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**Tounsi Anas El-oujoud Sara**

## **Title:**

# **The effect of gender differences on EFL learners Speaking skill among middle school pupils**

The case of the four levels of Yousef Al-Amoudi Middle School at Biskra

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## **Board of Examiners**

Dr. Tigane Ilhame	Biskra	Chairperson
Dr. Saihi Hanane	Biskra	Supervisor
Ms. Ghennai Meriam	Biskra	Examiner

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### **Declaration**

I, Tounsi Anas AL-oujoud Sara hereby declare that the current research is my own work, and it has never been submitted to any other institution or university for a degree. This work was carried out and completed at Mohammad Kheider University of Biskra, Algeria

**Tounsi Anas El-oujoud Sara**

**Master student, Department of English**

## **Dedication**

*I want to dedicate this tiny work to the most significant,*

*Priceless and caring person in the entire globe*

*With love and eternal gratitude, my grandmother, may God bless her.*

*And make her a flying angel in his heaven.*

*A big love and ultimate gratitude to my beloved uncles, for being four second-fathers for me*

*Thank you for raising me, and make reach the dream that I always want to achieve.*

*Specially, uncle Toufik, may God protect you for me,*

*I wish that I could make happy for once as you always do for me.*

**Love you**

*To my beloved, father Nabil, who is the source of unconditional*

*Support, guidance, and strength.*

*To my dearest Godmother Samira, the most caring person and the closest to my heart,*

*Who has always been there for me all the way along*

*To my dearest brothers Adel, Mido, may God protect you and keep you save*

*To my peace of heart sister, Samah, for being a sister, and a best friend*

*Thank you gays*

*To my antes, my uncles wife and their children*

*To my closest person in entire life. MY Fiancé*

*Thank you for sharing with me the unconditional love*

*Thank you for being there for me.*

*Thank you all for your support and love.*

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## Abstract

Gender is one of the factors that affects the process of communication among others. Presumably, the majority of EFL pupils at Biskra Middle Schools encounter difficulties in communicating with the opposite gender due to several reasons. This led many researchers to study this issue since it hinders the communication process for the majority of students. Therefore, the current study aims to investigate the effects of gender differences on EFL learners speaking skill at Yousef Al-Amoudi middle school. This study focuses on the struggles that students face in the process of communication with their opposite gender. Hence, the research questions address the differences in using the language while conversing with the opposite gender. Accordingly, two hypotheses were built the first suggests that male and female students of English speak language differently, while the second hypothesis states that if the gender affects the process of speaking then English beginner students as if middle school will face many difficulties in communicating with their opposite gender. The researcher opted for a mixed method approach in which two data collection methods were used a classroom observation analysis on the performance of four different level students (a group from each level of study). In addition, a questionnaire (40 students answered the survey 20 is male and 20 for females). The data analysis revealed that gender differences exist between male and female EFL learners and they affect their way of speaking and the process of communication, mainly in terms of vocabulary, type of language, colloquial and the use of non-verbal expressions. In short, the results confirmed both of the suggested hypotheses for this dissertation achieved the intended objectives of this study.

**Keywords:** Gender differences, Speaking Skill, classroom observations, Communication process, EFL Students.

### **List of Abbreviations and Acronyms**

**CO:** Classroom Observation

**EFL:** English as a foreign language

**Etc.:** Et cetera

**Et al:** ET a lli (and others)

**i.e.:** Id Est

**MKU:** Mohamed Kheider University

**GEA:** The Gender and Education Association

**NCTE:** the National Council of Teachers of English

**MMA:** Mixed methods approach

**AAUW:** American Association of University Women Educational Foundation

**(n.d):** No date

**P:** Page

**RQ:** Research question

**RH:** Research hypothesis

**S/F:** Second/Foreign

**WL:** women language

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## General introduction

The investigation of gender-specific language usage has garnered significant interest in academic research. There exist notable distinctions in the way men and women employ language, evident in their utilization of syntax, vocabulary, pronunciation, and various linguistic features. These dissimilarities in language use based on gender have become a prevalent concern in everyday conversations. It is often observed that individuals exhibit distinct linguistic patterns when engaging in frequent language use. Particularly, disparities in language production (both spoken and written) between men and women have been identified as crucial skills in the language learning process.

Numerous scholars have posited that there are fundamental and enduring dissimilarities in personality, style, language, speaking patterns, thought processes, and behavior between males and females. Within the field of sociolinguistics, the usage of language varies across genders in terms of syntactic categories, intonation, syntactic structure, and conversational style. Studies examining gender in education, such as those conducted by Jennifer Coates in "Men, Women, and Language" (2004), Ronald Wardhaugh in "An Introduction to Sociolinguistics" (2006), and Lakoff Robin in "Language and Women's Place" (1973), have demonstrated that students differ from one another in terms of their personalities and experiences, leading them to adopt distinct learning styles and language use techniques. Gender emerges as a differentiating factor that impacts language learners, as females and males tend to exhibit disparities in various aspects of life, including language usage. Notably, the influence of gender on students is particularly evident in their speaking skills, as it can be easily influenced and controlled.

Consequently, researchers propose that both males and females should be cognizant of gender differences and their impact on speaking skills, as well as the potential challenges they may encounter during communication. Awareness of these differences can help mitigate misunderstandings and breakdowns in interactions. Moreover, when students possess an understanding of each other's speech patterns, they can engage in effective conversations regardless of the circumstances.

### 1. Statement of the problem

Gender plays a significant role in shaping language usage, both in everyday life and within academic contexts such as middle schools, as is the case at Yousef Al-Amoudi

middle school at Biskra. Consequently, researchers are employing various methods and techniques to examine how and why gender influences speaking skills. Additionally, they explore potential approaches to facilitate interaction and communication between genders, aiming to alleviate difficulties that may arise.

Particularly, students often struggle when engaging in simultaneous interactions with individuals of both genders due to the distinct speaking patterns employed by each gender. While this issue can be observed at all levels of education, the current focus is on English students at Biskra University, who possess a considerably advanced level of language proficiency. Nonetheless, this problem still directly or indirectly affects them, affecting their speaking abilities and subsequently influencing their communication and interaction capabilities.

To address this concern, the study aims to analyze gender differences in language use among Yousef Al-Amoudi middle school by surveying students of English classes at Biskra. By examining the collected data, the study intends to identify the most prevalent disparities in speaking skills between males and females. Ultimately, the study seeks to foster acceptance, understanding, and potential utilization of each gender's language without encountering difficulties. The primary goal is to enhance the level of interaction and communication among male and female students, thereby improving their speaking abilities and overall academic performance. Furthermore, the study aims to assist students in reducing anxiety and shyness when speaking, particularly in non-classroom settings such as work or social environments.

## **2 .Research design**

This study aimed to investigate if there were females' outperformance rather than that of males in their EFL questionnaire. The employed procedures that expected to use is quantitative methods of analysis and making use of descriptive analysis. The research questions **will** analyze by means, standard deviations, and independent-samples t-tests. The data analysis that expected to work with in this study is SPSS (Statistical Package for Social Sciences) which will employ to analyze the data of the achievement test. Firstly, descriptive analysis might perform to compute the means, and standard deviations to see the mean differences of two groups (males and females). Secondly, Independent-Samples T-Tests run to compare the differences among different groups.

For the observations, it could be put as a field note.

## **2.1. Sample**

The participants in this study were middle school students who were learning English as a foreign language class at Yousef Al-Amoudi, all the four levels. After twenty sessions of observing their interaction during the lecture, only forty pupils was chosen randomly from the four different classes to participate in the experiment (20 males and 20 females and age about 10-15). They attended the English language classes from the beginning of the trimester of the year 2022. In order to ensure that the participants shared similar characteristics, such as English speaking skills, based on teaching them, only those participants who shared the same interaction and language proficiency were selected, and who had shown an unexpected English language perfection in the previously passed observation, were included in this study. They all were from different classes of the middle school. The age of the participants was between 10 and 14, and they all have a different level of experience in English language learning.

## **2.2. Research tools**

In order to achieve a satisfying result. This study will include a twenty sessions of observation, which was devoted to twelve sessions for observing the students attitude during the class, and the rest sessions was teaching them to see their communication with each other. And a questionnaire The test paper included four parts: You as an English student ( Gender ), Speaking skills, Vocabulary, and Questions from the observation. It contained vocabulary, understanding and sentence function. The items contained fill in the blank, multiple choice, and tick the right answer, which intended to assess students' overall ability in communication skills. To ensure the effectiveness of the test, a nationwide English test was chosen. A sample of the test has been provided in the appendices.

## **3. Research Questions**

The present research study seeks to answer the following questions:

RQ1: Does gender affect the speaking process?

RQ2: Do students face struggles in the process of communication with their opposite gender?

RQ3: Does the student's interaction in the classroom differ by gender?

#### **4. Hypothesis**

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

RH1: Male and female students of English speak language differently.

RH2: This study is designed to assess the hypothesis that male and female students of middle schools speak English language differently

RH3: If the gender affects the process of speaking then English beginner students as if middle school will face many difficulties in communicating with their opposite gender.

#### **5. Significance of the study**

This study aims to examine the effect of gender on English as a foreign language (EFL) learners' speaking skill. In other words, the aim of this study was to determine whether students' gender could affect the process of communications or not. This study shows that it is important that, EFL instructors must be informed more with the gender effects. They need to be more familiar with the differences between males and females, and how they produce, acquire and interact differently. The findings of this study help instructors to select their instructional strategies more effectively related to gender.

**Chapter I**  
**Literature Review**



## Introduction

Almost all schools in Algeria have a mix of male and female pupils in their classrooms. They receive the same lesson from the same professors in the same class where they all study together. Males and females also receive the same instruction from the teacher and are treated equally. Males and girls, however, are in diverse and unequal situations. They differ not just psychologically or psychically, but also in their proficiency with the English language. According to (Swann, 1992) boys often outperform girls in verbal ability while girls outperform boys in spatial ability. Men prefer visual learning; whereas, women prefer auditory learning, according to (Viriyaa and Sapsirin's, 2014) research. In addition, men and women learn differently depending on their ability (Nastir, A., et al, 2016). In addition, gender has been identified as one of the crucial emotional elements that affect the learning of second languages and play a particular role (Zoghi, M., et al., 2013). In addition, they note that from a biological perspective, there are significant differences between males and girls in terms of cognitive capacity and learning preferences. In addition, (Zafar & Meenakshi, 2012) assert that sex is one of the aspects that influences how each individual learner differs from the next when it comes to language learning. Because males and females have distinct abilities that affect their levels of performance, particularly while learning a foreign language, language and gender thus play a significant role in the learning process. Additionally, some experts claim that women are better than men are, when it comes to speaking English. Commonly, female students are more engaged and get higher grades than male pupils (Smith & Wilhelm., 2002) In addition, women perform better in speaking, writing, and reading than men do (The Education Alliance, 2007). According to (Boyle, 1987), whom was referenced by (Qian, 2015) 490 Hong Kong students (233 boys and 233 girls) were surveyed regarding their English learning. The results showed that the girls' English proficiency test scores were significantly higher than the boys' in approximately ten times.

Men and women utilize language differently when it comes to tone, syntactic categories, and conversational style, according to sociolinguistics. When examining gender in education, research studies, (Jennifer Coates., 2004) has shown that students differ from one another in terms of their personalities and life experiences, which influences how they learn and use language. Language learners might differ depending on their gender. Men and women often behave differently in many aspects of life, and language use is one of them. Because speaking skill is easily managed, and controlled by gender, it is simple to see the difference between male and female students in this area.

Finally, Researchers advise that both sexes be conscious of gender differences. Moreover, how they may affect speaking skill. As well as potential communication challenges, that might result in

misunderstandings and breakdowns during interactions. Students will also be able to have any kind of discussion under any condition without any issues if they are aware of each other's speech patterns.

## **I.1. Speaking skill**

### **I.1.1. Definitions of the Speaking Skill**

Speaking is one of the four language skills (reading, writing, listening and speaking). Which means that, learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition, people who know a language are referred to as „speakers“ of that language. Furthermore, in almost any setting, speaking is the most frequently used language skill.<sup>1</sup> Speaking is expressing thought, ideas, and feeling which use the ability to pronounce the words to organize the words into phrases or sentence to choose the words related to the topic.

The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course based on how much they feel they have improved in their spoken language proficiency. "Speaking is a part of developing and conveying the meaning of communication by the individuals verbal or non-verbal symbols," according to Chaney (1998, p. 13). Moreover, Tarigan (1985, p. 26) claims that speaking is the ability of someone to express the ideas and feels. Speaking is a system of human being signs for the purpose of the ideas. Bygate (1997, p. viiii) says that speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. It is the skill, which the students are frequently judged. It is also the vehicle par excellent of social solidarity, of social ranking, of professional advancement and of business. It indicates that as one of the language skills, speaking should get the attention from teachers and learners because it plays the important role in our society. Meanwhile, (Donough, J. & Shaw, C, 2003) state there are some reasons for speaking involved expressing ideas and opinions: expressing a wish or a desire to do something; negotiating and/ or solving a particular problem; or establishing and maintaining social relationships and friendships. Besides, fluency, accuracy, and confidence are important goal in speaking.

