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Gender Differences and Language Use

Case Study: Third Year Students of English at Ibn-Khaldoun University of Tiaret

A Dissertation Submitted to the Department of English in Candidacy
for the Degree of Master in Linguistics

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DEDICATION

I dedicate this humble work to my dearest parents Zahra and Mohammed and sweetheart who love me and supported me morally and financially during the whole school life course

To my dear husband Omar who has deserve respect and gratitude because he helped and trust me, to my dear friends CHAHRA Zed and HOURIA Allah's peace and mercy be upon them

To my sisters: FATIHA, HOUDA, HOURIA and Fatima

To my brothers: HAMID and DJAMEL

To all my team friends and my mates in the department of English at Ibn Khaldoun Universty of Tiaret

BAKDI Khaldia

DIDICATION

This study is whole heartedly dedicated to our beloved parents, who have been our source of inspiration and gave us strength when we thought of giving up, who continually provided their moral, spiritual, emotional and financial support.

To our brothers, sisters, relatives, mentor, friends and classmates who shared their words of advice and encouragement to finish this study. And lastly, I dedicate to my supervisor, thank you for your guidance and support in completing my project.

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To those special thanks...

Abstract

Gender differences and language use has become a very regular issue in day to day conversation, when we speak in a conversation, differences are created automatically between men and women. The study was conducted at the department of English in Ibn Khaldoun University of Tiaret. It involved third year students and teachers. This paper examines the differences and reasons behind differences of language use among the undergraduate students of Tiaret University. In this case, two questionnaires were given to the participants to conduct the survey. It was found that there are differences in case of language use between the two genders-male and female and their way of expressing any feeling through a language is also dissimilar.

Keywords: gender, language, language use. Gender differences

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List of Abbreviations

UNESCO: United National Educational Scientific and Cultural Organization

ECOSOC: Economic and Social Council

INSTRAW: International Research and Training Institute for the Advancement
of Women

IX: Number Nine in Roman Numerals

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General Introduction

General Introduction

Language is a significant factor in any society. The basic and most important factor that distinguishes human being from animals is our way to communicate with each other by using language. We can express our emotion, our ideas, our needs and many things by using our language. Words are constructed in a specific way and the way of expressing those word has become different in each language with the passage of time society has gone through great changes which eventually have influenced our language, new words and vocabularies have been added to different languages and at the same time some traditional words have been replaced. Each language has its different characteristics which reflect the society in a large extent.

Gender variation has extend into English studies as a linguistic variable a long time ago, in sociolinguistics the relationship between language and gender has become one of the major issues since early 1970s. It would be appear in our modern society that men and women are equal but the harsh reality shows us the truth that women are not considered with an equal opportunity as men even for discussions. Now it is clear that the two sexes respectively own different communication styles. To say in a simpler way, the language used by men is different from the language used by women.

The use of language is different between male and female in the sectors as vocabulary, voice and tone, syntactic structure and style, in way of expression style. In each of the part gender differs in a large extent while using a language, the difference between both sexes is being noticed in every sphere of life. In context of our country, the gender difference is noticeable in a very wide range. Here, in case of using language, men differ from women in a great extent which is notable.

This study tries to investigate gender differences and language use and also tries to provide answers to the following research questions:

- 1- Are there any differences between male and female speech?
- 2- What are the impacts of gender on using language?

These research questions are explored on the bases of the following hypotheses:

- 1- There are many differences between male and female speech.
- 2- Gender has various impacts on using language.

This thesis involves three main chapters. The first chapter provides a Review of literature about gender and language use. In fact, related studies and three key approaches are provided in order to clarify the different views and concepts. This chapter include to distinction between male and female's language forms, sex Vs gender and the definition of feminism.

The second chapter aims to shed light on the situation of sociolinguistics in Algerian society and Arabic world. It involves the language and social class in Algeria speech community which study the three main points; language, gender and social class, language and gender studies in the Algerian society and the features of Arabic sociolinguistic which related to gender and politeness besides this chapter includes the studies sociolinguistic context in Algeria, varieties of language, the impact of gender differences on using language, emotional differences between both sexes in Algeria and term of gendered body.

In the third chapter, it considered as the essential part of this study. It is the empirical phase of the research as it elucidates significance of the study and participants and also it involves the description of both questionnaires, questionnaires results, analyses of the results and the suggestion of the main findings.

So, it is important to mention that the research was carried out in the Department of English at Ibn Khaldoun University of Tiaret, where a sample of third year students and teachers were involved.

Chapter One

Criteria of Gender Studies

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1.1 Introduction

The present chapter sheds light on literature review providing the background to my investigation and also examines the differences between male and female speech through several periods of time. It also deals with the different approaches of language and gender: deficit, dominance and difference (LAKOFF, 2003). It provides some examples to value our research; the first chapter refers to how females are treated through time. At the same time, the definition of sex and gender and their characteristics will be dealt with. In addition to that, we ought to focus on their differences and approve the distinction by providing some examples from the context of the study.

On the other hand, we shall define the meaning of feminism. In this section, the types of feminism and its role will be referred to pros and cons of being a feminist. At last, we shall throw some reasons of gender differences and language use.

1.2 Theories of Language and Gender

Some famous linguists as LAKOFF, TANNEN, and DALE SPENDER explore the reflects of gender differences in pronunciation , intonation, vocabulary and discourse style from the perspective of sociolinguistics research and analyze the final reasons of this differences and development (WENJING ,2012) . Besides, ROBIN LAKOFF and TANNEN were writers, they have given their own view point about some approaches through the writer ROBIN LAKOFF (1975) who has discussed three approaches regarding language and gender: ‘ deficit’, ’dominance’, and ‘difference’ approach.

Linguists have involved in writing in order to critically evaluate the power and weakness of the works of their respective authors, and to offer a personal perspective on the most useful approach.

1.2.1 The Deficit Approach

The deficit approach deals with female’s speech, the mediator of this approach states the female’s language which is considered as inferior in contrast of males. This approach is described by ROBIN LAKOFF 1975 as the fact that the male language is stronger , more prestigious and more eligible , She argues that women are socialized into behaving as ladies in her book “Women’s Place in 1975” *“women’s language has a foundation the attitude that women are marginal to the serious concerned of life”* (ROBIN LAKOFF, 1975) Language and women’s place is widely recognized as having inaugurated feminist research on the relationship between language and gender: She designates that women’s speech style mirrors women’s inferiority and emphasis including features which are expressive of uncertainly. (LAKOFF in FINICH: 2003, p .137)

1.2.2 The Dominance Approach

Moreover the deficit approach, the dominance approach argues that women have an inferior social position in society and that men dominate women. These social conditions are reflected in male and female language use: Men dominate women linguistically and women are linguistically powerless. ROBIN said; “dominance approach assigns language variances between men and women to the dominance of men within society” (1975, P. 40). This approach was criticized by TALBOT (1998, p.131) who said that dominance as ‘demonstration of patriarchal social order’. In addition that this approach can also be

conceived along with the difference approach and of course both of them are considered as an early model to make analysis of language and gender in the social sciences.

To conclude with, females tend to use prestigious words in order to ensure her position in society. As DEBORAH CAMERON says; *“the difference between men and women in their way of communication is axiomatically but cultural and political.”* (2003, p.145)

1.2.3 The Difference Approach

According to DEBORAH TANNEN (1990), *‘you just don’t understand men and women in conversation. This approach is also known as two cultures meaning that males and females develop in different settings or contexts that impact on the language use. A circumstance which TANNEN proposes, engenders ‘miscommunication’.* TANNEN takes away herself from the dominance approach by eliminating blame and taking cross-cultural approach to engender conversations without accusing anyone of being wrong. Further she claimed seven points for male and female language styles.

- Status vs. Support
- Independence vs. Intimacy
- Advice vs. Understanding
- Information vs. Feelings
- Order vs. Proposal
- Conflicts vs. Compromise

Besides, the rapport that means men use language to express language, express information while the report means women use language to express feeling and use cooperate style. TALBOT (1998, p.131) claimed that women was perceived as a ‘ cross- cultural ‘phenomenon by men’s efforts. According to JOHNSON and MEINHOF (199, p.01), the difference approach failed to address why women and men belong to different subcultures that’s why it can be criticized. According to Crawford (1995, p.1), male and female are predestined to misunderstand each other, unless they recognized their deeply socialized differences. Crawford describes how the fundamental differences on this approach are on the way in different subcultures both genders are developing themselves.

1.3 Gender Differences in Language Use

The study of gender is important to study of language, and the first step to study gender is to explore the difference between men and women. In other words, it can be said that the language which is used by women is different from the language used by men. It is quite clear that men and women have a lot of differences in many fields. In the following part, differences in how they use their language and how they behave in conversational interactions will be discussed in details.

a/ Differences in Pronunciation

Phonological differences between the speech of men and women have been noted in a variety of languages. Usually women's pronunciation is better than men's, such as the pronunciation of "'-ing'". SHUY (1969) made a study in this field, and he found that 62.2% of men pronounced "-ing" in a wrong way, but only 28.9% of women didn't pronounce right. This can also be shown in the learning of the second language. Usually female students have better pronunciation than male students, and that can explain the reason why more girls choose to learn language as their major than boys. Generally speaking, girls exhibit a better ability in language.

b/ Difference in Intonation

Women often like to speak in a high-pitch voice because of physiological reason, but scientists point out that this also associates with women's "timidity" and "emotional instability". Besides, the high-pitch voice, women prefer to use reverse accent as well.

Example: Husband: When will dinner be ready?

Wife: Around six o'clock.

The wife is the only who knows the answer, but she answers her husband with a high rise tone, which has the meaning "will that do". This kind of intonation suggests women's gentility and docility. The husband will surely feel his wife's respect. LAKOFF (1975) said that women usually answer a question with rising intonation pattern rather than falling intonation. In this way, they can show their gentleness, and sometimes this intonation shows a lack of confidence.

As a contrary, men like to use falling intonation to show that they are quite sure of what they are saying. Falling intonation also shows men's confidence and sometimes power.

c/ Difference in Vocabulary

We can notice that men and women tend to choose different words to show their feelings. For example, when a woman is frightened, she usually shouts out, "I am frightened to death"!

If you hear a man says this, you'll think he is a coward and womanish. The differences in vocabulary can be shown in the following five aspects:

.Color Words

There is a special feminine vocabulary in English that men may not, dare not or will not use. Women are good at using color words that were borrowed from French to describe things, such as mauve, lavender aquamarine, azure and magenta, etc, but most men do not use them.

. Adjectives

In our everyday life, we can notice that women like to use many adjectives, such as adorable, charming, lovely, fantastic, heavenly, but men seldom use them. When a woman leaves a restaurant, she will say "It's a gorgeous meal". If a man wants to express the same idea, he may only say, "It's a good meal". Using more adjectives to describe things and their feelings can show that women are more sensitive to the environment and more likely to express their emotions with words, which makes women's language more interesting than men's sometimes.

. Adverbs

There are also differences in the use of adverbs men and women. Women tend to use such adverbs like awfully, pretty, terribly, vastly, quite, so; men like to use very, utterly, really. In 1992, Jespersen found that women use more so than men do, such as, "It was so interesting" is often uttered by a woman.

. Swear words and Expletives

May be women are gentle and docile. They usually avoid using swear words and dirty words. They believe that these kinds of words will not only make others uncomfortable and give an impression of "no civilization", but also destroy the relationship between her and others. Women always pay more attention to the grace of themselves and their use of language. We rarely hear that women utter such words like "damn, hell," instead they use "oh, dear, my god" to express their feelings. The following examples will examine:

Woman: Dear me! Do you always get up so late? It's one o'clock!

Man: Shift! The train is late again!

We can often here similar ways of expressing shock in everyday life. Men tend to use more swear words than men. Women pay more attention to their manners and politeness of using language.

. Diminutives

Women like to use words that have the meaning of “small”, such as bookie, hanky, and panties. They also like to use words that show affections, such as diaries, sweetie. If a man often uses these words, people will think that he may have psychological problem or he is not manly. Furthermore, women like to use words that show politeness, such as please, thanks, and they use more euphemism, but “slang” is considered to be men’s preference. From the study, we can see that men and women have their own vocabulary choices in achieving emphatic effects. Though in the area of vocabulary, many of the studies have focused on English, we cannot deny that sex differences in word choice exist in various other languages. People need to make these distinctions in their childhood.

. Pronouns

Women prefer to use first person plural pronouns when they suggest something, even when she suggests the other person, while men tend to use first person singular pronoun, and when he is suggesting the other person, he will directly use the second person pronoun.

Example: Women: We need to be in a hurry.

Men: You need to be quick.

d/ Differences in Syntax

Though there are no specific rules that govern different gender to use different grammar, we can observe these differences in almost every language.

. Modulation

When a woman talks, she often takes what others think into consideration. She usually leaves a decision open rather than imposes her own ideas or claims on others. We often here a woman say “well, you know ..., I think ..., I suppose ..., kind of, maybe I am wrong but ..., etc”. When they want to get help from others, men and women express in different ways as the following:

Women: I was wondering if you can help me.

Men: please give a hand.

From the above example, we can see man tend to ask something directly, while women tend to be more polite.

. Interrogative Sentences

Women use more interrogative sentences than men do. Women look interrogative sentences as a strategy of continuing a good conversation. LAKOFF (1975) pointed out that compared with men, women are more likely to use an interrogative sentence to express their idea, and they like to use tag question, because tag questions can make the tone less tense.

Fishman (1980) collected many couples' conversation tapes, and he found that women used three times of tag questions as men did. In these conversations, they were 370 interrogative sentences. Among which women used 263, almost two and a half of times of men did. This point is similar to the differences in intonation between men and women. Just as LAKOFF (1975) said that women might answer a question with rising tone, while men like to use falling tone to make a firm statement. According to LAKOFF (1975), women tend to do this because they are less sure about themselves and their opinions than men. The different use of language also shows that women are more likely to be short of confidence. From another aspect, we can say that women are more polite and considerate than men.

. Imperative Sentences

A study observed a group of boys and girls on one street in Philadelphia, and the study found that the imperative sentences that the boys and girls use were different. The boys use a lot of imperative sentences but the girls used more "let's patterns".

Example: Boys: Give me an apple!

Girl: Would you give me an apple?

Boy: It's time to go.

Girl: Let's go.

The research also found that girls prefer to use sentences with modal verbs, such as can, could, and may. But they seldom use imperative sentences to give orders. To reduce the imperative tone, they use more adverbs like maybe, perhaps, probably.

. Correctness of Grammar

Women pay more attention to the correctness of syntax. While expressing her thoughts, she would make her utterance clear by using precise grammar.

Example: Woman: We are going to go to the park today.

Men: We are gonna to the park today.

e/ Differences in their Attitudes towards Language

Women pay more attention to using standard language than men do, so they are stricter with the rules of the use of language.

Example: Man: Are you comin'?

Woman: Are you coming?

