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Gender Based Differences in EFL Classes: A Socio-Didactic Study of Language Use

A Case of EFL Master One Students at Chadli Bendjedid University El Taref

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Submitted by:

Miss. Samira Dehamcha

Supervised by:

Miss Selma Nadji

Board of examiners:

President: Mrs. Sana Bouras	M.A.A	ChadliBendjedid University
Eximiner: Mrs. Imene Nouri	M.A.B	ChadeliBendjedid University
Supervisor: Miss. Selma Nadji	M.A.A	ChadliBendjedid University

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ABSTRACT

Gender-based differences between men and women have always been a matter of research for a long time before, and gender-related studies illustrated gender variation in language through several studies that explained how men and women are different especially in language use. In this research, it was hypothesized that men and women use language differently to express their thoughts, emotions and to communicate. It was also hypothesized that social and cultural factors affect the way EFL students use language inside of the classroom, and this research mainly investigates the validity of these hypotheses. For that, a descriptive explanatory study was conducted to obtain teachers' and students' perceptions about the role of gender in using language inside of the EFL classes and the impact of the social and cultural factors on gender and language. On one hand, an interview was conducted with master one EFL student and on the other hand, a questionnaire was submitted to their teachers as research tools. Results showed that males and females use language differently inside the classroom. It also proved that that women use language better than men. The results also revealed that social and cultural factors influence the way individuals use language and behave. At the end, all the suggested hypotheses were validated through the investigation process. In conclusion, this research also proposed some recommendations for teachers, students and further researches.

Keywords: gender-based differences, gender-related studies, EFL classes, perceptions, role, impact

المخلص:

كانت الفروقات القائمة على النوع الاجتماعي بين الرجل و المرأة مسالة محط بحث حيث صورت الدراسات الجنسانية التباين بين الجنسين في اللغة من خلال العديد من التجارب و البحوث لذلك تم اقتراح فرضيتين الفرضية الاولى تنص على ان الرجال و النساء يستخدمون اللغة بشكل مختلف للتعبير عن مشاعرهم و افكارهم بالإضافة الى طريقة التواصل كما تم الافتراض ايضا ان العوامل الاجتماعية و الثقافية تؤثر على الطريقة التي يستخدم بها طلاب اللغة الانجليزية كلغة اجنبية داخل الفصول الدراسية و للتحقق من صحة الفرضيات و اجريت دراسة تفسيرية وصفية للحصول على اراء المعلمين و الطلاب بخصوص هذا الشأن من ناحية اجرية مقابلة مع طلبة السنة الاولى ماستر و من ناحية اخرى تم تقديم استبيان لمعلميهم كوسائل لجمع مختلف وجهات النظر. اظهرت النتائج ان الذكور و الاناث يستعملون اللغة بشكل مختلف داخل الصفوف الدراسية. اثبتتالنتائج ايضا ان النساء يستعملن اللغة بشكل افضل من الرجال علاوة على ذلك كشفت النتائج ان العوامل الاجتماعية و الثقافية تؤثر بشكل اساسي على الطريقة التي يستعمل بها الطالب اللغة داخل الصف و تؤثر ايضا على تصرفاته و في الختام من خلال عملية الاستقصاء المعمول بها تم تأكيد صحة الفرضيات المطروحة بالإضافة الى ان البحث قدم عدة اقتراحات للأساتذة و الطلبة اضافة الى مقترحات للباحثين للمساعدة على بحوثهم المستقبلية

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Key to Abbreviations and Acronyms

EFL: English for Foreign Language

Q: Question

Chapter One

Introductory Chapter

Introduction

This research is conducted to have a closer view on the differences that appear in learning or using language for males and females. This chapter is an introductory chapter for this research study, which includes the statement of the problem alongside with the research aim. Also, it covers the research questions, hypotheses, and methodology in which the population is provided and the data gathering tools, and finishing up with the structure of the dissertation.

Background Information

"Language is the blood of the soul into which thoughts run and out of which they grow" (Holmes, O.W., nd). In other words, language is the mirror of our souls; it reflects our emotions and thoughts. Species of the same culture or society share a specific language, but at the same time they have their own special way of using their language. It can be seen in their communicative skills inside the community; as commonly known in sociolinguistics as the silent language (Karlsson, S., 2007).

Many factors influence language as a whole, there are biological factors; that is related to the nature of the individual, or social and cultural factors, such as the environment that is surrounding him/her, or the traditions and beliefs that societies and cultures were built upon, and the stereotypes that society made. Gender, represents a significant factor hand in hand with social and cultural factors that also influence the way men and women differ in using language or communicate.

Differences between males and females in different sides, and especially in language use and communication, is carried out in the field of sciences as the science of gender, or so called "Gender-based Studies" which focuses mainly on tracking these differences and analyzing them to understand how these differences occur.

Statement of the Problem

"Men are from Mars while women are from Venus" (Gray, 1992). This quotation is the best expression to describe how different men and women can be. Gender plays a major role in the way a person uses their language for several reasons along with the social and cultural factors that also interfere in the practicality of language. This research aims to investigate the extent of the influence of gender on language vis-à-vis with the social and cultural factors inside of the EFL classrooms with the case of master one students at the level of the department of English language in Chadli Bendjedid University.

Aims of the study

This study attempts to achieve the following aims for teachers, students, and the educational system:

- (1) Determine teachers' and students' perceptions of the role that gender plays in using language inside of the EFL classes.
- (2) Highlighting the social and cultural influence on the language.

Research questions

This study was conducted to mainly answer the following questions:

- i. To what extent do gender-based differences affect language use?

ii. What are the other factors that lead to the appearance of the gender-based differences and influence language use in EFL classes?

Hypotheses

For the sake of answering the research question presented above, two hypotheses are suggested:

1. Men and women use language differently to express their thoughts, emotions and communicate.
2. Social and cultural factors affect the way EFL students use language inside of the classroom.

Significance of the study

This study is conducted for the sake of knowing how gender differences affect language use, along with social and cultural factors. For that, the results will open sights in different aspects:

For society

Knowing these aspects, lead to a better understanding and a higher acceptance of the different ways of one's way of communicating with others.

For researchers and higher education

This research studies how these differences appear in the core of EFL classes, yet the results will not be crystal clear for that it will open doors for other researchers for further studies.

Method

Research Design

In an attempt to gather the data, to test out the validity of the suggested hypotheses, a mixed method between a qualitative and a quantitative method is adopted to gather a large range of data.

Participants

For the sake of keeping up with the data collection process, 20 master one EFL students department of English language at the level of Chadli Bendjedid University, are selected to be part of this research. In addition to that, teachers who are designed for teaching master one class of 2020-2021 at the same department are chosen as a part of this investigation whom are a total of six English language teachers.

Data Gathering Tool

To start off with the investigation process, two types of instruments are relied on. First, an interview is selected as an instrument to gather data with the engagement of the 20 EFL students; this tool is selected to help gathering a larger range of different point of views of the students. Second, a questionnaire is administered to the teachers, to analyze their perspectives on the attitudes of both male and female students inside of the EFL classes.

Structure of the Dissertation

This dissertation is built upon five chapters described as follow:

The first chapter, as titled, is an introductory chapter of the study that contains research questions, hypotheses, statement of the problem, the aim of the study, research design and methods, and last but not least, the structure of the dissertation. The second chapter is a

literary review, which deals with the theoretical framework discussing important concepts, in parallel with a representation of previous studies. The third chapter is a detailed section of how the study is carried out, from the methods to the participants reaching the tools. Chapter four is the data analyses of the results found, ending with the fifth chapter to discuss the findings as titled discussion along with conclusion, implications and recommendations and the limitations faced.

Conclusion

This chapter presented a general introduction about the topic of the study, which is “gender-based differences in language use.” The chapter contained important elements to pave the way for the reader to grasp the topic, and to introduce them to the upcoming chapters.

Chapter two
Literature review
Introduction

This chapter presents the history of gender differences studies. Starting with a differentiation, between sex and gender. Additionally, the main differences between men and women in communication is discussed. This chapter also shed light on the main theories which tackle the study of gender differences, and discusses the relationship between gender and language use; finishing up with the influence that social and cultural factors have on language and gender.

History of Gender Differences Research

The late 1960s till the 1970s was the flourishing era of the gender differences studies with the growing amount of researches conducted about gender behaviors and theories. As an example, Frieze et al (1978) published one of the first textbooks on the psychology of women and gender roles which dealt with the major roles that biological and social factors play on the psychology of women and how they are reflected in their actions and behaviors this work analyzed the way women interact to understand how they interact with others, it surely enlightened many sides of women's psychology.

