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GENDER DIFFERENCES IN LANGAUDE USE: A CASE STUDY
OF TLEMCIENE STUDENTS

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Dedication

In the Name of ALLAH, Most Gracious, Most Merciful

I dedicate this work to all those who encouraged me to pursue this research, despite
The challenges I encountered.

I dedicate this work to my parents, Naima and Affane, my sister Narimen, as well as
to my brother Iyed.

I dedicate this work to my educators, companions, and entire family. For all English
students

Imene

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Abstract

This thesis investigates the disparities in speech patterns between males and females among Algerians. Both genders focus on the vocabulary they use. This is an endeavour to determine if such variations have an impact on. The objective is to analyse the speech styles of men and women and examine the process by which these differences emerge and disseminate within a society. The research aims to analyse the influence of vocabulary differences on gendered behaviour in a society, specifically focusing on educated and non-educated individuals in Tlemcen. The findings indicated that although both men and women in Algerian society acquire language at the same age and under the same circumstances, their language usage differs based on gender. Each sex employs a distinct vocabulary corresponding to their gender. Furthermore, there are various distinct styles. The methodologies used for data collection are personal observation and questionnaire that contains 10 questions for students to gain understanding of the subject.

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List of Abbreviations and Acronyms

UMC Upper Middle Class

LMC Lower Middle Class

UMC Upper Working Class

LWC Lower Working Class

MMC Middle Middle Class

MWC Middle Working Class

RP Received Pronunciation

AA Algerian Arabic

AR Arabic

CA Classical Arabic

CM Code Mixing

CS Code Switching

TA Tlemcen Arabic

EFL English as a Foreign Language

S Speaker

M Male

F Female

General Introduction

GENERAL INTRODUCTION

The manner of communication between men and women in public settings, such as on the street, bus, or in shops, frequently exhibits variations. Men may use phrases such as “والى, لىرول شوىا” (move back, men), while women may use phrases like “الله يلىفظك ختى تقدرى تولى شوىا لىرول” (could you please move back a little bit). According to Lakoff (1974), women’s speech is typically more polite than men’s, often using euphemisms.

Sociolinguists have examined this social phenomenon from multiple perspectives and agree that the disparities are more social than biological. An example of a social issue is the disparity in educational opportunities between boys and girls, resulting in more pronounced differences in the way males and females communicate. Furthermore, social status and prestige are influential factors, with women frequently employing language that is more esteemed than that of men (Trudgill, 1974).

Certain sociolinguists perceive these disparities as manifestations of gender-based prejudice. The nature of these differences varies among diverse societies. This study examines the disparities in vocabulary usage between males and females within Algerian society.

Males and females utilize different words to express the same concept. The objective of this study is to examine the speech patterns of both males and females in order to identify the factors that contribute to differences in language based on gender.

Given the stated research aim, the following questions have emerged:

- 1- What are the differences in speech between male and female students?
- 2- How do men and women express their emotions or feelings differently

In conversations?

Based on these questions, we formulated the following hypotheses:

1-Male and female students exhibit speech differences reflecting sociocultural and biological influences.

2-Men and women show distinct emotional expression patterns, influenced by social and cultural factors.

The primary goal of this research is to elucidate the factors that contribute to the distinctions between the linguistic patterns exhibited by men and women, and to meticulously analyze these differences. Foreign societies conduct the majority of studies on language and gender, suggesting that the findings may only apply to those specific contexts. Societies, although they may occasionally align with our own, therefore, it is essential to incorporate an Algerian influence. Through this research, we may uncover that the factors contributing to gender differences in Arabic and particularly Algerian societies are distinct from those observed in foreign cultures.

Personal observations and recordings have gathered the research data. Recordings will offer tangible illustrations of how males and females employ distinct lexicons to convey a shared significance.

The research work encompasses a comprehensive introduction to the topic, which outlines the study's objectives, problem statement, research questions, hypotheses, and the methodologies employed. This research comprises two parts: a theoretical aspect and a practical aspect. Chapter one provides an overview of the literature regarding the linguistic characteristics and social influences that contribute to the development of gendered language and behaviors within a specific society. The composition comprises various speech styles acquired by males. Women and strategies to prevent the use of gendered or sexist language.

Chapter two is a practical section that involves the process of choosing samples and conducting analysis on them. The analysis of samples is conducted by examining the disparities in vocabulary, speech styles, and conversational content or subjects between men and women. The sample consists of recordings made by students and non-experts who are our relatives. These recordings serve as the foundation for our field work.

Chapter one

Chapter One: Theoretical (Literature Review)

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Chapter One: Theoretical (Literature Review)

1.1 Introduction

Sociolinguists investigate the relationship between language and society. They provide an explanation for their variation in speech across various social contexts. Their primary objective is to analyze and interpret the social functions of language and its utilization in conveying social messages (Holmes, 2001).

One important focus of sociolinguistic research is the investigation of sex and gender, which explores how individuals and groups utilise language based on their biological sex. Research in linguistics has shown that there are different levels of distinction between the speech patterns of males and females. The goal of this research is to examine the differences between males and female in language use.

1.2 Gender and Sex

Sex and gender are rapidly expanding fields within the larger study of sociolinguistics. Sex refers to the biological state of being male, female, or intersex, while gender refers to an individual's identity and their affiliation with a particular social group in society (Cambridge Advanced Learner's Dictionary, 2003, pp. 518–1147).

The World Health Organization distinguishes between sex and gender from a sociolinguistic perspective in the following way: The term “sex” refers to the biological and physiological distinctions between males and females, which encompass variations in hormones, chromosomes, reproductive organs, and so on. Gender refers to the social construction of roles, norms, and interactions that shape the behaviour and relationships of men and women, both within and between different groups. The provided text refers to the “Glossary of Terms and Tools” by

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The World Health Organization, specifically focusing on the topics of gender, equity, and human rights.

1.3 Differences in language usage between men and women

There exists linguistic differentiation between the speech patterns of men and women. Although women generally communicate in a similar manner with both men and women, men tend to have distinct conversational styles when interacting with other men compared to when they are interacting with women (Ashida *et al.*, 2009: 781; Betti, 2002c p89). Men and Women differ from one another in their communication styles when it comes to using minimal responses, or paralinguistic elements like “mm” and “yeah,” which is a behaviour linked to cooperative language use. (Carli, 1990, pp. 941–951). Men tend to use them less than women do; they usually do so to express themselves. Argument according to research on turn-taking in conversation by Zimmerman and West (1975: 105–129; AlSeady, 2002b: 72). Females tend to share their problems, experiences, and thoughts with others, which we call self-disclosure, while men tend to be non-self-disclosure (Dindia and Allen, 1992:121; Betti, 2021 n: 2).

Men and women speak different languages in different communities, yet, there are some linguistic dissimilarities that came out during connections. For example, men and women use different vocabulary in Japanese speech as Holmes (2001) illustrates:

Japanese:

Women's form	Men's form	English glossary
Otoosan	Oyaji	'Father'
Onaka	Hara	'Stomach'
Oishū	Umai	'Delicious'
Taberu	Kuu	'Eat'

Table 01: Contrast between word-shape used by men and women in Yana Holmes, 2001, p.151)

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The table indicates a notable disparity in the formation of words, particularly in the language used by women, where the use of the “O” symbolises politeness. However, in Western societies, there are distinct differences in the manner in which men and women communicate. English-speaking cities like those in England, typically place greater emphasis on the use of the “ing” pronunciation, while men tend to use more of the “in” pronunciation in words such as “cooking” and “writing.” In Sydney, both males and females exhibit the phonetic realization of the initial sounds of the word “thing” as [F]. However, men tend to employ this pronunciation more frequently than women (Holmes, 2001).

Gender preferences, rather than exclusivity, may influence the selection of linguistic form in these societies. This indicates that individuals utilize the linguistic form that they find most favourable. Scientists during the 1930s found significant differences between males and females speaking the Kaosati language, a member of the Muskogean family, in Louisiana.

English equivalent	Male	Female
‘He is saying’	/Ka :s/	/Kâ: /
‘Don’t lift it’	/lakauçi:s/	/lakauçin/
‘He is peeling it’	/mols/	/mol/
‘You are building a fire’	/o:sć/	/o:st/

Table 02: Different Use of Vocabulary Items by Women and Men in Louisiana Trudgill, 1999p. 66)

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1.4 Factors of Being Gendered:

In certain ways people have to follow strategies and habits so they can be accepted by society. So, people have to behave in order of what is right and wrong. Eckert and McConnell Ginet, 2003: p17) state that: "The new-born initially depends on others to do its gender, and they come through in many different ways, not just as individuals but as part of socially structured communities that link individuals to social institutions and cultural ideologies".

