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Investigating the Gender Differences Effect on EFL Learner's Motivation to Speak in English

The Case of First Year EFL Students of English at Biskra University

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Dissertation Submitted to the Department of Foreign Languages as Partial Fulfillment of the Requirements for the Degree of Master in Sciences of the Language

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Dedication

Every challenging work self efforts
as well as guidance of elders especially
those who were very close to our heart.

I dedicate my humble effort to my sweet and loving

Father & Mother

For their
Endless love,
Support and
Encouragement

To all the extended Family members & Friends

and beloved one

Lucky to have you all in my life

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Abstract

In language learning and teaching, motivation is one of the most significant elements that help the EFL learners to acquire knowledge in all the fields, and its importance in improving speaking skill performance should not be neglected in the classroom. Moreover, gender difference has a great impact on learners' motivation to speak. The present dissertation, aims at investigating the gender differences effect on EFL Learner's motivation to speak in English, the case of first-year LMD students of English at Biskra University. We relied on a mixed method approach. To confirm or reject our hypothesis; gender differences affect EFL learners' motivation to speak, we opted for a questionnaire and classroom observation as data gathering tools of this research. Therefore, the analysis of the questionnaire and classroom observation results are found to be significant because the finding revealed that gender difference in first-year students of English has a great effect on students' motivation to speak. Also, through the classroom observation the data displayed that there is a strong relationship between gender difference, motivation, and speaking skill. As a result, it should be noted that teachers should use effective techniques that would motivate both males and females to speak the foreign language.

Key Words: Gender Differences, English learning, Motivation.

List of Abbreviations and Acronyms

EFL: **E**nglish as a **F**oreign **L**anguage

LMD: **L**icense **M**aster **D**octorate

FL: **F**oreign   **L**anguage

L2: **S**econd **L**anguage

List of Tables

List of figures

Table of Content

General Introduction

Chapter One: General Overview about Motivation in EFL Classroom

Chapter Two: Gender and Motivation

.

Chapter Three: Fieldwork and Data Analysis

General Introduction

Introduction

English language is considered as the primary language of many countries as it is the most widely used language all around the world. English also plays a major role in different domains like, education, medicine, engineering and business. However, learning a second language is influenced by many factors such as prior linguistic knowledge, learning environment, teaching strategies, learners' personality, and motivation. The latter is considered as the most crucial factor in achieving language learning success As most academics have discovered, motivation aids in learning a second language better and faster, whereas a lack of desire puts severe limitations on the learning process and slows it down. However, this psychological factor differs from a learner to another. EFL learner's motivation is affected by various factors including teacher's attitude, learners' competitiveness and their gender. Many differences are shown between male and female learners when it comes to their motivation to learn a second language. Therefore, this study attempts to investigate the effect of gender on EFL learners 'motivation.

1. Statement of the Problem

Motivation is the process that initiates, guides and maintains goal-oriented behaviors. It is considered an essential aspect of the language learning and teaching since it influences student's learning and achievement. However, many students show different levels of motivation especially between male and female learners. Due to the latter many studies were conducted to explore the reasons behind the difference among learners in their motivation in terms of second language learning (speaking skill). This leads us to the idea that learners' motivation can be affected by many factors in which gender can be one of them. Moreover, this research attempts to enrich the literature review as well as to investigate the gender differences effect on EFL learners 'motivation to speak.

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2. Aims of the Study

The main aim of the present study is to investigate gender differences effect on EFL learner's motivation in terms of speaking. The current research seeks to figure out the way female and male EFL learners are motivated differently to speak in English.

3. Research Questions

The research aims to answer the following questions:

1. How are female and male EFL learners differently motivated to speak in English?

2. Does gender differences affect EFL learners' motivation to speak in English?

4. The Research Hypothesis

We hypothesise that;

☐ Gender differences affects EFL learners' motivation to speak in English.

5. Research Methodology

5.1. Research Approach: Method

In order to answer the research questions and achieve the aim of the study, the researcher opted for a mixed method approach.

5.2. Data gathering tools

In the current study, in order to collect data, we designed two data gathering tools to collect considerable amount of data. A semi-structured questionnaire will be addressed to first year LMD students and a classroom observation to accomplish more adequate data and to get comprehensive ideas about the research.

5.3. Population and Sample

Regarding the population, for this study the population is first year LMD students of English at Mohamed Kheider University of biskra in the academic year 2021-2022. The whole population consists of 391 students divided into 12 groups. A sample of 43 students, 14 males and 29 females were selected randomly to represent the whole population.

6. Structure of the Dissertation

The study is going to be divided into two Parts. The theoretical part is composed of two chapters which present the literature review of our two variables, while the third chapter is devoted to the practical part. The first chapter highlights the first variable, it is an over view of gender and motivation and its main characteristics that built a good basic in learning a foreign language , and its vital role in the learning process in general and for developing the speaking skill in particular. The second chapter investigates gender and the learners' speaking skill, its nature and relation to gender difference in teaching a foreign language. Finally, the last chapter deals with the analysis, interpretation, and discussion of the obtained results.

Chapter One

General Overview about

Motivation in EFL

Classroom

Chapter One: General Overview about Motivation in EFL Classroom

Introduction

Generally, it is believable that motivation is a significant element to be in the learning process; it opens the door of being ready to get knowledge and enriches minds with a wide range of information. People learn to gain information that serves their needs , academically, motivation takes an essential part of learning English as a foreign language; it enables students to improve their language proficiency in general, and expands their cultural features in particular. It is also believed that, the purpose of raising motivation among learners is to determine the way the individual want to achieve goals of that target language. In this chapter, the concept of motivation will be defined besides its types, sources, importance and factors affecting it. In addition to motivation relation to second language learning and the speaking skill.

1.1. Definition of Motivation

Motivation as a term has different definitions, little agreements about the exact meaning of this concept. For that, defining the term "motivation" is not an easy task since it has been used in different contexts from different perspectives. Oxford and Shearin (1994 stated that "despite the unchallenged position of motivation in learning additional languages, there is, in fact no agreement on the exact definition of motivation." In the same path, Brophy (2010, p. 208-209) has claimed that,

> By motivation to learn, I mean a students' tendency to find learning activities meaningful and worthwhile and to try to get the intended benefits from them. …motivation to learn is primarily a cognitive response involving attempts to make sense of the activity, understand the knowledge it develops, and master the skills it promotes.

So, the concept motivation is an abstract, hypothetical concept use a whole range of motives. Also, motivation is the most complex and challenging issue facing teachers today. Therefore, motivation is a problematic term explained by teachers, the most arduous and

complex case which encounter learning process.

In the same path, Dornyei (2001) pointed out that most teachers and researchers will agree that motivation is essential to any form of success or failure Learn the situation as it relates to one of the most fundamental aspects of the human mind. According to Williams & Burden (1997) defines motivation as "a frequent term used both in education and research context"

Another definition was given by Pritchard (2008, p. 6) in which he stated:

> The word motivation is sometimes used to describe how hard someone is willing to work to accomplish something: you might say that a colleague is highly motivated to finish a project. It be motivated by recognition, another by raises [….] motivation is how we chose to allocate that energy to different actions to achieve the greatest satisfaction of our needs.

This means that the concept motivation is related to the degree of students learning abilities; in addition it is a kind of challenging learning difficult tasks during the course. Finally, Richards & Schmidt (2002, p. 343) define motivation as "The driving force in any situation that leads to action."In short, despite the importance of the concept of motivation in language learning, still there is a confusion regarding its exact meaning. Thus, motivation is the most important factor that drives learning

1.2. Types of Motivation

In fact, motivation plays a huge role in teaching and learning English as a foreign Language as it helps students learn language successfully. Motivation has different types according to the purpose or the aim . Harmer (1991) stated that motivation refers to a set of desires and efforts combined to achieve a goal. There are four main types of motivation intrinsic, extrinsic , instrumental and integrative motivation they are as follows:

1.2.1. Extrinsic motivation

In contrast, extrinsic motivation refers to the students desire to engage with an activity for pleasure and enjoyment of fun. Also it is concerned in performing tasks for the aim of

having rewards. Further, extrinsic motivation can be noticed on students' behavior that leads to the external rewards. Harmer (1991, p. 51) goes on to argue: "Extrinsic motivation is caused by any number of outside factors. For example, the needs to pass an exam, the hope of financial reward or the possibility of future travel claim. To put it in another way, extrinsic motivation is a behavior that is driven by external rewards." According to the explanation given by Jordan et al. (2008, p. 157) in which extrinsic motivators are "factors external to the individuals that motivate them to respond, e.g. high grades, praise, or money."

To conclude extrinsic motivation is important for gaining knowledge and developing the cognitive abilities. So, students achieve success to be stimulated due to the choice and have a specific form of activity or career as adults.

So, extrinsic motivation is the students' performance for the aim of gaining knowledge. It allows student to train more the foreign language, and be experienced involved with improving their level in learning.

1.2.2. Intrinsic Motivation

EFL students affected by intrinsic motivation simply, they will enjoy practicing tasks which will be inherent and interest by them . Brophy (2004) stated that Intrinsic motivation is an "Emphasize curriculum content and learning activities that connect with students' interests; provide opportunities for them to make choices in deciding what to do and to exercise autonomy in doing it."Furthermore, Mantiri (2015) defined intrinsic motivation as activities performed without anticipating any evident reward other than the action itself. Intrinsic motivation stems from the student's needs, desires, or personal objectives; hence, external rewards are not required.

In the same path, Reid (2007, p. 16) affirms that, intrinsic means within and intrinsic motivation is the desire to go aboard on a task; hence, fore intrinsic motivation, learners need:

- To understand what they are learning.

- To be interested.

- To be able to see the new learning as part of a bigger picture.

- To enjoy the task or the learning experience.

- To have energy for learning.

Furthermore, Ramiraz (2014) noted in his research that while both forms of motivation (intrinsic and extrinsic) are significant for students' progress while learning a language, intrinsically driven students have been able to attain greater success when learning a second language than others.

To conclude the three stages sorts of intrinsic motivation and relying at the newcomers` emotions of pride, also, such newcomers need to be challenging, unbiased and advanced to show themselves on their very own. Therefore, they want a path from their instructors and pedagogical equipment that allows you to beautify their intrinsic motivation

1.2.3. Integrative Motivation

Integrative motivation, according to Dornyei (2001), indicates a favourable attitude toward the L2 group and symbolizes the desire to associate with the target language community and become similar to its members. It also demonstrates the learner's readiness and interest in interacting socially with people from various groups.

Integrative motivated learners, according to Masgoret and Gardner (2003), are open to various language communities and have positive and favourable attitudes throughout the learning process. Furthermore, interactively driven students are more likely to persevere in their study, particularly when faced with hurdles or tough assignments. This is due to the fact that they have integrated their learning motivation into their self-value system, which explains why interactively motivated learners put in more effort and achieve higher results in second language acquisition (Wang et al., 2008 as cited in Hong & Ganapathy, 2017).