In addition to that, but the functionalist theory that occurred in the mid-twentieth century which argued that men fill a higher position in the society more than women deserve. In 1646, a linguist named Poole made the remark: "The masculine gender is more worthy than the feminine" (Poole, 1646:21) which is a clear illustration on how females were discriminated back then.

Many conducted studies through time that spotted the light on different theories about differences between males and females. As an example, the famous Gender Schema theory that was presented by psychologist Sandra Bem in 1981 in which she declared that children learn about female and male roles from the culture that surrounds them. This theory confirms the fact that young children adjust their beliefs and acquire their behaviors toward gender roles, according to the norms that their culture and society created at early their early ages, and also opened doors for new researchers to discover the origins of these differences and how they can track these differences.

As to mention, the work of Money and Eherhardt in *Man and Woman, Boy and Girl* (1970) brought to light an interesting theory about gender identity. Money's systematic of understanding how gender identity develops and changes due to the social and environmental cues, where he experimented with changing an infant's gender, who is biologically born as a boy, into a girl via injecting him with female hormones, which became a trend recently in several countries such as the United States. The experiment lead Money to confirm his theory, that gender is developed according to the individual's preferences and the social expectations of their behavior.

Another work to mention is Maccoby and Jacklin's book (1974), *The Psychology of Sex Differences* it present immense findings on gender differences in development, through studying the differences between male and female learners. The study came up with the assumption "That girls are better at rote learning and simple repetitive tasks, boys at tasks that require higher-level cognitive processing and the inhibition of previously learned responses" and "that girls lack achievement motivation" (Mccoby & Jacklin, 1974, 350-351).

There were movements that created endless debates about this matter, one important movement to mention, is the feminist movement that later developed and became a theory. It

first started in the nineteenth and the early twentieth century in the United States of America, by the lead of Elizabeth Cady Stanton in the Seneca Falls Convention. This movement emerged for the sake of defending women's rights, suffrage and equality between men and women in societies.

Not only that feminism succeeded in pursuing women's rights, but also it paved the way for many female writers to enter the literary field as to mention Mary Wollstonecraft, the first feminist writer, Jane Austin, George Eliot, Anais Nin, Alice Walker and others.

After the noticeable awareness these studies provided, people now became aware that there is an actual gender difference that interferes in mainly every act, thought and way of communication, and that men and women are different on many sides.

Gender and sex

Variation is inevitable across different human races, language use also differ from one speech community to another. Broadly speaking, men and women use language differently in a masculine or feminine way. Due to the lack of education about this matter, people still mistake equaling gender with sex in meaning, the fact that is important to be clarified.

Coates defined gender as follow: "Gender is not something we are born with, and not something we have, but something we do or something we perform" (2004, p89). Gender as a concept is completely linked to society, which means that gender is the restricts that societies imposed on the humankind as masculine and feminine; such as gendered activities, clothing, appearance and behaviors where anything soft, calm and feminine is supposed to represent a woman and anything that has to do with power and masculine is attributed to men, (the Oxford Advanced Learner's Dictionary, 2009).

Similarly to Coates' claim, Talbot (1998) viewed gender as a concept that is learned by people which means that it represents the characteristics that society symbolizes as feminine or masculine. On the other hand, Coates defined sex as a biological categorization based primarily on reproductive potential (2004, p.89), as Talbot (1998) viewed it as the biological identity of the individual.

Finally, to recapitulate things in a simplified way, sex is a concrete feature that all humans either a male or female are born with, while gender is a concept that is by a matter of fact changeable, LGTBQ (lesbian, gay, transgender, bisexual, queer) community is one of the realistic illustrations that gender develops through time, where they are trying to break the social norms that males can as well wear dresses, makeup and break the stereotyped females behaviors.

Gender Differences and Language

“Our language is the reflection of ourselves. A language is an exact reflection of the character and growth of its speakers” (Chavez, C. nd) Language is the key to communication; no human can live within a group of people and have no actual interaction with others.

Language is represented in several modes; it can be represented via written symbols or by speaking not to forget sign language. Gradol and Swann (1989) believe that sex and gender are the two major factors that influence people's speech acts, and as a matter of fact, men and women do use language in two completely different ways. When Robin Lakoff published *Language and women's place* (1975), she strongly defended and devoted her work to the idea that men and women speak and use language differently.

Trudgill (1975) claims that women are “better” speakers than men; they are more polite, less forceful and technically more correct participants (Spender, 1980, pp.36-38). It could be

seen clearly, in real life that women tend to be more formal than men, and that they use politeness as a way to maintain their feminine image.

Gender Differences and Language in Communication

People have the impression that women are more talkative than men; this assumption is controversial because it cannot be true in all contexts and cases. According to Cameron and Coates (1989), how much we speak depends on the people surrounding us and the nature of the conversation we are having in addition to the purpose of the speech. The more a person feels comfortable with the company and the vivid the atmosphere, the smoother the conversation flow. This leads back to the statement mentioned earlier that women talk much more than men because women are shy by nature; but when they do feel comfortable enough to talk, they do become talkative, unlike men who are known as spontaneous, dominant in the conversation and good at small talks.

In a study conducted by Dr. Brizendine (1994); who is a neuropsychiatrist and the author of two famous books: *The female brain* (2006) and *The male brain* (2010), results show that women talk three times more than men. On the other hand, the researcher Drass (1989) in an experiment on gender identity in conversation they found that men speak more than women. In a supportive view, Ning & Dai (2010) found that men talk more than women in social settings and conversations, unlike women who do better in private conversations and their houses with their family members.

Both views are correct considering the case of men in a social event or in making new relations who tend to be more dominant in the talk. However, there are still some cases where men are shy by nature and who talk less in social events whereas women are found confident enough to talk with strangers.

Differences in Verbal and Nonverbal Language

Differences between men and women can appear in verbal and non-verbal language:

- A. Verbal language:** Verbal language or so-called verbal communication refers to the use of words to exchange or deliver a certain message in a conversation or in other random activities such as teaching or working in a company that requires either direct communication like talking directly to the customer or indirectly via writing letters, articles, and blogs.
- B. Non-verbal language:** in which we mean the interactions we make that has not been put into words like smiling, crying, eye contact and gestures.

When speaking, as Coates (2004) states, women tend to use speech fillers like tag questions, hedges, intensifiers, and minimal responses, polite and formal language.

- a. Tag questions:** you haven't stolen my money, have you?
- b. Hedges:** like saying you know, I supposed, I believe
- c. Intensifiers:** so, such
- d. Minimal responses:** umm, yeah, ah, aha
- e. Polite language:** using the words of appreciation like please and thank you
- f. Formal language:** instead of saying "I can't" women tend to be more academic and use "I cannot" instead.

In contrast, men tend to be direct in conversations and minimize the use of any type of speech fillers. Men tend to focus more on finding strategies to control or lead the conversation and being direct and simple in speech.

Griffin et al (1999) declared that women tend to be more nonverbal in communication than men where they use eye contact, gestures like touching the hand when nervous and smiling.

Unlike men who tend to keep things direct and casual in addition to being unformal and using commands. These gestures can be easily noticed in our daily interactions with other either for women or men.

Differences in Pronunciation

Phonological differences between men and women were noticed in different languages. For this Shuy (1969) conducted a study in the field to test how proficient men and women pronounce “-ing” at the end of the word, the results showed that 62.2% of men pronounced it wrong while only 28.9% of women have mistaken the pronunciation and this led him to declare that women are better speakers than men.

This can also be seen in second language classrooms where female students tend to be more competent in speaking than male students. This claim is correct when we rely on Shuy’s perspective according to the results he found, yet these results cannot be generalized overall for men and women or males and females speakers of the English language since there are some cases where men can do better in speaking than women

Differences in Vocabulary

Women and men have different dictionaries in their brains; they function accordingly to situations and choose the appropriate word that is needed. They do share the same device of the word choice process but the slight difference occurs within words created. These differences can be noticeable in the following concepts:

- a. Color words:** female English speakers are known for borrowing French words especially for colors to give the exact description of the actual color, for instance beige, mauve, fuchsia, lavender and so on. This gives women an impression that

these words are more feminine, while men barely use these words only when needed and go for basic colors.

