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**Exploring Foreign Languages Use and Code choice  
among Genders :The Case of Master Students at Ibn  
Khalidoun University of Tiaret**

**A Dissertation Submitted in Partial Fulfillment for the Requirements of  
a Master Degree in Linguistics**

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# *Dedication*

## *\* In the loving memory of my father\**

*As I promised, this graduation is dedicated to you, to the great person I have ever had in my life , to my source of pride, to my precious father. It was hard for me to walk alone the way without your encouragements , with a broken heart I would say that losing you has been the hardest moment and the biggest failure of my life. If I'm here today , this is up to your lovely memories that will stay forever. My happiness would have been complete with your presence, I wish you were here to share with me these cheerful moment . May God have mercy on you !*

*This work is dedicated to “**my mother**” who was always there for me,thank you for your sacrifices .May Allah protect you . To my only dearest sister “**Karima**”, thanks for your support ,I wish you the best.*

*Special thanks go to dearest “**Sihem**” for her help and priceless advices and to all her lovely family .*

*To my sweetheart teacher of English at secondary school miss “**Bougheddou Ahlem**”.Thank you for your encouragements and your prayers along my research journey .Best of luck in your career.*

*To every one helped in this research .  
Thank you all for being with me in my ups and downs.*

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Résumé

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## **List of Abbreviations And Acronyms**

**AA** :AlgerianArabic

**Br** :Berber

**BP** :BritainPetroleum

**CA** :ClassicalArabic

**CS** :CodeSwitching

**EN** : English

**ETS** :Educational Testing Service

**FL** :Foreign Language

**Fr** : French

**L1** : First Language

**MSA**: Modern Standard Arabic

**SL**: Second Language

**TV** :Television

**UK** :United Kingdom

**US** :United States

**WHO**: World Health Organization

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## **Abstract**

The present research aims at exploring choice and use of foreign languages from a gender-based point of view namely males and females. It attempts to determine which language is the most used and preferred by each gender, whether it is English or French in addition to the main socio-cultural reasons that stand behind. The study employs both a written questionnaire that is used to elicit views of master students of both departments “Arabic Literature” and “Law” at Ibn Khaldoun University of Tiaret, and an interview addressed to random sample from Tiaret speech community . The findings reveal that English is the first language preferred by males because of the status of English as being a lingua franca and a global language and men’s obsession about immigration and living abroad which makes it on the top of their interests . While French is the preferred language by females because French is considered as a language of femininity and this latter is an integral part of women’s identity and personality .In addition, French is highly prestigious in terms of using and speaking it, which has a relation to the female tendency to be more attractive in her speech .

**Keywords :**Gender, Male , Female, Foreign Language, English , French , use , Code choice

# *General Introduction*

*“He who knows no foreign languages, knows nothing of his own”* Rita Mae Brown

Under the light of this saying , In modern globalized and highly mobile world, learning foreign language is becoming a necessity for the sake of preparing individuals to be successful and capable of a high level of social integration in one hand . On the other hand and without a doubt , gender is a part of the society ; according to Wardhaugh (2010) : *“ gender is also a fact we cannot avoid and a part of the way in which societies are formed around us “* (p.334). Gender studies are interdisciplinary fields that attempt to study females and males behaviors as disciplines that are classified into gender roles and identities in society. The term gender is socially and culturally constructed that annulled the boundaries between masculinities and femininities; it refers to social behaviors , it differs on the term “sex” that refers to biological differences between the two genders based on psychological distinctions .

The study of the relation between language and gender made many researchers and scholars who are specialized in the field dig deeper to clarify the relationship between the two concept . Our research tends to search closely a specific area of study in the field of gender studies and foreign languages.

### **Motivation :**

The incentive behind this research derives from our desire to explore choices and uses of foreign languages among both genders namely males and females, in addition to the main sociocultural reasons that stand behind .

### **Statement of the Problem :**

The use of foreign languages is widely spread around the world . In fact it becomes a necessity due to the development witnessed by many countries which requires learning at least one foreign language , Algeria is not the exception .It has resorted to the adoption of several foreign languages in order to keep pace with the progress that the world’s countries compete for. The current existence of that foreign languages and their widely uses among Algerians such as English and French that have become popular and widely used by people in various fields of life .These languages differs between genders with regard to language use and choice .

### **Research Questions :**

The present research tries to answer the following questions that are classified as follow :

- 1\* Which language do females use and prefer most ?
- 2\* Which language do males use and prefer most ?
- 3\* What are the main socio-cultural reasons based on which we can determine so ?

### **Hypotheses :**

To answer the above research questions, the following hypotheses are raised as follow:

- 1\* French language is the most used and preferred by females
- 2\* English language is the most used and preferred by males .
- 3\* Females tend to use French language because this latter is considered to be the language of femininity and it is an indicator of modernity . While males choose English because of the status of this latter as being a global language and males interest immigration and living abroad .

### **Methodology :**

To confirm or disconfirm our hypotheses, we followed both quantitative and qualitative methods . A questionnaire addressed to master students of both levels in both Arabic literature and Law Departments at IbnKhalidoun University of Tiaret . Additionally , an interview is presented to a random sample which took place mainly in Tiaret speech community .

This research work includes a general introduction and three chapters .

**The General introduction** is dedicated to the objectives of the study with brief discussion of the topic .

**Chapter one** is divided into two sections, it is devoted to the literature review , that enlightens the different definitions of two main concepts ‘language’ and ‘gender’ discussed from different point of view by major scholars in the field of sociolinguistics . Furthermore, it focuses on two main languages ‘English’ and ‘French’ in regards to their history and origins, since this languages are the central point of

our research in addition to language learning, advantages and skills beside language attitudes, use and choice .

**Chapter two** elucidates the sociolinguistics situation in Algeria which is a result of the crucial periods history of the country which are the reason for such a linguistic diversity . It presents the different language varieties that exist in the country such as Classical Arabic ,Algerian Arabic, Modern Standard Arabic, Berber, French and English that made Algeria a multilingual country . Besides, it discussed also the different phenomenon our country's witnesses; such as bilingualism, multilingualism , code switching and borrowing . Further , specifically this chapter will shed the light on the two foreign languages discussed above, from peoples' attitudes towards this languages to the multiple uses, taking in consideration the Algerian context .

**Chapter three** exhibits the practical part, it discusses the research methodology, data analyses, and findings , This chapter is divided into two parts: the first one reports the collected data from the questionnaire , and the second part reveals the obtained results from the interview .The objective interpretation of the results will help in confirming or refuting our hypotheses . Finally, it ends with discussion of the findings and some recommendations that may help the researchers build their future works on .

Finally, a general conclusion that reviews the topic and it gives a brief description on the research findings .



# *Chapter One*

## *Conceptual Framework of the study*

### *Section One*

#### *Previous Studies about Language*

Introduction

- 1.1 Language Definition
- 1.2 Languages in the World
- 1.3 Language Role in Society
- 1.4 Language and Culture
- 1.5 Learning a New Language, Advantages and Skills
- 1.6 Languages Attitudes ,Use and Choice
- 1.7 Language and Gender

Conclusion

## **Introduction**

“Language comes first. It is not that language grows out of consciousness, if you haven’t got language, you can’t be conscious.” Alan Moore

Language is a vital part of human connection, it matters a great deal as this is what helps to distinguish the sayings of one individual from the other. If used efficiently, it is a powerful and strong weapon that will leave memorable impressions on the listener.

In this chapter , we are going to talk about language in more details, including some definitions of language. Then, the world gathers many languages , we are concerned with two main languages that will be touched ‘English ‘ and ‘French’ , this latter have a strong relation with our topic. Then, we highlight the role of language in society in addition to language and culture .Finally, we will shed the light on the relationship between language and gender .

This chapter is divided into two sections, the first deals with language and the second part focuses mainly on previous studies about gender, gender and foreign language learning .

### **1.1. Language Definition**

Language is basically a system of conventional, spoken or written symbols by means of human beings are used to communicate with each other. It is also collective words to express thoughts and expressions. Language is one of the greatest invention of mankind and it came as a result of the evolution of human minds. In other words, language is a deictic system of communication between humans that uses sounds produced by the human vocal tract.

Previously ,humans used sign language and body language, it was at that time a mean interaction of the ancestors before their mind began to evolve and they began to communicate in this languages, and these were out of sheer desperation to communicate and pass out information and express thoughts, feelings and expressions. This progress helped mankind to pass information from one person to another.

Language has brought the human race to a cordical and made them the most advanced creatures on the planet. They have been able to filter these word into a more complex jargon to express their feelings and they have gone as far as inventing

writing because they wanted this communication to pass from one location to another. The language meant to bring the human race to a more socially coherent creatures.

Many definitions of language are proposed, Sweet claims: "*Language is the expression of ideas by means of speech –sounds combined into words, words are combined into sentences, this combination answering to that of ideas into thoughts*", while Aristotle argues: "*speech is the represent action of the expression of the mind*". That is according to Aristotle, language is a speech sound produced by human beings in order to express their ideas, emotions, desires and feelings.

According to Saussure, language is an arbitrary system of signs constituted of the signifier and signified. In other words, language is first; a system based on no logic or reason, secondly, this system covers both objects and expressions used for objects and, thirdly, objects and expressions are arbitrarily linked. Finally, expressions include sounds and graphemes used by human for generating speech and writing respectively for purpose of communication. In the same context, Bloch and Trager declare: "*A language is a system of arbitrary vocal sounds by means of a social group cooperates*". In their definition, they point out that language is an arbitrary system, vocal sounds, way of communication and collectivity.

On one hand, Chomsky highlights language definition and how can the individual forms sentences which is part of language. Chomsky (2000) says: "*Language is the inherent capability of the native speakers to understand and form grammatical sentences . A language is set of finite and infinite sentences, each finite length and constructed out of a finite set of elements.*"

This definition considers sentences as the basics of language, sentences maybe limited or unlimited in number, and they are made up of only limited components.

On the other hand, Encyclopedia Britannica defines language as it is a system of conventional or written symbols by means of which human beings as members of social group and participants in its culture, communicate. In other words, it says the language is a system of communication of which human beings express themselves.

Thus, it can stated that language is a system of communication or a collection of arbitrary vocal sounds that human use to communicate and interact with each other in their everyday life.



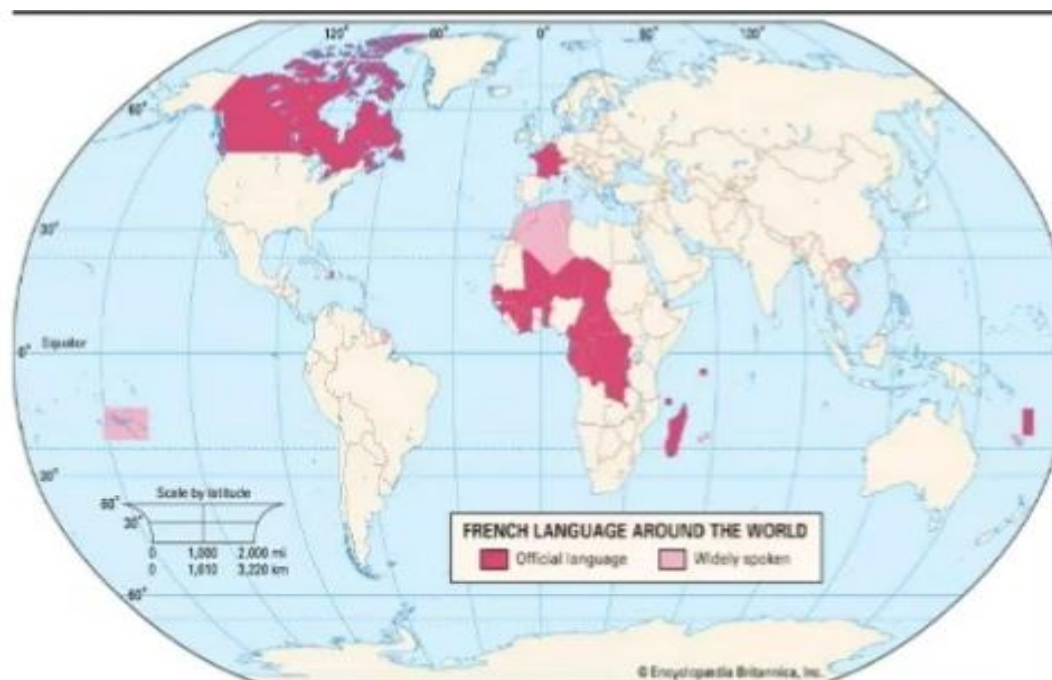
Language	Speakers
English	1,132 million
Mandarin	1,117 million
Hindi	615 million
Spanish	534 million
French	280 million
Arabic	274 million
Bengali	265 million
Russian	258 million
Portuguese	199 million
Indonesian	170 million

**Table 1.1** :The most spoken languages in the world.

### 1.2.1. Historical Background of French Language

French is an official language in several countries, mainly in Europe and Africa . In addition to that, the francophone countries of Europe include some of the most developed countries in the world. French is the sixth most spoken language in the world after Mandarin, Chinese, English, Hindi, Spanish and Arabic . French is a mother tongue to 1.6 million Americans and 6 to 11 million Americans speak French fluently as a second language , as does half the population of Algeria , while 130 are in the US which is also home for 55 of the world's 530 foreign French schools.

French is also the only language after English that is taught in every country in the world, with 100 million students and 2 million teachers, 20 percent of whom are outside of francophone countries. The number of French speakers has tripled since 1945 largely since most former French and Belgian colonies kept French as their language of government, education and science after decolonization.



**Figure 1.2 :** French language around the world

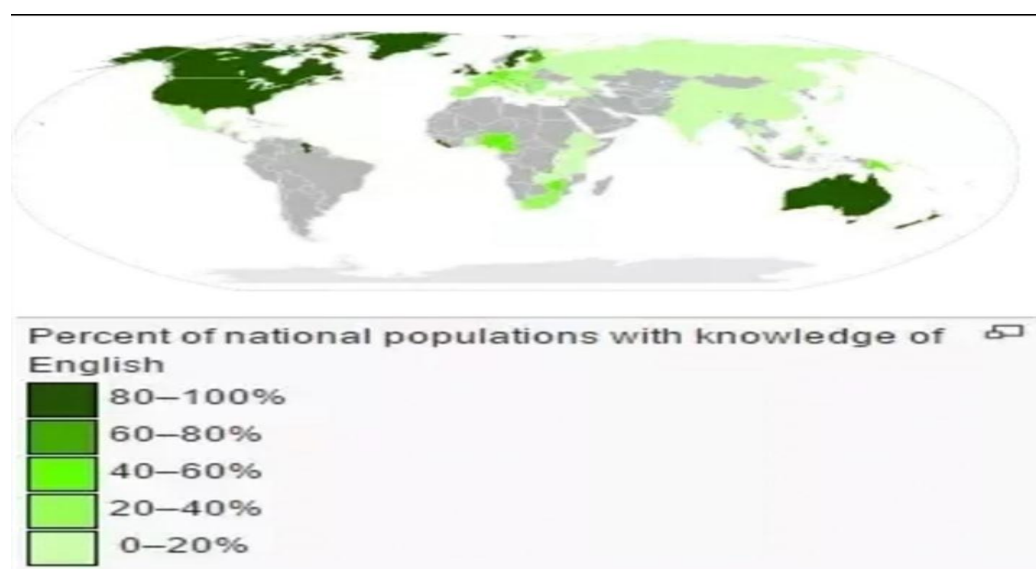
French was once the language of the European intellectual elite along with Latin. It was the language of diplomacy, many if not most of the educated people in the Western world know at least some French. King George V once famously said: *“I talk with my men in French, with my horses in German, with god in Spanish and with my woman in Italian”*. French is definitely the language of war. Moreover, French is a romance language derived from Vulgar Latin, historically spoken by the Romans, as it's roots. Besides these, it is one the most fascinating language.