This means that good learners are those who have an interest about learning foreign languages.

In sum, Integrative Motivation is focused on the desire to better comprehend and know the individuals who speak the target language.

1.2.4. Instrumental motivation

Instrumental motivation explains the goals for L2 learning. English language chosen as field of study in order to achieve goals. According to Gardner (2003), instrumental motivation refers to "more functional reasons for learning a language, to get a better job or a promotion, or to pass a required examination" (samad, Etemadzadeh & Far, 2012). This means that instrumental motivations refers to practical of pragmatic reasons for language learning. Gardner and Lambert (1972) defined it similarly as "an attitude connected with the desire to learn the L2 for pragmatic reasons, such as earning a better job or a higher wage." (Clement et al., 1994, p. 420)

In addition, Dornyei (2001) stated that instrumental motivation is "where language learning is primarily associated with the potential pragmatic gains of L2 proficiency, such as getting a better job or a higher salary" (p.54). He also explained that instrumental motivation is related to the practical benefits that acquiring a second language might bring about; for example, earning extra money, pursuing hobbies and getting a promotion.

Students who are learning for academic objectives and in academic contexts and who can perform well in language accomplishment without having to integrate with the target language community are an excellent illustration of this kind.

Gardner (2003) hypothesized that interactively oriented learners were more persistently and strongly motivated than other learners. He believed that an interactively oriented learner would have a higher desire to learn the language, more favorable attitudes about the learning

circumstance, and would be more inclined to put in more effort in learning the language (Liuoliene and Metiuniene, 2006).

1.3. Sources of Motivation

One of the most important success factors in foreign language learning is motivation, increasing student participation and interest in school. Therefore, it is important to know several sources of motivation. The main sources are those mentioned by Harmer (2001, p. 52). They are as follows:

❖ **The teacher:** The teacher here play a major role in the teaching learning process; most importantly, in maintaining student's motivation. His attitude toward the language and the goal of learning is essential. Therefore, a teacher's role is not merely to deliver the lecture and gives knowledge. However, he is the one who devotes the most time and efforts and works hand in hand with the students. In this scenario, a clear desire for English and English learning would appear to be important for a good classroom environment.

❖ **The methods :** The method adopted in teaching and learning is important to both the student and the teacher. As a result, teachers are frequently advised to use appropriate and effective methods to meet the needs and expectations of students and to increase their interest in the learning process. The teaching and learning process will be effective and successful is much more likely to happen if the approach used is interesting for both of them.

❖ **Society we live in:** There are attitudes about language acquisition in general, and the English language in particular, that exist outside of the classroom. All societal perspectives, such as learning a language for low or high status, will influence students' attitudes toward the language being studied, and the nature and strength of this attitude will have a significant impact on the level of motivation students bring to class and whether or not that motivation persists.

❖ **Significant others:** The influence of persons who are near to students has an impact on learners' attitudes toward language acquisition. Parents' and older siblings' attitudes are extremely important. It is equally critical to consider the attitudes of pupils' classmates. The student's personal motivation may diminish if they are critical of the subject or activity. However, teachers may take the learners with them if they are enthusiastic and motivated learners.

1.4. Importance of Motivation

In second language learning EFL students in a wish dire to be motivated in learning, thus motivation is important element that takes the attention of the teachers in their teaching process, because it allows learners to lose stress, inhibition, fear of making mistakes, and be free and confident to express themselves more openly. In addition, motivation can help the learners to improve their capacities and makes them engaged, with the activity with open minded it also useful to create a challenging and exciting atmosphere.

Motivation is the important factor in learning process. In other words, successful learning is influenced by student's motivation in the classroom, especially in language classroom. Several writers, including Dornyei (2001) demonstrated the importance of motivation in foreign language acquisition, motivation is essential in EFL learning since it determines students' failure and success. In the same context, Cohen and Dornyei (2002, p. 172) claim, "Motivation is often seen as the key learner variable because without it, nothing much happens". Hall (2011, p. 134) suggests that motivation is a key factor in order to accomplish a particular activity; he states, "It is difficult to imagine anyone learning a language without some degree of motivation". In the same point, Harmer states, "a variety of factors can create a desire to learn" (2001, p. 20). Therefore, the job of a teacher is to motivate learners and to increase the desire to achieve learning .Harmer (2001, p. 20) noticed that "one of the teacher's main aims should be to help students to sustain their motivation".

Similarly , Deci and Week (2006) states that , motivation can also be enhanced in the classroom according to the learners diversity, for learners to be increasingly motivated they need to feel a sense of competence ,autonomy, and self-initiation. Thus, competence, autonomy, and self-imitation are elements which make learners more motivated. (Deci and Week, 2006 p, 70)

To conclude, most instructors and scholars agreed that one of the most essential aspects influencing language learning is motivation. Motivation is helpful for students to improve their level of motivation for successful learning and creative performance of acquiring the foreign language.

1.5. Factors Affecting Motivation

In order to explain several L2 motivational factors that influence learners' learning, William and burden (1997) established a framework of motivation in language learning in which internal and external factors are both possible (Cited in Dornyei, 2001, p. 20-21).

Internal factors	External factors
Intrinsic interest of activity	Significant others
▪ **Arousal of curiosity**	▪ parents
▪ **Optimal degree of challenge**	▪ teachers
Perceived value of activity	▪ pears
▪ **Personal relevance**	The nature of interaction with
▪ **Anticipated value of outcomes**	significant others
▪ **Intrinsic value attributed to the activity**	▪ mediated learning experiences
	▪ the nature and amount of feedback
Sense of agency	
▪ **Locus of causality**	▪ rewards

- **Locus of control re: process and outcomes**
- **Ability to set appropriate goals mastery**
- **Feelings of competence**
- **Awareness of developing skills and mastery in chosen area**
- **Self-efficacy**

Self-concept

- **Realistic awareness of personal strengths and weakness in skills required**
- **Personal definition and judgments of success and failure**
- **Self-worth concern**
- **Learned helplessness attitudes**

Attitude

- **to language Learning in general**
- **to the target language**
- **to the target language community and culture**
- **Other effective states**
- **confidence**

- the nature and amount of appropriate praise
- punishment, sanction

The Learning environnement

comfort

- resources
- time of day, week, year
- size of class and school
- class and school ethos

The broader context

- wider family
- the local education system
- conflicting interest
- cultural norms
- societal expectations and attitudes

▪ anxiety, fear	
Developmental age and stage gender	

<div align="center">

Table 1.3: Williams and Burden's (1997) framework ofL2 motivation (cited in

Dornyei, 2001, p. 20-21).

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1.6. Motivation and Language Acquisition

Motivation is an influential factor in teaching and learning process. The success of learning depends on the high or low motivation of students. Hinson et al. (2000, p. 28) define motivation as "an important component or factor in the learning process". Learning and motivation have the same importance in order to achieve something. Learning makes learners gain new knowledge and skills and motivation pushes or encourages them to go through the learning process (Ulfa, & Bania, 2019, p. 164). "Motivation defined as the extent to which the individual works or strives to learn the language because of a desire to learn the language and the satisfaction experienced in this activity"(Ushida, 2003, p. 52).

Motivation is a major aspect in the second language acquisition process according to (Gomleksiz 2001). They emphasized that a less capable but highly motivated student can achieve better success than a more clever but unmotivated learner. Pupils may arrive very enthusiastic at times, and it is the teacher's job to keep the students unmotivated. The teacher's job is to increase motivation as much as possible (Anjomshoa & Sadighi, 2015). In learning second language, motivation is complex and unique, even within motivational psychology, due to the multifaceted nature and roles of language itself; also describing its nature and its core features requires particular care.

Learners can be self-determined or imposed through others, Ushioda (2014) also added "The motivation of learners progressing along the L2 learning trajectory will also have a historical dimension, shaped by past experiences of learning this particular language or other languages, communicating in a foreign language or having relevant

cultural encounters of some kind." (p.33).

Moreover, Teachers' duty is to show their students accurate ways to develop their learning and thoughts, as well as the principle or the resource that could make that happen is the teachers' motivation to their students. Thus, motivation is the concern of EFL teachers, because it impacts the learners' progress and performance in learning process. According to Brophy (2004), the idea of student motivation is applied in the classroom environment to explain the degree to which students engage attention and effort in particular activities. In the same line, he stated that Student motivation is anchored in students' subjective experiences, particularly those related to their willingness to participate in classes and learning activities and their motivations for doing so. From this, motivation, from this point of view is the energy that moves learner to reach a goal and accomplish a task

1.7. Learners' Motivation

Teachers may encounter both male and female motivated or de-motivated learners in the classroom, but the teachers should motivate their learners in different ways for avoiding de-motivation and according to their gender. Many researchers discussed how male and female motivation differ in the classroom.

1.7.1. Males' Motivation

Regarding the factors of learning content and teaching style, Meshkat and Hassani (2012), in which male students were significantly more demotivated than female students, found noticeable differences between genders (cited in Kheireddine, 2020).

1.7.2. Females' Motivation

"In the study carried-out by Acat and Demiral (2002) it was found that female students were significantly more motivated to learn English than male students. Nonetheless, whilst searching for differences between male and female students regarding motivation factors"

(kheireddine, 2020, p. 18).

1.8. De-motivational Factors in Second Language Learning

It is clear now that motivation play a major role in determining language learning success or failure, however, some demotivational factors that influence motivation negatively. These factors may be internal and external. According to Ekiz, 2016) stated that "Unfortunately, during the learning process students may become negatively influenced as well. Certain negative influences have a significant effect on motivation." (p.20). these negative effects might be due to specific learning-related events or experiences, such as performance anxiety, public humiliation, severe labor expectations, or bad exam scores. They may also be related to social learning environment elements such as the teacher's personality and attitude, as well as classroom countercultures and peer pressures (Dörnyei & Ushioda, 2013).

In similar way , Dornyei (2001,p.87) stated that , "You can employ your most creative motivational ideas, but if students have basic doubts about themselves, they will be unable to 'bloom' as learners. "In the same line of the thought, the main de-motivating factors identified by Dörnyei (1998) are the following:

1. The teacher (personality, commitment, competence, teaching method).

2. Inadequate school facilities (group is too big or not the right level; frequent change of teachers).

3. Reduced self-confidence (experience of failure or lack of success).

4. Negative attitude towards the L2.

5. Compulsory nature of L2 study.

6. Interference of another foreign language being studied.

7. Negative attitude towards L2 community.

8. Attitudes of group members.

9. Course book. (As cited in Dörnyei & Ushioda, 2013, p. 148).

1.9. Motivational Conditions

Motivational strategies cannot be employed successfully in a motivational vacuum. That's why certain preconditions must be arranged before attempting to generate motivation. The following three motivational conditions are necessary:

1-Appropriate teacher behaviours and good relationship with the students

2-A pleasant and supportive classroom atmosphere

3-A cohesive learner group with appropriate group norms (Dornyei, 2001, p. 31)

These three conditions are interrelated because, for instance, you cannot have a pleasant classroom climate if there is tension between the teacher and the students.