Therefore, as a language skill, speaking becomes an important component to master by the students as the main tool of verbal communication because it is a way to express ideas and opinions directly what we have in our minds. One of the abilities that students who are studying English must acquire is speaking. It is crucial that pupils understand definitions initially. Many specialists define speaking differently. According to Brown and Yule's book. Speaking is expressing needs, such as requests for assistance, information, or other services (Brown, H. D & Yule, G, 1983). The speaker's words to the listener convey not only what is on her mind but also what the listener needs, such as knowledge or a

service. The majority of people probably spend some time each day talking to others. According to Revell, communication is the exchange of thoughts, opinions, and feelings (Revel :27 )Therefore, for information, ideas, thoughts, attitudes, or sentiments to exchange, there must be at least two people involved: the transmitter and the receiver. The definition suggests that one tries to communicate with and convey a message to others while speaking. Communication in this situation necessitates at least two participants: a speaker who conveys the message and a listener who receives it. It may inferred that speaking ability has to do with the ability to express any kind of sentiments and ideas clearly enough for the listener to grasp the intended meaning without any difficulty.

### I.1.2. Speaking and Pronunciation

Speaking was limited to pronunciation only, despite the fact that many approaches to language teaching—such as the direct method and the audio-lingual approach—used oral communication in the target language (McCarthy and O'Keeffe as cited in Berns, 2010). Particularly, many people, especially EFL middle school students, continue to place too much weight on pronunciation when speaking the target language since they are aware of its irregularity and find it challenging. Although somebody may pronounce an utterance flawlessly, it may still not make sense or utilized in the incorrect situations; hence, this does not guarantee strong speaking proficiency. As a result, speaking primarily needs to be meaningful, followed by clear pronunciation (Griffiths , 2008). Scarcella and Oxford (1992, p. 145).

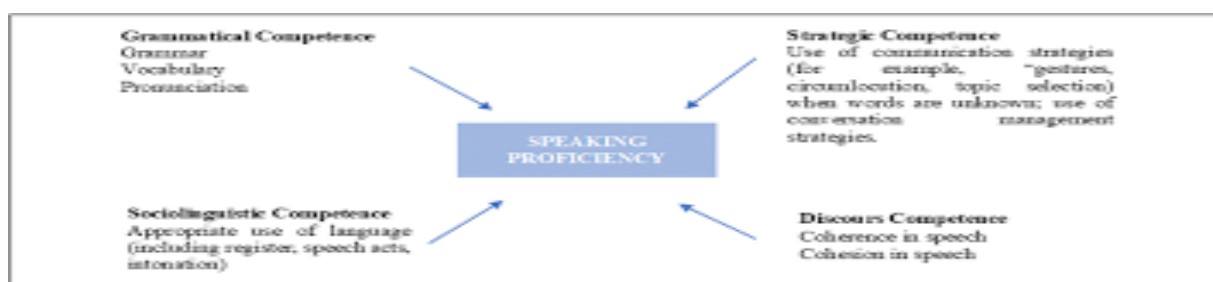


Figure 1 skills included in the speaking skill (scarcella &Oxford, 1992)

### I.1.3. Types of the Speaking Skill

Speaking is a useful ability that is intimately connected to listening. People will be able to produce significant texts when they listen in the way that they should. By activating and extending their linguistic competence and boosting their self-confidence in speaking English, speaking studies are meant to help students' English-speaking abilities. In terms of speaking skill kinds, academics and

researchers have consistently disagreed on how to distinguish and categorize speaking skills with the use of elements like the speech, context, participants, purpose, etc. The five forms of speaking ability, according to Brown (2008), are imitative, intense, responsive, interactive, and extensive.

### **I.1.3.1. Imitative Speaking**

There is a lot of repetition in this style of speaking (a word, phrase, or a sentence). Repetition of grammatical and lexical elements can be used to express meaning or participate in a discourse. In addition, the speaker should think about how they pronounce themselves in order to be understood (Brown, 2008). Imitative speaking, then, is a process in which speakers rely on repetition exercises while also paying attention to pronunciation in order to clearly communicate their ideas.

### **I.1.3.2. Intensive Speaking**

This component demonstrates proficiency in producing brief segments of oral language within a constrained range of grammatical, phrasal, lexical, or phonological relationships, including intonation, stress, and rhythm. During intensive speaking, the speaker must be aware of semantic qualities in order to reply effectively. In addition, this manner of speaking is frequently employed to evaluate settings. Additionally, it consists of activities for task-related assessment, including directed response, dialogue completion, sentence structure, and reading aloud tasks (Brown, 2008). In this sense, evaluation tasks that require speakers to utilize the language accurately and semantically during extensive speaking are included.

### **I.1.3.3. Responsive Speaking**

Responsive speaking refers to the ability to engage in a conversation or communication in a timely and appropriate manner. It involves actively listening to the other person's statements or questions and providing thoughtful and relevant responses. Responsive speaking is important for effective communication, as it demonstrates that you are attentive, understanding, and willing to contribute to the conversation. Responsive tasks involve brief interactions with an interlocutor, differing from intensive tasks in the increased creativity given to the test-taker and from interactive tasks by the somewhat limited length of utterances (a very short conversation, standard greetings, small talk, simple requests, and comments). It is a way of speaking that uses reason and logic, encourages independence, and encourages elaboration. Responsive speaking can help students develop oral language ability, self-expression, and social emotional skills related to social interaction.

Here are some key aspects of responsive speaking:

1. **Active Listening:** Paying attention to the speaker's words, tone, and body language is essential for understanding their message fully. Engage in active listening by focusing on the speaker, avoiding distractions, and refraining from interrupting.
2. **Empathy and Understanding:** Responsive speaking involves demonstrating empathy and understanding towards the speaker's thoughts, feelings, and perspectives. Acknowledge their emotions and validate their experiences to create a supportive and collaborative conversation.
3. **Clarity and Conciseness:** Responding in a clear and concise manner helps ensure that your message is easily to understand. Avoid rambling or going off on tangents. Instead, provide relevant information and address the speaker's concerns or questions directly.
4. **Thoughtful Reflection:** Take a moment to reflect on the speaker's words before responding. This allows you to formulate a thoughtful and appropriate response. Consider the context, the speaker's intention, and any potential underlying concerns or issues.
5. **Adaptability:** Being responsive also means adapting your speaking style to match the needs and preferences of the conversation. Adjust your tone, pace, and level of formality to establish a comfortable and effective communication style.
6. **Asking Questions:** Asking relevant and clarifying questions demonstrates your engagement and helps ensure a mutual understanding. It shows that you are actively interested in the conversation and willing to seek additional information if needed.
7. **Respectful and Constructive Communication:** Maintain a respectful and constructive tone throughout the conversation. Avoid being defensive or dismissive, and instead, foster a positive and collaborative atmosphere. By practicing responsive speaking, you can enhance your communication skills, build stronger relationships, and ensure more effective and meaningful interactions with others.

#### **I.1.3.4. Interactive Speaking**

The length and intricacy of the engagement are where interactive spoken language currently varies from responsive spoken language. To exchange specialized information or to preserve interpersonal ties, two types of transactional language are needed. In the later, spoken language and informal register, become more intricate forms of oral creation (Brown, 2008). Consequently, oral expression can be complicated and challenging at times, whether it comes from a spoken language or a family of informal languages, oral expression is sometimes complicated and difficult

### **I.1.3.5. Extensive Speaking**

Speeches, oral presentations, and narrative all fall under the last category of speaking. However, depending on the objectives of the pupils, they can be employed separately or in conjunction with one another in this type (Brown, 2008). Hence, the appropriate activity that is used in the classroom is determined by the objective of each talk. Extensive communication is normally some sort of monolog. Examples include speech, storytelling, etc. This involves a great deal of preparation and is not typically improvisational communication.

It is one thing to survive having a conversation with someone in a second language. You can rely on each other's body language to make up for communication challenges. However, with extensive communication either the student can speak in a comprehensible way without relying on feedback or they cannot. In my personal experience, the typical ESL student cannot do this in a convincing manner.

### **I.1.4. Speaking strategies**

Individuals in general and students in particular constantly search for the best and most effective methods to learn any kind of language skill, which also holds true for the speaking talent. Students typically choose the methods that take the least amount of time and are the most successful in helping them feel comfortable enough to learn how to speak. According to Pawlak (2011, p. 19), "The majority of students are motivated to learn a particular foreign language, whether their definition of success is sounding like a native speaker or just being able to communicate a message. It is the capacity to communicate effectively when speaking."

#### **I.1.4.1. Storytelling**

Storytelling is a remarkable tool for helping students develop speaking and listening skills. When a child listens to a story, the absence of visual cues helps them imagine the story and process the tale. When they learn to tell tales, they take their speaking skills to a completely new level - they learn to speak clearly, with intention and care for their audience. Moreover, when they work in small groups, they learn to support each other with attentive listening. According to Rakmi and Qarajash (2017), storytelling is a key component for enhancing students' speaking abilities since it helps them grow their vocabulary and pronunciation as well as their confidence by forcing them to speak in front of various audiences.

#### **I.1.4.2. Small Group Discussion**

Small group discussions can be an effective way to exchange ideas, share perspectives, and collaborate on a specific topic or issue. This is another effective speaking skill-building technique. The engagement with other students who have diverse opinions, backgrounds, talents, techniques, etc. can help students in various group conversations, and with time, their level of competency and vocabulary

will grow. According to Arends (2007), small group discussions are conversations that take place when students collaborate with their peers to address an issue. Here some tips to make small group discussion first, Summarize and synthesize. As the discussion progresses, periodically summarize key points and ideas shared by the group.

This helps to maintain focus and ensure that everyone is on the same page. Encourage participants to build upon each other's ideas and synthesize their thoughts collectively. In addition, manage time effectively: Allocate sufficient time for each topic or agenda item within the discussion. If necessary, set time limits for individual contributions to ensure that everyone gets a fair opportunity to speak, also Conclude with actionable outcomes: Towards the end of the discussion, summarize the key takeaways and identify any actionable outcomes or next steps. Ensure that the group agrees on the decisions made and clarify any follow-up actions or responsibilities.

Small group discussions are collaborative and should aim to create an inclusive environment where everyone's input is valued. By following these tips, you can foster engaging and productive discussions within a small group setting.

#### **I.1.4.4. Singing**

Singing is speaking with varying pitches and rhythm. Thinking about singing as melodic speaking helps students to learn because most of us have a mental block around singing. Remero et al (2012), assert that singing is seen to be helpful in the learning of S/F languages. The majority of students enjoy and respect music, and they feel comfortable singing and enjoying songs. As a result, they strive to exploit this for their own academic benefit by honing their speaking skills while singing. Using songs in the class help learners to acquire new vocabularies and grammar, develop learner's pronunciation and spelling, and improve the linguistics skills: speaking, reading, writing and listening. According to Bentayeb (p. 55) has suggested different reasons for the use of songs as following:

1. Singing and listening to songs are very enjoyable.
2. Student's confidence rises.
3. The learners will pay more attention since it is new strategy used in the class.
4. Students become more receptive and paying special attention.
5. Songs contain more authentic and natural language.
6. Songs include some repetition words that could help learners to memorize it.

### **I.1.5. Aspects of Speaking Skill**

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

#### **I.1.5.1. Fluency**

Fluency refers to the ability to speak or express oneself effortlessly, smoothly, and with ease in a particular language. It involves a combination of language proficiency, vocabulary knowledge, grammatical accuracy, and the ability to convey thoughts and ideas coherently. According to Harris (1977, p. 55), fluency is "the ease and rapidity of the flow of the speech," which essentially indicates that when a person speaks, they do so without any problems with pronunciation, flow, sounds, words, etc. To have a high degree of fluency, students should place a lot of emphasis on how to engage (ask and answer) quickly and efficiently.

Fluency is not solely about speed but also about expressing yourself accurately and confidently. By incorporating these tips into your language learning routine and actively practicing your speaking skills, you can enhance your fluency over time.

#### **I.1.5.2. Accuracy**

Accuracy in language refers to the ability to use grammar, vocabulary, and pronunciation correctly in order to convey meaning effectively. According to Heaton (1991, p. 5), "the students' ability to manipulate structure and distinguish appropriate grammatical form in appropriate ones is required for students to arrange correct sentences in conversation." This aspect focused primarily on formal factors that influence the use of grammar and pronunciation. On the other hand, Paulston and Burder (1976) as the act of pronouncing a system of sounds without regard to the communication ability of the speaker or listener defined pronunciation.

#### **I.1.5.3. Comprehension**

Comprehension refers to the ability to understand and interpret written or spoken language effectively. It involves understanding the meaning of words, sentences, and entire texts or conversations. According to Syakur (1987), comprehension is the response necessary to make every speech clear and understandable. In particular, it is the capacity to respond to any type of question and to accurately express all types of emotions so that all participants in a conversation or dialogue will be able to comprehend and understand one another.



### **I.1.6. Importance of Speaking Skill**

Like any other language skill, speaking is very important, but when it comes to S/F learning, it is without a doubt the most crucial one to learn for academic purposes as well as other contexts like business and everyday life. Speaking is the ability on which pupils will be evaluated the most in real-world circumstances, according to Brown & Yule (1983). "To most individuals, mastering the art of Speaking is the single most significant component of learning a S/F language and success is measured by the capacity to carry out a conversation in the language," claimed Nunan (1991, p. 39). In this way, the importance of speaking ability was highlighted for the assistance it offers pupils when learning a foreign or second language. Additionally, Ur (1991) explains that speaking is thought to be the most important skill among the four major skills. This primarily refers to how crucial speaking is for students and that it is irreplaceable in contrast to other skills, which can occasionally be neglected by students but still allow them to master any given language. To summarize, students should be aware of the function and significance of the speaking skill. They also need to know how to improve it and devote more time and effort to doing so because mastering it signifies that the challenging and complex aspects of learning a second or foreign language have been resolved.