Even though French is not longer the most important European language, having been surpassed by English, its prestige still lingers as the side effect of centuries of cultural influence. Even today, speaking French is seen by many as fancy or what is known “chic”. In spite of what Hollywood movies might be tell, the language of love does not solely exist on moonlit walks in Paris.

### **1.2.2. Historical Background of English Language**

In terms of its origins, English is essentially a Germanic language, with a lot of French and Latin mixed in it, after the influence on the spoken language in Britain through the Norman conquests, and the subsequent use of Latin and French in the courts during later monarchies. The history of the English language really started with

the arrival of three Germanic tribes who invaded Britain during the 5<sup>th</sup> century. These tribes, the Angles, the Saxons and the Jutes, crossed the North Sea from what today is Denmark and northern Germany. English is an international language and it is official in more than 50 countries. Total 195 countries in the world, 67 nations have English as the primary language of “official status” such as (Australia, Canada, United Kingdom, United States of America, The Bahamas, Dominica...) . Plus there are also 27 countries such as (Botswana, Cameron, Gambia, India, Kenya...) ,where English is spoken as a secondary official language. It is a mean of communication between people around the world. There are a total of 1.8 billion English speakers in the world. With over 1,130 million native speakers, English is the most spoken language in the world and about 839 million second language speakers. It is also the official language of the sky, all pilots have to speak and identify themselves in English.



**Figure 1.3** :The spread of English in the world

It is unquestionable that English today enjoys a significant status of being the “*Lingua Franca*” of the modern world as it is the worldwide spoken language. According to David Crystal (2003): “*nearly a quarter of the world’s population is already fluent or content in English* “. Crystal (1997) describes its status as “*global language*” where it started to have “*a special role that is recognized in every country in the world*”. The prominent characteristics of a global language is that it is the most widely used language in communication in most places in the world, either as an official language or language of administration or a second/foreign language.

In the 21<sup>st</sup> century, as the world today becomes a small village within the wave of globalization, as the result of interactional source of technology and media, one does not need a visa to communicate with someone in the Far East. Space is reduced to a small box in which the flow of information and contact between cultures is easier. Thus, no one is hidden in front of this tectonic change. What is happening in one part of any speech community is no more anonymous to other speech community.

Therefore, as a world turned into an interconnected global system, the need for a mutual language become inevitably by fact. English, in this case, has been found to be useful. This is another reason that has further accelerate its status as the global language of the 21<sup>st</sup> century. Enjoying this status makes it compulsory for every person to learn it

### 1.3. Language Role in Society

Language interacts every aspect of human life in society , in this regard , language is a very important factor of communication among . It is impossible to imagine a society without a language and it is also impossible to imagine the existence of language outside the community. Bloomfield's definition of language (1914) focuses on the utterance produced of a community and hence overlooks writing .Besides, he stresses form not meaning as the basis of language .He states that: "*the totality of the utterance that can be made in a speech community is the language of that speech community*". In other words, language plays an important role and it is extremely significant in human life, besides language is considered as a way of communication , it is also a tool of storing information in mind , reasoning , particularly when it is done at large scale and with multiple agencies involves , it is a mean of sharing concepts and associated knowledge , and a bridge for passing knowledge from one generation to another . Language has the ability to provide and represent identity. Furthermore , language build social structures such as corporations , teams ,groups and so on. According to Kyon (1981) languages are the principal systems of communication used by particular groups of human beings within the particular society of which they are members. Especially Lyon points out that language is the best communicative system of human beings by particular social group.

Many linguists highlight the relation between language and society that comes under the title of "sociolinguistics". This latter is defined as the study that is concerned with the relationship between language and the context in which it is used.



In other words, Holmes (2001), sees that it studies the relationship between language and society. It explains how people speak differently in different social contexts, it discusses the social functions of language and the ways it is used to convey social meaning. All of the topics provides a lot of information about the language works, as well as about the social relationship in a community and the way people signal aspects of their social identity through their language. While Eastman (1975), declares: “*sociolinguistics is the study that is concerned with the interaction of language and setting*” (p.113). Another definition comes to define this concept which covers a strong relation between language and society , according to Wardhaugh (1986): “*the study that is concerned with investigating the relationship between language and society with the goal of a better understanding of the structure of language and how languages function in communication*”. (p.12)

#### **1.4. Language and Culture**

The term culture has a wide usage ,simply it is the sum of ideas, beliefs , norms, traditions, behaviors and activities shared by a particular group . According to UNESCO: “*we speak of culture in connection with behavior of people, them or all values, and human relations. We denoted by action, behavior and attitudes considered useful for the interests of the society, or of a certain social group*”. The etymology of the word “culture” can be traced back to Roman times. It originally meant cultivation of soul and mind, and it is only after the influence of German thinkers of 18<sup>th</sup> century that it came to acquire its present meanings; Edward (1987),argues that :“*the complex whole which includes knowledge, beliefs, art, law, morals, custom and other capabilities and habits acquired by man as a member of society*”. According to Edward culture’s definition includes all the individual’s abilities in a certain group, at the same time culture is an integral part of human life which is acquired through a pair glasses through which people see life. More specially, the way of living that is transmitted from generation to generation through learning . Meade (1953), says that culture :“*is the total shared , learned behavior of a society or a subgroup*” .The meaning of the term “culture” has been highly contested by many thinkers , most definitions characterize culture as something that is widely shared by members of a social group and shared in virtue of belonging to that group.

As long as, an individual is unable to express his abilities and capabilities that are under the name of “culture” without using language. The relation between language

and culture is deeply rooted, Language is used to convey culture and culture ties. Furthermore, the understanding of a culture and its people can be enhanced by the knowledge of their culture. This brings to an interesting point brought up under similar behavioral backgrounds or situations but however speak different language, their world view may be very different . As Sapir argues:”*different thoughts are brought about by the use of different forms of language*”.

Undoubtedly, language and culture are intertwined ; Each one completes the other one .Indeed, when learning a new language , is only involves learning its alphabet, the word arrangement and the rules of grammar, but also learning about the specific society’s customs and behavior .When teaching or learning a language , it is important that the culture where this language belongs be referenced , because language is highly ingrained to culture.

### **1.5 Learning a New Language, Advantages and Skills**

In a globalized world, where mobility is facilitated, learning a language is a wonderful benefit. One of the major reasons that allowed language spread is the so known “Globalization”, this latter have been defined as a social process in Steger’s book saying that : “*a process characterized by the existence of global economic, political, cultural , linguistic and environmental interconnections and flows that make the many of the currently existing borders and boundaries irrelevant* “. Globalization is not as economists have generally les us to believe, although it has undoubtedly operated in faster and more complex ways since the late 1980s . Globalization is readily increasing in today’s world. This increase in globalization has many effects on language, both positive and negative. These effects on language in turn affect the culture of the language in many ways. However, with globalization allowing languages and their cultures to spread and dominate on a global scale, it also leads to the extinction of other languages and cultures .

Besides, learning a new language is difficult for anyone, but also it can be a challenging and frustrating experience. A Chinese proverb says :”*One should not aim at being possible to understand but at being impossible to misunderstand* “ Nelson Mandela declares that :”*to have another language is to possess a second soul*”. So, learning a second language is a most rewarding and worthwhile endeavour , and

also it opens doors to the world. Ludwig Wittgenstein claims: *“one language sets you in a corridor for life, two languages open door along the way”*.

A second language is a language that a person learns in addition to his/her first language. A second language may be learned in a formal or informal way, such as at school or in a family. The main objective of the second language is to enable

the speaker for wider participation in society and the nation leading to secondary socialization. Hence, the second language also known (SL), is usually the official language of a state or national languages.

While a foreign language (FL), is a language which is not a native one in a country. It is usually studied either for communication with foreigners who speak the language. Foreign language study enhances one's opportunities in government, business, medicine, law, technology, military, industry and marketing and so forth. Foreign languages (FL) provide a competitive edge in career choices, one is able to communicate in a second language, cultural awareness and the ability to adapt quickly to new surroundings.

Learning a language not only helps when traveling, it is also a great advantage for studying in general and for career prospects abroad. Acquiring a second language enables to develop various mental abilities at all ages, as well as it becomes one of the most important studies for improving people's curriculum and even their lives when moving out is needed. Various researchers have been searching for the best way to make the learning process simple for several years. To assist language learners, a variety of theories, learning and teaching methods have been examined for teachers in face to face and online classrooms.

Another way to describe language is in terms of the four basic language skills: listening, speaking, reading and writing. The following are some explanations of these major skills that are the main key of acquiring a language:

### **1.5.1. Listening and Speaking**

Oral language is the foundation of literacy. Through listening and speaking, people communicate thoughts, feelings, experiences, information and opinions and learn to understand themselves and other. Oral language carries a community's stories, values, beliefs and traditions. Listening and speaking enable students to explore ideas and

concepts as well as to understand and organize their experiences and knowledge. They use oral language to learn, solve problems and reach goals. To become discerning, lifelong learners, students at all grades need to develop fluency and confidence in their oral language abilities. They benefit from many opportunities to listen and speak both informally and formally for a variety of purposes.

### **1.5.2. Reading and Writing**

Reading and writing are powerful means of communicating and learning. They enable students to extend their knowledge and use of language, increase their understanding of themselves and others, and experience enjoyment and personal satisfaction. Reading provides students with a means of accessing the ideas, views and experiences of others. By using effective reading skills and strategies, students construct meaning and develop thoughtful and critical interpretations of a variety of texts such as both short and book-length fiction. Writing enables students to explore, shape and clarify their thoughts and to communicate them to others. By using effective writing strategies, students discover and refine ideas and compose and revise with increasing confidence and skill.

### **1.6. Language Attitudes, Use and Choice**

The term '*attitude*' in general means the way of feeling towards something. Traindis (1971, n.p) defined it as: "*a manner of consistency towards an object*" as cited in Boubekur & Benmokrane, 2017,p.18). Bilingual and multilingual speakers have a lot of '*language attitudes*'. People have thoughts and attitudes concerning the language of other people. So, the '*attitude*' may be affected by the '*power*' of a language. In this regard, Fasold (2004) showed :

**How bilingual or multilingual speakers may regard one language as more suitable to a particular topic than another, or may regard one language as aesthetically more pleasing than another, or have clearly expressed feelings about their languages in relation to their social or cultural identities.**

(As cited in Kadem, 2015,p.24)

According to Crystal's Dictionary of Linguistics and Phonetics (2008,p.266):

**A language attitude is a term used in sociolinguistics for the feeling People have about their own language or the language(s) of others. These may be positive or negative: someone may particularly value foreign language (e.g. because of its literary history), or think that a language is especially difficult to learn (e.g. because the script is off-putting). Rural accents generally receive a positive evaluation, whereas urban accents do not. Knowing about attitudes is an important aspect of evaluating the likely success of a language teaching program or a piece of language planning.**

(As cited in Ounes & Bergad, 2019, p.47-48)

In the same vein, Baker (1992) stated that : “*attitudes often manage to summarize, explain and predict behavior*” (p.11). Thus, “*language attitudes*” are exhibited through the speaker’s behavior; certain speakers of one language variety display positive or negative feelings toward another language. In other words, this may influence language choice and use, as seen in ‘*convergence*’ and ‘*divergence*’ (Giles, 1977). The first is when a person adjusts his speech patterns to match another person’s. This is also known as ‘*language maintenance*’. The second arises when a person alters his speech to differentiate himself from another social identity .

In addition ,Miroslava and Mohd (2014) argued that : “*According to the Accommodation Theory, individuals always adjust their speech acts depending on the fact if they wish to identify themselves with others*” (p.239) .

Certain speakers of one specific language variety express positive or negative feelings towards another language, this may affect to language choice and use.

## **1.7 Language and Gender**

The study of language and gender has been a major growth area in sociology, some scholars related language to gender including Talbot (2010), who focuses more closely on the idea that gender has an effect on person’s behavior when using language, she claims that gender influences people’s action in the world and the way in which the world treats them taking in consideration language use. Without a doubt,

gender can have a profound effect on how people acquire, use and think about language. At first gender might seem irrelevant to language. However, researchers have repeatedly demonstrated strong relationship gender and how language is acquired, developed, and used. This latter has been studied by many scholars in the field of sociolinguistics and gender studies.

The idea that both genders use language similarly or differently is a debatable topic. Through the last 1970s, scholars who are interested in the field discussed how language differs between men and women in several approaches:

### **1.7.1. The Deficit Approach**

Robin Lakoff is considered to be the first sociolinguist that started the study of language and gender from her book "*Language and women's place*", she brought out a collection of basic expectations about what indicates the language of women and what marks out the women's language from men's language is that they use hedge, use super polite, speak in italic, use empty adjectives, they have a special lexicon, lack a sense of humor and other assumptions. According to Lakoff, these featured prove women's powerlessness and weakness.

### **1.7.2. The Dominance Approach**

This approach was headed by Spender in her book "*Men made language*" in 1980. According to her: "*women do not lack authority and seriousness, they lack conviction and confidence*" (p.08). Through her book Spender sees that male dominance over female is the reason that made both genders speak differently.

### **1.7.3. The Difference Approach**

This approach was adopted by Tannen, Gray, Coates and others, thinks that women and men do not see the world from the same perspective, men and women differ because men are from mars and women are from Venus (Gray 1996). Women use tags to encourage communication; whereas, men interpret it as showing interest (Aries 1996).

These three theories are likely to be trapped in essentialism which treats gender as fixed identity.

**Conclusion**

This section provided an overview about language, its definition that had been dealt by many scholars and linguists . Then, the world gathers many different languages that become a part of humans identity and culture. Among all of these languages, we shed the lights on English language since it the most spoken language in the world .In addition, the French language as one of the world's famous languages. Further, this section sheds the light on the role of language in the society as well as the interrelationship between language and culture . Before the last, an over look about the advantages of learning a new languages and skills besides languages attitudes , use and choice . As a final step for this section, previous studies about the relationship between language and gender has were supplied as well followed by three theories of language and gender .

# *Section Two*

## *Previous Studies about Gender and Foreign Language*

Introduction

2.1. Gender Definition

2.2. Gender Identity

2.3. Gender Studies

2.4. Gender Roles and Power Relations

2.5. Gender Socialization

2.6 Gender and Foreign Languages Learning

Conclusion



### **Introduction**

In this section, we are going to describe the concept of 'gender' in more details, including some definitions to make it more clear, then, we will highlight 'gender identity' and 'gender studies' for more explanations about this two main points. In addition, we will explain also another important point which is 'gender roles and power relations' following by 'gender socialization' as a another necessary point that should be mentioned to define and discuss the term 'gender' and its aspects as well. Moreover and as a final step, we will discuss some studies about gender and learning foreign language in addition to some main uses of it.

### **2.1. Gender Vs Sex**

Like many concepts in many fields and areas, gender cannot be clearly defined easily. In other words, there are different ways in which the term "gender" is defined, and to define gender it is to shed the light on the term "sex", since they were used interchangeably for many years. In earlier studies scholars used the term sex to refer to gender, and sometimes it was used for biological categorization, while gender is a psychological determiner of whether a person feels instinctively rewarded by feeling masculine or feminine.

Mid 20<sup>th</sup> century to 1990s, gender is the set of expectations one society attaches to its individuals based on their sex. For instance, in one society may consider that the color pink is naturally associated with females, this theory present under forms in previous writers was put together by Beauvoir (1949), with her famous :"*one is not born a woman, one becomes a woman*". It considers that many things that are consider as naturally feminine or masculine have in fact little to do with the biological influence of the sex itself. Butler (1990), describes it as performance or something a person performs that exists only as individuals perform it second after second. According to Sapir (1982), sex is tied to the body or the physical state of an individuals, while gender refers to the sociocultural attitudes assings to each gender . He argues:"*I use the term sex when I speak about the biological differences between females and males, and the term gender when referring to social, cultural and psychological contracts of these biological differences*".

