



French Language Analysis in Drama : *The Romancers and Implications for SLA*

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Abstract

This study examines the French language usage in the drama *The Romancers* and its relevance for Second Language Acquisition. The study focused on the drama text, which contains a number of French phrases, for English teaching sophomores. This study analyzes *The Romancers* through French descriptive analysis, paying attention to the French Sociolinguistics corpus, cultural elements, and thematic concerns that give texture to French in the play. Using qualitative approaches, this research studies important conversations and relationships of the characters, concentrating on French idioms, slang, and other formal and decorative forms of language characteristic of French. This study offers new insights into how texts from SLA offer rich resources for SLA through real language practices within culture and context for increased proficiency in SLA. Through the integration of literary study bolstered by effective approaches to language teaching, this study elevates the importance of teaching English through literary texts. Scaffolded instruction provides rich resources through which learners can appreciate the language and the culture, resulting in increased motivation towards understanding the language, leading to a strengthened SLA process. This study adds important perspectives to the discussion of how literature can provide scholarly texts in the context of teaching.

Extrait

Cette étude examine l'utilisation de la langue française dans le drame *The Romancers* et sa pertinence pour l'acquisition d'une seconde langue. L'étude s'est concentrée sur le texte de la pièce, qui contient un certain nombre d'expressions françaises, pour des étudiants de deuxième année enseignant l'anglais. Cette étude analyse *The Romancers* par le biais d'une analyse descriptive du français, en prêtant attention au corpus sociolinguistique français, aux éléments culturels et aux préoccupations thématiques qui donnent de la texture au français dans la pièce. En utilisant des approches qualitatives, cette recherche étudie les conversations importantes et les relations des personnages, en se concentrant sur les expressions idiomatiques françaises, l'argot et d'autres formes formelles et décoratives du langage caractéristiques du français. Cette étude offre de nouvelles perspectives sur la manière dont les textes de l'ALS offrent de riches ressources pour l'ALS par le biais de pratiques linguistiques réelles au sein de la culture et du contexte pour une meilleure maîtrise de l'ALS. Grâce à l'intégration de l'étude littéraire soutenue par des approches efficaces de l'enseignement des langues, cette étude souligne l'importance de l'enseignement de l'anglais par le biais de textes littéraires. L'enseignement encadré fournit des ressources riches grâce auxquelles les apprenants peuvent apprécier la langue et la culture, ce qui se traduit par une motivation accrue pour comprendre la langue, conduisant à un processus renforcé d'apprentissage de l'anglais langue seconde. Cette étude ajoute des perspectives importantes à la discussion sur la façon dont la littérature peut fournir des textes savants dans le contexte de l'enseignement.

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INTRODUCTION

With its delicacy and expressiveness, French is an important language in literature because it articulates the intricate social and cultural life of French-speaking people. Edmond Rostand's *The Romancers* (1894) illustrates this rich heritage as a veritable showcase of French vocabulary and contains much for any student of FSL (French as a second language) to study with *The Romancers*. This one-act play is amusing, it entertains, but it works also as a textbook of speech, for it contains phrases which the students are bound to appreciate.

The disadvantage of studying *The Romancers* is that students may have too much fun while they learn the different aspects of the language. Earlier studies have underscored the role of drama in language acquisition and were especially keen on its impact through enactment (Chen, 2022; East, 2023). Drama promotes learners' actions, feelings, and language in a given situation, and is that which works in language learning. Yet, to some extent, literature seems to be lacking a specific connection between the language of Rostand and second language acquisition pedagogical solutions.

Drama text is a part of literary work that is learned by English education students in the 6th semester. The drama text is used for English students, and they have to analyze it. When reading and analyzing the drama text, it is found that many words and background use the French language as their original and were not translated into English, which also includes the culture in that text. Drama text *The Romancers* is really interesting and full of its linguistic texture. The text includes various vocabulary, syntactic structures, and cultural references that make it easy for the reader to understand the situation of the French language and feel it become an interesting story with some French to show the original setting and language in use. The element is able to create a vibrant tapestry of emotion and meaning, making it an ideal text for exploration in the context of FSL. The text drama also employs a range of vocabulary that shows the themes of love, social interaction, and societal norms.

