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Women's use of the Foreign Languages (French and English) in the Algerian Education

Case Study: Third year students of English at Dr. Moulay Tahar University of Saida

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the Degree of Master

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Dedication

I start by thanking Allah for his chance and for all the opportunities he gave me to realize this work.

To my dear and loving mother, and to the one who was with me all the way through, but God Wanted Him by His side in this day.

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Abstract

Women gender and language are common terms in the present research. The current work is an attempt to test women's use of French and English foreign languages in the Algerian educational domain. This research aims at gaining through understanding of women's use of these foreign languages in the tertiary level. It also tends to prove that gender is one of the sociolinguistic variables that direct communication between humans. Another important purpose of this research work is to investigate the sociocultural and sociolinguistic factors that may influence the differences use of language of both genders. This study aims at giving an overview of how women's as teachers and learners use these foreign languages at the department of English in Saida University of Dr Moulay Taher. In other words, the ultimate purpose is to understand the reasons beyond women's use of French language and its influence on English teaching and learning processes. To achieve those objectives, both quantitative and qualitative studies were employed in the present work. Three research instruments were used in this study for the overarching objective of guaranteeing triangulation and gathering sufficient data. The first tool is a structured questionnaire that was addressed to twenty six (26) third year students of English at Dr Moulay Taher University of Saida. The second research instrument was observation in which the same students were observed in order to compare the obtained information with that of the questionnaires. The third tool was an interview that was conducted with some teachers at the same university to help the researcher gain more reliable data. The results of the investigation reveal that Algerian women use French and English languages more fluently and differently than men and they use code-switching to French during the English teaching and learning processes. For that purpose, the research proposed some strategies which may be used by administration of English in order to make teaching and learning processes more effective.

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General Conclusion

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General Introduction

General Introduction

Sociolinguistics, it has involved several significant research topics, among language and gender. Sociolinguistic is a discipline which takes into consideration gender differences in language communication. Communication is an essential tool of social relations, is built on language acts. It differs from one to another depending on several factors such as age and gender. In fact, there are differences between the manner of communicating between the men and women. As results, several researchers and scholars attempted to prove that there are gender differences in terms of using language in their speeches. The subfield of study is known by the emphasis on the interaction between the social structures. In this phase, the interplay of a social variable namely “gender”.

Gender differences may also be related to the social position of males and females in their society. Another aspect derived from gender differences is the different use of French and English languages in education, focusing on the University of Dr Moulay Taher of Saida in the Department of English. Various scholars argued that women differ from men in using these languages and this fact has been proved according to many reasons and sociocultural and linguistic factors. The researcher attempts to study the difference between males and females particularly in their attitudes towards language use; proving at the same time the educational position of both genders and their way of communication. Women’s use of French and English differ from men; predominantly women teachers and learners in the Department of English of Dr Moulay Taher University of Saida.

Additionally, women in Algeria as multilingual community may use different foreign languages, especially French language. They use most of the time code-switching to French language, especially in English teaching and learning at Universities to interact and convey English sentences and messages more successfully. This fact occurs because of various reasons in the Algerian society. The study of women gender is important to the study of French and English languages. The main purpose of this research is to obtain thorough comprehension about women’s use of these foreign languages and how they differ from men when speaking French and English, thus reflect gender. Moreover, the sociocultural and sociolinguistic factors which influence these differences especially women teachers and learners who utter use of these languages and the reasons beyond women’s use of code-switching to French language and its impact on English teaching and learning processes in the universities.

On the basis of what have been illustrated earlier, the study attempts to answer the following questions:

1. How Algerian women teachers differ in their attitudes towards the use of foreign languages (French and English) in the Department of English in Dr Moulay Taher University of Saida?
2. Do the sociocultural factors affect the language differences between its speakers?

3. What is the impact of women use of foreign languages (French and English) in teaching and learning English as a foreign language in the Department of English at Dr Moulay Taher University of Saida?

Under these questions the following hypotheses are constructed:

1. The attitudes of women in Algeria education towards French and English foreign languages use may differ according to their age, status (teachers or learners), the educational background and other situational factors.
2. There may be a relation between sociocultural structure of Algeria and the language which would have an impact on males and females use of language.
3. Women teachers' use of French may affect on English teaching and learning processes, because women may switch to French language to communicate, convey English messages and to translate English texts.

To answer these questions, both quantitative and qualitative survey research have been done with third year students of English of Dr Moulay Taher University of Saida. The researcher attempts to investigate 26 EFL's opinions concerning this topic. In order to achieve the objective of this study, an observation and questionnaires which contain open-ended and close-ended questions were administrated to those students. Besides, an interview was conducted with the some teachers of English which could help the researcher to have an overview about this research study.

Hence, this dissertation is divided into three chapters. The first one starts with a review of the related literature in which it presents the women's use of French and English foreign languages in the Algerian education (University of Dr Moulay Taher in Department of English in Saida). In addition, it highlights theories of discourse in relation to gender language differences use in their main aspects of study. Chapter two sheds lights on the research design and different methods used for data collection including an observation, a questionnaires and an interview, in addition to data analysis. Chapter three attempts to present the suggestions, recommendations and conclusion regarding this research study.

The significance of this paper is to suggest for students of English and teachers use of French language [or translation module] as an essential module in order to acquire English language in an easier way. Although this research was carefully done, there were some unavoidable limitations. First, the population is small. Second, restricted time as it would be better if it was done in a longer time. Lastly, there were some dishonest answers from the sample chosen.

Chapter

one

1. 1. Introduction

Extensive work has been done investigating the variables influencing language attitudes formation and the effects of attitudes on male and female behaviour on using the foreign languages. In other words, the emphasis of this study is to know how women differ from men on using French and English languages in general, women have different attitudes towards the language because of several factors of socioculture that may influence their speech act.

Moreover, one of the fundamental topics that has attracted the interest of several sociolinguistics is the use of the foreign languages by Algerian women and how women use French in the English education. Furthermore, language can be considered as the image background of the speaker's identity for expressing thoughts, feelings and desires. Henceforth, the use of expressions and the terms differ from one individual to another and even for the gender differences.

Consequently, this chapter seeks to provide an overall explanation of gender differences in foreign languages use. It also aims to shed light on women's attitudes towards these languages in Algeria and how the use of French influence the English teaching and learning at the Department of English language in Dr Moulay Taher University of Saida.

1. 2. Definition of language

Linguistic is basic for the scientific study of human language from various aspects, including sounds, words and grammar rules. It concerns human abilities and attitudes. Nasr (1994) argued that *linguistic deals with human language as universal and recognizable part of human behaviour and human capabilities*. However, according to many scholars, language is a tool to convey information, ideas, concepts or feelings that comes to the heart, in the sense of the word as a means of conveying something.

“Language is system of symbols that are meaningful and articulate sound (generated by said tool) that are arbitrary and conventional, which is used as a mean of communication by a group of men to give birth to feelings and thoughts”. (Wibow,2003:3).

In other words, language is used as an instrument of communication used by groups to express thoughts, feelings and it articulates sounds as a system of symbols. Further more, it is

the fact that language is a system of communication used by human being to convey messages and exchange ideas and thoughts. *Language is a symbol system sounds as arbitrary language that allows people to work together, interact and identify.* (Kridaaksana, 1993:21). In addition to this, Aristotle added that only human beings have the abilities to use the « language » the advantageous and the harmful, the right and the wrong. He clarified that language is used by human beings abilities to differ between the good and the bad.

To put it differently, language can be considered as a mirror of human emotions, feelings and desires. Henceforth, the use of expressions and terms differ not only from one individual to another, but also from one sex to the other. One the fundamental topics, is the use of language and the social role of both man and women who use it. In this Tannen (1995: 38) has pointed out that

communication is not as simple as saying what you mean, how you say what you mean is crucial, but differ from one person to the next, because using a language is a learned behaviour i.e. how we talk and listen deeply influenced by cultural expectations.

As it has already been demonstrated, using language is different from one to another and how expectations has an impact how she or he talks and communicates.

1. 3. Definition of gender

From several sociolinguistics points of views, gender is embedded so thoroughly in our institutions, our actions, our beliefs and our desires that it appears to us completely natural. West and Zimmerman (1987) stated that “*gender is not something we are born with, and not something we have, something we do, something we perform*”. In other words, gender is the action of doing and performing something. (West and Zimmerman, 1987). Moreover, Mills (2003) has pointed that “*gender refers to social norms that society imposes on theme. Gender is a behaviour that has been forced on man and woman by society*”. Along with the same line of thoughts, gender used in social sciences as Sadiqi (2003: 02) illustrated that « *The term gender was first was used in linguistics and other areas of social sciences.* »

In linguistics point of views, the term referred to the grammatical categories that indexed sex in the structure of human language. In other words, *gender is related to the grammatical classification that list sex in the order of human language, and is used in social sciences and*

linguistics at first. (Sadiqi, 2003:02). In fact, several researchers focus on the nature and the power of gender differences in the use of language. (Zimmerman and West, 1975) stated as following:

The idea that there is power in language use was an important part of early research on gender differences in speech styles, for example one suggestion was that men used interruption as a way of wielding their power over women in conversation.

This implies that, men's language differs from women language, men use some expressions to show the authority over women and they differ also on the speech styles. (Zimmerman and West, 1975). Gender is a term that refers to social or cultural distinctions associated with being male or female. "Gender identity is the extent to which one identifies as being either masculine or feminine". (Diamond, 2002). Diamond conducted the study of the relationship between gender and social culture of being man or women, as being identify either feminine or masculine.

According to the scholars views, men and women have different behaviours and performance; each one of them has different roles and responsibilities in society. So," Gender was used solely to refer to masculine and feminine words like *Le* and *La* in French". (Nicholson, 1998). According to his point of view, gender is used to differentiate between both sexes men and women as the example of *Le* and *La* in French language as he stated before.

1. 4. Definition of Education

Education plays an important role in society as producing and transferring knowledge between the teachers and their learners. Dewey stated that *education is the extent of rebuilding experiences as a method of being active.* According to Big Indonesian Dictionary (1991)

Education is defined as a learning process for the individual to attain knowledge and understanding of the higher specific objects and specific the knowledge gained formally resulting individual has a pattern of thought and behavior in accordance with the education they have gained.

In addition, Education is the thought and the behaviour that the individuals have already grasped and it is a method of learning to gain knowledge and to know the specific objects. Education in its widest sense includes all the influences, which at upon an individual during his passage from cradle to the grave even in quran. In this sense Dumvile explained that education is all one's born days in life and contains all the effects upon individuals.

Furthermore, the social factors may effect on the sense of education as they are related to each other. Durkhein (1938) believed that "*Education is an eminently social matter; no aspect of education could be understood without taking into consideration the social forces and the consequences that characterize it*". In this concerns and education is a social element and its features may be understood just by the social forces and its consequences.

The institutions provide spaces and learning environments for the teaching of students under the direction of teachers. Each country has a formal system of education, in this system the learners develop their knowledge through a series of scholars level. Steiner (1988) indicated that *an education system must consist of a teacher, a student, content and a context subsystem*.

However, Algerian education system is structured into four technical and professional degrees granted by several institutions (primary, secondary and tertiary). It is still related to French fact acquisition orientation, and it is exclusively in the lecture mode. The structure of the school system is based on five + four + three models i.e. five years of primary school, four years of middle school and other three years in the secondary school, and five years for the university L M D system.

1. 5. Algerian Education System (Primary, Secondary and higher Education)

Education in Algeria followed through different steps or levels from primary, secondary to universities. It explained as follows:

1. 5. 1 Primary Education

The basic education cycle is the first nine years of schooling for all children of school age (usually age six and above). In academic years 1992 -93 French was the only foreign language taught at the primary level. However, students are assessed to successive grades

based on their course work .They have Arabic moduled, Islamic studies, History, Geographic, Mathematics, Natural Sciences, Technology, Physical Education and French as the foreign language ...ect. Moreover, primary education is an elementary education is the first stage for children to be received primary education.

Furthermore, the major goals of this stage are achieving basic literacy and numeracy amongst all pupils, as establishing foundations in Science, Mathematics, Geography...ect. In addition, teachers' goals in this stage is preparing successful students, through creativity, according to Abdul Kalam that creativity is the key of success and primary education is where teachers can be creative in children at that stage. To put it differently, the teachers should create new things and use different materials to raise the pupils' motivation. In this stage, students require the subjects and they perform in the next grade.

1. 5. 2 Secondary Education

Secondary education leads to the baccalaureat are three years in duration. It is typically followed from primary schools and lead to vocational and tertiary education. According to several scholars' views in this stage student must understand not just memorize facts. Adolescents enter life knowledgeably and mentally alert that they can use interpretation and transmission of knowledge, ideas and values. Moreover, the teachers in secondary schools are the primary resources of knowledges in that sense “ *Teachers are widely believed to be the most essential resources for learning*” . (Greenevald, Hedge and Liane, 1996).

In other words, learning is based on the teachers 's resources as they are the center of knowledge. Furthermore, in this stage students sit the baccalaureat examinations at the end of the third year of secondary education and admission to tertiary level institutions.

1. 5. 3 Higher Education or the Tertiary level

The Algerian framework of university degrees is currently under reform with the traditional system modeled on the French structure. The reform is known as the « L M D » which is based on the new French model, Masters and Doctoral degrees (Licence, Master, Doctorat).

- The Licence, three years of study beyond the baccalaureat (Bac +3).
- The Master, two years further study beyond the Licence (Bac +5).
- The Doctorat, more than three years of research beyond the Master (Bac +8).

Higher Education is the stage of learning that occurs at universities, academies, college...ect. It is a course of study for degree or diploma. However, Aristotle pointed out that "*The roots of education are bitter, but the fruits are sweet*". In other words, all the stages of education are hard, but the end is good by success. Obstacles and challenges help the learners for their personal development.

Finally, higher education helps learners to achieve real success and to realize their dreams in their lives. Gifty stated that one must challenge his life, reach out to his goals. And that there is no limit to what someone can achieve.

1. 6. Gender Differences in Spoken and Written Forms

Various past researchers claimed that women and men are different in their speech context. In other terms, males and females differ also in the language use. They have different use of linguistic features in both spoken and written forms.

1. 6. 1 Gender Differences in Spoken Form

Male and female are different in many ways, both physiologically and psychologically. According to Eisenmen (1997) *women have better memory than men*. However, there are also social differences between males and females are « difference theory » and « dominance theory ». Uchida (1992) stated that *men and women differences separate from the cultural world; as a result, they have different ways of speaking*. Moreover, men are believed to inhabit a cultural and linguistic world, where power and dominance are distributed. In spoken form, male and female use different linguistic forms. Holmes (1993) mentioned that "*male and female differ in some distinct linguistic features form pronunciation or morphology to vocabulary*".

Furthermore, Holmes referred to Japanese example when women want to say « Water », she uses the word « OHIYA » whereas a man uses the word « MIZA ». women use of language differ to men because of lacking in authority and power. According to Cameron (1990:14) *women's ways of speaking are, either by nature or nurture, deficient in comparison to men's*.

1. 6. 2 Gender Differences in a Written Form

According to various researchers on gender differences in terms of written language, male and female differ in the use of the linguistic features. According to Gyllgard (2006) stated that *...there is always a problem in the investigation of written language differences between genders.*

Moreover, women use literature to show their superiority and their intellectual abilities over men. Henceforth, boys are less successful than girls in writing and reading. Along with the same line of thought, according to Brown (1994) *women show their interest in writing than men*. Furthermore, Millard, 1997 claimed that *female style of writing is higher than that of male because of their experiences in reading, whereas male's style is not good, because they rely on TV and computer*".

Following this point of view, women tend to write longer expressions which consist of more subordinate clauses and a wider range of adjectives. Additionally, Kanaris (1999) believed that boys are attracted towards the use of « I » and girls towards the pronoun « WE ». In the other hand, women use words related to psychological and social processes in their writing, whereas men tend to use language for instrumental purposes (conveying information). *Writing is a system for interpersonal communication using various styles of language.* (Jalaluddin, 2011). Writing has several differences of style as a fundamental system about our personal professional lives.

Researcher on gender differences on the writing process may consider some issues, such as topic choice, planning and words choice. In the other word, *females are better in academic achievement than male.* (Camarata & Woodcock, 2006). In the researcher's perspectives on boys writing and girls competences. Girls have the superiority on writing over boys writing as girls was considered as more detailed descriptive and having greater conformity to writing conventions.

1. 7. Women's and Men's Language Attitudes

Language plays a crucial role in signalling the way we think about others and in displaying to the others the ways that we think about ourselves. Language attitudes differ from women to men. Moreover, several researchers as Labov (1966) who found that *women are more sensitive to prestige factors than men.* In the study of gender, Gruyter and Brower

(1989: 09) explained Labov's finding that *women showed the great style shift to the standard as the formality of the speech situation*. Furthermore, Trudgill's (1975) pointed out that *men are more attracted to non-standard forms of English*. In fact, women's use of language is surrounded by negative connotations and for this reason men avoid standard forms since they are seen as parts of female's language.

In this point, *many studies included informants of both sexes, studies confined to male speakers continued to be carried out* (Labov's, 1972). Researchers views on women's and men's language attitudes are that males and females speech terms of men's dominance and women's subordination. They were using this model are concerned to show how male dominance is enacted through linguistic practise. "*Doing power is often a way of doing gender*". (West and Zimmerman, 1983). In the other words, men rise their voices to show their strength and power over women oppression.

According to Humm (1989: 51), stated that *... women began to assert that they had a different voice, a different psychology, and a different experience of love, work and the family from men*. Women's talk to be examined out side a framework of oppression or powerlessness. In the general term, men and women have different attitudes. These attitudes are surrounded several aspects such as the culture of their society.

1. 8. The Sociocultural and Linguistic Contexts in Algeria

Sociolinguistic is a discipline which takes into account the different use of the language in communication (sounds, word and grammatical forms). However, Algeria is a country which includes many people from different cultural sides, the Phoenians, the Romans, the Turks, the Arabs and the French. It has different languages because of the impact of the other socio-cultural contexts. Several scholarly works tend to find the factors which influence the different uses of the identity and attitudes of the speaker in addition to other socio-cultural aspects.

Additionally, socio-linguistic is known as the branch which has thrown much light on the concept of Algerian speech community. In fact, several scholars have investigated on many linguistic phenomena and consider them as social units in the notion of society; Lakoff (1975) showed that *single speech community is heterogeneous since there are many differences that must be taken into consideration in tackling some linguistic phenomena including age, race, gender and ethnicity*. In the other words, socio-cultural parameters that may impact on speech context of Algeria including age, educational background and occupation. For instance, most

Urban Algerian females have positive attitudes towards the use of French in formal and informal setting. As it has been noted by Sidiqi in her article "*In fact, women tend display proficiency in French more frequently than proficiency in standard Arabic*". In the other words, Algerian women prefer frequently to speak French rather than learning the linguistic features in standard Arabic language.

In general, the Algerian linguistic context is very complex due to many factors, some of them historical, others political and socio-cultural ones. The Algerian language context also is a mixture of more than one language and which become a multilingual place, Arabic as the mother tongue, Berber, Kabyle, Tamazight, French...ect.

1. 9. The Foreign Languages in Algeria (French and English)

With globalization leading to an ever-increasing connectedness of the world, foreign languages have become as means of relatedness with the other cultures in Algeria. For instance French and English languages use in Algeria which have been increased due to several factors.

1. 9. 1 French Language in Algeria

Almost all aspects of Algerian life were affected by French colonialism, especially education, cultural activities and more importantly the use of French language in everyday life. French language became as subject of education in Algeria as one of the main impact from 1830 to nowadays life. However, in the case of Algeria 1830, it is possible to say that the Arabic language was a central issue in the struggle for independence in Algeria .

Now, it is fruitful to look back, and to consider the policies rules which made it so, because in examining the politics and attitudes of the colonial period, it helps to explain the problems that the Algerian faced on independence where language is concerned. Moreover, French wanted to end the Arabic culture to make French as the official language. As far as language is directly migrants and the displacement of the Algerian from their land were some of the attempts made by French to assimilate or associate the Algerians to French language and culture. The Algerian societies use some French words also in their communications with each other even nowadays. For instance, the new generations' people use French language to deal with their friends and peers. *French language in Algeria has been integrated into the population 's social system norm.* (Fishman and Kachru, 1983: 11-15). In other words, French

language in African nation has been integrated into the population, social structure norm. Further more, the local population had started to use some French words in their dialect, but it was also the influence of the French and their language in the administrative apparatus which made them so.

The main objective of French colonialism is to adopt the policy of « THE DIVIDE and RULE ». Among Algerians, because they thought that the Arabic language was the main factor in spreading of Islam in Algeria. Therefore, they were focused on separating the Berbers linguistically and socially from the Algerians. According to David (1966) stated that *In Algeria, (as in Morocco), French authorities tried at times, ultimately in vain, to set Berber against Arab, favouring the former.*

David (1966) stated that *French power tried now and then in Algeria, ultimately vainly, to line Berber against Arab favouring the previous.* So, French language in Algeria has been maintained and the number of its users increased substantially since independence in economic as second language ...etc.