In addition, both Engagement and self determination play a major role in students motivation, thus the engagement of students allow them to enhance the learning skills to work with others and know how to transfer information to solve difficulties creatively. Also, self determination is important to understand how learning process is related to motivation and engagement. The following figure explain the relationship between motivation, engagement and self determination theory:
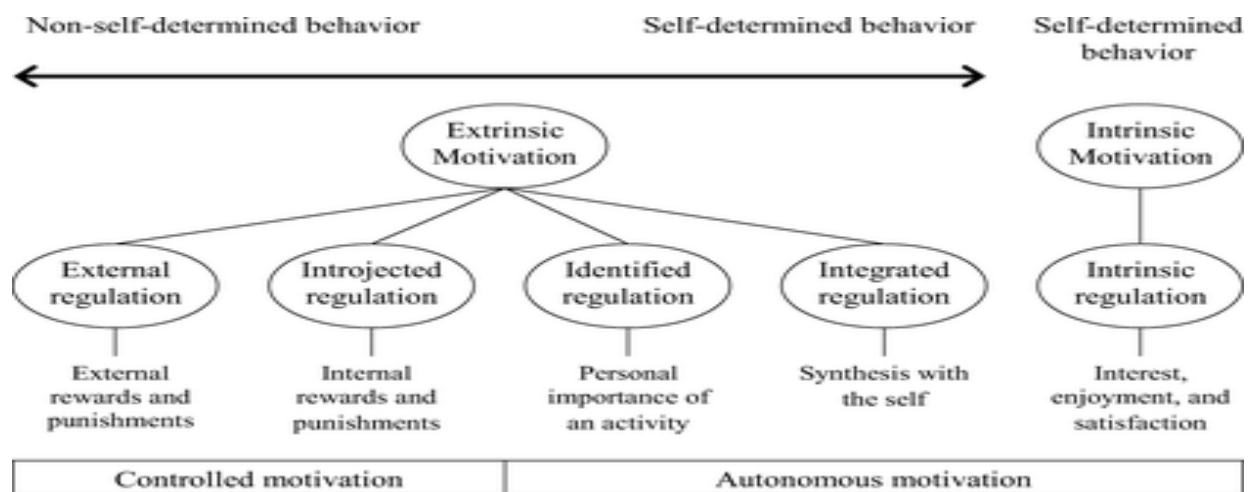
Figure 1.1. Ryan and Deci's Self Determination Theory Model (cited in Saeed and Zyngier 2012, p.255)

To sum up, motivation is significant to promote students engagement with learning tasks

.In addition, it is effective strategy for successful learning and teaching process. The main aim for achieving motivation is to know students effort in the task.

Conclusion

This chapter provides a main topic that has been studied for recent years which is exploring the potential to foster students' motivation through hands' on learning. Thus teachers can use many strategies to motivate their learners to learn such as, hands on learning as an example .The present study shed light on motivational technique in teaching that might raise students' abilities in classroom, Therefore, and we illustrate some factors that affect motivation which is learners' gender.

Chapter Two

Gender and Motivation

Chapter Two: Gender and Motivation

Introduction

We do believe that difference in gender plays an important role in motivation of students to speak during the learning process. In addition in most EFL classroom it is noticed that females are more motivated to learn, share their ideas, and participate to get knowledge and enrich their mind with a wide range of information in the classroom. Generally, both male and female learn to gain information that serves their need. Academically, gender difference has taken an essential part of learning English as a foreign language; it pushes teachers to vary strategies that suit both males and females to speak and to improve their oral proficiency in general, and expands their cultural features in particular. Moreover, learners need to improve their oral performance which is a basic principle that learning provides, and gender difference play a major role in reaching many learning goals.

This chapter will shed light on the definition of gender, sex and gender, masculinity and femininity. Then, it will discuss language and gender in addition to theories of language and gender. Also, it will shed light on the nature of speaking skill, its elements and function of speaking. Moreover, it will focus on gender difference in speaking and motivation. Finally, it will highlight the relationships between gender and motivation, and gender and speaking.

2.1. Definition of Gender

Generally, for a long time, gender difference has been entered to English studies as an essential linguistic element, thus it was widely discussed its strong relation with language acquisition. Moreover, gender becomes one of the major issues in sociolinguistics field, because there is a difference between male and female in language use such as the use of vocabulary, the voice and tone, the syntactic structure and the style of conversation. To support this point of view, it mentioned that,

> Gender refers to a culturally-defined set of economic, social, and political roles, responsibilities, rights, entitlements obligations, associated with being female and male, as well as the power relations between and among women and men, boys and girls. The definition and expectations of what

it means to be a woman or girl and a man or boy, and sanctions for not adhering to those expectations, vary across cultures and over time, and often intersect with other factors such as race, class, age and sexual orientation. Transgender individuals, whether they identify as men or women, are subject to the same set of expectations and sanctions. (Adapted from UNFPA Gender Theme Group, 1998, No Page)

From the above quotation it is clear that, gender differs in several extents and context, therefore, these differences can be clearly noticed in a very wide range in the daily life while using language. Hence, in learning the English foreign language students males are different from students' females in many extents which is noteworthy. According to Finch claims that, the whole photos that based from Lakoff (1975) research is that females' speech is inferior in general to males' speech. Also, it reflects their sense or meaning of personal and social inferiority. In addition, Lakoff depicted that females' way in discourse style includes various features such as lack of self-confidence, expressive of uncertainty, and excessive deference or politeness" (Cited in Finch, 2003, p. 137).

2.1.1. Sex and gender

Many people sometimes misunderstood the concept gender is considered it as the same meaning as sex. However, in fact, they are totally different and have defined differently.

A Sex is designation based on biology, whereas gender is socially and psychologically constructed by the process of interactions in the family, social and education settings. In other words, a gender is not something we have, but something we do, something we perform. Sex is a biological categorization based primarily on reproductive potential, whereas gender is the social elaboration of biological sex. For example, imagine a boy is bought a car and blue cloth by his parents, while a girl is bought a doll and pink cloth. These phenomena show how the parents try to form their children who have opposite sex differently when they start bringing them up. (Rahmi, 2015 p.80)

The statement above demonstrates , on the first hand , sex is different from gender; therefore, sex can be described as the single or something which is brought with when any one is born like from specific features or characteristics someone can be classified as male

or female like genitals , reproductive organs , chromosomes, hormones, and internal reproductive. On the other hand , gender is not related with this features which brought when someone is born, but it is associated with something that is created by people in the degree of socially and psychology depending on their attitudes and govern rules when communicating with each other.

In other words, gender can refer across all the dimensions of social issues and science from a specific social setting, the culture values, expectations, meanings and patterns of behaviour and communication in the society, for example, gender can be seen in the form of structures which was formed and based on what emerge on television, magazines or personal experiences like the females stayed at home take care of children and subservient roles, while the men showed as a leader. Moreover, in the generally culture after married the women will take the name of their husbands, also boys are free to play and go outside home, while girls should stay at home and take care of younger siblings and lastly the position of students at some certain schools or academies is differ in their positioned In term of the fulfill requirement of future work position. (Adapted from UNFPA Gender Theme Group, 1998, No Page)

To sum up, according to the differences taken from daily habits and practices, it is clear that such gender issues were been classified as normal forms in identities, while sex is the classification of people as male or female.

2.1. 2. Masculinity and femininity

These two words femininity and masculinity can be seen as gender identity thus; they refer to the degree that individual look at her/his self as masculine or feminine or as man or woman in community. In addition, the Femininity and masculinity is described as rooted in the social that linked with gender rather that with biological sex. general truth , people as member of society , they decide what are being for that males define themselves as masculine

and females define themselves as feminine. But, in many cases it is possible to found a female see herself as masculine or male see himself as feminine. (Rahmi , 2015 p.95)

Within the symbolic interaction tradition, research demonstrates that people attribute to themselves as masculine or feminine (their gender identity) are sometimes more important in predicting how they will behave (male or female). For example, early research on conversational behaviour reported that males were more likely than females to use more dominant and assertive speech patterns in interaction such as interrupting and talking more. In addition, many empirical studies on interruptions and time spent talking show that gender has inconsistent effects (James andDrakich, 1993).Besides, to say femininity or masculinity, it is sometimes used to distinguish what were understood as problems of gender rules and identification.

2.3. Language and Gender

With the wide spread of learning English as a foreign language in different countries around the world, gender has a status in the learning process , thus , gender issues, in fact it is linked to social constructions which is based on culture and beliefs, in addition it has been studied in language usage from centuries ago . Moreover, males and females are expected to use different expressions when expressing language. There are many theories which had discussed the gender issues in relation to language use like deficit theory, dominance theory, radical theory, difference theory, and reformist theory.

Furthermore, gender in relation to language use, which is one of the pragmatic discussions, consists of several terms and elements which are used to directly describe men and women in using language such as grammatical gender, lexical gender, reference gender, and social gender. In addition, many of the stereotypes found express negative views and attitudes about the language of women rather than men. Several factors influence the gender-specific use of language variations, such as employment and wedding opportunities,

industrialization and urbanization, and social networks. Also, gender in relation to education needs to focus on three important areas: curriculum, education and learning processes, and teaching materials, equipment which related to language. To proof Sidiqi claims that,

> In linguistics, the term referred to the grammatical categories that indexed sex in the structure of human languages. Feminist theorists of the 1960s to 1970s use the term 'gender' to refer to the construction of the categories 'masculine' and 'feminine' in society. This construction was related to biological sex in contested way. However, the connection between gender and language could be found long before the start of women's movement in the late 1960s and early 1970s. Perhaps it appeared one century before this issue was raised as a scholarly study. The different way of talk between men and women was expressed in worldwide proverbs which represented women's verbosity in expressing language and content's of women talk rebutting. (Rahmi , 2015, p.81)

Practically, in the language use, the gender issues raised according to the traditions and beliefs which is widely differs in terms of men and women while expressing discourse usage, and while they are interacting in their daily social life. In fact, men and women discourse is different, simply because they speak differently, socially, the women` way of talk always considered being more inferior like being powerless and unimportant; however, the men discourse is very important. As a human language is an important tool to communicate and interact to achieve several goals that serve people need and style, it is noticed that there are several differences in the use of language by men and women; therefore, gender is strongly reflected language in a new field of linguistics. In the light of language and gender relationships there are certain levels should be highlighted such as gender differences in language form and structure, gender differences in speech style, and gender differences in language (Akhter, I, 2014, p. 3).

