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Title:

Analyzing the Gender Differences and their Effects on the Speaking Skill among University Students

The Case of Third Year LMD Students of English at Biskra University

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Requirements for the Degree of Master in Sciences of Language

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Declaration

I, Dernoun Mohamed hereby declare that the current research is my own work, and it has never been submitted to any other institution or university for a degree. This work was carried out and completed at Mohammad Khaider University of Biskra, Algeria.

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Dedication

With love and eternal appreciation, I wish to dedicate this modest work to the most important, precious, and loving people in the whole world, my parents may God bless them.

*To my dearest mother **Fatima**, the most caring person and the closest to my heart, who has always been there for me all the way along.*

*To my beloved father **Amara**, the person who I look up to, who is the source of unconditional support, guidance, and strength.*

To my brothers and sisters for being the best siblings I could have asked for.

To my dearest nephews and nieces, may God protect them.

To all my close friends whom I shared my life with.

Thank you all for your support and love.

Acknowledgment

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Abstract

Gender is one of the factors that affects the process of communication among others. Presumably the majority of EFL students at Biskra University encounter difficulties in communicating with the opposite gender due to several reasons. This led many researchers to study this issue since it hinders the communication process for the majority of students. Therefore, the current study aims to analyze the effects of gender differences on the speaking skill of EFL students. This study focuses on the difficulties that students face in the process of communication with their opposite gender. Hence, the research questions address the differences in using the language while conversing with the opposite gender, and the effects of these conversational differences on the process of communication between male and female learners of English. Accordingly, two hypotheses were built; the first suggests that male and female students of English speak language differently, while the second hypothesis states that if the gender affects the process of speaking then students will find difficulties in communicating with their opposite gender. The researcher opted for a mixed method approach in which two data collection methods were used: a questionnaire (51 students answered the questionnaire) and a conversation analysis on the performance of four students (02 males, and 02 females) in a speaking test. The data analysis revealed that gender differences exist between male and female EFL learners and they affect their way of speaking and the process of communication, mainly in terms of vocabulary, tone of voice, type of language, verbosity and the use of non-verbal expressions. In short, the results confirmed both of the suggested hypothesis for this dissertation, and therefore, achieved the intended objectives of this study.

Keywords: Gender differences, Speaking Skill, Conversation analysis, Communication process, EFL Students.

List of Abbreviations and Acronyms

CA: Conversation analysis

D.C.T: Discourse completion test

EFL: English as a foreign language

Etc: Et cetera

Et al: ET a lii (and others)

i.e: Id est

MKU: Mohamed Khaider University

MMA: Mixed methods approach

(n.d): No date

P: Page

RQ: Research question

RH: Research hypothesis

S/F: Second/Foreign

WL: women language

%: Percentage

&: And

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المخلص

Chapter One: General Introduction

Introduction

The way men and women speak is an interesting subject of research. In some cases, men and women use the language differently, these differences can be manifested in terms of structure, vocabulary, pronunciation, and other linguistic features. Gender differences in language use have become a very common problem in our daily conversations. We tend to be different when we frequently use language. Differences are mainly found between men and women production of language (speaking and writing) because they are most important skills in the process of learning any language.

Many researchers have argued that there are deep and enduring differences between the personality, style, language, way of speaking, thinking, and acting between males and females. In sociolinguistics, the use of language between men and women differs in syntactic categories, intonation, syntactic structure, and conversational style. When analyzing gender in education, research studies (Jennifer Coates, men women, and language 2004) (Ronald Wardhaugh, an introduction to Sociolinguistics 2006), (Lakoff Robin, language and women's place 1973), have revealed that students are different from each other in their personalities, experiences and that lead them to adopt different learning styles and techniques of language use. Gender is a differentiating aspect that affects language learners. Females and males tend to be different in all life aspects and the use of language is one of them. The impact that it is easy to notice on male and female' students is the one associated with their speaking skill because it is easily manipulated and controlled by gender.

Therefore, researchers suggest that both males and females should be aware of the gender differences and its effects on the speaking skill and the difficulties they may encounter in the process of communication which will lead them to many misunderstandings and breakdowns during interaction. Moreover, if students are aware of each other's speaking

pattern they will be able to make any type of a conversation under any circumstances without having any problems.

1. Statement of the problem

Gender is considered as one of the main reasons why human beings use language differently, whether in real life situations or in an academic context like the university classroom which is the case at the University of Biskra. Consequently, researchers are using different methods and techniques in order to analyze why and how the gender affects the speaking skill. In addition, it analyzes the possible method to give each gender the opportunity to interact and communicate with the opposite gender without having any difficulties.

Students in particular find it hard to interact with a male and female simultaneously and this refers to the different speaking patterns used by each gender during the interaction. This type of problem can be observed at any level of education but in the present case, the focus is on students of English in Biskra University because they have been using the language at considerably advanced level of competency, nevertheless this problem still affects them in a direct or indirect way, for instance their speaking abilities will be affected which will reflect on their communication and interaction capabilities.

To address this issue, gender differences in language use among university students are going to be analyzed by surveying the students of English at Biskra University. From the results collected we should be able to accurately assess the most common differences between males and females' speaking skill. Finally, both genders may find a way to accept, understand and maybe use the other gender's language without any problems. The ultimate goal of this study is to increase the level of interaction and communication between male and female students so that they become better speakers and better students, another goal is to help students become less anxious and shy when they are speaking especially for outside the classroom purposes for example at work or social places.

2. Research Questions

The present research study seeks to answer the following questions:

RQ1: Do male and female students of English use language differently while conversing?

What are the most common linguistic differences between them?

RQ2: How do they speak differently from each other?

RQ3: Does the gender affect the male and female process of communication and interaction?

3. Research Hypotheses

On the light of the research questions, the research on investigating the different use of language between male and female students will be guided by the following hypotheses:

RH1: This study is designed to assess the hypothesis that male and female students of English at Biskra University speak language differently.

RH2: If gender affects the process of speaking, then students will find difficulties in communicating with the opposite gender.

4. Research Aims

General Aim

The purpose of this proposed study is to analyze the effects of gender variation on the speaking skill among the students of English at Mohamed Khaider University.

Specific Aims

- To determine whether or not language differences exist between male and female students' way of speaking
- To find out if gender affects the process of speaking and communication among students.
- To encourage students to interact with their opposite gender at the same level of competency without having any difficulties.

5. Research Methodology

This section is concerned with the research methodology of this study, in particular the research approach, data collection tools, and the population and sample used by the researcher are discussed.

5.1 Research Approach

This research followed a mixed methods approach because the use of quantitative and qualitative approaches is more appropriate and helpful in similar studies to the present study, due to the complexity and the multi-dimensional nature of this subject. A mixed method, exploratory research is both qualitative and quantitative in nature, which refers to the data collection methods used in this study to confirm the hypothesis and answer the questions of this research seeking to achieve the aims.

5.2 Data Collection Tools

The research methods used to collect the required data to analyze and answer the research questions are two; a questionnaire and a conversation analysis on a speaking performance test. A questionnaire addressed to students in order to study how the gender differences affect their use of language specifically while conversing. The participants were surveyed via certain questions to collect relevant data. These questions are about the oral language and the way(s) they use it in different situations and contexts. Participants' answers help to distinguish between the male and female use of oral English and understand each gender unique and different use of language from its counterpart. Concerning the speaking performance test and the conversation analysis, pairs of male and female students were chosen and they were asked to talk about the same topic in a specific time. Afterwards their conversations were discussed and analyzed carefully in terms vocabulary, type of language, verbosity, and tone of voice...etc, to find out the main differences in the speaking skill between

the male and female students and if there are any difficulties for both genders in communicating with each other.

6. The Population and Sampling

The population of this study consisted of all third-year students of the English Language at Mohamed Khaider University, Biskra. Since it is difficult to work on the entire population, we have purposively selected a small sample of males and females (04 students; 2 males and 2 females) from the population to do the speaking performing test, while randomly selected (51) students answered the questionnaire to answer the questionnaire. This population was selected because third year students have already been studying for a considerable period of time, which allowed them to obtain an advanced proficiency level and their speaking skill has improved from the previous years and they are seemingly more competent than first and second year students in their communicative skills. Besides, they might have already come across this type of problem in their first two years at university and they probably did not know how to deal with it.

7. Significance of the Study

This work is considered as a theoretical contribution to the field and knowledge related to the sociolinguistics situation in the Algerian Universities. This study showed how gender is a main factor in the process of communication and it also displayed that male and female students of English speak language differently at Mohamed Khaider University. The need for this study is the difficulties that many students face during interaction which make them unable to communicate in the way they want to. The results of this study indicated how gender interferes in the process of language production, in particular the speaking skill. The main goal of this study was to increase the level of interaction and communication between male and female students so they will be able to speak under any circumstances with the enough confidence and comfort no matter what gender they are talking to.

8. Structure of the Dissertation

This study consists of two main parts, a theoretical and a practical one and each part is consisted of a number of chapters. The theoretical part is devoted to the both variables which are gender and the speaking skill. Furthermore, it attempts to display the literature review about them. On the other hand, the practical part which is devoted to the collection, analyses, and discussion of the data gathered from the methods and tools used. Below is a categorization of the five main chapters.

Chapter 1

This chapter serves as an introduction to the dissertation. It deals with introductory elements such as the research questions, hypothesis, aims, research methodology, population and sample and finally the significance of the study. It is also considered as an overview about what the dissertation will be about.

Chapter 2

This chapter represents the review of the literature, which displays a theoretical overview about the variables and it is consisted of two sections. The first section is concerned with the first variable which is gender including definitions, approaches, reasons and effects. However, the second section is devoted to the other variable which is the speaking skill and it provides definitions, types, strategies, and aspects. This section also focused on the speaking difficulties that is faced by students and it highlighted the effects of gender on the speaking skill, and finally the importance of the speaking skill and its role for students.

Chapter 3

The third chapter is devoted to the methodology of this dissertation, mainly the research approach, and the data collection methods and tools, and finally the population and sampling

technique that was used to gather data from the questionnaire. Researchers opt for this type of tools because they are the most appropriate for the nature of this study.

Chapter 4

This chapter is concerned with the analysis and discussion of the collected data. It provides a summary of the results and how they were analyzed and through those results questions and objectives of the study can be answered and achieved. It also highlighted the fieldwork of this study and covered the interpretation of data gathered from the questionnaire and the conversation analysis.

Chapter 5

The last chapter displays a general conclusion to this study with a summary of the main findings that were discussed in the previous chapters. Moreover, it provides some recommendations and suggestions for further research.

Chapter Two: Literature Review: Gender and the Speaking Skill

Section One: The Gender

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Introduction

The primary distinction between humans and animals is the human's ability to communicate with one another through the use of language. We have specific words for various things, emotions, and expressions. Words are constructed in a specific way in each language, and the manner in which those words are expressed has evolved. Human's languages have been influenced by the great changes that have occurred in society over time. New vocabularies have been added, while old-fashioned words have been phased out. Each language has characteristics that reflect society to a large extent. As society is composed of males and females with their physical and mental differences, gender differences have long been incorporated into the study of English as a linguistic variable. The relationship between language and gender has been one of the main topics in sociolinguistics since the early 1970s. In our modern society, women look like men; however, the harsh reality shows that men and women have different communication styles.

The relationship between gender and language has its effects on the use of language for human beings especially students, because gender affects the process of producing the language especially the speaking skill and this refers to the many difficulties male and female students face when they are communicating which lead them to try and deal with each gender on its own. The speaking skill is one of the hardest tasks for students to master because of the different factors that could interfere in the speaking process for each gender, so that the production of this skill will be completely different for every person.

In this chapter researchers will be discussing a number of points about language and gender, theories and approaches of language and gender, differences among gender, reasons and effects of those differences on the language use of students. In addition to the definitions of speaking skill, its types, strategies, difficulties and the impact of gender on the speaking

skill. Finally researchers will illustrate some challenges that students face during interaction and communication and try to explain how the gender affects the process of the speaking skill and how to deal with such problems.

3.1 Definitions of Gender

Gender is a crucial element in the process of speaking and communicating for both male and female students. It can be defined as the range of characteristics pertaining to femininity and masculinity and differentiating between them. Scholars provided different definitions of gender based on their different perspectives.

West & Zimmerman (1987) defined gender as something we do, which refers to gender as an action not an abstract and throughout practicing it we can achieve what we are looking for. Butler (1990) also stated that gender is something we perform which is the same case as mentioned above.

In addition, Alami (2016, p.2) explained gender as "the roles, behaviors, activities and traits which a particular society builds for and deems appropriate for men and women".

Ridgeway and Lovin (2011, p.3) referred to gender as "system of social practices within society that constitutes people as different in social significant ways and organizes relations of inequality on the basis of the difference".

Based on the previous definitions of gender by different scholars, the researcher concluded that the gender is a complex of acts produced by males and females according to a given society.

3.2 Definitions of Language

Language is a human communication system through which people exchange messages with each other. This allows for meaningful communication. In fact, some of the core skills

that underlie teaching English as a foreign language are receptive skills (listening and reading) and productive skills (speaking and writing).

De Saussure (1916) defines language as the relationship between thought and sound which will results in a successful communication.