In the subsequent illustrations, we will endeavour to elucidate and provide a few factors that marginally influence gendered behaviour. The adult girl asked the young girl, "Why do you play with boys when girls play separately and have their own games?" Girls engage in solitary play, and boys engage in solitary play. Another utterance made by a young girl to her boyfriend: "منيتك بدلتني بيها؟" (Seriously you changed me with her). We can conclude that gender behaviour begins in childhood. When children hear gender-related expressions from their parents or siblings, they start to behave in

1.4.1 Names exclusive to each gender

The process of determining the sex of a child begins prior to birth, when parents or family members contemplate whether the forthcoming child will be male or female. The official announcement at birth definitively categorizes an individual as either male or female, instantly transforming the ambiguous pronoun "it" into either "he" or "she." Under specific conditions, both state and religious institutions enforce restrictions on the use of gender-ambiguous given names. In Finnish society, it is customary to compile separate lists of female and male names prior to selecting a name for a baby. In English-speaking societies, not all names are strictly associated with a specific sex, such as Chris, Kim, and Pat. Additionally, names have the ability to transition between genders. Previously used as a male name in Britain, Evelyn transitioned to a female name in America. Similarly, female infants in America are

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now receiving Whitney, which was previously a surname or a male first name. Nevertheless, these modifications fail to tackle the issue that English names are inherently gender-specific. (Butler, Judith. 1993. *Bodies that Matter*: Routledge).

- In the Arab World, typical names for boys include “Mohamed,” “Mourad,” and “Abd Rahim,” while typical names for girls include “Manal,” “Rahma,” and “Dua.” The same phenomenon occurs in Arabic-speaking societies; that is, there are a few names that can be used for either a boy or a girl, like “Rayane,” “Wissam,” “Manar,” and “Djihad.”

1.4.2 Colours designated to each gender

Individuals possess an inherent inclination to inquire about the gender of a baby. Hospital nurseries typically assign blue caps to male new-borns and pink caps to females, or use other visual indicators to indicate the baby’s assigned gender. While the Community may perceive this as commonplace, colour coding still persists. When you go to a store in the United States to purchase a gift for a new-born baby, the employees will ask about the baby’s gender by inquiring whether it is male or female. Some people attend a party, which is called a gender reveal party, where the parents prepare a party during pregnancy to reveal the baby’s sex to the expectant family and friends, and sometimes to the parents themselves.

For girls, the decorations will consist of pink balloons adorned with flowers, while for boys, the colour blue will be immediately associated with them as it represents their gender. For instance, if you are purchasing a present for a baby whose gender is undisclosed, it’s best to choose neutral colours like green or white.

Gender attributions have influenced our perception of colour, causing people to associate pink with delicacy and baby blue with masculinity. This illustrates the process of transforming a random symbol into a natural state. Penelope and McConnell Ginet, Sally (forthcoming). Sometimes people attend to organise a party, called a gender reveal party (Baby Shower) where the parents prepare a party during

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pregnancy to reveal the baby's sex to the family, friends, and sometimes to the parents themselves.

1.4.3 Gender-related to occupational concerns

The pattern of gender placement is extending beyond names and attire to crash into occupation choices. There is a significant divide in many professions. Construction and labour jobs are predominantly male-occupied and represent over 95% of the work, while education is rare. Almost 89% of workers are female in those roles (Vallance, 2004).

Nevertheless, despite extra knowledge or skill, the trust that males are bodily well-built and powerful is greater than females. The former results in a manager's decision to employ a male worker on top of a female worker in the building industry. The same issue happens, for example, when an employer selects a female employee over a male one in a Kindergarten, school, private school, or childcare building (Valance, 2004). Clients also have a role in preserving these gender types. Believe in the idea of choosing one gender over the other for specific purposes (Valance, 2004).

1.4.4 Patterns of speech based on gender

Speech patterns play a role in the gendered language. Do men and women speak differently?

1. "Wow, what a beautiful home!"
2. "That outfit looks lovely on you!"
3. "Nice coat"
4. "This is a super cool skirt; I love it."
5. "This skirt is cool."

These examples were chosen and derived from careful observation that women normally manifest a more meaningful communication way, embracing extra responses with emotional adjectives including 'amazing' and interjections such as "wow."

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Instead, men use uncomplicated adjectives and words. As a result, the feedback to the test can be assigned to the next pattern: the first, second, and third replies belong to women speakers, when the fourth reply agrees to a man. This significance lines up with the idea that females contribute to engage in more “rapport talk,” highlight communication and focus on fostering social affiliation and emotional relations. On the contrary, men are more inclined to “report talk,” focusing on emotionless conversation, as described by Tannen (1990).

Holmes (1993) proposed six differences in language use between men and women.

1. Women and men develop different patterns of language use.
2. Women tend to focus on the affective functions of interaction more often than men do.
3. Women tend to use linguistic devices that stress solidarity more often than men do.
4. Women tend to interact in ways that will maintain and increase solidarity, while men tend to interact in ways that will maintain and increase their power and status.
5. Women use more standard forms than men from the same social group in the same social context.
6. Women are stylistically more flexible than men.

Climate (1997) states that females commonly employ speech to establish and sustain relationships. They employ language as a tool to attain intimacy. Tannen (1990) argues that women use a “language of connection and intimacy” when they speak and listen, while men use a “language of status and independence.”

The upcoming comparison will enhance our understanding of the distinct speech patterns exhibited by men and women, thereby furnishing us with a comprehensive perspective on the underlying factors contributing to their divergent mode of communication. (Glass, 1992) provides a comparison that highlights the reasons for the differences in speech between males and females in general.

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It is crucial to acknowledge that these discussions and analyses are focused on the middle class in America. Hence, the results may differ across various societies and may not be relevant to other cultural contexts. Presents the distinct ways in which men and women engage in conversations, including their respective concerns and intentions. Conversely, men prioritize power while women prioritise solidarity (Hudson, 1999). Men engage in conversations as a form of negotiation, aiming to gain and maintain dominance while also protecting themselves by belittling and exerting control over others. Conversations among women revolve around the process of negotiating emotional intimacy, where the goal is to seek and offer validation in order to reach a mutual agreement. They strive to shield themselves from any endeavours to exclude them Tannen (1990:24–25). Another difference in Conversational style between men and women is that men typically prefer a “one-to-many pattern,” characterised by a clear distinction between the speaker and the audience, whereas women generally prefer participating in smaller conversation group’s (Hudson, 1999).

1.5 Interconnection of language, gender and social class

Research on language and gender is expected to be extensive, with a particular emphasis on the societal factors that contribute to differences in speech patterns between genders. One of the most critical aspects is the level of education. Examinations have shown that there is a direct correlation between the disparity in educational opportunities for boys and girls and the disparity in speech patterns between males and females. Typically, in many regions of the world, males tend to have a longer duration of schooling compared to females.

When there is equal educational opportunity for both genders, women seem to be more susceptible than men to language influences. Many linguists have observed the disparities in language usage between men and women. However, it was not until the 1970s that some linguists began to investigate the social origins of these differences. Men and women exhibit variations in their language usage and patterns due to the distinct societal roles they typically assume. Trudgill’s (1975) research on

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language and social class uncovers notable discrepancies between males and females. The use of “non-standard” multiple negation (e.g., I don’t want none or I don’t know anything about it) in Detroit exemplifies social class and gender disparities in language

	Upper middle class	Lower middle class	Upper working class	Lower working class
Male	6.3	32.4	40.0	90.1
Female	0.0	1.4	35.6	58.9

Table 3: Percentage of multiple negations used in Detroit (Trudgill, 1983, p 69)

The data from Table 6 suggests that individuals belonging to higher social classes tend to employ fewer instances of non-standard multiple negation compared to those from lower social classes. Based on social class classification, women generally use fewer non-standard multiple negations in line with their gender classification.

Another example, Verbs with the suffix “ing” would be another illustration. The goal of this example is to determine if the speaker will pronounce the final “g” in “walking” in a prestigious manner or if they will drop the final “g” in a non-prestigious manner. Conventional or regional pronunciation.

	MMC	LMC	UWC	MWC	LWC
Male	4	27	81	91	100
Female	0	3	68	81	97

Table (4): percentage of non- RP; in forms used by speakers in different class and sex groups (Trudgill, 1995: P 70).

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1.5.1 Explaining the differences of men and women speech pattern

Various factors, such as education and social class, influence the disparities in speech styles between men and women. According to Spolsky (2001), studies on language and gender indicate that differences in educational opportunities magnify variations in speech patterns. For example, In American ultra-Orthodox Jewish communities, there is an expectation for males to devote a greater amount of time to the pursuit of traditional Jewish studies. As a result, they develop a strong proficiency in Yiddish and Hebrew, but have a weaker command of English. When comparing males and females, it is evident that females possess greater proficiency in secular studies. Therefore, their English skills are closer to the standard level, while their Hebrew skills are comparatively weaker.

In addition, Spolsky (2001) discovered that research on the speech patterns of Arab males and females ascribes variations to educational factors. Sadiqi (2006) posits that males are primarily associated with public spaces, while females primarily associate with private spaces. Similarly, languages such as Arabic are commonly associated with men, while mother tongue languages are more commonly associated with women. Symbolic rituals also tend to be more closely associated with women. In this society, men hold positions of power in cultural institutions, where they establish laws and oversee economic matters. Meanwhile, society expects women to occupy a subordinate role in the private sphere.