2.4. Theories of Language and Gender

In the light of language and gender there are several theories that have been developed by Rahmi , (2015, pp.84-85) are described :

2.4.1. Deficit theory

This theory assumes that the language of women is less than sufficient of men. Therefore, it is assumed that females copy most of the male language and males play a significant role in the creation of the language. Consequently, female uses language through imitation the men language and expressing languages that is not as perfect as men. The research of De Beauvoir (1949) and Danish grammarian Jespersen (1922) endorsed these ideas. On the other hand, Lakoff's(1975) attitudes are a bit different. She agrees that the gender inequality that arises when women express their language is due to women being pushed to the limits of their social lives. They wanted to speak in a particular way, depending on their lower social level than men. As a result, female linguistic expressions were not as efficient as males.

2.4.2. Dominance theory

Domination theory hypothesized that male and female may express different languages because of the unequal balance of power between men and women. As a result, men dominated language because they had more power in diplomacy and culture in daily social life. According to their power, men were able to control different aspects, including the use of language. In addition, this theory was supported by the results of O'Barr and Atkins (1980), Zimmerman and West (1975), Swacker (1975), spender (1980), and Hultz (1990). However, many researches disagree with this theory, stating that the concept of power in this theory is oversimplified. They see that in the process of communication, the gender of the communion was less important than experience and social status. This means that if a woman has a higher social status than a man, she can better express her language.

2.4.3. The Radical Theory

This theory was born from Sapir Whorfian's YEAR hypothesis and Orwell's view. It is about seeing your world through the language that people use and express. For that, the facts concerning the world are based on languages created by men. Women were just followers,

imitating the language created by men. As a result, women lacked experience and awareness.

2.4.4. Differences Theory

According to the theory of difference, men and women were not socialized in the same way, so they had different sociolinguistic subcultures called male and female subcultures. In this theory, feminists sought to regain the place of female conversation by claiming that female speech patterns differ from male speech patterns. Also, even women are considered as a superior in certain linguistic disciplines. But, this theory has been criticized for claiming to pay attention only to women's contribution to language, ignoring the social reality that women and men are considered to be unequal.

2.4.5. The Reformist theory

This present theory is about reformist feminists criticized sexist language, which is considered irrational and potentially prejudiced when portraying reality. In addition, they using language through avoiding the use of sexist words in the language, and neutralizing the sexist words like chairperson instead of chairman, men and women instead of men, Ms. instead of Missus or Miss, men and women instead of people , humanity instead of mankind and he or she instead of he. Although this theory is very famous, some critics are working on the argument that prejudice must not be changed because people cannot control what they say or think.

2.5. Teaching speaking in EFL Classroom

Teaching speaking skill is not an easy task, it needs more concern and focus on students' abilities during the lecture that EFL teachers should take care about their student level. Implementing effective strategies that help EFL students to progress in their speaking skill, and perform better in the oral presentation session. In addition students need to practice the English language regularly through performing different tasks that prepared by the teachers.

Moreover, teaching speaking skill needs to achieve many goal of speaking proficiency and help learners to practice speaking skill in the classroom at all levels through expressing themselves in situations where they can use spontaneous language.

According to Brown (2000,p.7) affirmed,“ Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand”. It is clear that teacher needs to use balanced activities approach which help the learner to distinguish between language input, structured output, and communicative output, thus those strategies may help the EFL learners to produce language by themselves and deduce their difficulties.

During the lesson, the teacher should be aware of the problems which occur in the class. The problems which occur may come from the students themselves, their friends or the teacher. There are several problems which occur during speaking activities that influence students' speaking fluency. Lawtie (2004) offers three problems which often occur during speaking class. Those problems are: (1) students do not want to talk or say anything because they are afraid of making mistake or because they are not interested in the topic, (2) when students work in pairs or groups, they just end up chatting in their own language, and (3) when all the students speak together, it will be too noisy and out of hand, and sometimes the teacher loses control of the classroom.

2.5.1. The nature of speaking skill

Concerning learning the four skills, speaking skill play a major role in language to improve learners' learning abilities and be able to communicate fluently. For that, all learners who are studying English have to develop their speaking skill and try to decrease their linguistic and psychological problems to speak freely with others. Most second language learners' speech is characterized by a number of errors and mistakes. Therefore, speaking is

not a simple skill; it complete mastery requires some experience and practice. Luoma (2004, p.1) argues that "speaking in a foreign language is very difficult and competence in speaking takes a Long time to develop." The skill of speaking is quite different from writing in its typical grammatical, lexical and discourse patterns. Moreover, some of the processing skills needed in speaking differ from the ones involved in reading and writing.

In the same path, Hedge (2000, p. 261) defines speaking as "a skill by which they [people] are judged while first impressions are being formed." That is to say speaking is an important skill which deserves more attention in both first and second language because it reflects people's thoughts and personalities. Also, second language speaking differs from first language speaking in terms of the lack of grammar and vocabulary knowledge of learners.

According to Brown (2000,p.13), speaking is "the process of building and sharing meaning through the use overall and non-verbal symbols, in a variety of context".Speaking is to express, every day, occurrence for most of us, and it's usually requires little thoughts, efforts or preparation. In the same path, Burns & Joyce cited in Luoma (2004, p. 2) claims that,

> Speaking as an interactive process of constructing meaning that involves
>
> producing, receiving and processing information, its form and meaning
>
> are dependent on the context in which it occurs, including the
>
> participants themselves, the physical environment, and the purposes for
>
> speaking.

To sum up, the importance of speaking is more revealed with the integration of the other language skills. For instance, speaking can help students to develop their vocabulary and grammar and then improving their writing skill. With speaking, learners can express their personal feeling, opinions or ideas; tell stories; inform or explain; request; converse and discuss, i.e. through speaking, we can display the different functions of language.

2.5.2. Elements of speaking

According to Harmer (2005,p.89), 'teachers should focus their attention on those features that reflect the students' speaking ability of English proficiency'. Depending on what harmer suggests we notice that in order to speak the second language fluently and accurately, learners need to be able to know some elements which are very important to develop this skill.

2.5.2.1. Language features

Such feature as connected speech, vocabulary, grammar, and pronunciation, expressive devices and negotiation language should be taken into consideration. So, Communication in the classroom becomes as an essential activity that will require teachers to present their instructions carefully to the needs of their EFL learners. Moreover; the following features are necessary for an effective speaking.

a. Connected speech: this means that the EFL learners have the ability to produce more connected sounds not just separated phonemes. These phonemes may be modified, deleted, added, or weakened in the connected speech.

b. Lexis and grammar: when learners produce some language functions, they often use the same lexical structures. So the mission of the teacher here; is to provide learners with different phrases which carry different functions so that they can use them in the different stages of communication with others.

c. Expressive devices: English native speakers use effectively the phonological rules which refer to the pitch of the voice, stress, and speed with the use of non verbal means. These devices help them to convey their intended meaning through discussion, students, and then need to use this ability of employing such devices if they want to be effective communicators. 'It is about the different ways and styles speakers use to express their feeling and thoughts such as using stress, intonations, speed of utterances, and pitch. As well as

using the paralinguistic features.' (Harmer 2001, p. 269,271)

d. Negotiation language: negotiation is communication between people, in which participants pursue their goals in order to reach an agreement, can be described as negotiation.' (Sokolova and Szpakowicz, 2012, p. 01). Then negotiation is about two or more people communicate together with attempt to achieve their goals that could serve all the parts. Learners can benefit a lot from the use of negotiation language; they often ask for clarification when they are listening to others talk during a conversation. So, the teachers have to provide them with the necessary expressions that they need when they ask for clarification from the other speakers. Learners also need to perform well their utterances if they seek to be understood and clear especially when they can see that if the other interlocutors did not understand them. Harmer (2001,p.270) claims that 'they use negotiation language to show the structure of their thoughts, or reformulate what they are saying in order to be clearer, especially when they can see that they are not being understood.'

2.5.3. Function of speaking

Numerous attempts have been made to classify the functions of speaking in human interaction. Brown and Yule (1983) made a useful distinction between the interactional functions of speaking (in which it serves to establish and maintain social relations), and the transactional functions (which focus on the exchange of information).

1-Talk as Interaction

This refers to what we normally mean by "conversation" and describes interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small talk and chat, recount recent experiences and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message. Such

exchanges may be either casual or more formal depending on the circumstances and their nature (Brown and Yule 1983, p33, cited in Jones 1996,p.14).

2- Talk as Transaction

This type of talk refers to situations where the focus on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other. In transactions, talk is associated with other activities. For example, students may be engaged in hand-on activities to explore concepts associated with floating and sinking. In this type of spoken language students and teachers usually focus on meaning or on talking their way to understanding (Jones 1996,p.14). Burns distinguishes between two different types of talk as transaction. One is situation where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved. The second type of are transactions which focus on obtaining goods or services, such as checking into a hotel.

3- Talk as Performance

The third type of talk which can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk which transmits information before an audience such as morning talks, public announcements, and speeches.

Spoken texts of this kind according to Jones (1996, p.14), often have identifiable generic structures and the language used is more predictable because of less contextual support, the speaker must include all necessary information in the text. Talk as performance tends to be in the form of monologs rather dialogs, often follows as recognizable format and it is closer to written language for conversational language.

2.5. Gender Difference in Speaking

In general, any place in the world (school, universities, work, companies has male and female. They study or work together in the same class or place and take the same duties and

rights without discrimination. Moreover, both of them gain have the same knowledge and treatment from. However, they are unequal and different factors, not only they are different in psychologically or mentally, but also they are different in producing their abilities and capacities to produce language or simply to speak English, hence, according to Viriya and Sapsirin (2014) state that "men are more visual and women are more auditory. In addition, men and women have their own style of skill-related learning processes" (cited in Erdiana et al, 2019, p. 132).

It is clear that, gender is function as one of the key emotional elements that play a specific role and influence widely the acquisition of second or foreign language. In addition, from a biological point of view, they add that women and men are also fundamentally different in cognitive ability and learning style. Thus, one of the factors influencing individual learner differences in language learning is gender. Also, language and gender contribute significantly to the learning process, as men and women have different abilities to influence different performances, especially when learning a foreign language. "(Erdiana et al., 2019,, p. 132). From the statement, women are superior to men when it comes to their ability to speak English. Generally, at schools female students are more active and achieve better results than male students. In addition, women are good at speaking and writing as well as reading.

Many studies such as Consistent Boyle (1987) and Hunter, Gambell, Randhawa, 2005 have conducted a survey about gender difference in speaking skill , the results obtained show that in oral communication skills , gender showed that there were many significant gender differences in individual listening skills , the oral production in men was consistently lower than in women. Moreover, the evidence of language-specific gender differences is unconvincing. Therefore, it is important to look at the relationship between gender and age in relation to speech. However, it is important to note that little research has been done to

examine the relationship between the three factors of self-esteem, age, gender, and speaking compared to studies in other areas of language ability (Claes, 1999, p22).