According to Chomsky (1957) language is a unique ability of native speakers to understand and form grammatical sentences. A language is a set of sentences (finite or infinite), and each finite length consists of a finite set of elements. This language definition considers a sentence as the basis of a language. The statement can be restricted or unlimited and consists only of minor parts.

Derbyshire (2001) said that language is undoubtedly a way of communication between people. It is mainly composed of voice sounds, tones, systematic, symbolic, and arbitrary. This Derbyshire definition clearly states that language is the best source of communication, and also shows how human language is formed and the basic principles of language.

3.3 The Relationship between Gender and Language

The relationship between gender and language can be viewed from different angles but mainly through differences and similarities because when comparing and contrasting many differences can be found as well as for similarities, gender can affect one's production of language without realizing it. Gender differences is a popular research topic in many fields, such as psychology and sociolinguistics. For instance, males are more concerned with power, females are satisfied with their subordinate status. Gu (2013, p.3) says "Males speak directly and take transferring information as the first thing, but females speak indirectly, implicitly and mildly".

3.4 Gender Differences in Language Use

Gender and language use were the focus of various research studies, and all of them found overwhelming evidence that gender differences affect language use among males and females, particularly students.

Wahyuningsih (2018) investigated the differences in language use between men and women, focusing on STAIN Kudus students' conversations in Indonesia, she tried to carry out the research based on previous related works. The steps of a qualitative research were followed by the researcher. Transcripts of a video documentation were used to collect data. The researcher concluded that male and female students' language use differs in some ways, such as forms, contents, and uses. Men are more directive than women, and they use simpler words. Women, on the other hand, use language in a more expressive and polite manner. Furthermore, they use more gestures and words to express their feelings, emotions, and psychological states.

Hirschman (1993) is one of the authors who has studied gender and language. In the data analysis process, the researcher used an experiment, and the study discussed questions such as who talked the most? Who had the better command of the language? Who was the more self-assured? The study's findings revealed a number of absorbing differences, such as female speakers using sounds like « mm, hmm » at a much higher frequency than male speakers. The female/female conversation seemed more fluid than the others. Female speakers used more first person pronouns and fewer third person pronouns than male speakers.

Tannen (1990) discovered some intriguing points in gender and language usage theory, such as how men compete for speaking intent and seek to establish their personal status. Women's conversations, on the other hand are encouraging and built on gossip. Men, after all, are problem solvers. Women, on the other hand, seek attention and complain about receiving empathy from their male partners, whereas men tend to come up with solutions with logical

explanations. In addition, women use the « come on » pattern as a suggestion, while men use it as a spell.

3.5 Reasons for Gender Differences in Language Use

Gender has been a major factor in sociolinguistics and was always connected to language and its production and this refers to the importance of gender and its impact especially on the speaking skill. Gender differences make the process of communication somehow complicated for students because each gender use the language differently and speak in a different pattern, all of these difference happen due to many reasons. (Wardhaugh, 2006).

3.5.1 The Way of Thinking

The main reason is that male and female have a different way of thinking which means that they look at things in completely different perspectives and this will lead them to express their feelings and notions differently from one another.

3.5.2 Type of Language

The language used by males could sometimes be different from the ones females use when discussing the same topic, this may lead to some problems and misunderstandings for both genders during the process of communication.

3.5.3 Personality

It is also a reason for gender differences in language use, because females and males' process of speaking is easily manipulated by the personality. For example if they have compatible personalities and share the same backgrounds then their communication and interaction would not be that difficult and they would be able to understand each other.

3.5.4 Style and Way of Acting

This refers mostly to how each gender performs a specific act and the style they use, based on how they feel on the situation they are dealing with. Males for example can use a lot of gestures and body movements and could be impulsive while just having a normal conversation meanwhile females are the opposite on such situation they can be more relaxed and calmer when discussing the same topic. (Fan & Zhang, 2014).

1.6 Effects of Gender Differences on Language Use

As there are reasons for gender differences on language, there are also effects as well as and these effects can be seen on both males and females production of language. These effects can manipulate each gender's way of speaking because according to Butler (1990) gender is something we perform which means that it is not something people were born with rather it is something they learn during their lifetime. Researchers have studied the area of effects that gender has on language and they have concluded some interesting points concerning this matter.

Wardhaugh (2006) suggests that male and female voices differ in terms of characteristics such as differences in language skill usage. For example, when it comes to vocabulary, females usually use colorful words and tend to develop beautiful, cute, and beloved adjectives that are rarely used by men. In short, men and women use different languages because they grow up and play different roles in society.

In another study by Simon (2020), the goal was to find out the key differences between males and females in the third semester of college and why these differences exist. As this was a technical qualitative method, the Discourse Completion Test (DCT) was performed on 26 participants (13 males and 13 females). The results of the study have shown that there are

indeed differences between male and female students, and these differences lie in adjectives, adverbs, pronouns, adjectives, and exaggerated expressions of empathy.

Xia (2013) analyzed the many differences that exist when both genders produce the language, and he managed to conclude some effects and these points summarize what he found.

1.6.1 Pronunciation

The main effect that can be seen on both genders is the way male and female students pronounce. Differences in phonology between male and female speeches have been identified in different languages. Women's pronunciation is usually better than men's pronunciation, such as the pronunciation of « ing ». Female students usually pronounce better than male students, which may explain why girls choose to major in language learning over boys.

1.6.2 Intonation

High-pitch voice associates with women's « timidity » and « emotional instability ». Women prefer to use reverse accent as well. Lakoff (1975) says that women usually answer a question with rising intonation pattern rather than falling intonation. On the other hand, men tend to use a falling intonation in order from them to look like they are completely sure and confident about what they are saying.

1.6.3 Vocabulary

Differences in Vocabulary can be shown in the following aspects: Color Words, women are good at using color words borrowed from French to describe things, such as mauve, lavender aquamarine, azure and magenta, etc. Moreover, adjectives women like to use more adjectives while men prefer adverbs.

Men tend to use words that have the meaning of « small », such as bookie, hanky, panties, and women like words that show affections, such as dearie, sweetie. People need to learn to make these distinctions in their childhood.

1.6.4 Syntax

There are no specific rules that govern different gender to use different grammar, but differences can be observed in almost every language. Men tend to ask for help more directly and women tend to be more polite when they want help from others. Women also use more interrogative sentences than men do.

1.6.5 Choice of Topics

Men and women choose their topics based on what make them more entertained and interested in. That being said, it is noticeable that men have different interests from the ones women have and this could also refer to their backgrounds and ways of thinking. Men are most likely to choose topics such as sports, economy and perhaps politics. On the contrary, women tend to choose topics like fashion, social media, cooking and family matters. (Xia, 2013).

1.7 Theories of Language and Gender

Gender is considered to be a major aspect of society which affects the use of language and throughout the years several researchers have been analyzing this area and a lot of studies were carried out for a chance to understand exactly how gender interfere in humans' use of language and whether or not this interference affects people. Jespersen (1993), stated that perspectives of language change based on social and gender opportunities, vocabulary (words of language) and phonological differences, and the notion of gender choice and gender role influence language. Other linguists and writers including Robin Lakoff (1973), Deborah (1990) Taneen and Jennifer Coates (2004) studied this field from a different perspective, for

example Coates discussed four main approaches to language and gender and each approach stands for a specific matter and is classified based on males and females' use of language.

1.8 Approaches of Language and Gender

1.8.1 The Deficit Approach

According to Coates (2004) the deficit approach was a hallmark of early research in this area. The best known are Lakoff's language and women place. It claims to establish a so-called « female language » (WL), characterized by linguistic forms such as hedges, and « empty » adjectives such as fascinating, sacred, lovely, and « speaking in italics. » .. (Exaggerated intonation contour). The WL is described as weak and not very assertive, or inadequate. Implicitly, WL is inadequate compared to the standard for male speech. This approach has been questioned because of the implication that women have fundamental problems with their language and should learn to speak like men if they want to be taken seriously.

1.8.2 The Dominance Approach

Coates (2004) believes that in this type of approaches women are considered as oppressed groups and she interprets the linguistic differences between women and men in terms of male dominance and female subordination. Researchers using this model aim to show how male dominance is exercised through language practice. « Exercise » is often also a way of « doing gender » (West & Zimmerman 1987).

1.8.3 The Difference Approach

Coates (2004), implemented that this type of approach refers mainly to the differences between men and women and how they both have different characteristics patterns of behavior sufficient to distinguish them from each other within an embracing culture or society. The difference approach can be controversial in some situations, for example when it is applied to mix talk which is the definition of when men and women talk at the same time using similar

aspects. Freed (1992) argued that a mix talk can be analyzed using many aspects but that does not mean that it cannot ignore the issue of power.

1.8.4 The Dynamic (Discursive) Approach

Researchers such as Deborah Cameron and Jennifer Coates (2004) put emphasis on the dynamic aspects of interaction, the way they viewed gender on this approach differed from the other ones. Gender was seen as an act and a social phenomenon. West & Zimmerman (1987) believed that men and women should be seen as « doing gender » when they are in the process of speaking and interacting because they referred to gender as a verb. Crawford (1995, p.12) also claimed that "gender should be conceptualized as a verb, not a noun" this means that the gender is more of an act that someone does rather than just say.

All these approaches studied language and gender from different perspectives, yet some similarities can still be found between them when it comes to the fact that gender is a major factor in the process of communication and interaction, and they agreed on the fact that gender actually affects the way men and female use and produce language.

Conclusion

This section introduces gender as an element that is important for both male and female students when producing the language. Based on the presented theoretical background about the gender in general and the essential elements in particular, the researcher come to conclude that the gender is a complex factor in the process of language use that requires both males and females to understand how it affects them and their language use and the difficulties they may face while communicating with each other.

Section Two: The Speaking Skill

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Introduction

Language is a complex system of skills that human beings should master at a high level of competency so they would be able to use it properly. It is composed of two parts, the receptive skills (listening and reading) and the productive skills (speaking and writing) which are the two skills that students face the most difficulties when they are learning. The speaking skill has become the interest for many students in the process of learning a foreign or a second language, because throughout speaking they feel that they can understand and get closer to the given language which is probably correct most of the times, and this refers to the confidence and competency they can obtain from speaking that language. However, as any other language skill the speaking one is difficult if not the most difficult and the process of speaking can go through many obstacles for both male and female students since gender is a major factor in the speaking skill and it has several effects on it. The relationship between gender and the speaking skill is not as simple as some students believe and if they knew that gender differences in language use is not just a matter of males and females producing normal language they would think otherwise. In this section the definitions of speaking skill will be given by several researchers, the types of speaking skill, its strategies, the speaking abilities, speaking difficulties, the importance of the speaking skill, interaction and communication, finally the impact that gender has on the speaking skill.

2.1 Definitions of the Speaking Skill

The productive skills are the most important part in language use particularly for students who need it in foreign or second language learning especially the speaking skill because if they manage to successfully acquire and master this skill, they will probably face fewer difficulties in learning any other language. Scholars and researchers provided various definitions of the speaking skill based on their different perspectives.

Chaney (1998, p.13) believes that "speaking is a part of building and sharing the meaning of communication by the people verbal or non-verbal symbols".

In addition, Tarigan (1985, p.26) says that "speaking is the ability of someone to express the idea and feels" which means that if someone is capable of expressing their thoughts and emotions under any circumstances has mastered the speaking skill.

In other words, Brown & Yule (1989) stated that speakers do not just speak for the act of speaking but also to express their needs, demands, and emotions.

In line with this, Byrne (1984) defines speaking as a two-way process between a speaker and a listener, involving both productive and receptive skills of comprehension. The definition implies that during the speaking process, one attempts to communicate with and send a message to others. In this case, communication requires at least two people: a speaker who sends a message and a listener who receives it.

It can be concluded that the speaking skill is related to the act of expressing any type of feelings and notions by using certain patterns of with the clarity needed so the hearer will understand the intended meaning without any problems.

2.2 Aspects of Speaking Skill

The speaking skill is considered to be the most challenging skill to learn which makes it the most important one in the S/F language learning, in order for this skill to be fulfilled the following aspects have to be achieved:

2.2.1 Fluency

Harris (1974, p.81) referred to fluency as " the ease and speed of the flow of the speech " this basically means that being fluent happens when someone is speaking he/she would not have any difficulties in terms of pronunciation, flow, sounds, words ...etc. One major factor that students should focus on is how to interact (ask and answer) in a quick and well organized way to have a high level of fluency.

2.2.2 Accuracy

This aspect put emphasis mainly on formal factors which affect the use of grammar and pronunciation, according to Heaton (1991, p.5), it is " the students' ability to manipulate structure and distinguish appropriate grammatical form in appropriate ones is required for students to arrange correct sentences in conversation. ". On the other hand, Paulston and Burder (1976) explained pronunciation as the process of pronouncing a system of sounds that has no relationship with the speakers and listeners communicative competence.

2.2.3 Comprehension

Syakur (1987) defines comprehension as the response that is required for every speech in order to make it clear and understandable, in particular it is the ability to respond to any type of question and express all kinds of emotions in a correct form which any parts of a conversation or dialogue will comprehend and understand one another.

2.3 Types of the Speaking Skill

Speaking is a productive skill that is inextricably linked to listening. When people listen in the appropriate way they should, they will be able to generate meaningful texts.