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In the same *vein*, Meyerhoff (2006), made a distinction between sex and gender, she claims that sex refers to the biological differences between men and women, as opposed to the more social notion of gender.

Talbot (1998), states:” *sex is biologically founded... gender by contrast is socially constructed; it is learned. People acquire characteristics which are perceived as masculine and feminine*” (p.07 )

A similar explanation is highlighted by West and Fenstermaker (1993), relating gender with masculinity and femininity, she declares :”*the bifurcation of gender into femininity and masculinity effectively reduces gender and sex, while the treatment of gender as a role obscures the work involved in providing gender in everyday activities* “ ( p.151). Furthermore, sex is a product of the biological differences which enable sexual reproduction. Whereas, gender refers to the behavioral differences between male and female.

Butler (1993), says :” *gender is culturally constructed; hence, gender is neither the causal result of sex nor assemingly fixed as sex*” (p.06).

The term gender and sex were used interchangeably at the beginning , after scholars made a distinction between the two concepts and agreed that sex is based on biological differences, while gender is related to behaviors , masculinity and femininity.

### **2.2. Gender Identity**

Gender is fluxed and changes over time and place, it cannot be considered fixed or biological. Actually, it is done through actions and gender identity. Gender becomes an individual identity; it started from Butlerian theory that everything exists only in as much as a person speaks, thinks and performs it. Rather than, letting go of the whole representations , it considers that gender is a part of individuals themselves , some sort of souler inner truth which thus varies from one individual to another .One can feel masculine, non-binary, genderfluid or many other identities. Butler highlights: “*there is no gender identity behind the expressions of gender, that identity is performatively constituted by the very \*expressions\* that are said to be its results*” (ibid).

Since the late 20<sup>th</sup> century, the nature and gender identity’s development have been studied and disputed by psychologist, philosophers and social activists. This studies

hold that gender identity is fixed at birth by genetic or other biological factors. Social constructivist argue that gender identity, or the manner in which gender identity is expressed is “socially constructed”. Social constructivism is not necessarily incompatible with essentialism because it is possible for a supposedly innate gender identity to be expressed in different ways in different culture. Basic gender identity whether innate or constructed is generally established in children by the age of 3 and is extremely difficult to modify thereafter in cases where biological sex was ambiguous at birth and errors in sexing were made, it has been almost impossible to reestablish a conventional gender identity later in childhood or adolescence.

Furthermore, a secondary gender identity can be develop over the core identity, as sex associated bahaviors may be adopted later in life.

In this regard, aspects of gender identities develop by means of paternal example, social reinforcement and language. Parents teach what they perceive as sex-appropriate behavior to their children from an early age, and this behavior is reinforced as the children grow older and enter a wider social world. As children acquire language, they also learn very early the distinction between “he” and “she”; and understand which pertain to themselves.

Gender identity can be defined as a person’s internal experience of gender and also the gender which a person desires or prefers to be perceived or referred to as by others .

### **2.3. Gender Studies**

Gender study is an interdisciplinary field of study that focuses on gender as basic area of analysis. This study is devoted to gender identity and gendered representation as central categories of analysis. This field includes women’s studies; concerning women, feminism, gender and so forth, it includes also men’s studies and queer studies . These disciplines study gender and sexuality in the field of literature, language, geography, history, political science, sociology, anthropology, cinema, media studies, human development , law, public, health and medicine. Gender study also analyzes how race, ethnicity, location class, nationality and disability intersect with the categories of gender and sexuality. Regarding gender, Beauvoir says: “ *one is not born a woman, one becomes one*” . This view proposes that in gender studies, the term “gender” should be used to refer to the social and cultural constructions of

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masculinities and femininities and not to the state of being male or female in its entirety. However, this view is not held by all gender theorists, though there are many other contributors to the field of gender studies with different backgrounds and opposing views such as psychoanalyst Jacques Lacan and feminists such as Judith Butler.

Gender is pertinent to many disciplines, these disciplines sometimes differ in their approaches to how and why gender is studied. For instance, in anthropology, sociology and psychology; gender is often studied as a practice, whereas in cultural studies; representations are more often examined. In politics, gender can be viewed as a foundational discourse that political actors employ in order to position themselves on a variety of issues.

Moreover, gender studies is also a discipline itself, incorporating methods and approaches from a wide range of disciplines. Undoubtedly, each field came to regard “gender” as a practice, sometimes referred to as something that is performative. According to Killermann, gender can also be broken into three categories, gender identity, gender expression and biological sex. These three categories are another way of breaking down gender into the different social, biological and cultural constructions; These constructions focus on how femininity and masculinity are fluid entities and how their meaning is able to fluctuate depending on the various constraints surrounding them. In short, gender studies as a field of study tries to examine from the perspective of gender all the domains of which social one, (class, ethnicity and cross-cultural communication) is included as others. (Macaraey. p1-2).

### **2.4. Gender Roles and Power Relations**

Gender role, also known as a sex role; is a social role that a human being is anticipated to achieve based upon her or his gender. It encompasses a range of behaviors and attitudes that are generally considered acceptable, appropriated or desirable for a person. The term gender role was first used by John Money (1954), during the course of his study “Intersex” individuals, to describe the manners in which these individuals expressed that they were male or females even though no clear biological assignment existed.

The world health organization (WHO) defines gender roles as “socially constructed roles, behaviors, activities and attributes that a given society considers appropriate for men and women”

In the sociology of gender, it is defined as the process whereby an individual acquires and learns a gender role, in society it is called “gender socialization”. As far as a person knows this roles, gender roles differ in different cultural, historical and

social conditions. The variation of this latter could be known among different cultures and societies, age, classes and through different periods in history.

Whereas gender relations are the methods in which a certain culture or society determines responsibilities and rights and the identities as well of both women and men in correlation to one another (Baumann,2000).

The expression “gender relations” likewise alludes to the connections among individuals and their more extensive group; this connections differ with the sex of the general population concerned. For instance, the connection between individuals from a town group and their nearby government element is a gender relationship if men and women encounter distinctive advantages controls from it.

(March.Smyth,I.Mukhopadhyay,1999,p18)

It is a fact that gender relations intersect with all other influences on social relation as age, ethnicity, race, religion and so forth. In order to determine the position and identity of individuals belonging into a certain social group. Since gender relations are a social construct, they can be transformed over time to become more equitable.

### **2.5. Gender Socialization**

In early stage of life, when new born babies come to the world, they start to understand gender categories, that is to say, they can differentiate male voices from female ones at six months old. As well as the child starts to learn and develop his/her culture's gender norms, including which activities , behaviors and attitudes are associated with each gender .

This process is called gender socialization which is a lifelong process of learning attitudes and behaviors expected from men and women who help people learn to function successfully in their social worlds. According to Nicola Balvin (2017 :6) the UNICEF Office of Research stated : *“Gender socialization as a process by which individuals develop, refine and learn to do gender through internalization gender norms and roles as they interact with key agents of socialization, such as their family, social networks and other social institutions. “*

To illustrate, boys are raised to conform to the male gender, and girls are raised to conform to the female gender role. For instance, it is agreed that pink color belongs to girls, while blue color is associated for boys. Furthermore, car toys are devoted to

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boys, but dolls for girls. Add to this, gender socialization determine the instructing and guiding process of males and females as to the values, behaviors, and beliefs of group members. This process starts even before child's birth, by which parents are carefully take baby sex into account like preparing a girlish dress for baby girl and boyish costume for a boy.

Society expects different attitudes and behaviors from boys and girls, because of the depended socialization upon both genders to confirm their gender role. In other word, it this process does not happen only through early acquisition of the appropriate gender behavior from both parents. But it also generated from regarding adults in household, since they are considered as their role models caregivers from childhood till rest of their life. However, when children grow up in shaky atmosphere before their householders, they will relatively be faced by another form of gender socialization process . That is , boys or girls who have witnessed any kind of oppressed or violent conflicts between their parents might affect their future relationships while become a victim to recognize violence during interactions with other. Hence, adults' earlier impetuous manners are ostensibly reflects on children's future interactions. Scientists argue about the difference nature between male and female , whether is back to biological differences or socialization of both genders; that is to say, is the difference between them generated from nurture or some combination of the two ?

Gender socialization can also affect the physical health of men and women ; that is men are supposed to be brave, strong and pain resister, by which men may often try to prove their gender role; thereby, this would cause a harm is physical health. Men also are socialized from their early age to hide their emotions and this can lead to a disorder in immune system, such as sleeping disorder, asthma, eczema, heart attacks and so forth . As for women are taught to be caretakers who affect their physical health , because it can lead to depression, sleep deprivation. Furthermore, hard work of women can also lead to self-careless that impacts women physical and psychological sides (Medison Day, 2016) .

Ultimately, it is clear that both boys and girls acquire their behaviors throughout imitation and observation their socialization agents while following their steps, the traditional norms that emerge young people to act in oriented way are impact negatively on their psychological and physical health, likewise, girls must act pretty and quite while boys should be taught to confirm their genders roles, but it is believed

that parents who are the most dominated in this process when it comes to being modeling to their children .

### **2.6 Gender and Foreign Languages Learning**

Gender and language become an interesting topic on which some linguists have done some researches to find out the relationship between them. In order to achieve a better communication, people use language to understand and communicate with each other, while gender refers to the social attributes that have been acquired via society. These two concepts are seen from different perspectives and through different paradigm .According to Wardhaugh (2010), *“Gender is also a fact we cannot avoid and a part of the way in which societies are formed around us”*(p.334).

Men and women not only think differently ,but also process knowledge in different ways, according to science. Although it is never a good idea to make broad conclusions regarding anyone’s gender, it is clear that women outperform men in some fields and vice versa. Language has long been considered an area dominated mainly by women, for instance; in the field of interpretation it is reported women outnumber men 3 to 1 ,and when it comes to language instructions, there are many more females instructors than males. However, this does not necessarily mean females are more capable of learning a language, they are not born with the natural ability to learn languages over men, they just tend to be cope with the challenges of language learning in more effective ways. A research done in Europe, the USA and Canada revealed that not only were females more motivated to study foreign languages in school, they were also more likely to continue their language studies even when it was not mandatory. Despite the fact that, some cultures beliefs that language learning is primarily a female domain, language need to be a field dominated by either female and male.

Using a foreign language is widely used in different life domains especially by bilinguals and multilingual speakers. While 90% of Internet surfers in the EU prefer to access websites in their own language, 55% at least occasionally use a language other than their own when online according to a pan-EU Eurobarometer survey released on May 11. The survey shows that while there is a huge amount of quality online content available , not everyone can use it to equal advantages, due to varying language skills. On average one out of two Internet users in twenty three Member States uses a

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language other than their own to read online. However, this figure hides great variations as between 90 % and 93% of Greeks, Slovenes, Luxembourgers, Maltese and Cypriots indicated they would use other language when online, but only 9% of UK citizens, 11% of Irish, 23% of Czechs and 25% of Italians said they would do so.

Another significant use of a foreign language, meeting or travelling introduces a lot of diversity. The experience of such diversity lie within the people and their actions more than the place itself. Getting to know the native people that a person might never again come across holds an excitement that just cannot be missed. Having connections with a variety of people from a foreign land pushes ones' to learn a language as a means of communication between them to ensure successful conversations Geoffrey Williams say : “ *If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart.* ”

### **Conclusion**

In conclusion, this chapter sheds light on the different definitions of language, then we highlighted the languages that appeared in the world especially the most spoken ones, including English language and French language, our interests is about this two important languages and their history, spread and uses. Then, we explain some relationships that gathers language, society and culture Light was shed also on learning a new language, its advantages and skills and language attitude, choice and use as a final step to make sense of this research and the concept of gender which is the main centre of the issue that our dissertation discusses in the concerns of foreign languages, choice and uses among gender. In this regard, we had explain this latter in more details in order to make things clear including set of concepts that have relations with gender.

The next chapter, will adopt the Algerian context by focusing on the status of English and French as two foreign languages in Algeria, in addition with the main area of uses.



# *Chapter Two*

## *The Sociolinguistics Situation and Foreign Languages uses in Algeria*

Introduction

2.1.Languages in Algeria

2.2. The Arabization Process in Algeria

2.3. Linguistic Context in Algeria

2.4. Algerian Attitudes Towards French Language

2.5. French Uses in Algeria

2.6. Algerian Attitudes Towards English Language

2.7. English Uses in Algeria

conclusion

## Introduction

The present chapter tends to give a look at the sociolinguistic situation in Algeria today, by shed the light on the main languages used in the country. The sociolinguistic situation in Algeria in particular, it is the product of the history, the history of languages and their development that will be dealt with, namely (Classical Arabic, Modern Standard Arabic, Algerian Arabic, Berber, French and English .In addition, the presence of many languages created a particular sociolinguistic situation which gave birth to different phenomenon such as bilingualism, multilingualism, code switching and borrowing. This situation is due the French who lasted more than 130 years. The French language had a deep influence on Algerians . This is why, the government decided just after independence to restore the Algerian identity by implementing an official process called “*Arabization*”. Besides French, due to the large urbanization the world witnessed , several languages took place in Algeria’s schools and became a part of education system such as English.

Further, we will highlight Algerians’ attitudes towards French language and English language as well, since our study focuses on this latter two. Algerian citizens tend to use French and English besides their first language for many reasons in almost all domains such as media, administrations, social context, for prestige and status, for formal and professional use .

### 2.1. Languages in Algeria

Algeria’s several languages are linked to its history prior to the French colonization, which brought it into touch with different nations. The Algerian lexicon includes the following languages and dialects:

#### 2.1.1. The Classical Arabic (CA)

The word “Arabic” refers to the classical or archaic types of religious rituals performed in Mosques and at home. It is inextricably connected to sacred texts and religious matters. CA is used for prayers by muslims all over the world, regardless of their mother tongue. Classical Arabic is used for prayer and academic religious debate by approximately one billion muslims.(Houghton and Miflin, 1994:412).

CA enjoys a prestige due to the fact of being the language of Islam. Being the language of the Quran, CA is defined by its fixed forms, richness of vocabulary

and regularity of grammatical rules. It is the language of instruction, religious teaching, added to this is the reference and symbolic tool on an Arab-Muslim identity. Algeria is regarded as Arab-Muslim country in which Arabic is the official language. In addition to its religious status, Arabic is found in education, administrations and institutions. This variety is learned at schools to be used in particular formal contexts such as court of justice or political religious speeches. However, it is not used inside the Algerian society in usual interactions.

After 1962, Algerian rulers wanted to regain the Arab and Muslim identity despite the French language which was imposed during the colonial period, so they made a program for the benefit of Arabic . The process was called “Arabization”. The Algerian government proceeded to the Arabization of vital fields such as education, administration, the media and economics.

However, CA is no longer used nowadays, but a modern Arabic called “Modern Standard Arabic “ (MSA).

### **2.1.2. Modern Standard Arabic (MSA)**

The Algerian ruler’s preferred Arabic is not CA, as it seems, but a modern literary style derived from it to meet social and linguistic needs. This less formal variety of Arabic which is more common than CA, has a higher rate of occurrence .(Maamouri,1973:57). During the nineteenth century, a large number of foreign words and phrases were introduced into Arabic. As a result, MSA was born. The term “Modern Standard Arabic” has been applied to contemporary literature, journalism, some political speeches, television and radio newscasts, government and diplomacy written in Arabic. It is used as a medium for current forms of literature and as resource language for literate Algerians to communicate. MSA is defined as :”*that variety of Arabic found in contemporary books, newspapers and magazines, and that is used orally in formal speeches ,public lectures and television*” (Said, 1967:12).