1. 9. 2 English Language in Algeria

Nordquist defined from Anglise the speech of the Angles, one of the three Germanic of the fifth century. It is the primary language of several countries such as Canada, the United Kingdom and the second language of multilingual countries (including India and Philippines). English language is also considered as a foreign language in Algeria and often becomes a common dominator between people of different nationalities when and while traveling, doing business, or in other contexts as the third most spoken native language in the world. *English is the very best stationery for people who get excited when they see English all over every thing.* (Dougill, 1987: 83)

Dougill (1987: 83) stated that “*English is the exceptionally best stationery for individuals who get energized when they see English all over each thing*”. Furthermore, English language uses in several political, economic, demographic and social factors have been identified as potential influences on world language presence. According to Graddol's (1998: 139) believed that “*English has already grown to be independent of any form of social control*”. To put it differently, in his point of view English has now developed to be free of any frame of social control. English language is a symbol for the themes of globalization, diversification and process as it uses in several countries such as Algeria. Very helpful in understanding the

rivalry between English and French and future developments in North Africa is the custom reports compiled in April 2012 for the British council by global research organisation Euromonitor International. Its study seeks to the best map quantitative evidence of English language against the importance it imparts to individuals and countries in eight nations of the Middle East and North Africa (MENA) including Algeria.

According to Roberts, Algeria needs to learn and master the English language. One should not under-estimate the fact that Algerians have been convinced for years that they need the mastery of the English language since Algeria has gained an increasing important role in career development and especially in education.

1. 10. The Purpose of Teaching and Learning the French and English Foreign Languages in the Department of English (Dr Moulay Taher University of Saida)

Language is considered as a foreign one if it is learned largely in the classroom and is not spoken in the society where teaching occurs. However, according to scholars' views teaching and learning foreign languages such as French and English are based on mastering the four skills (reading, speaking, listening and writing). Teaching and learning these languages may help the students to communicate effectively and distribute in their real life situations. According to Gallgher (2004) and Cohen (1996) argued that "...*the place of language teaching and learning in society as considered by cultural historians*".

In other words, society and culture are more than background and context and both of them are related to language. Moreover, the main aim of teaching and learning the French and English foreign languages in the department of English of Dr Moulay Taher University of Saida is that French language is related to English one as they are both considered as foreign languages in Algeria education. In other words, the teachers aim to teach these languages to learners to increase their linguistics background (sounds, grammar, vocabulary and the cultural knowledge, because learning a foreign language is generally based on learning the cultural background experiences. To put it differently, the main significant is that teaching these languages (French and English) are considered as applying « good teaching » practices developed such as activating prior knowledge, using cooperative learning, process writing or hands-on activities. Harper and Platt (1998) believed that "*Cooperative learning is more important and it will lead to the language development*".

In the same line of thought, the group work in the classroom may progress the language learning. In addition, students are expected to learn new information through reading texts, participate actively in discussion and use the language to present their learning by presenting oral reports and preparing research papers. Gibbons (1998) as follows:

There is emphasis on creating classroom where students will talk to learn, there is no consideration of how students will learn to talk, which is the additional task facing the second language learner.

So, “the role of the teachers is to understand and develop the oral communication for learning”. Cazden & Edwards and Westgat (2001, 1994). Learning foreign languages depends on learning to speak, interact and this refers to the responsibility of the teachers. “The teachers’ should also organize the classroom to enable students to name, organize and process information while learning to read and write”. (Chaney and Burke, 1998: 02).

University teachers understand that the learners have a wide range of experiences and background learning of French and English at earliest schools, because French and English go hand with hand with teaching and learning at the department of English Dr Moulay Taher University. Teachers aim at develop English and French skills that the learners will enable to translate, interpret, speaking fluently and communicate with the foreign languages in a clear and comprehensible way.

1. 11. Women's Attitudes towards the French and English languages in Algeria

The colonization of the French had an impact on the use of the French language by the Algerian people. The Algerian sociolinguistic profile is deeply influenced by the French language. Thus, Algerian Arabic has taken a lot of French words and this could be seen in daily life communication.

However, the use of French is conditioned by certain social parameters including gender and the educational background, status, situations and the culture. According to various scholars' Algerian women are supposed to use more French in their works, homes and especially in their education to convey messages, describe colours, use of adjectives and adverbs and to support their opinions. Algerian women also considered French language as a

symbol of modernity and prestige. They prefer to switch to French language for several reasons are that French is seen as a prestigious language.

One of the main reasons women uses of code switching is a search for prestige. In Urban areas, little girls are often more encouraged to use French than little boys. (Sadiqi, 2003:39)

Moreover, Algerian women think that the use of French language is an act that may put them in a superior position. According to Deuchar (1989) who claimed that “ *Women employ standard forms as a politeness in order to maintain face during their interactions*”. Algerian women are socialised from childhood to be polite and conservative. This fact leads to the use of French in speech as prestigious language. Algerian women's attitudes towards French language of the society. Bassiouney (2009, 133) cited Sadiqi's point view as follows: “*Women's communication strategies are primarily dictated by their geographical origin and level of education*”. In the other word, women's use of French reflected their position in society, the educational levels and cultural aspects. Whereas, women's attitudes towards English language is positive, where English is used by various Algerian people. It is the carrier of culture which seems as the language of the world.

Algerian women need English language even for specific purposes such as work, business, commercial exchange, technology and education...ect. Moreover, women language is different in communication styles and in their behaviour in conversational interaction. Women's speech reflects the cultural expectations in which are related to expressions and education. They use English language to show their feminist styles and to show on off. They are also interested to learn different foreign languages especially English and French as they are influenced more by the Western countries styles, cultures and languages. Tahaineh and Daana (2003) argued that *Female undergraduates to measure out their motivational orientation and attitude towards learning the target languages and its community.*

Furthermore, they use English language to show modernity, styles, cultural and educational levels. Algerian women also tend to use different parts of their brain to learn some fundamental parts of English linguistics features such as grammar, vocabular, sounds...ect. They sometimes switch to English to express feelings, emotions or desires example: « I am sad », « I am happy »...ect. Algerian women attitudes towards English language are that they have favourite words and phrases to say. They choose the appropriate situations to

communicate with the English language too. Besides, the use of English language by Algerian women related to several effects such as educational levels, attentions of the other cultures, females nature and the situational acts that they lived.

So, according to scholars' research, Algerian women use and speak English better in almost countries as they have greater levels of social competence and performance. They are also reached by a great linguistics background.

1. 12. The Main Reasons beyond Women's Use of French Language

Algerian achieved independence on 5 July 1962, after 132 years of French colonial rule and nearly eight years of armed struggle by the Algerian people. Algerian people had their land, property, culture and language taken away from the colonialism. It is important to underline that Algerian people at all levels of society are influenced by the French language as they ancient women who had received the education under the colonial system and that could be seen at homes, outside, works, businesses and education.

However, French language is used especially by women in Algeria for watching the news or discussion programmes on French TV, reading textbooks, the newspapers and it is clear that French language is increased society. Moreover, Algerian women as they are reached the job, the language that they are actually needed was French. There are Algerian women in all sections of Algerian society; they are in the elite that they are Arabisants, Francisants. According Sadiqi (2003: 39) explained that *both women and men use code-switching in their everyday conversation, but code-switching is more associated with women than with men*".

Women are more likely to speak French and engage in code-switching involving French language. Algerian women switch to French for various reasons. They use this language to show their cultural background or their educational levels. Furthermore, Algerian women sometimes need to show their power and authority from the use of French language. They are also supposed to appear their image of dominance, confidently and their abilities. According to several scholars the main reasons beyond women's use of French language is to prove their social interaction.

Connel (1992, 90) stated that *"women's language has been said to reflect their conservatism, prestige, consciousness, upward-mobility, insecurity, deference, nurture emotional expressivity"*. In the same line of thought, Algerian females use French language, because

they need to show their modernity prestigious forms in their speech societies and their superior social position.

1. 13. Women as English Teachers use of French and English in Saida Department of English in Dr Moulay Taher University

Foreign language department teaching staff tries to choose methods and approaches that are most effective for students. And to help our university students to learn in the best way for them, and the teachers themselves is considerable target achieve. However, women's teachers of English are expected to instruct all the skills of the foreign languages (French and English). They need to transfer knowledge and developing these skills. According to German (1988, 689-703) observed that

The education process is a social one in which the learners and the teachers come to gether to sher meaning concerning the concepts and skills of the curriculum.

Moreover, women differ from men in the way of using the French and English languages. They use these languages more fluently and with less grammatical and vocabulary mistakes. Besides to the case of women's as teachers in the classroom usage of these languages, teachers may do well to achieve a meaningful speech in their explanations. They usually switch from English to French to convey an appropriate context to their students. Women's teachers have the abilities and a clear background of both French and English languages.

In addition, they use French and English languages more accurately, confidently and fluently. They speak English and French all the time because they are experienced and can use these languages more independently. This can increase the confidence, the motivation and for a better vocabulary for their students achievement. The English teachers in explaining English lectures, they sometimes switch to French to facilitate the information for their students.

To sum up, teachers of English are native speakers to these languages. They try to switch to French during the exchange as they encounter unfamiliar English vocabulary items. Women teachers of English code-switch to French contribute new style of speech. This style indexes modernity, will and determination. The use of code-switching is also a type of linguistic innovation.

1. 14. Women's as English Students use of the Foreign Languages in Saida Departement of English (Dr Moulay Taher University)

The important of learning foreign languages is to have a good career; the thought of career might influence language use more than the social background. Various female students of English have the capacities to use and speak the French and English languages inside and outside the classroom. Dornyei and Murphey (2003) stated that *...a person behaves differently from the way he or she does inside or outside.*

Moreover, English and French languages are the most commonly spoken languages. Thus, English learners need these languages of learning skills as they are related to each others and are needed for various domains especially carrier. Women's learners of English also participate well on English languages to share their opinions, thoughts and information. They have a positive interaction on the use of English language in the classroom and outside of it. They speak English language better than men and sometimes need to switch to French as it is known that English and French are sharing a lot of linguistic features. Furthermore, women's students' speeches reflect their cultural, educational and natural background. They have the abilities to use both languages together to express themselves and their knowledge background. In most students of English in the universities, as have been discovered that women's as students are more status-conscious than men in using the French and English languages.

In addition, women's learners tend to use more standard or educated expressions and words of these foreign languages in their communications. They are more aware on the use of grammatical structure than men. According to scholar's views women are more controlled of their speech and behaviour in using French and English languages. They use also these languages as prestige and to show their social positions, according to Romain (2000: 79)

The distinctions between male and female speech are also related to social position, and that women try to use linguistic means to obtain prestige that they do not receive by being female.

Women's as students are more motivated to use and learn French and English languages, thus learners of English who have already gained significant skills of French language, they have the abilities to learn English in an easiest way and more quickly. In general, learning

French and English is needed for the use to expand the horizons of communication in the global information environment, which stimulate the renovation in education content, meeting the requirements of modern society as that the both languages are being the languages of the international communication in the global world.

1. 15. The impact of French Language in Teaching and learning English in Saida University of Dr Moulay Taher

French language is the second language which is spoken in Algeria country and the other Western countries that facilitate the learning of English language. However, French language has a great impact on learning and teaching English in the universities. It helps learners to develop and require the English language easier, as it helps also to develop proficiency in English through the transfer of their French background in particular the syntactical and lexical similarities between French and English languages.

The learners may have experiences French linguistic features that they can use it to facilitate learning of the English language. They may also switch from English to French in their communication learning. They use French language to translate English expressions too. Moreover, learners who have a based experience of French language find it easier to require the English one as they go hand with hand by using their previous capacities of the resources they had learned. Students of English at universities usually switch to French to complete their conversations, dialogues or to express their thoughts and knowledge when they are missing some English words. Learning English through French is a growing necessity in several domains of the individual's life. French language has also cross-linguistic influence on English as it may use to facilitate the learning of English to gain time and energy.

Furthermore, the French colonisation (1830, 1962) has deeply affected the linguistic and the cultural aspects of the Algerian countries in economic, business, commercial exchange, work and especially education. For instance, teachers of English in the Departement of English at the University of Dr Moulay Taher of Saida sometimes speak French language in their teaching carrier. They sometimes use words from French to convey English messages to be clear for their learners and to simplify the English linguistic features such as vocabulary, grammar, semantic...ect. Teachers of English use French language to rise the learner's skills, listening, speaking, reading and writing as well as there are similar words and expressions between French and English languages. Besides that, French language is affected English as it used by

teachers and learners in the universities to transfer knowledge and expressing ideas and information. According to various scholars who see that French language in Algeria is needed in education especially teaching and learning English as foreign language to be open to today's world.

In addition, French language has a positive impact on learning and teaching English language. Both have similar syntactical structure and common words are easy required English, particularly, in a unique role in many school systems throughout the world. According to Gass & Selinker (2008) and Ringbom (2001) suggested that

In the Algerian context, French is considered as a foreign language and English also, they are related for they are shared a great amount of common vocabulary and grammatical features.

Teachers of English rely on different techniques that help the learners to acquire the right meaning and become able to remember the words by switching to French language. They switch to French also to explain unfamiliar English words to improve comprehension example: French word « espace » is used frequently for the English one « space ».

So, teachers of English and learners use code-switching to the French language, when they lack some form of words and to transfer meaning. Lawless (2006, 04) argued that "...an English speaker who has never studied French already knows around 15,000 French words". In the other hand, almost of Algerian people know some French words even the English speakers have some knowledge background about French language, because French and English share some subjects, verbs, objects structures, passive or active voices...ect.

1. 16. Multilingualism in Algerian Sociolinguistic

To better understand the sociolinguistic situation in Algeria. It is a country that was colonised for one century and thirty two years, predominately by French. The colonizers imposed their language on people of Algeria in a nationalizing process, which greatly influenced the spoken language in Algeria. Algeria language is quite complex, which makes sociolinguistics seek more to examine it. There are many languages such as standard Arabic, the Algerian Arabic called Darja, and Berber and French and all these created the reason that many Algerians are diglossic, bilingual and multilingual. Various aspects of linguistic behaviour in the Algerian society namely bilingualism and multilingualism. Multilingualism

is the opportunities of interaction among people by using different languages. Harmers and Blanc (2000: 6) defined bilingualism as follows:

Bilingualism is the psychological state of an individual who has access to more than one linguistic code as a means of social communication: the degree of access will vary along number of dimensions which are psychological, cognitive, psycholinguistic, social psychological, sociological, sociolinguistic, sociocultural and linguistic.

It is the ability to communicate and use of two languages. It is also the capacity to know separate languages as well as the ability to use a range of linguistic resources. Moreover, in the current study, “*Multilingualism means the ability to use more than two languages and bilingualism as the ability to use two languages*”. (Diamond, 2010: 332). Multilingualism also sharpens the mind of speakers and allows them to be more creative in their thinking patterns. It means understanding different cultures and experiences which makes speakers multicultural. Furthermore, “*multilingualism is anyone who can communicate in more than one language, be it active (through speaking and writing) or passive (through listening and reading)*”. (Li, 2008: 4). To put it differently, it is the ability of societies, institutions, groups and individuals to engage, on a regular basis, with more than one language in their day-to-day lives.

Algeria is a multilingual society, there are several languages are spoken by people. Algerian people use different languages because of the effectiveness of the other cultures in Algeria. For instance, the spread of French and English languages in Algeria, as lingua Franca and the mobility of the population to urban areas nations have resulted in other situations as well. Algerian people within individual multilingualism, there can be important differences in the experience of acquiring and using languages. *These experiences also are related to the different possibilities in the organization of bilingual memory and the distinctions between compounds, coordinate and subordinate multilinguals.* (Groot, 2001). Additionally, bilingualism and multilingualism as different terms, some researchers use the terms bilingual for users of two languages and multilingual for three or more.

Multilingual speakers use the languages at their disposal as a resource in communication, and as their repertoire is wider, they usually have more resources available than monolingual

speakers. In other terms, multilingualism in Algeria refers to the capacity of their people to communicate in different languages, either individually or collectively. Depending on one's linguistic biography, one can be competent in more than one language. All most Algerian people can speak different languages, Berber, English, French...ect. Most of people in Algeria speak French and English as they are the common languages use in several domains such as business, trade and education. However, last language in Algeria was affected by the coming of different foreign people. Algeria lived under French assimilationist colonial rule for 132 years. It has absorbed the heaviest colonial impact. The France language, thus Algerian people speak French all most time.

Algeria became the focus of rivalry between different languages (French and English). All these languages are introduced in Algeria as multilingual. Most of Algerians speak more than one language. Language rivalry in Algeria serves as a focus on the situation faced by many states caught between a post-colonial transition that requires language unification against a multilingual background on the one hand, and the demands of a globalized world with several world languages in circulation, on the other.

1. 17. Definition of Code-Switching and its Types

The phenomena of languages occur in societies to make the communication more effective and meaningful.

1. 17. 1 Definition of Code-Switching

Code –Switching is a phenomenon which exists all over the world among the bilingual and multilingual individuals. This linguistic behaviour emerges in several countries such as Algeria. *It is mixing two or more languages in spoken or written communication. (Meyers,1993).* It is quite common in multilingual communication. Code-Switching is now a subfield of sociolinguistics which attracts many sociologists and dialectologist alike. Moreover, code-switching is an inevitable consequence of either bilingualism or multilingualism. *Any person who speaks two or more languages chooses between them according to the situation he or she is in. The speaker should choose language which is more comprehensible and clear which the participant can understand. (Hudson, 1996).*

A bilingual person often switches between two languages in the middle of the conversation. *“The code-switches words can take place either between or within sentences. These switches*

too involve words, phrases, and /or even parts of words". (Spolsky, 1998). Code-switching is the alternating between two or more languages within the same interaction. Francois (1982: 145) defined code-switching as follows: "*The use of more than one language by communicants in the execution of speech act*". In other words, code-switching is the mixing of words, phrases and sentences from two distinct grammatical systems across sentences boundaries within the same speech event. It is a phenomenon which its users express a range of meanings. By code-switching, which occurs mostly in conversation, the choice of speech alerts the participants to the interaction of the context and social dimension within, which the conversation is taking place.

Furthermore, code-switching is considered as the ability to communicate and express thoughts, opinions, and expressions to others when a speaker alternates between two or more languages in one conversation. There are several factors that may influence the language choice such as the cultural influences which are reflected in our language and also influence how speakers conceptualize who they are and where they are coming from. Code-switching also can observe mostly in second language (French) and foreign one (English) class. It refers to the use of two languages within a sentence or discourse.

1. 17. 2 Different Types of Code-Switching

Various scholars name different types and degrees of code switching which have been observed in different cases. Pop lack in (Romaine, 1989), *these types can be identified as: Tag-Switching, Inter-Sentential and Intra-Sentential.*

A. Tag-Switching

It implies to engage a tag in one language into an utterance which is in the other language. It is switching of either a tag phrase or a word or both from language B to language A.

"This type of code-switching occurs the most easily for the reason being that tags typically contain minimal syntactic restrictions, thus, they do not break syntactic rules when inserted into a sentence that is given the first language". (L1) (Harmers & Blanc, 2000).

B. Inter-Sentential Switching

It involves switching at sentential boundaries where one clause or sentence is in one language and the next clause or sentence is in the other. Eldin (2014) and MacSwan (1999) stated that

...inter-sentential switching takes place within the same sentence or between speaker turns; it entails fluency in both languages such that a speaker is able to follow the rules of two languages.

C. Intra-Sentential Switching

It involves the switch of different types that occur within the clause or the sentence. It is possibly the most complex type among the three, as it can occur at clausal, sentential or even word level.

Code-switching is a natural conflation that often occurs between multilingual speakers who have two or more languages in common as the case in Algeria. In other terms, Algeria is one of the diglossic and multilingual societies where there is coexistence of three genetically unrelated languages which are: Arabic, French, and Tamazight. Dialect Arabic is considered as mother tongue, standard Arabic is the first language and Tamazight is a mother tongue of a particular region in Algeria. Most Algerians do code-switching in order to communicate effectively with each other. They use all most time French language in all domains, especially official ones such as administrations and education. Even English teachers use code-switching to French language to perform in their tasks. The Algerian society can expose a real situation where code-switching is widely used.

1. 18. Conclusion:

Throughout of first chapter, we summarize that most important scholarly investigation in the field of women's gender and foreign languages (French and English) in the Algeria Education. In fact, the different uses of French and English languages have been viewed due to several reasons. This fact leads to the most important works that are led by feminist scholars including Tannen and Sadiqi...ect.

This chapter has investigated how male and female differences in using French and English as foreign languages in spoken and written forms in Algeria. Besides, how women's as students

and teachers' use of these languages in Saida University of Dr Moulay Taher, Department of English.

Broadly speaking, women's speech in Algeria depends on many socio-cultural factors including the educational background and social positions. It is important also to know the impact of French language on teaching and learning English language and how women switch to French to convey unclear expressions and information to achieve a successful education.