### **I.1.7. Purpose of the Speaking Skill**

In a substantial amount of the literature on teaching speaking, experts like Sadeghi and Richards (2015) believe that speaking can have either a transactional or an interactive goal. Transactional discourse, on the other hand, is predictable and involves speaking for particular goals; the speaker employs the target language to accomplish a goal. In this sense, Nunan (1991) contends that the language employed to accomplish this goal is "message oriented" as instead of "listener oriented"; it is used to communicate a message or to request something be said or done. Calling to request a taxi or book a hotel is an illustration. Conversely, interactional discourse is unexpected and entails interacting with others. According to Nunan (1991), the individual employs the target language to "establish" or "maintain" social ties. In other words, it is employed in interpersonal and conversational contexts. When using greets and talks with friends as examples. Taking into account the aforementioned aims, several studies in the field, such as Kingen (2000), attempt to combine them by outlining a lengthy list of categories, such as:

1. Personal: expressing opinions, emotions, beliefs...etc.
2. Descriptive: describing people, objects, or places.
3. Narrative: telling stories or giving events in a chronological order.
4. Instructive: giving instructions/ directions.
5. Questioning: asking questions for specific information.

6. Comparative: comparing two people, objects, places, ideas for judgments.
7. Imaginative: expressing imaginative events, people, objects, places...etc.
8. Predicting: anticipating possible future events.
9. Interpretive: making hypothetical studies and exploring meaning...etc.
10. Persuasive: arguing in order to change someone's point of view or Behavior.
11. Explanatory: clarifying and supporting ideas.
12. Informative: conveying messages and sharing information with others.

### **I.1.7. Aspects of the Speaking Skill**

Speaking skills include certain characteristics, such as the ability to solve problems and present students with learning challenges, both of which call for teachers to create lesson plans and instructions that are appropriate for these circumstances.

#### **I.1.7.1. Speaking is face to face**

Most conversations take place face to face where participants or interlocutors are present. In relation to this, Hinkel (2006) emphasizes that face-to-face interaction represents the 'foundational aspects' of teaching and learning. It allows speakers to get immediate feedback not only on the learners' understanding extent and agreement but also on showing sympathy as well (Cornbleet & Carter, 2001). Importantly, communication through speaking requires facial expressions, gestures and even body movements depending on the interlocutors' gender and the cultural background. As far as gender is concerned, men and women engage in different style and rules of communication and for different purposes. When women interact, for example, they show sympathy, avoid Face Threatening Acts, more polite, caring and responsive than man (Tannen, 1990). Furthermore, the extent of these gender differences is culturally based; in some cultures these disparities are emphasized and in some others they are minimized (Ekert as cited in Bucholtz, 2004).

#### **I.1.7.2. Speaking is interactive**

People participate in conversations in turn, just like a smoothly turning wheel (Bygate, 1998). In addition, taking turns during a discussion is typically unconscious, and it handle and signal differently by different genders and cultures. Men are typically more forceful, domineering, and interruptive than women. Men typically dominate turn taking in mixed-gender interactions.

### **I.1.8. Teachers' Role during the Speaking Activities**

Since students often appreciate and are motivated when they observe their teachers engaged in the communicative activities in the classroom, teachers might engage with their students during a speaking activity. They might role-play together; engage in games, or just talk. In fact, as long as the

teacher does not monopolize the conversation in the classroom, participation by the teacher is acceptable (Harmer, 2007). Harmer further contends that if an activity is not progressing "smoothly" or if the conversation starts to "dry up," the instructor may need to step in sympathetically and sensitively to stop or redirect the students. Although the previously stated directives and activities enhance the learning outcomes in the speaking session, some problems may occur threatening the learners' interaction and motivation.

## I.2. Gender

### I.2.1. Definitions of Gender

Both male and female pupils must consider their gender while speaking and communicating. It may be characterized as the assortment of traits that distinguish between femininity and masculinity. Scholars offered several definitions of gender according to their various points of view. Gender is something we do, according to West & Zimmerman (1987), who described it as an activity rather than an idea that we may practice to get the results we want. Gender is something we act, according to Butler (1990), which is the same situation as the one stated above. The expression "system of social practices inside society that establishes persons as different in socially meaningful ways and arranges relations of inequality on the basis of the difference" was used by Ridgeway and Lovin (2011, p. 3) to describe gender. However, according to Alami (2016, p. 2), gender refers to "the roles, behaviors, activities, and features which a specific culture constructs for and considers proper for men and women."

### I.2.2. Gender Differences

In order to identify and explain the differences that may exist between males and females in relation to behavior, personality traits, language use, and other areas, a variety of research studies dig



Figure 2 Individual Differences (Slavin, 2006, p. 99).

deeper into the area of gender as one of the most noticeable individual differences (illustrated in figure 2).

These differences may vary in size and scope, despite the oversimplification that they apply to all communities and civilizations. As a result, gender differences can be exaggerated and overemphasized in particular societies. Other cultures might conceal and downplay them. According to Eckert, as stated in Bucholtz (2004), men and women in modern cultures (such as the Netherlands and Finland) minimize gender differences, while men and women in traditional cultures (such as Pakistan, Nigeria, and Algeria) obviously emphasize gender distinctions.

### **I.2.3. The difference between being male and female**

The Difference between Being a Girl and Being a Boy Butler (1993, p. 15) assigned the difference of being a girl and being a boy to the life of a man or woman. This attribution is continuously published through the naming language event. For example, Evelyn was available as a male name in the United Kingdom long after it became the exclusive female name in the United States. However, this change does not change the fact that English names are gender-specific. Around the age of two, boys and girls show the same play behavior. When it comes to choosing different toys and engaging in different activities related to gender-inappropriate play, much turmoil arises about the fact that boys and girls are different. (Maccoby, 2000, p. 30).

### **I.2.4 The impact of Gender on Male and Female's Performance**

Gender differences have an impact on learning because of differences, According to (Dweck et al, 1983). In terms of reinforcement strategies, social and environmental factors, and gender learning about gender differences in men and women. This is why Burman and al. (2008) are arguing, it is also said that men and women differ in their ability to think, language”.

This position had challenged as not affecting enough to result into any significant difference in the performance of the genders (Hyde and Allison, 2014). The Gender and Education Association (GEA) (2012) observed that” certain subjects are gender stereotyped, for example, males believed to be better in mathematics, sciences and engineering and are therefore, masculine subjects and females believed to be better than males in language arts etc.” Added to this, the National Council of Teachers of English (NCTE, 1955), observed earlier that, “there was serious gender inequity in the instructional materials aspect of curriculum and instruction. When even the number of female characters in literature books was discovered to be fewer than that of males and that both male and female characters displayed traits which are gender stereotypical”.

These observations by (GEA) and (NCTE, 1955), were made to make a case for single gender education or streaming. Accordingly, many factors are discussed about the classroom environment but one central argument could be the behavioral differences between male and female learners, and the reflection of gender-based social divisions in such interactions. One of the little-researched areas in Teaching English as a Second Language is how a student's gender may affect teacher student interaction in an adult EFL classroom (Duffy, 2001).

### **I.2.5 Gender Differences and behavior**

When compared with each other's responses in different contexts, men and women behave differently. When males and females are dealing with same gender partners, some of these reactions may be similar. Nonetheless, they considerably diverge when they belong to mixed-gender partnership as remarked during the observation phase for example males are more interruptive and dominant and females are more polite when grouped with opposite gender partners. These differences are mainly addressing in the current research as far as mixed-gender groups are concerned. Which are greatly searched by many researchers in the field of gender studies like Lakoff (1975), Holmes (1995); Brown and Levinson (1987); McConnel-Ginnet et al. (1980).

### **I.2.6 The Relationship between Gender and Language**

The relationship between gender and language can be viewed from various perspectives, but primarily through differences and similarities because when comparing and contrasting, many differences can be found, and for similarities, gender can affect one's production of language without one's being aware of it. In several disciplines, including psychology and sociolinguistics, gender disparities are a hot area for research. For instance, men are more interested in having authority, whilst women are content with their subservient position. According to GU (2013, p. 3), "Females speak indirectly, implicitly, and gently whereas males speak directly and prioritize conveying information".

### **I.2.7 Gender and Education**

Schools play an important role in promoting gender equality and contributing to it. This has been accepted as a form of gender bias in education. Anderman and Anderman (2009), discover that there is gender bias when people are making assumptions about other people's behavior, abilities or preferences based on their gender. Because there are strong gender role stereotypes for masculinity and femininity, students who do not match them can encounter problems with teachers and with their peers (p. 425)

Equality and equity, according to the AAUW (American Association of University Women Educational Foundation) (1998a), differ in the sense that “equality sets up a comparison between males and females and asks the question: Are they receiving the same education? Gender equity poses a different question for the classroom dynamic: Do students receive the right education to achieve a shared standard of excellence?” In other words, equality is to receive the same input, whereas equity is to receive the right input to achieve and achieve the same results. (Reynolds and Miller, 2003), on the other hand, state that gender equity argues that men and women do not need same things in order to achieve equal results. Gender equity is not sameness or equality; it is equity of outcomes, equal access to achievement and opportunity. Hence, equitable education addresses the needs of girls and boys rather than questions whether each receives the same thing” (p. 261). In order to meet this requirement, we propose various topics for discussion and attempt to develop a range of actions that focus on the needs of our students.

### **I.2.8. Gender Differences in Language Use**

The relationship between gender and language usage has been the subject of several research investigations, and they have all discovered convincing evidence that language use among students, both male and female, is influenced by gender differences. Wahyuningsih (2018), looked at how men and women use language differently, concentrating on talks among STAIN Kudus students in Indonesia. She attempted to conduct the research based on earlier relevant studies.

The researcher followed the steps of a qualitative investigation. Data were gathered via video documentation transcripts. The researcher concluded that language use among male and female students varied in terms of forms, contents, and uses. Males utilize simpler phrases and are more directive than women are. , however, employ language in a more expressive and courteous way. In addition, people communicate their feelings, emotions, and psychological states more through gestures and words than ever before. One from the authors who had investigated gender and language is Hirschman (1993), who spoke the most throughout the study's discussion on questions like who talked

the most during the data analysis? Who spoke the language more fluently? Who shown greater confidence? According to the study's findings, female speakers use sounds like "mm" and "hmm" at far higher frequencies than do male speakers. The talk between two women seemed to flow more naturally than the rest. Compared to male speakers, female speakers used more first person pronouns and fewer third person pronouns.

### **I.2.9. Effects of Gender Differences on Language Use**

There are also effects, given the reasons for gender differences in language. For example, this affects the development of language in both men and women. These effects can affect the way men and women speak because, according to (Buter, 1990), gender is something that we do, which means that it is not something that they have been born with, but something that they have learned over the course of their lives. In the area of gender effects on language, researchers studied it and came up with some interesting conclusions. Wardhaugh (2006) suggests that there is a difference in the voices of males and females when it comes to characteristics like language skills differences. Girls generally use colorful words when it comes to speech, and they are more likely than men do to produce beautiful, charming, or favorite adjectives that does not tend to be thought of as masculine. For instance, men and women are using different languages due to their development and the various roles they play within society. Xia (2013) analyzed the many differences that exist when both genders produce the language, and he managed to conclude some effects and these points summarize what he found

#### **I.2.9.1 Vocabulary**

The following factors can be used to identify vocabulary differences: Women are skilled at employing French-inspired color terms like mauve, lavender, aquamarine, azure, and magenta to describe various objects. Moreover, adjectives Men favor adverbs whereas women tend to use more adjectives. Women choose terms that convey tenderness, such as dearie and sweetie, whereas males often select words with the meaning "little," such as bookie, hanky, and underpants. Individuals must learn to distinguish between these things while they are young.

#### **I.2.9.2 Choice of Topics**

Men and women select their themes depending on what interests and entertains them the most. Nonetheless, it is clear that men and women have diverse interests, which may also reflect their varying upbringings and mentalities. Males are more inclined to select subjects like politics, the economics, and

possibly sports. Women, on the other hand, favor subjects like fashion, social media, cuisine, and family issues. (Xia, 2013).

### **I.2.9.3. Pronunciation**

The way male and female pupils speak words has the most impact on both sexes. There are phonological differences between male and female speech in several languages. The pronunciation of words like "ing" is typically better in women's hands than in men's hands. Male and female students typically enunciate words differently, which may be why more females than boys specialize in languages.

### **I.2.9.4. Syntax**

Although variances in grammar can be seen in practically every language, there are no clear-cut rules that govern how different genders should utilize it. Males tend to ask for assistance more bluntly, but women are more courteous when doing so. Women also employ more interrogative language than males do.

### **I.2.9.5. Intonation**

Women's "timidity" and "emotional instability" are associated with high-pitched voices. Women also favor using reverse accent. According to Lakoff (1975), women often respond to questions with increasing intonation rather than dropping intonation. Men, on the other hand, frequently speak with a dropping intonation to give the impression that they are certain and confident in what they are saying.

## **Conclusion**

The previous chapter shed lights on the effects of gender, and its manipulation and control on the speaking skill. Which means that, males and females speak differently from each other because of the various characteristics that make each gender unique. Widely acknowledged that gender affects the process of communication among students Disch (2009), explains that gender differences still have a significant impact on the ability of men and women to communicate.