2.7. Gender Difference in Motivation

Gender variation in the use of language was a well known issue in many debates and in the everyday speeches of our lives. When the language used frequently, it often makesa difference with each other. The main difference occurs between men and women. Nowadays, each individual has its own way and style of using the language which it makes him /her differ from others' discourse. Also, in gender difference between men and women, motivation issue is discussed. Also, as an important factor affected by the male and female inequality. Besides, a British study about motivation issue investigated by Williams, Burden and Lanvers (2002) affirms that females are more motivated and express a higher desire to learn French than males (Naz et al ,2020).

Moreover, the reason was the difference degree in motivation between male and female was due to the effect of their completing a qualifying and productive course of study. In gender and motivation studies have shown that girls are more motivated than boys when it comes to learning from a stranger. (Dörnyei and Csizér, 2005).

2. 8. Gender and Motivation

Many foreign language learners do to be able to communicate with native speakers in real-life situations. For that aim they want to interact with the language community in a way to be accepted as a member of this society. Motivation involves cognitive, biological and social factors to influence human behaviour. Beliefs about student motivation in various subject areas are guidelines for students' feelings, actions, and thoughts to lead them to academic success. Various researchers conducted studies about gender and motivation relationship, the results displayed showed that female students are more motivated to achieve desired in learning aims than male students. Also, the degree of intrinsic motivation of

students male and female is differed between subjects and gender had difference in the higher intrinsic and extrinsic motivation. Also, girls have greater intrinsic motivation than boys (Naz et al ,2020).

Indeed, from this it can deduced that, a lot of studies shed the light on gender and motivation in learning foreign language especially to communicate or speak that language. So, it is well known that women display greater motivation to learn English as a foreign language more than men. Females' level or degree of motivation is differing from the level or degree of males.

2.9. Gender and Speaking

Speaking skill reflects people thoughts and personalities, the ability to speak involves a communicative capacities or receiving information , for that Brown (2001) says the oral communication is the process that it has a strong relationship between the speaker and the listener , also it involves the productive skill of understanding (or listening with understanding). In any discussion people can use their background information to speak or receive messages without any previous thinking of the subject. In the same context hedge (2000,p.9) states, when people are learning to speak a language, they are concerned mainly with two things, first knowing what to say; what words and phrases to use at any moment… and second being able to say it-able to perform the required actions, the movement necessary, for saying those words and phrases along.

Furthermore, the speaking skill considered being as the productive skill, that is to say this skill may help learners or individuals to produce and to receive the information. However, one of the components of speech that seems to be most influenced by gender is pronunciation. According to Romero (2006, p. 86), in learning a new language males found it very difficult process just because they feel they have to deal with many different aspects at once, in fact. It seems impossible in the conversation. So it is believable that the

differences between child and adult learners, and the circumstances, in which they learn a second language, are very obvious for that the results can be different. Crawford (1995) discovered that certain interaction functions produce unique speech patterns when males and females are having a conversation. Also, to be more orally productive, learners would need to be more capable of responding in a relevant and socially appropriate manner to the communication of others' (Haley and Austin 2004, p.189).

Conclusion

The ability to speak fluently and accurately is a difficult process which regarded to use your capacities while engaging with a discourse. Inaddition,this chaptershed light on the relationship between gender and learning a foreign language, gender and motivation, gender and speaking abilities. Consequently, it discusses the differences in language use of men and women which presents in many expressions concerning style, for that females discourse is considered to be more inferior than men because language involves dissiliency, unfinished sentence and approval seekers and do not have logical speech order as well.

Chapter Three

Fieldwork and Data

Analysis

Chapter Three: Fieldwork and Data Analysis

Introduction

This chapter deals with the fieldwork and the results obtained from the implementation of both students' questionnaire and classroom observation. This chapter is an attempt to investigate the impact of gender differences effect on EFL learners' motivation to speak. The current chapter consists of three main parts. The first one is devoted to give an overview about research methodology, while the second prompts the results of collected data from students' questionnaire. However, the last one presents the results obtained during the classroom observation. Finally, the chapter will end with synthesizing of the main results.

3.1 An Overview about Research Methodology

3.1.1 The research approach of this study

In the present study, the researcher opted for a mixed method approach as the main current approach to investigate the topic.

3.1.2 Population and sample

Regarding the population, for this study the population is first-year LMD students of English at Mohamed Kheider University of Biskra in the academic year 2021-2022. The whole population consists of 291 students divided into 12 groups. A sample of 43 students, was selected randomly to represent the whole population.

3.1.3 Data gathering tools

In order to collect the needed data, two data collection methods were selected; a classroom observation and a questionnaire for first-year LMD students.

3.2 Data Analysis procedures

3.2.1 The students' questionnaire

3.2.1.1 Description of the students' questionnaire

The questionnaire is a semi-structured questionnaire which is divided into two sections, including both open-ended and close-ended questions. Section one entitled

"learners' profile", is comprised of 04 questions to gain personal information about participants, such as, gender, English learning choice and language level. On the other hand, the second section comprises 15 questions concerned with gender and motivation in English language learning.

3.2.1.2 Aims of the students' questionnaire

This questionnaire aims to investigate to what extent can gender influence students' motivation in their speaking skill. It also aims to investigate and express learners' attitude toward the present study.

3.2.1.3 Piloting and validating of the students' questionnaire

It should be noted that this questionnaire was piloted with 8 students of first year before its administration; we did not change the questions because it was not ambiguous, in addition, the students answered the questionnaire and they confirm that all the questions are clear.

3.2.1.4 Administering of the students' questionnaire

The questionnaire was directed to first year LMD students at Mohamed Kheider University of Biskra, we dealt with a sample of 43 students from the entire population. The sample was selected randomly to represent the whole population. The questionnaire was administered online by posting it on Face book group and sharing it via messenger application.

3.2.1.4 Analysis and interpretation of the students' questionnaire

Section one: learners' profile

Q1. Would you please specify your gender?

Table 3.1earners' gender

Option	Participant	Percentage
a) Male	14	33%
b) Female	29	67%
Total	43	100%

The table 3.1. Presents the students' gender in the sample of the study. As the table reveals, female students outnumber males, in which 67% of the sample are females, whereas 33% of the sample are male students. Accordingly, we can conclude that most of the participants are female students.

Q2. Learning English at University is:

Table 3. Students' Choice to Study English at University

Option	Participant	Males' percentage	Females' percentage
a) Your own choice	40	14/100%	26/90%
b) Your parents' desire	0	0/0%	0/0%
c) Someone's advice	3	0/%	3/10%
Total	**43**	**14**	**29**

The table 3.2. Demonstrates the participants' choice of learning English at university. As it is noticed, all male participants reported that learning English at university was their own choice. On the other hand, 90% of female participants assumed that it was their own choice. However, only 10% claimed that they chose to learn English because it was someone else's advice.

If it is your own choice, is it because:

Table 3.2.1. Reasons behind English language learning choice

Option	Participants	Males' percentage	Females' percentages
a) You need it for educational and research purposes	4	2/14%	2/7%
b) Your job role requires it	4	0/0%	4/14%
c) You need it for online purposes	2	1/7%	1/3%
d) You need it for traveling purposes(communication)	8	4/29%	4/13%
e) You need it because it is a global language	17	7/50%	10/35%
f) Motivational Language	8	0/0%	8/28%
Total	43	**14/100%**	**29/100%**

The objective behind this question is to look at the different motivational reasons behind the choice of English learning for both female and male students. The percentages were as follows, 14% of male students claimed that it is because they need it for educational and research purposes, and 7%stated that it is because it is needed for online purposes, as well as 29%of them related the choice of learning English to their needs for traveling purposes (communication). The remaining 50% chose English since it is a global language. On the other hand, female students considered that the main reason behind choosing English is as follows, 14% due to the need of English for educational purposes. 14% due to their job requirement, 3% for online purposes and 13% for traveling and communication purposes, as well as, 35% of them said because it is a global language and the remaining 28% of respondents said that because they see English as motivational language.

Q3. How do you consider your level in English?

Table 3.3. Students' English language level

Option	Participants	Males'percentage	Females' percentages
a) Beginner	2	0/0%	2/7%
b) Intermediate	35	11/79%	24/83%
c) Advanced	6	3/21%	3/10%
Total	43	**14/100%**	**29/100%**

This question aims to detect learners' own evaluation of their English language level. In the table above, we have noticed 7% of female participants claimed that they are beginners whereas none of males did. In addition, 83% of female participants considered their level in English as intermediate and 11% of males stated the same. Moreover, the same percentage 3% of both genders classified themselves as advanced learners.

Section Two: Gender Differences Effect on EFL Learners Motivation to Speak

Q4. To what extent do you think motivation is important in the process of English language learning?

Table 3.4.importance of motivation in English language learning

Option	Participants	Males' percentage	Females' percentages
a) Very important	32	10/71%	22/76%
b) Important	11	4/29%	7/24%
c) Less important	0	0/0%	0/0%
d) Not importan	0	0/0%	0/0%
Total	**43**	**14/100%**	**29/100%**

This question is asked to detect students' awareness of the importance of motivation in the process of English learning. This table indicates that the highest of the percentage agreed that motivation is very important in which it was stated by 76**%**of females and 71% of males. However, 24% of male participants and 29% of females stated that motivation is important in English learning process. Whereas none of the respondents considered motivation as less or not important.

Q5. How do you assess your motivation level in the Oral class?

Table 3.5. Students 'Assessment of Motivation in Speaking English

Option	Participants	Males' percentage	Females' percentages
a) Very motivated	15	5/36%	10/34%
b) Somehow motivated	23	9/64%	14/49%
c) Not motiv²ated at all	5	0/0%	5/17%
Total	**W&**	**14/100%**	**29/100%**

The purpose of this question is to detect students' self-evaluation of their motivation to learn English language. The table above shows that 34% of female and 36% of male students are very motivated. Moreover, 49% of females and 64% of males are somehow motivated. However, 17% of females claimed that they are not motivated while none of males said the same.

Q6. Do you think that the role of the teacher as a motivator is important in English language learning?

Table 3.6.learners' opinions about the importance of teacher' motivation

Option	Participants	Males' percentage	Females' percentages
a) Yes	43	14/100%	29/100%
b) No	0	0/0%	0/0%
Total	**43**	**14/100%**	**29/100%**

The question objective is to see whether or not students of English consider the teacher'

motivation as important in their learning process. From the table above we can visibly see that the entire sample, which means 100% agreed on the importance of the teacher' motivation in English language learning.

Concerning respondents' justification of the answers, Not all of the participants who answered by yes gave an explanation. However, for those who answered that teacher' motivation is important with explanations, their explanations summarized in one of the following statements: They explained their opinions by stating that the teacher according to them is the main source of motivation, which will help in the success of the learning process. They also claimed that teacher' motivation encourages the student to engage more in classroom activities, better achieve their educational goals, and accomplish the desire outcomes.