Chapter

two

2.1 Introduction

In this chapter, the researcher tried to give a succinct account of women's use of foreign languages (French and English) in Algeria especially in English education at Dr. Moulay Taher of Saida University. In other terms, it deals with gender differences in spoken and written forms and the impact of the sociocultural factors. Lastly, it deals with the impact of French language on English in teaching and learning processes and how women use French language in teaching and learning English.

The second chapter will talk about the essential point in research methodology data collection and analysis. It will also explain the significant of using several research techniques and methods since each method depends on another one in order to obtain more naturalistic data. Consequently, through applying various socio-linguistic methods (observation and questionnaire to students and an interviewer with teachers). This chapter will investigate the main differences between both genders and women's use of French and English languages in Algeria universities. It will explore the sociocultural factors that affect foreign languages use. It will also prove that the geographical location and educational background help in the creation of several expressions which are used by Algerian women in certain context.

2.2 Definition of Research

Searching it again and again means re-search. It is defined as human efforts or activities on intellectual application in the investigation of matter. The primary purpose for applied research is discovering, interpreting, and the development of methods and systems for the advancement of human knowledge on a wide variety of scientific matters of our world and the universe. It is scientific investigation to gain information, ideas and data about a certain topic to solve problems.

In other terms, research is an intensive and purposeful search for knowledge and understanding social and physical phenomena. Clifford defined *research is comprises defining and redefining problems, formulating hypothesis or suggested solutions, collecting, organizing, and evaluating data*. Neumann (2000) suggested that all social science research is conducted for any four differences purposes: to answer questions, to gather data or

information, and to add to the body of knowledge about a topic or field, and to change society in some way¹.

“Research is systematic, patient study and investigation in some field of knowledge, undertaken to establish facts or principles”. (Grinnell, 1993: 04). In other words, research is a structured or organised inquiry that utilises acceptable scientific methodology to solve problems and creates new knowledge that is generally applicable. To put it differently, this scientific method consists of systematic observation, classification and interpretation of data. It is based on observe of real experiences. Burns (1997: 02) argued *that research as a systematic investigation to find answers to problems*.

Moreover, research should be valid, reliable and the knowledge should be also solid. Bulmer (1977: 5) stated that *...research is establishing organization, reliable and valid knowledge about the social world*. It is clear that research is a process for collecting, analysing and interpreting information to answer questions. It must, as far as possible be rigorous, controlled, systematic, empirical and critical. There are also two methods in collecting data on research (quantitative and qualitative methods).

Furthermore, quantitative and qualitative which are called mixed methods refer to an emergent methodology of research that advances the systematic integration of quantitative and qualitative data within a single investigation. The researcher designs rigorous procedures on these components to collect and analyse data. Some researchers emphasize on gathering numerical data and focus on numbers; they are typically using quantitative approach. Whereas other researchers emphasize on the analysis of complex data in terms of its content interpretation of the information. These designs are referred to as qualitative research.

2.3 Data Collection Methods

Research as a systematic investigation follows organized procedures to find data or solutions to problems about certain topic or phenomena. The investigators should use methods of research which are quantitative and qualitative ones to achieve their goals.

¹ Hossein, Tavakoli (2012). A Dictionary of Research Methodology and Statistics in Applied Linguistic. Iran: Tahrn University.

2.3.1 Quantitative Method

Meyer defined quantitative research is a method that was originally developed in natural science to study natural phenomena. Its objective is to gain relevant facts. It is based on data which can be described as statistic numbers and analytic data. In fact, quantitative method deals with counting the amount of responses. Thomas (2003: 1) defined as follows:

Quantitative method, on the hand, focus attention on measurements and amount (more and less, large and smaller, often and seldom, similar and different) of the characteristics displayed by the people and events that the researchers studied.

In other words, quantitative method involves the use of statistical method to gain detailed description of events. In this sense, quantitative research uses numbers and statistical method. *...it tends to be based on numerical measurements of specific aspects of phenomena.* Verbal (1993: 3- 4). Quantitative method also helps the researcher to investigate and collect data through statistical measurement. It is a deductive method which is based on questions and hypotheses on already existing theories. It is used to quantify the problem by way of numerical of data and transferring information into usable statistics.

Moreover, it quantifies behaviour, opinions, attitudes and other variables definitions and collecting results form a large population. It is a structured method. It contains various methods to collect data such as on line survey, mobile survey, face to face, interviews, telephone interviews and systematic observations. According to various researchers quantitative research is the numerical representation and manipulation of observations. Its aim is to explain and describe any situation. Creswell (1994) defined *...quantitative research as type of research that is explaining phenomena by gathering numerical data that are analysed using statistical based methods.*

Furthermore, researchers are expected to reform numbers into meaningful data through applying of critical thinking. Quantitative data analysis may include the calculation of variables. It is preparing and checking the data and describing it statistically. It used to answer questions such as how many, how often and how much. The data in quantitative method can be verified and assessed by using mathematical techniques. Quantitative data can be collected through questionnaires are distributed to specific population. It focuses on obtaining market data by means of numbers which can statistically measure and evaluate the reactions and behaviours of large number of people by setting questions and standardized answers categories.

2.3.1.1 Survey Research

It uses interviews, questionnaires and sampling polls to get sense to behaviour with intense precision. The research used judgement of behaviour and presented the findings in an accurate way and using statistics work. The survey is well organized activity through which we gather information directly from people. Kraemer (1991: 23) stated that “*quantitative description of specific aspects of a given population, subjective and external validity are important in survey research features*”.

2.3.1.2 Correlation Research

It tests for the relationships between two variables. It is used for the purpose of establishing what the effect of one on the other might be and how that affects the relationship. It used statically tool to measure the relationship between two or more quantitative variables.

2.3.2 Qualitative Method

Researchers defined qualitative method as the actions, where a researcher describes kinds of characteristics of people and events. Lincoln and Denzin (1999: 02) stated that

Qualitative research is multimethod in focus, involving an interpretive, naturalistic approach to its subject matters, researchers study things in their naturalistic settings.

In other terms, qualitative methods involve studying events through stories and interviews...ect. It relies on interviews, direct observation or group discussions. *Qualitative research is an approach that allows you to examine people’s experiences in detail by using observation, content analysis and life histories.* Hennink and Hutter (2011: 20).

Moreover, qualitative research is a systematic scientific inquiry which searches to inform the researcher to understand social and cultural phenomenon. “...it is primarily an inductive process of organizing data into categories”. McMillan and Schumacher (1993: 479). In other words, data are well organized from the research context. It is related to observations, interviews, and document reviews. Its importance is looking at variables in the natural setting. Its detailed data is gathered through open ended questions. It is a broad term as an investigated method that describes ethnographic, naturalistic, field or participant observer research. In general, the field of qualitative research is characterized by the use of various different theoretical perspective. The researchers design and address questions to interpret

data and explanations. Shank (2002: 5) defined *Qualitative research as a form of systematic empirical inquiry into meaning*. It is based on real experiences.

Furthermore, qualitative research is a type of social science research that collects and works with non-numerical data and that seeks to interpret meaning from these data that help researchers to understand social life through the study of targeted populations or places. Methods of qualitative research include observation, interviews, open ended surveys, focus groups, and content analysis of visual textual materials, and oral history. Qualitative research also aims to reveal the meaning that informs the action or outcomes that are typically measured by quantitative research. The qualitative researchers investigate meanings, symbols, interpretations and relations of social life.

In addition, qualitative data allow researchers to develop multi-layered interpretations by returning to the data to carry out multiple analyses of different aspects of the topics. The strength of qualitative research is its ability to provide complex textual descriptions of how people experience a given research issue. It provides information about the human side of an issue- that is, the often contradictory behaviours, beliefs, opinions, emotions and relationships of individuals. It contains different five types.

2.3.2.1 Ethnography

Ethnographic research is the most common and applicable type of qualitative method. It is the study of cultures, challenges, motivations of human beings. Ethnographic studies are qualitative which utilised to describe, analyse and interpret a culture's characteristics. It is used when a researcher wants to study a group of people to gain information about their lives. Creswell (1997) stated that qualitative research sometimes is described as ethnographic, interpretive, and critical research.

2.3.2.2 Case Study

It involves a deep understanding through multiple types of data sources. It explains and describes events or individuals by using interviews, documents, reports and observations. The purpose of qualitative research is to systematically collect and analyse interviews, observations, and documents to better understand specific phenomena. To sum up, all these methods are needed in designing any research to investigate data and information for specific phenomena or topic.

2.4. Observation Research and Its Types

Observation is one of the most common tools in designing research to collect and gather data and information about specific phenomena. It is observing and controlling a specific group of people or participants, their beliefs, thoughts and behaviour. Classroom observation is an instrument which focuses on the teacher as the unit of measurement or the students interactions in the classroom.

Its aim is to describe and look to the teacher and the student's behaviour in the classroom. The researchers examine individual student behaviours, particularly differences by critical attributes such as student sex, ethnicity, or grouping classification. The observation instrument was specifically designed to focus on individual students in order to address potential inequities in the classroom such as differences between male and female students' behaviour. The researchers use this instrument by writing detailed notes about the students understanding and teacher's behaviours of explaining and designing the course.

Moreover, observation is considered as a method of data collection in which researchers observe within a specific research field. It helps the researchers to better understand and capture the context of people interactions. It also enables the researchers to learn things from people through discussions and to know different methods that the participants used. Peberly (1993: 47) argued that:

Observation skills of watching, listening, counting and identifying patterns of social interactions are processes tend to take for granted through quite literally.

In other terms, observation contains four skills to observe interactions, behaviour and listen to the social taking in consideration all the patterns and techniques within experimental design, to get information or responses from the participants.

2.4.1 Types of Observation

Observation tool in research is a planned method in which researchers look and observe any kind of situation in classroom interaction, how teachers explain and use the language and how the students understand, react and respond in the classroom. There are various types of observation such as participant, non-participant and structured, unstructured observation.

2.4.1.1 Non-Participant Observation

It is a method of collecting data in which the researcher observes the behaviour in a normal setting without using any efforts or involving in the participation in the classroom. The researcher should be aware and taking attention to any behaviour and using notes and maps. In non-participant observation, the researcher is passive in which she observes notes and analyses interactions and behaviours. It is the instrument that the researcher of this study conducted.

2.4.1.2 Structured Observation

It used an organized plan and involves specific information of the units that are to be observed the researchers are free in taking notes and using pointed and structured information. The researchers use a greater control of sampling and note, check on reliability and validity. Structured observation is controlled t in which the researchers are not involved in the activities being observed, but they record them as inconspicuously as possible using recording which may involves audio-visual devices.

2.5 Definition of Questionnaire

Questionnaires are one of the principle tools of research to discover the people's thoughts, experiences, attitudes and actions in systematic ways. It is a method which the researchers use to collect data and gather solutions to problems or phenomena. It is regarded as a part of quantitative methods. It also involves series of questions which vary between open, close and multiple questions. Questionnaires are certainly often employed data collection devices in statistical work.

Moreover, Brown (2001) provided a comprehensive account of research which used questionnaires as one of the main data gathering instrument. *The researchers use questionnaires as an instrument to gain information from a specific population.* Brown (2001: 6) argued as follows

...questionnaires are any instrument that presents respondents with a series of questions or statements they are to react either by writing out their answers or selecting from among existing answers.

Questionnaires are questions asked to people to discover their thoughts, behaviours, and beliefs. However, questionnaires do not have good or bad answers, they ask for information about the respondents (informants) in non-evaluative manners. Questionnaires are very structured data collection tool with most items either asking about very specific pieces of

information or giving various response options for the respondents to select from. It involves a series and procedures. It included length, format, writing effective items, writing appropriate questions and clear words.

Furthermore, questionnaires are more practical in which contain the validity and reliability. The questionnaires results should be analysed more scientifically and objectively. The questionnaires are used to develop new theories or test existing hypotheses. Questionnaires required special statistical methods to be analysed. They should allow researchers to collect the most complete and accurate data in a logical flow. Questionnaires are a well-established tool within social- science research for acquiring information on participants' social characteristics, present and past behaviours, beliefs and attitudes. Questionnaires are popular and fundamental tools for getting public knowledge.

2.6 Definition of Interview

Observation and questionnaires are important methods for gathering information and interview is another important tool for data collection. It is a part of qualitative methods since it allows the researchers to gain in direct contact with the participants. In other words, it is a face to face conversation. It gives the researcher a chance to control communication. In fact, it completes the results of the questionnaires. It involves an interviewer reading questions to respondents and recording their answers. Some scholars defined an interview as a verbal interchange, often face to face, through the telephone may be used, in which an interviewer tries to elicit information, beliefs or opinions from another person. Interview as a tool of research, it provides researchers with rich data.

Interview involves creativity and carefully preparation, following an established method; collecting and classifying information. It is a conversation, in which facts or statements are elicited from another. The researchers conducted this structured tool in order to gain more information from the teachers to complete this research study more effectively.

2.7 Data Analyses

2.7.1 Description of the Classroom Observation

The researcher conducted this observation tool in order to seek and gain real data as much as possible concerning the third year teachers and students of English at Dr. Moulay Tahar University of Saida about the use of French and English foreign languages. The

researcher attended these English classrooms at this university which were well organised and range. The investigator of this current study has been attended some sessions in order to obtain as much feedback as it is possible.

Moreover, the third year English classrooms of oral, literature and translation modules, contain different students of English (males and females). These classes contain also 60 % of the females students and other were males and the teacher as well. The classes had two sessions for oral and literature and one session for translation module. What was noticed that the majority of the students were females and that may help the investigator to work on this study effectively since she is investigating women's use of French and English foreign languages in the University of Dr. Moulay Taher of Saida.

During these sessions, the students were participating well with their teachers. They were interacting and exchanging ideas and information. This interaction helped the investigator to gather a lot of data. Furthermore, the students were more aware and attentive with their teachers of English. The researcher has noticed that teachers from time to time code- switch to French language to convey English messages.

The investigator noticed also that females use French and English more fluently and practise well compared to males. Through the classrooms observation, the remarked behaviours that there are wide differences between males and females on language use (Pronunciation, way of interaction and for selecting topics). The researcher realised how French language has an impact on English teaching and learning processes and how the socioculture and linguistic factors influence on women use of these foreign languages.

She witnessed that the educational level or background and the geographical location of Algeria may influence also on women as teachers of French language use during interaction and explanation. However, the obtained results confirmed the research work hypotheses. Therefore, the researcher has conducted a questionnaire and interview research instruments to achieve and complete her purpose of this study effectively and what she had found on the classrooms observation.

2.7. 2 Observation Data Analysis and Discussion

To move beyond description to detailed analysis and interpretation of observation takes time and practice. It also involves developing a strong understanding of the influences that have an impact on the women's use of foreign languages as teachers of English and interpreting and

understanding students of English use of English and French in the classroom at Dr. Moulay Taher University of Saida.

The researcher conducted observation in order to investigate and collect data by observing carefully, taking attention to women's use of French and English languages in English classrooms. The use of classroom observation has a great important in which the researcher may get a lot of information. The observation was held with in English third year classrooms at Dr. Moulay Taher University of Saida, the investigator attended different English classes to investigate how women's teachers of English use of target language and especially their use of code switching to French language to complete their explanations successfully. Also how students of English interacted and their use of these foreign languages in their participations, even their switching to French to convey English messages from time to time.

The researcher was conducted this current study to seek women and men differences use of French and English languages and what are the impacts of the socio-cultural and socio-linguistic features in Algeria. Moreover, what is the impact of French language in teaching and learning processes. The researcher took into consideration the whole classes and each individual student's use of these languages without neglecting the women teachers use of these languages in English third year classrooms. Furthermore, the investigator especially focused on the nature of the classrooms, the situations available and the setting, next, this study measured academic engagement, including time on task and time engaged in meaningful activities. These procedures were used to examine the effects of classrooms interaction and activities structures on the student's academic engagement and women's teacher behaviours in using these foreign languages and their impacts on the student's achievement.

Through what the investigator was noted on third year English classrooms she focused on how women teachers use of English language and code-switch to French one in order to facilitate lessons and activities and to encourage participation, using the appropriate subjects and asking open- ended questions to allow students to interact, contribute, motivate, speak and express themselves and develop concepts or procedures that are related to their lives. Women teachers of English use the target language more fluently with a meaningful phrases and sentences. Also they sometimes use code-switching to French language in order to complete the meaning of the sentences and sometimes used it without attention as they are experienced and used it in their daily life. Moving to females' students of English, most of them participated and use English language fluently and less grammar and vocabulary mistakes. Additionally, males

and female students are different in the use of English and French languages in the classrooms. However, females use English effectively with few mistakes and some of them use code-switching to French when they forget or need some English words to complete their expressions. Whereas, some males' students use English language with interactions and rarely use French language.

In summary, the impact of gender differences existed between findings from the present study. In terms of differences, most female students participate rather than males in the classrooms especially in oral and translation modules as they are significant and need to use these foreign languages in the classrooms.

2. 7. 3 Questionnaires Data Analysis:

2. 7. 3. 1 Section One: Women's use of French language in Algeria.

Males	Females	Total
09	17	26

Table 1. 1 Participants in The current work

Question one: Are there differences between men and women in using French language in Algeria?

Participant's Gender Male / Female

Use questions like yes / no? A: Yes / B: No

Choices	Males	Females	Total
A	30,78%	57,69%	88,47%
B	3,84%	7,69%	12%
Total	34,62%	65,38%	100,00%

Table 1. 2 The differences between men and women in using French language in Algeria.

What can be grasped from the previous table is that 30, 78% of males participants are with the view that women differ from men in using French language, while 3, 84 % were not. Whereas 57, 69 % of females were also with the view that are differences between men and women in terms of using French language, while 7,69% were against. Henceforth, their comments were based on the idea that women are selective since they look after their language. In fact, women are creative and use French language since they used it as prestige

and they are affected by the foreign culture. On the other hand, males tend to use a simple language; they use French language in specific needed situations.

Question two: In your point of view, does the geographical location have an impact on Algerian women's use of French language?

A) - Yes / B)- No

Choices	Males	Females	Total
A	26,92%	57,70%	84,62%
b	7,69%	7,69%	15%
Total	34,61%	65,39%	100,00%

Table 1. 3 The impact of the geographical location on women's use of French language.

From the table above, the researcher may realize that majority of participants, who represent 84, 62% of the sample, were with the idea that the geographical location of Algeria affects the women's use of French language. In contradiction to 15% of the informants maintained that the use of French language is not affected by the geographical location. Hence, most of the participants observed that Algeria location is considered as an important place of commercial contact with the French country, without forgetting the French colonialism influences on Algeria especially on language.

Question Three: Does the educational level of Algerian women has an impact of using French language?

A) - Yes B)- No

Choices	Males	Females	Total
A	19,23%	42,32%	61,55%
b	15,38%	23,07%	38%
Total	34,61%	65,39%	100,00%

Table 1. 4 The Impact of the Educational Level on Women's Use of French Language.

The previous table shows the differences between participants. In fact, 61, 55% were with the idea that the education level of Algeria women has an impact of use French language. While 38% of the informants were against this idea. They claimed that the education level of the women has no impact on using French language. They see that the educational background of the speaker plays no role in developing French language construction. Whereas, Algerian women have more freedom which pushes them to create more French language expressions.

Question Four: Do Algerian women’s use of French language as prestige or show their educational level?

A)- Yes / B)- No

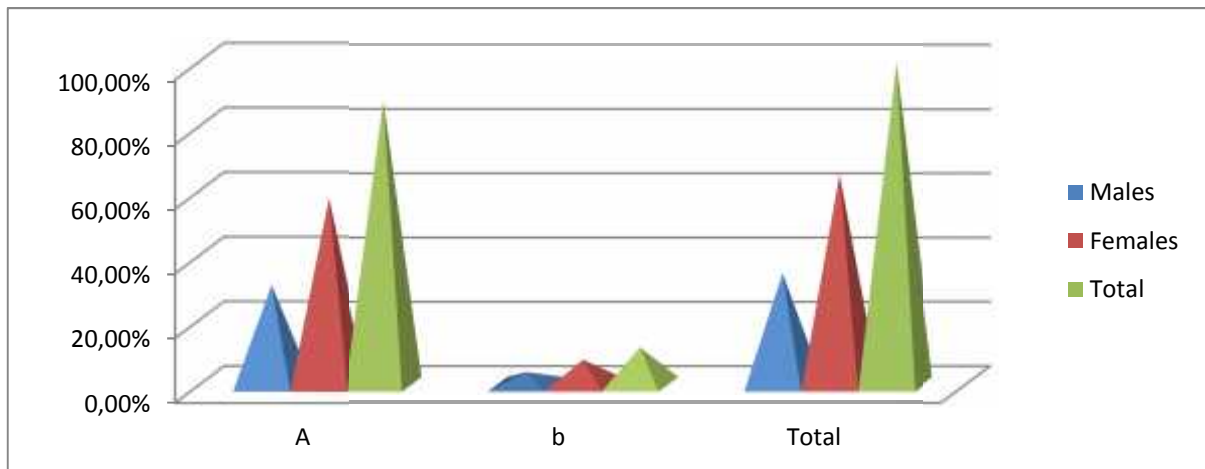


Figure 1. 1 The Algerian women’s using of French language as prestige or show their educational level.