It is particularly striking due to its emotional and cultural undertones from the vocabulary that is used in the text. Some words that express love such as "L'amour" and "C'est la vie," make the play text wonderful, and help learners bond with the language easily. Such kind of expressions are able to strengthen the vocabulary and the understanding of the context, and also the motivation behind French words and expressions that are used in drama texts. This kind of immersion is vital for learners as it enables them to grasp the social realities and nuances of coming into contact with francophone countries. Besides discussing vocabulary, it presents learners with a variety of other grammatical challenges too. The dialogue includes some French words and background/ setting of French drama, and the speech is a casual speech to create a dynamic style. The use of inversion that is used in the drama text, for example, a hallmark of French style literature, adds to the rhythm in ways that are both engaging and educational. This helps English education students connect with the complexity of sentence structures that are more advanced.

On the other hand, the language and culture that are included in the drama text can help learners understand the social relations and the world of French society from literary works such as drama. As an example, the words "Monsieur" and "Mademoiselle" show that a certain degree of formality and respect is mandatory in French relationships, in which the students of English education are unfamiliar with the words and their meaning. They are unable to pronounce the words because it has differences in pronunciation. By analysing these aspects of culture, learners can value the language beyond syntax and grammar as a phenomenon influenced by its socio-political and historical forces. The interplay of these features of the text makes *The Romancers* an invaluable text for FSL instruction. That drama text is rich in French vocabulary, with authentic language input in the dialogue or setting, which can help learners gain their linguistic skills and some cultural knowledge. It helps learners value that French can be learned as a language and understand the context of the culture from the dialogue, which aligns with contemporary models of second language acquisition that emphasize the need for purposeful use of language in context.

Recently, there has been a growing awareness regarding the learning of another language through literature and other literary works. Evidence has demonstrated that learners' exposure to authentic real-life materials can improve their acquisition of language (Carter, 2021; Byram & Wagner, 2020). Literary works like *The Romancers* enable learners to encounter language in a rich context, fostering not only linguistic skills but also understanding of the culture from the literary work, such as drama.

Moreover, the emotional connection created by drama can improve students' motivation and knowledge in language learning. When the learners connected emotionally with dialogue, they were

more likely to learn, read, and pronounce the language meaningfully. The emotional connection becomes evident in the drama text. The drama text, which is full of themes not only about love, but also about longing and conflict, has some elements that resonate with audiences and most learners easily love. This study had three aims. First, it is used to identify important linguistic features in the text drama. The second aim is to examine pedagogical significance for FSL learners from an English education background. And the last is to gain insight into how these findings can improve second language learning.

The drama text analysis focuses on specific linguistic elements from the drama text. The aim of this research is to show how the drama text can be used as an effective tool for language acquisition. The research methodology is by using close reading of the text with a focus on vocabulary, language form, syntax, and cultural references, supplemented by secondary literature on SLA and pedagogical strategies.

Text drama *The Romancers* is more than just a literary work to be read or performed for English education students for their Literary Appreciation Class. It becomes a linguistic work that offers a big opportunity for English education students to learn French as an optional choice as their second language. Although the text includes so much French vocabulary, dynamic syntactic structures, and also some cultural references, the text is able to serve as an effective medium for enhancing linguistic skills and cultural competence. As language learners and also educators, we want to foster effective language acquisition. Nowadays, incorporating literary texts can play a crucial role in achieving these goals as educators. The aims of this analysis are to illuminate the pedagogical significance of *The Romancers*. At the same time, it can provide a framework for integrating its linguistic features into FSL instruction by enriching the language learning experience for students.

MÉTHODE DE RECHERCHE

A qualitative study uses a textual analysis approach to be applied in this analysis. The main report investigates the linguistic features from the text drama *The Romancers*, by Edmond Rostand. This analysis focuses on the culture that is included in the text and on the interplay between English and French. The research uses this method because its aim is to uncover how specific elements of the text can enhance Second Language Acquisition (SLA) for English education learners, whereas it also looks at the opportunity of using French as a second language (FSL).