Arabic is associated with literacy particularly as it is predominantly taught in schools, and is a factor that contributes to the dominance of men and women in its usage, as it is typically learned during childhood rather than acquired naturally. The rate of female illiteracy varies across different countries in the Arab-Islamic world. Morocco ranks among the countries with the highest illiteracy rates among women, with approximately 60% who are women.

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1.5.2 Intersection of language, gender, and social class in Arabic-speakers communities

One of the reasons for the differences in speech styles between men and women is attributed to factors such as education level and social class. According to Spolsky (2001), studies on language and gender indicate a connection between the level of educational disparity between boys and girls and the variations in their speech patterns. This is clearly apparent in the American ultra-Orthodox Jewish communities. When males dedicate an excessive amount of time to studying traditional Jewish subjects, while it demonstrates their proficiency in Yiddish and Hebrew, it also reveals their limited command of English.

Women demonstrate exceptional proficiency in non-religious subjects, leading to enhanced English language abilities, while their command of Hebrew is comparatively limited.

1.5.3 Historical and linguistic context of the Arab world

Research has shown that educational factors have a substantial impact on the linguistic disparities observed between Arab men and women (Spolsky 2001). Sadiqi (2006) argues that there exists a correlation between public spaces and males and private spaces and females. Likewise, languages spoken in public settings, like Arabic, are mostly linked to men, while languages spoken at home or by mothers are mostly linked to women. In addition to culturally significant public ceremonies, such as Friday Prayers,” are primarily associated with women. People commonly perceive men as the primary users of public languages like Arabic.

A significant number of Arabs lack literacy skills as a result of the predominant focus on teaching Arabic in schools. Learning Arabic in adulthood, rather than childhood, explains why men have a greater influence on the language. Classical Arabic is the designated language of Islam. Standard Arabic, similar to classical

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Arabic, is a written manifestation of the Arabic language. Only formal education can acquire Classical and Standard Arabic. The Maghreb region and Lebanon widely speak French as a second language. Although considered a colonial language, it continues to be highly esteemed in Morocco, Algeria, Tunisia, and Lebanon. The domains of education, administration, government, media, and the private sector widely employ it. According to Fishman (1999), the sector promotes efficiency, communication, and socioeconomic development.

Research indicates that, in the context of language and gender, women tend to exhibit a preference for employing conventional or esteemed forms of language. Speakers who are male utilize nonstandard forms. However, research conducted in Western societies can be applied similarly to Arabic-speaking communities. Women play a significant role in the creation of esteemed and widely acknowledged forms within the community. According to Milroy and Milroy (1990, 1997, in Ahmed Sid 2008), female students are pioneers in fields that were once regarded as conventional. In numerous Arab nations, such as Algeria, the language of the coloniser has acquired a high level of status and respect. French is the primary language in Algeria, alongside Arabic, as a result of its colonial past (Sid, 2008:222).

1.6 Effect of Being Gendered

Various factors can influence social behaviour or attitudes, leading to both positive and negative outcomes. We will explore, scrutinise, and evaluate the repercussions of gender categorization in this section.

1.6.1 Sexism embedded in language structures

When discussing the issue of sexism in language, understanding the definition of sexist language is crucial. According to Holmes (2001, p. 305), sexist language refers to language that exhibits discriminatory or biased attitudes towards a particular gender.

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A number of scholars, such as Lakoff (1974), Fasold (1990), Trudgill (1995), and Hudson (1999), have carried out inquiries in the domains of linguistics and gender studies. Lexical items are frequently employed to refer to both genders, specifically males and human beings as a whole. When consulting with women, it is crucial to address the issue of using gender-based terms such as “man” and “he.” It seems that women are being targeted while others are not being targeted for marketing. Phrases such as “the first person to finish their dinner” can be employed to refer to individuals of any gender, while the first person to finish her dinner specifically denotes women. Substituting “he” for “she” can influence the established patriarchal framework. Trudgill (1995) provides multiple examples of generic masculine terms. Women experience societal disadvantages as a result of their restricted access to education, low income, and employment in low-status occupations.

1.6.2 Approaches to eliminate sexist language

A large number of publicists are attempting to eliminate sexist language. There are some suggested ways for avoiding its use (Freeman and McElhinny, 1996:224–225) that propose to:

1. Drop the masculine pronoun:

“The average student is worried about grades “;

2. Rewrite the sentence in the plural rather than the singular: “Students can select their topics.”;

3. Substitute the pronouns “one re one’s “for “he or his “;

“One should do their best.”

4. Use “he or she,” “his or her “(in speech or writing), or s/he (in writing);

Each student will do better if he or she has a voice in the decision.”

There are many ways to avoid sexist language. Concerning words like “mailman, businessman, man” or “mankind,” they can be replaced by “postal worker,

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business person, or humankind.” While these strategies aim to prevent the use of sexist language, many of them encounter significant criticism.

The utilisation of “he or she” or “she or he” is often considered stylistically inelegant. The utilisation of the pronoun “S/he” is an effective tactic, but it does not address the issue of using the pronouns “his” or “him” (Crystal, 1995).

1.7 Language Contact Phenomena

Language contact typically arises as a consequence of social conditions that facilitate, promote, or compel individuals who speak different languages to interact with one another. The nature and extent of linguistic interaction seem to be influenced by these social elements (such as cultural, political, or economic dominance and power), together with the accompanying language beliefs. Furthermore, it has been demonstrated that grammatical parameters, such as the linguistic resources accessible to the speakers, the level of similarity between the grammars and vocabularies, and the degree of variation within the languages, have an influence on both the amount and the quality of language contact. For a preliminary summary, refer to Thomason and Kaufman's work in 1988. The significance of the pragmatics of language is sometimes overlooked, despite its presence alongside, and perhaps as a foundation for, social and linguistic variables

Prior to delving into specifics, it is necessary to provide clarification for both the notions of language interaction and pragmatics. The structuralist tradition in linguistics derived the concept of 'language contact', while the nineteenth century gave rise to the idea of 'Sprachmischung'. Within this tradition, the study of language contact has primarily examined the results of processes in which at least one linguistic system undergoes changes due to the influence of another, without investigating the processes themselves until after the change has occurred. The word 'language contact' is abbreviated as 'contact-induced linguistic change' in this context. At this level of conceptualization, the notion of a practical, behaviour-oriented approach to language

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interaction lacks coherence, as languages do not exhibit intentional behaviour. Using a structuralist perspective to analyse language contact restricts its capacity to provide explanations. Contemporary contact linguists have progressed beyond the concept of language systems influencing one another and now focus on language users as the primary agents of language contact. Currently, there is widespread recognition that language contact takes place during bilingual interactions, encompassing a broad understanding of the terms 'bilingual' and 'encounter.'

The definition of linguistic interaction by some scholars closely parallels the definition of bilingualism. Weinreich's ground-breaking work on 'Languages in Contact' began in 1963 by equating the two. The 1963 statement defines 'language contact' as the interchangeable use of two or more languages by the same individuals. Thomason (2001, p. 1) agrees with this statement by defining 'language contact' as the simultaneous usage of many languages in a single location. However, it is widely accepted that language contact requires more than just bilingual language use. It also entails some form of influence, whether one-way or mutual, on the speakers' cognitive representations of the languages. It is worth considering whether bilingualism can exist without the languages influencing each other in the minds of the speakers, and sometimes also in their linguistic behaviour. The typical and expected state for a bilingual person is not to be monolingual, but to be in a bilingual mode where both languages are active (Grosjean, 2001). Bilingualism inherently entails language contact within an individual. However, there is a distinction in the analytical emphasis between research on language contact and research on bilingualism.

1.7.1 Diglossia:

Diglossia, a concept in linguistics, was initially proposed by Ferguson in 1959. Diglossia, as defined by Ferguson (1959), refers to a stable language situation where, However This particular type of literature functions as a means to convey a significant and highly regarded collection of written works, either from a previous era or from a different linguistic group. Formal education is the main way people acquire it, and it is primarily used for formal spoken and written communication. However, it is not used

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by any part of the community for everyday conversation (Wardhaugh, 2010, p. 8). It is divided into two categories, one of which is observation.

The H variety, as stated by Muniandy et al. (2010), refers to the Standard English used in television and formal school instruction. On the other hand, according to Xuan (2011), the term “L variety” specifically denotes Malaysian colloquial English, commonly employed in informal situations such as everyday conversations, entertainment programs, and social media platforms.

1.7.2 Bilingualism

Bilingualism is commonly defined as the ability to use or understand multiple languages for communication, as stated by Harmer and Blanc (1983). According to Valian (2015), the connection between language and the mind can be understood through the concepts of bilingualism and cognition. The field of bilingualism in language processing aims to comprehend the ways in which being bilingual can either enhance or hinder cognition, specifically the executive function, which has an impact on language performance. Valian proceeded to demonstrate the existence of an explicit theory.