MSA is a simplified and modernized version of CA. It is the official language of all Arab nations, as well as the most widely spoken language in the Arab world. MSA has been standardized and codified to the point that it can be understood by a wide range of Arabic speakers in the Arab world. It has the distinguishing feature of being a modern language that serves as the medium for a universal literature that is tailored to the needs of the modern world. In western countries, a great deal of scholarly

attention has been paid to the study of Arabic in its various forms from a linguistic standpoint. Linguists attempted to explain the effects of some of the lexical and syntactical influences, native and international, that influence MSA, as well as to specify some of the features that distinguish it from CA.

### **2.1.3. Algerian Arabic (AA)**

Algerian Arabic (AA) also known as “Derja”, is a dialect of Arabic originating from the dialect spoken in northern Algeria. It is part of the Maghreb Arabic language family and shares some shared intelligibility with Tunisian and Moroccan Arabic. Algerian Arabic like other Maghreb Arabic varieties, has a predominately Semitic vocabulary. It has Berber and Latin influences, as well as French, Andalusien Arabic, Ottoman Turkish and Spanish loanwords.

Algerian Arabic is the native dialect of 75 to 80 % of Algerians, and 85 to 100 % of them can communicate in it, and it is a spoken language used for everyday communication and entertainment, while Modern Standard Arabic is used for official purposes and education.

### **2.1.4. Berber (Br)**

Algeria’s oldest language is Tamazight, it is the mother tongue of Algeria’s indigenous people. Despite adopting “Islam” and the Arabic language, the Tamazight retained their own language which still is spoken in their homes today.

Since independence, the government’s Arabization policies have served to erode the value of Tamazight (Berber), forcing the population which is highly urbanized due to social, educational and economic pressures. Until the 1980s, physical violence and incarceration to revert to French or mixed Arabic. The strategy of Arabization lacks the country’s multilingual existence. Berber leaders saw Arab nationalism as a danger, especially the central position Modern Standard Arabic was given at the expense of Berber, and they were more militant in their demands for linguistic rights.

Kabylia boycotted schools for an entire academic year in 1994-1995, resulting in the government’s pledge to mainstream Berber in education and the media as well. Tamazight is however still widely spoken as a first language. The Algerian census does not inquire about the language spoken in the home. All linguistic figures should be viewed with caution. The high concentrations of

Tamazight speakers in other countries, including entire neighbourhoods in Arabic-designated cities such as Oran, Algiers and others have been completely ignored in studies on the number of Tamazight speakers.

Speakers of various Tamazight languages have been known to communicate with one another. Illiterate women in the Aures, whose version of Tamazight is classified as a separated language (Chaouia), have understood Kabylia radio programs.

The status of Berber has changed from a spoken non-recognized language to a written recognized national language. The most practical measure of this recognition has been the inclusion of the Berber language in the Algerian system of education. Therefore, Berber has become another language that is obligatory for students to learn from the first grade .

### **2.1.5. French (Fr)**

French existed since 1830 in Algeria , its colonization that lasted over a century led to the consideration of Fr, as a language of communication used in both spoken and/or written (education and written communication). In 2008, 11.2 million Algerians 33% could read and write in French. Despite intermittent attempts to eradicate French from public life, by the 2000s the proportion of French speakers in Algeria was much higher than on the eve of independence in 1962. The colonial administration inherited French to be the language used in many domains . In addition, both Arabic and Berber were estimated as foreign languages. In fact after about sixty years of independence, French language is still educated from primary to high school, spoken by many people . It is used almost everywhere, in the street since it becomes one of the daily languages of communication besides AA and Br. It is used also in administration, mass media, in schools and even in political and some official meetings. Additionally, many books, newspapers and magazines are written in French . Accordingly, Backer and Prys Jones (1998) declare :

**French still enjoys a high status in Algeria .It is a major foreign Language and is still widely read and spoken by many educated Algerians .National radio has a French station. The only TV channel is in Arabic with some French materials. The majority of newspapers and magazines are in French . French is widely used in higher**

**education; scientific material in school and university text books is almost exclusively in French . (p.355)**

French arrived with the aim of civilizing the nation by introducing a new language and culture, as well as transforming the Algerians and their culture. They began to exert influence over education and a variety of other aspects of Algerian life . Since education was prevalent when the colonists arrived, one of their goals was to regulate it. Although not belonging to the French speaking countries, Algeria is the second country in the world that speaks French . This latter is still predominately used in almost all domains .

Briefly, French language is one language among others in Algeria , it occupies an important place and it fulfills many social activities .It still exists and used in formal settings, in this respect Bouamran (1986) states: “ *French was never imposed on the Algerian people as its has often been claimed by Algerian officials*” (p.40) .

### **2.1.6. English (En)**

The presence of the English language in Algeria is due to its worldwide status as a global lingua franca. It has become the language of the world because it represents the scientific and technological developments. Few years ago, the Algerian authorities designed and enforced new educational programs to promote English and limit and reduce the impact of French . Since the independence of Algeria in 1962, the English language has been taught to the majority of students . Today, English is taught from the first year of the middle school. However, only a small number of Algerians speak English , especially the younger generation .

There has been a rapid diffusion of English in Algeria . For example, the US Embassy in Algeria and Berlitz Center launched a new program in the summer of 2013. The program offers free English language classes to all ages regardless of their current proficiency levels. From 2009 to 2012, the oil company Anadarko sponsored a British Council-led program, in cooperation with Algeria’s Ministry of Education, to train 69 English teachers through the program ‘English for the Future ‘(Liberte, 2012). In 2012, ETS Global, a subsidiary of Educational Testing Service, conducted a seminar on English language training and testing among Algerian businesses and schools of management and engineering. Given the dramatic increase in the status and functions of English language in traditionally French-dominated Algeria .

According to Euromonitor International site, the English language was spoken in 2012 by 7% of Algerians , and learning this language is also explained by the fact that many Algerians have emigrated to the United Kingdom and other English-speaking countries. However, this global language did not take place in only public shools, many other schools are in the service for giving lessons and teach English accordingly deal with persons who are interested in learning it for many personal reasons, one the major reasons is emigrating and leaving abroad. The following figure shows some of these schools here in Algeria :

<b>City</b>	<b>Name of school</b>
Algiers	Active Training English Institute(ATEI)
Biskra	Saadi Language School and training
Hassi- Messaoud	Language Solutions (LS)
Medea	Almaahed Pro International Company (APIC)
Oran	British Study Centers Algeria (BSCA)
Reghaia	Ghaya Global Language Centers (GGLC)
TiziOuzou	Algerian Learning Centers (ALC)

**Table 2.1:** English Language Schools in Algeria .

## 2.2. The Arabization Process in Algeria

The government attempted to restore Algerian identity shortly after independence. Politicians determined that Classical Arabic would be the state's official language. They intended to give it a legitimated status. Algeria required a language that represented it and allowed for national unification, according to them. The government also wanted to restore the county's identity, personality and individuality of the state by establishing Classical Arabic, the government aimed to arabize the entire Algerian speech community and bring them together by utilizing a single language which is CA. The government hoped to accomplish this by implementing a process known as "Arabization" which is the official term for the adopting of CA at various levels in Algeria. Their goal was to reclaim the pre-colonial history and use it alongside Arabic to help the new state and population restoring the national identity and personality. The president Benbella declared CA to be Algerian's national and official language on October 5, 1962. He made a pledge: "*Arabic will be regain its rank*".

Arabization was seen as a sign of unity and solidarity. By using on language, Algerians could return to their culture In this concern, the president Boumedian noted that :

**Without the recuperation of this essential and important element which is the national language, our efforts will remain useless, our personality incomplete and our entity a body without soul .**

He was an outspoken supporter of the policy of Arabization and was determined to restore CA at all costs. Since Algeria's independence in 1962, neither Benbella, Boumedién, nor any government has taken into account Algerian's native tongue. We have the sensation that history is repeating itself when it comes to Algerian Arabic, as all government since 1962 have pursued the same language policy which was applied by the colonizer with regard to Arabic . It was more of a political than a linguistic decision. An extremist, Jacobine State-Nation linguistic policy that teaches monolingualism at the detriment of Algerian's true and natural language. Following 1962, the government established many consecutive laws of Arabization in all most all domains . They started by promoting Arabic in the bureaucracy and in education. Arabization of school started in primary schools and progressed to middle and secondary schools. They raised the number of hours spent teaching Arabic while



reducing the number of hours spent teaching French . At the university level, they also attempted to Arabization various fields. However, qualified Arabic teachers were in short supply, so the government turned to Arab teachers, particularly those from Syria and Egypt. The president Boumediene emphasized the necessity of maintaining the country's identity. He stated this while speaking to pupils at secondary schools:

**What we can advise you, is to save the Algerian personality. It is true that Algeria is situated between two continents. In fact, it belongs to the African Continent but it is at the Occident doors. So, we belong to an under-developed Continent which has its qualities and its personalities. As much as we open to Science and progress that are given to us by the countries which precede us this domain, as much as we have to be careful to preserve our personality and our values, and as much we have to work to preserve our country and reinforce its bases.**

The president tried to influence the students by making them conscious about their nationality and "Algerianness". He emphasized the significant of preserving Algerian identity. He believes to be open to science and technology while maintaining citizens's beliefs and personality. After launching Arabization process in education, the government aimed at the Arabization of administration . In 1991, a law stipulated.

**All public administrations, institutions, enterprises and associations of whatever nature, are required to use only Arabic language in all their activities including communication and administrative, financial, technical and artistic management. The act specifies that the use of any foreign language in the deliberations and discussions of official meetings is forbidden.**

The government attempted to apply the Arabization process in practically all domains with administration coming in second after education. The authorities forbade all foreign languages except Arabic , promoting the use of Arabic exclusively in various institutions and setting.

The Arabization policy aimed also at arabizing the environment. An effort was also made to use radio and television to popularise literary Arabic. So, the media, television, radio and the press were under the Pan Arabist's mercy. They renamed the streets with Arab names and they changed the public weekly holiday from Sunday to Friday which refers to the Muslims holiday.

### **2.3. Linguistic Context in Algeria**

Algeria has witnessed invasion of not only a colonizer, but also spreading languages . As a result of this invasion, the interaction of foreign languages (English & French) and their variants resulted in a variety of sociolinguistic phenomena.

#### **2.3.1. Bilingualism:**

A person or a society's ability to speak and understand at least two languages has been widely describes as bilingualism. However, since bilingualism is a relative concept that can mean different things to different people, it has piqued the interest of a diverse group of sociolinguists, scholars and researchers.

Bilingualism is when an individual or a society speaks two languages as a result of language interaction. The word "bilingualism" has been describes in a variety of ways by sociolinguistics. Bilingualism according to Susan Gal, is described as the use of more than one language by a person or a group.

However, according to Liwei (2007) *"the term bilingualism primarily describes as the someone with the possession of two language"* (p.07). Furthermore, some linguists distinguished between "bilingualism" and "bilingual", with bilingualism referring to a community's or a person's ability to speak two languages in order to share personal interest, a bilingual must be able to switch from one language to another at the same time while reading and writing in at least one of the two languages. Pitter Muyken and Rne Apple (1987) argue: *"the term bilingual or bilingualism applies on cases where more than two languages are involved"* (p.03).

As a result Algeria's centuries of colonization by France, the colonizers imposed their language in a nationalizing process that affected the spoken language. According to Mouhadjer (2000) *"the Algerian Arabic dialect is often mixed with the French language in every day conversation; media including newspapers, radio, TV..."* (p.990). In reality, many Algerians are fluent in French and use it in their daily

interactions. They consider a significant number of French words to be part of their vocabulary since they have been adopted phonologically, morphologically and syntactically.

Algerian bilingualism has its own unique characteristics as a consequence of the long time of French colonialism.

Two types of bilinguals are highlighted, active and passive bilinguals. In Algeria for instance, active bilinguals can communicate fluently in French despite not being able to read or write the language. Passive bilinguals on the other hand, are people who can understand but can not speak French. In this regard (ibid) argues that:

**Another criterion of bilingualism in Algeria is that the Algerians are generally French speakers but at different levels, there are two types of bilingualism: active bilinguals, they are people who really speak French in their daily life even if they do not know how to read and write. And passive bilinguals are those who understand French but do not have the ability to speak it. (p.p.990-991)**

Bilingualism is characterized in a variety of ways, some pioneers claims it as the perfect mastery of two languages combined with the four skills (reading, writing, listening and speaking) . Others believe bilingualism is the capacity to produce, as Haugen (1953) who defines it as “*complete meaningful utterances in the other language*” (p.07). Bloomfield (1933) illustrates :” *the native like control of two languages*” (p.56).

Bilingualism is present in Algeria , it is especially salient in big urban centers like Algiers, Oran and Tlemcen. This may be due to the fact that these urban centers are economic and technological centers.

### **2.3.1.1. Arabic – French Bilingualism**

French is used side by side with MSA in domains such education, the mass media and administration. Fitouri ( 1983: 47) states that Arabic-french bilingualism has become necessary for promoting the development of the Maghreb. It is also used to display the social status of the speaker. Within this framework, Akila (2001:01) claims that :

**French has become an elitist language, symbol of social success**

**And remains omnipresent in the fields of the bank, economy**

**and the opening up on the universal. It remains nevertheless the**

**language of the colonizer.**

In Algeria, there are two general patterns in attitudes toward bilingualism:

1\*According to the first trend, Arabic – French bilingualism is a sign of utter alienation or assimilation to the French language and culture which Algeria and many Arab countries are suffering from. This pattern also considers that Arabic – French bilingualism entails French dominance on the one hand, as well as identity loss and uprooting on the other.

2\*The second trend is represented by the scientific elite who have earned a French or English education and training. They see bilingualism in Arabic and French as a symbol of openness and a source of enrichment. They associated the French language with cutting-edge science and technology.

In summary, since there are several different definitions of bilingualism, Algeria's status as a bilingual country has remained a point of contention.

### **2.3.2. Multilingualism**

Despite its significance as a global phenomenon, multilingualism has received little attention from researchers in the fields of linguistics, psycholinguistics and applied languages. In fact multilingualism is a complex phenomenon, on which is difficult to define precisely in regard to the various background of these researchers. Indeed, many definitions of the term have been proposed, in this regard, multilingualism is given by the European Commission (2007) : “*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*” (European Commission, quoted in Senoz, 2013:06) . In similar way Maher (2017) added that multilingualism is purely social phenomena in this respect he writes : “ *Multilingualism (Latin *multus*+ *Lingua* many and language) is a social situation involving groups or communities who communicate with varying proficiency in more than one language, in addition to a national or standard language*”.

Moreover, Li (2008) describes multilingual person as : “*anyone who can communicate in more than one language, be it active (through speaking and writing) or passive (through listening and reading)*” . (quoted in Cezon, 2013:05).

On the other hand, another definition is taken from different perspective , Bloomert (2010) views multilingualism as not only a collection of languages but also extends to cover broader terms such as dialects, accents , and styles , he argues:

**Multilingualism...should not be seen as a collection of ‘languages’ that a speaker controls, but rather as a complex of specific semiotic resources, some of which belong to a conventionally defined ‘language’, while others belong to another ‘language’. The resources are concrete accents, language varieties, register, genres, modalities such as writing-ways of using language in particular communicative settings and sphere of life, including the ideas people have about such ways of using their language Ideologies.**

(Bloomert 2010, quoted in Aubakirda, 2019:20)

Similarly, the multilingual repertoire entails the use of several distinct languages as well as variations of the same language (Sridhar 1996).

