterations (e.g., roman → novel vs. Roman).

These findings served as the basis for the pre-test/post-test intervention, which involved 56 students and assessed how well the Blended Phonosemantic Approach (BPA) reduced learner challenges.

DISCUSSION

For the study, the Faux-Amis terms were taken from *C'est Chic*, the required textbook for Tamil Nadu State Board of Education higher secondary students learning French as a second language (L2). The research included thirty Faux-Amis terms. To evaluate students' accuracy in pronunciation and understanding, a Likert scale was used for both the pre-test and post-test assessments.

CRITERION	NOT AT ALL ACCURATE (1)	SLIGHTLY ACCURATE (2)	MODERATELY ACCURATE (3)	VERY ACCURATE (4)	HIGHLY ACCURATE (5)
VOWEL ACCURACY	Vowels are often incorrect	Many vowels are incorrect	Some vowels are incorrect	Most vowels are correct	All vowels are correct
CONSONANT ACCURACY	Consonants are often incorrect	Many consonants are incorrect	Some consonants are incorrect	Most consonants are correct	All consonants are correct
INTONATION	Intonation patterns are often incorrect	Many intonation patterns are incorrect	Some intonation patterns are incorrect	Most intonation patterns are correct	All intonation patterns are correct
STRESS PATTERNS	Stress patterns are often incorrect	Many stress patterns are incorrect	Some stress patterns are incorrect	Most stress patterns are correct	All stress patterns are correct
OVERALL CLARITY	Speech is difficult to understand	Speech is often unclear	Speech is sometimes unclear	Speech is mostly clear	Speech is very clear

Very Poor (1) – Mispronunciation in most sounds, stress completely misplaced, word is almost unintelligible.

Poor (2) – Several major errors in pronunciation, missing sounds, weak articulation, and difficult to understand without context.

Fair (3) – Some errors in pronunciation (like vowel/consonant shifts, partial stress issues), but the word is recognizable with effort.

Good (4) – Minor pronunciation errors, slight accent influence, but the word is clear and understandable without much effort.

Excellent / Native-like (5) – Accurate pronunciation of all sounds, stress, and rhythm. Very clear and natural.

Measurement of Pronunciation Accuracy: A 5-point Likert scale was used to assess learners' pronunciation performance. Both suprasegmental (intonation, stress patterns, and overall clarity) and segmental (vowel and consonant correctness) qualities were intended to be evaluated by the scale. A scale ranging from 1 (not at all accurate/very poor) to 5 (very accurate/excellent) was used to score each criterion.

This rubric ensured that correctness and comprehensibility were tested systematically by combining quantitative scoring with qualitative assessment.

According to the mixed study's findings, faux-amis provide serious difficulties for second language learners, especially when it comes to misunderstanding, perplexity, and improper word use. The pre-test's class average of 27.37% demonstrated how little the students could tell the difference between French and English faux-amis. On the other hand, as Figure 1 illustrates, the post-test average increased significantly to 93.21%, highlighting the intervention's effect.