Women tend to use the standard form. This point is emphasized in the difference of pronunciation. In Detroit, people like to use multiple negations, such as: I don't want none. Research found that a men use much more of this kind of substandard form than women. This

can be seen from movie 'Forrest Gump'. Influenced by the southern accent, Forrest often uses double negative to show negative meaning.

f/ Non-verbal Differences: Differences in Manners

We have mentioned that women usually show politeness in their conversation, such as he uses of "would you, please, etc". Besides this, women also show that they are reserved when they talk. According to the research of Zimmerman and West on the interruptions men and women made in conversation, we can see that men continued interrupting other's talk, instead women are more patient. Even though they want to talk, they will wait until others stop their talking. Generally speaking, in a conversation involving both sexes, women often play the role of patient listeners. They don't interrupt others often, but encourage others to talk. However, men are eager to be heard, which pushes them to catch as many opportunities as possible. Men don't like to be silent. This makes them appear to be more active than women. In other word, in a conversation involving both sexes, women tend to be silent.

g/ Difference in Choosing Topics

In social interaction, men and women have different interests in choosing their topics. When men are talking, they are more likely to choose the topics of politics, economic, stocks, sports, current news. While women have more interest in talking family affairs, such as the education of children, cloths, cooking, fashion, etc. Women's talk is associated with home and domestic activities, while men's is associated with outside world and economic activities. Thus, while there is popular prejudice that women talk more than men, empirical studies of a number of social situations such as committee meetings and internet discussion groups have shown the opposite to be true. Women may talk more in informal occasions than men, but they surely play the second role in the formal occasions and tend to speak less than men. Sociolinguistic studied women's silence in public situations as well as the linguistic work they do in their partnerships (Spender, 1980). Besides these differences, other sex -linked differences exist, such as women and men may have different paralinguistic system and move and gesture differently. It's not enough to find these differences. The more important thinking is to find what cause these differences. In a recent set of studies about the physical differences between the two genders, phonological processing in males was shown to be located in the left of the brain and in females to involve both left and right parts of the brain. No difference in efficiency was shown, nor is there any evidence so far that any neurophysiologic difference a counts for differences between the two groups in using language. Since biological sexual differences cannot explain the differences in men's and women's societal roles and opportunities, scholars developed and employed other tools and analytical categories in order

to understand these discrepancies. *“Beauvoir suggests that a baby born with female reproductive organs does not simply grow up to be a woman. She has to turn herself into a woman, or more correctly, she is turned into a woman by society she grows up in and in response to the expectations and conditioning, and differs according to the dominant influences she is subject to in the subculture, ethnic group, religious sect, in which grows up”.* (FLOTOW, 2004. P.5)

We can explore this issue from three aspects; different psychology, social statuses and cultural background.

1.4 Male and Female’s Language Forms

Sociolinguistics research has been some fundamental principals advocated. These principles are concerned with the linguistic discrimination of men and women’s speech. LABOVE (1990) said that; *“men use more nonstandard forms than women while women favor more prestige forms than men”.* According to Milroy (1990), women create the prestige forms in the sense that these prestigious forms become widely used in community. These opinions offer clearly that gender is an important facture in language choice. Ethnographers were the first who design attention to the difference of females and males’ varieties of language with clear distinctions in vocabulary.

Men and women shared language in some communities, but particular linguistic feature happen either only in the women’s speech, or only in the men’s speech. In some languages there are also differences between the vocabulary items used by both gender for example Japanese speech. The speech of men differs to some degrees from that of women in western communities. In the English speaking countries, such as in England, women use more *ing* (in) pronunciation and men more *in* (ing) pronunciations in words as *“cooking “and “playing”*. In Sydney, both males and females pronounce the initial sound of the word *“thing”* as (f), but men use it more than women (Holmes 2001).

1.5 Sex Vs Gender

The first major question in studying gender and sex is that: Are sex and gender the same thing? So the English language distinction between the two words was the first developed in the 1950’s to 1960’s by British and American Psychiatrists working with enter sex and Transsexual patient. As we said before the term gender replaced the term sex due to many reasons. it reflects many changes in the way people think about social identities .The researcher like HOLMS (2001) and BRAGVALL (1999) distinguish between *“gender “and “sex”* from a sociolinguistics view point . HOLMS (2001,p.150) say that; *“I have used the term gender rather than sex in this revised edition because sex has come to refer categories distinguished biological*

characteristics ,while gender is more appropriate for distinguishing people on the basis of their socio-cultural behavior, including speech.” From this opinion, gender changes through time rather than, sex is innate or something doesn’t change by time which means fixed. The difference between gender and sex is not clear in most cases people think that gender is a social identity. Otherwise sex is biological characteristics “Sex is based on combination of anatomical, and chromosomal features then the selection among this criteria for sex is based on a cultural beliefs about what actually makes some –one male or female.” (2003, p.11)

The relationship between both terms can be dividing into two ways; it may be arbitrary or linked to the sex differences. Anne Faust. Sterling (2000) gathered the situation as follow: *“We might use scientific knowledge to help us make decision however only our beliefs about gender not science can define ours ex moreover our beliefs about gender effect what type of knowledge scientist produce about sex in the first place.” (p.3)*

Gender shapes identities while sex is inherited by nature to exemplify those African American females from lower working class tent to imitate the American white females or upper working class. The American marginalize the African girls frequently .Female in this condition are hidden and they try to present their identity. As Cameron notice on this, she says: *« the talk as a white middle. Class women the critical computation proposes language as one of the things that shape my identity as a particular type of subject .Critical theory says that that you are depends on how you act while the sociolinguistics says the converse is also true.” (1995, p. 15-16)*

According to Gal claims the illusion that gendered talk is at most a personal characteristics is created by gendered (1991,p :185)The differences and similarities between male and female build the new idea gender, here we should analyze voices . Girls use a lower voice rather boys tend to use a loud voice; it conducts that we can distinguish male from female according to their vocal way. Male have the special characteristics, but females have not for example men get more air time while women talk too match.

According to UNESCO, *’the notion of gender is vital because it discovers how women’s subordination is a socially constructed this subordination can be modify. It is not predetermined and it is not fixed forever.” (ECOSOC Agree Conclusions 1997, p .2)*

XXX, XXY and XYY are chromosomes of sex the help us to determine the sex each one has cells and it helps us to distinguish between male and female. Gender changes through time we were born as girls or boys then we learn how to behave like masculine or feminine, its amount is constructed by cultural background and social identity. GYLE Rubin characterized two terms as *« group of orders by which biological explicit materials of human sex and it is*

shaped by human and social intervention (1975, p.165) ». He also describes gender as” *the socially imposed division of the sexes* “ (1995, p. 179). Besides, sex and gender are two distinct terms and are two complement one completes the other.« Gender refers the social interpretation of sex and it is an acquired identity that is learned exchanges over time it refers to the relationship between both “men” and “ women” .while, biological sex is determined by genetic and anatomical characteristics » (INSTRAW, GLOSSARY of gender-related terms and concept)

From this opinion, sex is based on nature and gender based on nurture. When we talk about the variation between gender and sex we should deal with the distinctions between male and female. The feature that distinguishes women from men is corpus CALLOSUM. Males are strong and have a power rather than females. These differences are related to social and cultural dimensions.

Furthermore, masculinity is defined as dominance and femininity is defined as female subordination the male and female’s authority are considered as a component of gender. According Mackinnon, gender is structured in defining masculinity and femininity and gender differences are concerned to hierarchal sexuality relation where women are naturally submissive. Therefore, male dominance and hierarchy attached to sexualized power relation. Elizabeth SPELMAN (1988) argues that gender is constructed ethnicity and nationality. Harris and Stone criticized the point of view of Mackinnon. The history of racist oppression, for example, black females were treated so badly and they were over sexualized whereas white females where pure so gender depending on class and race.

The religion is also important role during the history of females. Oppression, the religion is a social force like cultural volume; it considered females or inferior than males. Religion argues that society is only based on male’s power and females are seen as help mate. Finally, the two terms, sex and gender, are distinct that refer the different identities. We supposed that sex is biological ,a product of social practice , goes with a body and fixed while , gender is cultural ,is something per-formative ,goes with mind and it is changeable .

1.5.1 Sex Roles Vs Gender Roles

The term sex roles and gender roles often are used interchangeably to denote a repertoire of emotions that are commonly associated more with one sex than with other. Individuals are deemed to adopt a gender role self-concept, which is the amount of gender stereotypical traits and behaviors that persons use to describe themselves and to influence their dispositions. These traits reflect expectations a society holds toward men and women (see EAGLY et

al.2000). The classic conceptualizations of the male gender role associates it with instrumental or agent behaviors and traits that reflect independence , assertiveness , and dominance ; the female gender role has been associated with expressive behaviors and traits that reflect sensitivity to others and community (BEM 1974). Whereas sex roles are essentially biologically determined (ensuring successful reproduction and forming the basis of sexual division of labor, in which women are associated with childrearing), gender roles (behavior that is considered ‘masculine’ or ‘feminine’) are culturally determined. In the United State, for example, men are generally expected to be independent, aggressive, physical, ambitious, and able to control their emotions; women are generally expected to be passive, sensitive, emotional, nurturing, and supportive. These traditional gender roles frequently come under attack, especially from women.

1.5.2 Stereotyping

Is a way of representing and judging other people in fixed terms? These revolve around an alleged characteristic of the category to which they are assigned. They are reduced to the stereotype that results from this, rather than being viewed as individuals with their own personal features and qualities. Instead of being considered and treated as particular and distinctive, they are represented simply through their category assignment and the homogenized and naturalized attribute this is made to carry. The force of the stereotype is strongest when it is commonly held to be irrevocable. Those who wielded stereotypes see the people they represent entirely in terms of perspective assumptions about their biology, nationality, sexual orientation, age, or whatever. Such assumptions fix on what is putatively most characteristic of broad, indiscriminate categories, and in doing so make categories seem categorical. Anyone assigned to a stereotype is then perceived primarily, if solely, through the alleged characteristics that is considered to be definitive of who they are and what they do .their identity and conduct is seen as the natural –and therefore required and unchangeable – consequence of that one key element in this way stereotypes reproduce notion of others as radically different to those responsible for circulating and assigning credibility to the stereotypes.

It is important to distinguish stereotyping from the way we operate all the time with certain preconceptions and mental schemas as a means of cognitively mapping the world and negotiating different situations , including those with which we are not necessarily familiar . These help us in making sense and meaning out of our encounters and interactions in everyday life. As our experience changes and our lives develop, we can modify and update

them so long as we flexibly apply them in the first place. Stereotyping is by contrast a rigged form of cultural representation that prevents such flexible use and so creates barriers between people. It attempts to place and fix other people –who they are and what they represent- once and for all. The fact that this is not possible increases the effort to make it seem so, to make stereotypes seem absolute, not relative.

Each gender stereotype confuses people’s thinking about the differences between men and women. This time worn attitudes overstate the qualities that distinguish men and women, and place the two sexes in artificial categories.

Common Gender Stereotypes of Men:

Men are powerful and tough.

Men are unfeeling and insensitive.

Men are logical and rational.

Common Gender Stereotypes of Women:

Women are helpless and childish.

Women are sensitive and intuitive.

Women are scatterbrained, instable and irrational.

1.5.3 Gender Bias

Gender bias is a preference or prejudice towards one gender over the other .bias can be conscious or unconscious, and may manifest in many ways, both subtle and obvious, in many countries, eliminating gender bias is the bases of many lows, including those govern work places, family courts, and even the voting booth. Despite these effects, many legal and political scholars argue that total gender parity remains a far off goal, one which many regions are not remotely close to reaching. Gender bias can be subtle or overt and may result in small or large consequences for instance, the biased assumption that girls school sports are less important than boy’s school sports lead to an inequality in funding and access to facilities, which in turn lead in part to the creation of the title IX section of the equal opportunity in education act of 1972, a united states law prohibiting gender discrimination in public education, including in sports.

The legality of gender bias is in area of huge contention in regard to pay equity between the sexes. Historically in many countries, men make more money over a career than women, even if they hold the same job. While the disparity dwindled since the mid-20th century, it still exists in most areas to some degree. Opponents of additional laws increasing protection of women’s equal pay argue that this may be due to women working less over their lives,

instead making a choice to remain at home and raise children. Women's right activities often cite these arguments as part of the overall gender bias of modern society, suggesting that women are financially punished for choosing to rear children, despite the fact that this action is vital to the continuance of the state.

1.6 Feminism

Oxford advanced learner's dictionary defines feminism as the belief and aim that women should have the same rights and opportunities as men; the struggle to achieve this aim. Feminism is mainly a western concept. In human history, women's existence is observed through male point of view as a result of which women are always considered as secondary. Feminism involves two important aspects of intellectual commitment and political movement that lead to justice for women and ends in sexism in all forms. According to Deborah Madsen, feminism deals with women and their status in society and asks questions about oppression, consciousness and gender. Deborah further states that the concerns of feminist theory are the unique experience of women in history; the notion of female consciousness; the definition of gender that limit and oppress; and the cause of women's liberation from those restrictions. Feminism involves different aspects related to women's rights in the society such as political, social and economical. These rights allotment provides them a means of participation in politics, business and legal matters that help them to get recognition and build up power in the society.

Feminism is one of the most recent ideologies to emerge , attempts to analyze the social position of women ,explain their a parent subsidiary role in history and offer the basis for reform and the advancement of women in all areas of society .feminists believe that there is a fundamental power struggle between men and women. This, like the struggles around class and race, is potentially revolutionary .Indeed it is the oldest power struggle, the least public in its manifestations of conflict, the most fundamental in its implications for society. Feminism covers to major concepts that of gender and patriarchy, gender is identified through the difference of male and female, it is regarded as sex role in sociology. Feminist theory came into existence that raised the concept of inequality between male and female, feminists have worked out lots of campaigns in order to gain equal share in the family property and voting right for women. Feminist activities have opposed various injustices such as domestic violence and sexual harassment .considering the economical factor, they have struggled for women's for them. In the society, women are given secondary status like discrimination between the rights of male and female, sexual assault, restrictions imposed on behaviour ...etc

.men always keep restrictions on women's political, social and cultural rights .it becomes essential to understand the origin of feminism.

1.6.1 Types of Feminism

There are many ways to describe the multiple forms of feminism that have emerged since the 1960s. The following description represents one way to categorize them and draw on a variety of source while these terms are contested; we try to summarize some of main elements of each that will allow a basic understanding of their differences .There is different types of feminism. They are as follows:

a/ Liberal feminism

This kind of feminism works within the stricter of mainstream society to integrate women into it and make it more responsive to individual women's rights, but doesn't directly challenge the system itself or the ideology behind women's oppression. The suffragist movement is example. Liberal feminism focuses on the full extension of civil and legal rights to women by legislation. This form of feminism is essentially liberalism, stressing the importance of the individual, with the emphatic assertion of female equality. It demands a 'level playing field', secured by law, so that women earn the same as men and can aspire to the same jobs as men. It accepts the competition of the marketplace and assumes that women can, and should, compete equally with men. A series of acts assigned greater rights to women, among which was the Abortion Act (1967), the Equal Pay Act (1970), and the Sex Discrimination Act (1975). Such legislation gives women rights that enable them as individuals to have greater choice about their lives.

Liberal feminism may be criticized as little more than Western liberalism with a female dimension, and most of its goals are already achieved or within striking distance. Less moderate critics regard it as merely a prop to sustain the status quo. Others see it as essentially the preserve of middle-class women who ignore the plight of their counterparts in the working-class. Liberal feminism remains a very important element in the West today. Most women in developed societies have individual choices and freedoms that are now almost taken for granted, but they owe much to the liberal feminist struggles for equal civil and political rights over the last two centuries.

b/ Radical Feminism

Radical Feminism views patriarchy and sexism as the most elemental factor in women's oppression- cutting across all others from race and age to culture, caste and class. It questions the very system and ideology behind women's subjugation. The term often refers to the

women's movements emerging from the civil rights, peace and other liberation movements at a time when people increasingly were questioning different forms of oppression and power. Radical feminists, seeking to understand the roots of women's subordination, have provided the major theoretical understanding that has served as the basis for inspiration and analysis guiding women's movements around the world. The implications of feminism for men raise interesting points. Some feminists believe that to liberate women is simultaneously to liberate men: the two sexes will be able to negotiate a new and healthier relationship. To others, men seem redundant: women simply do not need them. This easily leads to the more extreme manifestations of feminism; for example, Andrea DWORKIN, in *Pornography: Men Possessing Women* (1974) comes close to defining 'maleness' as essentially violent, negative, and destructive. Male sexual redundancy might even be approaching, thanks to modern scientific advances, to the point of men being unnecessary even for breeding. For some feminists this has led to 'political lesbianism' in which women relate only to each other at every level, not just sexual, in modes determined by themselves without reference to the male world.