1.7.3 Code Switching

Code Switching occurs when people communicate in more than one language in daily life; this phenomenon is common in bilingual communities. Although it has been assumed that code switching is an incredibly unconscious and spontaneous behaviour, teachers of foreign languages may use code switching to draw students’ attention to the lesson and extend an invitation for participation, as well as to create a relaxed environment for teaching and learning. This section is significant because it discusses code-switching. The definition of code switching is given first, followed by the ideas of code mixing, borrowing, and translation as ways to differentiate it. It then shifts to

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its beginnings. The types of code switching and the justifications for their use in classes are also covered in this section.

One discourse strategy that bilingual and multilingual speakers can use to accomplish various social tasks, such as negotiating, challenging, or altering various conversational situations, is code switching (Kieswetter, 1995). According to Jingxia (2010), the term “code” in sociolinguistics refers to any distinguishable speech variety, whether it is a specific language or a subset of languages (Bernstein 1971) who introduced this idea, which describes any system of signals—such as words, numbers, or signals—that have a specific meaning. According to Wardhaugh (1998), it applies to any system that two or more people use for communication.

1.7.4 Borrowing

Words from a particular language may be used by people in casual conversations to convey the ideas they wish to convey. For example, they might come up with an idea or concept and not be able to find the right word in their native tongue; this is known as “borrowing.”

When someone speaks in a second language, they are said to be borrowing when they use words from their mother tongue (Holmes, 2001: 42). The reason is that speakers return to their first language (the mother tongue) when they are unable to find the right word in their second language. Since it varies when a word is used in place of another with a complete switch in languages, it is recognized as a different type of switch in this instance.

In general, code-switching refers to the unintentional switching between languages that occurs when a speaker uses the first word that comes to mind rather than the appropriate one from their first or second language. Therefore, one kind of code-switching is borrowing whereby a speaker adopts a word from a foreign language and fits it into the phonological, morphological, and grammar rules of their native tongue (Grosjean, 1982).

1.8 Sociolinguistic Situation in Tlemcen

Labov's pioneering research in 1963, 1966a, 1972a, and 1972b, along with the work of his followers, has greatly contributed to the development of modern dialectology, also referred to as urban dialectology. This has ultimately led to the emergence of the field of sociolinguistics. The traditional speech community model is no longer applicable, particularly in urban areas where there is increasing diversity and resulting linguistic variation. The model primarily prioritised rural dialect studies in order to acquire the most traditional data for diachronic comparisons and philological investigations. This diversity has been analysed across all linguistic levels and across three synchronic dimensions: geographical, social, and stylistic. Due to the variability of factors that contribute to linguistic variation, sociolinguists employ diverse methodologies to collect and analyse data in different speech communities and social situations.

Methods of this study are influenced by Labov's methodology, it is important to approach the sociolinguistic variation in Tlemcen differently than how it is approached in Western speech communities. The collected range of data samples to analyse the linguistic situation in Tlemcen. This was done through methods such as anonymous speech observation, questionnaires, interviews, and conversation recordings. Tlemcen has historically been regarded as an enduring, settled hub with highly traditional social and cultural traits, as reflected in the language used by its inhabitants. There are several linguistic characteristics that we will examine. The following characteristics can be regarded as distinctive to the Tlemcen dialect of Arabic, as opposed to other dialects spoken in Algeria: One of its most prominent features is the pronunciation of the letter /q/ in Classical Arabic (abbreviated as CA) which means "He told me." /q/ is typically preserved as [q] or pronounced as a voiced velar [g] in most Algerian dialects. Due to its distinctiveness, Tlemcen Arabic (TA) speakers can be readily identified in Algeria by their consistent use of the glottal stop.

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Several sociolinguistic studies, particularly those carried out in English-speaking environments (Labov, 1966, 1970, 1972a, etc.; Trudgill, 1974a & b, etc.), have demonstrated the connection between linguistic variation and social stratification, as well as the role of style.

Labov (1966) introduced the notion of the variable (th) as a “consistent sociolinguistic indicator” through his investigation of speech patterns in New York City. The variable exhibits three distinct variants: the prestigious form [θ], and two stigmatised forms (affricated [tθ] and stop [t]). These variants are present in the speech of informants from different social classes, although the degree to which they shift towards the prestigious form [θ] varies depending on the contextual style. The existence of a relationship between style and class stratification appears to be absent in certain places. Let us revisit the concept of the variable in the TA variety once more. Although the use of the glottal stop may differ depending on social contexts, employing Labovian elicitation techniques and presenting word lists reveals that the glottal stop is never pronounced due to the absence of a corresponding sound. The letter qaaf, represented by the symbol /q/, is consistently utilised in written language and pronounced exclusively as [q]. Just to clarify, the phrase “He said” (/qa:la/) can only be pronounced as [qa:la]. Because of its diglossic nature, this method is incapable of producing any sociolinguistic significant variation in the Tlemcen speech community or any other community that speaks Arabic. On the other hand, the reading methods used in English and other Western languages offer a diverse array of stylistic options. Regarding social differentiation, following Algeria’s attainment of independence, there was a notable influx of individuals from rural regions to urban centres and municipalities. As a result, the inhabitants of the country migrated to Tlemcen, resulting in a significant clash between rural and urban dialects, particularly in terms of pronunciation and vocabulary. The glottal stop [ʔ], a prominent feature of the TA variety, displays noticeable variability in dialect contact situations. This is significant because, according to the data collected, the urban native speakers, who make up the vast majority (although this needs to be verified as the number of rural

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speech users in Tlemcen has increased significantly), frequently substitute the glottal stop with the rural velar [g].

1.9 Gender and Language Attitudes

The way people view individuals who speak a specific language is closely connected to their opinions and beliefs about that language (Woollard & Schieffelin, 1994). Williams (1994) establishes a correlation between the definition of language and the definition of a human. However, most anthropologists agree that the language spoken by individuals is a reflection of their identity, and conversely, their identity is reflected in their language. This phenomenon has been the foundation for numerous studies that have sought to ascertain the extent to which language ideologies impact individuals' attitudes and perceptions towards the speakers of a language. One prevalent form of language ideology, as described by Haslett (2000), is what he refers to as "nationalistic language Ideology." The current existence of a nationalistic language ideology is attributed to the indexical relationship between a nation and its language.

Colin Baker (1992) defines "attitudes" as a mental phenomenon that cannot be directly examined or observed but are manifestations of mentality. It refers to a conceptual framework that elucidates the trajectory and persistence of human behaviour. As a result, it can mirror internal attitudes, sentiments, and behavioural tendencies across various situations. Fishman (1996) states that attitudes can be viewed from two different perspectives: behaviourist and mentalist. According to the mentalist perspective, attitudes are considered a neutral mental state of preparedness that can only be inferred through the subject's self-reflection rather than being directly observed. Behaviourism asserts that attitudes are a distinct factor that can be quantitatively assessed by observing actual behaviour.

While the primary objective of education is to provide factual knowledge about various subjects, another important goal is to stimulate students' curiosity and interest

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in these areas. Education systems utilise exams as a means to promote the acquisition of factual knowledge and skills. However, research has shown that tests may have unintended an unintended consequence of undermining the fostering of student interest is the hindrance of another fundamental goal of education. Research has shown that individuals' goals can greatly influence their response to a task (Lamb, 2004). Consequently, accomplishing a task can directly impact the participants' goals. In addition, the tangible advantages of proficiency testing, such as increased job prospects or the chance to reside in another country, may motivate students to participate in these assessments.

Every day, we make inferences about language usage and language users based on the different situations and events that take place. By analysing individuals' speech, we can infer their geographical origin and also evaluate speech patterns and expressions that are inappropriate for a given context. For example, activities such as credit card teleoperations and teleshopping, which are now common in our lives, promote interactions with unfamiliar individuals. During these telephone conversations, the aspiration of English language learners in Turkey to communicate in English with assurance exemplifies a favourable language disposition of a British accent. There are favourable opinions about British English in this case. The development and utilisation of novel terminology to evade gender bias exemplifies a pessimistic mentality. For instance, the Turkish term "bilimadam" (science man), traditionally associated with a male gender, is gradually giving way to the more popular term "biliminsan" (science person). Similarly, the English language is replacing the term "chairman" with "chair" to eliminate gender specificity, and "policeman" with "police officer" for the same purpose.

This change signifies a wider recognition and endeavour within society to become more comprehensive and considerate towards all genders. By utilising gender-neutral language, both individuals and institutions strive to advance equality and prevent the exclusion or marginalisation of individuals based on their gender.

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1.10 Conclusion

Overall, this thesis provides a modest but valuable contribution to the field of language and gender, which is of significant importance to study. The disparities in linguistic patterns between males and females were addressed. The differences in the Arab world are not the same as in others since each community has its own habits and traditional ways, which can help to increase these differences.

Chapter two

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2. 1.Introduction

The preceding chapter of this study consisted of a comprehensive examination of literature pertaining to language and its various applications by both genders, even in cases where they convey identical meanings. The purpose was to investigate the causes of this disparity and analyse its effects on the language usage of both genders. Several recommended tactics were presented to prevent the manifestation of gender-specific behaviors.