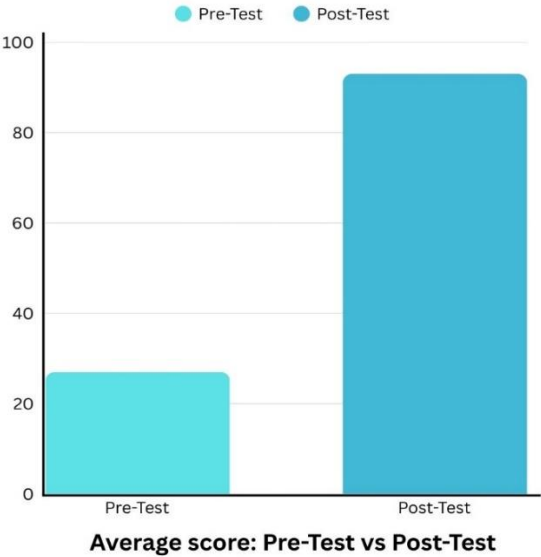
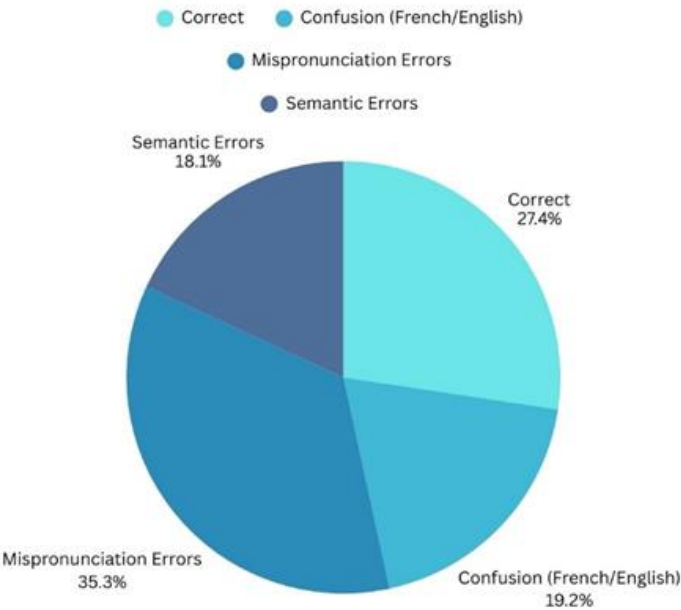


Fig. 1

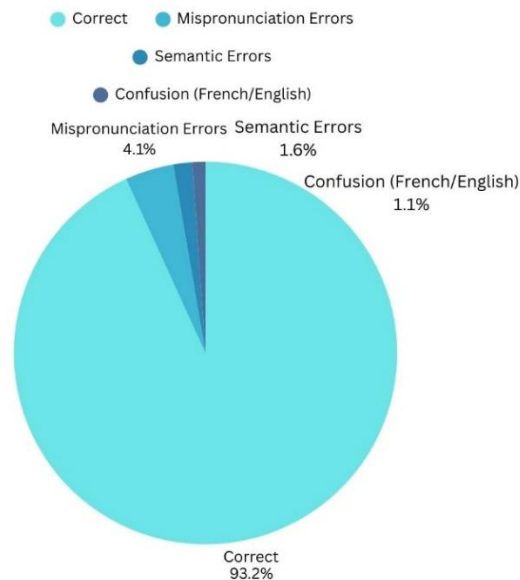
Students commonly believed that French Faux-Amis terms had the same meaning and sound as their English counterparts, according to the pre-test results. This misunderstanding frequently led to improper word use in written and spoken situations, which hampered comprehension and communication. The word coin serves as a noteworthy illustration. While "coin" in English alludes to cash, "coin" in French signifies "corner." Semantic problems resulted from learners' frequent attempts to employ the French term in financial situations.

Another major issue was memory under pressure; in the pre-test, students had trouble remembering the right form while speaking spontaneously. The pie-chart analysis (Figure 2), which demonstrates that most learners made mistakes based on semantic misunderstanding and pronunciation in the pre-test, but post-test proportions significantly changed towards accurate usage, is in line with these findings.

Pre-Test Error Distribution (Average: 27.37%)



Post-Test Error Distribution (Average: 93.21%)



The success of the Blended Phonosemantic Approach (BPA) is demonstrated by the notable improvement in post-test results. BPA assisted students in remembering the proper use of Faux-Amis in spontaneous speech activities by fusing contextual practice with sound-meaning connections. Pupils demonstrated a better understanding of semantic variations and increased the precision of their application and pronunciation of these terms.

Additionally, students showed greater self-assurance and less dependence on machine translation software. This suggests that BPA improved student enthusiasm and self-assurance in utilizing the target language in addition to improving technical correctness.

The conversation concludes by pointing out that Faux-Amis present a variety of difficulties, including semantic misunderstanding, improper word use, incorrect pronunciation, and memory problems. However, these challenges were greatly lessened by systematic training of BPA, which gave students greater tools to deal with cross-linguistic interference.