Studies on speaking are intended to improve students' English-speaking skills by activating and extending their linguistic competence, increasing their confidence in using spoken English. As far as the speaking skill types are concerned, scholars and researchers have always argued on how the speaking skill should be differentiated and classified with the assistance of factors such as the speech, context, participants, purpose... etc. According to Brown (2004), the speaking skill has five different types which are imitative, intensive, responsive, interactive, and extensive.

2.3.1 Imitative Speaking

This type of speaking involves a lot of repetition (a word, phrase, or a sentence). Language properties such as grammar and lexis may be used in repetition to convey meaning

or to interact in a conversation. Furthermore, in order to be understandable, the speaker must consider his or her pronunciation (Brown, 2004). As a result, imitative speaking is an activity in which speakers rely on repetition activities while taking into account the pronunciation aspect in order to convey the message clearly.

2.3.2 Intensive Speaking

In this section, competence in producing short stretches of oral language in a narrow band of grammatical, phrasal, lexical, or phonological relationships such as intonation, stress, and rhythm is demonstrated. In order to respond appropriately during intensive speaking, the speaker must be aware of semantic properties. Furthermore, this type of speaking is frequently used to assess contexts. It also includes task-related assessment, such as reading aloud, sentence structure, dialogue completion, and directed response tasks (Brown, 2004). In this sense, intensive speaking includes a variety of assessment tasks in which the speakers use the language correctly and semantically.

2.3.3 Responsive Speaking

Responsive speaking consists of interplay however at restrained degree of brief conversations, widespread greeting, or small talk. It offers with brief replies to instructor or learners' questions or comments which also stands for any normal and short conversation between any groups of people.

2.3.4 Interactive Speaking

At this stage, interactive spoken language differs from responsive spoken language in terms of the length and complexity of the interaction. It requires two forms of transactional language to exchange specific information or interpersonal communication to maintain social relationships. In the latter, oral production becomes complex in terms of casual register and spoken language (Brown, 2004). Therefore, whether it is a casual language family or a spoken language, oral expression is sometimes complicated and difficult.

2.3.5 Extensive Speaking

The last type of speaking includes speeches, oral presentation, and storytelling. Nevertheless, in this type, they can be used independently or they can be integrated to each other, depending on students' purposes (Brown, 2004). Consequently, the purpose of each discourse determines the suitable activity that can be applied within the classroom.

2.4 Importance of Speaking Skill

Like any other language skill the speaking skill is of a big importance, but when it comes to S/F learning it is with no doubt the most important one to acquire whether in academic context or other fields such as business and daily life use. Brown & Yule (1983) state that speaking is the skill which students will be judged upon most in real life situations.

Nunan (1991, p.39) argued that " to most people, mastering the art of Speaking is the single most important factors of learning a S/F language and success is measure items of the ability to carry out a conversation in the language ". In this sense, emphasis was put on the role that the speaking skill has in learning a foreign or second language for the help it provides to students during the process. In addition Ur (1991) explains that speaking is considered as the most crucial skill among the four main skills; this this refers mainly to how important the speaking skill is for students and that it is irreplaceable unlike other skills which can be neglected sometimes by students yet they can still master any given language.

Aamer (2007) believes that for a smooth running of any system, the speakers of a language need to be especially purposefully trained in the skill of speaking. Based on this note, everyone who tries to acquire and learn any language should master the speaking skill first before continuing learning that language.

To conclude, students should be aware of the role and importance of the speaking skill has and they need to know how to work on it and put more work and effort in the development

of this skill because mastering it means that the complex and difficult part about learning a second or foreign language has been dealt with.

2.5 Speaking strategies

People in general and students in particular always look for the appropriate and most useful strategies to learn any type of language skill which is the case in the speaking skill as well. Students tend to find the strategies that make them feel comfortable enough in learning how to speak and also the ones that do not take much time and they are the most effective. As Pawlak (2011, p.19) notes, "For the majority of learners, whether this success is defined as achieving native-like proficiency or simply communicating a message, it motivates them to learn a particular foreign language. It is the ability to succeed in oral communication".

2.5.1 Storytelling

Rakmi and Qarajash (2014) stated that storytelling is a major element for improving students speaking abilities because it develops their vocabulary and pronunciation as well as it increases their confidence by making them face different types of audience and speak in front of them.

2.5.2 Small Group Discussion

This is also a useful strategy to enhance the speaking skill. Students can benefit from different group discussions and by time their level of competency and vocabulary will increase, this is due to the interaction with other students who have different perspectives, backgrounds, abilities, and strategies ... etc. Arends (2007) defines small group discussions as conversations occur when students exchange and share information with their peers in order to solve a problem.

2.5.3 Singing

According to Remero et al (2012), the act of singing is considered to be effective in S/F language learning. Most students appreciate and like music and they find themselves

comfortable in singing and enjoying songs so they try to use that for their own academics benefit by improving their speaking abilities throughout singing.

2.5.4 Role Play

Hayaramae and Worasurt (2020, p.6) states that "with a wider range of speaking activity, it is very crucial that students can use role play as their activity in speaking class ". In this sense, role play is considered as one of the student's favorite and important strategy to develop their speaking abilities for the amount of fun and joy students get while they are performing and studying simultaneously which is something they are not familiar with.

2.6 Speaking Difficulties

It is well known that students face all different types of problems in learning any language and this refers to how difficult that language can sometimes be and this will particularly affect the process of producing the language. Speaking is the most crucial skill in language production thanks to its contribution; students can learn how to talk with different people who do not share the same perspectives. According to Bueno, Madrid, and McLaren (2006, p.321) "speaking is one the most difficult skills language learners have to face" the way they viewed the speaking skill was complicated and difficult which is understandable by students because they actually go through many complex paths to master the speaking skill. There are some issues with speaking skills that teachers may encounter when assisting students to speak in the classroom. These are inhibition, a lack of topical knowledge, low participation, and the use of one's mother tongue (Tuan & Mai, 2015).

The first problem is that students complain that they cannot think of anything to say and lack motivation to express themselves. This is supported by Rivers (1968), who believes that learners frequently have nothing to say, most likely because their teachers chose a topic that is inappropriate for them or they do not know enough about it. Baker and Westrup (2003) support the preceding idea by stating that it is extremely difficult for students to respond when their

teachers ask them to tell something in a foreign language because they have few opinions about what to say, which vocabulary to use, or how to use grammar correctly.

The second issue in the speaking class is that participation is extremely low. In a large class, each student will have very little time to talk because only one student speaks at a time while the other students try to hear him/her. Some students dominate the entire class in the speaking class, while others speak very little or never speak. The final issue concerning speaking ability is that when some students share the same mother tongue, they attempt to use it in the speaking class because it is easier for them than the target language (Tuan & Mai, 2015).

There are several other reasons why students use their mother tongue in their speaking classes, according to Harmer (1991). The first reason is that when teachers ask their students to speak about a topic about which they do not have sufficient knowledge, they will attempt to do so in their native language. The second reason is that using one's mother tongue is very natural for students. If teachers do not encourage their students to communicate in English, students will use their first language to explain something to their classmates.

2.7 The Impact of Gender on Speaking Skill

The speaking skill has always been manipulated and controlled by gender which means that males and females speak differently from each other because of the various characteristics that make each gender unique. It is commonly known that gender affects the process of communication among students, Disch (2009) explains that the different ability of communication between men and women is still a major concern about gender differences. These differences can be found in terms of body gestures, voice, tone, etc. An impact that is easily noticed on the speaking skill of both genders is the use of emotions i.e., females tend to show their feelings while they are talking which will reflect on their voice and tone in particular. Men on the other side do not really focus on showing their emotions because of

certain social and cultural beliefs and reasons for them, that is why men are always calm and they use the same tone and voice through a whole conversation. Gender differences in communication styles were also found in the values of comfort and self-support. Women tend to value these skills more, emphasizing the importance of communication that expresses feelings and emotions. Men, on the other hand, place more emphasis on positive forms of communication, such as persuasion and narrative skills (Mortenson, 2002).

Conclusion

This section put emphasis on the speaking skill as one of the most challenging skill to learn because of the difficulties students encounter during the process of learning, yet it is still the most effective one in the language use and this is due to its role and importance in the production of language. The speaking skill has several types, aspects, and strategies that students should follow to master it perfectly. Finally, gender is one of the main reasons why students use and speak language differently for the number of differences and effects it has on the male and female students.

Chapter Three: Research Methodology

Introduction

3.1 Research Philosophy

3.2 Research Approach

3.3 Research Design

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Conclusion

Introduction

The current chapter presents the methodology of this study. The components of methodology are discussed such as the research philosophy, approach, research design, data collection methods and tools, population and sample, and finally the data analysis procedures. Initially, this chapter displays the theoretical background on the research methodology that this study is based on. Finally, it provides the rationale behind the selection of using each data collection method and the approaches that were chosen to carry out this study.

3.1 Research Philosophy

Research philosophy stands for any type of data of a research problem that is gathered, analyzed, and used. The choice of paradigm is related to the nature of the underlying study and since this study follows a mixed methods approach the appropriate research philosophy is pragmatism because it allows the researcher to combine both qualitative and quantitative methods which also gives the researcher the opportunity to combine both positivism and interpretivism philosophies.

3.2 Research Approach

Research approach can be defined as a theoretical framework which is used by researchers to carry out a specific study. The common and most used approaches in conducting research are qualitative approach, quantitative approach, and a mixed methods approach. The current study follows a particular approach based on the nature of the research, its questions and hypothesis.

This study opts for a mixed methods approach in order to analyze the gender differences and its effects on the students' speaking skill. The first part is quantitative which is concerned with a semi-structured questionnaire, and the second part which is qualitative is concerned with the conversation analysis. This research approach was selected because it gives the researchers the chance to check the findings of the study. According to Dorney (2007), a mixed methods

approach helps the researchers by allowing them to use different methods to examine a problem, so that rational explanations and conclusions will be made. This means that a mixed methods approach can be described as a combination of both qualitative and quantitative approach in order to get better results which are more effective and precise.

3.3 Research Design

This element refers to how the research is conducted and it focuses on the strategies that were followed in this study and how it is related to the aims of the research, so that the conditions of collecting and analyzing data will help in fulfilling the aims of the research. According to (Dornyei.2007, p.115; cited in Tavakoli 2012, p.506) there are three research strategies which are the quantitative research strategy, qualitative research strategy, and mixed methods research strategy, each strategy is divided into different research strategies (action plan) for example, Experiments, Case Studies, Ethnography, Grounded Theory ... Etc.

In this study, the researcher conducted the research with a case study, for case studies are good for describing, comparing, evaluating, and understanding a research problem. Dorney (2007, p. 155) explains the case study as “an excellent method for obtaining a thick description of complex social issue and embedded within a cultural context”. In addition, a case study allows the researchers to look at and understand closely a research problem. Concerning the quantitative approach, the researcher opted for a non-experimental research design in particular a survey research, (Guthrie 2010, p 10) says that surveys are useful for describing patterns in large groups rather than in depth analysis of individual views. The form of survey used in this research is a questionnaire addressed to the population to analyze the effects of the gender differences on the speaking skill among students.

3.4 Data Collection Tools

Data collection tools are used by the researchers in conducting a study to obtain the necessary information to solve problems or suggest solutions. Each research approach has its

own data collection tools, which means that the choice of the tools for a given study depends on the nature of the research, if it is quantitative the methods have to be either structured questionnaire, structured observation, structured interview, tests, or experiments. Whereas, the qualitative methods are unstructured questionnaire, unstructured interview, and unstructured observation. Finally, the mixed method approach which is used in this research contains the semi structured questionnaire, a semi structured interview, and a semi structured observation, test... etc. The methods opted for in this study are a semi-structured questionnaire and a conversation analysis.

3.4.1 Questionnaire

The first data collection method used in this study is a questionnaire, the latter was constructed in order to elicit answers from the subjects of the study and also to answer the research questions that concerns the students' speaking skill and how do they use it in different situations and conversations with different genders. Brown (2001, p.6) defines questionnaire as "any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting them among existing answers". Thus, the questionnaire is considered as one of the most effective tools to use in gathering data about a certain problem in order to know the respondents' answers and opinions about it.

Cohen, Manion, and Morrison (2007, p.320) state that there are three types of questionnaires which are structured questionnaire and it only contains close ended questions, unstructured questionnaire and it includes open ended questions, and semi- structured questionnaire in which the questions are a mix of open-ended and close-ended.

The choice of using a questionnaire in this study is due to the need of obtaining the participants' opinions and perceptions concerning their use of the speaking skill, how they prefer to speak and finally if there are any difficulties they face in the process of communication

and interaction with other students with different genders. Furthermore, this method is considered to be a workable data collection method because of how quick, easy, and effective the process of collecting data from any number of respondents at once can be, as Pandey and Pandey (2015, p.58) consider it as “an important instrument being used to gather information from widely scattered sources”.

3.4.1.1 The Aim of the Questionnaire

The aim of the questionnaire is to get feedback on students' speaking skill/strategies and how they prefer to talk and whether or not they have any difficulties in communicating with each other because of the gender differences. This collecting data method is used to obtain information about the current study from a large population at once, it helps the researchers to know the respondents' opinions and perceptions on the two variables which are in this case the gender and the speaking skill and how they affect each other, and if there are any differences between the male and female students use of language in conversational discourses.