However, other studies do not require multilingual individuals to be fluent in all the languages they use, according to(Sridhar 1996:50): “*Multilingualism involving balanced, nativelylike command of all the language in the repertoire is rather uncommon, typically, multilinguals have varying degrees of command of different languages in their repertoire* “ .

### **2.3.3. Code Switching**

Code switching has become a widespread sociolinguistic phenomena that spreads in several world communities and countries uncovering trends of multilingualism, bilingualism, globalization and digitalization ,Hamers& Blanc (2000),Meyrrs-Scotton (1993). Code switching is the process which a bilingual speaker switches between one language or dialect and another when speaking or conversing is known as code switching or code alteration.

A number of scholars and sociolinguists has defined the term code switching, Gumperz (1982) defines it as “*the juxtaposition within the same speech exchange of passages belonging to different grammatical systems or subsystems*” (p.56) . To put in other way, code switching is the process of switching between two or more languages during the same interaction. Code switching according to Caccamo (1990), is the alternation of languages that occurs during bilingual conversation in which participants share at least one common language. Moreover, Hudson (1956) sees that CS is a result of bilingualism, he highlights that CS is : “*certain results of bilingualism, as anyone who speaks more than one language chooses between them according to circumstances*” (p.53) .

In 1970s, sociolinguists considered CS as a “skilled and meaningful linguistic behavior” Woolard (2006) states. On the other hand, Gumperz (1972) claims that the bilinguals communicative option with both social and pragmatic meanings, made the CS in interesting topic for research . It is recognized that CS varies from one country to another Akhresheh (2015).

In the Algerian context involving bilingual situations and triggering bilingual phenomena, code switching occurs in all places within language word groups (sentences, phrases) .

### **2.3.3.1. Arabic-French Code Switching**

Arabic-French code switching is also a consequence of the French colonization. It is the result of the contact between Arabic and French . People use Arabic and French within the same conversation and even the same sentences, to show that they can speak two languages in one hand, in the other hand to show higher status and prestige, because of making code-switching unconsciously . In Algerians’ case, the main reason is the existence of French in Algeria for decades, people tend to switch between ADA and French or Berber . Their conversation can begin in Arabic or Berber and finishes with French or vice versa.

Some examples of CS in Algeria are as follow:

1\* Rani bien merci / I’am fine thanks .

2\* Makach les bus rani rayha fi taxi/ There are no buses I’m going by taxi .

3\* Il faut tsa9si tbib 3la had dwa/ you must ask the doctor about this medicament .

4\* 3andi cour 3la 09:00 /I have a course at 09:00 .

5\*Jit retard lyoum / I came late today .

### 2.3.3.2. Arabic-English Code Switching

Sometimes Algerian speakers switch from English to Arabic , since as it is mentioned before that English is considered as the FL in Algeria and due to the spread all over the world . The following are some examples of CS used by English students of Ibn Khaldoun University of Tiaret when they post and comment in a Facebook group \*English language Master Degrees linguistics & didactics \* made by them :

\*slm, li 3ando lessons of language policy and planning y7othomelna hna plz.

\*slm, kesh replacement exam?

\*Hi guys! Mekach exams lyoum hetta ghodwa.

\*Hallo y'all! Kassni email ta3 head of department asap.

In some cases, Algerian people switch between ADA, French and English within the same conversation, especially by the last generation which is highly influenced by English language and its culture . Some speakers find it easier to express such a thing using different language. Another point that could be a reason for CS is that some speakers are accustomed to saying a word in a certain language rather than another, no matter For instance, best friends having conversation on Messenger : what language the speakers are using, they still use the same word choice. For instance this two examples taking from Facebook chat:

\* What's upl'équipe , kech jdid ?

\*Thank you soooooooooo much, le cadeau est vraiment chbab.

According to some researches which shows that despite the fact that English is an international language, in case of Algeria people tend to use French words more than English ones, they generally switch from ADA and French in their conversations.

### 2.3.4. Borrowing

Borrowing is the fact of adopting a word or phrase from one language to another as a result of language interaction. As Hudson (1996) argues : “*when using an item*

*from one language as a part of the other language, this is called borrowing”* . In certain cases, the borrowed word does not have a counterpart or an equivalent term in the recipient language. The donor language is often regarded as more respectable and socially valued than the recipient language.

Borrowing was distinguished from code-switching by a wide range of writers. For instance, Gumperz (1982) claims that borrowing entails following another language’s morphological and syntactic rules, while code switching entails using sentence fragment from a signal language. He claims :

**Borrowing can be defined as the introduction of single words or short, frozen, idiomatic phrases from one variety (“e,language), into the other .**

**The borrowed items are fully integrated into the grammatical system of the borrowing language and they are treated as if they are part of lexicon of that language share the morphological and phonological systems of that language. Code switching by contrast relies on the meaningful juxtaposition of what speakers most process as strings forms according to the internal syntactic rules of two distinct systems.**

(p.66)

#### **2.3.4.1. Arabic-French Borrowing**

Borrowing is a sociolinguistic phenomenon in Algeria. It is the product of the French’s effect and influence on Algerian Arabic . This concerns the impact of French on colloquial Arabic because oral influence is the most strong. Borrowed words are usually spoken rather than printed. In Algerian Arabic , there are several words that are essentially French . As a result, a large number of words and even phrases slipped into Algerian Arabic, some of which were morphologically or phonologically modified and others which were used unchanged. The majority borrowed words on the other hand, would sound more Arabic than French .

Moreover, The majority of Algerian borrowed words have French roots and from origin-adapted and non-adapted borrowing are the two primary forms of borrowing. The first is focused on the Arabic system’s assimilation of borrowed words. The second on the other hand, maintains the phonological and morphological integrity.



Chouaou (2015) claims that borrowing can be divided into two categories; adapted and none adapted borrowing. The first category includes words that have been phonologically and morphologically altered to fit within the base. However, French words are translated into AA on a scale that indicates the degree of assimilation and they are incorporated into the Arabic system. Here are some of French borrowed words used by Algerians :

Dialect word	French word	English word
فاميليه	Famille	family
كوزينة	Cuisine	kitchen
بونكا	Banque	bank
كونيكييون	Connexion	connection
ماشينة	Machine	machine

Table 3.1: Examples of French Borrowed Words.

### 2.3.4.2. Arabic-English Borrowing

Due to the spread of English all over the world in almost all countries, as it is mentioned before . This spread had an effect on Algeria's daily speech, it becomes a part of Algerian Arabic.

Dialect word	Englis hword
ويكاند	Week-end
فاميلي شوب	Family-shop
سوبر ماركت	Super-market
فوت بول	Football

Table 3.2: Examples of English Borrowed Words.

## 2.4. Algerians' Attitudes Towards French Language

There are different attitudes towards French language among Algerian people, between positive and negative attitudes, Algerians have expressed their opinions and feelings towards this language.

In one side, the positive attitudes are illustrated as the follow; Starting from the point of view of the previous president . The election of the president of the Republic in April 1999, modified the reception of languages in general and French in particular in Algeria . Deciding on purpose, to regularly use French in the official interventions, he encouraged the use of French. His debates which have been held in Algeria or broad are retransmitted on TV. The attitudes of the government tend towards more acceptance of the presence of foreign languages in the country . The positive attitude of the president is seen also in his willing of joining the Francophony which is an important international organization (this organization tried to help the countries which have French "in common").

There are some Algerians who do not master Arabic (CA), because they have been educated in French and it becomes very useful in their life and may be they use it without thinking that it has been for a long time the language of the colonial oppression, they consider it a language as any other.

Besides, young people who see that French is preferable to speak than Arabic, for them it is more fashionable. And even when one addresses a teacher, he/she will speak in French ; it seems to be more formal. Young generation see in French the language of future opportunities . Sebaa says about the evolution of the use of French :

**Speakers of French are perceptibly more numerous than forty years ago, Barely some thousands at independence, they are now nearly 9 millions, the independent national power and 'Arab' power has done more for French than French school and administrations united during the colonial period .(my translation)**

(Sebaa, 2002:61)

Sebaa explains that French is nowadays more spoken than during the French colonization or with the implementation of the process of Arabization. A lot of people adopt it .

Another positive attitudes towards French , Berbers or Kabyles are for the use of French. They prefer using French instead of Arabic . Besides, Berbers are against Arabization because they think this latter is in favour of only one language community; they are favouring the use of French , in addition to that , they generally speak excellent French and less good Arabic especially in some places like Algiers .

On the other side, The history of French colonization in Algeria is written, not only in the history books, but in the minds of every Algerian . A negative attitude is adapted by other Algerians towards French language , especially old people who refuse to accept French because it reminds them all the long period when Algerians were under the French colonization and how they suffered for a long time from a process of depersonalization and the denial of Arabic language . They consider French as a foreign language that has a bad impact on Algerians . For them, using French makes them having bad consciousness . After the independence, French was rejected by them.

## **2.5. The Uses of French in Algeria**

Although the Algerian authorities established the process of Arabization in almost all domains by imposing the exclusive use of Arabic and excluding French, “the language of the colonizer, the language of the oppression and suffering”, French is used in many domains and in life in general.

French has an important place in Algeria. It is the vehicle of knowledge, the instrument for modernity, a means of communication. It is the language of cultivated and educated people. French is used in mass media, administration and in different social context . It is a privileged tool integrated in a complex sociolinguistic dynamics. In this concern, Caubet says :

**French as the language of the last colonizer has an ambiguous statute; in one hand, it attracts the official contempt ( it is considered officially as a foreign language as English ), in the other hand, it is the synonym of the social success and the access to the culture and modernism.**

(Caubet, 1986:122)

### 2.5.1 French in Mass Media

In the local channel, almost all programs such as documentaries are in Arabic. American films are dubbed in French and some years ago, those films were subtitled in Arabic. However, almost all the Algerians families have a satellite dish, they can watch French news, French films, games, etc. The cinema has an influence on people and it contributes to the maintaining of French in Algeria. The increase of the use of French these last years is due to satellite programs. In this concern, Eveno posits:

**In fact, a lot of Algerians have some notions of French, receive French Programs by television and have relationships with emigrants settling in France. On another hand, a lot of teachers and institutors learnt in French and French universities still accept Algerians .**

(Eveno, 1994:103)

In radio, a channel uses only French and it is listened by a lot of people. Many different programs are proposed: cooking , health care, speaking about social problems, people call for asking for advice.

Concerning the domain of publication, books, magazines and newspapers are written in Arabic and French . Algeria has more than 45 independent French language and Arabic language publications as well as four government owned newspapers (two published in French and two in Arabic ), but the government controls all printing presses and advertising. about thirty daily newspapers are in French . They are printed between 10.000 and 200.000 copies per day. It depends if they are regional or national.

Today it is fashionable to go to an Internet club to surf, in order to contact different people all over the world. Algerian people (whatever their age) use French when using the Internet . They either use French or English , it depends on the people to whom they are addressed. But most of the time, they use French .It is fashionable to speak French with foreigners because French seen as the language of modernity and the language of knowledge transmission.

### **2.5.2. French in the Administration**

The language used in administrations differs from one sector to another. In the municipal building, the town hall (APC), birth, death, marriage certificates are delivered in Arabic ,except the name which is written in French at the end of the extract. Even the identity card is in Arabic, the name is in both languages. Passports too are still provided in Arabic , French and English .

Concerning the post office, the invoice of the telephone is written in both languages, for instance; in SONELGAZ. There are some technical words and some key words which can not be translated to Arabic . For instance in SONELGAZ, the invoice is written in both languages.

Not all the administrations could be Arabized; there are some sectors where only French is used. In the domain of Health, all prescriptions given by doctors are written in French .The doctors follow their studies in French during many years and when becoming doctors, they deliver prescriptions written in French , and even the names of the medicines are written in French . The notes and the instructions are written in French , Arabic and sometimes even in English .

When people consult a doctor, they usually use French instead of Arabic , they think that it is more formal to speak French . Regardless and without taking into account people who are illiterate because these people rather use Algerian Arabic for all their conversations. However, there are others who use Algerian Arabic which is mixed with some French words when it comes to talk about some embarrassing subjects or to refer to certain parts of the body.

Concerning the banks and the insurance companies, the forms are available in both languages. In the banks, the official documents are in French . The paying-in slip is in French except the name of the bank. These documents from the bank show the official presence of French even if its real status is not recognized.

### **2.5.3. French and Social Contexts**

French is present in everyday life interactions of Algerian people. People use French as a part of their way of speaking. French is an important tool of work and it is present in the government, in the street as well. All what concerns the field of advertising, billposting, the majority of the written is in French and sometimes in both

languages. The shop signs are either in French or in both French and Arabic but rarely in Arabic exclusively .

Concerning the cellular phone, people exchange short messages, called SMS in French, they rarely use Arabic . Some of them use Algerian Arabic , but they write them with the Latin alphabet. In order to send a message, it is more fashionable to use French. In addition, the letters also are concerned with that language, people when they write a personal letter, they generally use French. People are influenced by French through TV programs and other means, they are influenced by what they watch on TV. So, French programs make people learning and using this language . Sebaa explains this phenomenon by saying: "*it is like this that some hours of program received by the satellite, give benefit to French that all the laws of Arabization cannot do it for Arabic*". (my translation) (Sebaa, 2002:105)

In the daily life, the food that an Algerian eats, the products that he buys and consumes, the instruction of use, the recipes and even the names of the products are given in French and Arabic . The menus of the restaurants are written in French, different dishes and specialties are proposed there in French. It is noted that French is omnipresent in our social life, it is used by Algerians spontaneously and they sometimes do not realize which language they are using, if it is French or Arabic .

## **2.6. Algerians' Attitudes Towards English Language**

The Algerian society distinct differently depending on people's choices, uses and even their knowledge about other languages. Some are having more than one language in their verbal repertoire that is why the opportunity of switching and mixing between language and even borrowing words from English languages (as it is mentioned before) in particular, is more common to take part of every conversation they do.

Nowadays, many Algerian people prefer to use English language because of many reasons, for instance, they see English as language that is more prestigious, it is the language of the technology development , even it is useful currently and it is an international language. However, the question is how do uneducated people use English words ? . This makes evident that speakers use borrowing when they are incapable to switch between languages. So, they use words from English language unconsciously in their daily conversation, because it is less complex to recognize words or even expressions from TV, for instance from channels like "*mbc Action, mbc Two*" or from

other conversation than learning the entire English language. Hence, Algerians are more aware of vocabulary that they use in their speech .

## **2.7. The Uses of English in Algeria**

Like other countries, Algerian speakers develop the use of English to progress and ensure better communication. English in our country has an important role in the process of acquiring knowledge that is not accessible in other languages, it contributes to social and political stability. In addition, it promotes mutual understanding and friendship between Algeria and other countries of the world; since they use different social network, it provides the spread of such language that is used in their everyday conversations to communicate with different people around the world.

The role that English plays in Algeria demonstrate its widespread use in the former French territory. English is employed to transmit prestige and status, for formal and professional settings .

### **2.7.1.English in Media**

There is no English-speaking Algeria television channel, and just as no radio channel broadcasts in English . Even the “*Radio Algeria Internationale*”channel only produced a few minutes of English-language programs a day, which are broadcast on the air from 8 p.m.

There is also no English daily or periodical newspaper that is published in Algeria . It was only the Arabic-speaking newspaper *Echorouk El Yawmi* which tried in collaboration with the *British Council* to popularize the English language in Algeria by devoting one to two pages per week for initiation into this language.