In addition, gender is one of the main reasons why students use and speak language differently for the number of differences and effects it has on the male and female students. In another words, gender differences play a significant role in language learning, particularly when it comes to speaking skills. While schools in Algeria strive for equality and treat male and female pupils equally, it is important to recognize that males and females have distinct abilities, cognitive capacities, and learning preferences. Research suggests that men and women learn differently, with men favoring visual learning and women preferring auditory learning. Moreover, studies indicate that women tend to outperform men in verbal ability, including speaking, writing, and reading in English.



To conclude, Language and gender are intertwined, as sociolinguistic research has shown that men and women utilize language differently in terms of tone, syntactic categories, and conversational style. These differences can affect how students learn and use language, including their speaking skills. Therefore, it is crucial for both male and female students to be aware of these gender differences and potential communication challenges that may arise, leading to misunderstandings and breakdowns in interactions. By acknowledging and understanding these gender differences, students can navigate various speech patterns and engage in effective communication. Promoting awareness and fostering an inclusive learning environment that embraces the diverse linguistic abilities and preferences of both male and female students can contribute to improved language learning outcomes and facilitate successful interactions among learners.

## **Chapter II**

### **Results and discussion**

## **Introduction**

The current chapter outlines this study's approach. The study philosophy, approach, research design, data collection techniques and tools, population and sample, and in the end data analysis procedures are all included as methodology components. This chapter begins by presenting the theoretical background of the research approach around which this study is developed. Finally, it explains the reasoning for selecting each data collecting technique and the strategies used to conduct this study.

### **II.1. Research Methodology**

A research philosophy refers to any type of information collected, analyzed and applied in the context of a research problem. The choice of paradigm depends on the nature of the underlying research. As this study follows a mixed-method approach, pragmatism is the appropriate research philosophy as it allows researchers to combine both qualitative and quantitative techniques. Combining both positivism and interpretive philosophy

#### **II.1.1 Research Design**

This element relates to how the study was conducted, focusing on the strategy employed in this study and how it relates to the goals of the study. Data collection and analysis conditions help achieve research goals. Dornyei (2007, p. 115), as cited in Tawakoni (2012, p. 506), there are three research papers. Strategies that are quantitative research strategies, qualitative research strategies, and mixed methods research strategies. Each strategy is divided into different research strategies (action plans). Experiments, case studies, ethnography, grounded theory, etc.

In this study, researchers used case studies to conduct their research because case studies are well suited to explain, compare, evaluate and understand research questions. Dorney (2007, p. 155) describes this case study as "an excellent way to obtain comprehensive accounts of complex social issues and to incorporate them into the cultural context". In addition, case studies enable researchers to explore and understand research questions. Regarding the quantitative approach, the researchers chose non-experimental study designs, especially survey studies (Guthrie, 2010, p. 10). He said polls help explain patterns in large groups rather than detailed analysis of individual opinions. The survey format used in this study is a population-based questionnaire to analyze the impact of gender differences on students' speaking skills.

Researchers used Data collection tools to obtain the information they need to solve a problem or propose a solution when conducting research. Each research approaches its own data collection tools,

so the choice of which tool to use for a particular study depends on the type of study. As for quantitative research, the method should be structured. Questionnaires, structured observations, structured interviews, tests or experiments. Qualitative methods, on the other hand, are unstructured questionnaires, unstructured interviews, and unstructured observations. Finally, the mixed-methods approach used in this study included semi-structured questionnaires, semi-structured interviews, semi-structured observations, and tests. The methods chosen for this study are semi-structured questionnaires and semi-structured and classroom observation.

### **II.1.2. Data collection tools**

A research approach can be defined as a theoretical framework that researchers use to conduct a particular study. The most common and widely used approaches in conducting research work are qualitative, quantitative and mixed method approaches. This research follows a specific approach based on the type of research and its question and hypothesis.

This study employs a mixed-methods approach to analyze gender differences and their effects on students' speaking skills. The first part deals with qualitative and deals with Observational data, while the second part is quantitative, semi-structured questionnaires. This research approach was chosen because it gives researchers the opportunity to validate their findings. According to Dorney (2007), the mixed-methods approach helps researchers by enabling them to use a variety of methods to study a problem and draw rational explanations and conclusions. This means that the mixed method approach can be described as a combination of qualitative and quantitative approaches to achieve better results, more effective and accurate.

### **II.1.3. Research instruments**

This study aimed to investigate if there were females' outperformance rather than that of males in their EFL questionnaire. The employed procedures that expected to use is quantitative methods of analysis and making use of descriptive analysis. The research questions will analyze by means, standard deviations, and independent-samples t-tests. The data analysis that expected to work with in this study is SPSS (Statistical Package for Social Sciences) which will employ to analyze the data of the achievement test. Firstly, descriptive analysis might perform to compute the means, and standard deviations to see the mean differences of two groups (males and females). Secondly, Independent-Samples T-Tests will run to compare the differences among different groups. For the observations, it could be put as a field note.

#### **II.1.3.1. IBM SPSS Statistics 21**

SPSS Statistics 21 is a comprehensive system for analyzing data. SPSS Statistics can take data from almost any type of file and use them to generate tabulated reports, charts, and plots of

distributions and trends, descriptive statistics, and complex statistical analyses. SPSS Statistics makes statistical analysis more accessible for the beginner and more convenient for the experienced user. Simple menus and dialog box selections make it possible to perform complex analyses without typing a single line of command syntax. The Data Editor offers a simple and efficient spreadsheet-like facility for entering data and browsing the working data file.

#### **II.1.4. Population of the Study**

The goal of the present study is to test the validity of the hypothesis among middle school students. Yousef El Amoudi at Biskra was the selected middle school. The population of the study was formed by first, second, third and fourth-year students for the academic year 2022\2023, which are 387 pupils. They were divided into four levels, each level divided to three group.

#### **II.1.4. Sample of the Study**

The participants in this study were middle school students who were learning English as a foreign language class at Yousef El-Amoudi, all the four levels. After twenty sessions of observing their interaction during the lecture, only forty pupils was chosen randomly from the four different classes to participate in the experiment (20 males and 20 females). They attended the English language classes from the beginning of the trimester of the year 2022. In order to ensure that the participants shared similar characteristics, such as language skills, only those participants who shared the same interaction and language proficiency were selected , and who had chow an unexpected English language perfection in the previously passed observation, were included in this study. They all were from different classes of the middle school. The age of the participants was between 10 and 14, and they all have a deferent level of experience in English language learning.

#### **II.2. Results of Classroom Observation**

Observation, as the name suggests, is a method of gathering data through observation. This data collection method classified as participatory research as it requires the researcher to immerse in the respondent's environment while taking notes and recordings. Observational data collection methods may include observing, hearing, and reading, touching, or recording the behavior or characteristics of a phenomenon.

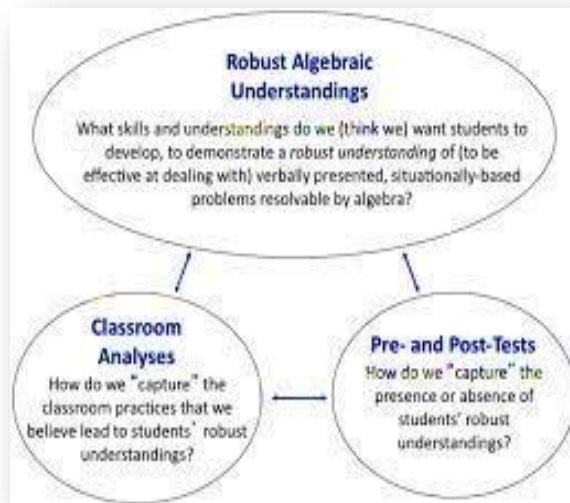


Figure 3 The main issues addressed by Alan H Schoenfeld

### II.2.1. The aim of the classroom observation

The most important aspect of classroom observation is to ensure that students are learning effectively. It can use various names for lesson observations. Teacher observations, class walkthroughs, learning walks, etc. Whatever the name, the idea behind class observation is to see if the process of teaching and learning is proceeding in a pre-determined, standard way. This includes ensuring that lessons which provided the child-centered and that students with the best possible educational environment. The aim is to ensure that every child learns in class and that no one is left behind. It also done to check the skills and knowledge of teachers so that they can provide appropriate training to highlight their best skills.

### II.2.2. The current research classroom observation

Observation was carried out through an effective research method that supplied the researcher with real-life data being collected in nature. In this account, the researcher took necessary information, particularly about non-verbal behavior, from what was actually taking place without relying on second hand data. These notes may be focused on facts, like the number of pupils in a given classroom, events such as the amount of discussion between teachers' students, or collaborative activities, etc. or on *behaviors* and qualities like observing the teacher's friendliness or the learners' aggressiveness (Cohen, et. all, 2007, pp. 396-397)

In this research, the classroom observation was indispensable for the validity and the authenticity of the findings. Accordingly, the hypothesis stated at the beginning of this work. During the period of the observation, which was conducted in two months, divided to twenty

session. The study was operated in four different classrooms with the four levels of the middle school, from the first grade to the fourth. In this period, a researcher has been playing the role of teacher and observer simultaneously. On the one hand, taking notes was the dominant method through the observation.; on the other hand, the researcher shed light on students behaviors while interacting, particularly females dominance, assertiveness and rational/emotional thinking as well as male gossiping. Forty students (20 males and 20 females) from the all Population (387) have been assigned to participate in the current research based on their speech skills, English language proficiency and the higher interaction during the classes.

### II.2.3. The current research classroom observation; Field notes

#### II.2.3.1. First Year Student Classroom Observations; case of observation

The totals number of the students	Level	Number of sessions	observations	
			males	females
<b>33 students</b> <b>(17 males)</b> <b>and</b> <b>(16 females)</b>	<b>First year students</b> <b>Age (10-11)</b>	<b>1<sup>st</sup> session as an observatory</b>	-eight boys were chatting and trying to stole answers -five boys were just thinking silently Only Four boys were interacted	Fourteen girls give all their attention to the teacher: solving the tasks, asking about the new words ...etc. Only two girls were less interacted
		<b>2<sup>nd</sup> session as an observatory</b>	Boys were chatting and playing as same as last session	Same girls were interacted to the teacher In addition, they have

				showed unexpected interest to the new word
		3 <sup>rd</sup> session as an observatory	Ten Boys started to get motivated from girls and start answering the questions of the teacher	showed the same interaction

*Table 01:1 First Year Student Classroom Observations; case of Observation*

The table above showed the first year classroom observation, (observing step). From the previous table we can say that fourteen girls from sixteen, who were study at first year level, although their young age, they were active and showed an expected fluency in talking English, and gave the same result for the three sessions. On the other side, thirteen from seventeen boys were lazy, did not show any interaction during the session, only five whom were active, till the third session, ten boys started to show response.

### II.2.3.2. First year Level Classroom Observation; case of teaching

Level	Number of sessions	observations	
<b>First grade students</b>	1 <sup>st</sup> session as a teacher	Male	female
		Boys were noisy	Talking and participating as usual
<b>Age (10-11)</b>	2 <sup>nd</sup> session as a teacher	All boys get involve I the discussion and showed an amazing English accent	Girls kept asking for the opportunity to discuss

*Table 01:2 first year classroom observation (case of teaching) for EFL learners*



The table above showed the first year classroom observation (case of teaching). Like what have been showed in the table, the boys involved to the discussion during the lesson, in which they did not give the opportunity the opposite gender to express their selves.

### *II.2.3.3. Second Year Level Classroom Observation; case of observing*

Number of students	Level	Number of sessions	observations	
			male	female
29 students (11 male and 18 female)	2 <sup>nd</sup> year students Age (12-13)	1 <sup>st</sup> session as an observatory	Participated in every available occasion. Switched their way of speaking (accents : British\American) based on the teacher recommendation	Also participated in every available occasion. Showed a verity of new words which was an upper level to their case
		2 <sup>nd</sup> session as an observatory	Same interaction as the first day observation. In addition, boys tried to motivate each other to learn more in English speaking	Same interaction as the first day observation.
		3 <sup>rd</sup> session as an observatory	Same interaction as the first day observation. Boys proved their way of speaking for the sake of chowing off and prove that they are batter then girls	Same interaction as the first day observation. In addition, girls suggested a mixed group work to evaluate their speaking in conversations

*Table 01:3 Second year classroom observation (case of observing) for EFL learners*

From the table above, we found that the second year EFL learners in middle school showed an expected result for both gender weather in language achievement or speaking skill process, which means; that they proved their skill proficiency in acquiring and producing the English language .

#### II.2.3.4. Second Year Level Classroom Observation for EFL learners; case of teaching

Level	Number of sessions	observations	
2 <sup>nd</sup> year students Age (12-13)	1 <sup>st</sup> session as a teacher	<b>Male</b>	<b>female</b>
		Boys created a kind of competition with the opposite gender and start to produce the language perfectly without attention	Girls responded to the competition and started chowing of with new vocabulary which make their speaking looked fluent
	2 <sup>nd</sup> session as a teacher	<b>Interaction through tasks</b>	
		They were Active Tried their best to give the right answer	Showed a perfect interaction but like the males Made mistakes

*Table 01:4 Second year classroom observation (case of teaching) for EFL learners*

The table above represent the interaction of the EFL student of middle school, during the two sessions of teaching. The table showed the highly effectiveness of the students in learning English and produce it process. In addition, the interesting result was the yang age of the learners who have showed a language proficiency.