Critics argue that these several strands of feminism are mutually incompatible. The widest gap is between who argue that there is very little fundamental difference between men and women, and those who identify profound biological, even spiritual, differences. Some critics of feminism condemn it as essentially elitist, ethnocentric, racist and even sexist. Women in the developing world, whom Western feminists are accused of neglecting, suffer oppression on a scale unimaginable in the developed world. Indeed, within developed countries feminism is criticized by black women as being concerned with emancipation that essentially benefits white women and does little for their black and brown sisters. Women do not require men for economic support. Increasingly, many women do not need a man for his role in child rearing. The economic value of men to women as providers declines with rising male unemployment, unemployed ability and rates. There are growing concerns about the 'redundant' male in modern society. Time will tell if there will be a need for a "men's movement" to enhance the role of men in society.

c/ Black Feminism

School of thought which argues that sexism, class oppression, gender identity and racism are inextricably bound together the way these concepts relate to each other is called intersectionality. This term was first coined by scholar Kimberlé Crenshaw in 1989. In her work, she discussed Black feminism, which argues that the experience of being a black woman cannot be understood in terms of being black or of being a woman. Each concept is

considered independently, but must include the interactions, which frequently reinforce each other. The Combahee River Collective argued in 1974 that the liberation of black women entails freedom for all people, since it would require the end of racism, sexism, and class oppression.

d/ Socialist Feminism

Feminist, grounded in socialist analysis, attribute women's oppression principally to the capitalist economic system where global corporate power prevails. Many other feminists believe that this form of power seen in the class system is a crucial factor in women's subordination but see patriarchy as the force behind women's subjugation. Fourier, Saint-Simon and Robert Owen believed that their ideas had important implications for women, for example, Fourier envisaged a highly permissive sexual environment, with women liberated from the burdens of childcare and housework by transferring most of these family functions to the community. Marx, however, was much less interested specifically in the liberation of women, and was conservative in his own family life. A socialist revolution, he believed, would liberate women as a desirable side effect. Subsequent communist regimes have paid lip service to women's equality but in practice have tended to make a conservative position, especially on the political role of women. Engels, on the other hand, showed considerable interest in the situation of women. In "The Origin of the Family, Private Property and the State" (1884), he stated that the family was the root of women's oppression, but that it had its origin in an economic system, capitalism, based on private property. The whole ideology of the system was designed to reinforce this control of women by men, which reduces women to the status of men's property. Some socialist feminists believed that class is so important in forming attitudes that it cuts women off from their fellow women in other, opposing classes. Women reduce the domestic burden of child rearing, allowing men to concentrate on meeting the demands of the capitalist system. Marxist feminist Juliet Mitchell, in *Woman's Estate* (1971) and *Psychoanalysis and Feminism* (1974), argues that female oppression in capitalist society is not just economic, but involves many aspects of psychology and culture that can and must be changed.

e/ Eco-Feminism

Francoise D'EAUBONNE coined the term 'Eco-feminism' or 'Ecological feminism' in 1974. Eco-Feminism is a social and political movement that deals with the existence of environmentalism and feminism. It believes that the social mentality that causes domination and oppression of women leads to the abuse of the natural environment. It also emphasizes on changing the attitude of the society towards productivity and activity of both women and

nature. Through their daily interactions, a woman is connected to the environment which has been ignored. Eco-feminism discusses that the strength of women and that of nature is misunderstood, as it fulfils the social benefits and sustenance needs.

f/ Cultural Feminism

Cultural feminism emphasizes essential differences between men and women in terms of biology, personality and behaviour. Women are seen to have different and superior virtues that provide the foundation for a shared identity, solidarity and sisterhood. Since by nature women are viewed as kinder and gentler than men, it follows that if women were in power, the world would be a better place. In the 1960s and 70s, some women supported the idea of forming separate women-only cultures. Role of Feminism in Creating the Alternative Culture for Women:

1.7 Pros and Cons of Being a Feminist

On positive side of it, its ideology is simple and straight that means equal right for women. Now if both gender get equal right isn't it more fair and reasonable for a better working of society. It looks good as it will stop the horror and abuse of each other right, but on negative side of it stressing too much on rights of one gender in particular would really cause so much contradictions because we live in a dynamic world. The issue regarding women's rights is not a new one. In the past, there were distinctive differences between men and women, between their roles in society and their models of behavior. However, considerable changes have found since those times. Today gender roles have been shifted, making strong impact on society. Women in the Western culture are now no more satisfied with the role of a homemaker; they prefer to make their own careers and chair the same rights with men. This fact means women's rights are based on freedom that can be viewed as a virtue, but not as burden. Women continue to fight for their rights. The emergence of feminist movement and ideologies united under the title of feminism. Today, there is a continuous discourse on the behalf of both opponents and proponents of feminism, but the main thing is to understand the very roots and reasons of the phenomenon.

Therefore, the major goal of this study is to find out the objective state of the problem and conclude whether women do win by acquiring the equal states with men in human society. For that end, the existing literature covering different perspectives will be analyzed. In particular, the study will focus on proto-feminist movements in Europe of the 19th century; passing the Representation of the people Act in 1918; demonstrations on women's suffrage; women's efforts during the first world war and the second world war; the first wave, the second wave and the third wave feminism on the whole. The research is expected to prove

that although social reconstruction of sex and gender is not always beneficial neither for women nor for equal opportunities has become a historically determined stage of social development. These events reflect the changes in feminist movement and help to better understand the successes and failures of women in fighting for their rights. The impact of each event or development that will be discussed is connected with changing role of women and with their changing opportunities in achievement of the establish goals. Thesis statement: Women's role in the struggle for equal opportunities highlights the positive effects of feminism on the social.

1.8 Reasons of Gender Differences and Language Use

WENJING (2012) claims that the language of gender differences is a very complex social, culture, psychological, social status, relationships, language, roles, attitude, social interaction, level of education and many other factors. LAKOFF (1975) thought that the social factors cause the differences of language between men and women, not the language itself. These factors are discussed below:

1. Men and women's social role is different. Because of the sex difference, men and women carry out different social responsibilities in social activities. At the first of Bible, one thing is certain that women's social status is governed by men. In all, women speak without confidence because they low social status and have no power (LAKOFF, 1975).
2. Value is another element. It is the core of culture. Different values also influence men and women's vocabulary selection.
3. The society is men-centered. Women are derived from men. People reach an agreement that men are superior to women. The women are looked in lower status.
4. According to the psychological factors, it is proclaimed that innate biological differences between men and women decide men and women are different. According to the latest medical research, from the development of language skills the women left hemisphere develops early than men's. So, the girls speak more frequently and emotional than boys from the initial. On the other word, the latest voice experiment proved that the male and female voice on the resonance peak is extremely different voice tone quality because of their gender. Furthermore. Women vocal cords are shorter, thinner and relaxer than the men. (WENJING, 2012)

1.9 Conclusion

To sum up with, the ideas studied in this chapter are extremely complex and occasionally different, yet; they constitute a preliminary understanding of the language and gender. In this chapter, we attempted to explain the distinction between gender and sex, to characterize the approach of gender and language, to illustrate the differences at language forms, and to show the different opinions about the gender differences in language use.

Moreover, this chapter aimed to mention the research and the studies which have been made on the field of gender and language use. Indeed, it contained the advantages and disadvantages of being feminist and the reasons for gender differences in language use.

Chapter Two

**Situation of Sociolinguistics in the Algerian
Society and Arab World**

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2.1 Introduction

The study of language in society is always interested by sociolinguistics, that is to say the way of using language in the same social group or among different social groups; it is attentive in clarifying why people speak differently in different social contexts. Within the sociolinguistic field, research on language and gender are of great interest. The linguists have offered that the speech of males and females contrasts to diverse classes on approximately all speech communities.

The goal of this chapter will be an attempt to shed light on the different linguistic situation in Algerian society and the Arabic world, i.e how men and women are different in their speech.

2.2 Language, Social Class in Algeria Speech Community

There have always been some differences between males and females speech among Algerians. It focuses on the vocabulary items used by both sexes and it often happens that we hear people speaking in public places in the street, in the bus and in the shop...etc, the speech of these people differs from one sex to another; men speak differently from women. FASOLD (1990) suggested that women use a higher proportion of standard variants than men. According to HOLMES (2001) provided some explanations too, the claim is that women know the fact that the way they speech signals their social class background or social status in the community, standard speech is generally associated with high social status and according to this explanation, women use more standard speech forms as a way of achieving such status in the community, i.e women speech more correctly than men.

Sociolinguists study this social phenomenon from different perspectives. They all agree that the causes of differences are social rather than biological. Among the social causes is the level of education, *“the greater the disparities between educational opportunities for boys and girls, the greater the differences between male and female speech”*. (SPOLSKY 2001, p.37) Other social causes are of social status and prestige pattern. According to Hudson, 1999 and TRUDGILL, 1974 said that *“females often use more prestigious language than men”* and other sociolinguists consider the differences to be a discrimination against women (Freeman et all...).

“Master” and Mistress” is a good example of discrimination against women and the masculine noun has a positive connotation, the one of man who has acquired consummate ability in some field; whereas, the feminine noun has a negative connotation which is of a “lover” the nature of differences varies from one society to another.

2.3 Gender, Language, and Social Class

The search in the language and gender is very vast field of study, and one of its interests is the study of gender and social class, it is very widespread nearly in all societies all over the world that male speakers are found to use socially scorn variants i.e.; non-standard whereas female speakers tend to use standard variants (Fasold;1990). According to TRUDGILL (1995) claimed that the research into language and social class offers some differences between men and women. A good example of social class and sex distinction in speech is when they use “non-standard” various negation (eg: I don’t need none or I don’t know nothing about it) in Detroit.

According to social classification, TRUDGILL’S study found that higher class speakers use non-standard various negation than lower class speakers, while according to sex

classification, women use fewer non-standard various negation. He also study the verb ending “ing”, this example is targeted at looking whether the speakers will say: ”working” by pronouncing the final “g” which means a prestigious pronunciation, or the speaker will say “working” by dropping the final ”g” this is a non-standard pronunciation. According to TRUDGILL’S feedback (1995), men were less likely rather than women were more likely in using the prestigious pronunciation.

2.3 Language and Gender Studies in Algeria Societies

Gender studies in Algeria have lately been given some place in the country’s sociolinguistic enquiry and research areas. This ultimately has led scholars and postgraduates to be more and more interested in this avenue of exploration. One such area that is taking place of pride concerns issues on differences between Males and Females and related to their gender, social, economic and institutional status in the country. According to TRUDGILL (1981) and LABOV (1982), they investigate gender differences according to certain social variable such as age, social class and the educational background.

As far as studies on gender differences in Algeria are concerned, the most important works are done by DENDANE (2007). Really, he focuses on studying at distinctions at the lexical, phonological and morphological level. Actually, Algeria has important varieties which differ from each other at different levels. As well as, there are also differences between people of the same town in using accent. These variations are seemed in the towns which are Oran and Stiff.

2.5 Arabic Sociolinguistics Features

According to MATRAS, 2007 p 134 “Arabic is spoken by over 03 million people” The percentage of Arabs is very high throughout the region, in some villages and towns. In fact, all Arabic-speaking societies are characterized by diglossia. It means that in spite of the fact that the classical Arabic, the high variety is related with cultural and religious prestige, it is not used by native speakers for everyday purposes. But, in some Arabic-speaking countries essentially those which were colonized like Algeria, Egypt and Morocco...etc. English and French are both considered as prestigious languages related with evolution and novelty.

2.5.1 Gender and Politeness

Most of scholars agree on the idea that politeness in speech is connected with women. In her part, spender (1980, p 36) observes that females are expected to use more polite forms than males. According to MESTHRIE, some scholars have shown that politeness theory is very essential in an interpreting women’s and men’s language use. In their point of view

politeness means showing interest to people's face, they divide this branch into positive and negative politeness. The former has to do "*with the expression of warmth or friendliness*", whereas the later has to do "with not imposing on others, or threatening their face". In her investigation, Brown has discovered that women used the extremes of positive and negative politeness, while men spoke more matter-of-factly.

One of the most influential early accounts of gender and politeness, however, comes from research carried out by PENELOP Brown, she draws on the model of politeness in 1980, in the same wave, Holms (1995, p 6) argues for the above idea claiming that women's utterances show evidence of concern for the feelings of the people they are talking to more often and more explicit than man's, then also she argues that women tend to focus on conversational features including tag questions. As far as Arabic-speaking countries are anxious, politeness is a very important feature in distinguishing men's and women's speech.

2.6 The Sociolinguistic Context in Algeria

The sociolinguistic context in Algeria is particular the presence of many languages created a sociolinguistic situation which gave birth to different phenomena such as bilingualism, code switching and borrowing and this situation is due to the French who lasted more than 130 years. Because the Algerian society is multilingual, its sociolinguistic situation is quite complex. In fact, many languages and language varieties: Arabic with its distinct varieties; standard Arabic and Algerian Arabic, Berber and French.

The sociolinguistic facts of the Algerian community totally deny the notion of Arabization on the one hand and the other hand, the impact of the French language is still present. This has resulted in various sociolinguistic phenomena that occur when two or more languages are in contact such as bilingualism and its inevitable outcomes, namely code switching, code mixing and borrowing, in addition to the well-established phenomenon of diglossia.

The linguistic profile in Algeria like North African countries is said to be the complex one. Four main languages co-exist in the country. These languages have different political and social status, in Algeria we have: 1) classical (literary Arabic) as the official language (replaced by modern standard Arabic), 2) French as the language for scientific teaching, knowledge and rationality, 3) Algerian Arabic as the mother tongue of the majority and language of daily use in informal situation and 4) Tamazight with its different varieties. Algerian Arabic or "darija" is a language that used for daily communication and it uses in

more informal and relaxed situation such as at home and in restaurant. In this mood RUEDY states:

The Arabic speech most common in Algeria today is a dialect come down from those nomadic conquerors. The sedentary Arabic dialects assumed to be pre-Hilalian are restricted to the Arabic speaking parts of the lesser Kabylia (...) Algerian Sahara was governed by nomadic group famous as the Towareg. The most of the Nementcha and the Aures mountains were home to the chaouia.

(RUEDY, 2005, p.18)

By the other words, the Algerian society is described by a number of dialects and languages, including “Tuareges and Chaouis”, which spread in its desert, then certain social parameters condition the use of French. These including gender and the educational background, otherwise, women are assumed to use more French than men and this fact is one of our concerns in this dissertation.

2.7 The Varieties of Language at Level of Linguistic and Gender in Algeria

It is clear that there have been many differences between men and women in using language. That is to say in terms of written and spoken language. This idea is supported by many sociolinguistics, as LAKOFF said women use the passive form more than men. In other words, female’s language contains of empty adjectives, tag questions, hedges and polite forms. In 1975, she observed that women utilize weaker and sweet sounding swear words like “oh dear”, while men use strong expressions such as “damn”. These ideas are in the term of spoken language, however in the word of written language, there are some scholars tend to study such differences according to different types of discourse, while others have focused on some specific linguistic characteristics such as, adverbs, nouns and synonyms. In this light, GYLLGRAD (2006) investigated females and males differences in the use of linguistics features.

Moreover, the attitudes of both males and females towards certain linguistic varieties are also influenced by the cultural structure of the society. For example, girls are more conscious in using language in Algeria than boys. Furthermore, Algerian women are socialized from childhood to be conservative and polite. This fact, leads Algerian women to use prestigious forms of speech like French. It is very rare in our society to hear women using swear language.

As a good examples, we can see the use of the glottal stop/?/ in Tlemcen dialect, This is as an aspect of femininity. In the real, the glottal is look as a stereotype characterizing this

variety. But Tlemcen males avoid it why they are taking to speakers from other towns; these views are better explained through some examples from Maghnia speech community.

2.7.1 The Impact of Gender Differences on Using Language

Several studies have observed that women are more motivated than men in using language. At the same time, women have been found to have more positive attitudes toward studying a foreign language than male language learners and to have more interest in a target culture. Some people maintain that there is a biological difference between men and women that impacts neurological development, and thus, leads men and women to acquire and use language differently. This is an essentialist view, meaning that the differences between males and females are considered to be innate and irrevocable. In general, researchers have moved away from this perspective over the last century through some still argue for the significance of biology in gender effects on language.

Gender is so tied to how we express ourselves that it can even impact the words we use every day! This may come as a surprise. At the end, gender might seem irrelevant to language. However, researchers have repeatedly demonstrated a strong relationship between gender and how language is acquired and used. Gender seems to have an impact on language development even in very different historical and cultural contexts.