Data Collection

The main data for this analysis is *The Romancer* in which the text drama is used as a learning material for English education students when they learn Literary Appreciation Class in the 6th semester. This selection process involved identifying the whole text that consists of dialogue, setting, acts, and literary appreciation analysis to check the background, culture, values, and that contains French language and culture. Firstly, we identify the French words/vocabulary. The words and phrases that contain essential themes, such as love, social interaction, and cultural references, are categorized by their meaning. Giving attention to idiomatic expressions and colloquialisms that reflect authentic language use is also an important part when analyzing the text. Secondly, the Syntactic Structures from the text must be found. The variety in sentence constructions includes inversion and complex clauses with a combination of English and French (blending the languages in the text). It is also able to illustrate the richness of French syntax and provide learners with examples of formal dialogues, some literary aspects, and conversational language. Third, providing the Cultural References from the text drama. There are some elements that reveal insights into French social norms, values, and historical context that we can learn from the text. Some addressing expressions when calling someone still use French rather than translate the text into English. There also appear to be some social hierarchies and cultural concepts that are integrated to make the learners understand and get the feeling of the nuances of communication in French.

Data Analysis

The collected data were analyzed and written into a thematic analysis to identify recurring patterns that are related to language use, pedagogical significance, and cultural context. The analysis process involved several activities. The first activity is a close reading. Each selected script was read

multiple times to build an understanding of the text. This close reading facilitated the identification of linguistic features and their potential implications for SLA. In this context, we check the opportunity of using French as a second language for Indonesian students who take an English education major. The second activity is thematic Coding. The data that is collected after reading the drama text several times is organized into a literary analysis based on themes and also based on the linguistic features. Some of the words are categorized for vocabulary richness, syntactic variety, and cultural relevance. A systematic exploration is founded on using this coding to know how the elements contribute to the learning experience. The third activity in this research is a kind of contextual analysis. Analyzing the text to find and consider the broader context of the play, examining how the language used reflects social dynamics and internal or external emotions. Understanding the context is crucial for the practical applications of the language in some real-life scenarios. The fourth and last activity is Integration with Secondary Literature. The findings from the textual analysis were compared with existing literature on SLA and pedagogical strategies. This integration provided a framework for understanding how Rostand's language can facilitate language learning and cultural comprehension.

The final aim of this analysis is to provide a comprehensive understanding of how *The Romancers* can serve as a valuable resource for FSL learners with English as their major in language learning, able to enhance not only their linguistic competence but also their cultural awareness by using some methods in data analysis. The results of this analysis will inform pedagogical approaches that incorporate literary texts into language material that ultimately foster a more effective SLA process.

RÉSULTAT ET DISCUSSION

1. Linguistic Analysis

Some words or phrases that occur in French vocabulary may sometimes be purposefully woven throughout the play, adding authenticity, cultural tone, and emotional intensity. The original vocabulary for English text drama is used to highlight their feeling, love story, social class, romantic ideals, or comedic exaggeration, and they can serve as effective tools for SLA, which in this case is about the opportunity in learning French as a second language for English learners. *The Romancers* data analysis revealed several significant findings related to its linguistic features. It can highlight the play's potential as a resource for learners of French as a second language (FSL). The French vocabulary analysis of selected terms that are found in the drama text is categorized based on the original vocabulary, the meaning in English, the correct phonetic transcription to enable an English learner to pronounce it correctly, and the purpose when using that word. There is a detailed analysis of French vocabulary from the text:

French Word/Phrase	English Meaning	Phonetic Transcription	Purpose/Contextual Use
Monsieur	Mister, a respectful form of address for a man.	/mɔ̃.sjø/	Denotes formality and respect in addressing a man.
Mademoiselle	Miss, a respectful form of address for an unmarried woman.	/mad.mwa.zɛl/	Used to address an unmarried woman with respect.
C'est la vie	That's life; an expression of acceptance of life's circumstances.	/sɛ la vi/	Reflects acceptance of life's ups and downs.
L'amour	Love; a central theme of the play.	/la.muʁ/	Represents the theme of love in literature and art.
Je t'aime	I love you; an expression of affection.	/ʒə tɛm/	Used to express deep affection towards someone.
Voilà	There is/Here is; used to draw attention.	/vwa.la/	Used to present something or draw attention to it.
Chère	Dear; an affectionate term used to address someone.	/ʃɛʁ/	Used to express affection in correspondence or conversation.
Amoroso	Loving; often used in musical contexts to describe a passionate style.	/a.mo.ʁo.zo/	Describes a passionate or loving style in music.