#### II.2.3.5. Third Year Level Classroom Observation; case of observation

Number of students	Level	Number of sessions	observations	
35			<b>male</b>	<b>female</b>

<b>students</b>  <b>(15 female and 20 male)</b>	<b>3<sup>rd</sup> year students</b>  <b>Age (13-14)</b>	<b>1st session as an observatory</b>	The boys were very lazy.  They did not know how to communicate.  There is Zero motivation  They were speaking in Arabic and use the dialect words	The contain 15 female ,only sex from them were a little active with the tasks, the rest of them were in silent mode
		<b>2<sup>nd</sup> session as an observatory</b>	Same interaction  Exempt that two boys started trying to communicate	Same interaction
		<b>3<sup>rd</sup> session as an observatory</b>	Same interaction.  The absence of the two previous boys ( they were present but with no words)	Same interaction

*Table 01:5 Third year classroom observation (case of observing)*

The table above represent the interaction of the third year EFL student of middle school, during the observation. The table showed a negative side from teaching and learning the English language. From the three session of observing, the students did not respond to the teacher, and made no efforts to acquire it.

**II.2.3.6. Third Year Level Classroom Observation; case of teaching**

Level	Number of sessions	observations	
3 <sup>rd</sup> year students Age (10-11)	1 <sup>st</sup> session as a teacher	Male	female
		Rudeness The use of the target language (Arabic) Did not solve any giving task.	Politeness The use of English words They tried to give answers as possible as they can.
	2 <sup>nd</sup> session as a teacher	Same interaction	Same interaction

*Table 01:6 Third year classroom observation (case of teaching)*

The table above represent the interaction of the third year EFL student of middle school, during the two sessions of teaching. The table showed the same result as the sessions of the observation. The most of students did not try to answer any task, only two or three female students who showed some efforts in solving the giving tasks.

**II.2.3.7. Fourth Year Level Classroom Observation; case of observing**

Number of students	Level	Number of sessions	observations	
42 students (30 females And 12 males)	4 <sup>th</sup> year students Age (14-15)	1st session as an observatory	male	female
			Give an expected first impression. Active in responding the questions	Active. Thoughtful. Intelligent in choosing the right words.

		<b>2<sup>nd</sup> session as an observatory</b>	Give their total focus to the teacher  Answer the giving tasks	Give their total focus to the teacher  Answer the giving tasks  Asking many questions.
		<b>3<sup>rd</sup> session as an observatory</b>	Same interaction and Same focus as the last session	They achieve the academic British and American English barely like natives.

Table 01:7 Fourth year classroom observation (case of observing)

The table above represent the interaction of the fourth year EFL student of middle school, during the three sessions of the observing. The table showed a surprising result, the learner were very polite, very intelligent, and very active. In addition, their English language was perfect for pupils in that age.

**II.2.3.8. Fourth Year Level Classroom Observation; case of teaching**

Level	Number of sessions	observations	
		Male	female
<b>4<sup>th</sup> year students</b>  <b>Age (14-15)</b>	1 <sup>st</sup> session as a teacher	Answer all the tasks in short time	Answer all the tasks in short time  Ask a lot of question about the lessons for the sake of understanding
	2 <sup>nd</sup> session as a teacher	Focus during the lesson  Ask a lot of questions  Answer the giving	Focus during the lesson  Ask a lot of questions  Answer the giving tasks

		tasks	
--	--	-------	--

Table 01:8 Fourth year classroom observation (case of teaching)

The table above represent the interaction of the fourth year EFL student of middle school, during the two sessions of the teaching. The table showed the same results for the both female and male learners, in a good way. Which means, the four year students showed a satisfying result like speaking in English fluently, focusing in every word that teacher say and memorize it .. Etc.

**II.2.4 Classroom observation results**

**II.2.4.1. Case of observatory**

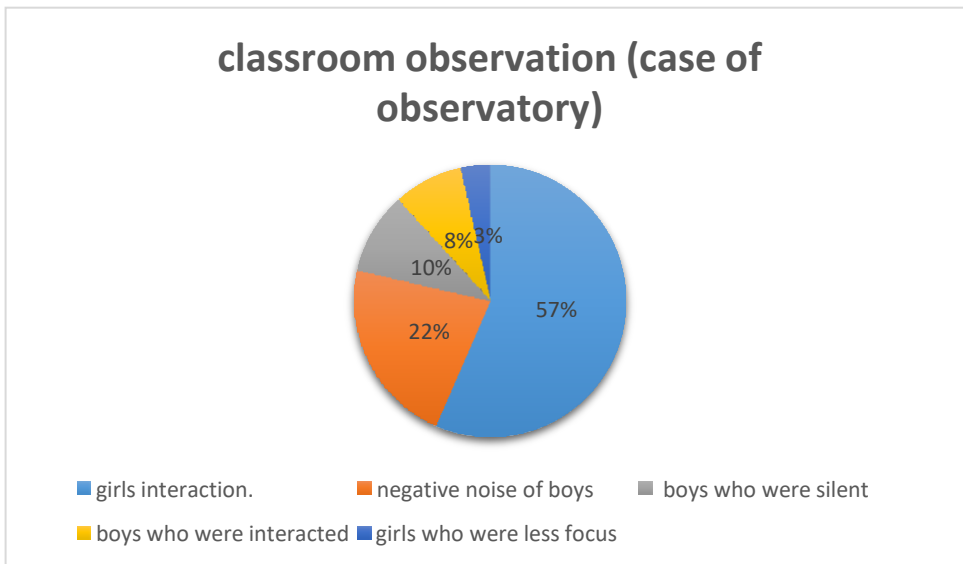
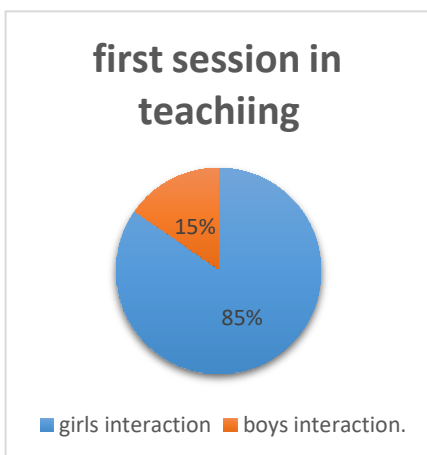


Figure 4 Pie chart shows the students interaction with thier teacher during the observation

As a result, the Pie chart showed that females have controlled the classroom interaction, rather than male.

**II.2.4.2. Case of teaching**

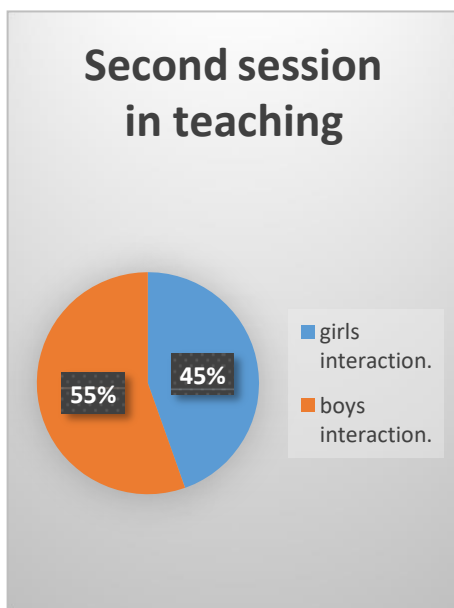


**II.2.4.2.1. First session of teaching results**

The Pie chart shows the first session while the researcher take the role of the teacher, the result.

Figure 5 first session in teaching

#### II.2.4.2.2. Second session of teaching results



*From this Pie chart:*

*The new teacher has influenced the males.*

The teacher is the first and the main controller in acquiring and achieving the language and its skills.

*Figure 6 second session in teaching*

#### II.2.5. The classroom observation interpretation

The classroom observation analysis provided includes observations of different grade levels and genders of students in an English as a Foreign Language (EFL) classroom. Here is a summary of the observations for each grade level:

##### **1. First Year Level:**

- Observations: In the first session as an observatory, some boys were chatting and trying to steal answers, while others were thinking silently. Only a few boys were actively engaged. On the other hand, most girls were attentive, actively solving tasks, and asking questions. In subsequent sessions, boys continued to chat and play, while girls remained engaged and showed unexpected interest in new words.

- Interpretation: The majority of girls in the first year level were active and displayed fluency in English, while most boys were lazy and showed limited interaction. However, as the sessions progressed, some boys started to respond to the teacher's questions.

## **2. Second Year Level:**

- Observations: Both male and female students actively participated in every available occasion. They switched accents based on the teacher's recommendation and showed a variety of new words. Boys tried to motivate each other, and girls suggested mixed group work for evaluating their speaking abilities.

- Interpretation: The second year EFL learners showed expected results in language achievement and speaking skills. They demonstrated proficiency in acquiring and producing English.

## **3. Third Year Level:**

- Observations: The boys in the third year level were described as very lazy and lacked motivation. They spoke in Arabic and used dialect words. Only a few girls showed some activity, while the rest remained silent throughout the sessions.

- Interpretation: The observations indicate a negative side to teaching and learning English in the third year. Students, particularly boys, did not respond to the teacher and made no efforts to acquire the language.

## **4. Fourth Year Level:**

- Observations: Both male and female students in the fourth year level displayed expected first impressions, were active in responding to questions, and showed intelligence in choosing their words. They focused on the teacher, answered tasks, and asked questions in subsequent sessions. Their English language proficiency was comparable to native speakers.

- Interpretation: The fourth year EFL students showed high levels of politeness, intelligence, and activeness. They achieved a high level of proficiency in academic British and American English.



Overall, the analysis suggests variations in engagement, motivation, and language proficiency among different grade levels and genders in the EFL classroom. Girls generally showed higher levels of engagement and proficiency, while boys' engagement and proficiency varied across grade levels.

### **II.3.1. Questionnaire**

The second data collection method used in this study is a questionnaire, the latter constructed in order to elicit answers from the subjects of the study and to answer the research questions that concerns the students' speaking skill and how do they use it in different situations and conversations with different genders. Brown (2001, p.6) defines questionnaire as "any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting them among existing answers". Thus, the questionnaire considered as one of the most effective tools to use in gathering data about a certain problem in order to know the respondents' answers and opinions about it. (Cohen, Manion, and Morrison, 2007, p. 320) State that there are three types of questionnaires, which are structured questionnaire, it only contains close-ended questions, unstructured questionnaire, it includes open-ended questions, and semi-structured questionnaire in which the questions are a mix of open-ended and close-ended. The choice of using a questionnaire in this study is due to the need of obtaining the participants' opinions and perceptions concerning their use of the speaking skill, how they prefer to speak and finally if there are any difficulties they face in the process of communication and interaction with other students with different genders. Furthermore, this method considered a viable data collection method as it is quick, easy and effective to collect data from any number of respondents simultaneously.

Pandey (2015, p. 58) sees this as "an important tool used to gather information from widely distributed sources."

### **II.3.2 The Aim of the Questionnaire**

The purpose of the survey is to get feedback on the student's speaking skills/strategies, how they prefer to speak, whether they have communication difficulties, etc. The researchers use this method of data

collection to gather information about the current study from a large population at once. It helps them understand the respondents' opinions and perceptions on the two variables. In this case, gender and speaking ability and how they interact. It also enables them to determine whether there are any differences between how language is used by male and female students in conversational discourses.

### **II.3.3 The structure of the current research student questionnaire**

The purpose of this questionnaire was to collect data on various aspects of the research surveyed, in particular student background information, gender-specific language differences, and speaking skill process difficulties. The questionnaire was divided into five sections according to the items discussed.

#### **Section one:** You as an English student

The first section consisted seven questions about the learner as an English student age, level, gender, and an entry questions to give the students an overview about the nature of the upcoming questions.

#### **Section two:** Speaking skills

The second section of the current questionnaire included four questions related to the learners' awareness and preferences as far as the two specific variables were concerned, starting with the effectiveness of the speaking skills as a process of learning, and ending with the interruptions in a conversation.

#### **Section 3:** Questions from the observation

This section contained four different questions, which set based on the learners' performance and interaction during the class. They were asked about their answers. Also about reformulating the questions, using English during the class, and about shyness when talking English affront of the opposite gender.

#### **Section 4:** Vocabulary

The current section contained three questions was held to know the student's ability to acquire language through vocabulary

#### **Section 5:** The average in English Courses

The final section included two questions. Both of them give a direct result about pupils' average either in English course or speaking skill process in specific.

### **II.3.4 The Questionnaire's Piloting and Validation Phase**

Before the final administration, the students' questionnaire has gone through piloting and validation. The questionnaire was first submitted to expertise to validate its form and content. In the piloting phase. In addition, the questionnaire was sent to another expertise (the jury) to benefit from any given feedback and comments, what was proposed is the use of the simplicity as much as the questionnaire well be, because it was directed to the young students. Furthermore, the expertise proposed to change the second variable because, it was too vague. The variable was initially about the language achievement rather than the speaking skill. The supervisor made some useful remarks concerning the questionnaire; she suggested reformulating some of the questions because she thought that they were difficult to understand. She raised an important remark concerning the questions and she suggested to add new questions related to the gender differences and its effects on the speaking skill that the researcher did not initially include.