2.7.2 Emotional Differences between Men and Women in Algeria

According to Lay men, as well as psychologists and feminists, it seems a well-established fact that women are generally more emotional than men. However, this view may be questioned on both theoretical and empirical grounds. The idea that emotionality is a general disposition is rejected, and it is proposed that emotions should be considered as social phenomena, several sociological and social constructionist approaches of emotion are discussed. The view is defended that emotions are processes that may be regulated on the basis of cultural emotion rules, personal experiences and expected implications for one self and others. These expectances about emotional situations are called emotion scripts.

In numerous studies French score higher than males in standard tests of emotion recognition, men are interested in different topics. They like to talk about sports, politics and money rather than women are more interested in fashion, clothing and gossiping. There is a difference when it comes to smiling women tend to smile more than men even when they are not happy. Their smile is not the indicator of their happiness. This is explained in terms of politeness, women are considered to be warm and polite especially in public situations. Girls

are more likely to use language in the context of emotional relationships with others, while boys are likely to use it to describe objects and events.

2.7.3 Gendered Body

The relationship between gender identity and the human body become in the nineties of 20th century one of the key research topics, as in gender studies and in gender history itself. Where else also search base for the different character of women's and men's gender stereotypes than in the constitution in the core relationship that defines its own capacities and capabilities of human beings to relate themselves to the outside world.

Pioneering work on the role of the body in cultural context was MARCELL MAUSS'S influential essay "les techniques du corpus" dedicated to the function of the body in the social context. MAUSS stated in its conclusions that the human body is somehow involves in all activities that accompany and man-be it gestures during a talk, giving the importance words, or even the ability to perceive the space around him. Body significantly affects our being in the cultural context, so it is as MAUSS said the most important tool of mankind.

Body in terms of gender studies has become an important component of interest in the 2nd half of the eighties of the 20th century. According to Aristotle, he understood that women as creatures of nature colder and weaker than men, women, according to him, haven't enough heat to warm their social to clean it and become by that less inferior. Galen said that women are made of different substances inherently cold and wet and so that also passive, the men on the contrary warm and dry and active men. Male body on the other hand, it was much better adapted to the vibrant activity, female body thus becomes a natural cause of female passivity in society and relationship to man. In this view, we can demonstrate that gender differences have not just been derived from basic biological and anatomical differences disparities between the sexes, but there was clearly contrary to the penetration of gender stereotypes in medical science.

Traditionally, we distinguish the results of such sorting as "male" and "female". Yet as with all acts of generic categorization, the sorting defines the groups and not vice versa. Thus, nature doesn't make us men and women rather we are made to be either male or female and not both.

2.8 Conclusion

In this chapter can be considered as a small contribution in the study of language and gender which is a very vast field of study. We dealt with the most important points in language differences between men and women in an Algerian context. Besides, it represented a sociolinguistic study of Algerian language in relation to gender.

Furthermore, this chapter provided us with some insights including the linguistic profiles of Algeria. It also gave us some views about the situation of women in this society. In addition, the attitudes of Algerians have changed due to the position that female gain in society and their use of language.

Chapter Three

Data Treatment and Analysis

Chapter Three

Data Treatment and Analysis

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3.1 Introduction

The previous chapter of this study was review of literature about language and its different uses by males and females, even when they mean the same thing. It was an attempt to look for the reasons behind this difference and its impacts on the speech of both sexes.

In this chapter we will try to analyze both questionnaire which they are consisting of both multiple choice and open ended question were distributed to students and teachers of Tiaret Ibn Khaldoun University. Moreover, this part provides the main findings about the differences between males and females on using language.

III. 2 Students' Questionnaire

The questionnaire consists of (11) statements coordinated in a logical way. The students were required to tick the suitable answer and they also asked specify their gender and age.

III.2.1 Student's Questionnaire Analysis

The students' Questionnaire is analyzing as follow up:

Item one: Students' Gender

- 1- Male
- 2- Female

Option	Number	Percentage %
01	15	30 %
02	35	70 %
Total	50	100 %

Table 3.1 Students' Gender

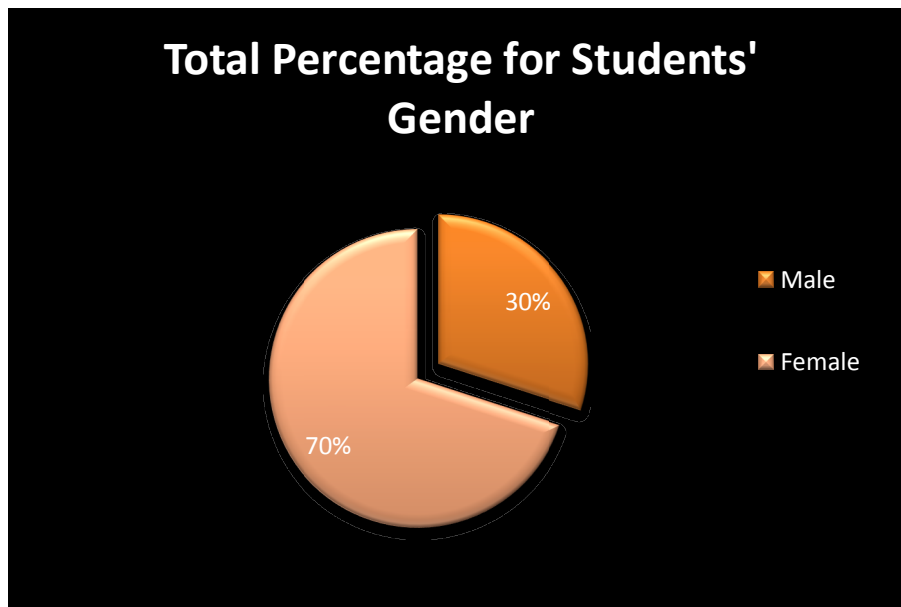


Figure 3.1: Total Percentage for Students' Gender

From the table 3.1, and Figure 3.1 above we can notice that the number of male (15) are less than the number of female (35), this study reveals that female (70%) are predominant over male(30%), this perhaps due to the fact that we can say females are more interested to study foreign language than males .

Item two: Students' Age

- a/ 20-25
- b/ 25-30

Option	Number	Percentage %
A	11	22 %
B	39	78 %
Total	50	100 %

Table 3.2, Students' Age

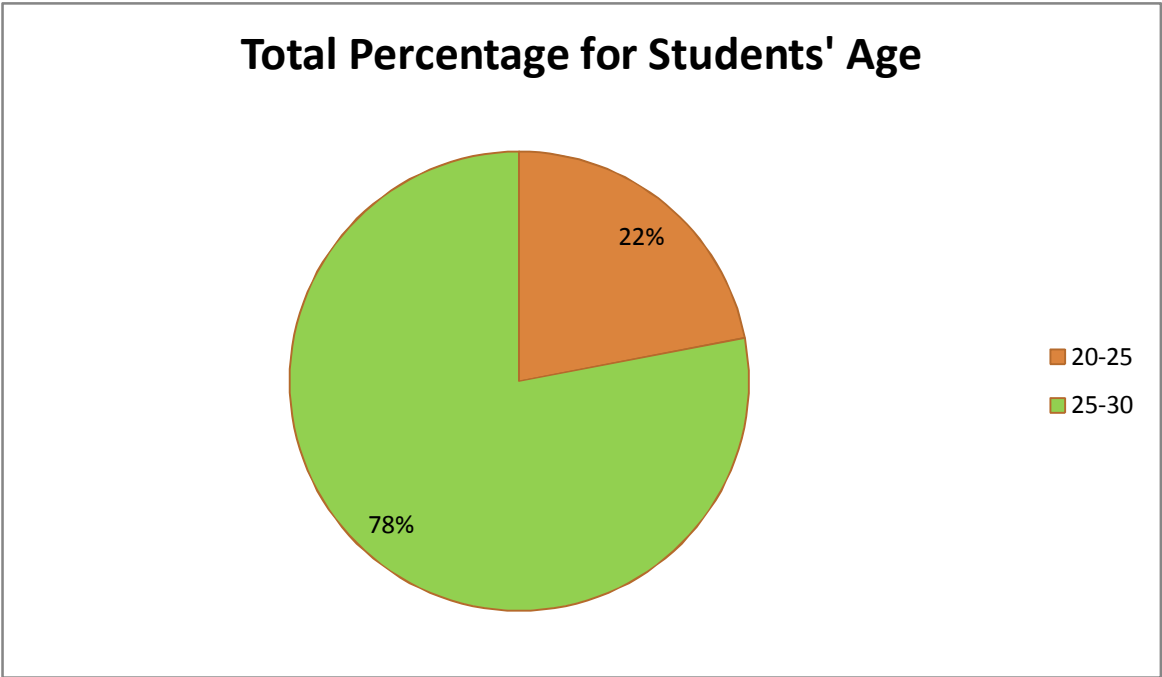


Figure 3.2: Students' Age

As shown in table 3. 2, and figure 3.2 the big number (39) of the students are classified between the age of 20 year until 25 years, however only 11 students are between 25 to 30 years old. This reveals that (78%) of the informants are under the age of 25.

Item three: Students' Perception of Gender Differences in Way of Communication

a/ Yes

b/ No

Option	Percentage
A	78 %
B	22 %
Total	100 %

Table 3.3, Students' Perception of Gender Differences in Way of Communication

As offered in table 3. 3, the (78%) of the total participants perceived the differences between male and female in using language. Further, we can see that (22%) of total participants don't perceive any differences between male and female in using language. The total percentage of the answers on question number three has been portrayed in figure below:

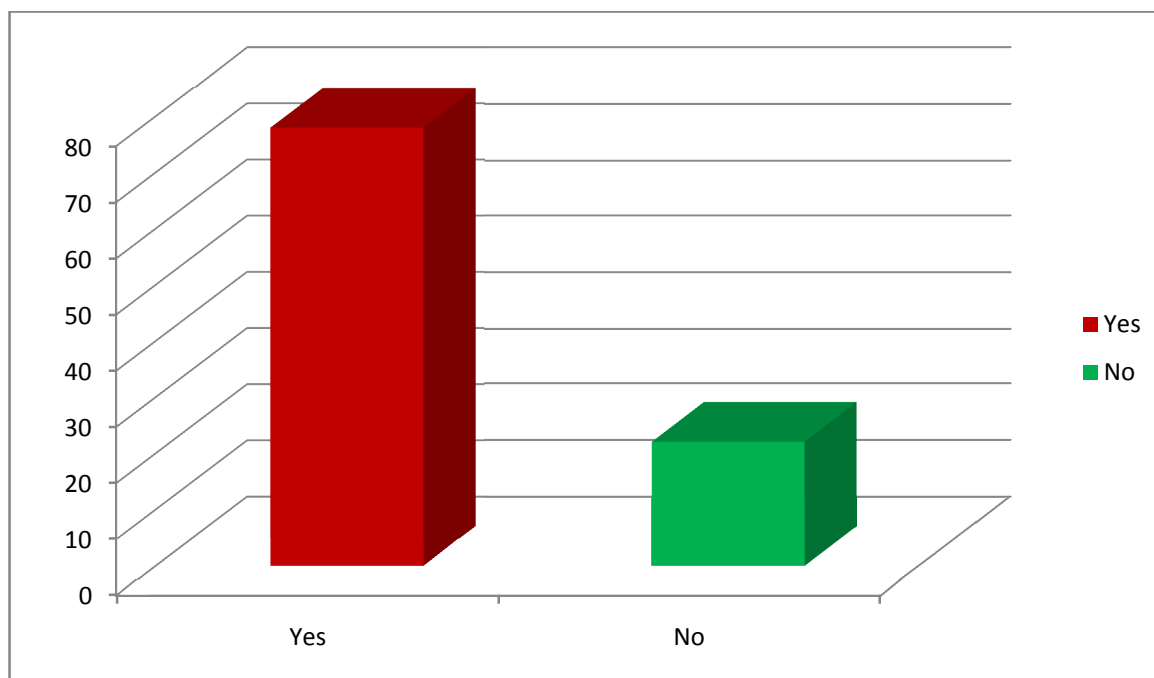


Figure 3.3: Students' Perception of Gender Differences in Way of Communication

Item Four: The Socio-cultural Aspects Affects Language Use between Males and Females

Option	Percentage %
A	76 %
B	24 %
Total	100 %

Table 3.4, The Socio-cultural Aspects Affects Language Use between Males and Females

The table 3.4 show us that the majority of the students (76 %) answer that the socio-cultural affect language differences between genders, while (24 %) of the students said that the socio-cultural aspects do not affect language differences between genders. The total percentage of the answers on question number four has been portrayed in figure below:

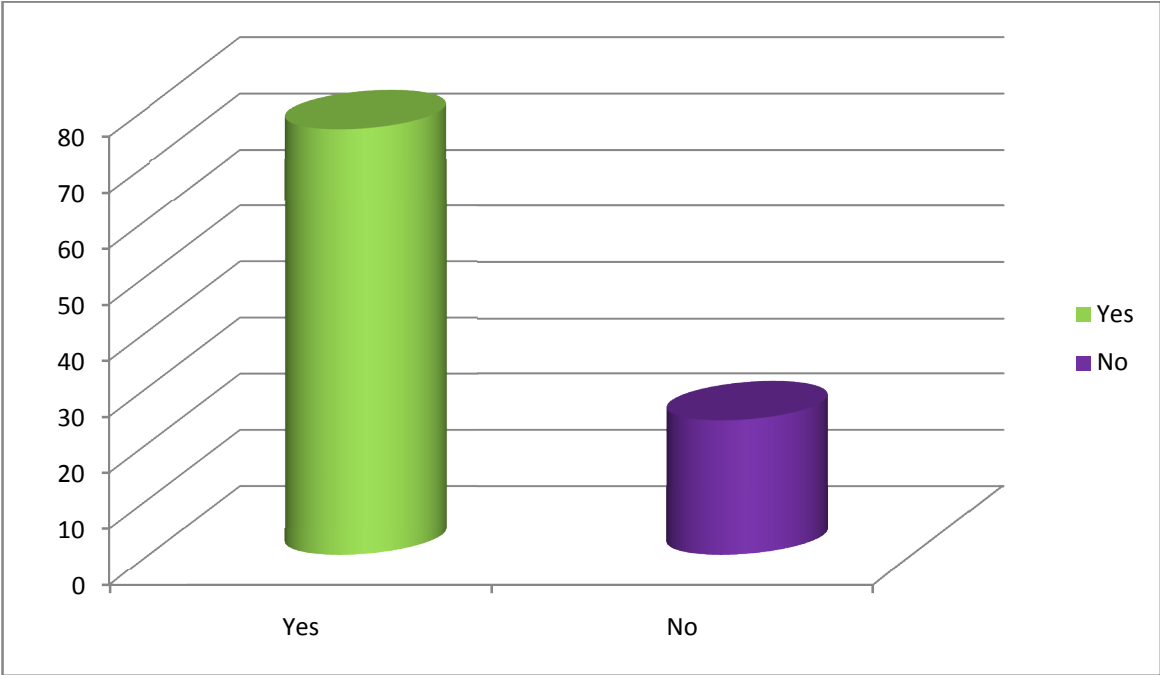


Figure 3.4: The Socio-cultural Aspects Affects Language Use between Males and Females

Item Five: Males and Females’ Speech Style

- Direct
- Indirect
- Detailed
- Feeling

Option	Percentage %
A	46 %
B	22 %
C	16 %
D	16 %
Total	100 %

Table 3.5, Males and Females' Speech Style

In the table 3.5, shows that the majority of the students (46%) use direct speech however, the minority of the students (22%) use indirect speech, beside we can see that (16%) of the total participants use both speech detailed and feeling. The results of the table shows that equal use two type of speech as detailed and feeling language among the third year university students in Tiaret. The total percentage of the answers on question number five has been portrayed in figure below:

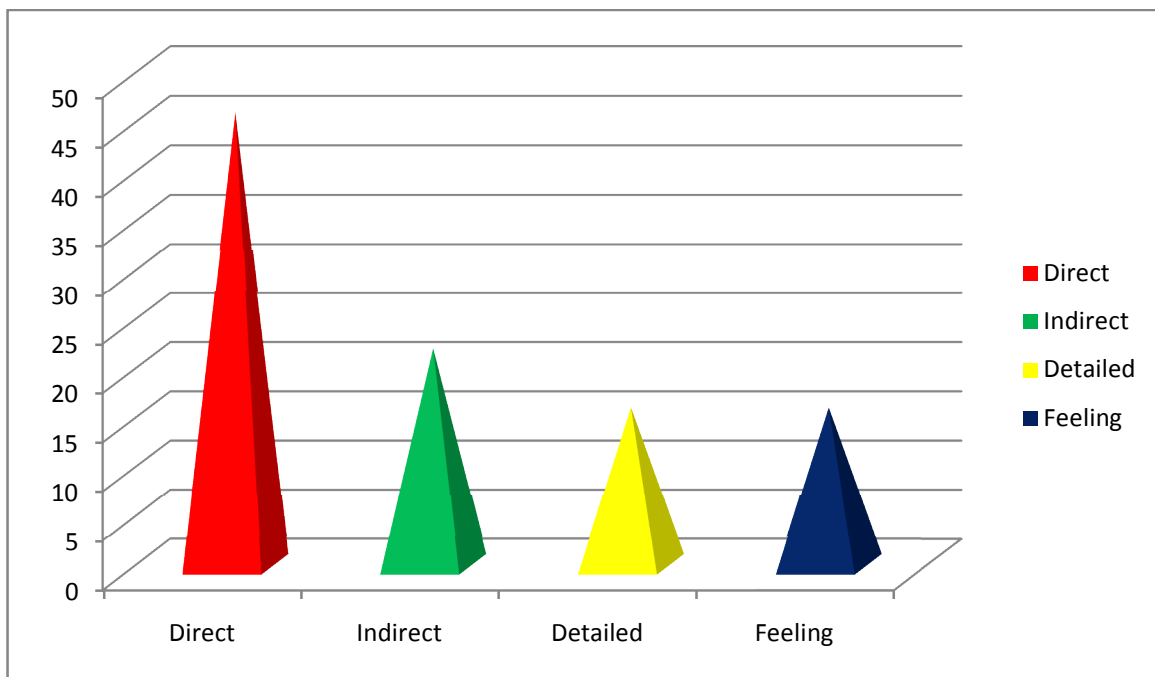


Figure 3.5: Male and Females' Speech Style

Item Six: Males and Females Standard Language

- a- Attract others' attention
- b- Express about herself
- c- Get a high social status

Option	Percentage %
A	40%
B	32%
C	28%
Total	100%

Table 3.6, Males and Females Standard Language

The first noticeable remark is that the most of informants around (40%) claim that females prefer to use more standard change language in order to attract others' attention while, others who represent (32%) state that females tend to use standard language in order to express about herself, on the other hand few of them who represent (28%) argued that females are more attracted towards using prestigious speech forms in order to get a high social status. The total percentage of the answer six has been portrayed in figure below:

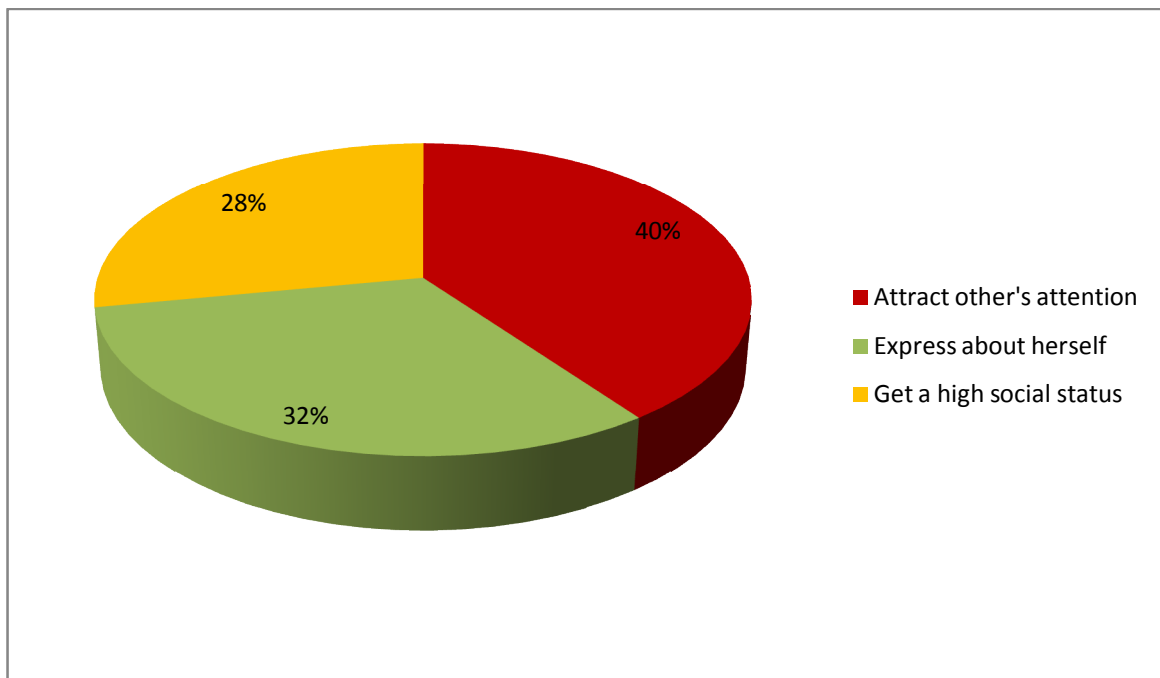


Figure 6: Male and Females Standard Language

Item seven: Females and Topic Choice

- a- Interpersonal
- b- Work
- c- Family
- d- Makeup and shopping

Option	Percentage %
A	14%
B	16%
C	28%
D	42%
Total	100%

Table 3.7, Females and Topic Choice

According to my informants answers the majority who represent (42%) choose the fourth option in which females prefer to talk about makeup and shopping. While, some of them who represent (28%) pointed out that females prefer to talk about family, whereas a few members who represent (16%) claim that females prefer talking about work and the minority of the students (14%) prefer to talk about interpersonal. Total percentage of the answers on question number seven has been portrayed in figure below:

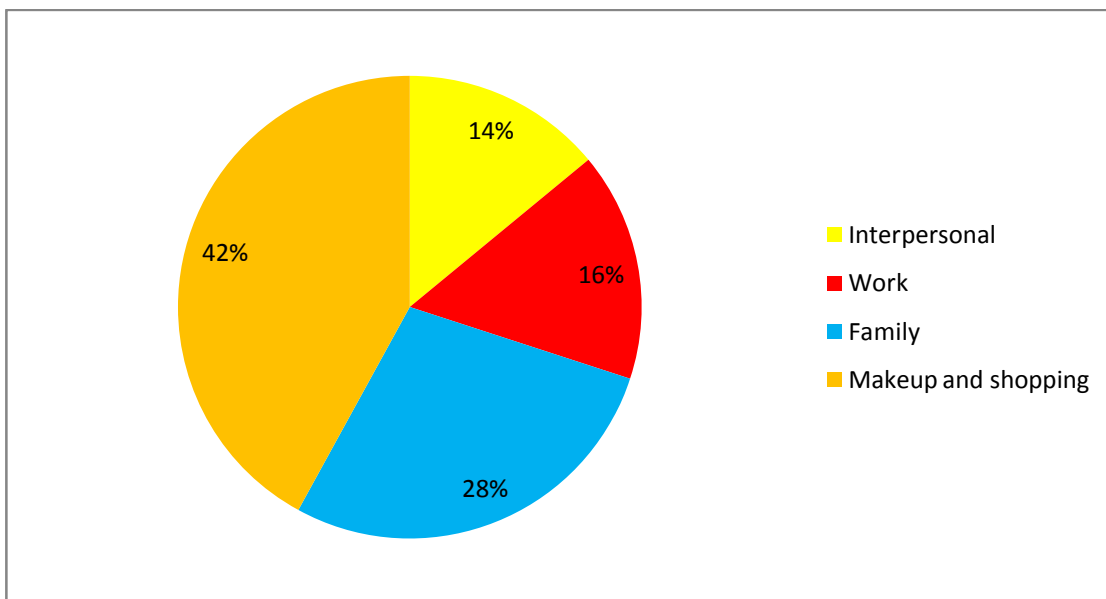


Figure 07: Males and Topic Choice

Item eight: Gender Differences in Using Verbal Tags

- a- Yes
- b- No

Option	Percentage %
A	80%
B	20%
Total	100%

Table 3.8, Gender Differences in Using Verbal Tags

In the table 3.8, the most important remark we can notice is that (80%) of the total participants said that there are differences between males and females in using a high frequency of verbal tags on the other hand (20%) answer that there are not any differences between both gender in using a high frequency of verbal tags. The total percentage of the answers on question number eight has been portrayed in figure below:

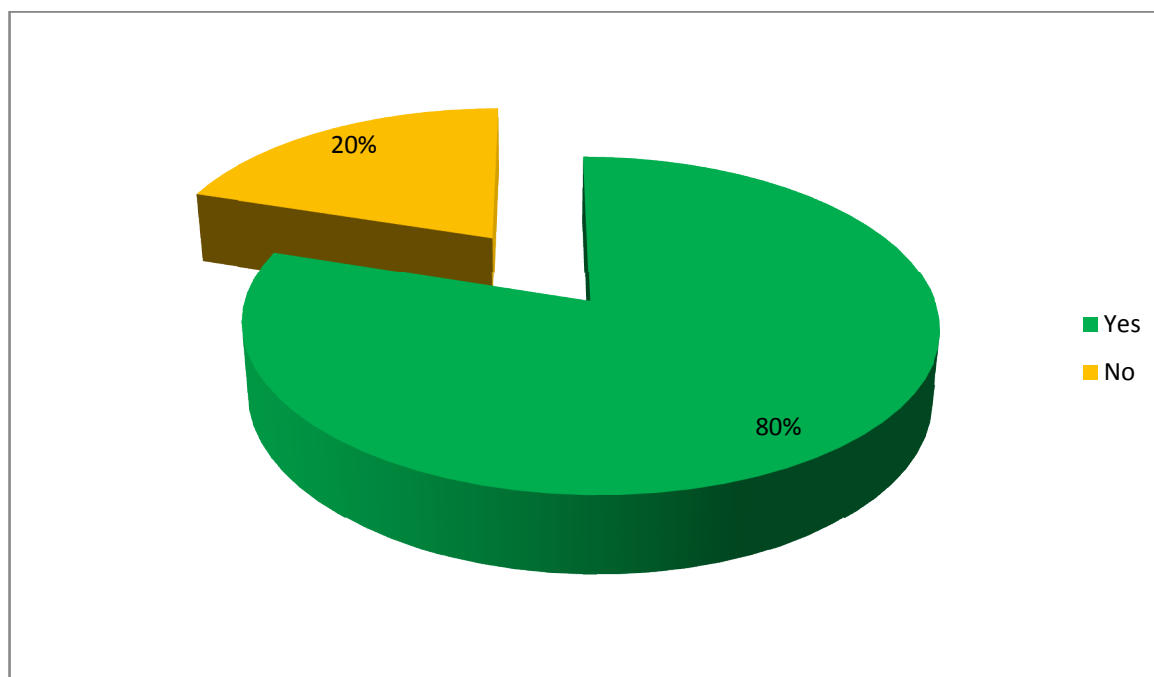


Figure 8: Gender Differences in Using Verbal Tags

Item nine: Mixing Two or More Languages

- a- Yes
- b- No

Option	Percentage %
A	78%
B	22%
Total	100%

Table 3.9, Mixing Two or More Language

In the table 3.9, we can see that (78%) is the majority of the participants who mix two or more languages in a conversation and (22%) is the minority of the students who don't mix. The result of table depicts that the extensive habit of mixing two or more languages among

the third year students in Tiaret university of Ibn khaldoun. The total percentage of the answers on question number nine has been portrayed in figure below:

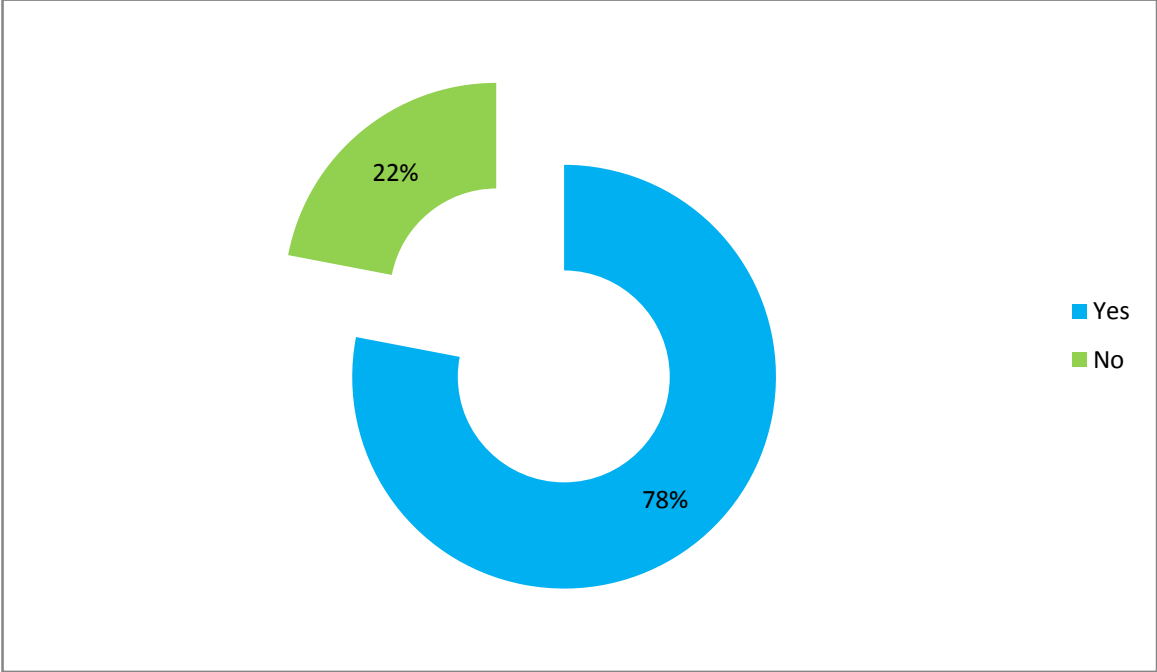


Figure 9: Mixing Two or More Language

Item Ten: Gender Differences in Terms of Politeness

- a- Yes
- b- No

Option	Percentage %
A	20%
B	80%
Total	100%

Table 3.10, Gender Differences in Terms of Politeness

In table 3.10, we can notice that the majority of respondents who represent (80%) were on claiming that males and females are dissimilar in the way of communicating in terms of politeness that is to say both gender tend to use different politeness strategies in daily conversation however, the minority who represent (20%) supported the first option in which males and females are similar in the way of being polite and there is no dissimilarities in polite ways of talking between both gender. The total percentage of the answers on question number ten has been portrayed in figure bellow:

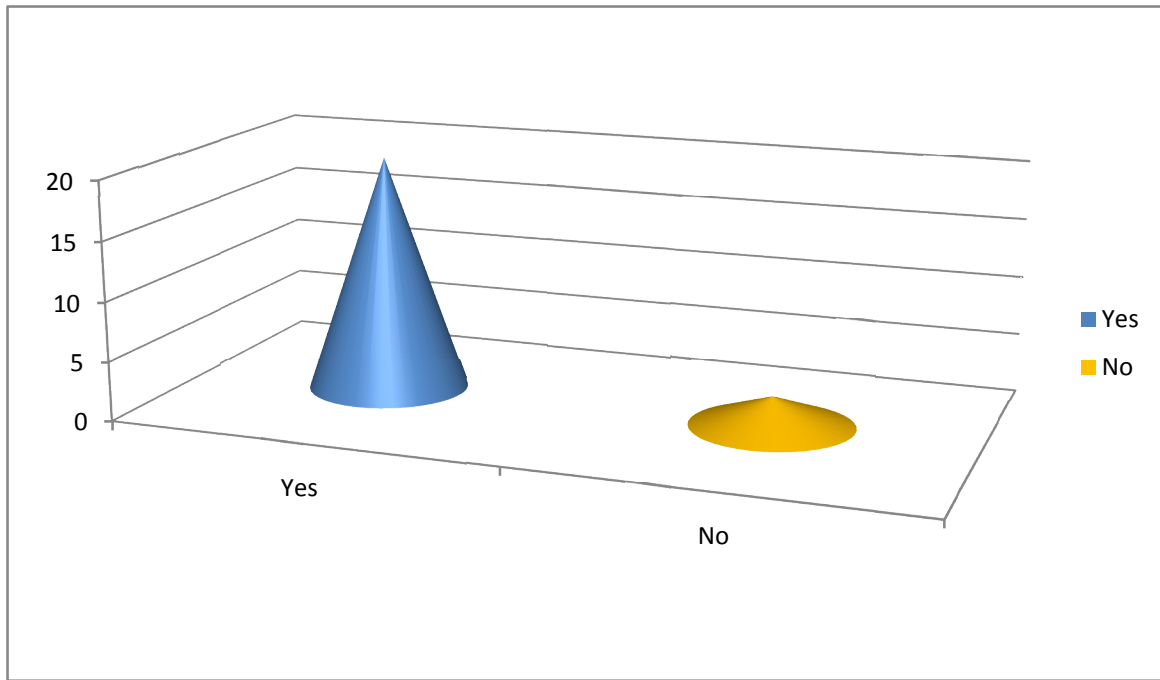


Figure 10: Gender Differences in Terms of Politeness

Item eleven: Males and Females Having the Same Place in the Class

- a- Yes
- b- No

Option	Percentage %
A	70%
B	30%
Total	100%

Table 3.11, Males and Females Having the Same Place in the Class

As shown in table 3.11., (70%) of the total participants answer that there is the same place in the class but, the others answer that there is no same place in the class. The result of the table show that males and females are totally different in place of class, the total percentage of the answers on question number eleven has been portrayed in figure below:

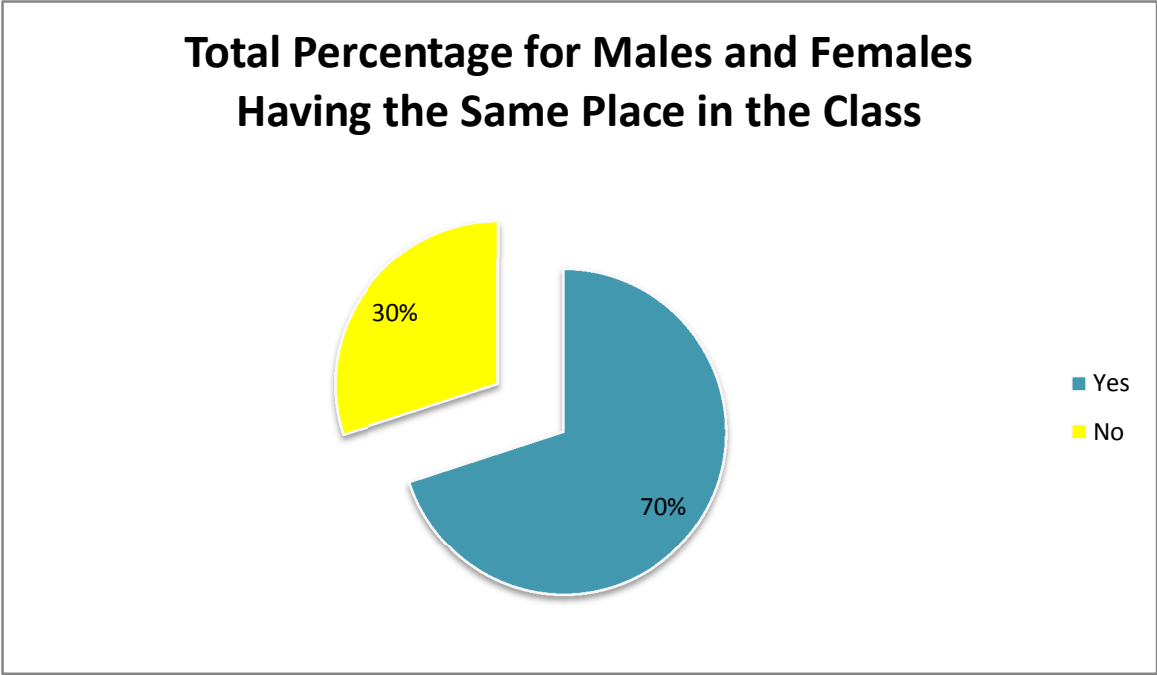


Figure 11: Total Percentage for Males and Females Having The Same Place in The Class

Item twelve: Using Exclamation Words like “Wow”, “Cool”

- a- Yes
- b- No

Option	Percentage %
A	68%
B	32%
Total	100%

Table 3.12, Using Exclamation Words like “Wow”, “Cool”

According to the table 3.12, we can see that (68%) of the total participants use exclamation words like “wow” and “cool” however, (32%) don’t use exclamation words. The total percentage of the answers on question number twelve has been portrayed in figure below:

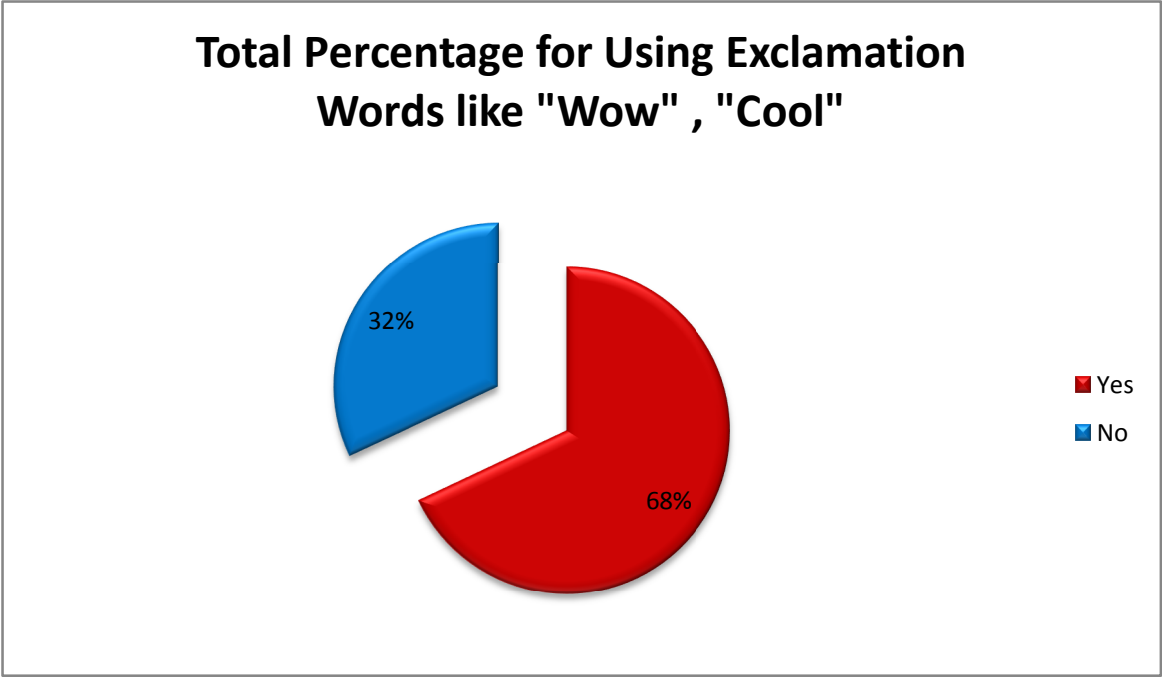


Figure 12: Using Exclamation Words like “Wow”, “Cool”

Item thirteen: Occurrence of Interruption by Males and Females

- a- Yes
- b- No

Option	Percentage %
A	72%
B	28%
Total	100%

Table 3.13, Occurrence of Interruption by Males and Females

From the table 3.13, it is surprising to notice that these respondent choose the first option which represent (72%) to interrupt in a conversation, on the other hand (28%) of them don't interrupt in a conversation, the result shows that the extensive use interruption among the third year university students in Tiaret. The total percentage of the answers on question number thirteen has been portrayed in figure bellow:

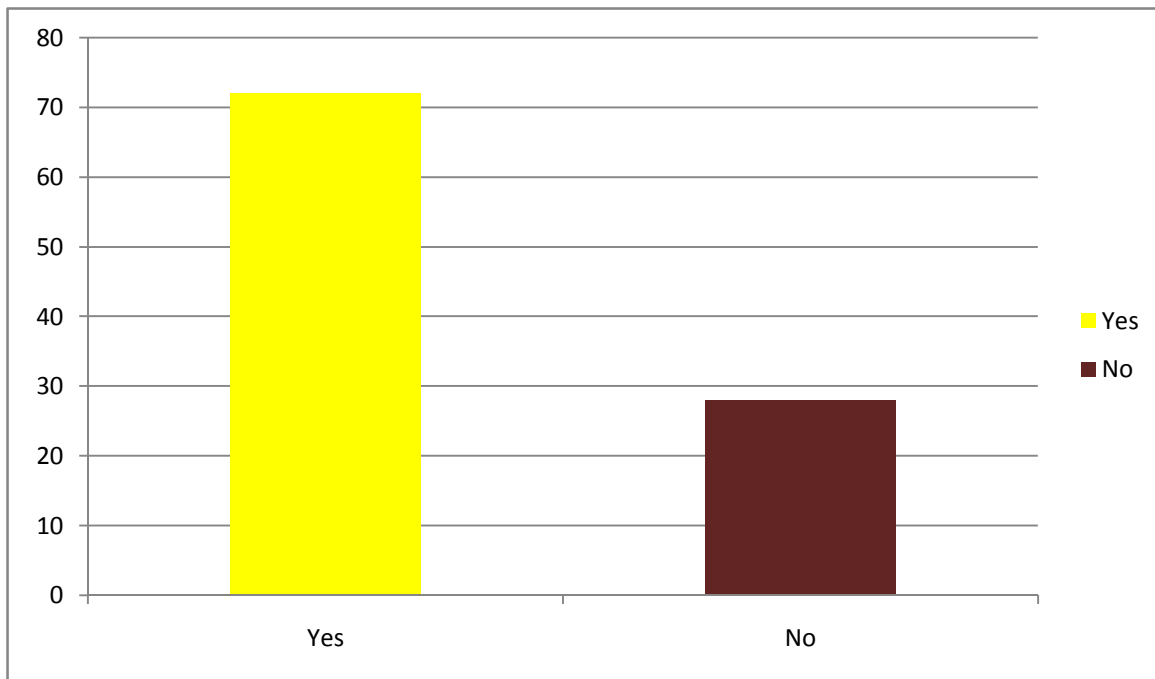


Figure 13: Occurrence of Interruption by Males and Females

III.2.2 The Results of the Students' Questionnaire

According to the results of the students' questionnaire and after analyzing the tables and figures, we notice that females (70%) are predominant over males (30%), this perhaps due to the fact that we can say females are more interested to study foreign language than males. Concerning the age, most of the students are classified between the ages of 25 to 30 years old. This reveals that (78%) of the informants are under the age of 25 and due to the fact that the majority of them started and ended their education in young age. But there are others who ended their education later due to many reasons.

The results reveal that (78%) of the total participants perceived the differences between males and females in using language. Further, (22%) of the total participants do not perceive any differences between both genders in using their language. The result shows that both genders have different perception in way of communication.

It is worth observing that the majority of the students (76%) believe that the socio-cultural aspects lead to language differences between genders. These aspects such as norms, customs, religion shapes the way both male and female use language. While, (24%) of the students believe that the socio-cultural aspects do not affect language differences between genders. Besides the results shows that is also the age plays an important role in differences between genders. Indeed, the way the young speak is different from the way old people talk.

Regarding the use types of speech such as direct, indirect, detailed, and feeling. From these kinds, the majority of the students (46%) use direct speech however, (22%) use indirect speech beside (16%) of the total participants use detailed and feeling speech. The result shows that there is a huge gender difference in use these types of speech and there is also equal use detailed and feeling language among third year university students in Tiaret.

The evidence of the study shows that (40%) of the total participants prefer to use more standard change language in order to attract other's attention while, others who represent (32%) state that females tend to use standard language in order to express about herself. On the other hand, few of them who represent (28%) argued that females are more attracted towards using prestigious speech forms in order to get a high social status. The result shows that everybody has a specific goal in using standard change language.

Regarding females and topic choice, the majority who represent (42%) prefer to discuss the topics about makeup and shopping while, some of them who represent (28%) pointed out that females prefer to talk about family whereas, a few members who represent (16%) claim that females prefer talking about work and the others who represent (14%) prefer to talk about interpersonal. The result shows that females tend to talk about their rather than males.

In case of gender differences in using verbal tags, (80%) of the total participants said that there are differences between males and females in using a high frequency verbal tags. On the other hand, (20%) answer that there are not any differences between genders. The result reveals that males and females are totally different in using a high frequency of verbal tags.

In case of mixing two or more languages, the study shows that (78%) of the total participants mix two or more languages. On the other hand, (22%) of the total participants do not mix. The result shows that there exists gender difference in case of mixing languages. Apparently, women tend to mix two or more languages in a conversation more than men.

Regarding gender differences in terms of politeness, the majority of respondents (80%) were on claiming that males and females are dissimilar in the way of communicating in term of politeness but (20%) supported that males and females are similar in the way of being polite and there is no dissimilarities in polite ways of talking between both genders. The result shows that males and females are different in term of politeness.

The evidence gathered from this research shows that most of the participants who represent (70%) answer that males and females have the same place in the class but the others

are disagreed this idea so the result shows that both genders are totally different in place of class.

In case of using exclamation words like “wow” and “cool”, the evidence of the research shows that (68%) of the total participants use these words. However, only (32%) of the total participants do not use exclamation words in a conversation. This proves again the existence of gender difference in language use.

On the basis of the analysis of the last question, the evidence of the research shows that (78%) of the total participants interrupt while in a conversation. On the other hand only (28%) of the total participants do not interrupt. The result shows that the extensive use interruption among the third year students in Tiaret University.

III.3 Teachers’ Questionnaire

The questionnaire directed to teachers includes 12 multiple choice questions consisting of two or three options and two open ended questions. The questions are in one section, in each of the multiple choice questions teachers had to choose one specific answer and they had to write few sentences to answer the open ended questions. It was distributed to twenty teachers of English at Tiaret University, the purpose behind this to gather specific data. This questionnaire includes the respondents personal data, age, gender, university and graduate the respondents. Attitudes toward language use on class studiousness and we make the use of language in both gender.

III.3.1 Teachers’ Questionnaire Analyses

The questions of teachers’ questionnaire are analyzed and discussed in the following points:

Item one: Teachers’ Age

a/ 25-30

b/ 30-45

Option	Percentage
A	70%
B	30%
Total	100%

Table 3.1: Teachers’ Age

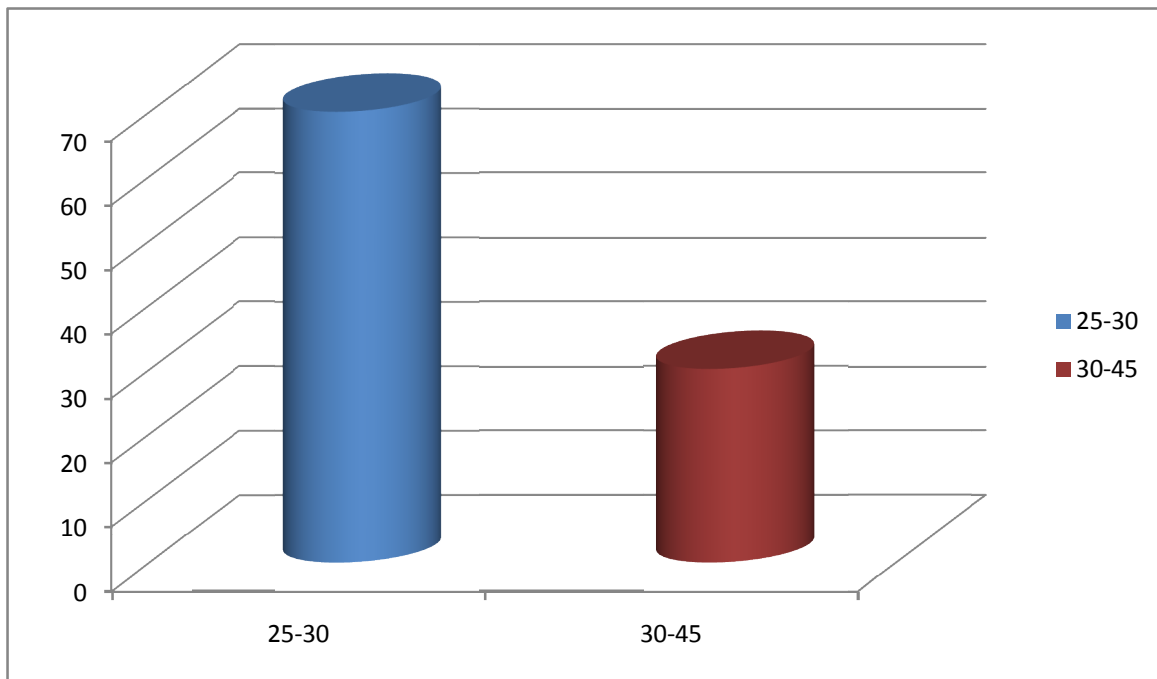


Figure 3.1: Teachers' Age

From the above table and graph we can notice that the majority of the teachers (70%) are in the age of 25-30, however only (30%) are between 30-45 years old, this perhaps due to the fact that they did not complete their studies early.