This chapter aims to analyse the hypotheses pertaining to the linguistic differences between males and females. Our hypothesis suggests that both males and females should use language consistently if it is a social construct they mutually share. Furthermore, if both genders learn language at the same stage of development and under identical conditions, they should use the same vocabulary. This chapter will examine a collection of dialogues in this section based on variations in vocabulary and speech patterns.

2.2 Data Collection

Data collection methods have relied on empirical and personal observations. Within this study, personal observations encompass a selection of informal discussions among individuals who lack specialised knowledge in the field. Due to some customs and practices, documenting them can pose difficulties. These individuals failed to recognise the significance of their discussions for our research. Participants were given the option to choose a discussion topic or consent to a selected one, focusing mainly on partner characteristics. Recordings were conducted in the university hall to facilitate open dialogue

2.3 Research Design

Heradiansyah (2010) defines the population as the entire set of objects or elements under study. The Department of English at the University of Tlemcen

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conducted the present investigation. The current academic year spans from 2023 to 2024. A total of 78 students took part in the survey.

2.4 Sampling

Therefore, our sample consists of conversations between male and female students, as well as conversations among non-experts who happen to be our relatives. Before recording the students, permission was acquired the participants were presented with the choice to either choose a topic for discussion or consent to discussing a selected topic. The second option, which concerned the characteristics of their potential partner, was chosen by the majority of participants. The students' recordings were conducted in the university hall.

The following section of the study will present concrete examples from Algerian society in the urban region of Tlemcen. The text consists of a compilation of conversations, including both short and long discussions. The text prioritizes specific discussions based on their relevance to this research.

2.5 Research Instruments

Birmingham and Wilkinson (2003) define research instruments as devices utilized to acquire information relevant to a research endeavor. The data for this research was collected and analyzed using two specific tools: a Questionnaire for learners and Personal observations and recording.

2.5.1 Pupil's Questionnaire

The questionnaire is an extremely effective research instrument. The survey comprises a sequence of inquiries specifically formulated to collect data from participants, encompassing both quantitative and qualitative aspects. According to William (2011 p. 97), "Asking questions is an obvious method of collecting both quantitative and qualitative information from people".

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This study involved 78 students who completed a questionnaire. The study focused on perceptions regarding the differences between male's and female's speech (EFL) classroom. The total number of questions was 11, consisting of a mix of closed, multiple-choice, and open-ended questions.

The students faced some difficulties understanding specific questions, and their responses were in dialectal Arabic. As a result, the researcher had to offer clarifications and interpretations for both the inquiries and the students' responses in order to acquire valuable data pertaining to the subject matter.

2.5.2 Observation

Observation is a valuable method for obtaining genuine anecdotal findings because it allows the researcher to directly witness students' actions and reactions during their conversations and observing the students while they code switching. It is essential to include variations of the English, Arabic, and French languages in order to accurately validate conversations and ensure the accuracy and reliability of the collected data.

2.6 Data analysis

The predominant method for obtaining and improving understanding of a specific subject or individual is research. There are two main methods commonly used in research: qualitative research and quantitative research.

- Qualitative Research

Qualitative research is primarily defined by its inclination towards exploration. It is essential to comprehend the fundamental causes, viewpoints, and motivations. It offers valuable insights into the issue or helps generate ideas or hypotheses for future quantitative research. Utilise qualitative research methods to identify patterns in

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cognitive processes and perspectives and to delve deeper into the matter. Qualitative data collection methods consist of various approaches, such as unstructured and semi-structured techniques. Typical research methods comprise focus groups (collective discussions), individual interviews, and participation/observations. Typically, the sample size is limited and respondents are selected to fulfil a specific quota.

- Quantitative research

Quantitative research is a systematic and impartial method of gathering and analysing numerical data in order to draw conclusions and make predictions. Quantitative research evaluates and measures a problem by generating numerical data or data that can be converted into meaningful statistics. This tool is used to evaluate and measure attitudes, opinions, behaviours, and other clearly defined variables. It allows for the extension of conclusions from a larger sample of the population. Quantitative research employs quantifiable data to establish objective facts and discern patterns during the investigative process. Quantitative data collection methods exhibit higher levels of organisation and structure when compared to qualitative data collection methods. Quantitative data collection methods encompass a range of survey formats, including online surveys, paper surveys, mobile surveys, and kiosk surveys. The methods utilised include in-person interviews, telephone interviews, longitudinal studies, website interceptors, online polls, and systematic observations.

2.6.1 Pupil's Questionnaire

The questionnaire constrains surdents' profiles. After completing the data collection process, the results have been analysed using both qualitative and quantitative methods. The purpose of this rubric is to provide information on the gender and age of the students who took part in this research and expressed a range of opinions.

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Question1: Students' age

This question aims to examine various age groups of students to determine their level of maturity. The data collected from this inquiry indicates that the age of the students ranges from 19 to 25. Therefore, it is evident that the majority of them possess sufficient maturity to discern their learning requirements.

Question 2: Student's gender

Gender	A.R	R.F	Total number
Results	56.3	43.8	78

Table 2.1- Student's Gender

The findings of this inquiry indicate that out of the 78 participants, 56.3% are female and 43.8% are male. Therefore, it is evident that there is a higher number of females than males, and these females exhibit a greater interest in answering the questionnaire.

Question 3: Academic level

The majority of students are master 2 students, most of them are L3 students and few of them are L1 students.

Question 1: In which city /region do you currently resident?

The finding of this question indicates that the majority of students are from Tlemcen, most of them are from Sebdou and few of them are from Maghnia.

Question2: what is your native language?

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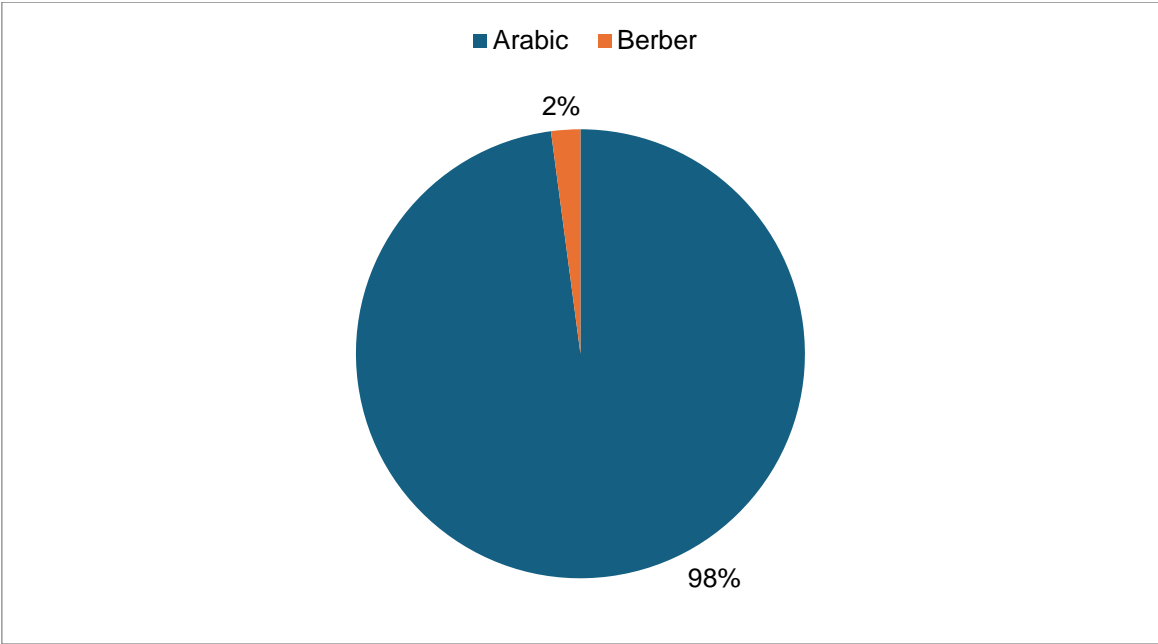


Figure 2.1: Students' native language

The majority of students speak Arabic as a native language and only 2.1% speak Berber.

Question 3: How proficient are you in Arabic and any other languages spoken at home?