- b. Adjectives:** it is noticeable in a woman's speech that it contains a lot of adjectives like adorable or lovely to show their admiration for the matter, while men don't pay attention to add adjectives to exaggerate the expression of their feelings.
- c. Adverbs:** women use adverbs like vastly, a man will use largely instead as it refers to large instead of vast. Also, a woman will say "I am terribly sorry" a man will simply say "I am so sorry". This shows how women like to exaggerate in their language use when they are trying to express their emotions while men tend to be more simple
- d. Pronouns:** females prefer to use the first person plural when she addresses another person or suggests something, while men use first singular pronoun even when talking when suggesting something to another person, for example, a woman would say "we need to talk" a man would say "I need to talk to you"

Differences in Syntax

There are no certain rules that tell that women and men use different grammatical forms yet these differences are obvious in the speech they produce. These differences can be tracked in the following concepts:

- a. Modulation:** when a woman leads a conversation she always bears in mind what the other person thinks, so she avoids imposing her opinion when she's trying to convince someone that is why women often use phrases like "I might be wrong but I think" as a way of introducing her opinion politely without sounding rude. Whereas, a man prefers to be direct and certain about what he thinks and wants to say.

- b. Interrogative sentences:** women use interrogative sentences more than men do. Lakoff (1975) argued that women use interrogative sentences to introduce and express their thoughts and tag questions to not sound tense in speech. In a study done by Fishman (1980) where he interviewed many couples and used the conversation tapes for the investigation. In these tapes there were 370 interrogative sentences; women used 263 and men used 107 question tags which is by sure a quite surprising number. These results confirmed that women tend to use question tags more than men do.
- c. Imperative sentences:** in contrary to interrogative questions, a study conducted in one of Philadelphia city's streets where a group of girls and boys were observed, it was noticeable that boys used more imperative sentences than girls. Usually, girls add words like “would” “can” to ask for a favor to sound less rude where boys can directly state their request.

Theories of Language and Gender:

Many approaches in sociolinguistics dealt with the study of gender and language so far. Several researchers and well-known writers like Robin Lakoff, Deborah Tannen, Dale Spender, Pamela Fishman, Don Zimmerman and Candace West discussed four main approaches: **deficit, dominance, difference, and discursive** approaches.

A. Dominance approach:

This approach is associated with Spender, Fishman (1980), Zimmerman and West (1975). This approach can be assigned to the fact that in multi-sex conversations the dominance of men is higher within these conversations. In an investigation conducted by Don Zimmerman and Candace West at the Santa Barbara campus of the University of California in 1975 to observe how often men interrupt in the conversation. The participants of this study were white, middle class and under 35. They produced 31 groups of discussion that resulted in that in 11

conversations 46 interrupts were made by men while only two were made by women. Robin Tolmach Lakoff introduced *Language and Woman's Place* (1975) "less as the final word ... than as a goad to more research" (Lakoff 1975, p.40).

In this regard, she prompted the dominance approach, which attributes language variances between men and women to the dominance of men within society. Talbot criticized this approach saying that the dominance approach is "manifestations of a patriarchal social order" (1998, p.132). Dominance approach, is more luckily close to the real-life situations in societies where men are dominant than women

B. Difference approach:

This theory is associated with Tannen. She popularized this theory by publishing her article *You Just Don't Understand: Women and Men in Conversation* (1990). The difference approach creates the "two culture" model of "men and women" where children are socialized inside two isolated brunches. Tannen separates herself from the dominance approach by dispensing with fault: "Taking a cross-cultural approach to male-female conversations ... without accusing anyone of being wrong or crazy" (Tannen 1990, 47). For that she presented these six main contrasts in using language between men and women:

1. **Statues vs Support:** in men's world seeking the upper hand is always a priority in a conversation, but for women having a conversation is a way of seeking support. In other words, men make sure to maintain the statues while women want to gain support and confirmation.
2. **Independence vs Intimacy:** women always support intimacy and closeness, but men always seek independence. John Gray in his book "*Men are from Mars, Women are from Venus*" explains how men and women analyze the same situation but differently, which support the fact that men and women are different.

3. **Advice vs Understanding:** when a woman talks to a man about a certain matter, a man's brain is programmed to give a solution to this matter and end up by giving her advice, while all a woman wants is sympathy and understanding.
4. **Information vs Feelings:** Now a day sharing and information with others are not that valuable in contrary to sharing feelings. Culturally speaking, men's concerns are way important than those of women.
5. **Orders vs Proposals:** it is commonly known that women are indirect when asking for something which seems more like a proposal than an order, unlike men who prefer to use direct imperative sentences.
6. **Conflict vs Compromise:** This circumstance can be observed in work situations where an administration choice seems unpleasant men will frequently stand up to it vocally, whereas ladies may show up to acquiesce, but complain subsequently.

C. Deficit Approach:

This deficit approach by Robin Lankoff (1975), describes men's language as more powerful, more prestigious than that of women. She claims that women are supposed to act and behave a ladylike to be accepted in society. This approach describes women as disadvantages in language use within the society.

D. Discursive approach:

Women have always been seen as inept communicators and also disadvantaged as in the deficit approach. Deborah Tannen, a linguist specializing in the field of discursive study of language and gender studies she illustrates (from a feminist point of view) how the stereotypes can change through times and that they can be influenced by society and culture. She shows how these shifts are interpreted and by whom influence the reproduction of patriarchal ideology. Power structures inherent within patriarchy create gender behaviors which are explained by

that power; as Sattel explains: the starting point for understanding masculinity lies, not in its contrast with femininity, but in the asymmetrical dominance and prestige which accrues to males in this society" (Sattel in Thorne et al 1983, 119).

As it was stated previously women are often underestimated communicators yet lately, these stereotypes have been reframed that men now are ascribed to be so. This approach studies gender away from the physical appearances of men and women but rather through language that is being used in a cultural framework.

Language, gender and Sociocultural Factors:

Any language that is used today was not in the same state 10 years or 20 years earlier. Linguist Curran believes that "Language is a medium of socialization. Essentially as a child learns the language of his or her culture, he or she is also learning how to think and behave as a member of that culture" (1995, p.146). This statement explains why a person from Algeria thinks differently from a person that is born and raised in Scotland.

Coates (2004) argues that the behaviors a good woman should have from being polite and formal, such stereotypes are the characteristics that a male or female species should have, are imposed by the social and cultural beliefs. In some societies where men are fully in charge, women have little to give in the society due to the restrictions of society and culture.

This idea cannot be mentioned without highlighting the notion of androcentrism which is the strong belief that men are dominant in society. This notion was first mentioned in the early twentieth century by Gilman (1911/ 1971) in his work *The Man-Made World* he quoted:

" all our human scheme of things rests on the same tacit assumption; man being held the human type; woman a sort of accompaniment and subordinate assistant, merely essential to the making of people.....Our androcentric culture is so shown to

have been, and still to be, a masculine culture in excess, and therefore undesirable”
(1911/1971:20)

The quotation above states directly that man created the world for women to inhabit and that they are just subordinate. When men and women are treated differently in their society it affects the way they start to behave and communicate. “Culture has many different dimensions. It includes ideas, customs, skills, arts and tools that characterize a group of people in a given period; it is also the beliefs, values, and material objects that create our way of life” (Kuo & Lai, 2006, p. 2). The notion of culture goes hand in hand with society, because if there is no culture there is no society and if there is no society the culture will eventually vanish.

In relation with that culture does affect how a woman or a man should dress; what type of interests they should have; It can be seen that women should wear more skirts and should follow certain etiquette and men are supposed to look masculine from haircuts to their dressing up style. What is to mention as well is in Arabic societies, for instance, women have limited rights and positions for them to maintain as men, unlike the Western cultures and societies that give women equal rights as men.

Conclusion

The literature that was reviewed in this chapter, helped in understanding how men and women can be different and in what way these differences appear. Moreover, this chapter highlighted the main causes behind why men use language in a certain different way from women. In addition to different perspectives that researchers have given so far this strengthens the investigation.

Chapter three

Method

Introduction

The present chapter is a detailed outline of the methods followed during the process of data collection, in an attempt to understand both teachers and students' views about gender-based differences in using language in EFL classes. Therefore, this chapter introduces the study design along with the participants involved in the investigation, in addition to the instruments that were utilized in the data collection.

Research Design

This research is a descriptive study in which a mixed-method is selected. The reason behind this method choice is it is a suitable procedure to gather data about gender-based differences in language use from teachers and students' perspectives. For that, both a questionnaire that was devoted for teachers in addition to an interview that was performed with 20 master one EFL students at the University of Chadli Bendjedid.

Participants

In an attempt to investigate different views about gender-based differences in language use, a case study of EFL master one students is chosen. For that, 20 students and six teachers of master one degree both at the level of the department of English language in the university of Chadli Bendjedid in the academic year of 2020/2021 are engaged in this investigation.

This population is chosen, because master one students are considered advanced as English language learners at this level. Concerning teachers, since master one students are the

chosen sample of learners it is more suitable to choose master one teachers for this data collection matter.