How Mispronunciations Occur

These are the phonetic transcriptions of each pair of French and English words using the International Phonetic Alphabet (IPA), together with the students' pronunciation mistakes. Note: The Larousse and Oxford dictionaries' use of conventions is the source of this list of word phonetic transcriptions. These trustworthy dictionaries are renowned for their thorough coverage of pronunciation in both French and English. The IPA transcriptions offered here make an effort to accurately represent the pronunciation of the terms with the aid of these trustworthy sources.

1. Attendant - Attendant

- i. French: /a.tã.dã/
- ii. English: /ə'ten.dənt/
- iii. Error made: Haven't nasalized the vowels in the French word

2. Bruit - Fruit

- i. French: /bʁɥi/
- ii. English: /fru:t/
- iii. Error made: Not realized "Bruit" has a /ʁ/ sound and not an /r/ sound

3. Chat - Chat

- i. French: /ʃa/
- ii. English: /tʃæt/
- iii. Error made: Pronounced French "Chat" with a /tʃ/ sound

4. Chien - Chain

- i. French: /ʃjẽ/
- ii. English: /tʃeɪn/

- iii. Error made: Haven't nasalized the vowel in "Chien"
- 5. Coin - Coin**
 - i. French: /kwɛ̃/
 - ii. English: /kɔɪn/
 - iii. Error made: Mispronounced the French nasal vowel /ɛ̃/ as /ɔɪn/
- 6. Comme - Come**
 - i. French: /kɔm/
 - ii. English: /kʌm/
 - iii. Error made: Used /ʌ/ instead of /ɔ/
- 7. Comment - Comment**
 - i. French: /kɔ.mɑ̃/
 - ii. English: /'kɒm.ɛnt/ or /'kɑ:.mɛnt/
 - iii. Error made: Haven't stressed the correct syllable in French
- 8. Commode - Commode**
 - i. French: /kɔ.mɔd/
 - ii. English: /kə'moʊd/
 - iii. Error made: Used a schwa /ə/ instead of /ɔ/ and stressed the second syllable incorrectly
- 9. Court - Court**
 - i. French: /kuʁ/
 - ii. English: /kɔ:rt/
 - iii. Error made: Used the /ɔ:/ sound incorrectly in French
- 10. Demander - Demand**
 - i. French: /də.mɑ̃.de/
 - ii. English: /dɪ'mænd/
 - iii. Error made: Haven't nasalized the final syllable in "Demander"
- 11. Dent - Dent**
 - i. French: /dɑ̃/
 - ii. English: /dent/
 - iii. Error made: Haven't nasalized the vowel in "Dent"
- 12. Fleur - Flour**
 - i. French: /flœʁ/
 - ii. English: /'flaʊər/
 - iii. Error made: Haven't correctly pronounced the French /œʁ/ sound
- 13. Homme - Home**
 - i. French: /ɔm/
 - ii. English: /hoʊm/
 - iii. Error made: Mispronounced "Homme" with an /h/
- 14. Invités - Invites**
 - i. French: /ɛ̃.vi.te/
 - ii. English: /ɪn'vaɪts/
 - iii. Error made: Haven't pronounced the nasal vowel /ɛ̃/
- 15. Lecture - Lecture**
 - i. French: /lək.tyʁ/
 - ii. English: /'lək.tʃər/
 - iii. Error made: Mispronounced the French /tyʁ/ sound
- 16. Magasin - Magazine**
 - i. French: /ma.ɡa.zɛ̃/
 - ii. English: /'mæɡ.ə.zi:n/
 - iii. Error made: Haven't nasalized the final syllable in "Magasin"
- 17. Main - Main**
 - i. French: /mɛ̃/
 - ii. English: /meɪn/
 - iii. Error made: Pronounced the French "Main" without nasalization
- 18. Marche - March**
 - i. French: /maʁʃ/
 - ii. English: /mɑ:rtʃ/