Q7. How often does your teacher of Oral expression motivate you to speak in the oral tasks?

Table 3.7. Students' Perception of their Teachers' Motivation

Option	Participants	Males' percentage	Females' percentages
a) Always	13	6/43%	7/24%
b) Often	14	6/43%	8/28%
c) Sometimes	13	2/14%	11/38%
d) Rarely	2	0/0%	2/7%
e) Never	1	0/0%	1/3%
Total	**43**	**14/100%**	**29/100%**

The current question sought to detect how often oral expression teacher motivates his students according to their own evaluation. The table reveals that, an equal percentage 43% of male students opted for both choices always and often. While 24% of females asserted that, the teacher always motivates them and 28%of them said often. Furthermore, 38%, which is the highest rate of females, asserted that sometimes while 14% of male students

said the same. The remaining respondents 7% and another 3% of females opted for rarely and never, while none of males opted for the latter choices.

Q8. Gender differences affect learners' motivation to speak.

Table 3.8. The Students' Opinion about the effect of gender on learners' motivation

Option	Participants	Males' percentage	Females' percentages
b) Agree	22	6/35	16/55%
c) Neutral	13	5/44%	8/28%
d) Disagree	8	3/21%	5/17%
Total	**43**	**14/100%**	**29/100%**

This question seek to discover EFL learners' opinion about gender effect on their motivation. The results obtained from the above table denote that the vast majority of the sample55% of females and 35% of males agreed on the statement .However, 28% of female and 44%male students selected neutral. Moreover, 17%of females and 21% of males were disagree.

Q9. In your opinion who show more willingness to participate in oral expression course?

Table 3.9.student' participation in oral expression course

Option	Participants	Males' percentage	Females' percentages
a) Males	14	4/29%	10/34%
b) Females	29	10/71%	19/66%
Total	**43**	**14/100%**	**29/100%**

Adding this question, we aim to figure out gender differences in oral expression course participation. It is clear from the table above that the majority of the sample 2 respondents, 66% of females and 71%of males voted for females whereas less percentage 34% females

and 29% of males voted for male students. These results reveal that, girls outperform males in their participation.

Participants' justification:

Respondent who reported that females do participate more than males linked their opinions the nature of females since they are talkative, so they have enough vocabulary unlike males who are good listeners. However, others said that female students show a high motivation level, so they feel excited and comfortable while speaking and participating. On the other hand, Respondent who reported that males do participate more than females stated that EFL male learners are more self-confident, so they talk comfortably with no hesitation.

Q10. In the classroom who talk more?

Table 3.10.students' speaking

Option	Participants	Males' percentage	Females' percentages
a) Males	14	5/36%	9/31%
b) Females	29	9/64%	20/69%
Total	**43**	**14/100%**	**29/100%**

This question aims to investigate which of genders is motivated more to speak in the classroom and show more willingness to talk. As can be viewed from the above table, most respondents (29), 69% for females and 64% of males affirmed that female students are more talkative than male ones. While 14 respondents31% for females and 36% of males voted for males.

Q11. What are the main difficulties that affect your motivation to speak English?

Most common answers concerning learners' speaking difficulties that affect their motivation are: Anxiety, Fear of public speaking, Fear of making mistakes, Lack of self-confidence, Out of the interest and lack of motivation, Pronunciation, Grammar errors, Vocabulary, and Freezing of ideas and information.

Q12. According to you, what are the main reasons behind your speaking difficulties? (You may choose more than one answer).

Table 3.11.main reasons behind your speaking difficulties

Option	Participants	Males' percentage	Females' percentages
a) Lack of motivation to learn English	17	5/37%	12/41%
b) Poor linguistic competence	14	3/21%	11/38%
c) Insufficient Time	4	2/14%	2/7%
d) The way Oral Expression is being taught	3	1/7%	2/7%
e) Teacher's competence	0	0/0%	0/0%
f) Lack of practice	5	3/21%	2/7%
g) The tasks and materials used to teach speaking	0	0/0%	0/0%
Total	**43**	**14/100%**	**29/100%**

This question seeks to detect the reasons that cause learners' difficulties in their speaking skill. It is clear from the table above that most of respondents (17), 41% of females and 37% of males linked their speaking difficulties to the lack of motivation while 38% of females and 21% of males linked that to their poor linguistic competence. In addition, 7% of female and 14% of males selected insufficient time option. However, an equal rate of 7% voted for the way oral Expression is being taught. Furthermore, 7% of females and 21% of males linked their difficulties to the lack of practice, while none of the participants selected Teacher's competence and materials used to teach speaking.

Q13. Do you think the type of activities tackled in the classroom affects your motivation to speak?

Table 3.12.type of activities and motivation

Option	Participants	Males' percentage	Females' percentages
a) Yes	36	12/86%	24/83%
b) No	7	2/14%	5/17%
Total	**43**	**14/100%**	**29/100%**

The table above demonstrates that the majority of the respondents86% males and 83%females confirmed that type of activities tackled in the classroom affect your motivation to speak, whereas 14% of males and 17% of females reported theopposite.

Q14. Whom do you think that your teacher strategy helps more to pay attention until the end of the lesson?

Table 3.13. The Students' Attitudes towards their Teachers' Method

Option	Participants	Males' percentage	Females' percentages
a) Females	28	8/57%	20/69%
b) Males	15	6/43%	9/31%
Total	**43**	**14/100%**	**29/100%**

This table reveals that more than half of the participants69% females and 57%male students reported, that their teacher's strategy is motivating female rather than males, while31% of females and 43% of males reported the exact opposite.

Q15. If your teacher has to change something in her/his teaching method, what is it?

Table 3.14.teacher' method

Option	Participants	Males' percentage	Females' percentages
a) The time devoted to the Oral session	11	5/36%	6/21%
b) The type of tasks and activities	8	2/14%	6/21%
c) The teaching materials	6	2/14%	4/14%
d) All of them	18	5/36%	13/44%
Total	**43**	**14/100%**	**29/100%**

The present question seeks to know what do students want to be changed in the teaching method. The results obtained from the above table denote that 21% of females' and36% of males replied that what they think to be changed is the time devoted to the Oral session, whereas 21% of females and 14% of males claimed it is the type of tasks and activities. However, an equal percentage of 14% of respondents from both genders selected the teaching material choice. Additionally, 44% of females and 36% selected all of them.

Students also added some items that they want to be changed, kind of practices provided by the teacher, his method of performing the lesson and the classroom atmosphere. However, other respondents provided no suggestion and stated that they are satisfied with their oral expression teacher's method.

Q16. Do you think that using different educational materials (specific) for females or males in the classroom increases learners' motivation to develop their speaking performance?

Table 3.15 Using different educational materials for females or males

Option	Participants	Males' percentage	Females' percentages
a) Yes	38	13/93%	25/86%
b) No	5	1/7%	4/14%
Total	**43**	**14/100%**	**29/100%**

This question is added to know whether using specified educational material for females and males would be beneficial in increasing learners' motivation to speak or not. The results show that almost all of females 93% stated that it is beneficial, except 7% did not state the same. On the other hand, majority of male students 86% replied with yes and the rest 14% replies with no.

Student justified their answers as follows:

For those who said no, they claimed that there is no necessity to design specified activities or materials because it is not matter of gender but it is a matter of learner self-motivation. As they added that learner's motivation is concerned with teacher's motivation and presence rather than the type of materials and activities tackled in the classroom. However, student that answered with yes justified their answers by stating that the suggested materials and activities have a positive impact on learners' motivation; in which it will facilitate the learning process for both genders since they have different needs, interests, learning style and methods. Also, it is going to create a new classroom atmosphere that will help in genders' achievement.

Q17. As an English language learner, to what extent do you relate to the following statements according to your personal experience or situation:

This question presents the core of our study in which it is designed to figure out which type of motivation do the participants have in order to investigate and examine motivation differences among the students. The table consists or two parts. First one dedicated to determine types of motivation do learners have, whereas the second one is associated with students classroom interaction and participation during the process of English learning. In this question, we received 13 responses from lames and 27 females' response

Table 3.16. Students' motivation.

Option	Strongly agree	Agree	Disagree	Stronglydis agree
1) I learn and speak English because I am interested in it and enjoy doing so. (Intrinsic motivation)	M 8/62% F12/44%	M5/38% F14/52%	M0/0% F1/4%	M0/0% F0/0%
2) I learn andspeak English because of the outcomes that will result by doing so for example to earn reward or avoid punishments. (Extrinsic M).	M3/23% F4/15%	M2/15% F14/52%	M8/62% F9/33%	M0/0% F0/0%
3) I speak and learn English in order to achieve certain goals: to pass exam, to get a job, for graduation. (Instrumental M).	M2/15% F13/48%	M8/62% F11/41%	M3/23% F3/11%	M0/0% F0/0%
4) I speak and learn Englishto understand the lifestyle and culture of the target language (English) to be able to interact easily with native speakers and make contact with speakers of	M6/46% F14/52%	M6/46% F8/30%	M1/8% F5/18%	M0/0% F0/0%

other languages in the world. (Integrative M).				
5) I attend most of oral sessions	**M**6/46% **F**15/66%	**M**6/46% **F**7/26%	**M**1/8% **F**5/18%	**M**0% **F**0/0%
6) I prefer staying quite during the oral class session	**M**1/8% **F**4/15%	**M**2/15% **F**9/33%	**M**6/46% **F**12/45%	**M**4/31% **F**2/7%
7) I like to be active and talkative in the Oral class	**M**7/54% **F**14/52%	**M**5/38 **F**8/30%	**M**1/8% **F**6/22%	**M**0/0% **F**0/0%
8) I feel comfortable while speaking	**M**4/31% **F**5/18%	**M**7/54% **F**11/41%	**M**2/15% **F**10/37%	**M**0/0% **F**1/4%
9) I participate and speak voluntarily.	**M**3/23% **F**6/22%	**M**7/54% **F**13/48%	**M**3/23% **F**7/26%	**M**0/0% **F**1/4%
10) I speak only when I am asked or imposed to speak.	**M**2/15% **F**3/11%	**M**3/23% **F**10/37%	**M**8/62% **F**12/45%	**M**0/0% **F**2/7%
11) I show interest and listen while others are speaking	**M**8/62% **F**17/63%	**M**5/38% **F**7/26%	**M**0/0% **F**3/11%	**M**0/0% **F**0/0%

This question presents the core of our study in which it is designed to figure out which type of motivation do the participants have in order to investigate and examine motivation differences among English students. The table consists or two parts. First one dedicated to determine types of motivation do learners have, whereas the second one is associated with students classroom interaction and participation during the process of English learning. In this question, we received 13 responses from lames and 27 females' responses.