Research Instruments

This study aims to understand gender-based differences in language use, in addition to the influence of social and cultural factors on both gender and language so, to spot those differences inside of the EFL classes both teachers' and students' perspectives are needed. For that sake, both a questionnaire and an interview were used as the main tools in gathering data to get results and help in answering research questions.

Description of the Instruments

Students' Interview:

This interview is conducted for the sake of gathering students' points of view about gender-based differences along with the social and cultural influence on gender and language. The reason behind the choice of an interview as a tool is because it is more practical in gathering different views about this matter. The intended population was 10 males and 10 females of master one EFL students at the level of the English department in the University of Chadli Bendjedid but due to the COVID-19 restrictions for the studying sections, only eight females and six males participated in the process.

Another thing to mention, this interview is performed in two ways. The first was an actual face to face interview with students who could come which were five and second way was an online interview via video calling. The interview is a set of 12 questions each question aims to collect more data to answer the research question and support the hypothesis the first six questions tend to have a direct relation with the first research question whereas the other six questions tackle questions that are related to the second research question.

Teachers' Questionnaire:

Teachers' questionnaire is conducted to probe teachers' viewpoint, about the matter of gender-based differences inside of the classrooms in addition to their analyses of the social and cultural influence on the language use that they noticed during their teaching. The questionnaire is a series of questions that contains open-ended, close-ended and checklist. The primary declared population of the teachers was six teachers but only two of them responded to the questionnaire

Conclusion

The previously presented chapter was a description of the methodological map that will be followed through the investigation process. That showed how the research process was help.

Chapter four

Results

Introduction

This present chapter is an interpretation of the results that were found following the investigation procedures. For that, the results will be introduced in different figures such: pie charts, bar charts and tables. These data were obtained relying on specific tools namely interviews which involved 15 master one EFL students at the English language department of Chadli Bendjedid University and a questionnaire that was submitted to three teachers of the same level.

Analysis of Teachers' Questionnaire

Teachers' questionnaire was conducted to gather different views about the gender-based differences in using language along with the social and cultural factors that also interfere in the use of language inside of the classroom. For that sake, in this process, only three out of six teachers of master one EFL teachers at the level of the English language department at the University of Chadli Bendjedid participated.

Background Information

Q1. Gender:

One male teacher and two female teachers responded to the questionnaire as a part of the personal background of the teachers

Q2: Your degree:

The results showed that two of the teachers has an MA degree in the English language meanwhile only one teacher has a PhD degree

Q3: Years of experience:

Results revealed that 1 teacher has 5 or a few years of teaching (that is 33.3%). Another teacher has 5-10 years of experience (which also equals 33.3% of the population). Finally, the third teacher has 10 or more years of experience in the domain (that also presents 33.3% of the population)

Section One:

Q4: Are female and male learners different when using language aspects (i.e: vocabulary, pronunciation and grammar) inside of the classroom?

For this question, the results showed that 100% of the teachers declared that there is a difference between female learners and male learners in terms of language aspects. Furthermore, one teacher explained that female learners use more correct aspects of language inside the classroom.

Q5: How do these differences appear in the classroom activities?

This question was devoted to understanding more the differences between males and females in the studying setting. For this one teacher claimed that these differences appear in terms of participation, style of writing and responding to direct questions. Another teacher added females tend to use more sophisticated vocals and be more attentive to pronunciation rather than males. The third teacher declared that they are different in the way of thinking, way of answering and the way of interacting in classrooms.

Q6: Do you notice differences between male and female students in terms of politeness and formality?

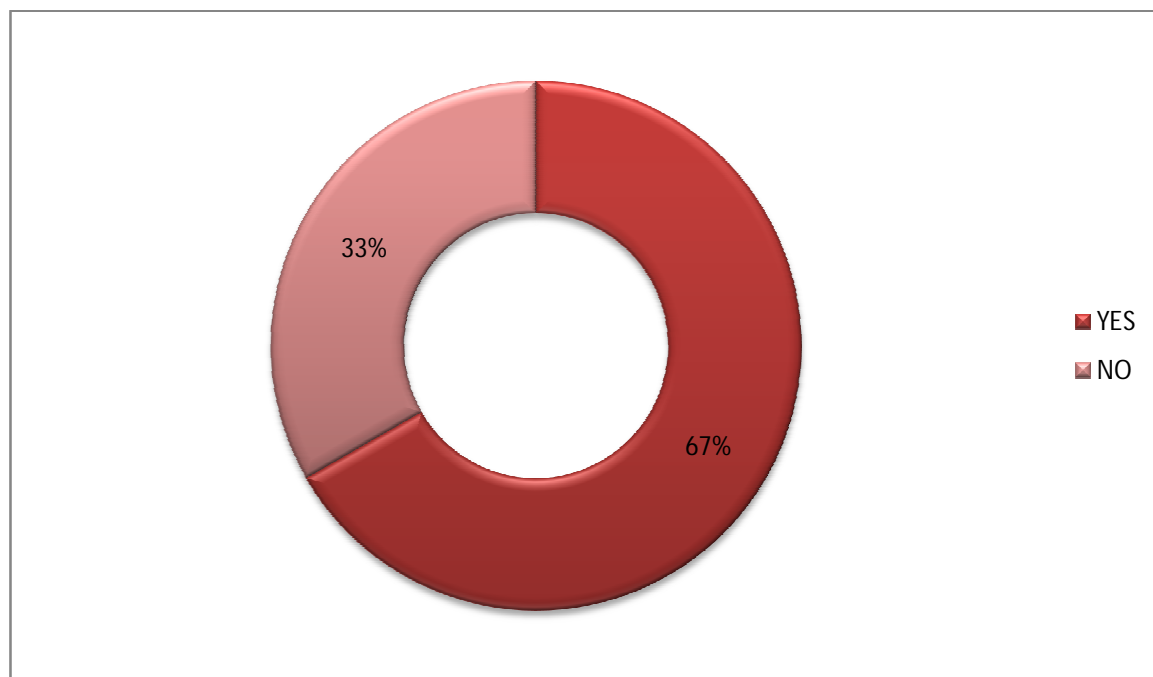


Figure 01: Differences between Male and Females in Politeness and Formality

As figure03 presents, two teachers (worth 67% of the participants) confirmed that males and females are different in using polite language and formality. One teacher emphasizes and said that the degree is not typical she adds that they notice more unusual behaviour on part of females these years. One teacher claimed that there is no difference and that both genders are polite and formal.

Q7: Which gender uses better formal language and why?

Concerning this question, it was found that all teachers agreed that politeness and formality cannot be referred to only one gender. Teacher A said both genders as they continued and added that it depends on the learner's background and level and not on their

gender. In a supportive claim teacher, B saw that as quoted that it depends on the person himself.

Sometimes some female students use formal and polite language and sometimes the reverse and the same thing for male learners. In a different opinion, teacher C said to declare that males tend to be more formal in class. Teacher C added as quoted as politeness it would be unfair to refer to one gender as more polite than the other. Rather, there are some differences in attitudes among females.

Q8: What are the gender-based differences that you noticed in the use of both spoken and written language?

Teacher “A,” said that they noticed syntactic maturity for males in addition to lengthy and fewer errors in males’ essays, whereas for females they practice more in oral sessions. Meanwhile, teacher “B,” said that female learner use more correct and ample vocabulary than males do whether, in spoken or written form, they also have good pronunciation than males. Teacher “C” added that they noticed differences in the use of terminologies and attentiveness to correct pronunciation to avoid being bullied or laughed at.

Section Two

Q9: What is the type of difficulties that you have faced that has a relation with gender or culture in language use?

To answer this teacher “A” claims that he faced difficulties in terms of selection of words to remark on an answer or criticize something said, also in interpreting the words differently. Teacher “B” on the other hand said that she noticed some difficulties when it comes to the timidity of some females or either male students in their participation. As she added that there is a lack of confidence in whether the answers are right or wrong.

Moreover, teacher “C” explains that debates were one instance where cultural and social factors affected the interaction with certain subject matters. She continued and said that both genders had shyness issues in class, but girls tend to be more engaging than boys which could indicate that girls could face anxiety better than boys to a certain extent.

From the results, it can be seen teachers can face some issues in students’ behaviours or attitudes toward language that has a direct/indirect relation with gender and social or cultural factors.

Q10: Could you spot any cultural or social influence on gender or language inside of the class?

For this question, there were different opinions. Teacher “A,” said that they noticed a cultural impact on girls’ clothing and that they are influenced by other cultures. Teacher “C” added that this influence could appear when talking about taboo topics.

In contrary to them, teacher “B” saw that there is no influence of cultural or social factors on the use of language or gender inside of the classroom. From the results founded, social and cultural factors do influence the use of language and gender but still, this cannot be generalized.