### **II.3.5 The Result Of The Questionnaire**

The second data collection tool used in this research is a questionnaire, addressed to the four levels EFL pupils of Yousef El-Amoudi middle school at Biskra, to analyze their answers concerning their use of the speaking skill. The questionnaire is composed of five sections, the first one serves as a learner as an English student, the second is concerned with "Speaking skills», the third section is devoted for "vocabulary", the fourth section dealt with «Questions from the observation», and the last section reserved for «How is your average in English courses ».

#### **II.3.5.1 Section one: the learner as an English student**

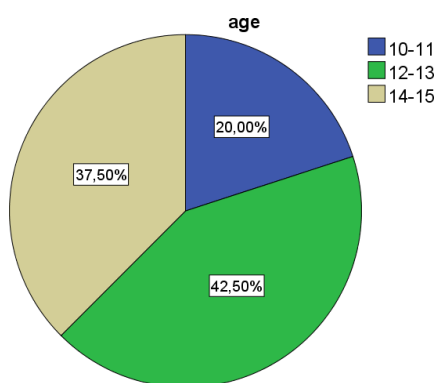
**Q1:** Which age group do you belong?

**II.3.5.1.1 Table 1 Age Analysis**

Age	Frequency	Percent
10-11	8	20,0
12-13	17	42,5
14-15	15	37,5
Total	40	100,0

*Table 9 Age Analysis*

The above table provides the age frequency of female and male students who, answered the questionnaire,



*Figure 7 Pupil's Age*

Figure 1 reveals the specifications of pupils' age from 10 to 15 years old, 42.50 % are pupils who belong to 12-13, 37.50% are pupils whom belong to 14-15, and just 20.00% are pupils who belong to 14-15.

- **Q 2: Your level:**

**II.3.5.1.2 Table 2: pupils Level Analysis**

level	Frequency	Percent
1st grade	10	25,0
2nd grade	10	25,0

3rd grade	10	25,0
4th grade	10	25,0
Total	40	100,0

Table 10 pupils Level Analysis

The question was about the pupils’ middle school level. The above table shows that the percentages is equal, 25 % for each level.

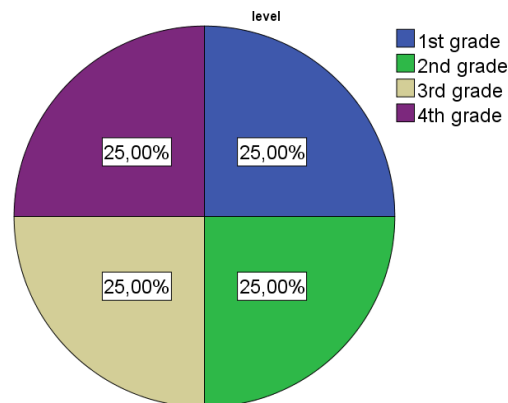


Figure 8 pupils Level Analysis

Figure 2 reveals the division of pupils’ level from the first the fourth, 25% for each level of study.

**Q 3: Your gender?**

**II.3.5.1.3 Table 3: Pupils Gender**

gender	Frequency	Percent
male	20	50,0
female	20	50,0
Total	40	100,0

Table 11 Pupils Gender

The above table provides the number of female and male pupils who answered the questionnaire. The table revealed that Out of (40) students, (20) were for each gender (females and male students). This denotes the females and males are seemingly have equal number.

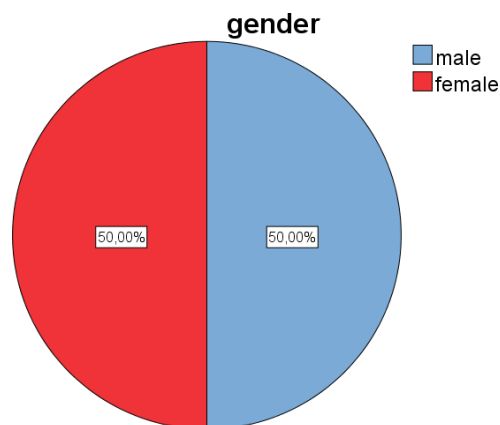


Figure 9 Pupils Gender

Figure 3 reveals the specifications of pupils' gender out of 40 participants, 50% are male and 50% are female.

**Q 4: What is the most important skill in your opinion?**

II.3.5.1.4 Table 4: the important skill on the pupils' opinion

skills	Frequency	Percent
Speaking	18	45,0
Reading	8	20,0
Writing	8	20,0
Listening	6	15,0
Total	40	100,0

Table 12 the important skill on the pupils' opinion

The above table the most important skill in pupils' perceptions, 45% of pupils think that speaking skill is the most important, 20% for Reading, 20% for writing, and only 6% for listening. As result, the majority of students think that the speaking skill process is the most important skill.

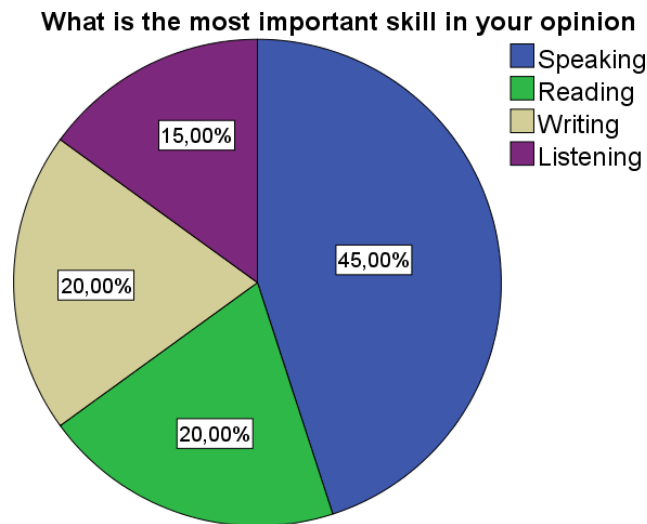


Figure 10 the important skill on the pupils' opinion

Figure 4 reveals the pupils opinion on the most important skill. 45% for speaking, 20% for reading, 20% for writing, and the smallest percentage was for listening 15%.

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

**II.3.5.1.5 Table 5: pupils' opinion on difficulties in communicating with the opposite gender**

Choice	female	Male	total
Yes	15	9	24
No	5	11	16

Table 13 pupils' opinion on difficulties in communicating with the opposite gender

From this table we can see that (24) respondents face difficulties in communicating with the opposite gender, from which (15) were females and just (9) were males. This means that the majority of middle school female pupils have some problems in communicating with male students; this predicament also exists with male students because some of them also asserted that they face difficulties in communicating with the female pupils.

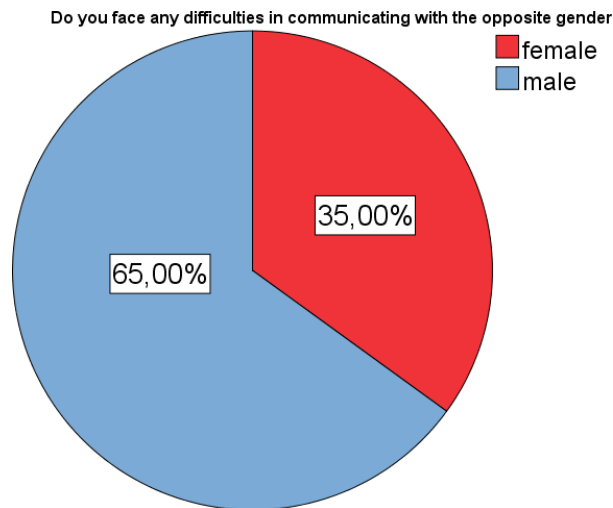


Figure 11 pupils' opinion on difficulties in communicating with the opposite gender

Figure 5 reveals the pupils opinion on difficulties in communicating with the opposite gender. 65% of female face difficulties while speaking with male pupils, and only 35% of male face problems in communicating with female students.

**Justification of the pupils:**

The purpose of this sub question is to collect responses to students' opinions about difficulties they face in communicating with the opposite gender. The majority of students (55.7%) believe these difficulties are related to their incompetence, as they make repeated mistakes when speaking to the opposite gender. As such, they seem to have a poor command of the language and many feebleness in all aspects. (31.9%) of her students believe that the speaking style of the opposite gender is different from theirs, making it difficult for them to communicate with each other. "Not confident" was the last choice of pupils (12.4%) because they do not feel confident enough to communicate easily with the opposite gender.

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

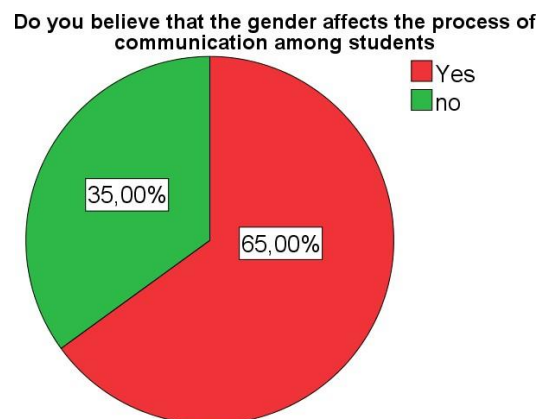
**II.3.5.1.6 Table 6: pupils' belief in the gender's effects on the process of communication**



choice	female	Male	total
Yes	14	12	26
no	6	8	14

*Table 14* pupils' belief in the gender's effects on the process of communication

As the table clearly shows, more half of students (26) believe that the gender affects the process of communication among students, (14) were females and (12) were males, this means that both genders agree that gender has effects on the communicating abilities of the students. While (14) respondents (14 females and 6 males) said that the gender does not affect the process of communication among students.



*Figure 12* pupils' belief in the gender's effects on the process of communication

The figure reveals the pupils' belief in the gender's effects on the process of communication.

(65%) of students answered with yes (26 students), which means that, they believe that the gender affects the process of communication among students. While just (35%) of students answered with NO (14 students).

### II.3.5.2 Section 2: speaking skills

**Q 7:** Do you agree that speaking is the most effective skill in the process of learning a second language?

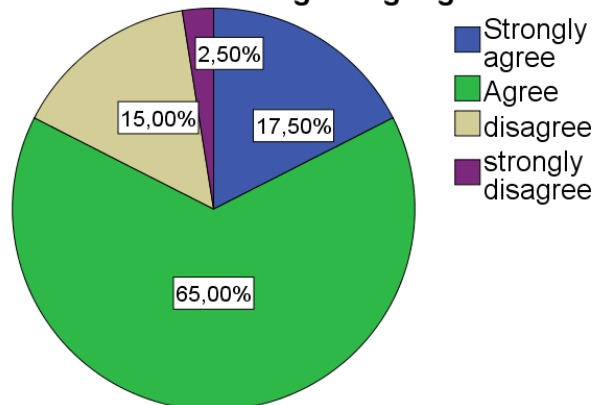
**II.3.5.2.1 Table 7: the effectiveness of speaking skill in second language learning**

Choice	Female	male	total
<b>Strongly agree</b>	02	05	07
<b>Agree</b>	14	12	26
<b>disagree</b>	03	02	05
<b>strongly disagree</b>	01	01	02

*Table 15 the effectiveness of speaking skill in second language learning*

As the table clearly shows, (14) from (20) female students, and (12 from 20) males agreed that, speaking is the most effective skill in the process of learning second language. Which is the highly value in the table, this indicates that pupils believes that speaking is the most important skill.

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



*Figure 13 the effectiveness of speaking skill in second language learning*

The figure 8 reveals the student agreement on the effectiveness of speaking in the process of learning a second language. it clearly shows that 65% of pupils agreed that speaking is an effective process, 17.5% strongly agreed, 15% disagreed, and finely only 2.5% strongly disagreed.

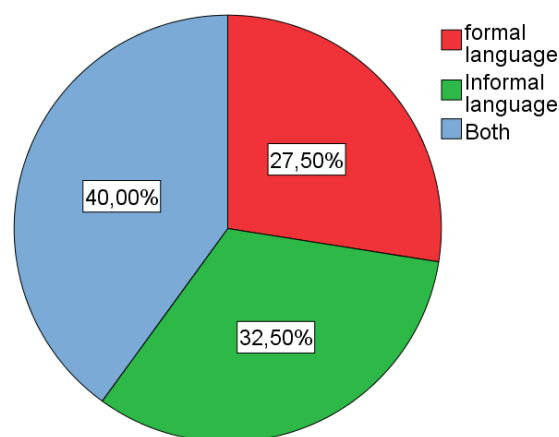
**Q8:** In a conversation, what type of language do you use?

### II.3.5.2.2 Table 8: student's preferable type of language

Choice	female	male	total
formal language	07	04	11
Informal language	05	08	13
Both	08	08	16

*Table 16 student's preferable type of language*

Based on the data presented in the table, it can be inferred that a significant proportion of students (16) exhibit a propensity to utilize both formal and informal language during conversational exchanges. Notably, this tendency is observed to be equally prevalent among both male and female participants, with eight representatives from each gender grouping engaging in such linguistic patterning. Such a phenomenon may be attributed to a variety of extrinsic factors, including contextual influences and the preferences of conversation partners. A noteworthy observation is that among the 11 students documented in the study, consisting of (7) female and (4) male individuals, a predilection towards the utilization of formal language during conversations was observed. It is plausible that such a preference may stem from the desire to adopt a serious and professional tone while communicating. Thirteen (13) students comprising of five (05) females and eight (08) males expressed their inclination towards employing informal language, as it enables them to feel at ease and more relaxed while conversing.