What is noticeable from the results, which are shown above, is that students show different answers that lead us to the idea that motivation differs from one student to another. The majority of females 96% and all of male students 100% asserted that they are intrinsically motivated, as well as, only a 4% of females did not agree on. On the othe rhand,

38% of the males in addition to 67% of females considered themselves extrinsically motivated, while the majority of males 62% and 33% of females were disagree.

The majority of males 77% and the majority of females 89% strangely agreed on having instrumental motivation. However, 23% of males and 11% of females did not do so. For the Integrative motivation, it is remarked that this type of motivation was selected by 92% of males in additions to 82% of females. In a contrast, 8% males and 18% females did not select it. The results obtained from the second section showed that male and female students also differ in their participation and have different opinions on the given statement. The majority of respondents 92% males and 82% of females claimed that they attend most of their oral sessions, while 8% of males and 18% females claimed the exact opposite. In addition, 92% of males reported that they like to be active and talkative, while 82% females reported the same. However, 23% males and 48% females claimed that they like to be quite.

The majority of males 8% beside to more than half of female respondents 59% feel comfortable while speaking. However, 15% males and 41% females were against the statement. Moreover, 85% of the males and 70% of the female participants stated that they participate voluntary whereas, 38% of the males and 48% of the females stated that they participate and speak only when they are imposed to .finally the whole sample 100% claimed that they listen and show interest while others are speaking.

Q18. What do you think teachers can do in order to increase EFL learners' motivation (especially male students) to speak?

After all the questions that were raised in the questionnaire, to know the effects of Gender differences on EFL learners' motivation. We asked a final question that was is important one since it allows us to gather data on some ways to enhance Students 'motivation since males tend to show a low motivation than females and give the chance to participants and share

their suggestions freely.

Based on Respondents' suggestions of the pervious question, the teacher might include activities that are in the interest of male learners and suggest some attractive topics for them. In addition, he may vary his methods and techniques. Also, include more activities such as classroom debates, role-play and discussion that push all students to participate. Moreover, give them the opportunity to express themselves and share their opinions and ideas freely

3.2.2 The classroom observation

3.2.2.1 Description of classroom observation

To accomplish this research and prove the validity of our hypothesis, we have designed a checklist as a tool of to collect valid and adequate data. The checklist consists three sections: general classroom setting, teacher's role, in addition to motivation and gender in oral session.

The observation checklist is designed in the form of a table. The latter enables the observer to tick in the column based on whether the item is observed or not observed, as well as, it contains a specific column to note down any additional comments or details.

3.2.2.2 Aims of the classroom observation

In order to expand our data and enrich the thoroughness of the obtained ones, we opted for classroom observation. This data collection tool aims at discovering gender differences effect on learners' motivation in the speaking skill, as well as detect to which extent they are different in their motivation which might not be determined through the questionnaire. Moreover, conducting observation would help the researcher to be near to the learners during oral sessions and closely observe the students 'interaction and participation.

3.2.2.3 Piloting and validating of classroom observation

It should be noted that we attended two secessions of observation of first year students before the actual observation; we did not change the questions. However, we only added some. Because it was notices that the classroom observation check list suits with attendance.

3.2.2.4 The distribution of classroom observation

To fulfill this research, we attended eight observation sessions during oral expression course with first year LMD students at Mohamed Kheider University of Biskra. The groups were selected to represent the whole population based on the teachers' collaboration and help. The observation is structured through using an already prepared checklist.

3.2.2.5 Analysis and interpretation of classroom observation checklist result

Number of sessions	1	2	3	4	5	6	7	8
Time	9-10	8-9	9-10	8-9	8-9	10_11	8_10	14-13
Teacher	Benzida yacemine	Merghmi kenza	Merghmi kenza	Merghmi kenza	Benzida yacemine	Benzida yacemine	Benzida yacemine	Benzida yacemine
Group	11	03	04	03	12	12	11	11
Date	17-04-2022	18-04-2022	18-04-2022	08-05-2022	17-04-2022	08-05-2022	11-04-2022	11-05-2022

Table01: Classroom Observation Sessions

Theme one: general classroom setting

It was observed that general classroom setting was not arranged and suitable, the room was not clean well organized, yet it was not clean, the floor was full of rubbishes and papers and no wastebasket was there.

It was noticed that the classroom was not equipped with the needed equipment like computer and data show that would help and facilitate the student learning and teaching as

well. The class was not overcrowded importance.

This type of class is not very helpful in the process of learning, as well as, it may lead to teacher and student suffocation and destruction. In addition, it will effect student motivation negatively and they will not be able to maintain their attention during the session.

Theme two: teacher's role

It was observed that both teachers were nice and friendly with their students. They created a sense of belonging, community and interaction. Also, none of them made the student feel shy or frustrated while participating. It is also noticed that both teachers motivate their learners before the activities and try to lower their stress level. Moreover, they processed good listening during classroom activities and were available whenever necessary. Furthermore, they were correcting students' mistakes and highly focused on their pronunciation and linguistic competence, as well as, guiding them and help in explaining any ambiguity for the rest the students to make everything clear, additionally, providing feedback to the student at the end of the presentation.

It was remarked that the type of activities tackled in the classroom were designed according to the learners' level and needs. One of the teachers relied on his method on classroom presentations, in which the student were free to choose the topic according to their interest, while the other one provided the student with another activity, where the students were asked to pick on the already prepared pictures in order to describe it and imagine the story behind it. These activities gave the students the chance to speak, discuss and exchange their knowledge. As they play a major role in enhancing their motivation, enrich their vocabulary, and improve their oral skill.

It was seen that one of the teachers formed his students individually during the activities. However, the other one gave them the chance to choose whether to perform individually, in pairs or in groups.

It was clearly viewed that teachers devoted extra efforts for male students since they were inhibited and quite during the session so they were obliged to encourage them and ask them directly to get involved and participate otherwise they will not volunteer to speak and present. All of these characteristics can effectively motivate the majority of learners and enable them to participate and share their ideas freely and voluntary.

Theme three: motivation and gender in speaking

It was remarked that both genders were given an equal chance to participate and talk during the session. However, most of males showed less participation than females who dominated almost all discussions. Most of males seemed to be timid and quiet and have no desire to participate and talk even when they are asked or imposed by the teacher to speak whether they refuse or precise and limit their answers and talks, unlike females who were all the time ready to talk and share their ideas.

Concerning students' participation, it was noticed that females volunteer to present their work, while males refrain from participation. The latter caused the teacher to ask them each time to present and get involved in the classroom activities. In addition, we observed that females' presentations are longer than males' ones that were concise and tackle only the main elements about the subject.

During presentations and practices, it was seen that most of females showed a high level of confidence and they were enjoying what they were doing, while most of females were stressed, shy and so serious. However, concerning the rest of the students; females processed a good listening and showed better interest rather than males who did not show enough interest while their colleagues are speaking and even some of them had out subject discussions with their classmates or where on their mobiles. The teacher was obliged each time to ask them to listen and to be involved. However, there were always exceptions

It was viewed that turn taking between females and males almost did not exist, except

those who have pair presentation where discussing some points and elements before presenting them.

Other observation:

- o Time is not sufficient for the teacher and learners to solve the activities.
- o Miss behavior is included for example, noise.
- o few males were motivated
- o Even weak and shy students participate.
- o The teacher use simple language and student understand it.
- o Sometimes the teachers use specific strategies to attract males' attention.
- o Male students receive a direct questions from the teacher in order to talk.
- o Some male students are miss mind during the course.

3.3 Discussion of the main Findings

This present research seek to explore possible gender differences in motivation and their impact on university students' speaking. Therefore, we opted for a semi-structured questionnaire for learners and a classroom observation in order to collect the respondents opinions and interventions about the topic under investigation. The study finding shows significant gender differences were found in EFL learners' motivation. Motivation was greater among male students as compared to male students.

The results obtained from the two data collection methods showed that motivation plays a major role in language learning, based on students' answers when they were questioned about the role of motivation in EFL learning, all of the respondents emphasize its necessity and importance. Moreover, respondents stated that motivation aids learners in acquiring the English language in a variety of ways because it encourages learners' makes the learning process simpler and easier. These findings show parallelism with the previous study (Alizadeh, 2016) which revealed that motivation has a very important role in learning English as a foreign or second language successfully.

Concerning gender differences in motivation, the data collected clearly revealed that there is a considerable difference in motivation between male and female English learners. Female students displayed a higher level of motivation than male students. These findings are consistent with previous research (Mendi, 2009) and (Csizer & Dornyei, 2005), that found that female students are more motivated than male students in language learning. Our study is aligned with the results of a study conducted by Petra, k. (march2017), that confirmed the existence of differences in motivation and demotivation among genders.

The analysis of the results reveals that female students are more motivated to speak than male students are, in which they talk, show more willingness to participate, interact with oral activities and have no problems sharing their ideas via speaking during oral session. Contrarily to males who prefer to refrain from participation and stay quit and calm in oral activities. These findings confirm what has previously been affirmed by Maccoby & Jacklin (1974):gender difference are found in verbal activities in which Males outperform females on mathematical and spatial examinations, while girls surpass males on verbal tests. A study of Öztürk, G., & Gürbüz, N. (2013); female students demonstrated a higher level of foreign language learning motivation than male students.

Moreover, the results from the collected data confirmed that learners differ in term of their motivation type based on their gender differences since the last question investigated the students' reasons for English speaking and learning which it indicates learners' type of motivation. The results show that most of males reported intrinsic reasons more than females but the number of extrinsic reasons was reported by female students more than male students. The results also indicate that males are more motivated in integrative manner than males, while females are more instrumentally motivated. Our study contradicted the findings of Naz et al. (2020) which revealed that motivation types and gender are connected in a way that male students appear to respond more favorably to

extrinsic motivation, whereas females tend to respond more favorably to intrinsic motivation.

Conclusion

To sum up, through the analysis of both students questionnaire and classroom observation , all the research questions are answered and the hypothesis of our study that gender differences have an effect on EFL learners motivation is confirmed and all the research questions are answered.

To conclude, this chapter described the field work of our research study that sought to investigate the impact of gender differences on English learning motivation. We began reviewing of the research methodology of this study. Then we presented the analysis and interpretation of the data collected. Finally, we provided a discussion of the findings to answer the research questions and to confirm or reject the hypothesis of the study.

General Conclusion

General Conclusion

Enhancing motivation in foreign language is a difficult task in teaching and learning process. It requires directing the teachers' attention to the significant affective factor namely, 'gender difference and the role it plays in boosting students to practice the speaking skill. The present study has dealt with the strong relationship that exists between gender difference and students motivation to speaking proficiency. The main concern in our research was investigating whether gender difference affects students to improve their motivation in speaking production or not.