As it has been shown in the previous graph, about 30, 76% of male participants argued that Algerian women use French language as prestige and to show their educational level and 57, 69% of females’ participants have the same idea. They further were started that women use French language in order to prove their superiority over others and to show their intellectual capacities. Algerian women’s as they are affected by French colonialism since earlier years, they prefer to use code-switching to French language to use it as a prestige and to show their educational background. Whereas, 12% of the participants argued that women’s use of French is from nature and not to show their educational level or as prestige.

Question Five: Do Women have the abilities than men to use French expressions in their communications?

A)- Yes / B)- No

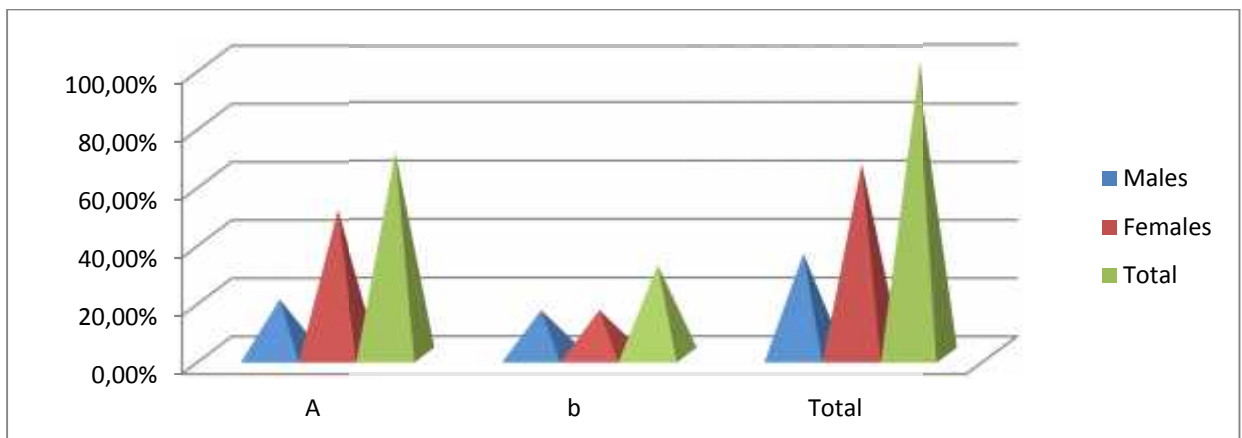


Figure 1. 2 The Abilities of women of using French language than men in their communications.

From the graph above, the researcher noticed that 50, 01% of the participants who answered “yes” were women while the rest were males 19, 23%. On the other hand, 34, 61% of the participants answered by no. The informants who reported “yes” are with the idea that women really have the abilities than men to use French expressions in their communications. Women first are accessed to educational opportunities, they received higher educational level. They use French language in their expressions most time at home, work and education. They are capable and more motivated than men towards learning foreign languages especially French, since it is used mostly here in Algeria. Whereas, males use French language in their expressions, but not all most time, just in specific situations.

Question Six: Do women use French language more Fluently than men?

A)- Yes / B)- No

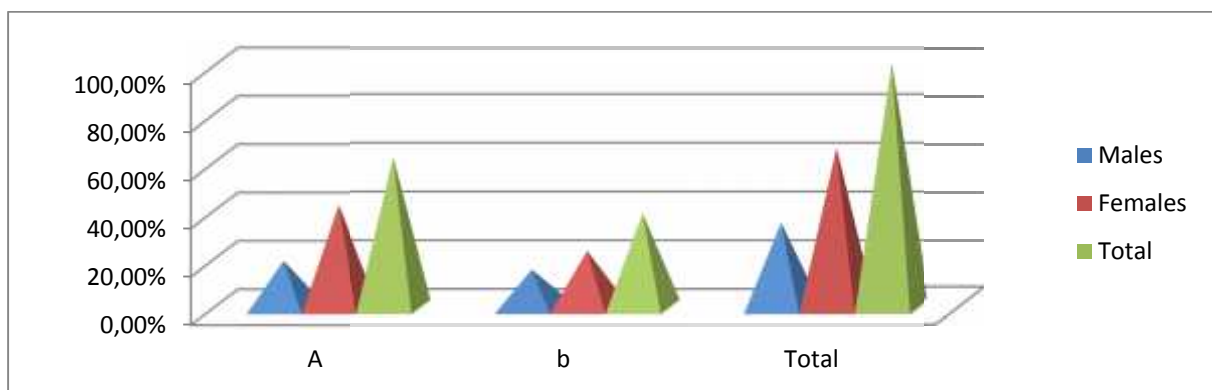


Figure 1. 3 Women Use French Language more Fluently than Men.

The results on this above graph show clearly the view of the participants; about 19, 22% of males who are with the idea that women use French language more fluently than men, in contrast with those who are against about 15, 38%. Whereas, 42, 33% of females were agreed with this idea, while 23, 07% of them were against. And about 61, 55% that showed that the majority of the participants claimed that women use French fluently than men. Women have better memory than men; they remember the words and expressions, pronunciations and vocabulary. They select good expressions and appropriate words. They use French language always in their speech as a habit and spontaneously. On the other hand, men sometimes use French or rarely in their conversations. They use it when it needed especially on education work places or commercial domains. So, women and men differ in using French language.

2. 7. 3. 2 Section Two: The impact of French language in teaching and learning processes

Question Seven: French Language is needed for English teaching and learning processes?

A) - Agree B)- Totally Agree C)- Disagree F)- Totally Disagree

Choices	Males	Females	Total
A	7,69%	23,07%	30,76%
B	0%	11,53%	12%
C	11,53%	26,92%	38,45%
D	15,38%	3,84%	19,22%
Total	34,60%	65,36%	99,96%

Table 2. 5 The French language need for teaching and learning processes.

In this table, it is clear that more than half participants 38, 45% reported that they are disagree in that French language is needed for English teaching and learning processes. And about 30, 76% informants are agreeing with this idea. French language has great impact on English teaching and learning as the second foreign language in the Algerian context and provide some pedagogical and suggestions for further studies. French and English languages go hand in hand as they share some linguistic features (grammar and vocabulary). 11, 53% of the participants totally agree that French is needed to learn and teach English language as they influence each other. 19, 22% of participants totally disagreed. They see that learning and teaching English as foreign languages depend on the previous background of French language.

Question Eight: Learning French and English become more required in several domains of the individuals' life?

A) - Agree B)- Totally Agree C)- Disagree F)- Totally Disagree

Choices	Males	Females	Total
A	11,52%	26,94%	38,46%
b	15%	38,46%	54%
C	3,88%	0,00%	3,86%
D	3,82%	0,00%	3,84%
Total	34,60%	65,40%	100,00%

Table 2. 6 Learning French and English is more required in several domain of the individuals' life.

The table illustrates that 54% of the participants totally agree that learning French and English become more required in several domains of the individual's life. Despite the law that

enacted standard Arabic language as the only official language, Standard Arabic is the language of the politics, institutions, religion and literature in Algeria. On the other hand, French and English in Algeria are the languages of science and are linked to modernity; they gave us access to world scientific production and enable the graduates to be in touch with globalization developments and innovation. They are needed in several domains such as business exchangements, works, commercial, education...ect. Whereas, 3, 86% of the informants totally disagree that French and English languages are needed, since Algerian people are Arabic language usage.

Question Nine: In your learning of English language, you sometimes need to switch to French to convey English messages?

A)- Agree b)- Totally Agree C)- Disagree D)- Totally Disagree

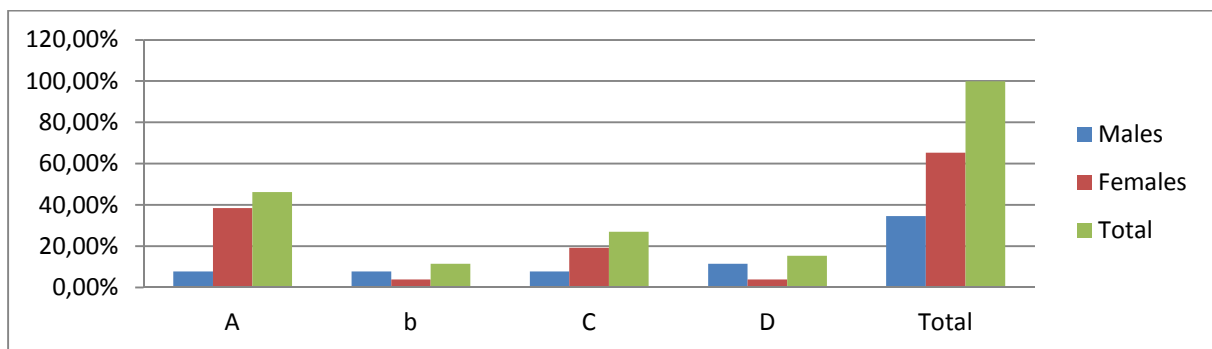


Figure 2. 4: Students of English code- switch to French language to convey English messages.

The previous graph shows that 46, 15% of the majority of the participants were agree that in learning English language, they sometimes use code-switching to French language. And 11, 53% of the informants totally agree also with this idea. Students learned French language through their education process. They are familiar with this language. While, their learning of English language, they sometimes miss words and expressions in conveying English messages. So, they switch to French to complete their speeches more effectively and successfully. On the other hand, 26, 92% of the participants disagree, while 15, 37% totally disagree, since they see that no need to use code-switching to French language. These languages are different in several features. They view that to learn English more successfully, you should neglect the use of the other languages even French one.

Question Ten: Does learning French language will help in acquiring the English language an easier way?

A)- Agree B)- Totally Agree C)- Disagree D)- Totally Disagree

Choices	Males	Females	Total
A	11,53%	19,26%	30,79%
b	0,00%	15,38%	15%
C	7,69%	23,07%	30,76%
D	15,38%	7,69%	23,07%
Total	34,60%	65,40%	100,00%

Table 2. 7: Learning French language helps in acquiring English Language easily

The results of the table above ten shows that 15, 38% of the male’s participants totally disagree that learning French language will help in acquiring the English language an easily way. And, 23, 07% of the females’ participants were also disagree with this. In contrast to 11,53% from males and 19, 26% females agree. The participants who agreed, they claimed as it is noticed that they are familiar with French language, this fact may help them to acquire and learn English in an easier way, since French and English are sharing some linguistic features and they are considered as foreign language in Algeria. On the other hand, participants who disagree, they see that French and English are totally different from each other and each language has specific linguistic features and learning each other separately.

Question Eleven: Does French Language have similarities with the English language in linguistically?

A)- Agree B)- Totally Agree C)- Disagree D)- Totally Disagree

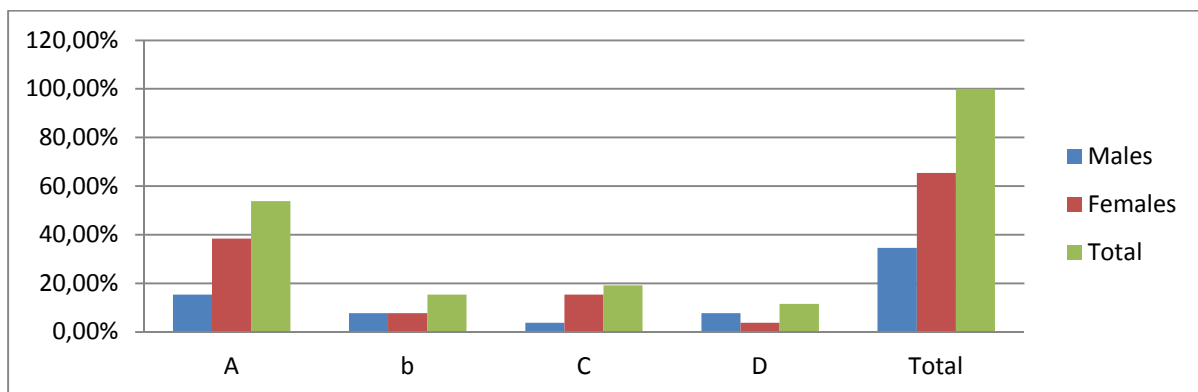


Figure 2. 5: French Language has similarities with the English language in linguistic features.

The previous results denote clearly the views of most respondents. They show that majority of them about 53, 87% agree that French and English languages share the same linguistic features such as the words “place” or “normal”. They have same features; for instance, vocabulary or grammar in the use of direct and indirect speeches...ect. On the other

hand, about 19, 22% of the participants disagree and 11,53% completely disagree. They understand that French language differs totally from English one. Besides, most of them reported that French language is more difficult than English in learning and teaching its grammar and vocabulary.

Question Twelve: Should we learn French language in our English educational Process?

A)- Agree B)- Totally Agree C)- Disagree D)- Totally Disagree

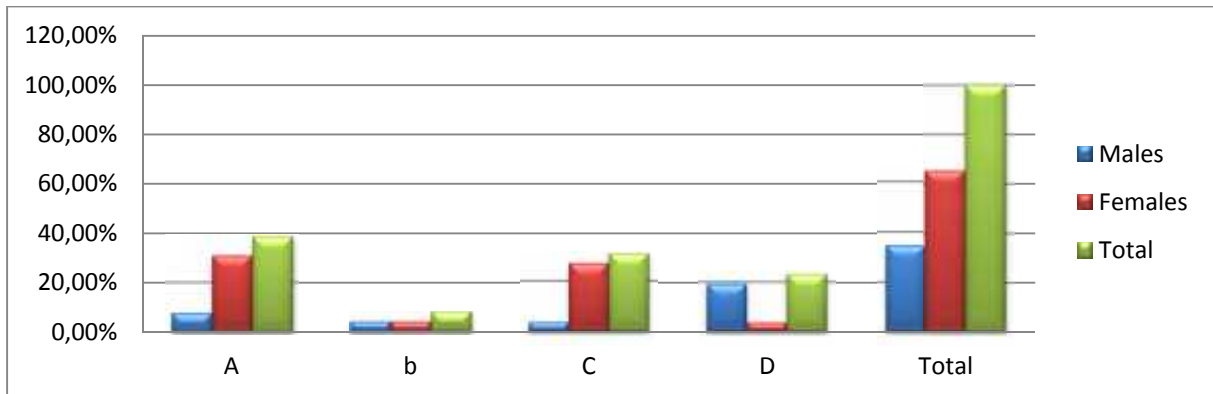


Figure 2. 6: We should learn French Language in our educational process.

As the diagram above reveals 38, 45% of the participants agree that learning French language is obligatory in English education process, including 7, 69% of the informants totally agree with this suggestion. The results showed that English language is like all the languages in the world and the language which has the most penetrating influence on English is the French language. French language influences on the different components of the English language.

This language is considered as a part that contributes to learn English language. Learning English language since French was the language of the greater part of the spoken population in Algeria. Besides, the most important influence the French language had on the English language was the introduction of too many French words into English. On the other hand, about 30, 76% of the participants disagree and 23, 11% of them totally disagree with this idea. Since, learning English is different from French language. And as they are with students of English, they claimed that learning French language is not important to acquire English language.

2. 7. 3. 3 Section Three: The reasons beyond women's use of the French language in their communication.

Question Thirteen: Do women prefer to use these foreign languages (French and English)?

A) - Always B)- Sometimes C)- Rarely

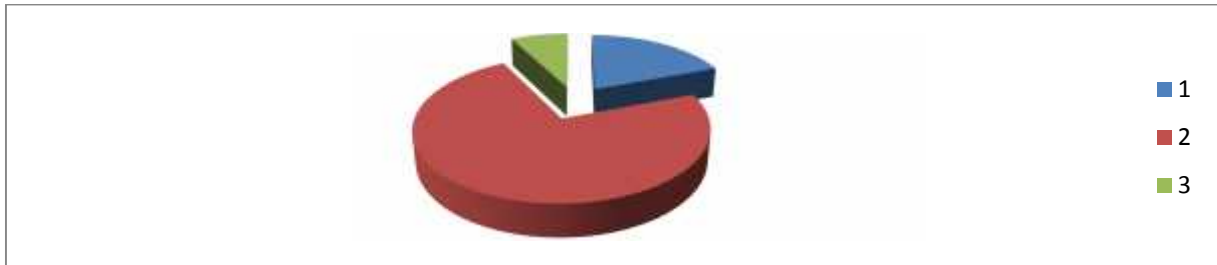


Figure 3. 7 Women preference of the foreign languages.

In this concluding question, the results show the participants' views concerning women preference on the use of French and English languages. In fact, the majority of the participants who represent 73% of the samples were with the idea that women sometimes use French and English languages. And about 19, 23% of the informants argued that women always prefer to use these languages, whereas 7,69% of them claimed rarely. In fact, women differ from men in using French and English languages. They used them in all most time as they are affected by the social cultural factors of these languages. They used them as prestige or to show their educational backgrounds to attract others attentions about their culture.

Question Fourteen: According to your point of view, who are expected to use more fluently French and English languages?

A) - Men B)- Women D)- Both too

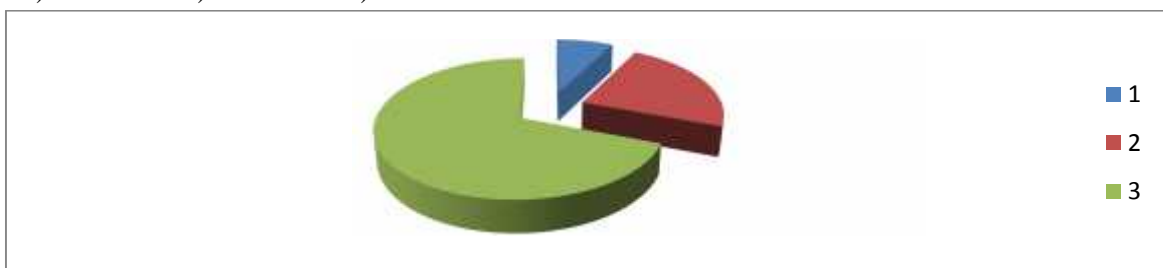


Figure 3. 8 Women and men use of French and English languages.

What can be summarized from the results is that 69,25% of the participants observed that both genders are expected to use more fluently French and English languages about 23,10% of the informants argued that just women are expected to use more fluently these languages. In contrast to 7,69% of them reported that men are expected to use these languages

more fluently. In fact, according to these results both genders use French and English languages fluently depending on their linguistics background, age, occupations and educational levels...ect.

Question Fifteen: What are the reasons beyond women’s use of French Language in their communication?

A) - Use French Language as Prestige / B)- Use French Language According to nature

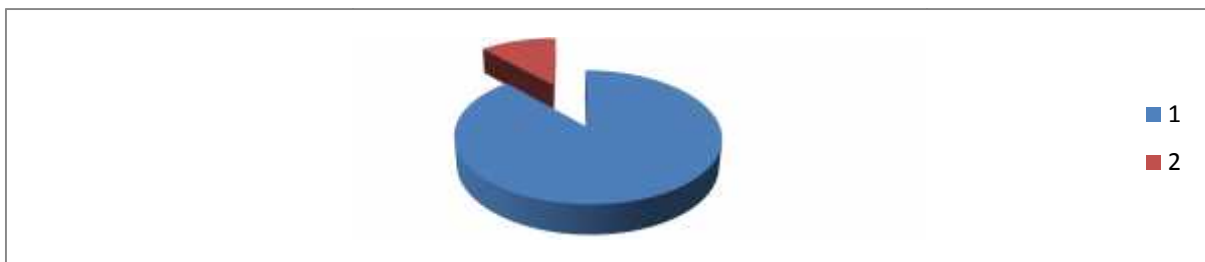


Figure 3. 9 The Reasons beyond women’s use of French Language in their Communication.

As it has been shown in the figure above, the majority of the participants claimed that the reasons beyond women’s use of French language in their communication are more common. They used it as prestige and more fluently to show their educational level and linguistic background or to attract others attentions as mentioned before. Whereas, few of them reported that women use French language as habit or from their natural situations as they are Algerian women affected by the French colonialism.

2.8. Results Discussion of the Questionnaires

Most Algerian people tend to use French language and as it is remarked in all societies men and women speak differently concerning the use of the language especially the foreign ones. Women are likely to use more correct forms and usage of the language in a prestigious way, while men will often speak in an impolite and aggressive way. The sociolinguistic studies started investigating the role of gender in languages variation. Further researcher in languages in relation to gender (Labov, 1972: 1990; Trudgill, 1972, 1974; ect), have shown the importance of these social factors as women in all societies exhibit some linguistic features that are different from those of men. For instance, Algerian women’s use of French language is more sensitive on the use of prestigious forms of language.