Q11: Which gender interacts better inside of the classroom?

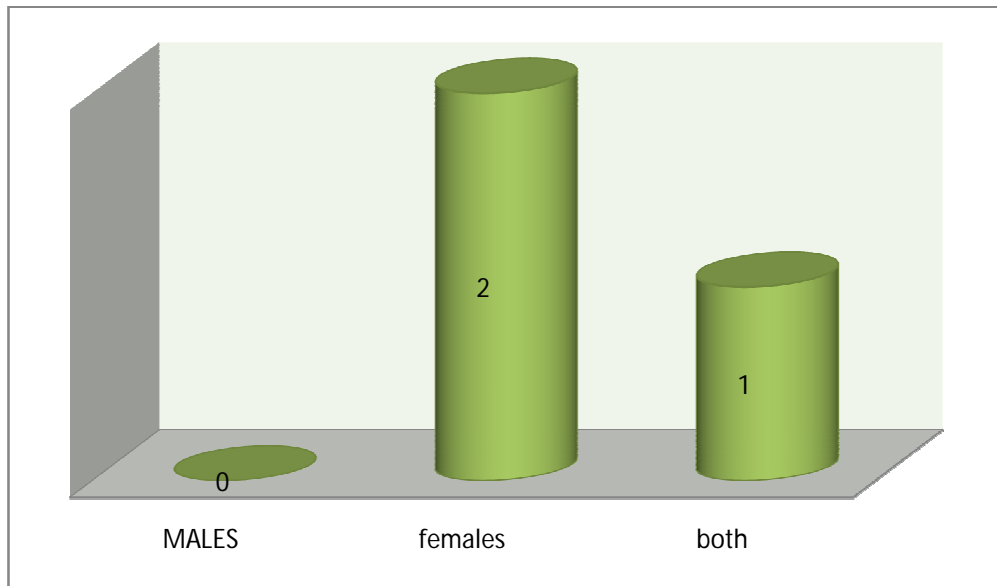


Figure 02: Students’ Interaction inside the Class

As figure 04 explains, teachers “B” and “C” saw that female learners are more active than male learners inside of the classroom. Teacher “A” was neutral where he saw that both genders have the same average of participation inside of the classroom. these results show that females tend to be more active and better interactors inside of the class yet since there is at least one answer that does not support this idea this means that it cannot be assumed that females are the dominant individuals inside of the class and vice-versa.

Q12: From your perspective what are the activities that suit each gender? And do you consider that, when designing your course?

This question was asked to know if there is a difference in learning and communicating between males and females. Indeed, teachers suggested different activities that suit each gender. Teacher “A,” said that he claimed that females like performing and acting activities in class. In addition to singing and dressing differently to present, role-plays and discussion and for males, he suggested crosswords, chess games and guessing games.

Moreover, he claimed that he considers these different activities when designing his course. Teachers “B” and “C” both agreed that the type of activities depends on the requirement of the course and the needs of the learner. Teacher “B,” said that there are specific activities for each gender in a separate sense and added that it depends on the requirement of the course.

In a supportive claim teacher “C” explains more and said as quoted “gender-based activities are not taken into consideration. Instead, the course is designed based on the objectives and the needs highlighted by the diagnostic test and previous lectures.” She explains more and said that “the interaction in a class by girls compared to boys could indicate that girls prefer guided discussions whereas boys improve by occasional interventions.

The results approved that males and females learners are different in learning and tend to do better in specific activities than males and the other way round. Another thing to mention is that not all teachers consider gender-based differences when designing a course such as the case for teachers B and C.

The Analyses of Students’ Interview

In an attempt to probe students’ views about gender-based differences in language use and the influence of cultural and social factors on gender and language, for this sake, an interview was conducted. The interview was more suitable than other tools because it gave the interviewees the ability to speak up their minds in an entertaining way other than the traditional ways. The initial population was 20 learners but only 14 master one EFL students at the level of the English language department in the University of Chadli Bendjedid participated in it.

1. Participants:

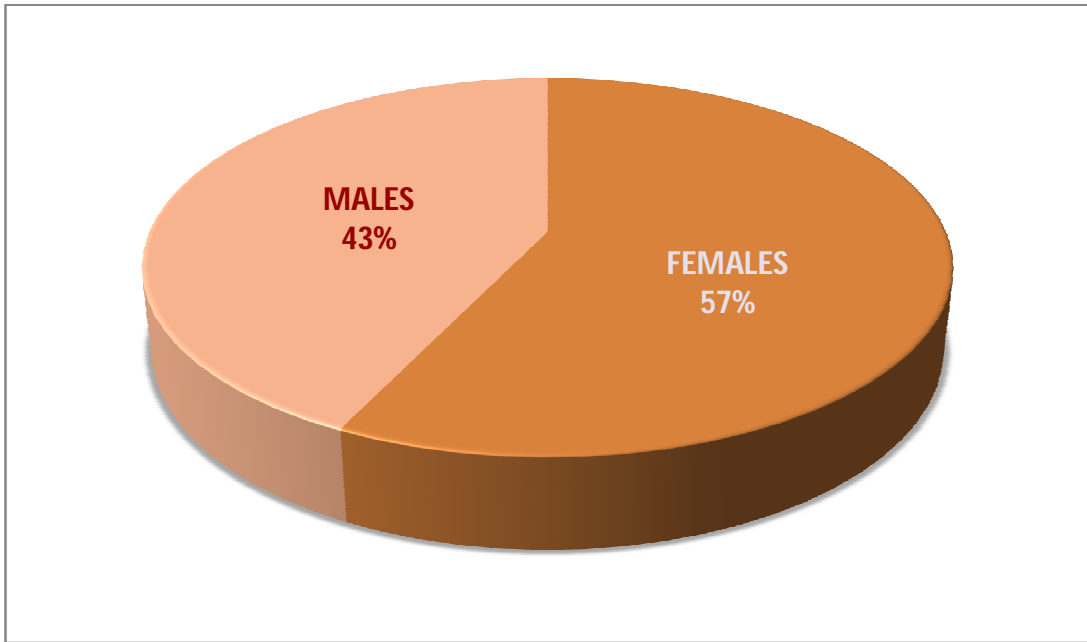


Figure 03: Participants of the Interview

As figure 05 shows that out of 20 participants that equal 100%, female interviewees count 57% which represents 08 females. Meanwhile, male participants count only 43% of the whole population that is a percentage of 06 individuals.

Q1: Do you think that gender and sex are synonymous?

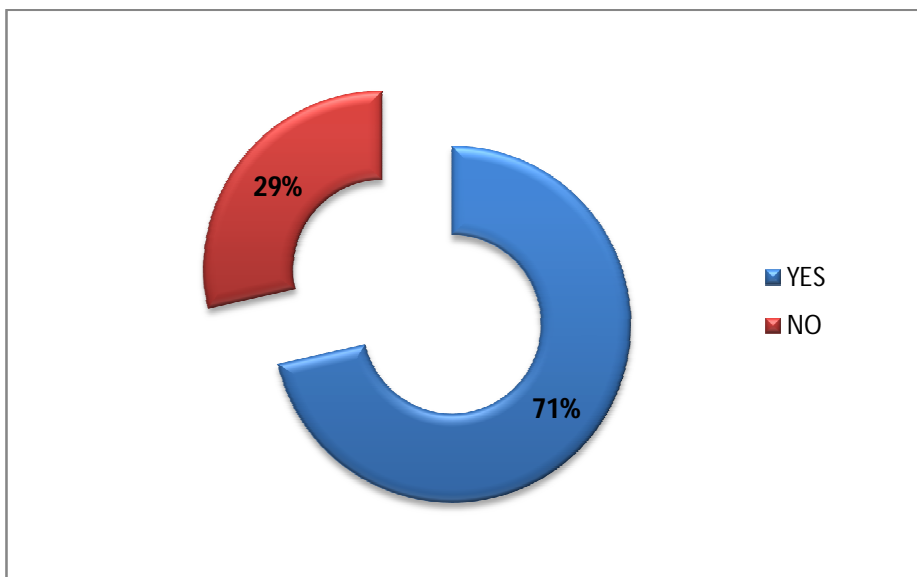


Figure04: Students' Opinion about Gender and Sex

As figure 06 shows 29% of the interviewee said that gender and sex are different terms 2 of the participants who said no gave a correct definition of both terms while 3 participants said that they know that they are not the same but without knowing the difference between the two terms also there was another participant who said that they are not the same but gave a false definition.

On the other hand, 71% of the students that is 8 of the whole count said that gender and sex are the same word and has the same meaning one of the students emphasized that she tend to use these two terms interchangeably as a description of male and female. The findings can tell that there is a notable average of participants that do not know the difference between gender and sex.