### **2.7.2. Prestige and Status**

In Algeria, the prestige and status of English are often used to transmit values. Businesses do not hesitate to use the English language’s values to their advantages. For instance, in the Kabyle region in northeastern Algeria, a modest business in a tiny village called their coffee shop “*Black and White café*”. The name of a fast food restaurant is named “*Las Vegas*”, is a popular tourist destination. The members of an intramural soccer Squad at M’hamed Bougara University are known as “*Hell boys*” .Individuals, in addition to clubs and businesses, utilize English as a symbol prestige and to project a particular level of status. As an example told by an Algerian author

Kamal Belmihoub in his article “*English in a multilingual Algeria* “, a young man had gone so far as to get the initials USA carved into his hair to signify social class. Several young men can be seen sporting caps and jerseys of American sports teams, mainly basketball teams, such as the Chicago Bulls demonstrating the status associated with American English culture. Moreover, English has grown to be associated with modernization and the idealized lifestyle presented by the Hollywood entertainment industry in Algeria .

### **2.7.3. Formal and Professional Use**

In Algeria , English serves as a bridge language for international and domestic diplomatic and business communication. Although, French dominates local business communication in Algeria , international oil and gas companies from the US and UK employ English to complete work-related duties in the country’s south. BP, or British petroleum, is a multilingual oil company based in the UK (BP, 2017). In Algeria for Instance, they participate in English language training to local Algerian residents in industries such as plumbing and electricity so that BP may hire local staff who are both skilled and fluent in English . This training not only allows BP Algeria to recruit locally, but it also discourages people from migrating to the north’s coastal cities.

When French and/or Arabic are not spoken in a country, English is used instead. When dealing with foreign officials with whom there is no common language, English is often used by the administration. In terms of industry and tourism in particular, 56 percent and 76 percent of a group of 30 Algerian university students studying English assume that more tourist operation and business with the US and the UK will boost Algeria’s English use (Borni,2017).

Due to the Algeria’s reluctance to completely move to a free-market economy, English has an untapped potential is expected to a free market economy (Benrabah, 2013). While English is increasingly associated with prestige and modernity in professional settings .



## **Conclusion**

In essence , this chapter presented an over look about the sociolinguistic situation in Algeria . It sheds the light on the main languages used in Algeria and how language contact came with its outcomes. However the Algerian situation has been a debatable topic, some views did not find its exact linguistic situation. Others considers Algeria as a bilingual and/or multilingual country due to the existence of several languages .

Further, this chapter highlighted Algerians attitudes towards French language and English language with the multiple uses of these languages in different fields .

# *Chapter Three*

## *Fieldwork, Results and Discussion*

Introduction

3.1. Research Design and Instruments

3.2. The Sample Population

3.3. The Interpretation of Student's Questionnaire

3.4. The Interpretation of Tiaretian people's Interview

3.5. General Discussions and Findings

3.6. Suggestions and Recommendations

3.7. Limitation of the Study

Conclusion

## **Introduction**

In this chapter we are going to explain the methodological part of this dissertation. We have designed a questionnaire for students and an interview for a random sample from Tiaret. Both tools are intended to know student's and people views and opinions about genders and the use of English/French languages in everyday life. The results of the questionnaire are presented and interpreted through statistics illustrated by tables and pie charts, while; the interview analysis is presented through stating comments. Finally, some suggestions and recommendations will be provided.

### **3.1. Research Design and Instruments**

This research is designed to collect data of both quantitative and qualitative methods. The tools used in the present research are a questionnaire addressed to Ibn Khaldoun University Master students of both levels in Law and Arab department, to conduct the study. The students helped us to answer the research questions.

Additionally, an interview was done with peoples from Tiaret, each one was chosen randomly and entirely by chance, to gather answers that helps in finding a solution to the research.

#### **3.1.1. Questionnaire**

A questionnaire is a set of standard printed or written questions that are determined to gather data about certain topic. The questionnaire contains two types of questions, close-ended questions in which the respondent is guided with a number of answers. This latter is easy for the surveyor to analyze and get quantitative data. The second type is open-ended or open format questions. This type gives the respondent the opportunity and the chance to answer freely on the given questions, which provides qualitative information.

Our questionnaire is divided into two sections. The first one includes student's personal information (gender, age and level). The second section includes several close-ended questions.

As a first question, to see student's interest in learning a foreign language beside Arabic, followed by another question is asked about the language preferred by the student either English or French. The next question is asked to know how often the student use this language followed by five adverbs of frequency. Then, we asked the

student to evaluate himself in both languages, English and French. Moving to another question about the conditions in which the respondent use the foreign language by adding three options. The next one was about our curiosity about if this language serves the respondent's needs . As a next step, we asked two other questions concerning gender and their option in terms of using either English or French . Then, we wanted to know if language make differences in classifying gender by asking direct question to see student's viewpoint. As a conclusion, we wanted to if learning a foreign language helps in daily or future life.

An Arabic version of questionnaire is deigned (Since Arabic is the native tongue of Algeria ), allowing students to express their ideas and thoughts easily since the target population is from the Arabic literature and Law Departments .

### **3.1.2. Interview**

In order to collect data in a specific research, the interview is one of the main tools which normally should be done face-to-face . This tool of investigating, covers a variety of topics with a number of respondents through direct questions .

Our interview is addressed to a sample that have been chosen randomly in Tiaret community .

There are three different sorts of interviews. The structured interview includes questions that have been prepared and organized. The second type of interview is the semi-structured interview, in which the researcher prepares questions ahead of time. The unstructured interview is the last type, in which the interviewer asks the questions but allows the interviewee to speak freely .

Our interview was conducted in Arabic, it handle the two different types of questions that have been asked in order to gather data about the people's view points toward the topic. It consists of the people's "gender and age" . The first four questions aimed to know people's interest , choice and use of foreign language, then we asked two questions about the language used most by both genders , whether it is English or French. Next, we want to know people's hopes about the educational level of their children, another question seek for the impact of Arabization on country's progress. Then ,we want to see peoples' reflection on the importance of learning foreign languages .As a final question , another question about learning a new language, if it has good advantages or not.

### **3.2.The Sample population**

One of the main important elements in the process of the research is the selection of a representative sample to represent the overall population of a particular community. In addition , the collection sample is a principle step in collecting data. Hence, the main frequent question asked by novice researchers who are planning to use either questionnaire or interview in their investigation is “*How many people do I need to survey ?*” . In measurement terms this question can be formulated as “ *How large should our sample be?*” . In other words, “*What sort of people shall we select*”.

#### **Random Sampling**

In statistics, a random sample is a subset of individuals chosen from a larger set in which each individual is chosen randomly and entirely by chance .

The sample population of the present research governs both levels of master degree students , Arab and Law department at Ibn Khaldoun University in one hand, on the other hand a group of peoples from community have been chosen randomly.

#### **3.2.1. The Student’s Profile**

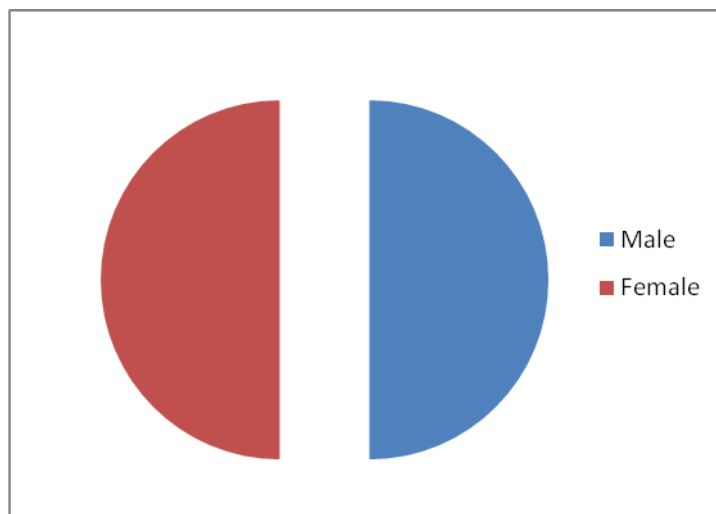
The present questionnaire was delivered to (40) students ,(20) are females and (20) are males from master one and master two at Ibn Khaldoun University of Tiaret , in both Arabic Literature and Law departments. The respondents contribute with help in filling the questionnaire . Their ages ranged between 22 and 27 years old , except four (4) who are more than 27 years old . Besides, there are (28) master one students, and (12) are master two students .

#### **3.2.2. The Tiaretian Peoples’ Profile**

Twenty 20 people from Tiaret have been chosen randomly to answer the interview’s questions in the aim of helping conducting this study. We have interviewed (8) males, whereas (12) are females . Fourteen (15 ) of them are less than 40 years old, while six (5) are more than 40 years old .

### 3.3 The Interpretation of Students' Questionnaire

<b>Informants' gender</b>	<b>Number of students</b>	<b>Percentage</b>
<b>Male</b>	20	50%
<b>Female</b>	20	50%

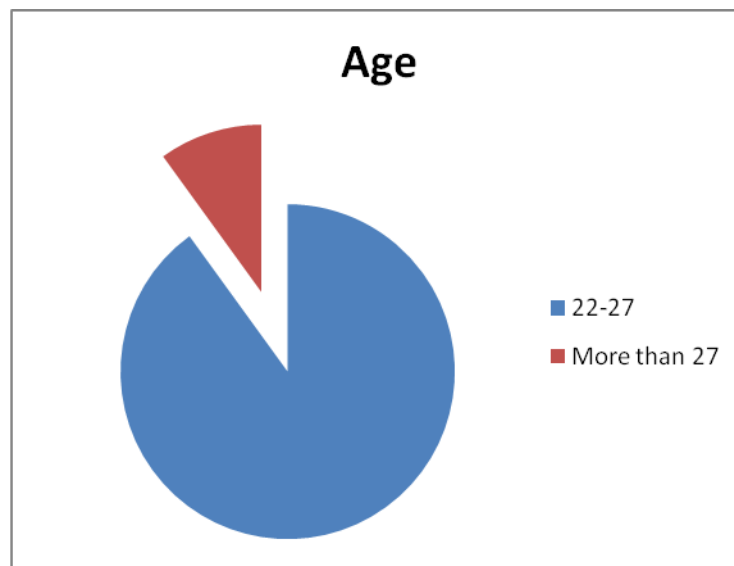


**Figure 3.1: Respondents' Gender**

The above table and the figure demonstrate an equality between the gender variables in which 20 respondents are females with the estimated percentage of (50%), in addition to males who are estimated with a number of 20 that equals (50%). The equal number of respondents was purposive for the reason of establishing a neutral result since gender is variable.

Age	Number of students	Percentage
22-27	36	90%
More than 27	4	10%

**Table 3.2 : Respondents' Age**



**Figure 3.2 : Respondents' Age**

Both table and chart exhibit that the participants belong to different age groups. However, the largest age cohort represents the informants aged between 22 and 27 of about ( 90% ), the second part represents participants aged more than 27 years old with a percentage of about (10%). However, age as a social variable will not be taken into account in our study.

Academic Level	Number of students	Percentage
Master 1	28	70%
Master 2	12	30%

**Table 3.3 :Respondent's Level**



**Figure 3.3 :Respondent's Level**

As the data demonstrate , the majority of respondents are from master one degree with the percentage of (70%) , while only (30%) are from master two degree .

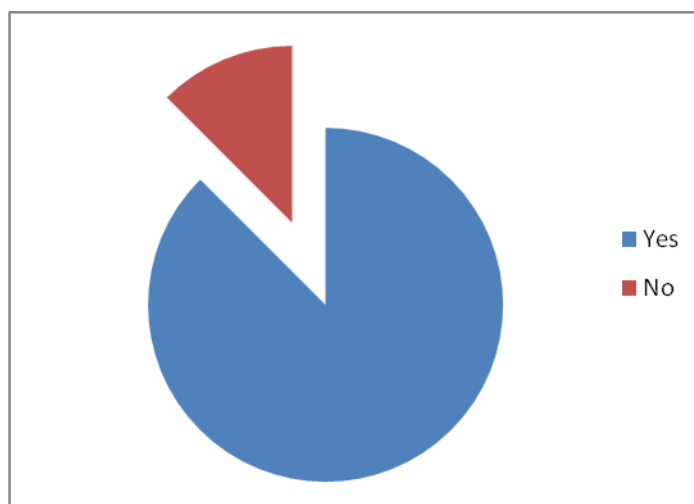


### 1.Respondents' Interest in Learning a Foreign Language

We asked respondents about their personal motivation and interest in learning a foreign language in order to discover if they are interested or not .

Options	Number of students	Percentage
Yes	35	87,50%
No	5	12,50%

**Table 3.4: Respondents' Interest in Learning a Foreign Language**



**Figure 3.4 : Respondents' Interest in Learning a Foreign Language**

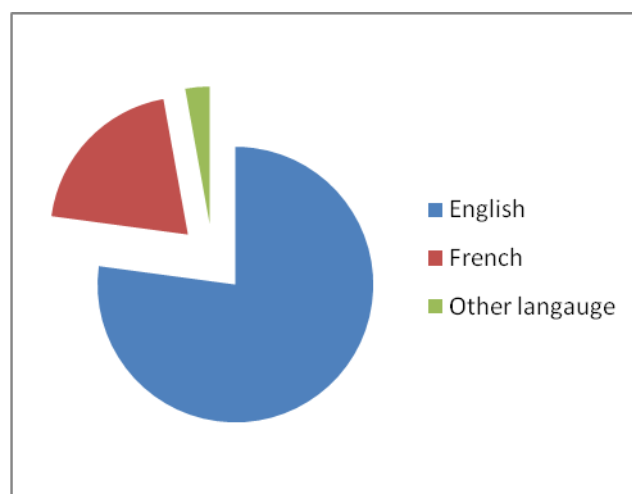
As clearly seen in table and chart, a great proportion of our participants have the interest of learning foreign language with a percentage of about 87,50%. Whereas, 12,50% of them have no interest about doing so , and they are not concerned with the next question .

## 2.Respondents' Preferences in Learning Foreign Languages

Here, we gave our respondents the chance to select one language to be the preferred language to learn for them or to mention another one.

Option	Number of students	Percentage
English	27	67,50%
French	7	17,50%
Other language	1	2,50%

**Table 3.5: Respondents' preferences in Learning Foreign Languages**



**Figure 3.5 : Respondents' preferences in Learning Foreign Languages**

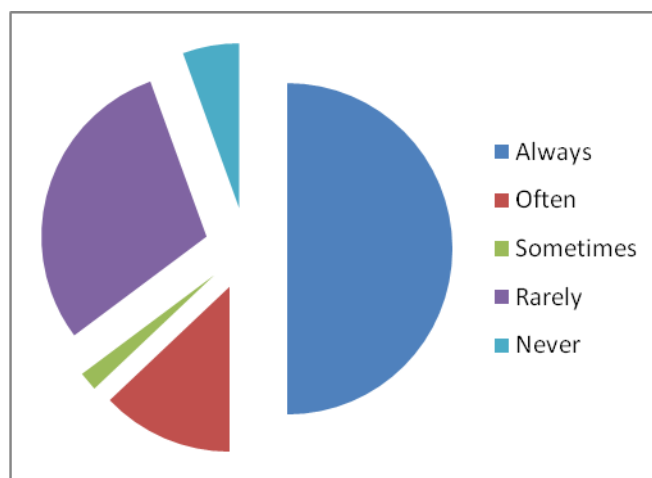
The previous table and chart show that the great majority of our participants select English language with a percentage of about 67,50% ,while 17,50 % select French as foreign language to be learnt. However, only one respondent select another language which is 'German' with a percentage of 2,50% .

### 3.Respondents' Frequency of Foreign Language Use during Speech.

We asked respondents about how often do they use the foreign language during their speech ,by give multiple choices of time frequency .