3.4.1.2 The Structure and Content of the Questionnaire

The present questionnaire is designed to collect data about the different aspects of the study under investigation, mainly students' background information, gender speaking differences, and the genders' speaking difficulties. The first section of the questionnaire contains four (04) questions, while the second section includes four (04) questions and the third section encompasses fifteen (15) questions. Furthermore, the questionnaire was a combination of both close-ended and open-ended questions. The former was used in order to collect direct and quantified answers by choosing the right option using multiple choices, yes or no questions, Likert scales. Whereas, the latter was used specifically to gather details about the participants' answers with justifications and explanations.

The questionnaire was submitted online to a sample (51) from third year students of English at Biskra University. Three sections were devoted to the respondents, each section is

designed to gather data about specific aspects of the study, namely gender and the speaking skill. The last section is devoted to students' opinionnaire, which includes five (05) questions. It was the space for students where they can give their remarks, comments and feedback about the layout of the questionnaire and its content.

Section One

This section is composed of four (04) questions. It is designed to determine the respondents' gender (Q1). They are asked also to evaluate their level in English language (Q2), and then rank the main language skill according to their importance to them (Q3). The last question (Q4) asks participants to evaluate their level of the speaking skill regardless of their ranking in the previous question. To sum up, this section provides general information about the respondents.

Section Two

The second section of the questionnaire is about the first variable which is the gender. It is composed of four (04) questions that aim to investigate gender differences and the way it affects students' communication. The questions are designed to ask students if they think that each gender speaks in a different way (Q1). In the second question (Q2) respondents were asked to clarify if they face difficulties in communicating with the opposite gender, and if the answer is positive, they are asked to justify by choosing from the provided options. In this section we also asked the participants if they believe that gender affects the process of communication between students (Q3). Furthermore, this section attempts to find out which gender is more comfortable speaking with/to, alongside with a justification of their answers (Q4).

Section Three

The third section is devoted to the second and most important variable in this study which is the speaking skill. In this section, respondents are asked to rank the four language

skills based on their difficulties (Q1). In (Q2), they were asked if they face any difficulty(s) in speaking, considering it is the most effective skill in the process of learning a second or foreign language, and they were required to list some of those difficulties. Moreover, respondents were requested to state what type of language they use and how do they talk in a conversation (Q3) and (Q4). In addition, they are asked to state if they use hedges and slang words during speaking (Q5 and Q6).

Furthermore, respondents requested to determine whether or not they show emotions and use facial expressions in a conversation, and if the answer is with 'yes' they were asked to give examples (Q7). Then, in (Q8 and Q9) participants were asked if they use specific words and minimal responses in their speech/conversations. Moreover, they were requested to identify how frequently they interrupt in a conversation (Q10). In (Q11), respondents were asked whether or not they use some particular adjectives in their conversations. Then in (Q12), respondents requested to say if they consider themselves verbose and talkative. Participants were asked about the frequency of taking control in a conversation (Q13). In addition, in (Q14) the researcher asked the respondents about their topics of interest. In the last question (Q15), respondents were asked about using taboo and curse words in their ordinary conversation.

3.4.1.3 The Questionnaire's Piloting and Validation Phase

Before the final administration, the students' questionnaire has gone through piloting and validation. The questionnaire was first submitted to expertise to validate its form and content. In the piloting phase, the questionnaire was administered to five students from the population to check out the comprehensibility of the questions and the correctness of language (the purpose is to eliminate redundancy and ambiguity). In addition, the questionnaire was sent to expertise to benefit from any given feedback and comments, what was proposed is the delete of a question because it was irrelevant to the area of the research topic. This question was

initially about the writing skill rather than the speaking, the respondents were asked whether or not they use abbreviations in their conversations.

The supervisor made some useful remarks concerning the questionnaire, he suggested to reformulate some of the questions because he thought that they were difficult to understand. He raised an important remark concerning the questions and he suggested to add new questions related to the gender differences and its effects on the speaking skill that the researcher did not initially include. The supervisor recommended that respondents should be given options to choose from in answering some of the questions, this is due to their ambiguity.

3.4.1.4 The Administration Phase:

In the administration phase, the questionnaire was submitted online to the third year EFL students at Biskra University. Fifty-one students (51) have answered the questionnaire, which is an acceptable number of respondents to work with. The researcher made sure that the questionnaire was manageable and easy to answer and that all students will understand the questions and will face no difficulties in providing clear and full responses.

3.4.2 The Conversation Analysis

The second data collection method used in this study is conversation analysis in particular recorded spoken conversations with male and female students to test their speaking skill. Conversation analysis according to Psathas (1995), is the study of everyday social interactions that is produced in systematic methods as a tool for researching those interactions. The test was carried out in order to analyze the already researched gender speaking differences which were revealed by respondents in their answers of the questionnaire, and to find out whether or not students face difficulties in communicating with the opposite gender. According to Brown (2000, p.384) "a test is a method of measuring a person's ability, knowledge, or performance in a given domain", thus the form of a test is considered as an effective tool in the process of CA.

The choice of conducting a test in this research is because the researcher is going to analyze it and the main focus will be on the gender differences and how each gender speaks based on different aspects, for the conversation analysis allow the researcher to examine closely the participants conversations which will provide more precise and exact results.

3.4.2.1 The Aim of the Speaking Test

The test was conducted for the aim of finding out the main gender differences in using oral language among students and to check if the gender affects the process of communication. Additionally, through the analysis of the conversations, the researcher will have the chance to analyze the students' spoken conversations and distinguish between the males and females patterns of speaking. Besides, the researcher intends to highlight the major difficulties which students face when they are communicating with each other.

3.4.2.2 The Structure and Procedure of the Speaking Test

The structure of the test was simple because the test was oral, and it was online so there was a need for it to be recorded by the researcher, a number of (4) participants were selected purposively via the third year students Facebook group. The selected sample (2 males and 2 females) accepted to take part of this research and to participate in this test, they provided the researcher with their emails and Facebook accounts. The participants were not informed about subjects of the conversation, so that they will not come prepared for it. Additionally, the oral test is a conversation between a male and female student, who are asked to talk about specific topics. The first one is going to be a topic that interests males more than females, whereas the second topic will be the opposite; it interests females more than it does for males, so we can analyze the conversations and see how each gender speaks and responds to its counterparts.

3.4.2.3 Piloting and Validation of the Speaking Test

The content of the speaking test was in context to the participants' knowledge and ability to speak which means that the researcher have chosen the topics very accurately

according to the participants' level in English so that the participants are able to speak in the way they prefer to. It was checked and approved by the supervisor, who agreed to freely choose the subjects of the conversation and its method of conduction.

3.4.2.4 Test Administration and Completion' Phase

In the administration phase, the oral conversations were held online with the selected participants on Zoom platform. The two groups of students were asked separately to talk to each other and have normal conversations about certain topics they were informed about the day of the test. The topics of the conversations are "Football and Fashion" both of them included more subtopics such as "football players, other sports, fashion models, clothes" the researcher' role in both conversations was not of a big importance, he introduced himself and the participants, he also explained the speaking test and made sure that the participants understood what they were asked to do. Both tests lasted for around ten (10) minutes which is considered enough for the researcher to analyze the conversations.

3.5 Population and Sampling

Sampling is the process of selecting a number of individuals from a population to carry out a research or a study. The population of this research consists of the entire number of the third year students of English at Biskra University as there are reasons to justify such choice. First, third year students have been studying English for three years now and they are able to speak good English compared to first and second year students. Second, third year students might have encountered difficulties in communicating with the opposite gender and they probably did not know how to deal with this problem. Moreover, from the whole number of population, the researcher worked with only (4) students as a sample selected purposefully (non-randomly) from the (51) randomly selected students who answered the questionnaire.

The reason for opting a purposive sampling technique is the fact that this technique assure that the researcher will have the opportunity to choose the participants, and also the

nature of this study which requires both genders to be present that is the reason behind selecting two male and two female students by the researcher.

3.6 Data Analysis Procedures

After finishing the process of collecting the necessary data for the current study, the next phase is the analysis of the data gathered that is considered as a procedure which refers to the summary, synthesis, and interpretation of the collected data in order to help the researcher obtain results, answer the research questions, confirm the hypothesis, and draw conclusions. The data analysis and procedure opted by the researcher in this study is the descriptive and interpretive analysis to analyze the quantitative data, for it gives the researcher the opportunity to measure, describe, and analyze the data obtained from the questionnaire. As far as the qualitative data is concerned, the researcher opted for a non-statistical data which is concerned with observing and understanding a problem then draw results and conclusions, the analysis of qualitative data according to (Fam, 2008) is to look for similarities and differences in a specific transcript to identify themes and creates categories, the most common aspects that were observed and analyzed were the type of language, verbosity, tone of voice, the use of minimal responses, to make inferences and draw out conclusions from the selected sample on how each gender used the above aspects.

Conclusion

This chapter discussed the methodology of the present study. In addition, a theoretical background was disputed to justify the reason behind opting for each element from the methodology. Basically, the present chapter is considered as an introduction to the fieldwork of the research.

Chapter Four: Results and Discussions

Introduction

4.1 The Analysis and Interpretation of the Respondents' Responses

4.2 Data Collection Tool (Questionnaire)

4.2.1 Summary of the results

4.3 Data Collection Tool (Conversation Analysis)

4.3.1 Summary of the Results

Conclusion

Introduction

The current chapter represents the second section of the practical part of this study, which contains the results and the analysis of the collected data. This chapter reveals the results of the questionnaire and the speaking performance test alongside with the conversation analysis, in addition to the analysis, discussion, and interpretation of both of them. Finally, the researcher provides a summary of the findings so that the results will be easier to understand.

4.1 Analysis and Interpretation of the Respondents Answers:

4.2 The Questionnaire:

The first data collection tool used in this research is a questionnaire, addressed to the third year EFL students at Biskra University to analyze their answers concerning their use of the speaking skill. The questionnaire is composed of three sections, the first one serves as a general knowledge about the respondents, the second is concerned with "The Gender" and the last section is devoted for "The Speaking skill".

Section One: General Knowledge

Q 1: What is your gender?

Table 4.1: Respondents' gender.

Gender	Number of Respondents	Percentage
Female	39	76.47%
Male	12	23.52%
Total	51	100%

The above table provides the number of female and male students who answered the questionnaire. The table revealed that Out of (51) respondents, (39) were females, and the rest

which is (12) were male students. This denotes the females are seemingly the prevailing gender in 3rd year students, this can lead to assume that females might be more interested in studying foreign languages in particular the English language than male students.

Q 2: How can you evaluate your level in English?

Table 4.2: Respondents' evaluation of their level in English.

Level	Female	Male	Total
Beginner	3	0	3
Intermediate	21	4	25
Upperintermediate	15	6	21
Advanced	0	2	2

This question asks the respondents to evaluate their level in English. The majority (25) of respondents considered their level in English as intermediate. (21) were females, (4) were males. This means that even though the respondents have been studying English for three years they still have some problems with the language either in grammar, writing, pronunciation, etc. In addition (21) respondents claimed their level in English is upper intermediate, (15) were females (6) were males, the students who chose this option as an answer believe that their level of English still needs some kind of improvement because they still have a few legs in the English language. While (2) respondents deemed that their level in English language is advanced and they were all male students which may indicates that the level of self-evaluation is considerably high for male students. Those students are the ones with a high level of competency in the English language which gives them the opportunity to use English at any place and time with the fluent, accurate, and professional manner. However (3) respondents assumed that their level in English is 'beginner' and they were all females on the contrary of

the males some females decided to evaluate themselves like this due to their low self-esteem. This number presents the students who have been struggling with the English language and have many weaknesses in all its aspects.

Q 3: How can you evaluate your level of speaking?

Table 4.3: Respondents' evaluation of their level of speaking.

Choice	Female	Male	Total
Fair	7	4	11
Good	31	7	38
Excellent	1	1	2

In this question, the researcher asked the respondents to evaluate their level of speaking. The majority (39) of respondents said that their level of speaking is good, (31) were females and (8) were males. This explains that most of third year students have an acceptable level of speaking in terms of pronunciation and they have the sufficient vocabulary to handle conversation with anyone. In addition, (11) respondents claimed that their level of speaking is fair, who are (7) females and (4) males. Those students referred to their level of speaking as fair because they believe they still have some issues with the speaking skill and its aspects (pronunciation, vocabulary, communication... etc.). The remaining respondents (2) referred to their level of speaking as excellent; (1) female and (1) male, this means that these two students consider themselves as competent speakers of English as they are fluent and have sufficient vocabulary to sustain a conversation with peers and perhaps with a native speakers.

Section Two: The Gender

Q 4: Do you think that each gender speaks in a different pattern?

Table 4.4: Respondents' view of gender's different speaking patterns.

Choice	Female	Male	Total
Yes	28	8	36
No	11	4	15

From this table we observed that the majority of respondents (36) think that each gender speaks in a different pattern; (28) were females and (8) were males, this means those students who said 'yes' are presumably aware of the gender differences that make them speak in a different way from each other. The rest of the respondents (15) believe that there are no differences in the way both genders speak which means that both genders speak in the same pattern according to them. Opposingly to the second view claiming no difference, Elia Simon (2020), found out that there are indeed gender differences between males and females, which means that each gender will speak in a different pattern.

Q 5: Do you face any difficulties in communicating with the opposite gender?