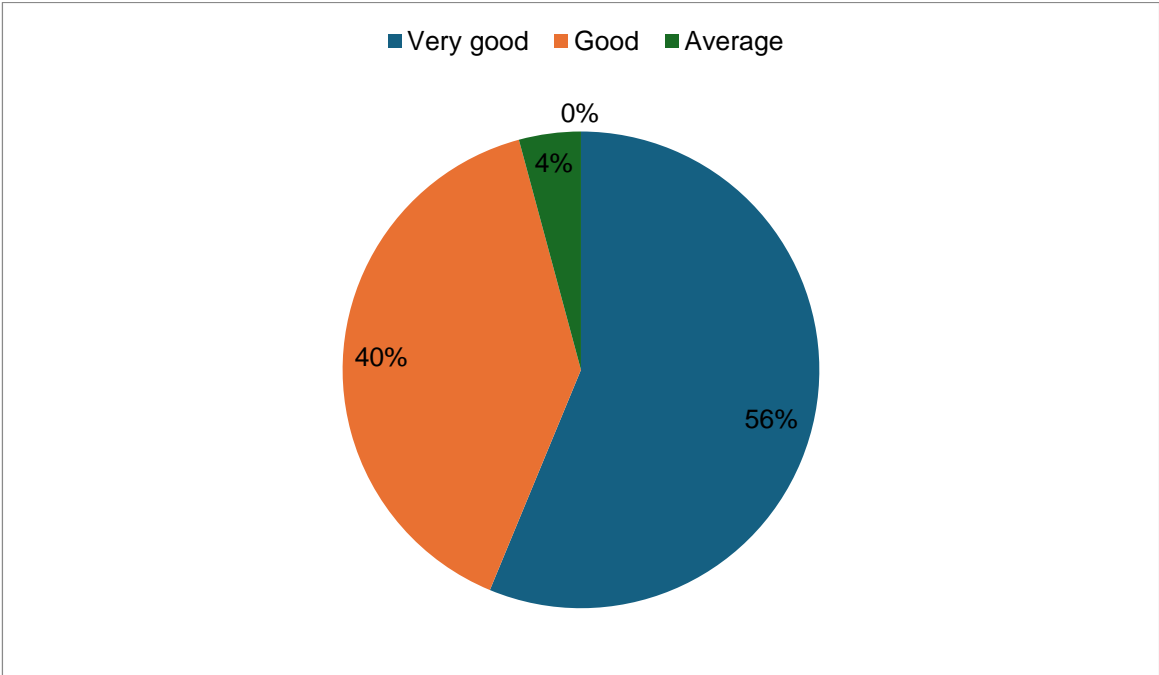


Figure 2.2: Students proficiency in their mother tongue

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The majority of students claim to have very good level of the languages they speak at home.

Question 4: How often do you engage in conversations with classmates of the opposite gender?

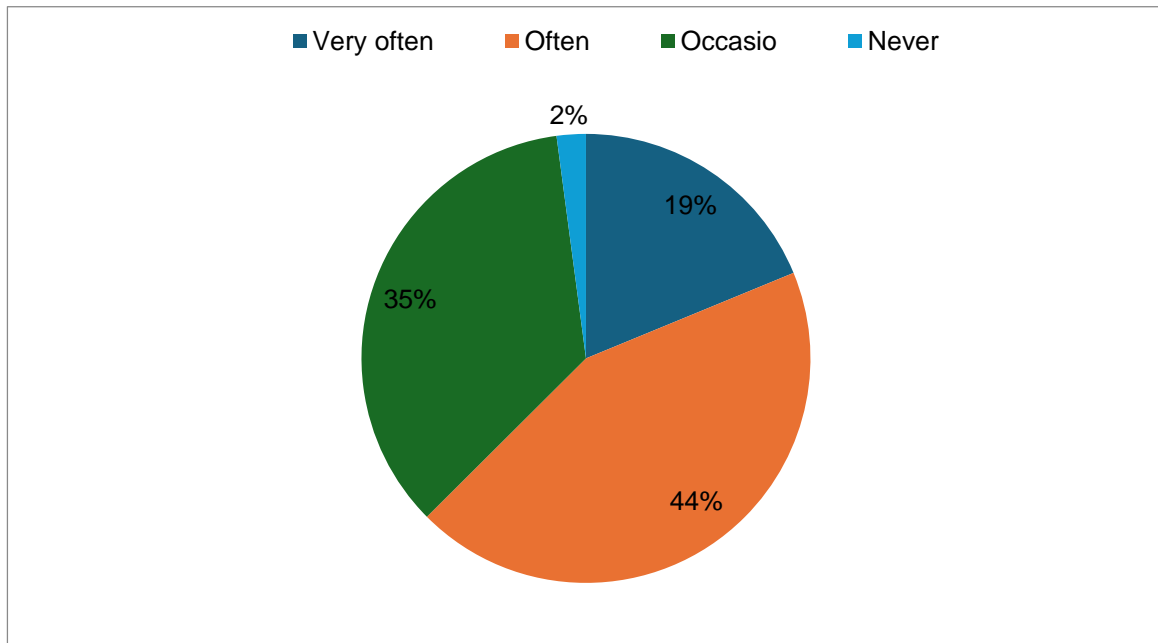


Figure 2.3: Students frequency in talking with classmates of the opposite gender

The majority of students (62.6%) engage with conversations with classmates of the opposite gender either often or very often, (35,4%) of them engage accordingly. however, only (2,1%) say they never engage with conversations.

Question 5: Are there differences in speech patterns between males and females?

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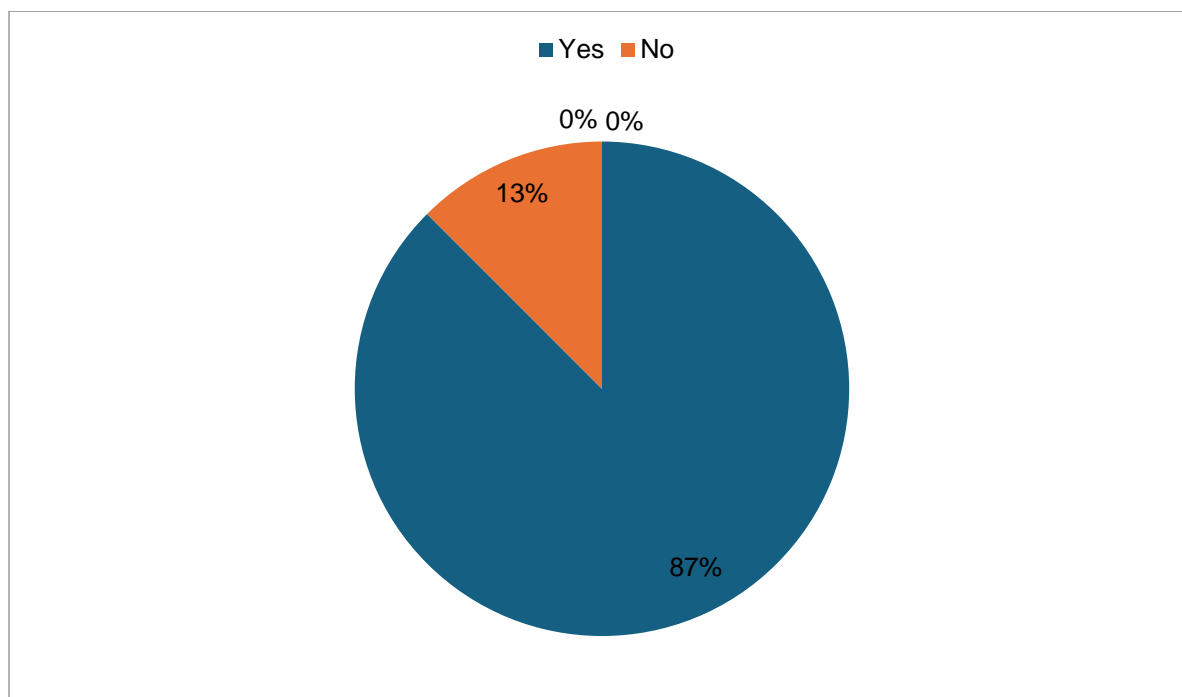


Figure 2.4: Differences in speech patterns between males and females

The majority of students state that there is a difference in speech patterns between males and females.

Question 6: Have you observed any distinct speech characteristics in males? If yes, please illustrate.

The majority of the students answered that there is a distinct difference in speech characteristics in male's because they think that men are more logical than women. As someone said, "The way they talk to each other is quite different from ours; they are more aggressive in communicating with each other.

Question 7: Have you observed any distinct speech characteristics in females? If yes, please illustrate.

Most of the students answered that there is a difference in the way women speak. As one student claimed, "Females usually talk in a soft-spoken manner, unlike males, they are less aggressive in communication with each other; we have special

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language if you say so. We share emotions quite often and we form deeper connections.

In summary, the findings validate that the majority of EFL students say that there is a difference in the way females speak. They do not actually share an emotional bond like females do; their relationships are shallow, unlike ours. They communicate in a certain language that you may not understand at first but due to engaging in conversations with them, females found themselves using that language and comprehending it."However, some of the students think that there is no differences in the way men talk. In summary, the findings validate that the majority of EFL students say that there is a difference in the way men' speak.

Question 8: Have you witnessed any cases where males adopt speech patterns traditionally associated with females? Provide example

Some students answered that some males gossip about girls the way females do, for example, by using certain hand gestures and sitting in a feminine way. In addition, some men may consciously or unconsciously incorporate more empathetic language, collaborative communication styles, or expressions traditionally associated with femininity to convey a broader emotional range, like: (ماخيتي، سكرطاحلي، ريك ندم) which means (Oh my god, I'm shaken, you screwed) one learner said, in Tlemcen, the majority speak b (A) like منأدش،تينا،on the other hand, the rest of the participants believe that they didn't witness any cases where males spoke like women.