Rank	Number of students	Percentage
Always	4	54%
Often	5	14%
Sometimes	12	2%
Rarely	16	40%
Never	3	7,50%

**Table 3.6 :Respondents' Frequency of Foreign Language Use during Speech**



**Figure 3.6 : Respondents' Frequency of Foreign Language Use during Speech**

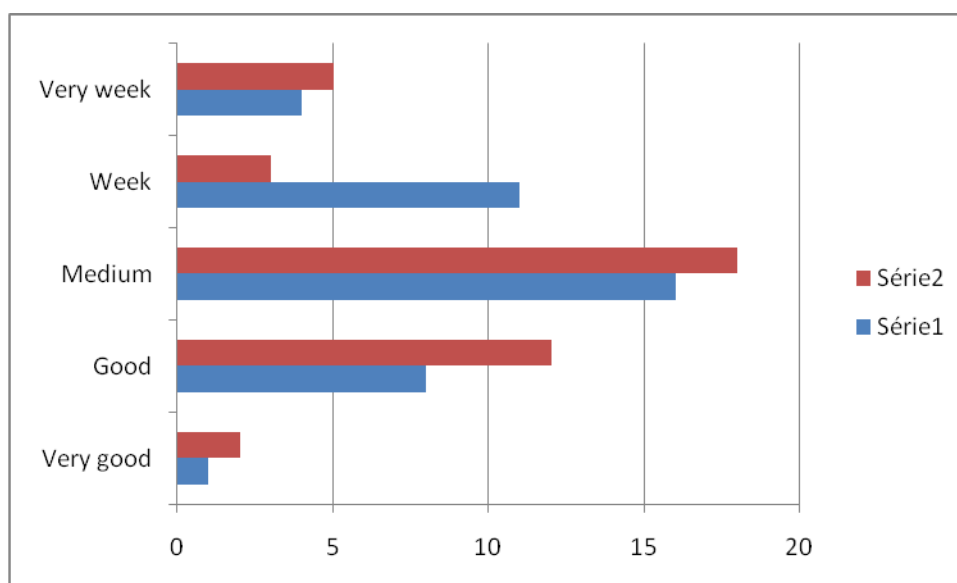
As clearly observed in the table and chart 54 % of participants always use the FL in their speech , 54% of them often use it , while 14% they sometimes utilize that foreign language. In addition, 2% of respondents rarely use it , and only few of them with a percentage of about 40% never do so .

#### 4.Respondents' self-evaluation in English and French

The respondents' were asked to evaluate themselves in both languages English and French in order to see their level in foreign languages .

Language	English		French	
	Option	Number of student	Percentage	Number of students
Very good	1	2.5 %	2	5 %
Good	8	20 %	12	30 %
Medium	16	40 %	18	45 %
Week	11	27.5 %	3	7.5 %
Very week	4	10 %	5	12.5%

**Table 3.7 : Respondents' self-evaluation in English and French**



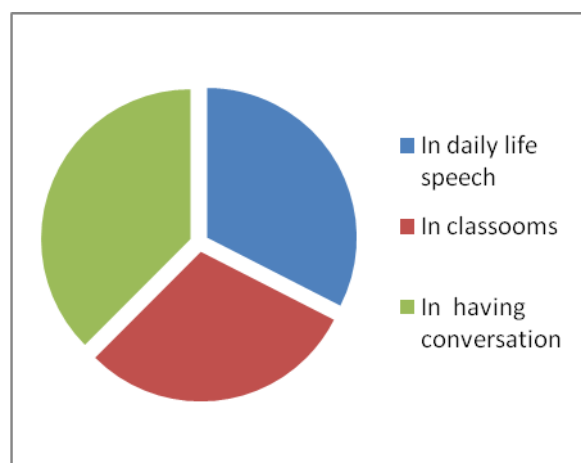
**Figure3.7: Respondents' self-evaluation in English and French**

As it is demonstrated above , the majority of students are either good, medium or week in both languages English and French . The rest consider themselves as very week in both languages. This low score may be interpreted as that the majority of our participants are familiar with foreign languages with an average level and are always exposed to foreign languages.

### 5.Cases in which Respondents Use the Foreign Language

Options	Number of students	Percentage
In daily life speech	13	32,50%
In classrooms	12	30%
in a native conversation	15	37,50%

**Table 3.8 : Cases in which Respondents Use the Foreign Language**



**Figure 3. 8 : Cases in which Respondents Use the Foreign Language**

As clearly seen in both table and chart above, we observed close proportions between the given options . Our participants use FL in their daily life speech with a percentage of about 32,5 % , whereas 30% of them use it in classrooms while the rest 37,5 % tend to use the FL in having conversation with speakers of that language .

### 6.Respondents' Views about if the FL Serves their Needs

Using a foreign language may fill in many blanks in one's daily life . This question was asked to see whether foreign language serves respondent's needs or not .

Options	Number of students	Percentage
Yes	36	90%
No	4	10%

**Table 3.9 : Respondents' Views about if the FL Serves their Needs**



**Figure 9 : Respondents' Views about if the FL Serves their Needs**

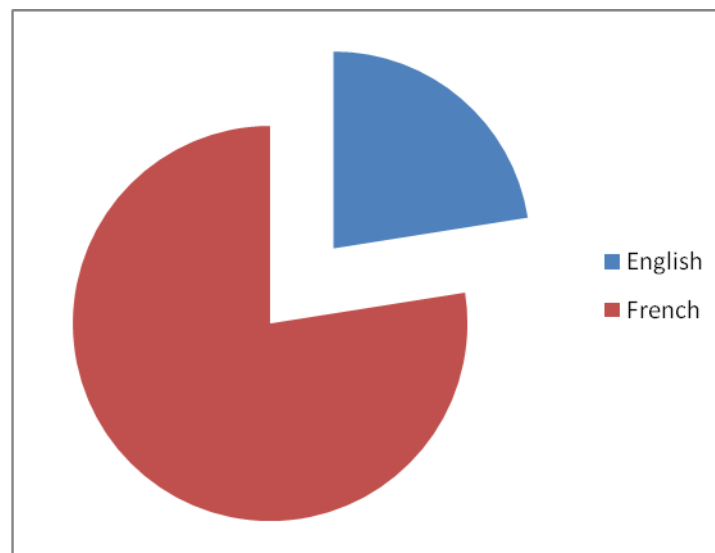
As displayed above, the vast majority of participants (90%) see that the foreign language they use ; serves their needs in particular domains such as in communication or social context in general . This high score may be interpreted as that the use of a foreign language has a positive impact on respondents' different life fields as it serves their needs . The rest 10% see the opposite, this may be interpreted as they do not need a foreign language to be a part of their daily life ,since it does not serves their needs .

### 7. Language Preferred by Females

The respondents were asked to mention the languages preferred by females in their opinion ; whether it is English or French . This question is of prime importance as it is related to the content of our study , followed by another important one that is concerned with males .

Option	Number of students	Percentage
English	9	22,50%
French	31	77,50%

**Table 3.10 : Language Preferred by Females**



**Figure 3.10 : Language Preferred by Females**

As both table and chart demonstrated above, the majority of our respondents see that French is the language preferred by females with a percentage of about 77,5%. Unlike the rest 22,5 % who see that females prefer English .

### 8. Language Preferred by Males

As mentioned before, this question is of prime importance as the previous one. Respondents were asked about the languages preferred by males in their personal opinion, whether it is English or French .

Option	Number of students	
English	16	40%
French	24	60%

**Table 3.11 : Language Preferred by Males**



**Figure 3.11 : Language Preferred by Males**

According to what is shown in the above figure, 60% of the participants see that French is also the language preferred by males .While the others see that English is considered to be the language most preferred by males with a percentage of about 40%.

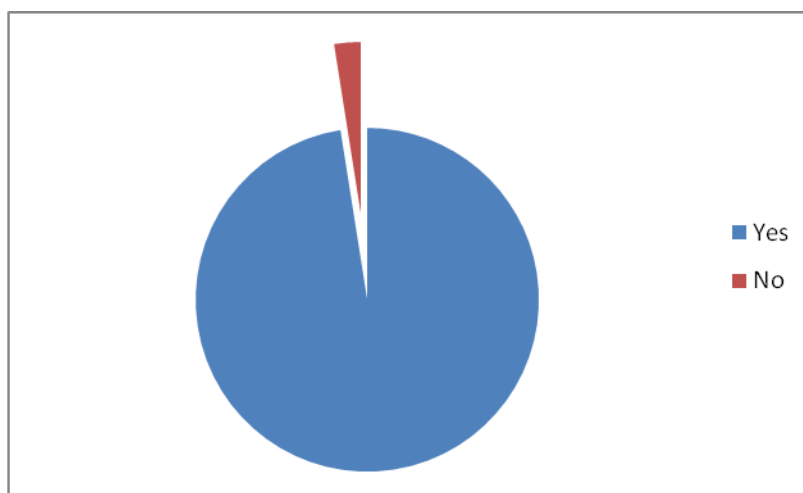


### 9.Respondents' Views about if Language identify Gender Differences

Since there are many criteria that identify gender differences, we ask this question to discover if language is one of these criteria according to our respondents' viewpoints.

Option	Number of students	Percentage
Yes	39	97,50%
No	1	2,50%

**Table 3.12: Respondents' Views about if Language identify Gender Differences**



**Figure 3.12 : Respondents' Views about if Language identify Gender Differences**

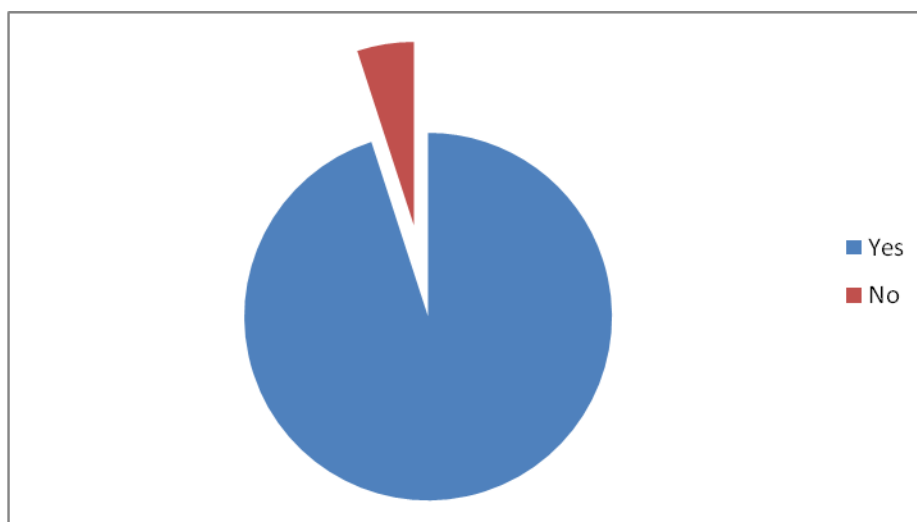
As it is clearly visible in both table and chart, a great proportion of our informants 97,5 % say that language identify differences between gender, that to say this latter can be influenced by language in terms of use and preference. The rest which represent only one informant with 2,5 % see that it does not. This may indicate that they do not see language as a criterion for identifying gender differences.

### 10.Respondents' Views about the Benefits of Learning FL

We asked respondents about whether learning a foreign language will benefits them in their present or future life or it does not .

Option	Number of students	Percentage
Yes	38	95%
No	2	5%

**Table 3.13 :Respondents' Views about the Benefits of Learning FL**



**Figure 13 :Respondents' Views about the Benefits of Learning FL**

As clearly revealed above, the great majority of our informants believe that learning a foreign language may help them in their daily or future life with a percentage of about 95 % . Whereas, 5% of informants do not believe the idea .This result may ascribed to the importance of learning foreign languages and its positive effects in a way or another on our lives.

### 3.4. The interpretation of Tiaretian people's Interview Personal information

Gender	Age	
	Less than 40 years old	More than 40 years old
Male	6	2
Female	9	3
Total	15	5

**Table 3.15 : People's Gender and Age**

This table represents the gender and the age of the peoples, it shows that the majority of them (12) are “female”, (9) of them are less than 40 years old, while (3) are more than 40 years old. In addition, (8) represent “males” while (6) of them are less than 40 years old, and only (2) are more than 40 years old.

#### **Question 1. Do you have the interest of learning a foreign language ?**

The first question in the interview tends to answer whether peoples of Tiaret who have been chosen randomly have the interest of learning a foreign language or not. The majority of them (17) replied with “yes”, this may indicate that learning a foreign language becomes an important field for many in nowadays. Only (3) do not have any interest ; they replied with “No” . This may interpreted as they do not need a foreign languages beside their native one .

**\* If yes, which language do you choose to learn?**

This question is only for those who have the interest of learning a foreign language, this means (17) respondents are concerned with it. English was the chosen language by (8) of respondents, while French was chosen by (6) of them. Other language is the answer of the rest (3) of respondents, two of them choose German language, the third choose Turkish language.

**Question 2: Which language do you better understand ?**

The next question tends to answer whether people have the ability to understand English or French as this latter two are considered to be foreign languages used among the community in several domains and different uses. The ability to understand certain language differs from one respondent to another, according to everyone's capabilities and abilities. The majority of respondents (14), said that they understand better French since it is the most used in everywhere, they said that English is hard for them to be understood unlike French that becomes part of their daily life. While the rest (6) said that they understand English more than French even this latter is the dominated one, they said that they find English easy to understand.

**Question 3: When do you use it ?**

This question is intended to specify the use of the chosen language, in other words, the situations in which the respondent uses it. The question is followed by three options, the first is; in daily life communication, then; in having touch with foreigners, next; in surfing the Internet. We leave space for free answer if there is other circumstances. According to (9) participants, they use the chosen language in their daily life communication, while (5) use it when having touch with foreigners. In surfing Internet, (4) participants are doing so. In addition to this, (2) answers were out of these options, since they use the language they chose for other circumstances. The first said that he uses it when he reads news papers, while the second when he watches football on TV.

**Question 4: In your opinion, which language is the most used by Females ? Why?**

This question is of prime importance as it is related to the context of our study, it is designed to define the language most used by females, whether it is English or French. The vast majority of participants (18), said that French is the

language most used by females. At the same time, just few (2), who declared that English is the one used by females, the two respondents confirmed their response by saying that females love English. We wanted to know about the main reason that can confirm their answer concerning French as the most used language by females. so there are several answers ,but most of them (15) said that females tend to be more attractive in their speech and French is a prestigious language and they express their femininity by using French language. Besides, (3) saw that French is the language of beauty .

**\*Which language is most used by males ? Why?**

This question is a part from the previous one, that we can define as well the language most used by males, whether it is English or French . The respondents answers are unlike the previous one, (15) of them said that English is male's language because generally males have the interest of living abroad ,(10) participants almost had say this reason. Besides, (3) ,who said that English becomes a global language, so, males tend to use it , and only (2) were convinced that males use English only for prestige specially youngers . The rest (5) had another opinion, they saw that French is the most used by males, for the reason that they cannot use English in all situations, because of French's spread and dominance in our community.

**Question 5: Do you want your children to be arabized / bilingual/multilingual ?**

In this interview, there are different opinions and points of view from various peoples about their children's educational status, whether being just arabized , bilingual, or multilingual. Different viewpoints were expressed by the respondents are in following. Among (20) people, (4) were for the Arabization , they said that it is enough for a kid to be an educated person , while (7) participants want their children to be bilingual. In addition, the rest (9) hoped their children to be multilingual .

**Question 6: Do you think that total Arabization will block the country's development and progress ? Yes/ No Why?**

In relation to the previous question, The aim behind this one is to see people's attitudes towards the process of Arabization and its limitation of the country's development and progress . We obtained (13) informants who answered "yes",they thought that the total Arabization will block the country's development and progress , they say that one of the major reasons of any developed country is the existence of

more than one language . Once again total monolingualism is not accepted by the majority of the people interviewed, they are in favour of many languages coexisting in the country . While (7) did not agree with the idea, they thought that total Arabization is not considered as an impediment of the country's development and progress, on the contrary, many countries are developed despite its monolingualism.