Moreover, the case under study works on women’s language behaviours and highlights the complexity and diversity at the same time according to men. Describing Algerian linguistic

situation, it is a must to consider another language which is French, a language inherited after a long period of the French colonization (1830- 1962). *Statistically, Algeria is the most francophone country among the old colonies. (Calvet, 1974: 219).* Algeria also counts as a multilingual speech community. French language is still predominantly used in administrations, works, home and outside by both genders especially women.

There are various social cultural factors that may influence the women's use of French language. The geographical location has a great impact on women's use of French. Algeria is considered as an important area in North of Algeria. In fact, in the last decades, most of the citizens supported commercial contact with the foreign countries, especially French. This situation pushes Algerian people to develop a new vocabulary for language contact. Algerian's women are affected by French language since the French colonialism. Educational background is considered as the main social cultural factor that has an impact on women's use of French language.

Furthermore, French is the language they learned since the age of 5 or 6 years, with friends, parents, outside home...ect. Some Algerian women ignored completely the use of French language in their society. Whereas, the educated women or those who are affected by French colonization speak French fluently. They use French language depending on their linguistic backgrounds and as they are affected by the foreign cultures. They use French language to show their educational levels in a prestigious manner. Algerian women have more abilities to use French expressions in their communications than men who use it in specific situations.

In addition, women often prefer most of the time to speak foreign languages especially French and English; they are expected to use these languages more fluently as a habit. The women use of French language in their communications, because of various reasons; they employ French to attract the attention of the others and reveal their educational levels. Showing their feminist nature is the main reasons of women's use of French language. Also most females consider French language as the language of civilization and literature.

From the analyses of the questionnaires, third year English informants have the idea that these foreign languages become more required in several domains of the individual's life. Using French and English languages also is more important especially in the educational field. French and English are related to each other, as they share some similar linguistic features. French language also has an impact on English teaching and learning in the

universities. Besides that, both teachers of English and learners use sometimes code-switching to French during interactions to convey English messages or expressions successfully. Even that learning French language may help the students to acquire English language in easier way.

To conclude, the questionnaire shows us the sample answers on attitudes and use of French and English of each gender. The results obtained gave a holistic picture that confirm the classroom observation results and the previous hypotheses of this research study. The findings show that the majority of the participants argued that French and English languages are present in our daily conversations according to different Algerian contexts and through time ways of speaking of both genders change.

2.9 Data Analyses, interpretation and presentation

The purpose of the questionnaire is to test the attitudes of both genders towards foreign languages (French and English) use in Algeria especially in education, focusing on women's use of these foreign languages in university of Dr Moulay Taher in Saida and also the impact of French language in English teaching and learning processes.

Throughout the students' questionnaire, the researcher insisted on three sections. She focuses on the participants' age, gender, occupation (English university third year students) and place of work (English classrooms). The first section tried to investigate women's use of French language in Algeria. The second section attempted to find the impact of French language in English teaching and learning processes. The third one insisted on women's and men's differences and attitudes in foreign languages. The questionnaire gave the several opportunities of the Third Year University students of English to write their comments and suggestions.

Besides, the questionnaire tried to seek the views concerning the geographical location, the educational level and social factors that affect women's use of French and English languages in Algeria and gender differences. Moreover, the researcher supplied them with questions that tested their opinions concerning reasons beyond women's use of French language in their communication and how, where and when they use code-switching from English to French, whereas in some questions the investigator insisted on whether women differ from men in their expressions they use of these foreign languages. Lastly, it attempted to

see whether women use French more than men as well as who are expected to use it more fluently in their communications.

2. 10 Interview Analysis

There are several differences between men and women in using the language. However, various linguistic scholars noticed that the differences between both gender in the use of language depending on the social linguistic and cultural factors. These differences play essential role in constructing men's and women's identity, attitudes, behaviours, beliefs and thoughts. Therefore, in this section which contains the analysis of the interview used to the English women' teachers of the Dr Moulay Taher University of Saida. And this section below tried to investigate the differences of the language use by men and women and what are the essential sociolinguistic and cultural factors that may influence the Algerian women use of French language in their speech. Besides that, the researcher tried to seek if women as teachers in the Departement of English of Dr Moulay Taher University of Saida speak French and English foreign languages more fluently than men. Lastly, the researcher investigated the reasons beyond Algerian women's use of code- switching to French language.

Question one: Do you think that there are differences between men and women in using the language?

It is common from the data that the researcher has been collected which are based on the interview that was selected to a group of three women teachers of English from different teaching modules, from different age and time of teaching experiences. In fact, the questionnaire was conducted for the students of English and to gain sufficient data. The women teachers of English were interviewed at the same time.

According to these participants (teachers), they argued that there is a wide difference in language use between men and women in their discussions and in choosing the topics also. For instance, males and females differ in selecting topics, males choose topics related to their preferences such as politics, sports and business, whereas females choose topics related to their sensitive nature such as families and emotional topics. Furthermore, the teachers argued also that the geographical location of Algeria and the social environment where the individuals live may affect their use of the language, their attitudes and behaviours. These examples of the influences may support the differences between men and women in using the language.

Question two: Do you think that women as teachers in the Department of English of Dr. Moulay Taher University of Saida speak French and English foreign languages more fluently than men?

According to the female interviewees, women speak and interact differently from men. The participants viewed that fluency on using the French and English languages depending on the abilities of the both genders. It is based on the linguistic and the cultural background or the educational levels of the individuals which may influence on the degree of using these foreign languages by males and females. But, it has been noticed that the majority of females in Algeria use English and especially French languages more fluently than men. However, women showed significant positive attitudes towards English and French languages.

They use these foreign languages in their daily life and even in their daily work activities especially French language. Women practice these languages more fluently than men; therefore, they speak them more fluently. They also find these languages significantly easily. Women's as teachers in the Department of English of Dr Moulay Taher University of Saida speak English fluently than men and especially French language. They code-switch from English to French to complete their explanations more effectively. They also use French language fluently as they are familiar with and is used as prestige or to show their language abilities and their educational backgrounds.

Question three: What are the sociocultural and linguistic factors that may influence the Algerian women's use of the French language in their speech?

Algerian women use French language in their speech according to several sociocultural and linguistic factors. Related to the views of the teachers, French language is still presented in the Algerians' verbal repertoire. It occupies many Algerian domains such as social, economic, educational and administrative. However, Algerian' women are competent, interested and motivated towards French language. The use of French language in the wider communication in Algerian society, because of the impact of the French colonialism. For instance, the educational background and the impact of the foreign cultural countries are two of the sociocultural factors that may influence the use of French language by women in their speech.

The French colonial period has a clear impact on the Arabic language use in Algeria. The French culture spread among the Algerian people in many years ago. Moreover, other sociolinguistic factors that may influence also the women use of French language in their expressions, the social classes and the educational levels are the factors that have a great impact on women use of French language in all-most time. The educational level or the linguistic backgrounds play an important role on women language. Furthermore, woman who has a wide linguistic repertoire and cultural or educational background speaks or use French language in her speech to show their educational level or to use it as a prestige.

Question four: In your opinion, what are the reasons beyond Algerian women's use of code- switching to French language?

Most Algerian women code-switch to French language, because of many reasons. The participants argued that one of the main reasons that women use French language in their conversations and in daily life communications is to show their educational and cultural levels. They think that French language is the language which has a significant in several Algerian domains. Another important reason is that women use code- switching to French to show also their social class position and this because of the impact of the French colonialism. Algerian women interpret and practise French language. Moreover, Some Algerian women are familiar with this language. They code- switch to French language to complete and speak in their conversations very successfully. Furthermore, another common reason which is that women speak it as prestige. They speak French language as prestige or to appear their modernity. So, the use of code- switching to French language may be related to social cultural identity, to power and to notions of prestige.

2. 11 Discussion of the Results

This section sheds light on the results of the present interview. As mentioned previously in the analyses of the observation and the questionnaire, women use of French and English foreign languages in the Algerian educational system were conducted in the Department of English at Dr. Moulay Taher Saida University. The previous results of these tools of the present research study revealed that women in the Department of English at Dr Moulay Taher University of Saida used these foreign languages successfully and utter them very fluently. Another clear results that women teachers and students of English code- switch to French because of several sociocultural and linguistic factors such as the geographical location of Algeria and the impact of the French colonialism and its cultural sides.

The educational level and background of the individuals also may influence on the French and English language use by the Algerian women. Moreover, the language used to differ from both females and males. In other word, according to the analyses of the students of English, women differ from men in using the language since they differ in their ambitions and attitudes. The obtained results from the questionnaire, observation and the interview are the same in which women and men differ in the use of the language and the factors that influence these differences and the reasons beyond the women use of French language in their speech.

Furthermore, the researcher examined the attitudes of the women teachers of English towards the use of French and English foreign languages in the interview. The results of the interview showed that the thoughts of the teachers were clear about gender differences in using the language. They argued that women and men differ in spoken and written language forms. They may differ also in choosing the topics discussion. The teachers of English at Dr. Moulay Taher University of Saida believed that there are various sociocultural and linguistic factors that influence the different use of the language of both gender. Through the dialogue that is used in the interview, the researcher noticed that women teachers spoke French and English languages more fluently.

However, they claimed that women use these foreign languages more fluently than men to show their educational level and to present their positive attitudes to others. They uttered these languages to show their confident and freedom. In addition to the reasons beyond the women use of code- switching to French language in their speech, the students of English through the observation and questionnaire argued the same reasons that the teachers answered in the interview that French language used in the most prestigious Algerian domains including education. Women consider French language as a symbol of modernity and prestige and this is the one of the main reason beyond women code- switching to French language. Besides, one should mention that females may code- switch to French language because they think that French is the language of the prestige and use it as a way to attract the attention during communication especially in mixed- sex groups.

The researcher conducted the interview tool to complete the observation and the questionnaire data analyses which showed the similar results that confirm the hypotheses of this research work and may help to complete it successfully.

2.12 Conclusion

Throughout this chapter, the researcher was tried to prove the validity of the previous hypotheses through relying on some research tools and methods for data collection. These methods were conducted quantitatively and qualitatively. The observation and questionnaire were also addressed to 26 third year students of English of Dr Moulay Taher University of Saida. After this brief review on the state of Algeria as a whole and the community of Saida as particular, the researcher may conclude that each gender differences has its own spoken characteristics of French and English foreign languages, especially focusing on women on education university domain.

The concepts in this chapter are very complex; yet, they constitute primary the understanding of the research on foreign languages (French and English) and women gender. In addition, as sociolinguistics concepts and as an application to the study of men's and women's speech differences on spoken and written in French and English languages. This chapter is an overview of the sociolinguistic situation of Saida speech on university of Dr Moulay Taher Department of English where the research is done. The informants agreed to answer the questions to show their beliefs concerning women's use of French and English languages.

2.1. Introduction:

In this chapter, the researcher tried to give a succinct account of women's use of foreign languages (French and English) in Algeria especially in English education at Dr Moulay Taher of Saida University. In other terms, it deals with gender differences in spoken and written forms and the impact of the sociocultural factors. Lastly, it deals with the impact of French language on English in teaching and learning processes and how women use French language in teaching and learning English.

The second chapter will talk about the essential point in research methodology data collection and analysis. It will also explain the significant of using several research techniques and methods since each method depends on another one in order to obtain more naturalistic data. Consequently, through applying various socio-linguistic methods (observation and questionnaire to students and an interviewer with teachers). This chapter will investigate the main differences between both genders and women's use of French and English languages in Algeria universities. It will explore the sociocultural factors that affect foreign languages use. It will also prove that the geographical location and educational background help in the creation of several expressions which are used by Algerian women in certain context.

2.2. Definition of Research:

Searching it again and again means re-search. It is defined as human efforts or activities on intellectual application in the investigation of matter. The primary purpose for applied research is discovering, interpreting, and the development of methods and systems for the advancement of human knowledge on a wide variety of scientific matters of our world and the universe. It is scientific investigation to gain information, ideas and data about a certain topic to solve problems.

In other terms, research is an intensive and purposeful search for knowledge and understanding social and physical phenomena. Clifford defined *research is comprises defining and redefining problems, formulating hypothesis or suggested solutions, collecting, organizing, and evaluating data*. Neumann (2000) suggested that all social science research is conducted for any four differences purposes: to answer questions, to gather data or

information, and to add to the body of knowledge about a topic or field, and to change society in some way. ¹

“Research is systematic, patient study and investigation in some field of knowledge, undertaken to establish facts or principles”. (Grinnell, 1993: 04). In the other words, research is a structured or organised inquiry that utilises acceptable scientific methodology to solve problems and creates new knowledge that is generally applicable. To put it differently, this scientific method consists of systematic observation, classification and interpretation of data. It is based on observe of real experiences. Burns (1997: 02) argued *that research as a systematic investigation to find answers to problems.*

Moreover, research should be valid, reliable and the knowledge should be also solid. Bulmer (1977: 5) stated that *...research is establishing organization, reliable and valid knowledge about the social world.* It is clear that research is a process for collecting, analysing and interpreting information to answer questions. It must, as far as possible be rigorous, controlled, systematic, empirical and critical. There are also two methods in collecting data on research (quantitative and qualitative methods).

Furthermore, quantitative and qualitative which are called mixed methods refer to an emergent methodology of research that advances the systematic integration of quantitative and qualitative data within a single investigation. The researcher designs rigorous procedures on these components to collect and analyse data. Some researchers emphasize on gathering numerical data and focus on numbers; they are typically using quantitative approach. Whereas other researchers emphasize on the analysis of complex data in terms of its content interpretation of the information. These designs are referred to as qualitative research.

2.3.Data Collection Methods:

Research as a systematic investigation follows organized procedures to find data or solutions to problems about certain topic or phenomena. The investigators should use methods of research which are quantitative and qualitative ones to achieve their goals.

2.3.1.Quantitative Method:

¹ Hossein, Tavakoli (2012). A Dictionary of Research Methodology and Statistics in Applied Linguistic. Iran : Tehran University.

Meyer's defined quantitative research is a method that was originally developed in natural science to study natural phenomena. Its objective is to gain relevant facts. It is based on data which can be described as statistic numbers and analytic data. In fact, quantitative method deals with counting the amount of responses. Thomas (2003: 1) defined as follows:

Quantitative method, on the hand, focus attention on measurements and amount (more and less, large and smaller, often and seldom, similar and different) of the characteristics displayed by the people and events that the researchers studied.

In the other words, quantitative method involves the use of statistical method to gain detailed description of events. In this sense, quantitative research uses numbers and statistical method. *...it tends to be based on numerical measurements of specific aspects of phenomena.* Verbal (1993: 3- 4). Quantitative method also helps the researcher to investigate and collect data through statistical measurement. It is a deductive method which is based on questions and hypotheses on already existing theories. It is used to quantify the problem by way of numerical of data and transferring information into usable statistics.

Moreover, it quantifies behaviour, opinions, attitudes and other variables definitions and collecting results form a large population. It is a structured method. It contains various methods to collect data such as on line survey, mobile survey, face to face, interviews, telephone interviews and systematic observations. According to various researchers quantitative research is the numerical representation and manipulation of observations. Its aim is to explain and describe any situation. Creswell (1994) defined *...quantitative research as type of research that is explaining phenomena by gathering numerical data that are analysed using statistical based methods.*

Furthermore, researchers are expected to reform numbers into meaningful data through applying of critical thinking. Quantitative data analysis may include the calculation of variables. It is preparing and checking the data and describing it statistically. It used to answer questions such as how many, how often and how much. The data in quantitative method can be verified and assessed by using mathematical techniques. Quantitative data can be collected through questionnaires are distributed to specific population. It focuses on obtaining market data by means of numbers which can statistically measure and evaluate the reactions and behaviours of large number of people by setting questions and standardized answers categories.

2.3.1.1. Survey Research:

It uses interviews, questionnaires and sampling polls to get sense to behaviour with intense precision. The research used judgement of behaviour and presented the findings in an accurate way and using statistics work. The survey is well organized activity through which we gather information directly from people. Kraemer (1991: 23) stated that “*quantitative description of specific aspects of a given population, subjective and external validity are important in survey research features*”.

2.3.1.2. Correlation Research:

It tests for the relationships between two variables. It is used for the purpose of establishing what the effect of one on the other might be and how that affects the relationship. It used statically tool to measure the relationship between two or more quantitative variables.

2.3.2. Qualitative Method:

Researchers defined qualitative method as the actions, where a researcher describes kinds of characteristics of people and events. Lincoln and Denzin (1999: 02) stated that

Qualitative research is multimethod in focus, involving an interpretive, naturalistic approach to its subject matters, researchers study things in their naturalistic settings.

In other terms, qualitative methods involve studying events through stories and interviews...ect. It relies on interviews, direct observation or group discussions. *Qualitative research is an approach that allows you to examine people’s experiences in detail by using observation, content analysis and life histories.* Hennink and Hutter (2011: 20).

Moreover, qualitative research is a systematic scientific inquiry which searches to inform the researcher to understand social and cultural phenomenon. “...it is primarily an inductive process of organizing data into categories”. McMillan and Schumacher (1993: 479). In other words, data are well organized from the research context. It is related to observations, interviews, and document reviews. Its importance is looking at variables in the natural setting. Its detailed data is gathered through open ended questions. It is a broad term as an investigated method that describe ethnographic, naturalistic, field or participant observer

research. In general, the field of qualitative research is characterized by the use of various different theoretical perspective. The researchers design and address questions to interpret data and explanations. Shank (2002: 5) defined *Qualitative research as a form of systematic empirical inquiry into meaning*. It is based on real experiences.

Furthermore, qualitative research is a type of social science research that collects and works with non-numerical data and that seeks to interpret meaning from these data that help researchers to understand social life through the study of targeted populations or places. Methods of qualitative research include observation, interviews, open ended surveys, focus groups, and content analysis of visual textual materials, and oral history. Qualitative research also aims to reveal the meaning that informs the action or outcomes that are typically measured by quantitative research. The qualitative researchers investigate meanings, symbols, interpretations and relations of social life.

In addition, qualitative data allow researchers to develop multi-layered interpretations by returning to the data to carry out multiple analyses of different aspects of the topics. The strength of qualitative research is its ability to provide complex textual descriptions of how people experience a given research issue. It provides information about the human side of an issue- that is, the often contradictory behaviours, beliefs, opinions, emotions and relationships of individuals. It contains different five types.

2.3.2.1. Ethnography:

Ethnographic research is the most common and applicable type of qualitative method. It is the study of cultures, challenges, motivations of human beings. Ethnographic studies are qualitative which utilised to describe, analyse and interpret a culture's characteristics. It is used when a researcher wants to study a group of people to gain information about their lives. Creswell (1997) stated that qualitative research sometimes is described as ethnographic, interpretive, and critical research.

2.3.2.2. Case Study:

It involves a deep understanding through multiple types of data sources. It explains and describes events or individuals by using interviews, documents, reports and observations. The purpose of qualitative research is to systematically collect and analyse interviews, observations, and documents to better understand specific phenomena. To sum up, all these

methods are needed in designing any research to investigate data and information for specific phenomena or topic.

2.4. Observation Research and Its Types:

Observation is one of the most common tools in designing research to collect and gather data and information about specific phenomena. It is observing and controlling a specific group of people or participants, their beliefs, thoughts and behaviour. Classroom observation is an instrument which focuses on the teacher as the unit of measurement or the students interactions in the classroom.

Its aim is to describe and look to the teacher and the student's behaviour in the classroom. The researchers examine individual student behaviours, particularly differences by critical attributes such as student sex, ethnicity, or grouping classification. The observation instrument was specifically designed to focus on individual students in order to address potential inequities in the classroom such as differences between male and female students' behaviour. The researchers use this instrument by writing detailed notes about the students understanding and teacher's behaviours of explaining and designing the course.

Moreover, observation is considered as a method of data collection in which researchers observe within a specific research field. It helps the researchers to better understand and capture the context of people interactions. It also enables the researchers to learn things from people through discussions and to know different methods that the participants used. Peberly (1993: 47) argued that:

“Observation skills of watching, listening, counting and identifying patterns of social interactions are processes tend to take for granted through quite literally”.

In other terms, observation contains four skills to observe interactions, behaviour and listen to the social taking in consideration all the patterns and techniques within experimental design, to get information or responses from the participants.

2.4.1. Types of Observation:

Observation tool in research is a planned method in which researchers look and observe any kind of situation in classroom interaction, how teachers explain and use the language and how the students understand, react and respond in the classroom. There are various types of observation such as participant, non-participant and structured, unstructured observation.

2.4.1.1. Non-Participant Observation:

It is a method of collecting data in which the researcher observes the behaviour in a normal setting without using any efforts or involving in the participation in the classroom. The researcher should be aware and taking attention to any behaviour and using notes and maps. In non-participant observation, the researcher is passive in which she observes notes and analyses interactions and behaviours. It is the instrument that the researcher of this study conducted.

2.4.1.2. Structured Observation:

It used an organized plan and involves specific information of the units that are to be observed the researchers are free in taking notes and using pointed and structured information. The researchers use a greater control of sampling and note, check on reliability and validity. Structured observation is controlled t in which the researchers are not involved in the activities being observed, but they record them as inconspicuously as possible using recording which may involves audio-visual devices.