Question 9: Have you witnessed any cases where females adopt speech patterns traditionally associated with males? Provide examples

The majority of students states that yes females adopt speech patterns from males, such as assertiveness or direct communication, especially in professional sittings where these traits are often valued.in other hand, girls that speaks in masculine manner because of their siblings are all males so they adopted their speech. Few of the participants says that they haven't witnessed any situations where females speak like males.

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Question 10: How do media influence the speech patterns of males and females?

In this question, the majority of students stated that media can influence the way males and females speak. Some of them mentioned that social media has a huge influence on both genders and influences the way people communicate with each other. “Gen Z” has a certain speech pattern that is not understood by the older generations. For example, when someone says “w rizz, only my peers would understand it. And this expression comes from social media, which helps spread these kinds of slangs and this so-called “Gen Z language. “It also makes both genders speak the same way.

2.6.2 Observation Analysis

The subsequent section of the study will provide specific instances from Algerian society in the city of Tlemcen. It comprises a collection of dialogues, encompassing both brief and extended exchanges.

We will prioritize certain conversations based on their relevance to this research.

CONVERSATION 1 Analysis Males Speakers (laymen)

S1: (S stands for speaker) الحاجة قاتلي

(The old woman said to me)

2S: شكون هادي؟ ما ماك؟

(Who is the old woman? Is he your mother?)

S1: وي ماما

(Yes my mother)

CONVERSATION 2 Analysis

Females Speakers (pupils)

S1: قوليني تجي معانا ندورو شويآ؟

(Tell me Will you go out with us?)

S2: قاتلي ماما نخليك مي دي معاك ختك:

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(My mom said: I will allow you to go if you take your sister with you)

CONVERSATION 3 Analysis Males Speakers (laymen)

S1 مالك نتي ما الصباح و انا نحوس عليك؟:

(what is wrong with you; I spent too much time looking for you)

S2 و الله معلا بالي، هذا وين قاتلي ختي:

(I did not know, my sister has just told me)

CONVERSATION 4 Analysis Females Speakers (students)

S1 راني نحوس نشري سروال شباب و معرفتش من مين :

(I want to buy jeans but I do not know from where)

S2 خويا يخدم في حانوت عندو واسم راكي نحوسي ، تبغي نوريلك وين جاي :

(My brother works in a shop that have exactly what you want, if you like I will show where is it)

After examining these short conversations, it is clear that males and females use different linguistic elements to express the same meaning. In the initial dialogue, the term "الحاج" (the old man) is equivalent to the term "بابا" (dad) in the subsequent dialogue, and both terms convey the same significance. This is synonymous with the English expression "my father."

Dialogue 3 and 4 depict an identical scenario, but they utilise distinct terminology. When males engage in conversations about their sisters, they typically employ the terms "ختي" (referring to their own sister) or "ختتنا" (referring to their collective sisters). In contrast, females use the term "خويا" to refer to their brothers.

The French language is considered prestigious and coexists alongside Standard Arabic and Algerian Arabic. As observed in the preceding chapter, women have a tendency to employ prestigious languages, in contrast to men, who utilize regional

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dialects. In conversation 5, it is evident that this is applicable Equally effective for Algerians.

CONVERSATION 5 Analyses Females Speakers (students)

S1: والله ياختي ماني sūr نكذب عليك :

(Im Not really sure)

S2: c'est pas Mon problem فاتلي روجي عندو

(She said to me go to him it is not my problem)

S1 : نتي بعدا au moins راه يهدر معاك انا والو :

(At least he is talking to you, but I'm not)

S2: انا obligé عليا نكمل قبل :

(I have to finish before)

S1: بزاف تاغك sujet نشوف راني complex

(Your subject is too complex)

S2: و الله منحوس نعرف important نكمل :

(I do not care, just want it to be over)

S1: bonne courage,est beau'c او ه

S2: (oh, it is beautiful good luck?)

It is evident that both females frequently switch to French, which is considered as a prestigious language.

CONVERSATION 6 Analysis Males

Speakers (laymen)

S1:”zdagzdagzdagzdag “كي يكون يتمشا نسمع غي“

(When he walks, I hear it making a sound like “zdag zdag zdag zdag”.)

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S2: يا جديك انا مشفت تا حاجة وانتا؟

(I did not see anything, and you?)

S2: ليحطوه جديد restaurant شفت:

(Did you see the new restaurant that opened?)

S1: وين؟ مشفتش

(Where? I did not see anything)

Conversation 5 demonstrates that females employ the esteemed language, specifically French, while conversation 6 reveals that males utilize the regional dialect, namely Algerian Arabic.

CONVERSATION 7

Analysis FemalesSpeakers (laymen)

S1: غدا سارة تولي تتريني normalement

(Normally, tomorrow sarah will go back to work out)

S2: كانخار جعليهاسبور، وهي عندها taille شابة;

(Working out did her great, she has a great body)

S2: وي، كيش تبانلك ندخلو معاها تا حنا؟

(Yes, what do you think if we go with her?)

S3: منها نتي تزيدي شويا وانا نقص

(You will gain weight and will lose weight)

S2: وكان منيش سميننا والله مندخل

(If I were not fat, I would not go)

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According to conversations 6 and 7, it is evident that men and women have distinct conversational interests. Women tend to focus on topics related to healthcare and academic subjects, whereas men show a preference for discussing cars, football matches, and current events. I was informed about the presence of two male individuals.

Both women in Conversation 5 were discussing their personal issues. Conversation 8 (Ahmed Sid, 2008:237–238) serves as a prime illustration of our previous assertion regarding the utilization of esteemed languages and conversational subjects by women.

CONVERSATION 8 Analysis

Females Speakers (students)

S1:cahier سيماننا جاياة les examens وانا مزال محليتش

(Final exams are not week, and I have not revised yet)

S2:وي والله حتا اناو لراه يجري temps

(It is true, me too and time is running out)

Conversation 8 shows that women have a preference for using French due to its prestigious status as a language. Additionally, they tend to discuss topics that are relevant to their studies and exams. They also frequently adapt French words to suit Arabic grammar. The word /marivizi: tʃ/ (I have not) The term “revised yet” is derived from the French phrase “je n’ai pas révisé.” Women often adopt French words and adapt them to sound Arabic, with the intention of using more prestigious forms rather than local ones.

Conversations 9 and 10 revolve around the inquiry we made to the informants about their prospective spouse’s attributes.

CONVERSATION 9 Analyses

Females Speakers (students)

S1: واسم هما الصوالح ليتبغي يكونو في راجلك المستقبلي

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(What specific qualities do you desire in your prospective husband?)

S2: الحاجة اللولة خاص يكون . تكون عندو خبرة ويعرف قيمة تاع المرأة ويكون خدام ويديرلي داري وحدي: كبير عليا

(Primarily, I desire a partner who surpasses my age and possesses a substantial amount of professional experience, as well as the ability to maintain independent housing.)

S1: نورمال اذا مكانش قاري؟

(You do not mind if he was not educated?)

S2: كي يكون راجل هناك هو الصح:

(It is enough for me to be a man)

ALL SPEAKING TOGETHER

S3: تزوجي واحد يعرف كيفاش يمشي حياتو:

(Marry someone who knows how to move his life)

S5: كيقولك مدير يش ديك حاجة asque ديرني عليه?:

(If he says do not do that stuff, you will do it or not?)

S2: ماشي لازم يفرض راسو عليك وهو غلط لازم تهدرو وتتفاهمو:

(Imposing his opinion is wrong, probably his opinion is wrong, you have to discuss Things together)

CONVERSATION 10 Analyses

Males and Females Speakers (students)

S1F: واسم هي مواصفات زوجة مستقبلية تاعك؟

(What are the characteristics you want your future wife to have?)

S2 M: انامغاديش تزوج، نقعد وحدي:

(I will not marry I will stay alone)

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S1F: وعلايه؟

(Why?)

S2M: خاطرش كرهت هاذ الحياه

(I hate this life)

S3M: اه انا عكسو نزوج 4 نسا

(Oh, I'm against that I will Marry 4 if it takes)

S1F: وواسم الصفات ليراك باغي يكونو فيهادو النسا ليراك حاب تديهم؟

(What are the characteristics you want to be in these women?)

S3M: ووحده تكون كحلة و اخر يتجيبهالي brunette بيضة، ووحده

(I will marry blonde, the second one brunette, the third one black and the other two

Will be my mother choice)

S1F: ويهمك اذا كانت قارية ولا لا

(You do not mind if she was educated or not?)

S3M: ياودي ميهمنيش ندي 4 ندي

(It does not matter, the most important that will marry four)

Based on the discussions in Conversations 9 and 10, the following conclusions can be drawn: Both males and females exhibit distinct speech patterns, with male typically speaking in a loud voice. This observation was consistent across all the recordings. Men divulge fewer personal details about them.