French Word/Phrase	English Meaning	Phonetic Transcription	Purpose/Contextual Use
Ah!	An exclamation expressing surprise or emotion.	/a/	Used to convey surprise or strong emotion.
S'il vous plaît	Please; a polite request.	/sil vu plɛ/	Used to make polite requests in formal situations.
Non	No; a negation.	/nɔ̃/	Used to express disagreement or refusal.
Oui	Yes; an affirmation.	/wi/	Used to express agreement or affirmation.
Fête	Party or celebration; often used to denote joy.	/fɛt/	Refers to a festive occasion or celebration.
Regardez	Look; an imperative verb inviting attention.	/ʁə.ɡaʁ.de/	Used to direct someone's attention to something.
S'il te plaît	Please (informal); used when addressing someone familiar.	/sil tɛ plɛ/	Used in casual contexts to make requests.
Rendez-vous	Meeting; often used to indicate a planned encounter.	/ʁɑ̃.de.vu/	Refers to a scheduled meeting or appointment.
C'est	It is	/sɛ/	Used to state or define something.
Vive	Long live	/viv/	Used to express support or celebration for someone or something.
Chanson	Song	/ʃɑ̃.sɔ̃/	Refers to a musical composition or piece.
Adieu	Farewell	/a.djø/	Used to bid farewell, often in a more permanent context.
À la folie	To madness; used to express deep love	/a la fɔ.li/	Indicates an intense or passionate love.
Je vous en prie	Please; you're welcome	/ʒə vu zɑ̃ pʁi/	Used to respond politely to thanks or requests.
Fantôme	Ghost	/fɑ̃.tom/	Refers to a spirit or apparition.
Lumière	Light	/ly.mjɛʁ/	Represents illumination or enlightenment.
Baiser	Kiss	/bɛ.ze/	Refers to the act of kissing, often a sign of affection.
Tendre	Tender	/tɑ̃dʁ/	Describes something soft or gentle.
Ciel	Sky	/sjɛl/	Refers to the expanse above the earth.
Cher	Dear	/ʃɛʁ/	Used to express affection or endearment.
Fleur	Flower	/flœʁ/	Represents beauty and nature.
Doux	Sweet or soft	/du/	Describes something pleasant or gentle.
Là	There	/la/	Indicates a location or position.
Un	One	/œ̃/	Refers to the number one.
Elle	She	/ɛl/	Refers to a female subject.
Tout	All or everything	/tu/	Refers to the entirety of something.
Jardin	Garden	/ʒaʁ.dɛ̃/	Refers to a cultivated area for plants.
Cœur	Heart	/kœʁ/	Represents love and emotion.
Désir	Desire	/de.zik/	Refers to a strong feeling of wanting.