- iii. Error made: Mispronounced the French /ʁ/ sound

19. Médecin - Medicine

- i. French: /mɛd.sɛ̃/
- ii. English: /'mɛd.ɪ.sɪn/ or /'mɛd.sən/
- iii. Error made: Mispronounced the French nasal vowel /ɛ̃/ in "médecin" or the French uvular /ʁ/ sound

20. Mince - Mince

- i. French: /mɛ̃s/
- ii. English: /mɪns/
- iii. Error made: Haven't nasalized the vowel in "Mince"

21. Minuit - Minute

- i. French: /mi.nɥi/
- ii. English: /'mɪnɪt/
- iii. Error made: Haven't used the /nɥi/ sound

22. Pain - Pain

- i. French: /pɛ̃/
- ii. English: /peɪn/
- iii. Error made: Haven't nasalized the vowel in "Pain"

23. Pendant - Pendant

- i. French: /pɑ̃.dɑ̃/
- ii. English: /'pɛn.dənt/
- iii. Error made: Haven't nasalized the vowels in "Pendant"

24. Plume - Plum

- i. French: /plym/
- ii. English: /plʌm/
- iii. Error made: Haven't accurately pronounced the French /y/ sound

25. Présenter - Present

- i. French: /pre.zɑ̃.te/
- ii. English: /'pre.zənt/ (noun) or /prɪ'zent/ (verb)
- iii. Error made: Haven't nasalized the vowel or stress correctly in "Présenter"

26. Raison - Raisin

- i. French: /ʁɛ.zɔ̃/
- ii. English: /'reɪ.zən/
- iii. Error made: Haven't nasalized the final syllable in "Raison"

27. Raté - Rate

- i. French: /ʁa.te/
- ii. English: /reɪt/
- iii. Error made: Mispronounced the French vowel sound /a/ or the French uvular /ʁ/ sound

28. Roman - Roman

- i. French: /ʁɔ.mɑ̃/
- ii. English: /'roʊ.mən/
- iii. Error made: Haven't nasalized the final syllable in "Roman"

29. Sort - Sort

- i. French: /sɔʁ/
- ii. English: /sɔ:rt/
- iii. Error made: Mispronounced the uvular /ʁ/

30. Travailler - Traveller

- i. French: /tʁa.va.je/
- ii. English: /'træv.əl.ər/ (British English) or /'træv.ələr/ (American English)
- iii. Error made: Haven't correctly pronounced the French nasal vowel /a/ or the French uvular /ʁ/ sound

CONCLUSION

The results of this study demonstrate how Faux-Amis presents serious difficulties for Higher Secondary pupils studying French as a second language. From the textbook *C'est Chic!*, thirty pairs of faux-amours were carefully

selected, and their potential to impede language acquisition—particularly through cross-linguistic interference—was investigated. Faux-Amis caused numerous lexical mistakes, according to data from fifty-six pupils, supporting the pervasive problems noted in earlier research.

One noteworthy finding was the diversity of mistake types: some students had trouble pronouncing words correctly because of new French phonetic patterns, while others had trouble understanding Faux-Amis in various linguistic situations. This version emphasizes how intricate Faux-Amis is and how certain teaching methods are required.

The study used a Blended Phonosemantic Approach (BPA), which combines semantic clarity and phonological awareness, to solve these problems. Evaluations utilizing a Likert scale before and after the exam showed a notable improvement. While the post-test average (93.21%) demonstrated significant improvement following the use of BPA, the pre-test average (27.37%) demonstrated the students' initial challenges with pronunciation and understanding. This dramatic improvement demonstrates how well the method works to help students recognize, pronounce, and understand Faux-Amis.

Overall, this study highlights how crucial it is to explicitly teach Faux-Amis via phonological and semantic training techniques. By increasing students' metalinguistic awareness and providing them with coping mechanisms, teachers can assist students in overcoming the challenges presented by these misleading word pairings, improving their pronunciation and understanding of French as a second language.

CONFLICT OF INTEREST

The authors declare that they have no conflict of interest.

ETHICAL CONSIDERATION

Ethical approval was obtained, and informed consent was secured from all participants. Participant confidentiality was maintained.

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