Q2: Do you think that men and women are different when using language, communicating and expressing their emotions?

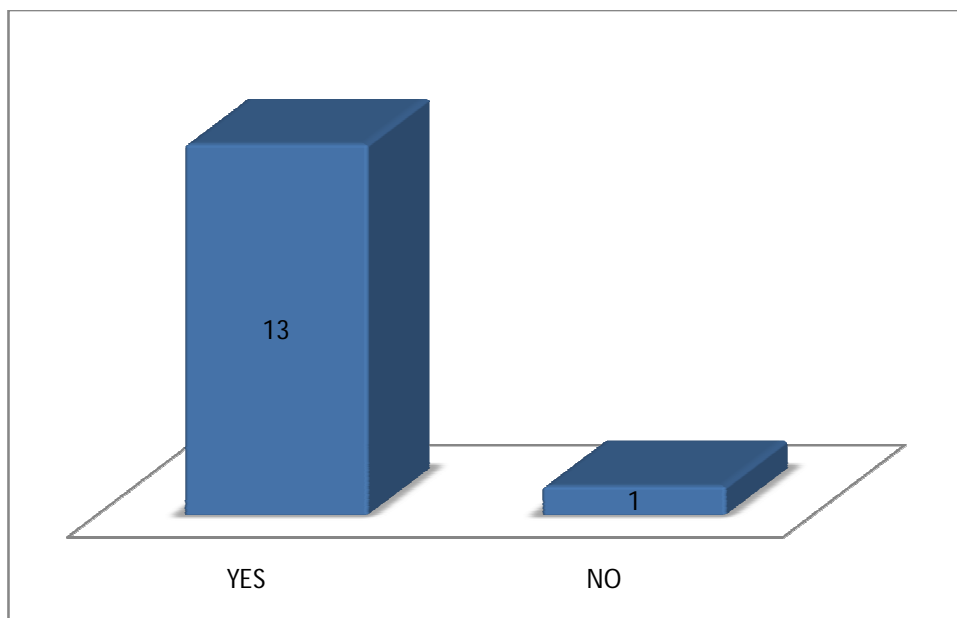


Figure 05: Students' Opinion about the Difference between Males and Females

The remarkable result to emerge from the data presented in figure 07 is that 13 respondents out of 14 (99.9%) claimed that there is a difference between men and women in using language, expressing their emotions and communicating. Interestingly, all of the students added similar explanations.

They added that women tend to be more careful with the details and more talkative while men like to straight to the point and be direct and less talkative. One of them also added that women like to use facial expressions and eye contact while for men they avoid it and take it as a sign of hesitation.

Another respondent added that women even with their shy nature they tend to be better at expressing their feelings rather than men and females do better in word choice to sound friendlier. On the contrary, men are better communicators than women especially that most males are more social than females.

Surprisingly, only one of the interviewees that is 0.1% of the population said that there is no difference in language use between men and women defending his idea saying that language is language but the purpose that we use it for is what changes adding that there might be some differences in communication but not in language use.

The data found showed that men and women are different in using language and communication that was seen from different angles by the students.

Q3: How do fill a gap of a missing word that you have forgotten while talking?

The responses to this question were almost the same, yet some respondents added information more than the rest of the students. The results were like this, six of the students responded immediately that they would use other synonyms of the word. Five of the interviewees said that they use illustrations to hide their frustration along with giving

examples to make it sound more professional without giving the audience the impression that they forgot the word.

On the other hand, one male said that he cannot react quickly to such situations and would feel embarrassed and take more time to think of the same word. Another female student said that she would use expressions like Umm, let me think of it, how to say it to sound more natural and at the same time she gives herself enough timing to think of the word she wants to use.

These results revealed that there are differences between learners in reacting to these situations but what is striking is that those differences appear in both in other words students from different genders expressed the same response to the situation.

Q4: What are the strategies that you follow to write a product that satisfies you concerning word choice?

The reason behind asking this question is to know the variety of word choices between male and female students. Indeed, the results showed that nearly all of the students mentioned that they tend to use all word classes in their writing especially if the topic is a matter that they are familiar with. Two-thirds of the female participants pointed out the use of adjectives, color words, details of the subject that they want to describe to give the reader a better and a precise illustration.

On the other hand, a small minority of the participants that is 2 males and 1 female said that tend to not overuse adjectives and adverbs since they always end up making writing errors in which they try to avoid the maximum. As an additional comment added by one male he said that he prefers to use adjectives rather than adverbs because to him adverbs are more difficult to use in sentences. This question gave a wide insight that somehow males and females have some similarities in their writings when it comes to word choice.

Q5: Do you have siblings? If yes, do you see any noticeable differences in communication or language use either inside or outside of the house?

Thirteen students have siblings while only 1 is an only child. An average of 65% of the students that commented yes have both sisters and brothers while 14% of them have brothers only and the other 14% have sisters only. All of the interviewees who commented yes said that there is a difference between them and their siblings two girls who have sisters and brothers said that there is a big difference between them and their sisters, one female said that she is very talkative while her sisters are quiet. Moreover, she added that her sisters tend to be more themselves when they are surrounded by people they feel comfortable with and get over their fear of talking to others and communicate better.

Whereas the second student said that both she and her sister are talkative not at the same level but they both talk with no anxiety or fear even with strangers. In another view 5 males out of the thirteen who said yes, said that they have at least one brother that is shy and less talkative than them while for the sisters they claimed that they are calm by nature and do not talk much inside of the house.

The girl who said that they have sisters said that inside of the house they are all talkative together but outside of the house one of her sisters is very quiet compared to her siblings even around people that she knows like family members. While the boy who said that he has brothers only claimed that he is louder than the rest of his brothers only when he is around them or inside of the house he also added that he is a shy person or as he called himself an introvert. These data revealed that there is a difference between individuals in communication even those of the same gender.

Q6: Supposedly, you are reading a book or an article but the writer is anonymous can you tell if the writer is a male or female?

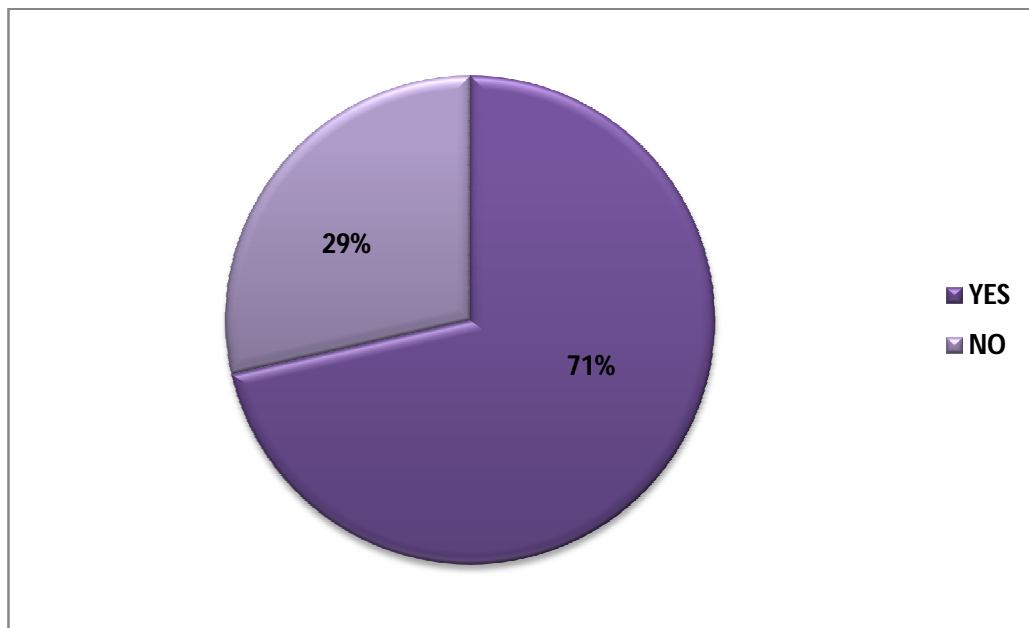


Figure06: Students Ability to Differentiate Between Male and Female Writers' Style

Figure09 represents the ability of learners to distinguish between female and male writers anonymously. Four of the participants (29%) said that they cannot distinguish between them, first because they do not read much that allow them to differentiate between the writers' styles and the second one said that they both have the same style of writing.

Moreover, 71% of the participants answered with yes they can, yet they were not sure of their answers some said that you can feel it from the choice of words others said that it depends on the topic or the field of the writing if it is politics or economics as one of them illustrated you can easily know that the writer is a male or female from their choice of words and that there is no sense of feelings or emotions in the piece of writing.