**Question 7: In your opinion, does learning foreign language become necessary at the present time ?**

In this question the respondents have been asked whether learning foreign languages is important . All of them (20) answered by "yes", in the sense that, they affirmed that foreign languages are of prime importance in the present time .

**Question 8: Do you believe that learning a new language will benefit you in your current or future life ? Yes/ No / I do not know.**

This item of question is concerned with the views of respondents towards the benefits of learning new language in the current or the future life , indeed most of them (17) believes that learning new language has benefits and positive impact in their life ,they confirm their views with "yes" .However, No one responded with "no" , while the rest (3) had no idea about.

### **3.5. General Discussion and Findings**

This part discusses and interprets the respondents' answers of the questionnaire and the interview . Among the results , half of the respondents represent females', whereas, the second half represents males' . Concerning the respondents' age, the majority of them are between 22-27 years old, and few from the other provided ages . In addition to this , the majority of the participants are master one students. Our sample for the interview was chosen randomly, most of participants were females and most of them were less than 40 years old .

Due to the progress that many countries are witnessing as for Algeria , learning a foreign language become an important skill that should be acquired by not only children at schools , but also by adults on the one hand . On the other hand, the use of foreign language such as English and French has become almost necessary nowadays owing to different reasons that vary from person to person, learning a foreign language, use and choice become optional by both genders, which is the key focus of

our study .The primary things that can be noticed is that the vast majority of respondents are interested in learning a foreign language in addition to the language preferred to be learnt , English was the selected one by the respondents ,due to its spread and its status as a global language .

Moreover, concerning the use of FL , we have suggested several circumstances likely to be most common in society, we obtained almost similar results for the proposed options. However, their answers are related with each respondent's daily life activities .

Another significant finding of both questionnaire and interview that responded to our research question, we intentionally asked the respondents about which language is the most used and preferred by females ; whether it is English or French. The respondents answers were followed by the major agreement that French is the language most used and preferred by females , participants see that French is considered as a language of femininity which is an integral part of woman's personality and identity , and French is highly prestigious , so females tend to use it in their interactions to be more attractive on one side . On the other side , a vast majority see that English is the language most used and preferred by males for the reason that English has become a global language used in all over the world this has relation with the obsession of many males about living abroad , they believe that being familiar with this language's skills may facilitate and help them achieving their immigration's dream.

It was found that most of the participants think that learning foreign language has good advantages and it may benefit them in current or future life . Besides, the majority want their children to be either bilingual or multilingual . That means that learning a new language besides Arabic become a necessity at the present time, hence; this may help the country's development and progress in a globalized world .

### **3.6. Suggestions and Recommendations**

After conducting a study on foreign languages uses and choices among gender, and the fact that learning at least a foreign language is required and become a necessity in a modern globalized world several researches still have to be compelled and investigated in future studies . Some suggestions that may be addressed for further research within the same topic :

**1\*** Since the research question focuses on the uses and choices of foreign languages among genders, the researcher can investigate the same issue but with teenagers at high schools, in order to explore other different reasons of teenagers' uses and choices of foreign languages which include English and French.

**2\*** The researcher can examine the gender gap in learning foreign languages.

**3\*** Investigating the difficulties and problem facing learning foreign languages in Algeria.

**4\*** Encourage the spread of Foreign Languages and areas of use among members of society.

**5\*** This topic can be conducted with the objective of exploring people's attitudes towards using Foreign Languages in an Arab country as Algeria.

**6\*** Explore the discrepancies between urban and rural people in Learning Foreign Languages.

### **3.7. Limitation of the Study**

First, since the work has not been studied yet, we faced problems with collecting the references. There was a lack of prior research studies on the topic. Then, our sample size were small, we could not make it large due to Corona-virus disease. So it was difficult to find significant relationships from the data, as statistical tests normally require a larger sample size to ensure more accurate results.

### **Conclusion**

In short, this part discussed the results of our research using the selected procedures. Our data were gathered by a questionnaire addressed to 40 students, and an interview was done with 20 peoples. All the participants answered our questions and provided us with their views concerning the topic. We attempted to prove the validity of the previous hypothesis as a result of their contribution.



# *General Conclusion*

It is commonly acknowledged that any country adopts at least one foreign language besides its native one in modern globalized world ; to keep pace with the urbanization that world's countries compete for and to become a part of educational system and society. This latter is formed in a way which gender is a part of it. Gender is a social construct as the World Health Organization (WHO) explains : "*Gender refers to the socially constructed characteristics of women and men , such as norms ,roles, and relationships of and between groups of women and man. It varies from society to society and can be changed*". The relation between gender and foreign languages has been studied by many scholars .In relation to the previous statement, the present study tries to explore the use and choice of foreign languages among genders in addition to the main socio-cultural reasons that stand behind .

The results showed that learning foreign languages has received wide attention and becomes an interest for the majority of our informants. Besides, the use of foreign language touches many area in the participants' lives such as daily life communication, surfing the Internet, having touch with foreigners and other circumstances .

From the data obtained, it was found that English language is the first language preferred by males while French is the one chosen by females . This result confirmed our first and second hypotheses. Our participants support their answers by mentioning the main socio-cultural reasons that stand behind gender preferences . So, males prefer English because of its status as being a global language and their interests and obsession about living abroad . While females prefer French because this latter is considered as a language of femininity and this latter is an integral part of women's identity and personality . Besides, French is highly prestigious in terms of using and speaking it, which has a relation to the female tendency to be more attractive in her speech and interactions with others, this also confirmed our last hypothesis.

As the findings revealed, the great majority of our informants find that learning a foreign language is beneficial and it has a prime importance especially nowadays where the world has become a small village .

As a conclusion, this investigation offered an overview on a new topic that has not been studied yet whether in theoretical or methodological way. A gender may have a particular attitude towards the language preferred to be used according to what

extent it serves its needs from socio-cultural or even from other aspects. In spite of everything, foreign language use and choice remains a matter of personal choice for both genders .

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# ***APPENDICES***

## Appendix A

### استبيان

انتم مدعوون للإجابة على الأسئلة الآتية فيما يخص الاختيار والاستعمال للغات الأجنبية بين الجنسين الذكر والأنثى .  
الغاية من هذا البحث هو استكشاف الأسباب الاجتماعية الثقافية التي تقف وراء ذلك  
كل ما يهمنا من خلال هذا الاستبيان هو آراؤكم الشخصية لذا نرجو منكم الإجابة على كل الأسئلة لضمان نجاح هذا  
التحقيق .

#### القسم الأول : المعلومات الشخصية

- |                          |             |                          |                            |
|--------------------------|-------------|--------------------------|----------------------------|
| <input type="checkbox"/> | أنثى        | <input type="checkbox"/> | ذكر                        |
| <input type="checkbox"/> | أكثر من 27  | <input type="checkbox"/> | 22- 27                     |
| <input type="checkbox"/> | ثانية ماستر | <input type="checkbox"/> | المستوى الدراسي أولى ماستر |

#### القسم الثاني :

1. هل أنت مهتم بتعلم لغة أجنبية
- إلى جانب اللغة العربية؟
- نعم  لا

\*إذا أجبت بنعم ، أي لغة تفضل ؟

- الانجليزية  الفرنسية  لغة أخرى

2. كم مرة تستعملها أثناء حديثك ؟

- دائماً  غالباً  بعض الأحيان  نادراً  أبداً

3

. قيم نفسك في كلتا اللغتين :

- الانجليزية: جيد جداً  جيد  متوسط  ضعيف  ضعيف جداً
- الفرنسية: جيد جداً  جيد  متوسط  ضعيف  ضعيف جداً

4. متى تستعمل هذه اللغة ؟

- أثناء الحديث في الحياة اليومية
- أثناء التواجد في أقسام الدراسة
- أثناء إجراء محادثة مع الناطقين بتلك اللغة

5. هل تخدم هذه اللغة احتياجاتك ؟

- نعم  لا

6. أي لغة تفضلها الإناث ؟

الانجليزية  الفرنسية

7. أي لغة يفضلها الذكور؟

الانجليزية  الفرنسية

8. هل تصنع اللغة اختلافات في تصنيف الجنس؟

نعم  لا

9. هل تعتقد أن تعلم لغة أجنبية سيساعدك في حياتك الحالية أو المستقبلية؟

نعم  لا



6. Which language do females prefer most ?

English           French

7. Which language do males prefer most ?

English           French

8. Does language identify gender differences ?

Yes    N                      

9. Do you think that learning a new language helps you in your present or future life ?

Yes                          No

## Appendix B

## مقابلة

في إطار التحضير لنيل شهادة الماستر في اللغة الانجليزية تخصص \*لسانيات\*، يشرفني أن أشارك و إياكم بعض اللحظات . هذه المقابلة جزء من التحقيق الذي نجريه ، تهدف هذه الدراسة إلى استكشاف خيار و استعمال اللغات الأجنبية من طرف الجنسين الذكر و الأنثى، و الأسباب الاجتماعية الثقافية التي تقف وراء ذلك ، و باعتبار أنكم تمثلون عينة الدراسة رأيكم مهم لتحقيق الغاية من هذا البحث. تتضمن هذه المقابلة مجموعة من الأسئلة ، الرجاء الإجابة عنها بصدق.

الجنس ذكر  أنثى

السن أقل من 40 سنة  أكثر من 40 سنة

1. هل لديك أي إهتمام لتعلم لغة أجنبية؟

نعم  لا

\*إذا أجبت بنعم، ما هي اللغة التي تفضلها؟

الانجليزية  الفرنسية  لغة أخرى

2. ما هي اللغة التي تحسن تفهمها؟

الانجليزية  الفرنسية

3. متى تستعمل هذه اللغة؟

عند التواصل في الحياة اليومية

عند الاحتكاك مع أجنبي

عند البحث عبر الانترنت

استعمال آخر :

.....

4. في رأيك ما هي اللغة الأكثر استعمالاً من طرف الإناث؟

الانجليزية  الفرنسية

لماذا؟ .....

\* ما هي اللغة الأكثر استعمالاً من طرف الذكور؟

الانجليزية  الفرنسية

لماذا؟ .....

5. هل تريد أن يكون طفلك :

معرب

ثنائي اللغة

متعدد اللغة

6. هل تعتقد أن العروبة الشاملة ستؤدي إلى منع تطور البلاد و تقدمها؟

نعم  لا

لماذا؟ .....

7. في رأيك هل أصبح تعلم لغة أجنبية ضروري في الوقت الحالي؟

نعم  لا

8. هل تظن أن تعلم لغة أجنبية سيفيدك في حياتك الحالية أو المستقبلية؟

نعم  لا  لا أعلم

## English Translation

### Appendix B

In preparation for the MA degree in English “Linguistic specialty”. I have the honor to share with you few moments. This interview is a part of our investigation. This study aims to explore choice and use of foreign languages among genders; male and female, and considering that you represent the study sample ,your opinions are important to achieve the purpose of this research. Our interview includes a set of questions , please answer them truthfully .

**\*Gender**            Male                                                        female                           

**\*Age**                            Less than 40    More  than 40                           

**1.**Do you have any interest in learning a foreign language ?

Yes                                No   

**\*If you answered with ‘Yes’ , which language do preferred ?**

English                             French                             other language

**2.**Which language do you better understand ?

English                             French

**3.**When do you use it ?

**\*Daily life communication**                           

**\*Having a touch with foreigners**                           

**\*Surfing the internet**                           

**\*Other circumstance :**

.....

**4.**In your opinion , which language is the most used by females ?

English                             French



\*Why ?

.....

\*Which language is the most used by males ?

English  French

\*Why ?

.....

**5.** Do you want your child to be :

Arabized

Bilingual

Multilingual

**6.** Do you think that the total Arabization will block the country's development and progress ?

Yes

No

\*Why ?

.....

**7.** In your opinion, does learning foreign language become necessary at the present time ?

Yes

No

**8.** Do you believe that learning a foreign language will benefit you in your current or future life ?

Yes

No

I do not know

## Summary

The present work is a linking bridge between two interesting concepts : gender and foreign languages. The objective of this research aims at exploring choice and use of foreign languages among genders . More specifically, we try to know which language is the most used and preferred by each gender, whether it is English or French , in addition to the main reasons that stand behind .The study relies on both a questionnaire that is used to elicit views of master students of both departments “Arabic Literature” and “Law “ at Ibn khaldoun University of Tiaret , and an interview addressed to random sample from Tiaret city. The findings reveal that English language is the language chosen by males because of the status of English as being a lingua franca and a global language and men’s obsession of living abroad , makes it on the top of their interests .While French language is the one preferred by females because French is considered as a language of femininity and this latter is an integral part of woman’s identity and personality. Besides, French language is highly prestigious in terms of using and speaking it, that links it to the female tendency to be more attractive in her speech .

## Résumé :

Le travail actuel est un pont qui relie deux concepts importants, genre et langues étrangères, cette recherche a pour but d’étudier le choix et l’utilisation de la langue étrangère chez les deux genres , et d’une méthode très sélective nous essayons de savoir qu’elle est la langue la plus utilisée et choisie par chaque genre, que ce soit l’anglais ou le français, et qu’elle sont les raisons derrière ces choix. L’étude s’appuie sur un questionnaire distinguant les avis des étudiants au Master dans les classes de littérature Arab et Droit de l’université Ibn Khaldoun, ainsi des entretiens dirigés vers un échantillon aléatoire de la population Tiaretienne. Les résultats révèlent que la langue anglaise est choisie par les hommes grâce à son statut de langue commune et mondiale, l’obsession à l’immigration est aussi un facteur principal qui a rendu cette langue en tête de leurs intérêts. Pendant que la langue française est celle que préfèrent les femmes parce que le français est considéré comme une langue de la féminité et ce dernier est une partie intégrante de l’identité et personnalité de la femme. En outre, la langue française est très prestigieuse en termes d’utilisation et de parole, ce qui la lie à la tendance féminine à être plus attrayante dans son discours.

## الملخص

العمل الحالي جسر يربط بين مفهومين مهمين. الجنس واللغات الأجنبية.

هدف هذا البحث إلى استكشاف خيار واستعمال اللغات الأجنبية بين الجنسين وبشكل أكثر تحديدا نحو المعرفة ماهي اللغة الأكثر استعمالا واختيارا من طرف كل جنس ما إذا كانت الانجليزية أم الفرنسية بالإضافة إلى أهم الأسباب الاجتماعية الثقافية التي تقف وراء ذلك.

تعتمد الدراسة على كل من الاستبيان الذي استخدم لاستنباط آراء طلاب الماجستير في كل من قسمي الأدب العربي والحقوق بجامعة ابن خلدون بتيارت . ومقابلة موجهة إلى عينة عشوائية من مدينة تيارت .

كشفت النتائج أن اللغة الانجليزية هي اللغة المستعملة والمختارة من طرف الذكور لأن مكانة اللغة الانجليزية باعتبارها لغة مشتركة ولغة عالمية و هوس الرجال بالعيش خارجا جعلها على رأس قائمة اهتماماتهم . بينما اللغة الفرنسية هي اللغة المختارة من طرف الإناث لأن اللغة الفرنسية تعتبر لغة الأنوثة وهذه الأخيرة جزء لا يتجزأ من هوية وشخصية المرأة. و تعتبر اللغة الفرنسية لغة مرموقة من ناحية استعمالها وتكلمها ما يربطها بميل الأنثى لأن تكون أكثر جاذبية في حديثها .