Item two: Teachers' Gender

- a- Male
- b- Female

Option	Percentage %
A	90%
B	10%
Total	100%

Table 3.2: Teachers' Gender

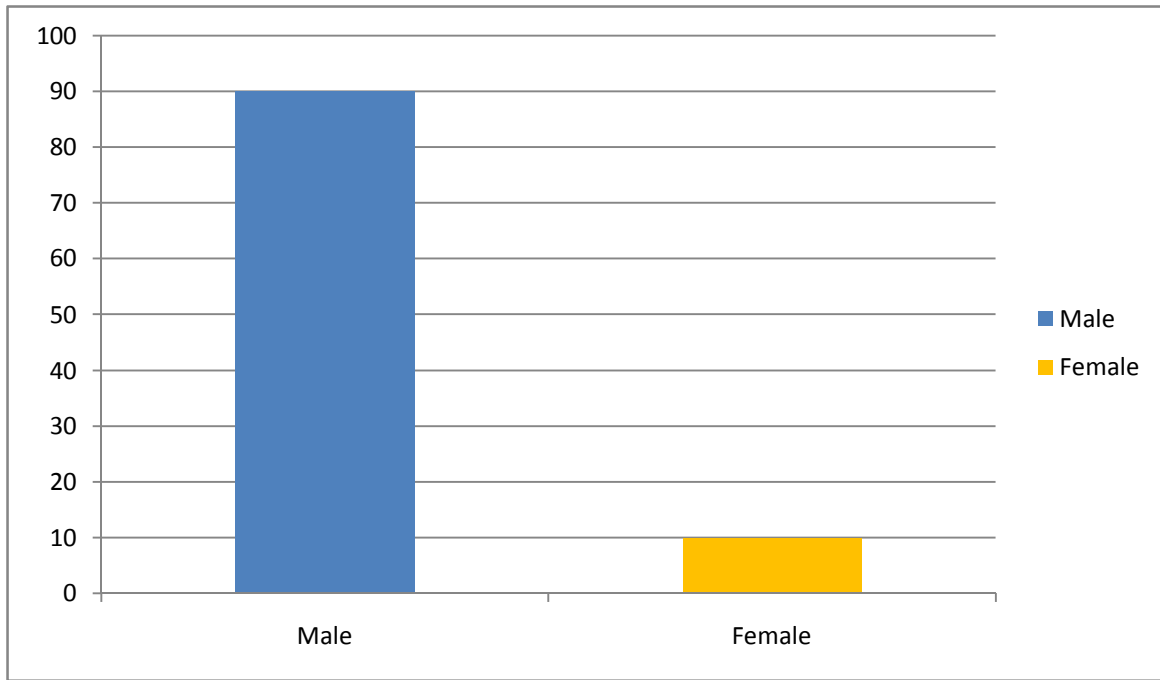


Figure 3.2: Teachers' Gender

As the table and figure show, a large majority of the respondents (90%) are male while only (10%) are female. The teachers were chosen randomly.

Item three: Male and Female Activation

- a- Male
- b- Female

Option	Percentage %
A	35%
B	65%
Total	100%

Table 3.3, Male and Female Activation

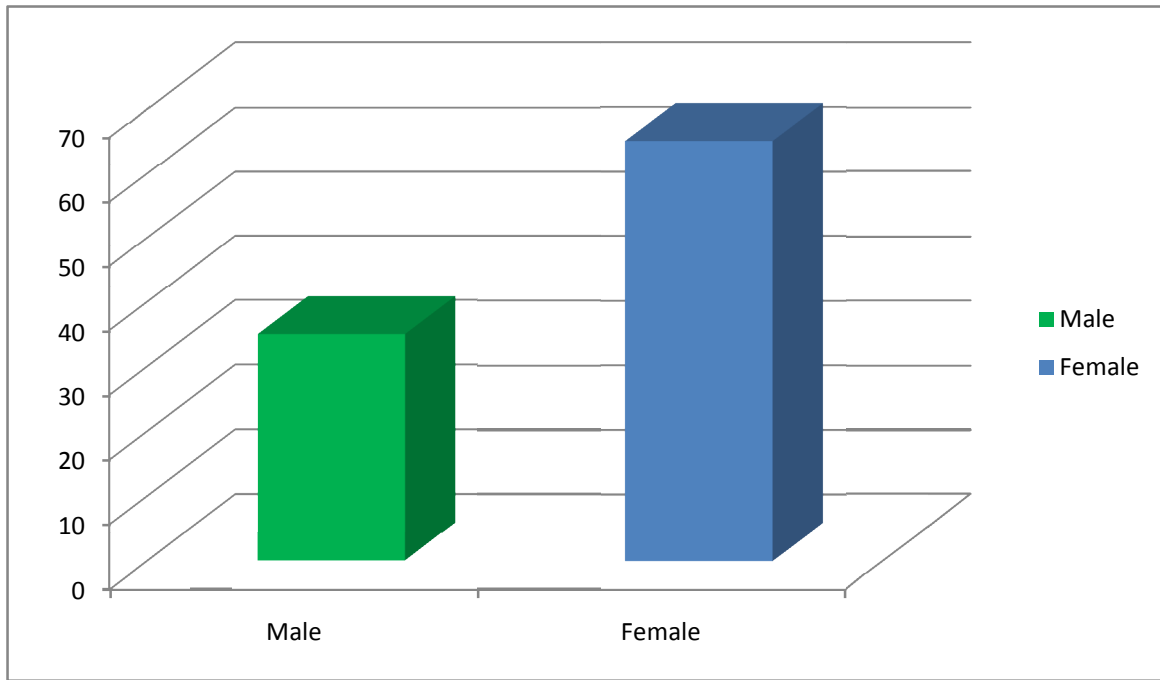


Figure 3.3: Male and Female Activation

It can be notice from the table and the graph above that the opinion about male and female activation (65%) of informants answered that female students occupy a higher rake in terms of classroom activation, which means that they are active and brink student in the classroom compared to male students (35%) who are less active

From the previous results, we can say that female take high mental abilities and also they have the ability to collect data and search about new information which females have a powerful presentation in classroom.

Item four: Males and Females Differences in Language Use

- a- Yes
- b- No

Option	Percentage %
A	81%
B	19%
Total	100%

Table 3.4, Males and Females Differences in Language Use

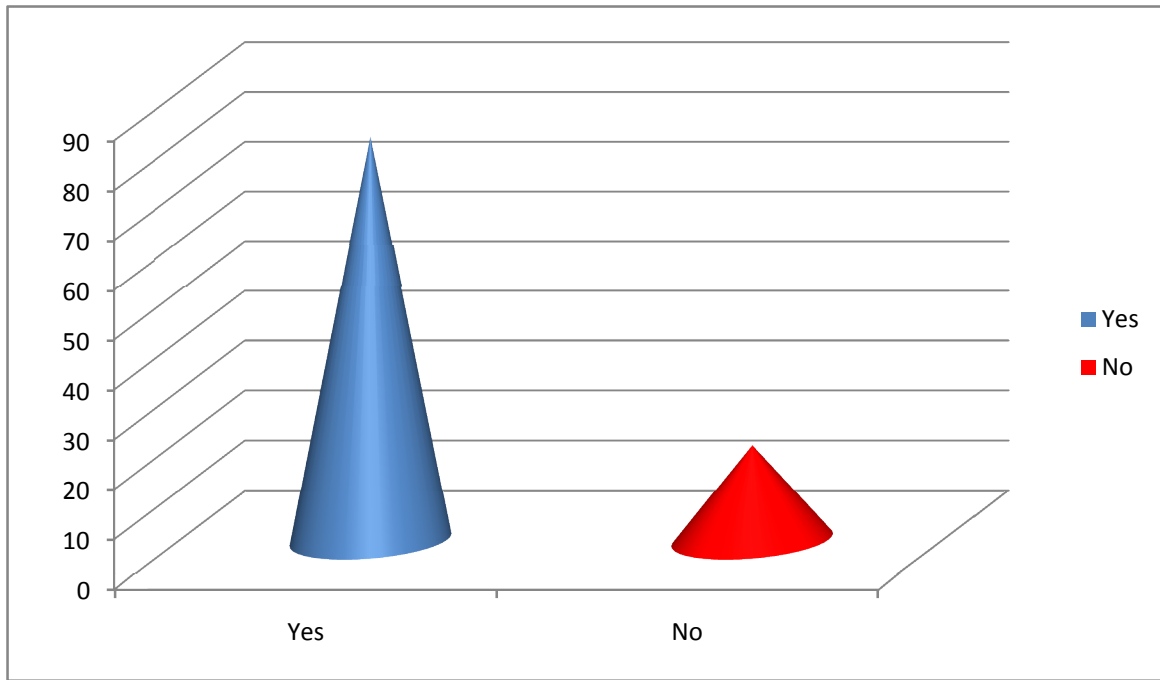


Figure 3.4: Males and Females Differences in Language Use

According to the results illustrated in the above table and figure indicate that female students have a higher rate (81%) than male (19%) that focus and claim that there is differences between male and female's in using their language which means express about speech and communicative styles.

Item Five: Girls and Boys Attendees

- a- Girls
- b- Boys

Option	Percentage %
A	70%
B	30%
Total	100%

Table 3.5, Girls and Boys Attendees

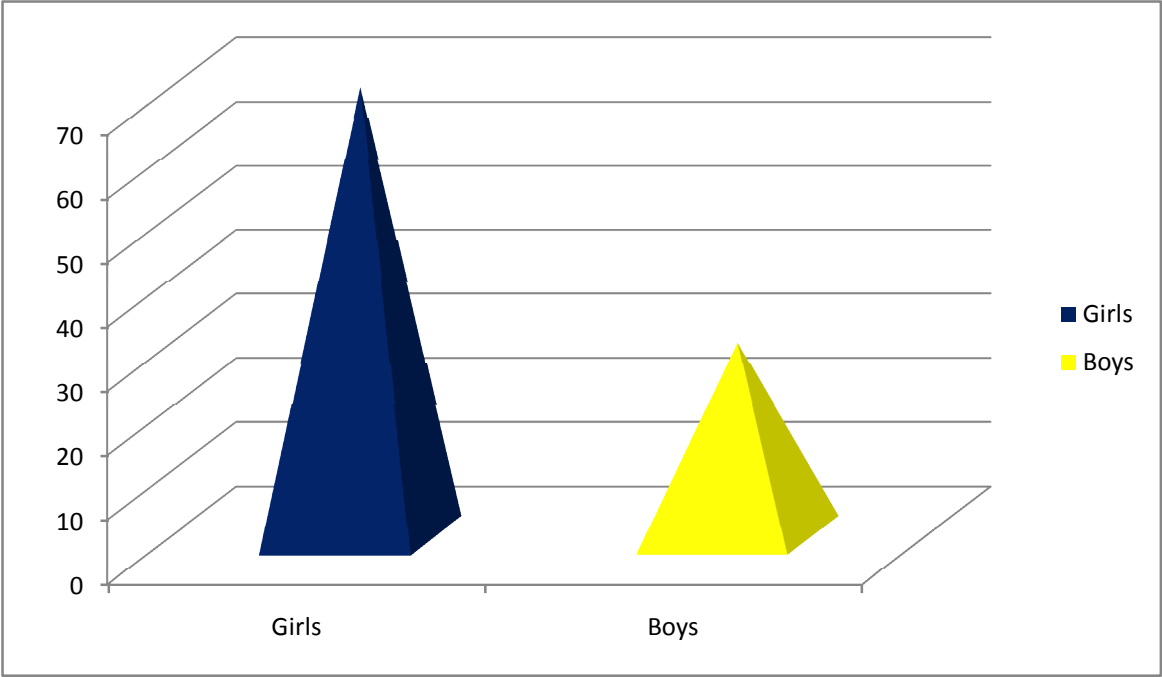


Figure 5: Girls and Boys Attendees

From the above table and graph, we observed that the majority of informants (70%) answered that girls are more present and attendees in the classroom while, boys take (30%) which means that boys are patchy and irregular attendees at classroom.

Item six: Socio-cultural effect about Language on two Genders

- a- Yes
- b- No

Option	Percentage %
A	58%
B	42%
Total	100%

Table 3.6, Socio-cultural affect about Language on two Genders

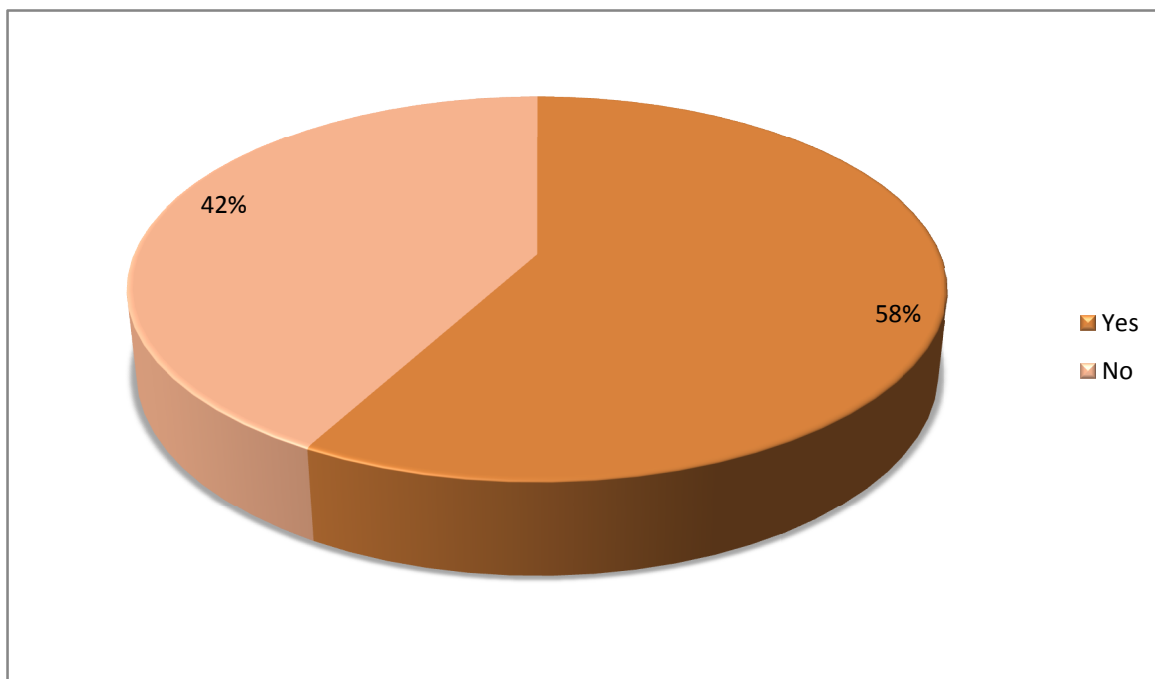


Figure 3.6: Socio-cultural effect Language on Two Genders

The above table and figure indicate that most of the informants representing (58%) in term of accepting that socio- cultural of our society effect about language on two genders while, the other (42%) said that the socio-cultural factors do not effect language on two genders.