Our research work consists of three chapters, the first one is an over view of motivation and gender and its main characteristics that built a good basic in learning a foreign language , and its vital role in the learning process in general and for developing speaking skill in particular. Then, the second chapter investigated gender and the learners speaking skill, its nature and relation to gender difference in teaching a foreign language. Finally the third chapter is devoted for the analysis of the data obtained from the students' questionnaire and classroom observation, as a matter of fact; gender difference is a crucial element that affects learners to come over the motivational difficulties they face in speaking during the course. This is confirmed after the analysis of the questionnaire and classroom observation.

Gender difference plays a strong role in learner's motivation to speak. As a result, teachers are aware of gender difference impact on student's reluctance to be motivated to speak in the foreign language, and they should provide their students with effective strategies for both male and females to speak effectively.

Recommendations

In our present study, we suggest that in order to develop students' motivation to speaking, it is quite important to focus on using strategies according to gender difference.

1. **Recommendations for course designers**

   ➢ Course designers are recommended to consider the impact of gender differences on learners motivation and design the courses based on this fact, providing the learners with diverged activities which target the interests of both males and females.

2. **Recommendations for EFL teachers at UMK of Biskra**

   ➢ Teachers are recommended to take gender differences into consideration in the process of language teaching, since it can influence their learning progress and achievement.

   ➢ Teacher are recommended to focus more on implementing effective strategies that reduce many learners' difficulties which could hinder their progression in speaking skill.

   ➢ Teachers are recommended to play the role of a guide and controller who encourages the learners to take part in their lectures.

   ➢ Teachers are recommended to motivate students to speak in English in order to contribute in their learning success.

   ➢ Teachers are recommended to vary teaching styles, activities, instructional strategies, lectures demonstrations, discussions and case studies.

   ➢ Teachers are recommended to take into consideration the students' weaknesses in order to determine their level and identify their next steps in the future.

➢ Teachers are recommended to use different sources of assessment since it is beneficial for students to enhance their level of motivation.

➢ Teachers are recommended to include activities that give insight into the students' interests, background and future goals.

3. **Recommendations for EFL students at MKU of Biskra**

➢ Students are recommended to practice more speaking skill in oral expression course, so this will help them to increase their ability and enhance learning a foreign language.

➢ More practice is needed for students especially outside the classroom since the official Session is not enough to learn and practice

➢ Students are recommended to understand the importance of motivation that will help them to reduce their difficulties and practice more the language.

➢ Both males and females are recommended to focus more on teachers' instruction and take it as a facilitating step to be motivated and their speaking proficiency.

4. **Recommendations For Future Researchers**

➢ Based on the findings of our study and the existence of gender differences effect on English learning motivation, we recommend future researchers to extend, and investigate more the influence of gender differences, by conducting more studies on the subject and perform more experiences with a larger number of population.

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Appendices

Appendix I: The Students' Questionnaire

Dear students,

You are kindly invited to fill in the following questionnaire as a part of a master dissertation entitled "Investigating Gender Difference Effect on EFL Learners Motivation to Speak" .Your answers and opinions will help us to accomplish this research project. Please put a tick (√) for the appropriate choice or full answer whenever it is necessary.

Thank you for your cooperation

Section One: learners' profile

Q01. Would you please specify your gender?

    a. Male? □   B. Female? □

Q02. Learning English at University is:

a) Your own choice □   b) Your parents' desire □   c) Someone's advice □

❖ **If it is your own choice, is it because:**

a) You need it for educational and research purposes □

b) Your job role requires it □

c) You need it for online purposes □

d) You need it for traveling purposes (communication) □

e) You need it because it is a global language □

f) Motivational Language □

❖ Others…………………………………………………………………………

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Q03.How do you consider your level in English?

    a. beginner □   b. intermediate □   c. advanced □

Section Two: Gender Difference Effect on EFL Learners Motivation to Speak

Q05. To what extent do you think motivation is important in the process of English learning?

    a. Very important □   b. important □   c. less important □ d. Not important□

Why**?**

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Q06. How do you assess your motivation level in English?

    a.   high □   b. medium□ c. low□

Q07. Do you think that the role of the teacher's as a motivator is important in English language learning?

 a. Yes □   b. No □

How**?**

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Q08. How often does your teacher of oral expression motivate you to speak in the oral task?

    a. Always □   b. Often   c. Sometimes □   d .Rarely □   e. Never □

Q09. Do you agree that gender difference affect learners' motivation to speak?

    a. Strongly agree □   b. Agree □   c. strongly disagree   d. Disagree □

Q10. In your opinion who show more willingness to participate in oral expression course?

    a. Males □   b. Females

 How?

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Q11. In the classroom who talk more?

    a. Males □   b. Females □

Q12.what are the main difficulties that affect your motivation to speak English?

_____

_____

_____

_____

Q13. According to you, what are the main reasons of English learning difficulties?

a) Students' motivation to learn English □

b) Time is not sufficient □

c) The way English is being taught   □

d) Teacher's competence   □

e) Lack of practice □

f) The materials used to teach English □

       ❖ If others please specify

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Q13. Do you think type of activities tackled in the classroom affect your motivation?

a. Yes □   b. No

Q14. Who do you think the teacher strategy helps more to pay attention until the end of the lesson?

    a. females □   b. males □

Q15. If your teacher is to change something in her /his teaching method, what is it?

a) The time of the session □

b) The type of tasks and activities that encourage both male and female involvement □

c) The teaching materials, which motivate you   □

      ❖ If others, please justify

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Q16. Do you think that using different educational materials (specific) for female or males in the classroom enhance learners' motivation to learn English?

  a. Yes □   b. No□

Q17. As an English language learner, to what extent do you relate to the following statements according to your personal experience or situation:

STATEMENTS	Strongly AGREE	AGREE	SLIGHTLY AGREE	DISAGREE
✚ I learn and speak English because I am interested in it and enjoy doing so .(intrinsic motivation)				
✚ I learn and speak English because of the outcomes that will result by doing so for example to earn reward or avoid punishments. (Extrinsic M).				
✚ I speak and learn English in order to achieve certain goals: to pass exam, to get a job, for graduation. (Instrumental M).				
✚ I speak and learn English for understanding the lifestyle and culture of the target language (English) to be able to interact easily				

with native speakers and make contact with speakers of other languages in the world. (Integrative M).				
↓ I attend most of oral sessions				
↓ prefer staying quit during the language class session				
↓ I like to be active and talkative during English learning discussions				
↓ I feel comfortable wile speaking				
↓ I participate and speak voluntarily.				
↓ I speak only when I am asked or imposed to speak.				
↓ I show interest and listen while others are speaking				

Q18. What do you think teachers can do in order to increase EFL learners' motivation (especially male students)?

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Thank you for your time, effort and collaboration!

Classroom observation checklist

Observer name: **Miss. KHERGAG Leila**

Supervisor name: **Mrs. DJOUAMAA Houda**

Topic: **Investigation Gender Difference Effect on EFL Learners Motivation to Speak**

Date: Time: The group observed:

Module: **Oral Expression**

The observed class: **First Year Students at Biskra University.**

Name of the teacher:

Section one: General Observation	Observed	Not observed	Frequency
Part one : The classroom setting 1. Classroom physical setting is suitable and well arranged. 2. The room is prepared with the needed materials. 3. The classroom is overcrowded. **Part two : Teachers role** 1. The teacher design activities according to the level of their students in learning Foreign Language. 2. The teacher forms the students individually, pairs or groups. 3. The teacher use effective activities such as presentation , talks , discussion , debate, communications which gives that students the opportunity to speak , discuss , and exchange knowledge . 4. The teacher plays different roles like promoter/ participant /feedback provider in order to facilitate learning for both male and female. 5. The teacher manages well both the classroom and EFL learners' needs. 6. The teacher uses effective strategies for large and small groups in the course that can help students to acquire new language (English).			

Section two: Gender Difference Effect on EFL Learners Motivation to Speak.			
1. Both males and females are interacted with each other to learn and practice the foreign language and show their ideas of activities provided by teacher.			
2. Females show more willingness to speak more than males.			
3. The students are motivated and feel free to ask, agree, and express their ideas during the courses.			
4. Time is not sufficient for students to learn a target language, thus lead them face many difficulties in speaking.			
5. The teacher asks both male and female to solve problems that face when they are learning FL through motivating them to speak fluently.			
6. Females, talk, participate and dominate the discussion more than males.			
7. The students are encouraged and motivated with each other when they are speaking, in addition turn taken between females and males.			
8. Both females and males are given equal chance to learn the effectively , however, they prefer a different type of assignments			

.**Other observation:**
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الملخص

في تعلم اللغة وتدريسها ، تعتبر الدوافع من أهم العناصر التي تساعد متعلمي اللغة الإنجليزية كلغة أجنبية على اكتساب المعرفة في جميع المجالات ، ولا ينبغي إهمال أهميتها في تحسين أداء مهارة التحدث في الفصل. علاوة على ذلك ، للاختلاف بين الجنسين تأثير كبير على دافع المتعلمين للتحدث. تهدف الأطروحة الحالية إلى التحقيق في تأثير الفروق بين الجنسين على دافع متعلم اللغة الإنجليزية كلغة أجنبية للتحدث باللغة الإنجليزية ، حالة طلاب السنة الثالثة في اللغة الإنجليزية في جامعة بسكرة. الغرض من هذه الدراسة هو إظهار تأثير الجنس على تحدث الطلاب وكيف تختلف الإناث عن الذكور في الدافع للتحدث باللغة الإنجليزية. تنقسم دراستنا الحالية إلى جزأين رئيسيين ، جزء نظري يتضمن فصلين قدمنا فيهما لمحة عامة عن الدافع وبعض العناصر المهمة التي تتضمنه. ناقشنا أيضًا الاختلاف بين الجنسين وعلاقته بتعلم اللغة. بالإضافة إلى ذلك ، يذكر الجوانب المختلفة لمهارة التحدث ، ويقدم وصفًا تفصيليًا للصعوبات التي تؤثر على تأثير الجنس على تحفيز المتعلمين على الكلام. لتأكيد فرضيتنا اعتمدنا على الطريقة الوصفية من أجل إيجاد العلاقة بين المتغيرات التابعة والمستقلة المذكورة أعلاه. الاستبيان والملاحظات الصفية هي أدوات جمع البيانات لهذا البحث. علاوة على ذلك ، وجد أن تحليل الاستبيان ونتائج المراقبة الصفية ذات أهمية كبيرة لأن نتائج تحليل النتيجة أكدت أن الاختلاف بين الجنسين في طلاب السنة الثانية من اللغة الإنجليزية له تأثير كبير على دافع الطلاب للتحدث بالكفاءة. أيضًا ، من خلال الملاحظة الصفية ، أظهرت البيانات أن هناك علاقة قوية بين الاختلاف بين الجنسين ، والتحفيز ، ومهارة التحدث. نتيجة لذلك ، يجب ملاحظة أنه يجب على المعلمين استخدام تقنيات فعالة لكل من الذكور والإناث تحفزهم على التحدث باللغة الأجنبية.