French Word/Phrase	English Meaning	Phonetic Transcription	Purpose/Contextual Use
Bonheur	Happiness	/bɔ̃.nœʁ/	Represents a state of joy or contentment.
Mystère	Mystery	/mis.tɛʁ/	Refers to something that is difficult to understand.
Larmes	Tears	/laʁm/	Represents emotion, often sadness.
Nuit	Night	/nuʁ/	Refers to the time of day after sunset.
Rêve	Dream	/ʁɛv/	Refers to thoughts or images occurring during sleep.
Soleil	Sun	/sɔ̃.lɛj/	Represents light and warmth.
etAmour	Love	/a.muʁ/	Refers to the concept of love previously mentioned.
Chaud	Warm or hot	/ʃo/	Describes temperature or warmth.
Loin	Far	/lɔ̃wɛ̃/	Indicates distance.
Parfait	Perfect	/paʁ.fɛ/	Describes something that is flawless or ideal.
Fête	Festival or celebration	/fɛt/	Refers to a joyful occasion or event.
Rire	To laugh	/ʁiʁ/	Refers to the act of laughing.
Rêver	To dream	/ʁe.ve/	Refers to the act of dreaming while asleep.
Sombre	Dark or gloomy	/sɔ̃bʁ/	Describes a lack of light or a melancholic mood.
Douceur	Sweetness or gentleness	/du.sœʁ/	Refers to a quality of being sweet or gentle.
Souffrir	To suffer	/su.fʁiʁ/	Refers to experiencing pain or distress.
Jouer	To play	/ʒwe/	Refers to engaging in play or recreation.
Lier	To bind or to link	/lje/	Refers to connecting or joining things together.
Ensemble	Together	/ɑ̃.sɑ̃.bl/	Refers to being in a group or collective.
Chercher	To search or to look for	/ʃɛʁ.ʃe/	Refers to the act of seeking something.
Étoile	Star	/e.twal/	Refers to celestial bodies that shine in the night sky.
Crier	To shout or to cry out	/kʁi.e/	Refers to the act of making a loud vocal sound.
Silence	Silence	/si.lãs/	Refers to the absence of sound.
Écouter	To listen	/e.ku.te/	Refers to the act of paying attention to sound.
Fuir	To flee or to escape	/fuiʁ/	Refers to the act of running away from danger.
Soudain	Sudden	/su.dẽ/	Describes something that happens unexpectedly.
Brillant	Bright or brilliant	/bʁi.jã/	Describes something that shines or is exceptionally good.

French Word/Phrase	English Meaning	Phonetic Transcription	Purpose/Contextual Use
Sourire	To smile	/su.ʁiʁ/	Refers to the act of smiling, often indicating happiness.
Parbleu	Good heavens! / Damn!	/paʁ.blø/	An exclamatory archaic term expressing surprise or emphasis.
Mon Dieu	My God	/mɔ̃ djø/	Expresses strong emotion or disbelief; common in dramatic literature.
Chapeau	Hat	/ʃa.po/	Physical prop reference contributes to the setting.
Très bien	Very good	/tʁɛ bjɛ̃/	Positive affirmation; shows spoken interaction in the play.
Belle	Beautiful (fem.)	/bɛl/	Character description in romanticized language.
En garde	On guard	/ɑ̃ gaʁd/	Fencing reference; adds theatrical tension.
Tableau	Scene / Picture	/ta.blø/	Refers to visual composition on stage.
Bizarre	Strange / Odd	/bi.zaʁ/	Comic or ironic description.
Encore	Again	/ɑ̃.kɔʁ/	Used in repetition; could signal continuation or emphasis.
Coup de grâce	Final blow	/ku də ɡʁas/	Dramatic phrase; heightens tension.

This extended list of French words and expressions from Romance helps understand the emotional and love, social interaction, and the beauty of expression, which are essential for learners of French as a second language for English language majors. Pronunciations in English and French are different in some cases, so it is also important to support the development of oral skills and further enrich the learning experience by reading a drama text that includes French, besides English. These French words reflect some emotional and cultural context of Romance.

Character names, such as Bergamin, Pasquinot, Sylvette, and Percinet, are commonly used by French, but it is uncommon to use that kind of name for English people. These emphasize family and love relationships and become the focus of narrative conflict and resolution. Another is about expressions that appear in the text. Words such as "L'amour" and "Je t'aime" are expression of love. It emphasizes the central theme of the drama, which is actually a show about love. The readers can explore the complexity of love amidst familial opposition. The next is discussion is about polite forms of address. When the character is addressing someone by using the words "Monsieur" and "Mademoiselle" it reflects social hierarchies and relationships and also intimates the characters' interactions. After that, we look at exclamations and impulses in the text. Some interjections in order to enriching the dialogue's expressiveness and capture spontaneous emotions, for example, Ah! and Voilà . Then, how about is about Cultural References from the text? C'est la vie and Rendez-vous are phrases that reveal cultural nuances, illustrating the characters' engagement with their society's norms.