Table 4.5: Respondents' opinion on difficulties in communicating with the opposite gender

Choice	Female	Male	Total
Yes	24	4	28
No	15	8	23

From this table we can see that (28) respondents face difficulties in communicating with the opposite gender, from which (24) were females and just (4) were males. This means that the majority of third year female students have some problems in communicating with male

students, this dilemma also exists with male students because some of them also claimed that they face difficulties in communicating with the female students.

Justification of the Respondents:

This sub question is asked to collect answers about the respondents' perceptions towards the difficulties they face in communicating with the opposite gender. The majority of respondents (52.9%) think that those difficulties are related to their incompetence as they keep making mistakes while speaking with the opposite gender which will make them look as they are not competent enough with the language and have many weaknesses, in all its aspects while (23.5%) of the respondents said that the choice of topics is not interesting enough to make a conversation with the opposite gender. In addition, (11.8%) from the respondents believed that the way the opposite gender speaks is different from theirs, so they will face difficulties in communicating with each other. Lack of self-confidence is the last option which (11.8%) from the respondents have chosen which, according to them, their level of self-confidence is not high enough to communicate with the opposite gender without any difficulties.

Q 6: Do you believe that gender affects the process of communication among students?

Table 4.6: Respondents' belief in the gender's effects on the process of communication

Choice	Female	Male	Total
Yes	23	8	31
No	16	4	20

As it is clearly observed in this table, over half of respondents (31) believe that the gender affects the process of communication among students, (23) were females and eight were males, this means that both genders agree that gender has effects on the communicating abilities

of the students. While (20) respondents (16 females and 4 males) said that the gender does not affect the process of communication among students.

Q 7: Which gender do you find yourself more comfortable speaking with?

Table 4.7: Respondents' preferable gender to speak with.

Choice	Female	Male	Total
Female	35	8	43
Male	4	4	8

In this table we can see that the majority of respondents said that the female is the gender which they find themselves more comfortable speaking with (35) were females and (8) were males. The rest of the respondents (8) said that male is the gender, which they find themselves more comfortable speaking with (4) were females and (4) were males.

Justification of the Respondents:

The common justification that is shared by the respondents are as follows, most of the females' justifications were related to them being more comfortable speaking with each other because they do not feel shy, the topics that they like to talk about are shared. Females also believe that their gender is more understanding and tolerant and they actually listen to each other's opinions and problems. In addition, male students said it is needless to talk with the opposite gender without any purposes according to their religious, cultural, and social background. Also, males believe that they have the same way of thinking and the choice of topics is mutual between them so they will be more comfortable speaking with one another than speaking with female students.

Section Three: The Speaking Skill

Q 8: Considering speaking as one of the most effective skills in learning a second/foreign language, do you face difficulties in speaking?

Table 4.8: Respondents' difficulties in speaking.

Choice	Female	Male	Total
Yes	30	6	36
No	9	6	15

Table reveals that the majority of respondents (36) face difficulties in speaking (30) females and (6) males. This number represents those who have challenges in the different language aspects like pronunciation vocabulary etc. Whereas (15) respondents said that they do not face difficulties in speaking, those are the ones with apparently a high level of proficiency and competency which enables them to speak and express themselves without any problems.

Justification of the Respondents:

This sub-question aimed at investigating the areas of difficulties that the respondents face during speaking. The respondents' justifications were numerous and different but the main ones were related to the fear of making mistakes so this will lead them to be judged by others. The fear of making mistakes is mainly related to pronunciation, lack of vocabulary, mother tongue interference and finally grammar mistakes. Moreover, respondents' lack of self-confidence and shyness (anxiety) are reasons why some students face difficulties in speaking. This means that some students actually have the required vocabulary and proper pronunciation,

yet they still face difficulties and problems because they become shy when they speak with others and sometimes do not believe and trust themselves to speak in a normal and fluent way.

Q 9: In a conversation with the opposite gender, what type of language do you often use?

Table 4.9: Respondents' preferable type of language.

Choice	Female	Male	Total
Formal language	5	6	11
Informal Language	5	2	7
Both	29	4	33

From this table, we can observe that the majority of respondents (33) use both formal and informal language in the conversation, of which are (27) females and (4) males, this means that both genders tend to mix their language while speaking, which is due to the setting and the participants they are speaking with. While (11) of the respondents: (5) females and (6) males only use formal language while having a conversation because they perhaps prefer to sound more serious and professional when they are talking. Finally, only (7) respondents (5) females and (2) males said that they use informal language, which makes them feel more comfortable and relaxed speaking like that. Masatiené (2012), argued that differences exist between males and females type of language but it varies depending on the people who are having the conversation.

Q 10: In a conversation, how do you often talk?

Table 4.10: Respondents' frequent tone of voice used while speaking

Choice	female	male	total
Softly	17	3	20
varied	20	7	27
Loudly	2	2	4

In this table we can see that (27) respondents talk in a varied tone of voice according to the participant gender, notably (20) females and (7) males. In addition, (21) respondents (16) females and (3) males said that they talked in a soft way. The rest of the respondents (2) females and (1) male said that they talk loudly in a conversation. Consequently, from the respondents' responses it is clear that students talk softly in the conversation and often mix it to become loud and this variety in the tone of voice is determined by the other side of the conversation gender.

Q 11: Do you use hedges such as "Like", "Kind of", "Whatever", "For example", "I think"?

Table 4.11: Respondents' use of hedges.

Choice	female	male	total
Yes	5	1	6
No	34	11	45

A quick look at this table reveals that the majority of participants (46) has opted for « Yes » as their answer; (34) are females and (11) are males, this means that the majority of students uses hedges such as « like, kind of, whatever, and for example ...etc. when they are speaking, they think that these hedges help them in expressing their feelings and thoughts, also they might find difficulties in finding the appropriate vocabulary to use which lead to many

pauses and different use of hedges during speaking. However, just (6) respondents, specifically (5) females and (1) male said that they do not use hedges when they speak.

Q 12: Do you use slang words like “Bro”, “Cap”, “Hell, and Lit” in your daily conversation?

Table 4.12: Respondents' use of slang words

Choice	Female	Male	Total
Yes	18	8	26
No	21	4	25

The present table is meant to identify whether or not respondents use slang words in their daily conversation. As the table shows (26) respondents said « Yes », of which (18) are Females and (8) are males. A significant number of respondents (25) said « No », (21) were females and (4) males. Therefore, male students tend to use slang words more often than females in their daily conversation because they think that it gives them more power and extra vocabulary to express themselves in the way they want to.

Q 13: Do you show emotions and use facial expressions in a conversation?

Table 4.13: Participants' use of facial expressions and emotions in a conversation

Choice	Female	Male	Total
Yes	26	6	32
No	23	6	29

This question aimed at identifying whether or not respondents show emotions and use facial expressions in a conversation, of which (32) students said ‘yes’ (26 females and 6 males), while the rest of the respondents (29) Said that they do not use facial expressions in a

conversation. We can conclude that female students tend to use facial expressions and show emotions more often than male students do. This finding aligns with Wahyuningsih (2018)' idea about using non-verbal features in communication among genders. He revealed that the way females use language is more expressive than males, they use more facial expressions and show more emotions to express their feelings.

Justification of the Respondents:

In this question, respondents were asked to mention the facial expressions they often use while they are speaking. The answers were many and different but the main end common once were a smiley face, a surprised and confused face, rising eyebrows, and laughter. Some students said that they sometimes wink and use their eyes to express themselves. In brief respondents believed that the facial expressions they use depend on the topic of the conversation.

Q 14: Do you use words like “So”, “Such”, “Pretty”, and “Quite”?

Table 4.14: Participants' use of qualifiers "So, quite, such, pretty"

Choice	Female	Male	Total
Yes	36	3	39
No	3	9	12

Through this table we shed light on words like « so, such, pretty, and quiet » and if the respondents use them or not. The majority of respondents (39) said « Yes », of which (36) are females and (3) are males. On the other hand (12) participants said « No »: (3) females and (9) males. According to the obtained results, it is clear that female students prefer to use those words in their daily conversations unlike male students who usually do not prefer to use them.

Q 15: Do you use minimal responses like “Mmh”, “Yeah”, “Right” and "Okay"?

Table 4.15: Participants' use of minimal responses.

Choice	Female	Male	Total
Yes	2	7	9
No	37	5	42

This table illustrates that (9) respondents, of which (2) are females and (7) are males said that they use minimal responses in their speaking such as « Mmh, Yeah, and Okay ». Whereas, (42) respondents said « No »: (37) females and (5) males. Consequently, from the respondents' answers it can be concluded the male students use minimal responses more often than female students do, and this may refer to the nature of males who are known to be less talkative and interactive than females.

Q 16: In a conversation, how often do you interrupt the speaker?

Table 4.16: The respondents' frequency of interrupting the speaker

Choice	Female	Male	Total
Always	1	0	1
Usually	4	1	5
Sometimes	20	7	27
Often	11	2	13
Never	3	2	5

The aim of this question was to know more about the interrupting of the speaker in the conversation. As the table shows, the majority of respondents (27): (20) are females and (7)

are males indicated that they sometimes interrupt the speaker while they are speaking, whilst (13) other respondents (11 females and 2 males) reported that they often interrupt the speaker in a conversation. In addition (5) respondents: (3) females and (2) males said that they never interrupt the speaker. Moreover, (5) respondents (4) females and (1) male reported that they usually interrupt the other person during their conversation. Further, only one respondent female said that she always interrupts the speaker. In short, these results revealed that the majority of students sometimes interrupt the speaker in a conversation.

Q 17: Do you use words like “Adorable”, Charming”, “Sweet”, "cute" and “Lovely”?

Table 4.17: Respondents' use of colorful adjectives

Choice	Female	Male	Total
Yes	36	4	40
No	3	8	11

It is clearly observed in this table that a large number of respondents (41), (36) females and (4) males said that they use words like adorable, charming, sweet, cute and lovely when they are speaking. On the other hand (10) respondents said that they do not use those words, of which (3) are females and (8) are males. These findings confirm that the female students prefer to use adjectives such as cute and lovely in their daily conversation, unlike males who do not like use them, Which is similar to the results of Wardhaugh (2006), who suggested that females use colorful adjectives and tend to develop cute and lovely words which are rarely used by males.

Q 18: In a conversation, are you a person who talks a lot and uses too many words?

Table 4.18: Respondents' habit of speech verbosity

Choice	Female	Male	Total
Yes	12	3	15
No	27	9	36

In this question the researcher asked the respondents to say if they talk a lot and use too many words or not. (15) Respondents said « Yes », of which (12) are females and (3) are males, whereas (36) said « No »: (27) females and (9) males. This suggests that the majority of the respondents have low speech verbosity i.e., they do not prefer to talk a lot and they actually use very few words when they are speaking.

Q 19: How often do you take control in a conversation?

Table 4.19: The participants' frequency of taking control in a conversation

Choice	Female	Male	Total
Always	4	1	5
Sometimes	22	5	27
Never	0	0	0
Usually	9	4	13
Often	4	2	6

This question attempts to highlight the frequency of taking control in conversation. The majority of participants (27), of which (25) are females and (5) are males reported that they sometimes take control in a conversation. Whilst (13) respondents: (9) females and (4) males indicated that they usually take control in conversation. Moreover (6) participants (4) females

and (2) males said that they often take control in a conversation. Furthermore (5) respondents: (4) females and (1) male claimed that they always take control in conversation. Whereas, no respondents said that they have never taken control in a conversation. In short, both genders like to take control in the conversation but female students tend to do it more often.

Q 20: In a conversation, how often do use taboo and curse words?

Table 4.20: Respondents' frequency of using taboo and curse words.

Choice	Female	Male	Total
Never	11	2	14
Often	15	1	16
Sometimes	9	6	14
Always	1	3	4
Usually	3	0	3

The table shows that (16) respondents, specifically (15) females and (1) male said they often use taboo and curse words. In addition (14) students reported that they sometimes use curse words, of which (8) are females and (6) are males. On the other hand (13) respondents claimed that they do not use taboo words (11) females and (2) males. Moreover (4) respondents claimed that they always use curse words: (1) female and (3) males. Furthermore (3) respondents who are all females reported that they usually use curse words in their speaking. Accordingly, both genders tend to use taboo and curse words but male students are most likely to curse more than the female students in their daily conversations.

4.2.1 Summary and Interpretation of the Results:

The main purpose of this study was to analyze the gender differences among the students of English at Biskra University. More specifically it targeted the students' speaking

skill and their communication and interaction with the opposite gender. Based on the analysis of the questionnaire of the students, a final view may be drawn as follows.

The current study surveyed a sample from third year EFL students in which the majority of them (39) are females and (12) are males, which clearly shows that overrepresentation of female students and their tendency towards studying English than males. Moreover, the results show that the level of English of the participants differ from one another, but the dominant levels are intermediate (25) respondents and upper intermediate (21) respondents which signifies that most of third year students have a rather acceptable level in English. In addition, most of participants ranked the speaking skill as the most important skill in language use, then comes writing, listening, and finally the reading skill, which shows that the majority of the participants believe that the speaking skill comes on the top of their learning priorities. In addition, respondents were asked to evaluate their level of speaking, a high number of participants (38) reported that their level is fair which means that they are able to speak, yet they still face some challenges during the process. The majority of respondents believe that each gender has its own way of speaking. Students said that they do face some difficulties in communicating with the opposite gender, (52.9%) of them think that making mistakes while speaking is the major obstacle, whereas (23.5%) said that male and female students do not share the same interests, thus they will not be comfortable enough when conversing with each other. In fact, a large number from the respondents stated that the gender affects the process of communication among students, of which many of them were females indicating that females find it more difficult to talk with males than the males do. Within the same context, the participants highlighted which gender they find themselves more comfortable speaking with, the answers were alike, some said female and the others said male, which refers to each student way of thinking, social and cultural background, and topics of interests.