Another participant added that men tend to use strong and harsh words and sound more rigid more than women.

Q07: Who do you think is better at using English as a second language inside of the class?

Table01: Students' Opinion about the Better English Speaker

Option	Percentage	Count
Males	14%	2
Females	85%	12

As table 02 illustrates participants were not biased where the 2 participants who said males are females and all six males said that females are better when using English. The data analyzed showed that females are better speakers than males according to the participant's point of view.

Q08: Where are you from?

This question was asked to know the background of each student. 75% of the participant which represents 12 of them are originally from El Taref city both from the maternal and paternal sides. Meanwhile, three of them (21%) are foreigners to the city. These data show in most cases master one students come from different backgrounds and cultures.

Q09: Do males and females in your region have the same way of thinking and receiving equal opportunities?

Over half of the participants said that these early years people are starting to have equal opportunitiesunlike, people before where females had no right to continue their higher studies or parents allow their daughters to study for three or four years only and then end up getting married or take care of the house matters one of them also added that as long as there is no crossing for the religious lines females are free to do things that suit them.

The rest of the participants saw that there is still a sense of men dominance in the society they are living in where they cannot do things without the interference of males such as shopping or going out by themselves.

The other 21% said that they did not sense any remarkable difference between the situation in the place they are living in and the place they came from, but still, they heard about regions where they still have some conservatism concerning this matter.

Q10: Do you think that social and cultural beliefs and limitations affected how individuals behave or use language?

This question was asked to see how can cultural and social factors affect the way gender either use language or behave. The overall response to this question was surprisingly positive where all of those interviewed agreed that the social and cultural beliefs interfered somehow in the way they behave today or use their language.

One of the participants said that her mom does not allow her to do things that she grows up believing are not given to girls such as driving or dressing in a certain way. Another interviewee, added that since women are not involved enough in social events or activities they tend to be taken as weak and nobody takes their opinion seriously which caused women to be shy to speak up in public. Also the way females are required to dress was to some extent controlled by society for that females grow up taking into consideration the religious guidelines that must be respected along with the dress code that society and culture created.

Another female added that some topics and fields that are socially believed do not suit women like politics and economics as well as military fields even though several women, run positions in the parliament and we can see specialized ladies in economics and so on. When this point was a plus for males who said that they having the chance to be more active in society and intervene in social life lined up somehow their behavior.

Those answers illustrate to some extent the differences that social and cultural beliefs interfered in shaping how males and females should act or for what purposes they use language.

Q11: Do you think that the environment you grow up in helped in boosting or decreasing your confidence inside of the classroom?

Table 02: Students Opinion about the Effect of the Environment on Confidence

Option	YES	NO
Females	7	2
Males	1	5

The aim behind asking this question is to probe students’ opinions about the effect of the environment on their confidence inside the class. As table 03 shows 8 out of 14 of the interviewees (7 females and 1 male) said that having a supportive environment around them helped them in being more confident about themselves.

Two of the participants said that they have supporting families where they are free to express their thoughts and ideas without being judged about them they added that their parents gave them the freedom to try things out to learn by themselves which helped them in boosting their confidence and reflect that in their way of speaking and engagement inside of the classroom.

Yet not all of the participants who said yes responded positively 3 of the girls claimed that being in a society that believes in men dominance lowered their level of confidence the more they grow, which affected their interaction inside of the classroom. On the other hand, only one male agreed that his environment interfered with his way of interacting with others in

society and caused him to become an introvert that leads to the decrease of his level of confidence inside the class.

On the contrary seven of the participants felt that their environment did not affect their level of confidence either inside of the class or outside of it. Five males said that they were able to boost their confidence without relying on their environment. One of the participants said that their thoughts might be influenced by their surroundings but that did not affect their confidence and added that it is all up to their nature.

Surprisingly, two females declared that their environment did not affect their confidence as they have a higher level of confidence inside and outside of the classroom, one of the girls commented saying that she used to be shy but as growing up she decided that she need to get over her anxiety by herself she then became more confident and that the environment was only involved in the process but not the cause.

The data found revealed that the environment affects to some extent the individuals' behaviors and attitudes especially females while males did not show a positive attitude towards this matter.

Q12: Do you think that the environment you grow up in differentiates speakers in terms of gender?

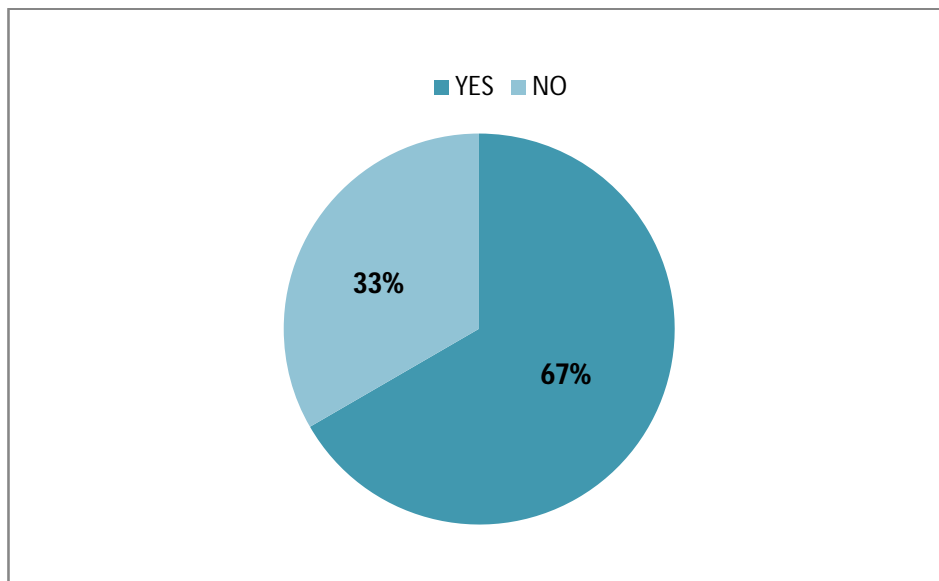


Figure 07: Environment's Gender-Based Differentiation in Speaking

As expected all nine females agreed on the fact that their environment differentiates speakers based on their gender where males' opinion matters more than theirs. Different comments were added such that females are not involved enough in their environment and have fewer opportunities which caused them to be shy and closed as their society expected them to behave.

Meanwhile, in a supportive opinion, one male said that there is some type of discrimination towards female speakers in society and males are more dominant adding that this is how the rules have been since earlier years. On the other hand, 5 out of 6 males said that there is no differentiation as long as the speaker is giving their opinion respectably and in a field that is given for them and not to cross the social and cultural conventions. Data that was investigated previously found that there is a differentiation between males and females speakers in the interviewees' surrounding environment.

Conclusion

To wrap things up, this chapter dealt with the analytic interpretation of the data gather. The data is gathered to investigate the research matter, and the analyses paved the way for the discussion section that follows this chapter.

Chapter five

Discussion

Introduction

This section is the final chapter of the dissertation that will sum up all findings together and gives a comprehensive and detailed interpretation of those findings along with answering the research questions. It also presents the issues faced in the data collection process. This chapter will also introduce the implications of this research work and ending it with suggestions and recommendations.

Discussion of the results

After presenting and describing the data investigated it is time to give appropriate comments and interpretations of the revealed results. This investigation was conducted to probe both master one students' and teachers' views about the interference of the gender-based differences in using language inside of the EFL classes along with the other affecting factors on gender and language that are social and cultural. Two research questions were asked therefore two hypotheses were suggested to investigate their validity or to disclaim them.

The results obtained from a questionnaire that was submitted to three teachers and fourteen EFL students both at the level of master one degree in the department of English in university Chadli Bendjedid shows a positive agreement that there are actual gender-based differences in using language between men and women as well as female and male learners.

Data showed that the average of female participants is higher than males, female learners gave more details, long sentences as well as the frequent use of body gestures which is in good agreement with the results found by Griffirent et el (1999) where he declared that women tend to be more non-verbal and by fact, female interviewees used more eye contact to express hesitation as well as smiling to hide their frustration and also using their hands as a way of explanation yet not all females gave long sentences or showed a talkative attitude.

On the other hand, males gave brief yet informative answers that held a strong agreement in light of what was mentioned earlier that men tend to be more verbal and avoid the overuse of gestures. This opens another insight of discussion, as noted in the teachers' questionnaire is that female learners are more active yet males appear more confident whenever they are engaged in classroom activities this explains the fact that one of the teachers claimed that both genders participate in the same average.