*Figure 14 student's preferable type of language*

The figure 9 reveals student’s preferable type of language, 40% of student prefer using both formal and informal language in their conversations, 32.5% use informal language, and finely 27,5% prefer formal language while speaking.

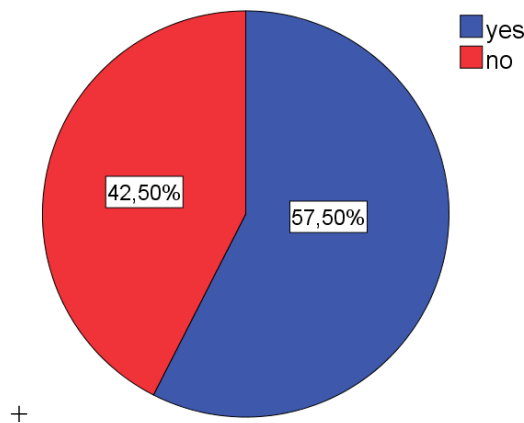
**Q 9:** Do you use slang words like “Bro”, “Cap”, “Hell, and Lit” in your daily conversation?

**II.3.5.2.3 Table 9: Students' use of slang words**

Choice	female	Male	total
yes	09	14	23
no	11	06	17
total	20	20	40

*Table 17 Students' use of slang words*

The objective of the question was to determine whether the utilization of colloquial language among students is prevalent in their everyday discourse. This table serves as a tool for identification and analysis of slang words. As demonstrated by the displayed tabulation, twenty-three pupils responded affirmatively to the query. Among these respondents, nine were identified as female and fourteen were male. A sizeable proportion of the student population (17) indicated a negative response. Amongst them, there were (11) females and (6) males. Consequently, the utilization of colloquial terms in everyday discourse is more frequently observed among male students in comparison to their female counterparts, owing to their perception that such language confers greater authority and enables a wider lexicon for self-expression.



*Figure 15 Students' use of slang words*

Figure 10 reveals the utilization of colloquial language among students in everyday conversations. 57.5% from pupils' response is yes, and 42.5% from students answer with no.

**Q10:** Do you show emotions and use facial expressions in a conversation?

**II.3.5.2.4 Table 10: students' use of facial expressions and emotions in a conversation**

Choice	female	Male	total
yes	16	07	23
no	04	13	17
total	20	20	40

*Table 18 : students' use of facial expressions and emotions in a conversation*

This question aimed at identifying whether or not respondents show emotions and use facial expressions in a conversation, of which (23) students said 'yes' (16 females and 7 males), while the rest of the respondents (17) Said that they do not use facial expressions in a conversation. We can conclude that female students tend to use facial expressions and show emotions more often than male students do. This finding aligns with Wahyuningsih (2018)'idea about using non-verbal features in communication among genders. He revealed that the way females use language is more expressive than males, they use more facial expressions and show more emotions to express their feelings.

#### **Justification of the Respondents**

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

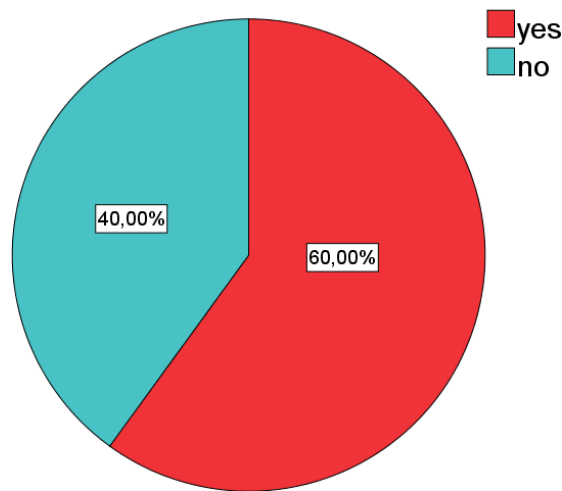


Figure 16 : students' use of facial expressions and emotions in a conversation

Figure 11 reveals the use of facial expression and emotions in conversation, among the middle school students. From the result, 60% of student responded with “yes”, the majority of them was girls. While 40% of pupils claimed that, they do not use facial expression during the conversations, the majority of them was males.

**Q11:** In a conversation, how often do you interrupt the speaker?

II.3.5.2.5 Table 11: The students’ frequency of interrupting the speaker

choice	female	male	total
Always	0	1	1
Usually	1	2	3
Sometimes	13	1	24
Often	5	6	11
Never	1	0	1
Total	40	40	40

Table 19 The students’ frequency of interrupting the speaker

The primary objective of this inquiry was to gain further insight into the phenomenon of speaker interruption as it occurs within conversational contexts. As depicted in the tabulated results, a significant proportion of participants (n=24) acknowledged that they are sometimes interrupt the speaker during discourse, of which females (n=13) constituted the majority compared to males (n=11). Conversely, a smaller fraction of pupils (n=11), including both females (n=5) and males (n=6), reported that they often interrupt the speaker while engaged in a conversation. Furthermore, one female indicated that she never interrupt the speaker. In addition, additionally, singularly one male student indicated that he consistently engages in behavioral interruption towards the speaker it was observed that both male and female students have a tendency to interrupt frequently their conversation partner. In summary, the findings indicate that a significant proportion of students exhibit the behavior of interrupting the speaker during conversational interactions.

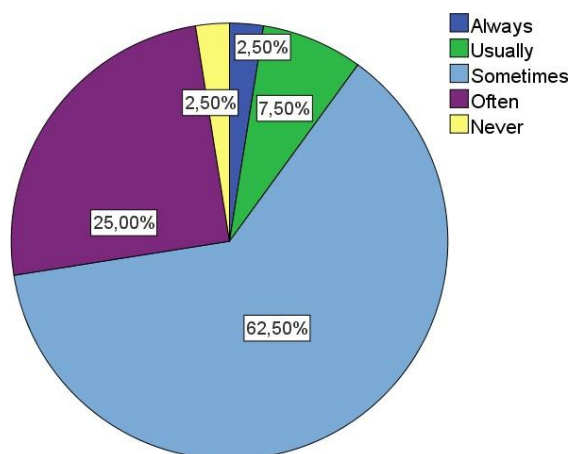


Figure 17 The students' frequency of interrupting the speaker

Figure 11 reveals the students' frequency of interrupting the speaker. Students indicated that 62.5% from them sometimes interrupt the speaking during the conversation, 25% reported with often; in addition, 7.5% claimed that they usually interrupt the speaker, finely, pupils asserted with just 2.5% for each adverb of frequency "never" and "always".

**II.3.5.3 Section 4: Vocabulary**

**Q12: What can you do if you cannot find the right word?**

**II.3.5.3.1 Table 12: students' lexicon collection**

choice	female	male	total
Search in a dictionary	08	11	19
Save time and ask the teacher	11	08	19
Do not care and skip it	01	01	02
Total	20	20	40

Table 20 students' lexicon collection

The table above presents the procedures that students prefer to do if they face straggles in lexical finding. The table shows that (19) student prefer to search in dictionaries about the words that they cannot understand, this category composed by (08) females and (11) male. In addition, another (19) students assumed that they like to save time for the lecture and ask their teachers later on, this group is composed by (11) females and (08) males. This study also found that there is also a category of students, who preferred choosing to do not care and skip the troubling words.

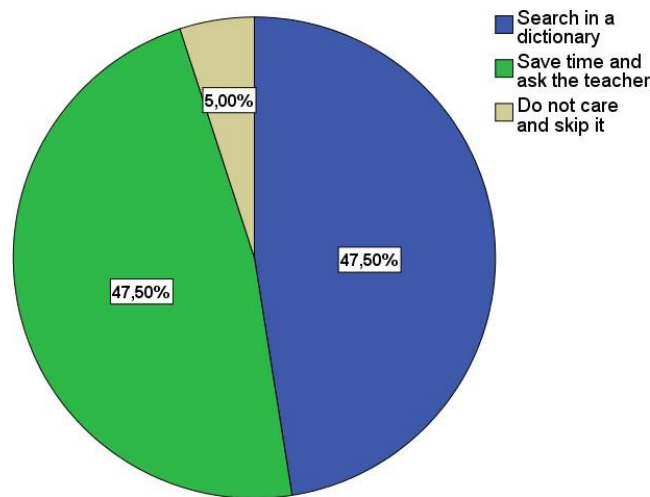


Figure 18 students' lexicon collection

Figure 12 reveals the students' strategies in finding the words meaning, 47.5% of pupils claimed that they save time and ask their teachers to explain to them the hard words, and same percentage 47.5% of them asserted that they searched in dictionaries. Finely, the concluding category 2.5% preferred other ways to master the misunderstand words.



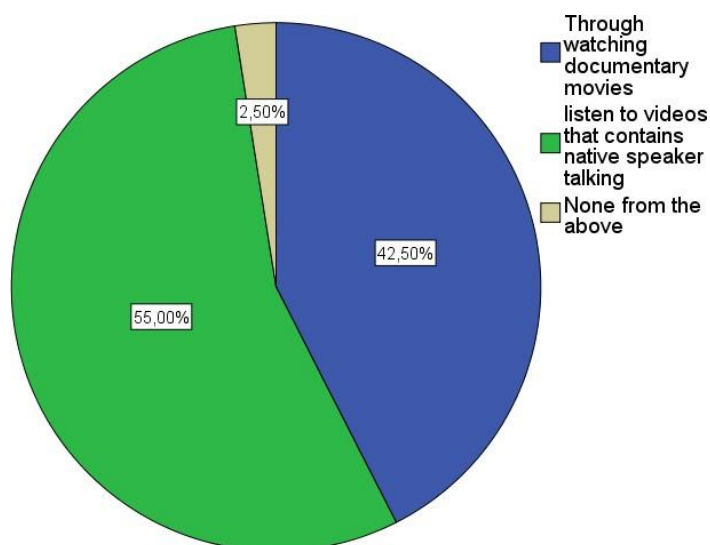
**Q13:** How can you improve your accent in English?

**II.3.5.3.2 Table 13: students’ English accent improving strategies**

Choice	Female	male	total
Through watching documentary movies	06	11	17
listen to videos that contains native speaker talking	13	08	21
None from the above	01	01	02

*Table 21: students’ English accent improving strategies*

The above table represented the pupils’ methods in improving and mastering the English accent. (21) Of pupils (13) females and (08) males, think that the perfect way to their accent in English, they need listen to videos that contains native speakers speaking, in order to improve their speaking skill. The other (17) students (06) females and (11) males choose to learn through watching English documentary movies, because they believe that, in order to speak fluently in English they must listen to the formal language.



*Figure 19 : students' English accent improving strategies*

Figure 13 reveals students' strategy to prove their accent, 55% of students asserted that they prove it through listen to videos that contains native speaker talking, and 42.5 of them claimed that they prove their accent through watching documentary movies, the rest 2.5% have another and different strategies

#### II.3.5.4 Section5: The average in English Courses

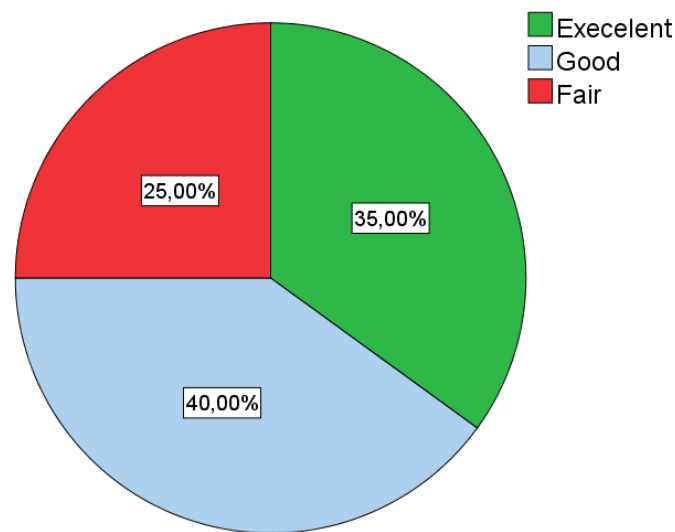
**Q14:** How can you evaluate your level of speaking?

**II.3.5.4.1 TABLE 14: students' evaluation of their level of speaking**

choice	female	male	total
Excellent	08	06	14
Good	10	07	17
Fair	02	07	09
Total	20	20	40

*Table 22 students' evaluation of their level of speaking*

The researcher inquired about the speaking level of the students and most of them (17 people) responded positively, with eight females and six males reporting "good" speaking skills. The majority of the chosen student sample has proficient pronunciation and an adequate lexicon, enabling them to engage in conversations with individuals successfully. Moreover, among the surveyed individuals, there were (14) students, comprising of (08) females and (06) males, who evaluated their speaking proficiency as "excellent", this indicates that these students view themselves as skilled English speakers. Out of the total number of students, (09) of them asserted that they possess a "fair" level of verbally communicating, consisting of (02) females and (07) males. The students described their speaking ability as mediocre due to their perceived shortcomings with the skill and its related elements.



*Figure 20 students' evaluation of their level of speaking*

The figure 14 reveals the students' evaluation of their level of speaking, 40% of student considered their level as good. In addition, 35% of students said that their level is excellent. The last sub group asserted that they possess a fair level of speaking skill process.