Concerning the students' speaking skill, the majority of the respondents said that speaking is the most difficult skill then comes the writing skill in the second place, reading is third and finally the listening skill that is the least difficult according to third year students. Most of the participants justified their answers by saying that their ranking was based on their level on each skill and the ability to use each one, others said that they ranked them based on their own experience and a few number from the sample said that they ranked them based on their importance. Majority of them stated that they actually face difficulties in speaking and the main areas in which they encounter difficulties are the fear of making mistakes (pronunciation, lack of vocabulary). Moreover, participants said that their lack of self-confidence and anxiety are reasons why they face difficulties in speaking

From the responses of the participants, it has been concluded that while using a language in a conversation (33) participants use both formal and informal language. As far as using the tone of voice in speaking is concerned, the responses reveal that (18) females and just (3) males speak in a soft way while (27) participants speak in a varied tone of voice depending on the other person gender, only (3) participants speak loudly. The results show that female students talk more softly than male students and this is another gender difference among students.

Another finding of the study shows that the majority of the respondents use hedges such as "like, kind of, whatever... etc." Moreover, the results show that (26) respondents use slang words, who were mostly males, therefore male students tend to use slang words more often than females in their daily conversation. Here the gender difference is clearly noticeable.

Concerning the use of facial expressions (32) respondents said that they use them in their conversation, of which (26) are females and just (6) are males, which indicates that female students are most likely to show emotions and use facial expressions in their speaking more than males do. The results indicate that the use of facial expressions creates gender differences

among students. Moreover, regarding the use of words like "so, such, pretty, and quiet", on the one hand, (39) from the total number of the population said that they used them, specifically (36) are females and only (3) are males, on the other hand only (12) participants do not use them. The results of the study show that female students usually use those words more than male students which create another gender difference among them.

Besides, the use of minimal response, which refer to the use of brief answer words like "Okay, yeah, and right", only (9) respondents said that they often use them, notably (7) males and only (2) females, which suggests that males prefer to use short and minimal responses when they are talking and this also creates a gender difference between students. Another result which is the frequency of interrupting the speaker, the statistics showed that the majority of students sometimes interrupt the speaker. Additionally, a large number of respondents (41) stated that the use of colorful words such as "adorable, cute, lovely... etc." in their speech, of which (37) are females and just (4) are males. These findings confirm that female students prefer to use such words and expressions unlike males who usually do not use them, this shows that there is a huge gender difference in using colorful words among students.

Moreover, (36) respondents stated that they do not like to talk a lot and use too many words as both genders claim using few words when they are speaking. Additionally, the participants were asked how often do they take control in a conversation, the results showed that both genders like to take control in a conversation but female students tend to do it more often than male students do, this is also a gender difference among them. The researcher asked the respondents about the topics they are interested in and usually talk about, the answers were varied. Most females said that fashion, social media, and some education-related issues are the topics they enjoy talking about, whereas males on the other hand stated that sports and entertainment are the topics they are interested in and usually talk about, this shows that the choice and interest of topics are a major gender difference on the students.

In terms of using taboo and curse words (3) males and only (1) female said that they always use them, meanwhile (11) females said that they have never used curse words and only (2) males responded alike, (9) females and (6) males reported that they sometimes use taboo and curse words when they were speaking. Accordingly, both genders tend to use taboo and curse words but male students are most likely to curse more than females and this is a notable gender difference between males and females.

The findings of the current study have revealed some similarities and differences in comparison to previous researches. The results in this study and according to (Wardhaugh, 2006) the spoken language by men and women is different, they use different vocabulary for example females tend to use more colorful words and adjectives, whereas males like to keep their language simple and clear. Moreover, the findings of this research aligns with (Wahyuningsih, 2018) revealed that the way females use language more expressive than males, they use more facial expressions and emotions. On the contrary, the findings of the questionnaire indicates that the majority of the respondents have low speech verbosity, i.e. they do not prefer to talk a lot, unlike the research of (Hirshman, 1993) who found out that females used a lot of words and talked more than males.

4.3 The Conversation Analysis of the Speaking Test: Interpretation and Discussion

This sub-section displays the analysis of the conversations, its results and discussion using non-statistical methods. This second data collection method aims to reveal significant results concerning the gender differences and its effects on the speaking skill among students.

During the test, the researcher wanted to cover all the aspects needed to answer the research questions. Hence, the researcher aimed to find out if the gender affects the speaking skill and whether or not it affects the process of communication between students. Additionally, the focus was mainly on a number of the speaking skill aspects, for example Vocabulary, Tone

of Voice, Type of Language, Verbosity, the Use of minimal responses and the Frequency of Interrupting the Speaker.

The two groups of participants were asked to talk about two different topics, the first topic was more interesting for the males which is « Football », and the second topic was more interesting for the females which is « Fashion ». The participants were given some time to talk to each other and the conversations were recorded then analyzed by the researcher based the aforementioned aspects to find out the differences between the males and females' way of speaking.

Aspect One: Vocabulary/Grammar

Table 4.21: Choice of Vocabulary/ Grammar

Voacabulary Choice	Females Vocabulary	Males Vocabulary
Adjectives	Trendy, Pretty, Beautiful	Famous, Professional, Comfortable
Nouns	Fan, Childhood, Like	Damn, Sports, Player
Expressions	I think, Kind of	The whole thing, I Personally prefer

This aspect refers to the choice of vocabulary used, (adjectives, nouns, expressions) which are related to the topics that were discussed in the conversations by the participants. In the recorded conversations, the researcher noticed that the male participants used different words and expression from the female participants. Male participants used common sports vocabulary such as “Sports, Player” in each conversation taking into account the context of the first topic, which is « Football », so their knowledge about the topic was fairly de cent they did not use colorful words to express themselves. On the other hand, the female participants did

not seem to be interested in the first topic yet, they tried to talk about it, they used simple vocabulary and they did not use any adjectives that are colorful and expressing to their emotions. Concerning the second topic which is « Fashion », the female participants used completely different vocabulary from the one they used before, they started using hedges and expressions such as « I think, Kind of, Like » in their conversations, they also focused on using more colorful adjectives such as « Lovely, Trendy, Pretty, Essential ». Whereas, the male participants did not show as much interest as the females did concerning this topic, their vocabulary was different from the female ones, they used words like « Comfortable, Famous, Professional » in their conversations. All of this suggests that the vocabulary used by males and females is different, females tend to use more colorful adjectives when they are speaking, and meanwhile males like to keep it simple. Consequently, the choice of topics plays a significant role on the use of vocabulary by both genders and this will lead to different ways of speaking among students.

Aspect Two: Tone of Voice

Table 4.22: Types of Tone of Voice

Tone of Voice	Females	Males
Formal Tone	✓	✓
Informal Tone	✗	✗
Serious Tone	✓	✓
Assertive Tone	✗	✗
Respectfull Tone	✓	✓
Humorous Tone	✗	✗
Motivating Tone	✗	✗

Tone of voice is an aspect which refers to the tone which is used by someone during a conversation. The researcher observed that the four participants have a formal and serious tone of voice when they are speaking, and this is because of the formality of the situation. So all the participants were serious during the process of the conversations, which also lead them to avoid using any humorous tone. The respectful tone of voice was clearly present due to all the respect that the participants have for each other and the researcher. The assertive and motivating tone of voice were not used by the participants because of the topics they were asked to talk about. Different types of tone of voice used by the students indicate lack of self-confidence, shyness, fear of making mistakes for students when they are speaking with their opposite gender which affects the process of communication between them. Furthermore, it can be concluded that both male and female students talk formally and respectfully in their conversations with the opposite gender. However, some exceptions can be found especially for both genders, because some of them prefer to talk in a different tones of voice because they feel like they can express themselves in a much better way.

Aspect Three: Type of Language

Table 4.23: Types of Language

Type of Language	Females	Males
Formal Language	Regular, Practice Offer	Entire, Introduce, Exhausted, Nevertheless
Informal Language	Funny, Buy, I would've Shouldn't	I don't wanna

This aspect indicates how participants use the language when they are speaking. Moreover, the researcher noticed that the type of language used by males and females is not

that different, yet differences still exist between them. The male participants used more formal language which included serious and professional words and expressions such as « entire, introduce, exhausted, nevertheless» in their conversations with the opposite gender which means that males prefer to talk in formal way when they are speaking with females. On the other hand, the female participants were less formal than the males, and this might suggest that they feel less anxious and more comfortable when they are talking with the opposite gender; they used words like » funny, buy, would've, shouldn't ». To conclude, both genders tend to use formal language in their conversations, but females do it less often than males as explained above.

Aspect Four: Verbosity

The fourth aspect refers to how much participants talk and if they use too many words or not during speaking. Basically, the results of the test revealed significant differences between the two genders, the female participants were the dominant gender as they talked more and used a lot of words during the test, their language was a mix of formal and informal language which helped them even more in this situation. The difference between males and females here is that males found some difficulties with the second topic that it is why they talked less than they did in the first topic, meanwhile the females found some difficulties as well with the « Football » topic, but they did not keep quiet, on the contrary they continued talking and tried to keep up with the males and this may be a good feature for females who do not like to be the less performers than the males even if the topic was not interesting for them. Consequently, female students prefer to talk a lot to express themselves, whereas males actually use fewer words when they are speaking.

Aspect Five: The Use of Minimal Responses

Table 4.24: The Use of Minimal Responses

Type of Responses	Females	Males
Minimal Responses	Sure Yes, Be Specific	Yeah, Okay, Quite Good, Nice
Well-structured Responses	Yes Obviously I did, It is not really interesting, I do have many	It is only a misconception,

Minimal responses are short and brief answers used by a person when they are having a conversation. The analysis of the conversations showed that differences exist between the two genders in terms of using minimal responses. The researcher noticed that the male students used few short responses such as « Yeah, Okay », which seemingly indicates that the participants have lack of self-confidence and shyness. It is also clear that male students have difficulties in communicating with female students which lead them to answer as brief as they can. However, the female participants did not use minimal responses as much as the male participants did, instead they opted for a well-structured and long sentences. In short, minimal responses are used more often by males rather than females and this may be because of the nature of the two genders; the former is known to be less talkative and rarely interactive, and the latter is more initiative and social as females tend to talk more and have daily conversations more than males do.

Aspect Six: The Frequency of Interrupting the Speaker:

This aspect refers to the frequency of interrupting the speakers when they are having a conversation. Since all the participants are not familiar with each other they were respectful and decided not to interrupt each other much but still the researcher noted that there were a few interruptions from both genders and this was due to how interesting the topics were to the point

where the participants felt the need to interrupt sometimes just to add more intensity to the subject matter. In conclusion, the analyzed conversations revealed that both genders do not prefer to interrupt the speaker yet they still do it sometimes for reasonable matters which is not considered as being disrespectful towards the speaker.

4.3.1 Conversation Analysis of the Speaking Tests: The Summary of Results

The process of the conversation analysis and the relevant remarks noted in relation to the discussed aspects of the speaking skill, the researcher concluded a set of results that might help answer the research questions.

The obtained results reveal that the third year EFL students used different vocabulary when they are speaking, the male students prefer to use well-defined common vocabulary and they do not exaggerate when they are speaking. On the contrary, females used more colorful adjectives and expressive words in their conversations thus, gender differences affects the speaking skill among students by interfering in their choice of vocabulary. Which is relevant to the results of Simon (2020) who studied the language used by men and women based on their vocabulary and grammar.

Furthermore, the results show that students have different tone of voice, but they still share some types and this refers to the nature of each gender and how they prefer to talk, and also the circumstances of the speaking for example if it is formal, serious, informal, assertive, etc. The tone of the conversation is often defined by the subject, setting and participants.

As far as the type of language is concerned, students used both formal and informal language when they were speaking but significant differences were found. The male students use more formal language than the females do and this is perhaps due to the serious character that most males display when they are speaking, on the other hand females used more informal language, which might be due to their common belief that decreasing the level of formality helps in having a successful conversation with the opposite gender. As a result, gender

differences affects the type of language, especially the language related to the formality level, used by students which will directly affect their speaking skill. Masatiene (2012), also states that the language used by males and females is different and type of formality is a main aspect of those differences.

Notably, the collected results showed that gender differences affect the amount of talk that students articulate, female students use too many words which made them take control in their conversations over male students. Male students on the contrary tend to use less words when they are expressing themselves and this also refers to the linguistic nature of both genders.

Similarly, male students were found to be using minimal responses more regularly than the female students are doing, and this is apparently due to the nature of both genders, males are less talkative which make them use short and brief answers, whereas females are known by being more interactive which will lead them to talk a lot. Therefore, gender differences affect the process of speaking between students. According to Hirschman (1993) argues that both genders tend to use minimal responses when they are speaking but males used them more frequently than the females.