2.5. Definition of Questionnaire:

Questionnaires are one of the principle tools of research to discover the people's thoughts, experiences, attitudes and actions in systematic ways. It is a method which the researchers use to collect data and gather solutions to problems or phenomena. It is regarded as a part of quantitative methods. It also involves series of questions which vary between open, close and multiple questions. Questionnaires are certainly often employed data collection devices in statistical work.

Moreover, Brown (2001) provided a comprehensive account of research which used questionnaires as one of the main data gathering instrument. *The researchers use questionnaires as an instrument to gain information from a specific population.* Brown (2001: 6) argued as follows

...questionnaires are any instrument that presents respondents with a series of questions or statements they are to react either by writing out their answers or selecting from among existing answers.

Questionnaires are questions asked to people to discover their thoughts, behaviours, and beliefs. However, questionnaires do not have good or bad answers, they ask for information about the respondents (informants) in non-evaluative manners. Questionnaires are very structured data collection tool with most items either asking about very specific pieces of information or giving various response options for the respondents to select from. It involves a series and procedures. It included length, format, writing effective items, writing appropriate questions and clear words.

Furthermore, questionnaires are more practical in which contain the validity and reliability. The questionnaires results should be analysed more scientifically and objectively. The questionnaires are used to develop new theories or test existing hypotheses. Questionnaires required special statistical methods to be analysed. They should allow researchers to collect the most complete and accurate data in a logical flow. Questionnaires are a well-established tool within social- science research for acquiring information on participants' social characteristics, present and past behaviours, beliefs and attitudes. Questionnaires are popular and fundamental tools for getting public knowledge.

2.6. Definition of Interview:

Observation and questionnaires are important methods for gathering information and interview is another important tool for data collection. It is a part of qualitative methods since it allows the researchers to gain in direct contact with the participants. In other words, it is a face to face conversation. It gives the researcher a chance to control communication. In fact, it completes the results of the questionnaires. It involves an interviewer reading questions to respondents and recording their answers. Some scholars defined an interview as a verbal interchange, often face to face, through the telephone may be used, in which an interviewer tries to elicit information, beliefs or opinions from another person. Interview as a tool of research, it provides researchers with rich data.

Interview involves creativity and carefully preparation, following an established method; collecting and classifying information. It is a conversation, in which facts or statements are

elicited from another. The researchers conducted this structured tool in order to gain more information from the teachers to complete this research study more effectively.

2. 6. Data Analyses:

2.6. 1 Description of the Classroom Observation :

The researcher conducted this observation tool in order to seek and gain real data as much as possible concerning the third year teachers and students of English at Dr Moulay Thaer University of Saida about the use of French and English foreign languages. The researcher attended these English classrooms at this university which were well organised and range. The investigator of this current study has been attended some sessions in order to obtain as much feedback as it is possible.

Moreover, the third year English classrooms of oral, literature and translation modules, contain different students of English (males and females). These classes contain also 60 % of the females students and other were males and the teacher as well. The classes had two sessions for oral and literature and one session for translation module. What was noticed that the majority of the students were females and that may help the investigator to work on this study effectively since she is investigating women's use of French and English foreign languages in the university of Dr Moulay Taher of Saida.

During these sessions the students were participating well with their teachers. They were interacting and exchanging ideas and information. This interaction helped the investigator to obtain a lot of data. Furthermore, the students were more aware and took attention with their teachers of English. From what the researcher notices that the teachers from time to time use and code-switch to French language to convey English messages, even females students their purpose is to improve English in the classrooms.

She noticed also that females use French and English more fluently and practice well more than males. Through the classrooms observation, she remarked behaviours that there are wide differences between males and females on language use (Pronunciation, way of interaction and for selecting topics). The researcher realised how French language has an impact on English teaching and learning processes and how the socioculture and linguistic factors influence on women use of these foreign languages.

She witnessed that the educational level or background and the geographical location of Algeria may influence also on women as teachers of French language use during interaction

and explaining. However, the remarked results confirmed this research work hypotheses. Therefore, the researcher has conducted a questionnaire and interview research instruments to achieve and complete her purpose of this study effectively and what she had found on the classrooms observation.

2.6. 2. Observation Data Analysis and Discussion:

To move beyond description to detailed analysis and interpretation of observation takes time and practice. It also involves developing a strong understanding of the influences that have an impact on the women's use of foreign languages as teachers of English and interpreting and understanding students of English use of English and French in the classroom at Dr Moulay Taher University of Saida.

The researcher conducted observation in order to investigate and collect data by observing carefully, taking attention to women's use of French and English languages in English classrooms. The use of classroom observation has a great importance in which the researcher may get a lot of information. The observation was held with in English third year classrooms at Dr Moulay Taher University of Saida, the investigator attended different English classes to investigate how women's teachers of English use of target language and especially their use of code switching to French language to complete their explanations successfully. Also how students of English interacted and their use of these foreign languages in their participations, even their switching to French to convey English messages from time to time.

The researcher was conducted this current study to seek women and men differences use of French and English languages and what are the impacts of the socio-cultural and socio-linguistic features in Algeria. Moreover, what is the impact of French language in teaching and learning processes. The researcher took into consideration the whole classes and each individual student's use of these languages without neglecting the women teachers use of these languages in English third year classrooms. Furthermore, the investigator especially focused on the nature of the classrooms, the situations available and the setting, next, this study measured academic engagement, including time on task and time engaged in meaningful activities. These procedures were used to examine the effects of classrooms interaction and activities structures on the student's academic engagement and women's teacher behaviours in using these foreign languages and their impacts on the student's achievement.

Through what the investigator was noted on third year English classrooms she focused on how women teachers use of English language and code-switch to French one in order to

facilitate lessons and activities and to encourage participation, using the appropriate subjects and asking open-ended questions to allow students to interact, contribute, motivate, speak and express themselves and develop concepts or procedures that are related to their lives. Women teachers of English use the target language more fluently with a meaningful phrases and sentences. Also they sometimes use code-switching to French language in order to complete the meaning of the sentences and sometimes used it without attention as they are experienced and used it in their daily life. Moving to females' students of English, most of them participated and use English language fluently and less grammar and vocabulary mistakes. Additionally, males and female's students are different in the use of English and French languages in the classrooms. However, females use English effectively with few mistakes and some of them use code-switching to French when they forget or need some English words to complete their expressions. Whereas, some males' students use English language with interactions and rarely use French language.

In summary, the impact of gender differences existed between findings from the present study. In terms of differences, most female students participate rather than males in the classrooms especially in oral and translation modules as they are significant and need to use these foreign languages in the classrooms.

2. 6. 3 Questionnaires Data Analysis:

2.6.3. 1. Section One: Women's use of French language in Algeria.

Males	Females	Total
09	17	26

Table 1. 1 Participants in The current work

Question one: Are there differences between men and women in using French language in Algeria?

Participant's Gender Male / Female

Use questions like yes / no? A: Yes / B: No

Choices	Males	Females	Total
A	30,78%	57,69%	88,47%
B	3,84%	7,69%	12%
Total	34,62%	65,38%	100,00%

Table 1. 2: The differences between men and women in using French language in Algeria.

What can be grasped from the previous table is that 30, 78% of males participants are with the view that women differ from men in using French language, while 3, 84 % were not. Whereas 57, 69 % of females were also with the view that are differences between men and women in terms of using French language, while 7,69% were against. Henceforth, their comments were based on the idea that women are selective since they look after their language. In fact, women are creative and use French language since they used it as prestige and they are affected by the foreign culture. On the other hand, males tend to use a simple language; they use French language in specific needed situations.

Question two: In your point of view, does the geographical location have an impact on Algerian women’s use of French language?

A) - Yes / B)- No

Choices	Males	Females	Total
A	26,92%	57,70%	84,62%
b	7,69%	7,69%	15%
Total	34,61%	65,39%	100,00%

Table 1. 3: The impact of The geographical location on women’s use of French language.

From the above table, the researcher may realize that majority of participants, who represent 84, 62% of the sample, were with the idea that the geographical location of Algeria affects the women’s use of French language. In contradiction to 15% of the informants maintained that the use of French language is not affected by the geographical location. Hence, most of the participants observed that Algeria location is considered as an important place of commercial contact with the French country, without forgetting the French colonialism influences on Algeria especially on language.

Question Three: Does the educational level of Algerian women has an impact of using French language?

A) - Yes B)- No

Choices	Males	Females	Total
A	19,23%	42,32%	61,55%
b	15,38%	23,07%	38%
Total	34,61%	65,39%	100,00%

Table 1. 4: The Impact of the Educational Level on Women’s Use of French Language.

The previous table shows the differences between participants. In fact, 61, 55% were with the idea that the education level of Algeria women has an impact of use French language. While 38% of the informants were against this idea. They claimed that the education level of the women has no impact on using French language. They see that the educational background of the speaker plays no role in developing French language construction. Whereas, Algerian women have more freedom which pushes them to create more French language expressions.

Question Four: Do Algerian women’s use of French language as prestige or show their educational level?

A)- Yes / B)- No

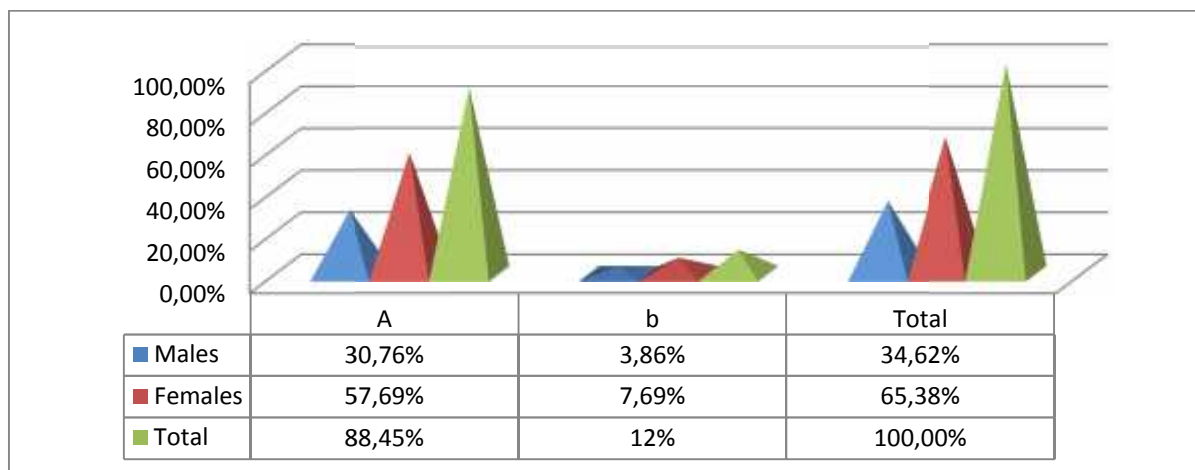


Figure 1. 5: The Algerian women’s using of French language as prestige or show their educational level.

As it has been shown in the previous graph, about 30, 76% of males participants argued that Algerian women use French language as prestige and to show their educational level and

57, 69% of females’ participants have the same idea. They further were started that women use French language in order to prove their superiority over others and to show their intellectual capacities. Algerian women’s as they are affected by French colonialism since earlier years, they prefer to use code-switching to French language to use it as a prestige and to show their educational background. Whereas, 12% of the participants argued that women’s use of French is from nature and not to show their educational level or as prestige.

Question Five: Do Women have the abilities than men to use French expressions in their communications?

A)- Yes / B)- No

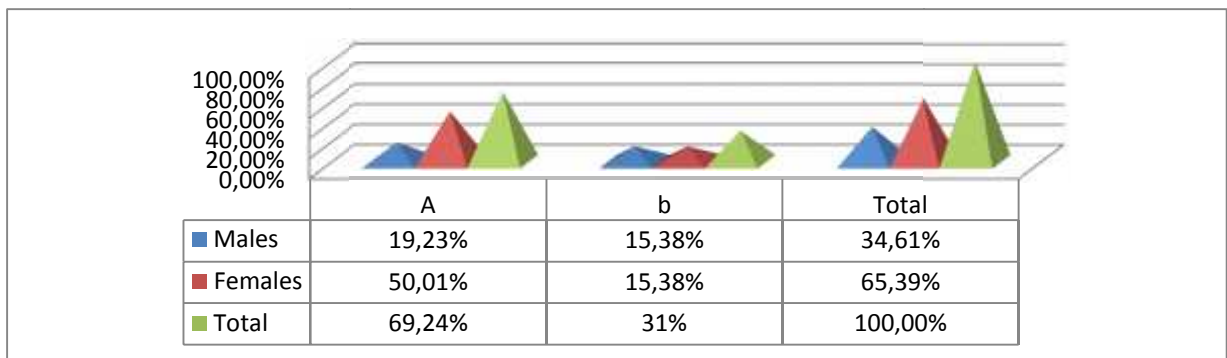


Figure 1. 6: The Abilities of women of using French language than men in their communications.

From the graph above, the researcher noticed that 50, 01% of the participants who answered “yes” were women while the rest were males 19, 23%. On the other hand, 34, 61% of the participants answered by no. The informants who reported “yes” are with the idea that women really have the abilities than men to use French expressions in their communications. Women first are accessed to educational opportunities, they received higher educational level. They use French language in their expressions most time at home, work and education. They are capable and more motivated than men towards learning foreign languages especially French, since it is used mostly here in Algeria. Whereas, males use French language in their expressions, but not all most time, just in specific situations.

Question Six: Do women use French language more Fluently than men?

A)- Yes / B)- No

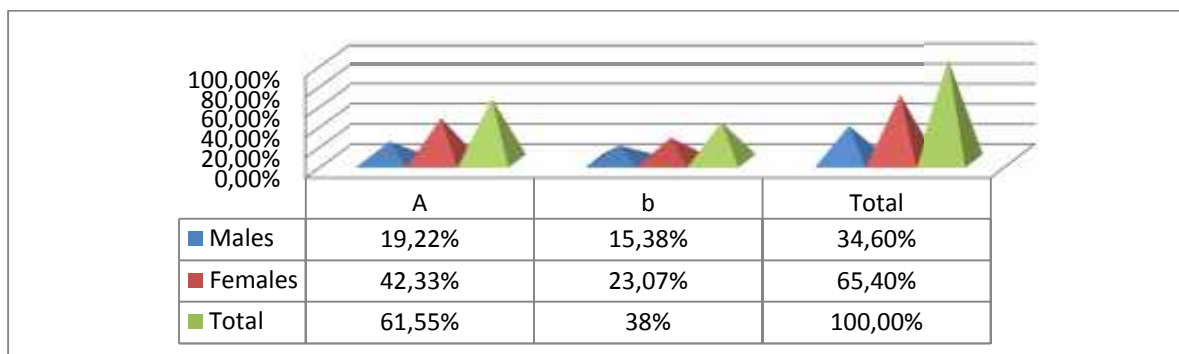


Figure 1. 7: Women Use French Language More Fluently Than Men.

The results on this above graph show clearly the view of the participants; about 19, 22% of males who are with the idea that women use French language more fluently than men, in contrast with those who are against about 15, 38%. Whereas, 42, 33% of females were agreed with this idea, while 23, 07% of them were against. And about 61, 55% that showed that the majority of the participants claimed that women use French fluently than men. Women have better memory than men; they remember the words and expressions, pronunciations and vocabulary. They select good expressions and appropriate words. They use French language always in their speech as a habit and spontaneously. On the other hand, men sometimes use French or rarely in their conversations. They use it when it needed especially on education work places or commercial domains. So, women and men differ in using French language.

2.6.3. 2 Section Two: The impact of French language in teaching and learning processes

Question Seven: French Language is needed for English teaching and learning processes?

A) - Agree B)- Totally Agree C)- Disagree F)- Totally Disagree

Choices	Males	Females	Total
A	7,69%	23,07%	30,76%
B	0%	11,53%	12%
C	11,53%	26,92%	38,45%
D	15,38%	3,84%	19,22%
Total	34,60%	65,36%	99,96%

Table 2. 1: The French language need for teaching and learning processes.

In this table, it is clear that more than half participants 38, 45% reported that they are disagree in that French language is needed for English teaching and learning processes. And about 30, 76% informants are agreeing with this idea. French language has great impact on English teaching and learning as the second foreign language in the Algerian context and provide some pedagogical and suggestions for further studies. French and English languages go hand in hand as they share some linguistic features (grammar and vocabulary). 11, 53% of the participants totally agree that French is needed to learn and teach English language as they influence each other. 19, 22% of participants totally disagreed. They see that learning and teaching English as foreign languages depend on the previous background of French language.

Question Eight: Learning French and English become more required in several domains of the individuals' life?

A) - Agree B)- Totally Agree C)- Disagree F)- Totally Disagree

Choices	Males	Females	Total
A	11,52%	26,94%	38,46%
b	15%	38,46%	54%
C	3,88%	0,00%	3,86%
D	3,82%	0,00%	3,84%
Total	34,60%	65,40%	100,00%

Table 2. 2: Learning French and English is more required in several domain of the individuals' life.

The table illustrates that 54% of the participants totally agree that learning French and English become more required in several domains of the individual's life. Despite the law that enacted standard Arabic language as the only official language, Standard Arabic is the language of the politics, institutions, religion and literature in Algeria. On the other hand, French and English in Algeria are the languages of science and are linked to modernity; they gave us access to world scientific production and enable the graduates to be in touch with globalization developments and innovation. They are needed in several domains such as business exchangements, works, commercial, education...ect. Whereas, 3, 86% of the informants totally disagree that French and English languages are needed, since Algerian people are Arabic language usage.

Question Nine: In your learning of English language, you sometimes need to switch to French to convey English messages?

A)- Agree b)- Totally Agree C)- Disagree D)- Totally Disagree

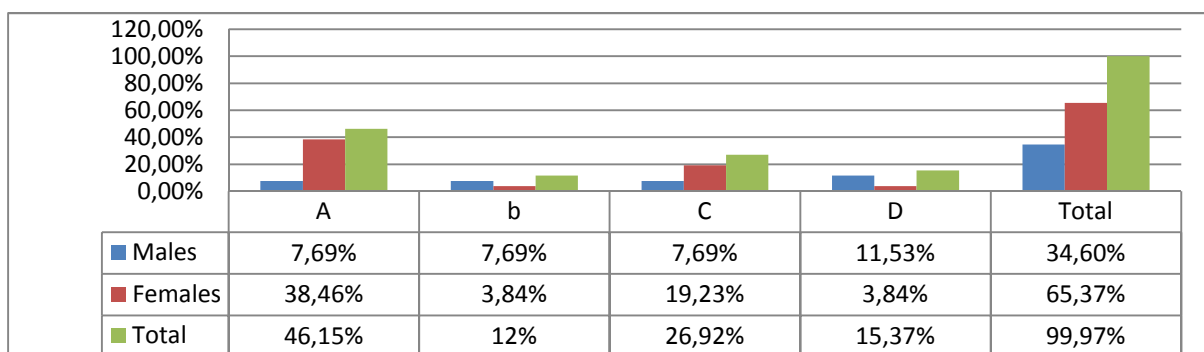


Figure 2. 3: The Students of English Learning Process code- switch to French language to convey English messages.

The previous graph shows that 46, 15% of the majority of the participants were agree that in learning English language, they sometimes use code-switching to French language. And 11, 53% of the informants totally agree also with this idea. Students learned French language through their education process. They are familiar with this language. While, their learning of English language, they sometimes miss words and expressions in conveying English messages. So, they switch to French to complete their speeches more effectively and successfully. On the other hand, 26, 92% of the participants disagree, while 15, 37% totally disagree, since they see that no need to use code-switching to French language. These languages are different in several features. They view that to learn English more successfully, you should neglect the use of the other languages even French one.

Question Ten: Does learning French language will help in acquiring the English language an easier way?

A)- Agree B)- Totally Agree C)- Disagree D)- Totally Disagree

Choices	Males	Females	Total
A	11,53%	19,26%	30,79%
b	0,00%	15,38%	15%
C	7,69%	23,07%	30,76%
D	15,38%	7,69%	23,07%
Total	34,60%	65,40%	100,00%

Table 2. 4: Learning French language helps in acquiring English Language in easier way.

The results of the table above ten shows that 15, 38% of the male’s participants totally disagree that learning French language will help in acquiring the English language an easily way. And, 23, 07% of the females’ participants were also disagree with this. In contrast to 11,53% from males and 19, 26% females agree. The participants who agreed, they claimed as it is noticed that they are familiar with French language, this fact may help them to acquire and learn English in an easier way, since French and English are sharing some linguistic features and they are considered as foreign language in Algeria. On the other hand, participants who disagree, they see that French and English are totally different from each other and each language has specific linguistic features and learning each other separately.

Question Eleven: Does French Language have similarities with the English language in linguistically?