### **II.3.6 Summary and Interpretation of the Results**

The main purpose of this study was to analyze the gender differences among the pupils of Yousef Al-Amoudi middle school at Biskra. More specifically, it targeted the pupils' speaking skill and interaction with the opposite gender. Based on the analysis of the questionnaire of the students, a final view may be drawn as follows. The current study surveyed a sample, which composed of 20 female and 20 male and selected from the four levels of EFL middle school students, ten pupils from each level. Moreover, the student age was between 10-15 years old, 42 % are pupils who belong to 12-13, 37% are pupils whom belong to 14-15, and just 20% are pupils who belong to 14-15.

In addition, most of participants ranked the speaking skill as the most important skill in language use, and then comes reading, writing, and finally the listening skill, which shows that the majority of the participants believe that the speaking skill comes on the top of their learning priorities. Moreover, students were asked if they face any difficulties in communicating with the opposite gender, (24) pupils face difficulties in communicating with the opposite gender, from which (15) were females and just (9)

were males. This means, that the majority of middle school female pupils have some problems in communicating with male students; this predicament also exists with male students because some of them also asserted that they face difficulties in communicating with the female pupils. In fact, a large number from the respondents stated that the gender affects the process of communication among students, of which many of them were females indicating that females find it more difficult to talk with males than the males do. Within the same context, the participants highlighted which gender they find themselves more comfortable speaking with, the answers were alike, some said female and the others said male, which refers to each student way of thinking, social and cultural background, and topics of interests.

Concerning the students' speaking skill, the student reveals their agreement on the effectiveness of speaking in the process of learning a second language. It clearly shows that 65% of pupils agreed that speaking is an effective process, 17.5% strongly agreed, 15% disagreed, and finally only 2.5% strongly disagreed. In other words, (14) from (20) female students, and (12 from 20) males agreed that, speaking is the most effective skill in the process of learning second language. This indicates that pupils believe that speaking is the most important skill. From the responses of the participants, it has been concluded that while using a language in a conversation (16) participants use both formal and informal language. Notably, this tendency is observed to be equally prevalent among both male and female participants. Another finding of the study determine the utilization of colloquial language among students in their everyday discourse. As demonstrated by the displayed tabulation, twenty-three pupils responded affirmatively to the query. The majority of the respondents use slang word (23), who were mostly males, therefore male students tend to use slang words more often than females in their daily conversation. Here the gender difference is clearly noticeable. Concerning the use of facial expressions (23) respondents said that they use them in their conversation, of which (16) are females and just (07) are males, which indicates that female students are most likely to show emotions and use facial expressions in their speaking more than males do. The results indicate that the use of facial expressions creates gender differences among students. Another result, which is the frequency of interrupting the speaker, the statistics, showed that the majority of students sometimes interrupt the speaker. Additionally, students preferred to improve their way of speaking, through searching in dictionaries about the difficult words, and in parallel ask the English teachers about it. In the other hand, the majority of pupils (23) watch documentary movies that speaks in the formal English to improve their way of speaking and their accent to be more like natives. Finally, the respondents were asked to evaluate their level of speaking, most of them (17 people) responded positively, with eight females and six males reporting "good" speaking skills. The majority of the chosen student sample has proficient pronunciation and an adequate lexicon, enabling them to engage in conversations with individuals

successfully. Moreover, among the surveyed individuals, there were (14) students, comprising of (08) females and (06) males, who evaluated their speaking proficiency as “excellent”, this indicates that these students view themselves as skilled English speakers. Out of the total number of students, (09) of them asserted that they possess a “fair” level of verbally communicating, consisting of (02) females and (07) males. The students described their speaking ability as mediocre due to their perceived shortcomings with the skill and its related elements.

## **General Conclusion**

This study is primarily aimed at clarifying the effects of gender differences on EFL Speaking skills of students at Youssef Al-Amoudi Secondary School in Biskra. In particular, it deals with the different coping strategies of communication processes between male and female students. Moreover, how this affects conversations due to gender differences. Additionally, this study aims to highlight the challenges faced by EFL students. When talking to the opposite gender. An attempt to find the most common differences in conversation between male and female students. Furthermore, the purpose of this study was to provide students with a rational explanation for how men and women generate language in various conversation situations. This research primarily focuses on the effects of gender on male-female interactions and communication processes. The theoretical part of this research is described in the second Chapter. Which is composed of two sections focus on a review of the literature on two variables and a discussion of the results. The first section consists of her two variables: speaking

ability and gender. The first section composed by two variable, which is the speaking skill and the gender. The first part of the section discussed the speaking skill, which is the independent variable. It focused on its definitions, types, strategies, difficulties, and its purpose. Besides, it emphasized on the impact of gender differences on the speaking skill, its aspects, and the importance of the speaking skill. Finely, the teacher role during the speaking skill activities.

The second part was devoted gender, which is the dependent variable.it focused on its definitions, differences, the relationship between gender and language. Besides, gender differences in language use, its effect on the language use, additionally, some previous studies related to gender differences. The researcher choses a mixed method approach to achieve the intended goal of this study. Two data collection methods, classroom observational analysis and student questionnaires, were used to collect data on variables and generate meaningful results on this subject. The sample included in this study were EFL learners from Youssef Al-Amoudi Secondary School in Biskra. Four grades of middle school were included, with tan students in each grade, and each grade was divided into two equal parts (5 boys, 5 girls). A sample (40) student completed the questionnaire after 20 classroom observation sessions. (Observation helped the researcher to collect data by observing and coaching learners over a period.). In the questionnaire, the researcher concluded that students actually use language differently, and that male and female differed in their ability to speak.

In particular, men and women seemed to differ in vocabulary, intonation, speaking style, and frequency of pauses. Furthermore, the researchers found that gender influences the communication process among students, as the majority of students surveyed consistently stated that they had difficulty in communicating with the opposite gender. As a conclusion, gender differences have a significant impact on the speaking skills of EFL students. Therefore, different languages are used for various reasons so that men and women can express themselves in the correct way they want. In addition, the communication process among students is hampered, making students shy, fearful, and less confident when speaking to the opposite sex, making it an obstacle for the majority of middle school students to maintain effective communication in English. Moreover, gender differences can also affect future interactions and communication in real-world issues such as work.

## **Pedagogical Recommendations**

In sociolinguistics, speaking is considered a productive skill, and it affect Language use for many reasons, but one of the most influential factors is gender. Based on the collected results from classroom observations and questionnaires. That confirmed, that gender differences affect language generation and communication processes among students. Therefore, in this study, researcher put forward a series of recommendations so that students, teachers, and future researchers know how to deal with such problems and can conduct further research on this research question.

### **For students:**

Based on the findings of this study, the following recommendations can be beneficial to EFL students, while taking into account the sociocultural environment of each university and institution's classroom practices.

- In order to improve the level of communication among students, they need to practice speaking more often outside the classroom in which they discuss different topics of a wide range of interests for both males and females. Students should not limit themselves only in particular academic subjects.
- Students must be consistent when it comes to speaking with the opposite gender, which means that they have to speak with their opposite gender more often not just for classroom purposes
- Students have to build their self-confidence and to lower their level of anxiety in order to speak<sup>7</sup> confidently without any difficulties in front of others.

**For teachers:**

- Teachers should be aware that males and females might communicate differently, and have different learning styles. By understanding these differences, teachers can create a more inclusive and effective learning environment.
- Teachers can help improve speaking skills by encouraging all students to participate equally in class discussions, providing opportunities for both individual and group work, and teaching active listening skills.
- Instructors need to provide opportunities for both genders to practice speaking in different contexts, such as debates, presentations, and group discussions.
- Teachers can encourage both genders to listen actively and respectfully to each other.

**For Future Researchers:**

- According to the results of the current study, which focused on the effects of the gender differences on speaking and the process of communication among students. It can be recommended for future researchers to extend the limits of this research and analyze this problem and its effects on other language skills, or by using other data collection methods, which may give results that are more accurate.
- Future researchers could also explore how gender differences in communication affect academic and professional success. Alternatively, maybe they can work on investigating the role of culture in shaping gender differences in speaking skills. Additionally, researchers could examine the effectiveness of different teaching strategies for improving speaking skills among males and females.

**Limitations of the Study**



The process of the present study, which aimed at revealing the gender differences and its effects on the speaking skill, was satisfying; however, it encountered a number of obstacles. Due to the nature of this research, the researcher dealt with students who were not yet ten years old, they did not have any background in the English language, because it was their first year in the middle school. Therefore, it was difficult for the researcher to deal with them, and make them answer the question of the questionnaire. In addition, the middle school was in restoration, which affected on the researcher negatively, one of the straggle that was faced in that time is the students' lack of concentration during the explanation, due the chaos and many other factors. In short, future researchers must give more importance to time and they should study and consider every step of the research very accurately and carefully so that more reliable and valid results will be provided.

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# Appendices

Appendix (01)

Student's Questionnaire

**Instructions**

In this questionnaire, you will find questions about the following topics:

- You as an English student ( Gender )
- Speaking skills
- Vocabulary
- Questions from the observation

*Please read each question carefully and answer as accurately as you can.*

*Please note that there are different answering formats throughout this questionnaire.*

**In this questionnaire, there are no right or wrong answers. Your answers should be the ones that are right for yourself.**

*You may ask for help if you do not understand something or you are not sure how to answer a question.*

**N.B:** some questions are based on the previous observation of your interaction at class

**You as an English student**

*Your full name:* .....

**Tick answers:**

- **Your age:** Which age group do you belong to?

**10-11**

**12-13**

**14-15**

- **Your level:**

1<sup>st</sup> grad

2<sup>nd</sup> grad

3<sup>rd</sup> grad

4<sup>th</sup> grad

- *Your gender:*

*Male (boy)*

*female (girl)*

- *What is the most important skill in your opinion?*

*Speaking*

*Reading*

*Writing*

*Listening*

- *Do you face any difficulties in communicating with the opposite gender?*

*Yes*

*NO.*

*If yes, describe those types of difficulties*

.....  
.....

- *Do you believe that the gender affects the process of communication among students?*

*Yes*

*NO.*

---

- **Speaking skills**

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

Strongly agree

Agree

. Disagree

Strongly disagree

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

Formal language

Informal language

**both**

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

Yes

No



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

Yes

No

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

➤ Always

➤ Usually

➤ Sometimes

➤ Often

➤ Never

- **Questions from the observation**

During the lecture, why you do not reformulate the given questions to give an appropriate answers? Why you give random answers?

➤ .....  
.....  
.....

Why you do not use English when you participate in classroom?

➤ .....  
.....  
.....

Do you feel that you have a rush of learning and discovering this language? Is it an easy or a hard topic for you?

➤ .....  
.....

Do you ever feel shy to produce English efferent of other people?

➤ .....  
.....

### Vocabulary

1. What can you do if you cannot find the right word?

Search in a dictionary

Save time and ask the teacher

Do not care and skip it

2. How can you improve your accent in English?

Through watching documentary movies

listen to videos that contains native speaker talking

None from the above

*If none from the above than say how:*

.....

3. What can you do if you do not understand your teacher?

Ask him/her to explain again

Practice the language at home

Make a group with your colleges and help each other to prove and achieve the English language

None of the above

## ملخص

الجنس هو أحد العوامل التي تؤثر في عملية التواصل بين الأفراد. نمن المحتمل أن الغالبية العظمى من طالب اللغة الإنجليزية كلغة أجنبية في مدارس سكرة الإعدادية يواجهون صعوبات في التواصل مع الجنس الآخر بسبب عدة أسباب. وقد أدى ذلك إلى قيام العديد من الباحثين بدراسة هذه المسألة، حيث يعيق عملية التواصل لمعظم الطلاب. يهدف هذا البحث الحالي إلى التحقيق في تأثير الاختلافات بين الجنسين على مهارة التحدث لدى متعلمي اللغة الإنجليزية كلغة أجنبية في مدرسة يوسف العمودي الإعدادية. حيث يركز على التحديات التي يواجهها الطلاب في عملية التواصل مع الجنس الآخر. وبالتالي، نناقش أسئلة البحث المختلفة في استخدام اللغة أثناء التحوار مع الجنس الآخر. وعلى هذا الأساس، تم بناء فرضيتين، الأولى تشير إلى أن الطلاب والطالبات يتحدثون اللغة الإنجليزية بشكل مختلف، في حين تشير الفرضية الثانية إلى أنه إذا كان الجنس يؤثر على عملية التحدث، فإن طالب اللغة الإنجليزية في المدرسة الإعدادية كمتحدثين حديثاً في هذه اللغة الأجنبية يواجهون صعوبات كبيرة في التواصل مع الجنس الآخر. اختار الباحث استخدام منهج مختلط، حيث تم استخدام طريقتين لجمع البيانات: تحليل الملاحظات المأخوذة من كل النصل في أداء أربعة مستويات مختلفة من الطلاب (مجموعة من كل مستوى دراسي)، بالإضافة إلى استبيان أجاب عليه 40 طالباً (20 ذكراً و20 أنثى)، وأظهر تحليل البيانات وجود اختلافات جنسية بين متعلمي اللغة الإنجليزية كلغة أجنبية من الذكور والإناث وأنها تؤثر على طريقتهم في التحدث وعملية التواصل، وذلك بشكل رئيسي من حيث المفردات ونوع اللغة والعامية واستخدام التعبيرات غير اللفظية. وباختصار، أكدت النتائج لفتنا الفرضيتين المقترحتين لهذه الدراسة، وبالتالي تحققت الأهداف المقصودة لهذا البحث.