Doing analysis not only enhances understanding of the text but also provides valuable insights into how these elements can be utilized in teaching French as a second language for English learners. We will be able to foster both linguistic proficiency and cultural appreciation. Each vocabulary contributes to the play's emotional depth and thematic resonance. Sometimes it revolves around love, nature, and personal feelings. Understanding the results of the analysis above is essential for English learners who have an opportunity to learn French as a second language. Since they encapsulate key concepts and expressions used in everyday language, the French language as a second language becomes an option for language learners.

2.Vocabulary and Lexical Choices

Some French vocabulary that occurs in the drama text *The Romancers* make the text more interactive because it has rich and varied types of vocabulary. An emotional depth and cultural nuances

are sometimes able to be conveyed. Vocabulary such as "L'amour" (love) and "C'est la vie" (that's life) builds central themes of the play, serving as gateways for learners to explore significant cultural concepts. The text is also able to convey some emotional resonance within the text. For example, "Amour" resonates with the romantic ideals portrayed in the play, allowing learners to connect emotionally with the text. Knowing the emotional engagement is crucial for language retention and practical application in real-life contexts. In another case, a text can include cultural nuances. The use of phrases that reflect everyday expressions in French culture enriches the learning experience for English learners/ speakers.

3. Syntactic Structures

Syntactic forms also play an important role in text analysis because it has a diverse range throughout the drama text. This syntactic structure is used to challenge learners while offering authentic examples of French syntax. Some writer of French literary works frequently plays an important role in text analysis, inversion, and exclamatory constructions to make their work more dramatic. It sometimes provides a rhythmic quality to the dialogue as part of literary passion. For example, constructions like "Jamais je n'ai vu" (Never have I seen) expose learners to more complex sentence structures, enhancing their grammatical competence. The writer's choice in using some simple or complex sentences that build the dialogues throughout the text allows students to recognize and produce varied sentence forms. It is vital for developing higher-level language skills for language learners. It also pushes learners to articulate their thoughts more clearly and effectively.

4. Cultural Context

The culture that is included in the text, such as values, beliefs, etc, becomes important aspect in analyzing the text. Some expressions embedded within *The Romancers* offer valuable insights into French social norms and relationships. It is making the language more relatable and accessible for learners. Furthermore, some terms of address such as "Monsieur" and "Mademoiselle" illustrate the importance of formality and respect in French culture for nobles in the social hierarchy. Understanding these terms helps learners guess the social interactions and comprehend the subtleties of communication within French-speaking environments between aristocrats and commoners. The interactions among characters reveal cultural attitudes toward love, friendship, and societal expectations by both main characters' families. Analyzing these interpersonal dynamics makes the learners gain a deeper understanding of the cultural context in which the language operates, fostering greater empathy and cultural appreciation.

5. Connecting French Language Features of The Romancers to French as a Second Language (FSL) Learning

The various vocabulary from the text drama *The Romancers* offers invaluable resources for English education students in learning French as their second language. By reading *The Romancers* drama text, the learners are able to encounter multiple layers of authentic language in use. Besides, some kind of textbooks alone may not provide the same structure as literary work like drama text. They can improve their syntactic awareness. It can train their inversion and complex sentence coordination, deepening learners' grammatical competence and also expanding their understanding beyond colloquial forms. the learners can expand their vocabulary by reading the drama text. The elevated diction with idiomatic and colloquial vocabulary aids in supporting the learners in mastering registers is essential for both formal and informal communication. Hopefully, the learners can improve their pronunciation and intonation practice. The metrical rhythm and phonetic devices serve as excellent training grounds for their fluency practice. The learners are able to internalize French prosody, stress patterns, and melodic contours. Moreover, they can read and understand about pragmatic competence from the drama text. Familiarity with discourse particles and idiomatic expressions enhances learners' pragmatic abilities, pushing them to comprehend and produce culturally appropriate language sequences. In the end, they can learn about the cultural context from the drama text analysis result.