A)- Agree B)- Totally Agree C)- Disagree D)- Totally Disagree

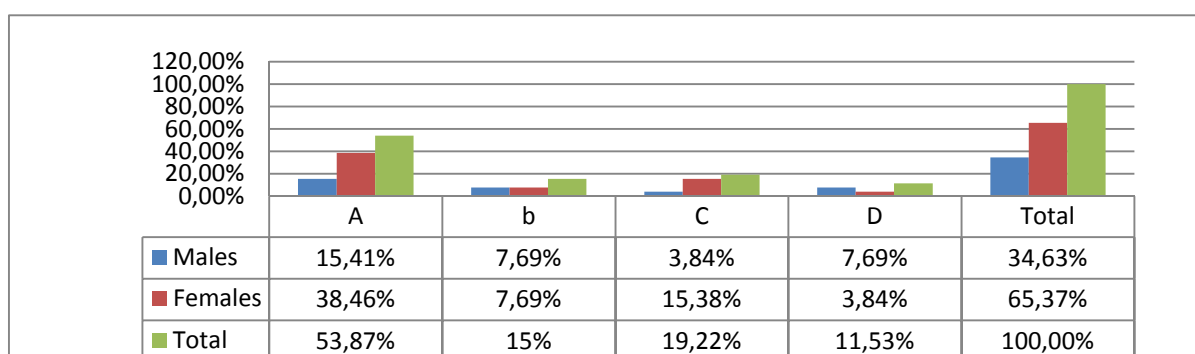


Figure 2. 5: French Language has similarities with the English language in linguistic features.

The previous results denote clearly the views of most respondents. They show that majority of them about 53, 87% agree that French and English languages share the same linguistic features such as the words “place” or “normal”. They have same features; for instance, vocabulary or grammar in the use of direct and indirect speeches...ect. On the other hand, about 19, 22% of the participants disagree and 11,53% completely disagree. They understand that French language differs totally from English one. Besides, most of them reported that French language is more difficult than English in learning and teaching its grammar and vocabulary.

Question Tweleve: Should we learn French language in our English educational Process?

A)- Agree B)- Totally Agree C)- Disagree D)- Totally Disagree

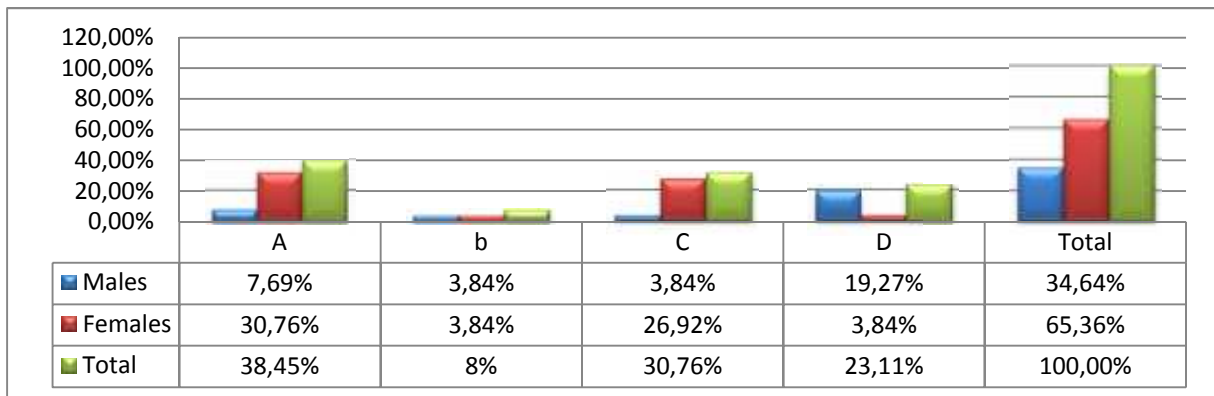


Figure 2. 6: We should learn French Language in our educational process.

As the above diagram 38, 45% of the participants agree that learning French language is obligatory in English education process, including 7, 69% of the informants totally agree with this suggestion. The results showed that English language is like all the languages in the world and the language which has the most penetrating influence on English is the French language. French language influences on the different components of the English language. This language is considered as a part that contributes to learn English language. Learning English language since French was the language of the greater part of the spoken population in Algeria. Besides, the most important influence the French language had on the English language was the introduction of too many French words into English. On the other hand, about 30, 76% of the participants disagree and 23, 11% of them totally disagree with this idea. Since, learning English is different from French language. And as they are with students of English, they claimed that learning French language is not important to acquire English language.

2.6.3. 3 Section Three: The reasons beyond women’s use of the French language in their communication.

Question Thirteen: Do women prefer to use these foreign languages (French and English)?

- A) - Always B)- Sometimes C)- Rarely

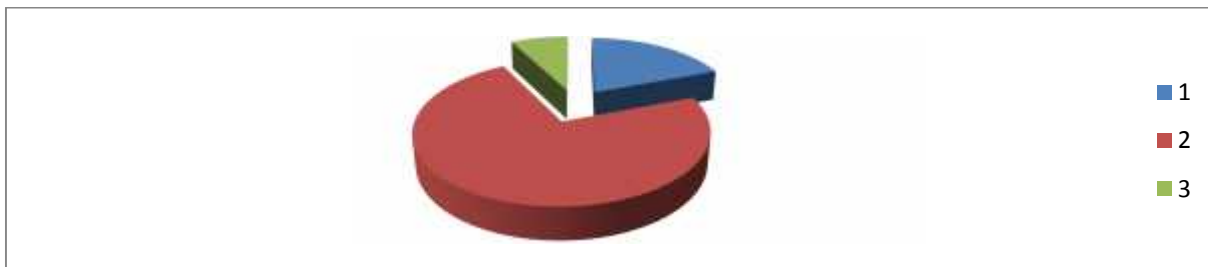


Figure 3. 1: Women preference of the foreign languages.

In this concluding question, the results show the participants’ views concerning women preference on the use of French and English languages. In fact, the majority of the participants who represent 73% of the samples were with the idea that women sometimes use French and English languages. And about 19, 23% of the informants argued that women always prefer to use these languages, whereas 7,69% of them claimed rarely. In fact, women differ from men in using French and English languages. They used them in all most time as they are affected by the social cultural factors of these languages. They used them as prestige or to show their educational backgrounds to attract others attentions about their culture.

Question Fourteen: According to your point of view, who are expected to use more fluently French and English languages?

- A) - Men B)- Women D)- Both too

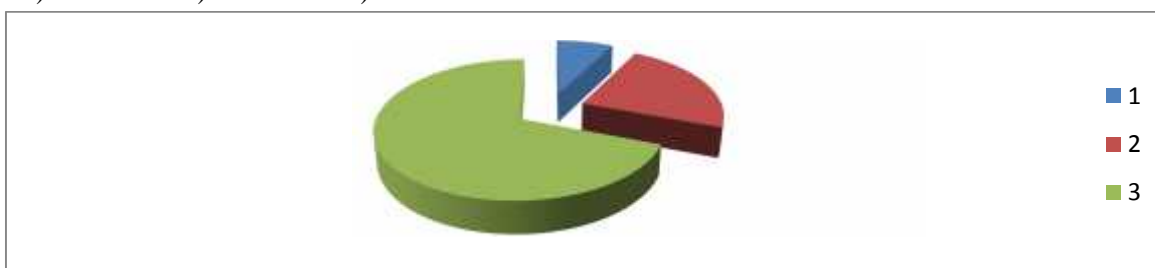


Figure 3. 2: Women and men use of French and English languages.

What can be summarized from the results is that 69,25% of the participants observed that both genders are expected to use more fluently French and English languages about 23,10% of the informants argued that just women are expected to use more fluently these languages.

In contrast to 7,69% of them reported that men are expected to use these languages more fluently. In fact, according to these results both genders use French and English languages fluently depending on their linguistics background, age, occupations and educational levels...ect.

Question Fifteen: What are the reasons beyond women’s use of French Language in their communication?

A) - Use French Language as Prestige / B)- Use French Language According to nature

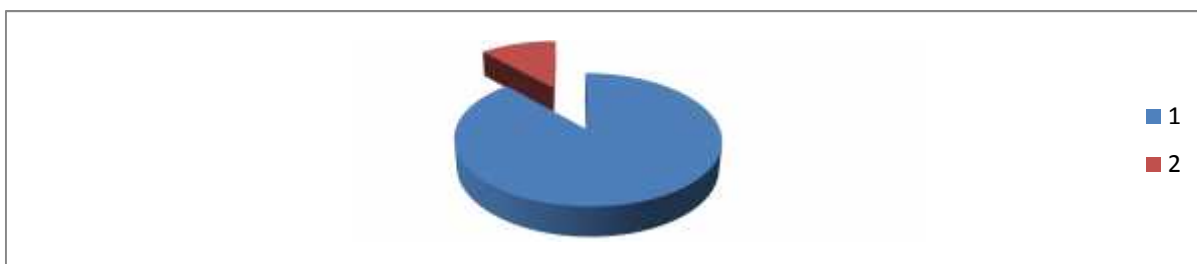


Figure 3. 3: The Reasons beyond women’s use of French Language in their communication.

As it has been shown in the figure above, the majority of the participants claimed that the reasons beyond women’s use of French language in their communication are more common. They used it as prestige and more fluently to show their educational level and linguistic background or to attract others attentions as mentioned before. Whereas, few of them reported that women use French language as habit or from their natural situations as they are Algerian women affected by the French colonialism.

2.7. Results Discussion of the Questionnaires:

Most Algerian people tend to use French language and as it is remarked in all societies men and women speak differently concerning the use of the language especially the foreign ones. Women are likely to use more correct forms and usage of the language in a prestigious way, while men will often speak in an impolite and aggressive way. The sociolinguistic studies started investigating the role of gender in languages variation. Further researcher in languages in relation to gender (Labov, 1972: 1990; Trudgill, 1972, 1974; etc), have shown the importance of these social factors as women in all societies exhibit some linguistic features that are different from those of men. For instance, Algerian women’s use of French language is more sensitive on the use of prestigious forms of language.

Moreover, the case under study works on women's language behaviours and highlights the complexity and diversity at the same time according to men. Describing Algerian linguistic situation, it is a must to consider another language which is French, a language inherited after a long period of the French colonization (1830- 1962). *Statistically, Algeria is the most francophone country among the old colonies. (Calvet, 1974: 219).* Algeria also counts as a multilingual speech community. French language is still predominantly used in administrations, works, home and outdoors by both genders especially women.

There are various social cultural factors that may influence the women's use of French language. The geographical location has a great impact on women's use of French. Algeria is considered as an important area in North of Algeria. In fact, in the last decades, most of the citizens supported commercial contact with the foreign countries, especially France. This situation pushes Algerian people to develop a new vocabulary for language contact. Algerian women are affected by French language since the French colonialism. Education background which is considered as the main social cultural factor that has an impact on women's use of French language.

Furthermore, French is the language they learned since the age of 5 or 6 years, with friends, parents, outside home...ect. Some Algerian women ignored completely the use of French language in their society. Whereas the educated women or those who are affected by French colonization since earlier years, speak French fluently. They use French language depending on their linguistic backgrounds and as they are affected by the foreign cultures. They use French language to show their educational levels in a prestigious manner. Algerian women have more abilities to use French expressions in their communications than men who use it in specific situations.

In addition, women often prefer most of the time to speak foreign languages especially French and English; they are expected to use these languages more fluently as a habit. The women use of French language in their communications, because of various reasons; they employ French to attract the attention of the others and reveal their educational levels. Showing their feminist nature is the main reasons of women's use of French language. Also most females consider French language as the language of civilization and literature.

From the analyses of the questionnaires, third year English informants have the idea that these foreign languages become more required in several domains of the individual's life. Using French and English languages also is more important especially in the educational

field. French and English are related to each other, as they share some similar linguistic features. French language also has an impact on English teaching and learning in the universities. Besides that, both teachers of English and learners use sometimes code-switching to French during interactions to convey English messages or expressions successfully. Even that learning French language may help the students to acquire English language in easier way.

To conclude, the questionnaire shows us the sample answers on attitudes and use of French and English of each gender. The results obtained gave a holistic picture that confirm the classroom observation results and the previous hypotheses of this research study. The findings show that the majority of the participants argued that French and English languages are present in our daily conversations according to different Algerian contexts and through time ways of speaking of both genders change.

2.8. Data Analyses, interpretation and presentation:

Through the analysis of the questionnaire, the purpose is to test the attitudes of both genders towards foreign languages (French and English) use in Algeria especially in education, focusing on women's use of these foreign languages in university of Dr Moulay Taher in Saida and also the impact of French language in English teaching and learning processes.

Throughout the questionnaire, the researcher insisted on three sections. She focuses on the participants' age, gender, occupation (English university third year students) and place of work (English classrooms). The first section tried to investigate women's use of French language in Algeria. The second section attempted to find the impact of French language in English teaching and learning processes. The third one insisted on women's and men's differences and attitudes in foreign languages. The questionnaire gave the several opportunities of the Third Year University students of English to write their comments and suggestions.

Besides, the questionnaires tried to seek the views concerning the geographical location, the educational level and social factors that affect women's use of French and English languages in Algeria and gender differences. Moreover, the researcher supplied them with questions that tested their opinions concerning reasons beyond women's use of French language in their communication and how, where and when they use code-switching from English to French, whereas in some questions the investigator insisted on whether women differ from men in their expressions they use of these foreign languages. Lastly, it attempted to see whether women use

French more than men as well as who are expected to use it more fluently in their communications.

2. 10 Interview Analysis:

There are several differences between men and women in using the language. However, various linguistic scholars noticed that the differences between both gender in the use of language depending on the social linguistic and cultural factors. These differences play essential role in constructing men's and women's identity, attitudes, behaviours, beliefs and thoughts. Therefore, in this section which contains the analysis of the interview used to the English women' teachers of the Dr Moulay Taher University of Saida. And this section below tried to investigate the differences of the language use by men and women and what are the essential sociolinguistic and cultural factors that may influence the Algerian women use of French language in their speech. Besides that, the researcher tried to seek if women as teachers in the Departement of English of Dr Moulay Taher University of Saida speak French and English foreign languages more fluently than men. Lastly, the researcher investigated the reasons beyond Algerian women's use of code- switching to French language.

Question one: Do you think that there are differences between men and women in using the language?

It is common from the data that the researcher has been collected which are based on the interview that was selected to a group of three women teachers of English from different teaching modules, from different age and time of teaching experiences. In fact, the questionnaire was conducted for the students of English and to gain sufficient data. The women teachers of English were interviewed at the same time.

According to these participants (teachers), they argued that there is a wide difference in language use between men and women in their discussions and in choosing the topics also. For instance, males and females differ in selecting topics, males choose topics related to their preferences such as politics, sports and business, whereas females choose topics related to their sensitive nature such as families and emotional topics. Furthermore, the teachers argued also that the geographical location of Algeria and the social environment where the individuals live may affect their use of the language, their attitudes and behaviours. These examples of the influences may support the differences between men and women in using the language.

Question two: Do you think that women as teachers in the Department of English of Dr Moulay Taher University of Saida speak French and English foreign languages more Fluently than men?

According to the female interviewees, women speak and interact differently from men. The participants viewed that fluency on using the French and English languages depending on the abilities of the both genders. It is based on the linguistic and the cultural background or the educational levels of the individuals which may influence on the degree of using these foreign languages by males and females. But, it has been noticed that the majority of females in Algeria use English and especially French languages more fluently than men. However, women showed significant positive attitudes towards English and French languages.

They use these foreign languages in their daily life and even in their daily work activities especially French language. Women practice these languages more fluently than men; therefore, they speak them more fluently. They also find these languages significantly easily. Women's as teachers in the Department of English of Dr Moulay Taher University of Saida speak English fluently than men and especially French language. They code-switch from English to French to complete their explanations more effectively. They also use French language fluently as they are familiar with and is used as prestige or to show their language abilities and their educational backgrounds.

Question three: What are the sociocultural and linguistic factors that may influence the Algerian women's use of the French language in their speech?

Algerian women use French language in their speech according to several sociocultural and linguistic factors. Related to the views of the teachers, French language is still presented in the Algerians' verbal repertoire. It occupies many Algerian domains such as social, economic, educational and administrative. However, Algerian' women are competent, interested and motivated towards French language. The use of French language in the wider communication in Algerian society, because of the impact of the French colonialism. For instance, the educational background and the impact of the foreign cultural countries are two of the sociocultural factors that may influence the use of French language by women in their speech.

The French colonial period has a clear impact on the Arabic language use in Algeria. The French culture spread among the Algerian people in many years ago. Moreover, other sociolinguistic factors that may influence also the women use of French language in their

expressions, the social classes and the educational levels are the factors that have a great impact on women use of French language in all-most time. The educational level or the linguistic backgrounds play an important role on women language. Furthermore, woman who has a wide linguistic repertoire and cultural or educational background speaks or use French language in her speech to show their educational level or to use it as a prestige.

Question four: In your opinion, what are the reasons beyond Algerian women's use of code- switching to French language?

Most Algerian women code-switch to French language, because of many reasons. The participants argued that one of the main reasons that women use French language in their conversations and in daily life communications is to show their educational and cultural levels. They think that French language is the language which has a significant in several Algerian domains. Another important reason is that women use code- switching to French to show also their social class position and this because of the impact of the French colonialism. Algerian women interpret and practise French language. Moreover, Some Algerian women are familiar with this language. They code- switch to French language to complete and speak in their conversations very successfully. Furthermore, another common reason which is that women speak it as prestige. They speak French language as prestige or to appear their modernity. So, the use of code- switching to French language may be related to social cultural identity, to power and to notions of prestige.

2. 11Discussion of the Results:

This section sheds light on the results of the present interview. As mentioned previously in the analyses of the observation and the questionnaire, women use of French and English foreign languages in the Algerian educational system were conducted in the Department of English at Dr Moulay Taher Saida University. The previous results of these tools of the present research study revealed that women in the Department of English at Dr Moulay Taher University of Saida used these foreign languages successfully and utter them very fluently. Another clear results that women teachers and students of English code- switch to French because of several sociocultural and linguistic factors such as the geographical location of Algeria and the impact of the French colonialism and its cultural sides.

The educational level and background of the individuals also may influence on the French and English language use by the Algerian women. Moreover, the language used to differ from

both females and males. In other word, according to the analyses of the students of English, women differ from men in using the language since they differ in their ambitions and attitudes. The obtained results from the questionnaire, observation and the interview are the same in which women and men differ in the use of the language and the factors that influence these differences and the reasons beyond the women use of French language in their speech.

Furthermore, the researcher examined the attitudes of the women teachers of English towards the use of French and English foreign languages in the interview. The results of the interview showed that the thoughts of the teachers were clear about gender differences in using the language. They argued that women and men differ in spoken and written language forms. They may differ also in choosing the topics discussion. The teachers of English at Dr Moulay Taher University of Saida believed that there are various sociocultural and linguistic factors that influence the different use of the language of both gender. Through the dialogue that is used in the interview, the researcher noticed that women teachers spoke French and English languages more fluently.

However, they claimed that women use these foreign languages more fluently than men to show their educational level and to present their positive attitudes to others. They uttered these languages to show their confidence and freedom. In addition to the reasons beyond the women use of code-switching to French language in their speech, the students of English through the observation and questionnaire argued the same reasons that the teachers answered in the interview that French language used in the most prestigious Algerian domains including education. Women consider French language as a symbol of modernity and prestige and this is the one of the main reasons beyond women code-switching to French language. Besides, one should mention that females may code-switch to French language because they think that French is the language of the prestige and use it as a way to attract the attention during communication especially in mixed-sex groups.

The researcher conducted the interview tool to complete the observation and the questionnaire data analyses which showed the similar results that confirm the hypotheses of this research work and may help to complete it successfully.

2.12. Conclusion:

Throughout this chapter, the researcher was tried to prove the validity of the previous hypotheses through relying on some research tools and methods for data collection. These

methods were conducted quantitatively and qualitatively. The observation and questionnaire were also addressed to 26 third year students of English of Dr Moulay Taher University of Saida. The interview as a tool of conducting a research and in order to gather real information were asked to women teachers of English of Dr Moulay Taher University of Saida.

After this brief review on the state of Algeria as a whole and the community of Saida as particular, the researcher may conclude that each gender differences has its own spoken characteristics of French and English foreign languages, especially focusing on women on education university domain. The concepts in this chapter are very complex; yet, they constitute primary the understanding of the research on foreign languages (French and English) and women gender. In addition, as sociolinguistics concepts and as an application to the study of men's and women's speech differences on spoken and written in French and English languages. This chapter is an overview of the sociolinguistic situation of Saida speech on university of Dr Moulay Taher Department of English where the research is done. The informants agreed to answer the questions to show their beliefs concerning women's use of French and English languages.

Chapter

three

3. 1 Introduction

This chapter tends to provide the readers with a general overview of this research study. It also tries to provide the readers with suggestions and recommendations about this research topic. The aims of this chapter are to suggest strategies and new techniques in teaching and learning the French and English languages. Another objective is to use translation as a fundamental module in English teaching and learning as it helps learners improve their use of these languages successfully. In other words, suggesting teaching reading as a separate skill from writing and how to develop and use strategies to acquire English language effectively through reading comprehension. In principle female's teachers of English as well as male role in enhancing teaching English language on the students of English's classrooms.