2.7 Discussion of the Results

The findings of the conversation analysis suggest that there are varying levels of disparity in speech patterns between males and females. They employ distinct

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linguistic structures to convey identical meanings, for example, In Conversation 10, Respondent S3M noted that males commonly use the term "Ma mère" (the old woman) to refer to their mother. Unlike respondent S3 in conversation 9, who is a female who uses the term "ماما" to refer to her mother.

Men generally use the local variation of a language, specifically the dialectal Algerian Arabic, while women tend to use more prestigious forms, such as the combination of French and Algerian Arabic. Conversations 5 and 8 provide explicit examples of this. The conversational topics between males and females are entirely distinct. Typically, men engage in discussions about sports news, while women discuss their studies, healthcare, and beauty. Conversations six and seven exemplify this distinction.

Typically, males tend to employ a more audibly robust voice, whereas females generally opt for a more subdued vocal tone. Men tend to disclose a restricted amount of information about themselves, whereas women are more inclined to share a larger quantity of personal information. The contrast is evident. This was clearly evident in conversations 9 and 10.

In conversation ten, it is evident that females employ a greater number of intensifiers, such as 'هاليك' (look), (Oh), 'bien sûr' (surely), and 'voilà' (that's it) Therefore, we can infer that these various factors contribute to the differences in speech patterns between men and women in Algeria and other linguistic communities.

2.8 Limitations of the Study

The current investigation inevitably has certain constraints with the utmost notable ones being due to the infeasibility of covering every area within the region where this study is conducted, as well as the inability to record individuals in public spaces, the scope of recordings is restricted to university campuses and residential dwellings few students displayed reluctance to be recorded, necessitating our response to each informant's inquisitive inquiries regarding the purpose of the recordings and the overall study. Some informants did not regard the subject matter with seriousness,

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particularly when it revolved around the prospective spouse. Consequently, we were compelled to exclude their input. Another limitation arises from the restricted quantity and quality of conversations available for the study. The obtained results lack generalizability to the entire population. An improved setting would have incorporated a higher quantity of discussions involving both mixed and single-sex groups, covering a wider range of topics. The primary challenge encountered during this research endeavor was the insufficiency of books in the university library, specifically pertaining to the field of sociolinguistics.

2.9 Conclusion

It can be inferred that males and females in the Algerian society, Individuals living in Tlemcen exhibit unique linguistic expressions, even when engaging in conversations about similar subjects. Moreover, their unique speech patterns contribute to the divergence in their manner of speaking. For example, consider the use of esteemed languages, particularly by women, in discussing various subjects.

**General
Conclusion**

General Conclusion

The focus of study was to examine the patterns of communication in Algeria, specifically in relation to the speech of men and women. It has allowed us to analyse the differences in speech patterns between males and females in relation to the research questions:

- Various factors shape the distinction between men's and women's language.
- What type of distinction exists?
- Do males and females exhibit distinct speech patterns?

This extended essay's literature review has significantly advanced our understanding of language and gender in Western and Arabic societies. The discussions have been recorded and analyzed by examining the variations in vocabulary usage and speech patterns. The participants included individuals of both genders, including students and non-experts.

The findings derived from his study allowed us to infer some conclusions. The acquired outcomes do not substantiate the initial conjectures which mean that although language is a social phenomenon that is common to both men and women, it is not utilized in an identical manner. Furthermore, despite males and females are acquiring language at the same developmental stage and under similar conditions, they do not employ identical lexicons, even when referring to identical concepts.

The investigation into communication patterns in Algeria, particularly concerning the speech of men and women, provided a rich tapestry of insights into the dynamics of language use within this cultural context. Our exploration highlighted the importance of considering a multitude of factors when analyzing gendered language, ranging from societal expectations and cultural norms to individual agency and linguistic variation.

One of the key revelations of this study was the intricate interplay between language and identity. Language served as a powerful tool through which individuals constructed and negotiated their identities, including gender identities. The variations observed in speech patterns between men and women reflected not only linguistic

General Conclusion

differences but also deeper societal constructs of masculinity and femininity. Future research could delve deeper into the intersectionality of gender with other social categories such as class, ethnicity, and age to provide a more comprehensive understanding of how multiple identity factors shaped language use.

Furthermore, our findings underscored the dynamic nature of language evolution within a society. Language was not static but rather constantly evolved, influenced by societal changes, technological advancements, and globalized communication. As such, future studies could employ longitudinal approaches to track shifts in language use over time, providing valuable insights into the ways in which gendered language practices adapted and transformed in response to changing social landscapes.

Additionally, while our study focused specifically on Algeria, there was potential for comparative research across different cultural contexts. Cross-cultural studies could illuminate the universality or cultural specificity of gendered language patterns, offering valuable insights into the ways in which cultural norms and values shaped linguistic behavior. Such comparative approaches could contribute to a more nuanced understanding of the complex interplay between language, culture, and gender on a global scale.

Moreover, the utilization of advanced computational and quantitative methods could further enrich our understanding of gendered language patterns. Natural language processing techniques, for instance, could enable large-scale analysis of linguistic data, allowing researchers to identify subtle patterns and trends that may not have been readily apparent through qualitative analysis alone. By integrating interdisciplinary approaches, future research had the potential to unlock new dimensions of inquiry into the relationship between language and gender.

In conclusion, the study represented a significant step forward in understanding communication patterns in Algeria and their implications for gendered language use. By highlighting the multifaceted nature of linguistic behavior and its intersection with societal dynamics, the groundwork was laid for future research endeavors aimed at

General Conclusion

unraveling the complexities of language and gender across diverse cultural contexts. As exploration continued in this rich and dynamic field, mindfulness persisted regarding the diversity of human experiences and the myriad ways in which language served as a mirror reflecting and shaping social realities.

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Appendices

Appendix A: Students 'Questionnaire

Thank you for participating in this survey. The purpose of this questionnaire is to Gather information about the differences in speech between male and female Students in Tlemcen. Your responses will be treated confidentially, and the data Collected will be used for research purposes only. Please answer the following Questions to the best of your ability. _____

Part I

Gender

Male Female

Age

17/20 20/25 25/30

Academic level

Mention it.....

Part II

1/ in which city/ region do you currently reside?

Mention it.....

2/ what's your native language?

Arabic Berber

3/ how proficient are you in Arabic any other languages spoken at home?

Very good good Average Bad

4/ How often do you engage in conversations with classmates of the opposite Gender?

Very often Often occasionally never

5/ Are there differences in speech patterns between males and females?

Yes No

6/ Have you observed any distinct speech characteristics in males? If yes, please Illustrate.

.....

7/ Have you observed any distinct speech characteristics in females? If yes, please Illustrate.

.....

8/ Have you witnessed any cases where males adopt speech patterns traditionally? Associated with females? Provide examples.

.....

9/ Have you witnessed any cases where females adopt speech patterns traditionally? Associated with males? Provide examples.

.....

10/ how do media influence the speech patterns of males and females?

من المستخدمة. المفردات على التركيز مع الجزائريين، خطابات في الجندرية الإختلافات تدرس المذكورة هذه ملدى لكال أنماطا على الإختلافات هذه تأثير مدى استكشاف إلى الدراسة تسعى والإناث الذكور من كل قبل البحث من الهدف. الاجتماعية بيئة خالل هادا وانتشار الإختلافات هذه تطور كيفية والنساء، ومراقبة الرجال أظهرت. معين اجتماعي سياق في بالجنس المرتبطة السلوكيات على المفردات اتفي تأثير الفروق هو تحليل الظروف نفس وتحت العمر نفس عند الجزائري المجتمع في اكتسابها يتم للغة أنا رغم أن الحاصلة النتائج لى إبالضافة. له محددة مفردات جنس كل يستخدم. الجنسين بين يختلف إستخدامها أن والنساء، إال للرجال الجنسين بين الكالم ذلك، أنماط.

Summary

This thesis analyzes gender disparities in the speeches of Algerians. It focuses on the lexicon used by the two genders. It is tempting to check whether such differences have an impact on the speaking styles of men and women, and to observe how these differences develop and propagate within of a company. The research aims to analyze the impact of vocabulary differences on gender-related behaviors in a specific society. The results obtained revealed that, even if the language in Algerian society is acquired at the same age and in the same circumstances for men and women, its use differs between the two sexes. Each gender uses vocabulary specific to its own sex. In addition to differences in speaking styles between the sexes.

Résumé

Cette thèse analyse les disparités de genre dans les discours des Algériens. Il se focalise sur le lexique employé par les deux genres. Il est tentant de vérifier si dételles différences ont un impact sur les styles de parole des Des hommes et des femmes, et d'observer comment ces différences se développent et se propagent au sein d'une société. La recherche vise à analyser l'impact des différences de vocabulaire sur les comportements liés au genre dans une société spécifique. Les résultats obtenus ont révélé que, même si la langue dans la société algériennes 'acquiert au même âge et dans les mêmes circonstances pour les hommes et les femmes, son usage diffère entre les deux sexes. Chaque genre utilise un vocabulaire