Furthermore, the results revealed that the frequency of interrupting the speaker is not of a big appearance, it depends on the level of familiarity of participants with each other, yet some interruptions occurred during the process of conversations from both genders which indicate that males and females students can interrupt each other sometimes depending on the choice of topic, the density of the controversy and the participants' argumentative strategies.

Concerning the difficulties that both genders encountered, it was clearly observed that there was a combination of shyness and stress for students when they were speaking which affected their ability to speak. They seemed nervous which led them to make some pronunciation mistakes and many pauses through the whole conversations. Basically, the students' process of communication is easily affected by the gender differences, because each

gender has its own language and way of speaking which is deemed to be unfamiliar and sometimes difficult for the other gender to understand and to cope with. According to

Conclusion

In conclusion, the present chapter provides answers to all the research questions. Additionally, the data collection methods used in this study turned out to be effective because they helped in confirming the research hypothesis. In short, the general and specific aims of this study were achieved at the end of the research. In addition, the results of this chapter serve as answers the research questions that this study was carried about, the gender differences is of a huge interference on the students speaking which lead each gender to have its own pattern of speaking, moreover it appears that the process of communication is affected by the gender differences which creates difficulties for students in the process of interaction and communication.

Chapter Five: Conclusion

5.1 General Conclusion

5.2 Pedagogical Recommendations

5.2.1 Suggestions for Students

5.2.2 Suggestions for Teachers

5.2.3 Suggestions for Future Researchers

5.3 Limitations of the Study

References

Appendices

المخلص

5.1 General Conclusion

This study principally aims at revealing the effects of gender differences on EFL students' speaking skill at Biskra University. In particular, it addresses the different ways of handling the process of communication between male and female students and the impact they might have on their conversations because of the gender differences.

Additionally, this study aims to demonstrate the difficulties that EFL students encounter when speaking with the opposite gender. It is an attempt to find out the most common differences between male and female students in speaking. Moreover, the study seeks to provide students with rational explanations on how both genders produce the language in different conversational situations. The research focused mainly on the effects of gender on the male and females' process of interaction and communication.

The theoretical part in this research is presented in the second chapter which is composed of two sections that highlighted the review of literature about the two variables. The first section shed lights on the first variable which is the gender, it discussed gender definitions, gender differences in language use, its effect on the language use, additionally the theories and approaches of language and gender. Whereas, the second section is devoted to the speaking skill which is the second variable. It focused on its definitions, types, strategies, difficulties. Besides, it emphasized on the impact of gender differences on the speaking skill, its aspects, and finally the importance of the speaking skill.

In order to confirm or reject the hypothesis of this research, the researcher opted for a mixed method approach to achieve the intended aims of this study, two data collection methods were used, namely conversation analysis and students' questionnaire to collect data about the variables to draw significant results about the topic. The sample included in this research was EFL third year students of at the University of Biskra, a sample of (51) students answered the

questionnaire and a purposively selected number of participants (04 students; 2 males and 2 females) sit for the speaking test.

Based on the results obtained from the analysis of the conversations and the questionnaire, the researcher concluded that students actually use language differently from each other and there are differences between the males and females' speaking skill. In particular, both genders appeared to have different vocabulary, tone of voice, type of language, Frequency of interrupting the speaker, verbosity, and minimal responses while conversing. In addition, the researcher noticed that the gender does affect the process of communication among students, because the majority of surveyed students stated that they always face difficulties in communicating with the opposite gender.

To conclude, gender differences have huge effects on EFL students' speaking skill, which lead both genders into using different language from each other due to many reasons in order to help them express themselves in the proper way they want to. Furthermore, it affects the process of communication among students which will lead them to be shy, anxious, and have a low level of self-confidence when they are speaking with the opposite gender which is an obstacle for the majority of third year EFL students to sustain an effective communication in English. Moreover, gender differences may also affect their future interaction and communication in real life matters such as work.

5.2 Pedagogical Recommendations

Sociolinguistics regard speaking as a productive skill in language use is affected by many reasons, but one of the most influential factors is the gender. Besides, based on the collected results from the analyzed conversations and the questionnaire which confirmed that the gender differences affects the production of speaking and the process of communication among students. Therefore, the researcher suggested a set of recommendations in this work for

students, teachers, and future researchers to know how to deal with such problem and to carry out further studies about this research problem.

5.2.1 Suggestions for Students

Based on the results obtained from this study, the following recommendations can be helpful for EFL students, with taking into account the sociocultural context of the classroom practices of each university and institution.

- Students need to communicate with their opposite gender more often in order to know better their ways of using the language and have an effective process of communication and interaction.
- Students have to build their self-confidence and to lower their level of anxiety in order to speak confidently without any difficulties in front of others.
- Both male and female students should extend their vocabulary and learn about the ways of speaking of their opposite gender, so that the possibility of a successful communication will increase.
- Students must be consistent when it comes to speaking with the opposite gender, which means that they have to speak with their opposite gender more often not just for classroom purposes.
- In order to improve the level of communication among students, they need to practice speaking more often outside the classroom in which they discuss different topics of a wide range of interests for both males and females. Students should not limit themselves only in particular academic subjects.

5.2.2 Suggestions for Teachers

- Teachers should create a safe, tolerant and accepting environment so that both genders will be able to speak and communicate effectively and confidentially.

- Teachers must encourage teamwork between male and female students, so that they will be familiar with their opposite gender which means less difficulties in the process of communication.
- Teachers need to understand that some students can be shy and anxious when they are asked to talk with the opposite gender, hence teachers should encourage and give them more time if it takes so.
- In order to increase the level of confidence and to decrease the level of shyness and anxiety among students, teachers should work on the psychological side of the students more than they should work on the regular pedagogical side.

5.2.3 Suggestions for Future Researchers

According to the results of the current study, which focused on the effects of the gender differences on speaking and the process of communication among students. It can be recommended for future researchers to extend the limits of this research and analyze this problem and its effects on other language skills, or by using other data collection methods which may give more accurate results, or maybe they can work on providing more solutions for students to deal with it. Due to the very limited sample of the present study, we also recommend extending the conversation analysis to include more participants to have a better image of these verbal and non-verbal differences.

5.3 Limitations of the Study

The process of the present study which aimed at revealing the gender differences and its effects on the speaking skill was pretty satisfying; however, it encountered a number of obstacles. Due to the nature of this research, a larger number of participants were intended to do the test but only four students accepted it which is considered as insufficient and non-representative number to work with. Additionally, the conversations between students was supposed to be in the classroom but due to some difficulties mainly related to the schedule of

the participants were not helpful and the circumstances of this year because the process of education has not return back to normal. Moreover, some of the third year students did not answer he open-ended questions of the questionnaire which was also an obstacle in analyzing the data collected. Finally, the major limitation that the researcher faced was the time constraints i.e., the researcher needed more time in the conversation analysis phase, the participants were not available very often and they rarely attended their sessions so there was a need for an online meeting to complete it. In short, future researchers must give more importance to time and they should study and consider every step of the research very accurately and carefully so that more reliable and valid results will be provided.

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Appendices

Appendix 01

Students' Questionnaire: Pilot Stage (Phase Number 1)

Survey Questionnaire

Gender: Male/ Female Age:

Level of Study:

Institution's Name :

1. In a conversation, what type of language do you use?
 - a) Formal language
 - b) Informal Language

2. While in a conversation, do you use tag questions like "...isn't it?", "...don't you?"
"...right ?"
 - a) Yes
 - b) No

3. In a conversation, how do you talk?
 - a) Talk loudly
 - b) Talk softly

4. Do you use hedges such as "Like", "Sort of", "Whatever", "For example", "I think"?
 - a) Yes
 - b) No

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5. Do you use taboo words and slang like "Shit", "Damn", "Hell" in your daily conversation?
 - a) Yes
 - b) No
6. What type of language do you use?
 - a) Direct Language
 - b) Indirect language
7. Do you use supportive language?
 - a) Yes
 - b) No
8. Do you use words like "So", "Such", "Pretty", "Quite"?
 - a) Yes
 - b) No
9. Do you use minimal responses like "mmh", "Yeah", "Right"?
 - a) Yes
 - b) No
10. Do you use language like "I think", "You know", "I really"?
 - a) Yes
 - b) No
11. In a conversation, do you interrupt?
 - a) Yes
 - b) No
12. Do you use word like "Adorable", "Charming", "Sweet", "and "Lovely"?
 - a) Yes
 - b) No

Appendix 02

Students' Questionnaire: Pilot Stage (Phase Number 2)

Students' Questionnaire

Dear students,

The researchers are preparing a study on analyzing the gender differences, its role and effects on the speaking skill for students, the case of third year students at the Department of English at Biskra University. The participants are not required to write their names, you are kindly requested to help us to collect information to serve our research aims.

Thank you for your collaboration.

Please put a cross (X) to indicate your chosen option, specify your answer when it is required, and answer the other questions in a normal way.

Section one: General Information

1. What is the most important skill in your opinion?

Speaking Reading Writing Listening

2. Do you like the act of speaking?

Yes No

3. How do you consider your level in English language?

Beginner Intermediate Upper intermediate Advanced

4. How can you evaluate your level of speaking?

Excellent Good Fair

Section Two: Gender:

1. Gender:

Male Female

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2. Do you face any difficulties in communicating with the opposite gender?

Yes No

If yes, describe those types of difficulties?

.....
.....

3. Which gender do you find yourself more comfortable speaking with?

Male Female

Justify your answer?

.....
.....

4. Do you believe that the gender affects the process of communication among students?

Yes No

Section Three: The speaking Skill

1. Which from the four skills is the most difficult to master:

Speaking Listening Writing Reading

On what basis you have chosen your answer:

.....
.....

2. Do you agree that speaking is the most effective skill in the process of learning a second/foreign language?

Strongly agree Agree. Disagree Strongly disagree

3. Do you face any difficulties in speaking?

Yes No

If yes, what are those difficulties?

.....

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4. In a conversation, what type of language do you use?

Formal language Informal Language

5. In a conversation, how do you talk?

Talk loudly Talk softly

6. Do you use hedges such as "Like", "Kind of", "Whatever", "For example", "I think"?

Yes No

7. Do you use slang words like "Bro", "Cap", "Hell, and Lit" in your daily conversation?

Yes No

8. Do you show emotions and use facial expressions in a conversation?

Yes No

9. Do you use words like "So", "Such", "Pretty", and "Quite"?

Yes No

10. Do you use minimal responses like "mmh", "Yeah", "Right" and "Okay"?

Yes No

11. In a conversation, how often do you interrupt?

Always Usually Sometimes Often Never

12. Do you use word like "Adorable", "Charming", "Sweet", "cute" and "Lovely"?

Yes No

13. Do you use abbreviations in a conversation like: « OMG, LOL, TBH, and SMH »?

Yes No

Opinionnaire:

1. Are there any difficult questions?

Yes No

If yes, mention them:

.....

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2. Are there any repeated questions?

Yes No

If yes, mention them:

.....
.....

3. Are the questions relevant to the research topic?

Yes No

If no, justify why?

.....
.....

4. Did you find any questions that need reformulation?

Yes No

If yes, mention them:

.....

5. Please, could you propose other questions?

.....
.....

Thank You for Your Cooperation
Dernoun Mohamed, Master Student
mohdernoun@hotmail.com

Appendix 03

Students' Questionnaire

Questionnaire to students

Dear students,

The present study focusses on analyzing the learners' gender differences, its role and effects on their speaking skill. The case of this research is third year students of English at Biskra University. This questionnaire is anonymous, and thus you are kindly requested to help us collect information to serve our research aims.

Thank you for your collaboration.

Please put a cross (X) to indicate your chosen option, and provide full answers when it is required,

Section one: General Information

1. Gender:

Male Female

2. How do you evaluate your level in English language?

Beginner Intermediate Upper intermediate Advanced

3. Rank from 1 to 4 the following skills according to their importance to you.

Speaking Reading Writing Listening

4. Regardless to your rank of the above skills, how can you evaluate your level of speaking?

Excellent Good Fair

Section Two: Gender

1. Do you think that each gender speaks in a different pattern?

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Yes No

2. Do you face any difficulties in communicating with the opposite gender?

Yes No

If yes, are they related to any of these reasons?

a. The way they speak is different from yours.

b. Due to your lack of self-confidence.

c. You are afraid to make mistakes.

d. The choice of topics is not interesting.

3. Do you believe that gender affects the process of communication among students?

Yes No

4. Which gender do you find yourself more comfortable speaking with?

Male Female

Would you please justify your answer?

.....
.....

Section Three: The speaking Skill

1. Rank the following skills according to their difficulty (from 1 to 4).

Speaking Listening Writing Reading

On what basis you have chosen your answer?

.....

2. Considering speaking as one of the most effective skills in learning a second/foreign language, do you face difficulties in speaking?

Yes No

If yes, list three major difficulties?

▪

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-
-

3. In a conversation with the opposite gender, what type of language do you often use?

Formal language Informal Language Both

4. In a conversation, how do you often talk?

Loudly Softly varied according to the participant's gender

5. Do you use hedges such as "Like", "Kind of", "Whatever", "For example", "I think"?

Yes No

6. Do you use slang words like "Bro", "Cap", "Hell, and Lit" in your daily conversation?

Yes No

7. Do you show emotions and use facial expressions in a conversation?

Yes No

If yes, what are the facial expressions you often use?