In another view, an experiment done by Ning & Dai (2010) found that, men talk more than women in social settings and any type of social conversations. While females, do better in private conversations and with their family members. This statement matches the answers concerning the 5th question, where the interviewees said that their female siblings tend to be more talkative inside of the houses, surrounded by their families or an atmosphere that is comfortable to them, while they are quiet to some extent with strangers meanwhile their male siblings do not show any difference concerning their attitude and language, but still this cannot be generalized overall females and males some of the interviewees said that they have at least one brother that is introverted and shy while others say that their female sister is good at talking with individuals out of their comfort zone.

In contrast with Ning & Dai, DrBrizendine (1994), stated that women talk three times more than men which is by a matter of fact a very common belief, yet the results show that this cannot be always the case.

In an attempt to investigate this matter inside of EFL classes a couple of questions were asked for both teachers and students about the differences between males and females in terms of using the English language.

As noticed, teachers and students emphasized these differences in learning by giving different views for example teachers noticed differences in the use of sophisticated language for females and fewer errors in males' essays as well as the syntactic maturity. These differences were obtained from students' different perspectives on their strategies in writing or speaking that showed diversity in strategies between males and females.

As expected, according to the results women use better language than men from student's view and teachers as well, these findings are similar to those of Shuy (1969) where she tested the pronunciation of "ing" for a group of males and females in which the results revealed that women tend to be more proficient than men in using language this explains why female learners are more into studying foreign languages than males.

It is crucial to say that all female speakers are better than males, it can be noticed that there are male speakers who are very excellent in speaking foreign languages than other females.

Another investigated element was the differences between males and females learners in terms of politeness and formality. Interestingly, two teachers said that both genders are formal and polite inside of the classroom. These results show that politeness and formality cannot be referred to one gender only which is noticed in many cases that females and males tend to be polite and formal whenever the settings obligate individuals to behave so.

On the other hand, one teacher said that females are more polite and formal than males; this claim goes well with what Coates (2004) stated that women tend to use polite and formal language than men. Many people if not all, agree that females are more polite and formal than men that is stereotyped by society and culture to refer those two terms to females rather than males.

This leads to another point, the second hypothesis suggested that social and cultural factors affect language and gender. From the investigation done it was confirmed by teachers and students that there are noticeable impacts of the environment that surrounds learners and learners themselves declared that their confidence was influenced in both ways positively or negatively by their social and cultural beliefs.

On the other hand, teachers added that the influence of culture appears in female clothing that is influenced by other cultures and also can be remarkable when discussing taboo topics which is. It is very known that any individual's environment contributes to some extent in building its confidence, personality and beliefs.

All in all, what was presented previously confirms that there are other factors rather than gender that can influence language other than gender itself; which are the stereotyped behaviors, lifestyle, way of dressing and the way of talking that society shaped each to a certain gender. In addition to that, the beliefs that men have the upper hand over women, which certainly impacts the way men and women appear with higher or lower levels of confidence out in public.

To sum up, in light of what was said previously that the first suggested hypothesis was confirmed that is men and women use language differently to express their thoughts, emotions and communicate and that gender-based differences affect language use. In addition to that,

the results also confirmed that social and cultural factors affect the way EFL students use language inside of the classroom.

Implications

This research work was conducted to investigate the gender-based differences in using language vis-a-vis the other affecting factors on both gender and language from teachers and students view. Therefore, some research implications to society and the higher education system that was emanated during the investigation process from data collection and analysis to discussing the findings.

Implications for society

During the data collection phase, it was noticed that not much focus on gender-based differences among students and even society, as well as the lack of awareness concerning social and cultural factors like the environment that surrounds the individuals and the social beliefs that dictate on them how to behave, use language and dress and its effect on the confidence of speaker especially females speakers.

Therefore, this study highlighted these gender-based differences and the effects of social and cultural factors from different perspectives to raise awareness in society to broaden people's understanding of gender identity and its relation with culture and society.

Implications for Teachers:

This research study opened insights for new educators to take into consideration the gender-based variation in the class to understand how these differences can effectuate the level of the learners and their performance inside the class. This research proved that there are

activities that meet the needs of female learners while other activities serve males more, therefor readers of this research will get inspired to create a combination that serves learners to enhance their performance.

Implications for Students:

This research introduced data that will help students to be more aware of their differences. Moreover this research shed light on the role of the surroundings in building the confidence of the individual, therefor; students will be more motivated to overcome the negative influence of their surroundings on their academic performance.

Limitations of the study

Although there were efforts made to collect sufficient data to answer the research questions, this study faced numerous limitations. One of the striking issues is the sample of the study; the size of the sample was fairly small; it included 14 participants only when the initial population was determined to be 20 interviewees. Also there were only three teachers that answered the questionnaire where the intended population was six teachers of master one.

Another thing to mention, the average of female participants from both teachers and students was higher than males. Moreover, one of the main challenges faced lies in the sectioning system of the courses that prevented us from having the full number of participants. For that instead of having face to face interviews with all the participants, another procedure was taken which was video calling via messenger application.

All in all the number of limitations mentioned previously are the issue that challenged the data investigation process.

Recommendations and suggestions for further researches

This thesis is an endeavor to dig into the core of EFL classes to investigate the gender-based differences in using language inside the class along with the effect of social and cultural factors on gender and language. Based on the theoretical framework and the data found through the research investigation some recommendations are offered for teachers and students along with few suggestions for the readers for further research.

Recommendations for Teachers:

- ❖ The teachers need to be open to girls and boys choices for what suits them in learning.
- ❖ Teachers should try to involve male learners as well and have high expectations from them as a sense of encouragement.
- ❖ Gender-based studies should be involved more in the curriculum to help in raising awareness concerning the differences between individuals inside EFL classrooms.

Recommendations for Students:

- ❖ For students, they should try to accept these differences more and work on them as a way of strengthening their position in learning.
- ❖ Another recommendation that goes to learners especially female learners and introvert learners that they should step up more to build their confidence to get over their shyness inside the class

Recommendations for Further Research:

- ❖ For further research, experimental investigations should be carried out and we recommend to enlarge the size of the sample and engage different age groups in addition to involving males perspectives in further researches due to the very humble participation of males in different types of data gathering tools

- ❖ It is suggested for researchers to conduct more studies that examine the relationship between gender and social and cultural factors.
- ❖ Lastly, it is suggested that further work should be done concerning the social and cultural factors and other factors that affect language use and gender.

Conclusion

To conclude, this chapter successfully confirmed the hypotheses and answered the questions. For that men and women are different in using language, moreover, social and cultural factors interfered in the appearance of the gender-based differences in EFL classes.

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Appendix 01

Teachers' questionnaire

Dear teachers, we would be very honored if you accept filling out this questionnaire. For the sake of gathering data, this questionnaire is devoted to teachers in the English language department at the University of Chadli Bendjedid about gender-based differences in language use inside EFL classes.

BACKGROUND INFORMATION

1. Gender: Female Male
2. Years of experience: 5 or fewer 5-10 years 10 or more
3. Degree: MA PhD

SECTION ONE

4. Are female and male learners different when using language aspects (i.e: vocabulary, pronunciation and grammar) inside of the classroom?

.....
.....

5. How do these differences appear in the classroom activities?

.....
.....

6. Do you notice differences between male and female students in terms of politeness and formality?

.....
.....

7. Which gender uses better formal language and why?

.....
.....

8. What are the gender-based differences that you noticed in the use of both spoken or written language?

.....
.....

SECTION TWO

9. What is the type of difficulties that you have faced that has a relation with gender or culture in language use?

.....
.....

10. Could you spot any cultural or social influence on gender or language inside of the class?

.....
.....

11. Which gender interacts better inside of the classroom?

.....
.....

12. From your perspective what are the activities that suit each gender? And do you consider that, when designing your course?

.....

Thank you

Appendix 02

Students' interview

Q01. Do you think that gender and sex are synonymous?

Q02. Do you think that men and women are different when using language, communicating and expressing their emotions?

Q03. How do you fill a gap of a missing word that you have forgotten while talking?

Q04. What are the strategies that you follow to write a product that satisfies you concerning word choice?

Q05. Do you have siblings? If yes, do you see any noticeable differences in communication or language use either inside or outside of the house?

Q06. Supposedly, you are reading a book or an article but the writer is anonymous can you tell if the writer is a male or female?

Q07. Who do you think is better at using English as a second language inside of the class?

Q08. Where are you from?

Q09. Do males and females in your region have the same way of thinking and receiving equal opportunities?

Q10. Do you think that social and cultural beliefs and limitations affected how individuals behave or use language?

Q11. Do you think that the environment you grow up in helped in boosting or decreasing your confidence inside of the classroom?

Q12. Do you think that the environment you grow up in differentiates speakers in terms of gender?