CONCLUSION

A drama text is kind of literary work used for Literary Appreciation class for 6th- semester students of the English Education program. Text drama, *The Romancers*, provides an interesting, engaging, and authentic context for English students and also French language learners. The learners can acquire both language and culture through linguistic analysis. They also learn a kind of dramatic immersion by reading and learning the text. *The Romancers* is a literary work that is written in English with profound French language that is able to be analysed and able to bridges literary art and linguistic intricacy. The text drama performs a syntactic variation, rich in vocabulary, vivid rhetorical devices, meter, and many idiomatic expression that are able to create an immersive linguistic environment. The text drama can enhances dramatic appeal. However, it also deepens learners' appreciation of the craftsmanship issues behind the French language in theatrical literature. *The Romancers* illuminates the powerful intersection of language, culture, and literature. It is also offering a valuable resource for advanced language study and linguistic scholarship through some kind of analysis. Moreover, the linguistic features of this drama text make it a potential tool for French as a second language acquisition for English learners. It provides learners with authentic and multifaceted language input material in order to refine their proficiency, cultural understanding in French and literacy understanding.

This study focus on the linguistic richness of *The Romancers* and their significant contributions to the field of Second Language Acquisition (SLA). The play stands as an invaluable resource for learners of French as a second language (FSL). The drama text offers some authentic language exposure too. In case, it is not only enhances linguistic proficiency but also deepens cultural understanding for the learners. *The Romancers* is characterized by diverse vocabulary, complex syntactic structures, and culturally rich expressions from the text drama. This linguistic variety provides learners with exposure to the nuances of the French language, allowing them to engage with authentic materials that reflect real-life language use. The learners can positively appreciate the subtleties of communication in French-speaking cultures better by encountering idiomatic expressions and colloquial term within the context of the drama text.

The drama text include some intricate language serves as a model for learners and encourage the development of their linguistic skills. Students can identify patterns and structures that are essential for mastering the language through the analysis of vocabulary and syntax from the text. The exposure to varied sentence constructions, such as inversion and exclamatory forms, not only challenges learners but also encourages them to apply these structures in their own speech and writing. This kind of experience is crucial for English Education students to achieve improvement in both English and French fluency and confidence in using the English and French language from the drama text..

The Romancers currently offers valuable insights into French cultures, social dynamics, and linguistic structure. The characters' interactions and the themes explored in the play hypnotize learners to look on deeper understanding of French societal norms, values, and relationships. By recognizing the significance of terms like "Monsieur" and "Mademoiselle," learners capable to gain insight into the cultural importance of formality and respect in French communication. This cultural competence is essential to make a successful interaction in real-world contexts.

Integrating literary works like *The Romancers* into English Education students curricula promotes a holistic approach to language acquisition. This method encourages learners to connect emotionally with the text, fostering engagement and motivation. Honestly, literature not only enriches the learning some experience by reading some drama text, but also invites learners to think critically about the language that is used, the culture from the story, the writer identity and another background. Students stive to develop a multidimensional understanding of the language that transcends mere vocabulary and grammar by analyzing the drama text content such as characters, themes, and linguistic features from the text.

The findings of this study suggest that educators and English Education learner should actively incorporate literary texts into their teaching-learning process and strategies. They can provide their students with authentic language experiences that enhance both linguistic proficiency and cultural awareness. Educators are encouraged to design activities that promote close reading for their students, interactive discussion, and creative engagement with the text. By doing that, the learners are naturally able to explore the linguistic and cultural dimensions of the play byb reading the text.

Further research could expand on the implications of integrating literature into SLA by examining the long-term effects on language retention and cultural competence by learning English drama text with French words and expressions. Another researcher could also explore how different

literary genres impact language learning outcomes in second language acquisition. It is also used to provide a broader understanding of the role of literature in English language education.

In conclusion, *The Romancers'* drama text, as part of literary work that is introduced to English education students serves as a powerful tool to enhance second language acquisition in French for English language learners. It also provides the learners with the opportunity to engage deeply with the French language and its cultural context. By harnessing the linguistic richness of Rostand's play from his drama text, educators can create a more engaging and effective learning environment that fosters both language proficiency and cultural appreciation. This study advocates for the continued exploration and integration of literary texts in language education. It is used to emphasize the students' potential knowledge and understanding of literature and culture to enrich the language learning experience and cultivate a deeper understanding of the French language and culture from the drama text.

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