3. 2 Techniques for Teaching English and French as Foreign Languages in easily Way

Teaching and learning a foreign language is an important issue in the Algerian education institutions. Learning a foreign language is due to the necessity to mass the exchanges in various domains all around the world and the spread of globalization, especially French and English foreign languages. The purpose of teaching and learning these foreign languages is to provide effective teaching and learning approaches, methods and learning strategies as well. One of the most essential parts to acquire these foreign languages is to learn and master its four skills (writing, reading, speaking and listening) and their vocabulary and grammar.

3. 2. 1 Listening to Enhance Pronunciation

Listening comprehension is an important receptive skill. It is the skill which to be learnt automatically through the practise of grammar and vocabulary, and pronunciation. It is also the activity in which the students may acquire or grasp the meanings of the something that they hear. The role of the students is that they should understand what speakers mean when they use some words in particular ways and this depends on the abilities of the students on listening. Moreover, the students of English should comprehend the oral messages and make themselves familiar to hear English dialogues, music, films...ect. They should be able to identify the context and the situation with the verbal messages. These strategies may help the students of English to develop their vocabulary and grammar to pronounce the words correctly. Through listening the students may imitate the words and may grasp the rules very so easy.

Numerous researchers have been conducted in this approach to increase both teachers and learner awareness towards the importance of these foreign languages. There are several techniques to acquire these languages. One of the most easier way to master English and French languages through TV and the foreign channels such as watching French and English movies and news. Listening to the native English and French speakers, discussions and reviews...ect. The desire is to express certain opinions make listener more eager to break the language barriers. Moreover, listening to French and English music becomes as a piece of cake when a student wants to acquire these languages in an easier way. Through listening to music, the listener may acquire the vocabulary and pronunciation of the words in easier manner.

3. 2. 2 Writing as Strategy to Develop the French and English Foreign Languages Acquisitions

Writing is a another technique to learn these foreign languages is by using funny ways such as creating stories as a magic using different expressions and styles. Creating poems also or proverbs using expressions from these foreign languages, the students might be reluctant to this strategy, but the creation process will rock their world making them proud of themselves. Writing is a significant strategy to develop these foreign languages (French and English). It is also extremely important in today's society communication. The students of English need to acquire these languages basing on developing all the skills especially writing. They should write in cohesion and cohesive ways. One of the effective ways to achieve this objective is motivation. The students should motivate themselves to write in order to be familiar with and they may grasp good expressions, vocabulary and grammar language features. The teachers of English also should motivate their students through the use of different writing activities that may achieve their needs and interest.

Furthermore, learners may teach themselves; the key of this strategy is taking a specific time every day to write out sentences and words that you would like to know to say it and to use it in paragraphs in the target language. The technological development such as internet, face book and twitter...ect. They may help the learners to acquire these foreign languages quickly such as chatting and making friends with native foreign speakers. This strategy of communication may help the learners to acquire the vocabulary and grammar features of these languages. French and English languages are an absolute necessity in Algerian working environment. Algeria as multilingual community has a rest of mix of the other nationalities,

who use English and French as common languages and as the international business and communication languages. For instance, English teachers new on teaching in the region may also catch out by cultural differences that affect lesson- planning and the lesson environment. To put different, learning other foreign cultures is so important for both teachers and learners to acquire French and English languages features.

3. 3 Using Translation as a Fundamental Module in EFL Classrooms

Translation expresses as exactly as possible the meaning of the source text by using appropriate forms and structures of the language into which the translator is re- expressing meaning in a way that the learners or audience can readily understand. Translation is a concept of language related to meaning. It refers to a word, written text that has been put into one language from another. It is the act of conveying meaning from one language to another. It is also a capture of meaning in a language and expressing it the way that the native speaker of another language would. Some teachers of English think that translation is method which can be helpful in foreign language teaching and learning. They claimed that it is a tool to facilitate teaching and learning processes. The use of translation in foreign language teaching has divided language teachers into supporters and opponents. Some teachers of English use translation in the classroom and some students were inclined to use translation when their English failed them.

Moreover, teachers who use translation in EFL classroom claimed that translation is very helpful in facilitating the process of teaching especially with low level students. They also claimed that some students find it helpful in many ways, especially in clarifying grammatical and lexical concepts. EFL teachers use some French words in their explanations and they translate it to English and sometimes they do the contrast, because some students of English know some words in French and not in English. The purpose of the teachers is to improve teaching and learning, making successful learners who will be convey messages effectively. Cook (2010, xv) argued that “...*translation should be the important objective and means of language learning*”. Translation is needed in several specialities or modules such as literature. The use of translation in English as foreign language classrooms from different perspectives depend on the practice of translation in the EFL context not as a means itself, but as a strategy to make students able to become more independent and better equipped when using a foreign language. Translation has many benefits for both teachers as well as learners.

In addition, using translation as a fundamental module may provide learners with the practice and necessary skills to communicate accurately, meaningfully and appropriately. The translation activities help the teachers to promote among learners since they involve the negotiation of multiple possibilities of form and meaning. It provides also the learners to interpret negotiate and express meaning from different perspectives. In other words, the practice of translation encourages the reflection on language usage and the exchange of different point of view, raising language awareness. Thus, to develop student's autonomy and to promote language learning, translation should be used in the EFL classrooms. The translation activity which involves transformation and creation, learners should resort to world, linguistic and textual knowledge in order to render words in appropriate manner. Furthermore, translation in the EFL classrooms plays a significant means in developing communicative abilities since speakers are often engaged in sharing meaning depending on the interpretative community and context. It gives also the learners the opportunities to discover the foreign cultural background. The strategies of translation which involve previous knowledge may participate to the foreign language teaching and learning processes, since they can transform into something that involves both teachers and learner's objectives.

To conclude, translation as a module in the university is crucial, since it helps them in reading comprehension and memorizing the target vocabulary. It also promotes learners receptive and productive skills. The third year students of English language of the University of Dr Moulay Taher should learn translation method as a fundamental module to better understand these foreign languages and can practise them in their daily communication as French and some foreign languages are related to each other, because they have several similar linguistic features. Translation allows learners to use different expressions in different languages. They also can acquire both French and English foreign languages in successful and effective ways that they can use these languages in different domains in Algeria. Translation helps EFL learners to examine the differences between their own culture and the target language's culture. There are some translation tasks that may help EFL teachers to develop their students foreign languages acquisition such as providing them by English texts to translate them to French language or via versa, teachers may motivate their students to speak both French and English languages in expressing themselves...ect.

3. 4 The Use of Reading as a Separate Skill in EFL teaching and Learning Processes

It is common that there are different four skills in learning English as a foreign language (reading, writing, listening and speaking) and there are different levels of understanding or comprehension of text. Understanding a text is the literal comprehension of meaning. In the other words, comprehension involves surface of meanings in which the readers find information and ideas that are explicitly exist in the text. Reading is one of the four skills that the learners should acquire English as a foreign language. The purpose of reading is to make the reader carefully read, interpret and analyse the text in order to see how the ideas are related to each other to convey meaning.

Reading skill can be defined as a cognitive ability that the person being able to use when interacting with texts. According to scholars reading involves the use of a code that has to be interpreted for meaning. Other scholars defined reading as a process of communication between the author and the reader or the process of interpreting the written symbols. It is also the process which makes the use of linguistic system that allows learners or the readers to be more effective users of written language. An effective reading depends on the reading background and knowledge experiences that help them to read successfully.

Moreover, reading provides the readers by different cultural aspects to rich them by different ideas and information background. These ideas and information can give the learners or the readers an overview about the world around them. Reading process enables the readers how to communicate and deal with the foreign cultural societies. The readers look into a written text and start to absorb the information from the written linguistic messages. Most researchers on reading emphasis on the effective reading strategies that develop the EFL learners' comprehension. These strategies based on the teacher's role in motivating their students towards reading. They should select the appropriate materials in their classrooms. They should also support them through reading by the use of the interest texts and consider variety of topics. EFL teachers may use different tasks related to written texts in order to improve the reading comprehension of the learners. In other words, these different strategies of reading comprehension skill that the teachers use them to activate their students.

The first strategy is the pre-reading which helps the learners to recognize the knowledge that they already have about the topic of da texts. The second one is while reading or

interactive process which help the learners to develop their abilities in tackling texts by developing their linguistics knowledge. The last strategy is post reading activities which enhances learning comprehension through the use of matching exercises and comprehension questions. However, learning a foreign language as English one is learning to master their skills and this can be acquired, especially through reading. All these four skills; speaking, listen, reading and writing are related to each other and one complete the other such as relationship between reading and reading. Writing skill can be improved through reading comprehension EFL learners can acquire English language through reading English books and texts and in order to have a linguistic and cultural English background.

Furthermore, writing as a related skill to reading is difficult to comprehend, organize and develop any piece of writing (texts or paragraphs). Students need to acquire and use specialized knowledge and this can be improved through reading. The basic to effective instructional of reading and writing process is the significant of the relationship between these two activities and the positive influence on this relationship on the development of both processes for the learners.

Reading and writing are combined and the relationships between these two skills are made explicitly for students. Writing and reading skills stand to meet the EFL learners' needs to participate actively in the learning process to master the English foreign language. EFL students need to follow specific instructional sequences, and these are specified in both writing and reading processes. These skills make somewhat different demands on underlying cognitive and language- processing abilities. Several researchers suggested an idea about both skills that they may be used separately. This idea may help the EFL learners to improve their abilities in using each English skill.

Reading methods can help the learners to achieve their English academic needs and their important on life goals. Reading and writing are communicative processes. Several researchers see that writing and reading are connected skills, whereas others see that they were not connected. Even some teachers of English did not seen to be able to teach writing through reading or to connect them to their students. They thought that it is so difficult to include process of writing in your reading block. They claimed that they should be taught separately that each one of them has it role in which reading builds up knowledge and writing extends it...

This skill unlocks the unknown. It is considered as a complex cognitive activity that is indispensable for the kind of knowledge society. English learners who read can be free, because through developing this skill, they can develop the other ones and vanish ignorance. Learners can encourage themselves to read. It is also the role of the teachers who should be the centre in encouraging and engaging the students to become voracious readers. Teachers are the prime source for students in cultivating their reading habits. They should help them to move a step further in developing their attitude towards reading. They should be careful in developing this skill effectively and successfully. Both teachers and learners should insist on the importance of reading comprehension in acquiring and using English language and other languages such French one.

As reading unlocks the world of the unknown its importance should be insisted on by every teacher and learner. Women's EFL teachers are responsible as well as men for developing students' abilities in various language skills, particularly reading comprehension. Women's EFL teachers and learners differ from men in using reading skill to develop their English language in educational universities. Both women and men as teachers and learners reported that reading, as a language, is very important and interesting in using English language in Algerian education and to progress these foreign languages successfully.

However, teaching vocabulary and grammar depend on reading and its important in developing the other skills of English language and any foreign language. The skill of comprehension may be improved when the learners understand the texts structures that they read. Learners may take reading any book or journal in order to have a linguistic background or to enjoy their time or as entertainment to spend time. This skill may also help learners or readers to achieve their aims as a separate skill from the other ones. Reading has the power to revolutionize everyone's ways of thinking and living. It makes every learner thinks differently and discovering the keys of thinking. It makes also everyone thinks critically and creatively.¹

Educators can use these suggestions strategies to help students improve their reading comprehension. Several researchers see that male students typically score lower than female students on using reading skill in developing their English language. Test result of the questionnaire shows that female students do better and are more motivated in using and

¹ [Http:// www.Good reads. Com/ author/ quotes: 8297615.](http://www.Goodreads.Com/author/quotes:8297615)

developing French and English languages rather than male students. Female students also do better than male students on reading comprehension.

In this term, boys read less, and do not comprehend expository texts as well as girls. When considering attitude of male and female students, male students have lower estimates of their reading ability, they do not leisure read as much, and a significant number of male students do not belong to reading the previous results show gender differences on the use of French and English languages in the university of Dr Moulay Taher of Saida English Department and it shows that females use these languages successfully than males, and this is because male students' lack of reading achievement in which the development of this languages based on.

The researchers were able to find a common ground of motivation for both male and female students. These suggestions are about how to motivate females and male's students of English to read. The teachers should motivate their students to read by finding books, texts or appropriate materials that relate to the students' personal identities and newcomer experiences. They should provide them by books that they encourage their love and preference on reading. Another strategy to motivate them is to involve creating interest in what the students read and making connection to their lives.

Teachers of English should encourage their students to share what they have read in the classrooms, and this can help them to feel good about what they have read and to progress in learning. Another suggestion in small-shared reading in groups and pairs is so important for encouraging them to read independently and confidently. Learners can use reading in funny ways such as reading funny books and stories to entertain themselves and avoid boring. These few strategies suggested helping the learners enjoy reading as significant skill and become stronger readers. The main purpose of teachers is to make effective and successful English learners.

Thus, there are other recommendations are to make a strong literacy program in the Algerian English education process that the students receive solid foreign language education. In other words, it was clear to see the difference between English skills (reading, writing, speaking and listening). Each skill has its characteristic that may distinguish it from the others. As it mentioned before that it is suggested that teaching these skills should be done separately such as teaching reading separately from writing. It is known that writing depends on reading in which the person cannot write any piece without reading.

Both skills (reading and writing) are different in some aspects. Reading skill is an important and the major skill that completes the other skills and English language depends on. Reading is used in the sense of interpretation. It requires decoding words, using phonics to read the sounds and pronouncing of words. It is also about learning where is writing is about expressing. Learners use writing to express their linguistic background and their ways of thinking through the use of ideas and this may realise through reading that is why reading should be taught as a separate skill.

EFL women's teachers are interested on reading in the English classrooms as a key element in developing the students' comprehension. Several of them lack a solid foundation for teaching these reading comprehension strategies. Therefore, teachers need to be prepared on how to design effective comprehension strategies and how to teach these strategies to their students in order to improve reading skill in English language classroom universities. They should improve their students' abilities to read critically or analytically. This idea aims to understand what the text is about.

However, the major aim of the Algerian educational system of the universities of English, particularly Department of English at Saida University of Dr Moulay Taher is the make effective students that can use the foreign languages especially English successfully. This objective can be achieved through motivating learners to master the language skills, especially reading as separate skill among others, because learning and mastering a foreign language is based on reading comprehension in order to understand how ideas are related, different ways of thinking, English structures, vocabulary and grammar and all the application of linguistic features that the learners use them to follow the other skills in easier and effectively.

3. 5 Conclusion

Ultimately, to provide a series of helpful, useful recommendations and suggestions are mainly done as path towards filling the existing gap between the requirement of the actual situation and the needs of those key- parameters namely the teachers and the learners for their benefits. And making educational reform entails involving in a process of change where the ultimate goal is to improve outcomes through an alteration of practices.

These previous findings are important in which the investigator has been created new techniques and procedures to make English teaching and learning so easy and these previous suggestions may help the teachers of English and learners use French and English foreign

languages successfully. This chapter provided other suggestions on using translation and its importance in developing the use of French and English languages. In other words, another suggestion was mentioned about and significance of English teaching and learning processes depending on the results of the data analyses.

General conclusion

General conclusion:

Gender as an analytical category continues to motivate researchers in several areas. This paper has detected the difference between the use of the foreign languages (French and English) to men and women from the same aspects. The main objective of the present research paper is to explore how women use of French and English as foreign languages in Algeria, particularly the educational domain in the universities and to see the difference in languages use among women and men in the Algerian community in general.

The research methods (observation, questionnaires and interview) were to examine how French and English languages are used among the two sexes and how teachers use of code-switching from English to French and the impact of French language on English teaching and learning processes. Testing the differences of these foreign languages and the reasons beyond women use of French language in the Algerian education was mentioned in theories in the first chapter in addition to the impact of sociolinguistic and sociocultural factors on the use of these languages in both genders.

Using the students' questionnaires as the main research tool to focus on the data required the most, while the observation of the English classrooms at Dr Moulay Taher Saida University of the Department of English helped to study aspects on women's teachers' use of French and English languages that were revealed also in the questionnaires. The overall findings of this research confirmed the hypotheses set by the researcher about the sociocultural and linguistically factors that influence the use of these languages by males and females. Men and women used different speech terms, or use speech terms differently.

The findings of the research above related to the hypothesis set by the researcher. Women teachers differ from men in their attitudes towards French and English foreign languages in the Department of English of Dr Moulay Taher University of Saida. Women teachers used different terms. Women teachers of English also were found to use French and English foreign languages more than men in the Algerian educational tertiary system. Other important evidences that may confirm the hypothesis are sociocultural factors that may affect the languages differences between its speakers such as the Algerian geographical location. Moreover, the impact of women use of French and English foreign languages on the English teaching and learning in the department of English at Dr Moulay Taher University of Saida.

The findings also reveal that the use of language is linked to the society's norms and the individual's attitudes. Therefore, the sociocultural factors also influence the both gender construction, use of the sentences and expressions. This research has a huge significant on social relationships among English teachers and learners, it gave description for the foreign languages used by males and females. It is important to know the needs of French and English use in Algerian domains of life, especially teaching and learning processes.

Women's use of French language in their speech as a code-switching is not a sequence of gender only, but there are other factors such as background educational level which affects the use of French language. Other researchers can be perceived linking gender, particularly

women to these factors. In fact, this research work was based on several approaches and theories concerning females' foreign languages use.

Moreover, it also took into consideration the reasons behind using French language. It also included French language which becomes one of the most differences males from females. Briefly, female's positions in society in culturally and linguistically determined and this fact create the differences to males use French of and English languages in the Algerian educational process, specifically the Department of English at Dr Moulay Taher Saida University.

From the previous results of the research tools which were conducted observation, questionnaires and interview regarding the differences between males and females in using French and English foreign languages in Dr Moulay Taher University of Saida focusing on the Algerian women use of these foreign languages in tertiary level. The results provided the researcher by many data that allowed giving suggestions and recommendations related to this research study. The researcher suggested new techniques in teaching and learning these foreign languages in easier ways and provided the students and teachers about the significant of using translation as a fundamental module that may help them to acquire these languages in successful manners. Another suggestion was using reading as a separate skill from writing as it is an essential skill will assist both students and the teachers to develop these foreign languages effectively and to obtain a numerous foreign cultural aspects.

Finally, the researcher pointed out that she found obstacles encounter while doing her investigation and to complete her research paper more successfully. These obstacles such as time management and the last strike that did not allow the researcher to test all the participants such as the interview of the third year women English teachers. There were also dishonest answers from the English third year students of Dr Moulay Taher University of Saida.

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Appendices

Appendix 1: Students' Questionnaires

I am student of Master Tow Didactics, as part of my research work at the Third Year Students of English at the Departement of English in DR Moulay Taher University of Siada, I am conducting this research to investigate women's use of the foreign languages (French and English) in Algeria. Your response in this regard shall help me to complete this research and I will appreciate if you could answer the following questions:

Age :

Gender :

- Male
- Female

1. Section One : Women's use of French language in Algeria.

Please use a tick in your choise :

1. There are differences between men and women in using French language in Akgeria ?
 - Yes
 - No
2. In your point of view, does the geographical location has an impact on Algerian women's use of French language ?
 - Yes
 - No
3. Does the education level of Algerian women has an impact of using French language ?
 - Yes
 - No
4. Do Algerian women's use French as prestige or show their education level ?
 - Yes
 - No
5. Do women have the abilities than men to use French expressions in their communication ?
 - Yes
 - No
6. Do women use French language more fluently then men ?
 - Yes
 - No

2. Section two: The impact of French language in English teaching and learning processes ?

A)- Agree B)- Totaly Agree C)- Disagree D)- Totaly Disagree

1. French Language is needed for English teaching and learning procsses ?

2. Learning French and English become more required in several domains of the individual's life ?
3. In your learning of English language, you sometimes need to switch to French to convey English messages ?
4. Learning French language will help you in acquiring the English language an easier way ?
5. French language has similarities with the English language in linguistic features ?
6. We should learn French language in our English education process ?

3. Section Three : Women's and men's differences in foreign languages attitudes

Please answer these following questions

1. Women prefer to use these foreign languages (French and English) :
 - Always
 - Sometimes
 - Rarely
2. According to your point of view, who are expected to use more fluently French and English languages ?
 - Men
 - Women
 - Both to
3. What are the reasons beyond women's use of the French language in their communication ?
 - From nature
 - As prestige

Appendix 2: Teachers' Interview

1. Do you think that there are differences between men and women in the use of the language ?

.....
.....
.....

2. Do you think that women's as teachers in the English Departement of Dr Moulay Taher University of Saida speak French and English foreign languages more Fluently than men ?

.....
.....
.....

3. What are the sociocultural and linguistic factors that may influence the Algerian women's use of the French language in their speech ?

.....
.....
.....

4. In your opinion, what are the reasons beyond Algerian women's use of code-switching to French language ?

.....
.....
.....