.....

.....

8. Do you use words like "So", "Such", "Pretty", and "Quite"?

Yes No

9. Do you use minimal responses like "mmh", "Yeah", "Right" and "Okey"?

Yes No

10. In a conversation, how often do you interrupt the speaker?

Always Usually Sometimes Often Never

11. Do you use words like "Adorable", "Charming", "Sweet", "cute" and "Lovely"?

Yes No

12. In a conversation, are you a person who talks a lot and uses too many words?

Yes No

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13. How often do you take control in a conversation?

Always Usually Sometimes Often Never

14. What are the topics you are interested in and usually talk about?

Sports and entertainment

Fashion

Social media

Science and technology

Education

15. In a conversation, how often do use taboo and curse words?

Never Often Sometimes Usually Always

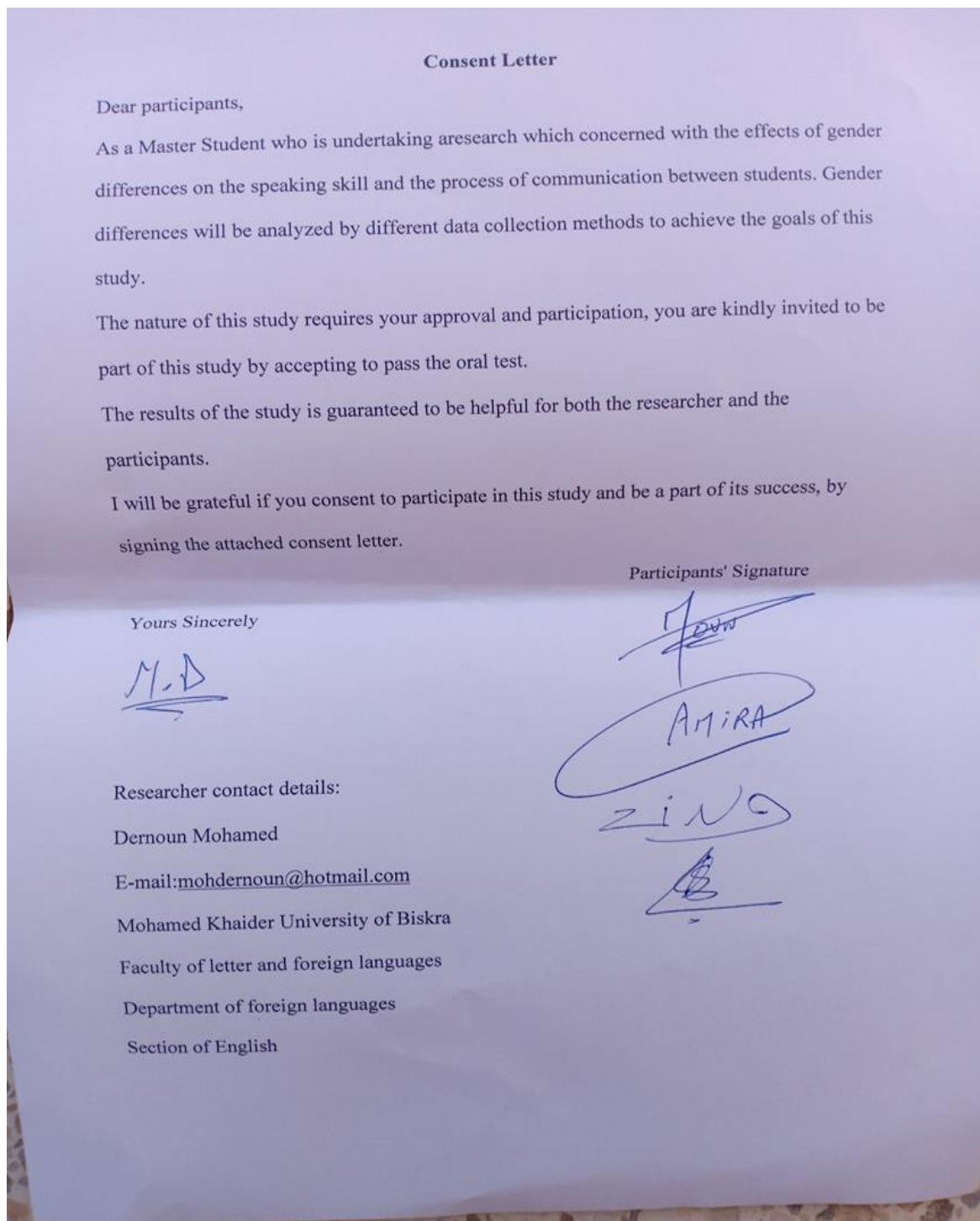
Thank You for Your Cooperation

Dernoun Mohamed Master Student

mohdernoun@hotmail.com

Appendix 04

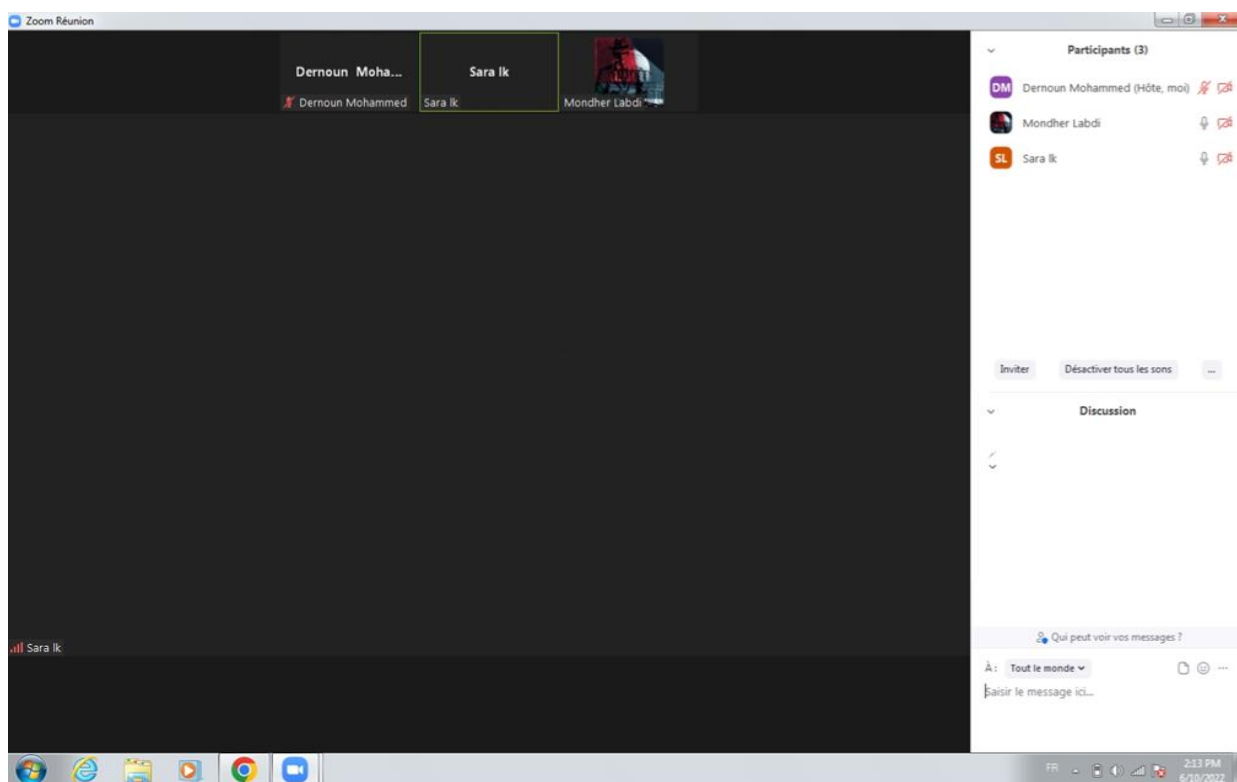
Participants' Consent Letter.



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Appendix 05

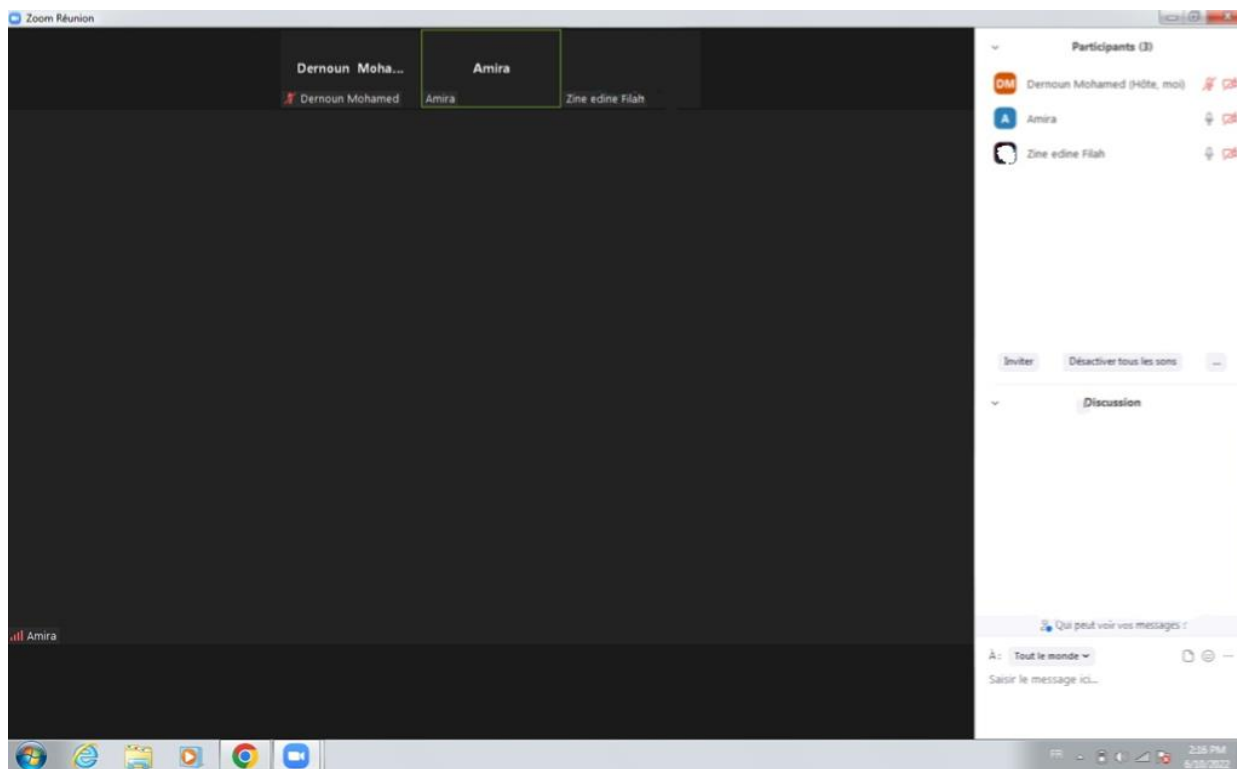
Zoom Meeting (Number 01)



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Appendix 06

Zoom Meeting (Number 02)



الجنس هو أحد العوامل التي تؤثر على عملية الاتصال من بين أمور أخرى ، ويفترض أن غالبية طلاب اللغة الإنجليزية كلغة أجنبية في جامعة بسكرة يواجهون صعوبات في التواصل مع الجنس الآخر لأسباب عديدة. وقد أدى ذلك بالعديد من الباحثين إلى دراسة هذه المشكلة لأنها تعيق عملية الاتصال لغالبية الطلاب. لذلك ، تهدف الدراسة الحالية إلى تحليل آثار الفروق بين الجنسين على مهارة التحدث لدى طلاب اللغة الإنجليزية كلغة أجنبية. تركز هذه الدراسة على الصعوبات التي يواجهها الطلاب في عملية التواصل مع الجنس الآخر. ومن هنا فإن أسئلة البحث تتناول الفروق في استخدام اللغة أثناء التحدث مع الجنس الآخر ، وتأثير هذه الاختلافات في المحادثة على عملية التواصل بين متعلمي اللغة الإنجليزية من الذكور والإناث. وعليه تم بناء فرضيتين ؛ تشير الأولى إلى أن الطلاب من الذكور والإناث يتحدثون اللغة الإنجليزية بشكل مختلف ، بينما تنص الفرضية الثانية على أنه إذا كان الجنس يؤثر على عملية التحدث ، فسيجد الطلاب صعوبات في التواصل مع الجنس الآخر. اختار الباحث منهج الطريقة المختلطة التي استخدمت فيها طريقتان لجمع البيانات: استبيان(51 طالب اجابو على الاستبيان) وتحليل محادثة عن أداء أربعة طلاب (02 ذكور و 02 إناث) في اختبار التحدث. كشف تحليل البيانات عن وجود اختلافات بين الذكور والإناث من متعلمي اللغة الإنجليزية كلغة أجنبية وتؤثر على طريقة تحدثهم وعملية الاتصال ، خاصة من حيث المفردات ونبرة الصوت ونوع اللغة والإسهاب ... إلخ. باختصار ، أكدت النتائج الفرضية المقترحة وبالتالي حققت الأهداف المرجوة من هذه الدراسة.

الكلمات المفتاحية: الفروقات الجنسية، مهارة التحدث، طلاب الانجليزية، عملية التواصل