Item seven: Females' Speech Style

- a- Formal
- b- Informal

Option	Percentage %
A	60%
B	40%
Total	100%

Table 3.7, Females' Speech Style

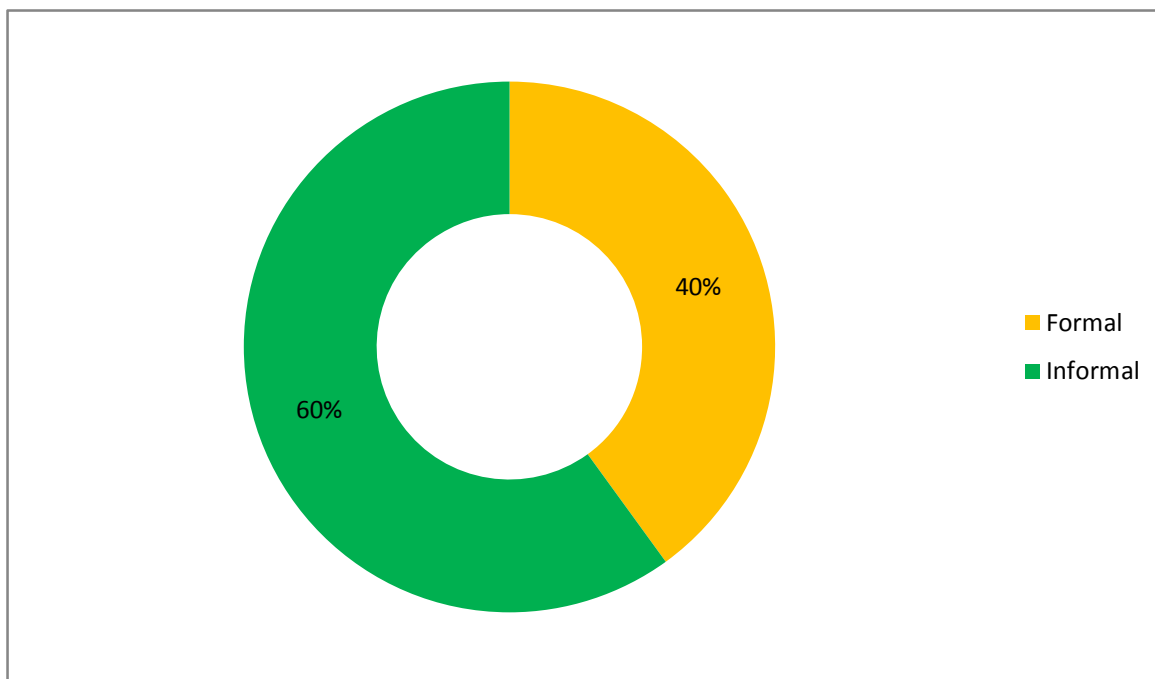


Figure 3.7: Females' Speech Style

We reveal in this question with respondents viewpoint consideration to females speech styles when they communicate. According to the table above and figure shown, we can notice that (60%) females take a high proportion in using informal style, while (40%) of them state that females' communicative style is formal. At least, we can say after taken statistics females using both speech styles formal and informal according to their case. So at university of tiaret; most females using informal speech style these results are refused by researchers because they said female used formal speech style.

Item eight: Female and Topic Choice

- a- Family and shopping
- b- Cooking and sweat meats
- c- Social and political problems

Option	Percentage %
A	50%
B	30%
C	20
Total	100%

Table 3.8, Female and Topic Choice

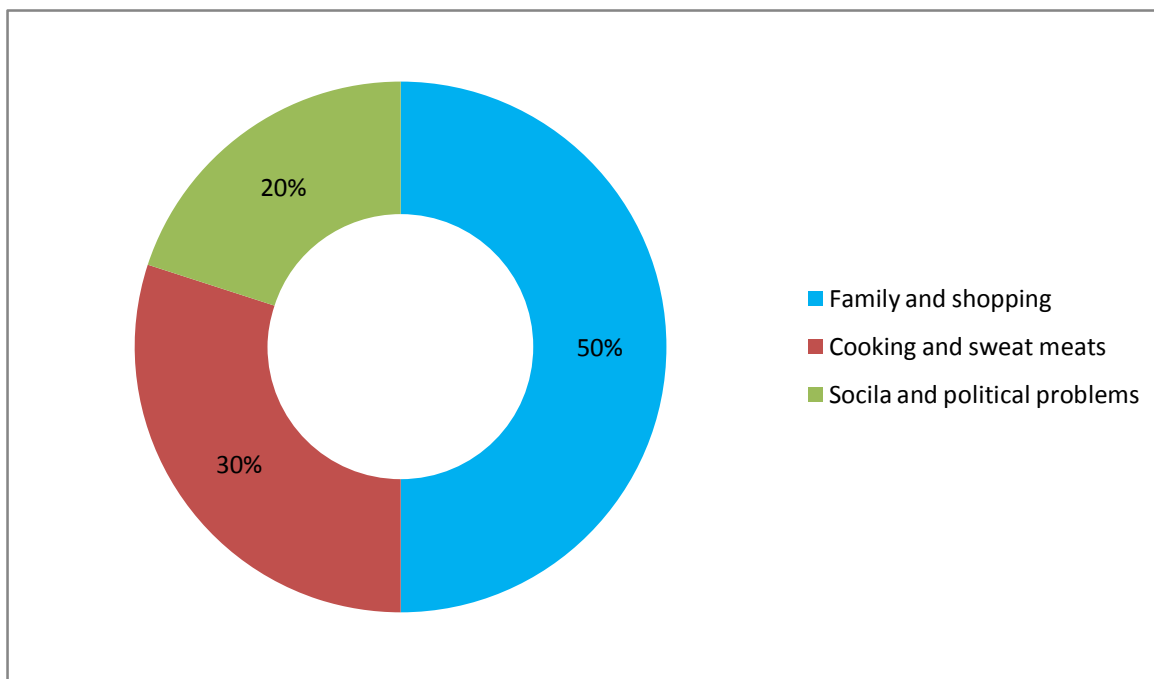


Figure 3.8: Female and Topic Choice

The above table and figure indicate that most of the informants representing (50%) considered that females prefer to talk about family and shopping which take a high percent in daily life of girls to heed shopping, fashion and family While (30%) female prefer to discuss a topic about the importance of cooking and sweet meats in their life. On the other hand, (20%) females disregard social problem and political issues.

The results show that females are very accurate in chosen their topics that they want to debate and always they speak about subject which have importance in daily life.

Item 9: Genders and Language Goals

- a- Yes
- b- No

Option	Percentage %
A	74%
B	26%
Total	100%

Table 3.9, Gender and Language Goals

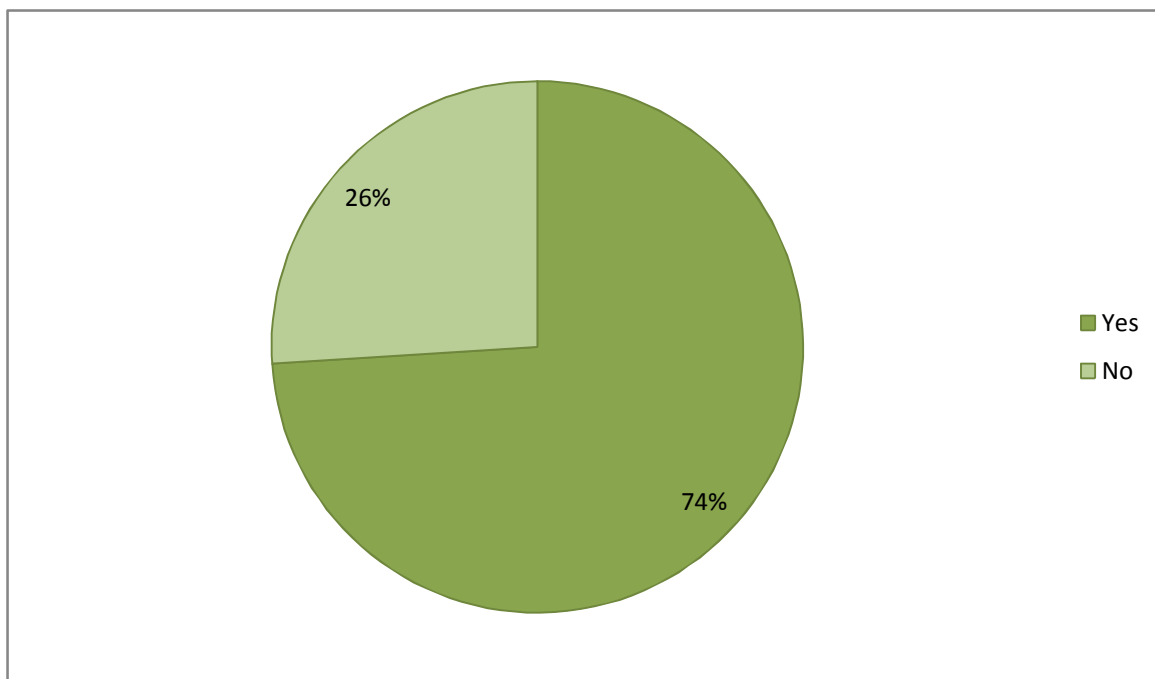


Figure 3.9: Gender and Language Goals

From the table and figure that show a high percentage (74%) of the participants agree with females and males using language for different goals, however the percentage (26%) of the total informants disagree that both genders do not use language for different goals.

Item Ten: Females and Language Forms

- a- English with Arabic
- b- French with Arabic
- c- Vernacularly forms

Option	Percentage %
A	18%
B	79%
C	03%
Total	100%

Table 3.10, Females and Language Forms

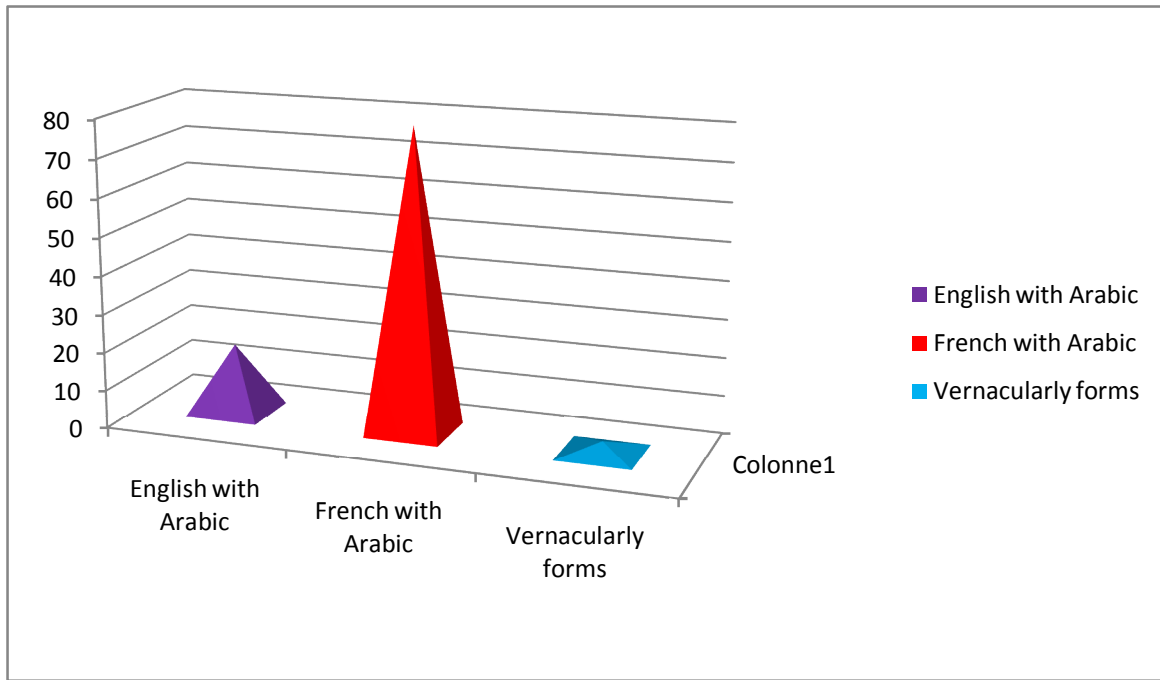


Figure 3.10: Females and Language Forms

The table and figure show that the majority of the participants said that (79%) females are used French with Arabic language form in their conversation but few of them (18%) used English with Arabic, whereas (03%) of the participants preserve that girls use vernacular form. Behind this statistics agree with LAKOFF'S and TANNEN results who are support the idea that females using language to make differences between males and attract the others as using a prestigious language and take a high place in a society.

Item eleven: Gender Differences in Language Use

- a- Yes
- b- No

Option	Percentage %
A	70%
B	30%
Total	100%

Table 3.11, Gender Differences in Language Use

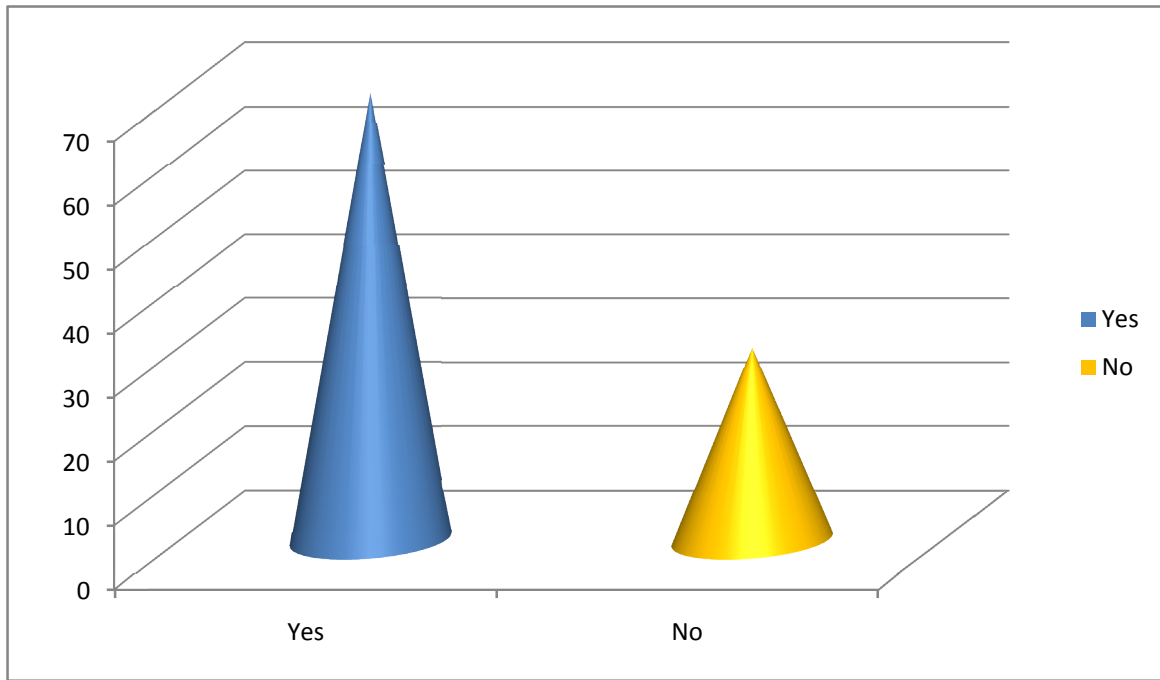


Figure 3.11: Gender Differences in Language Use

From the previous statistics that shown in the table and figure, we see most participants which take a (70%) that assert with idea that there is a difference between genders in language use while, other participants who represent (30%) said that there is no differences between both genders in language use.

Item twelve: Most Talkative Gender

- a- Male
- b- Female

Option	Percentage %
A	10%
B	90%
Total	100%

Table 3.12, Most Talkative Gender

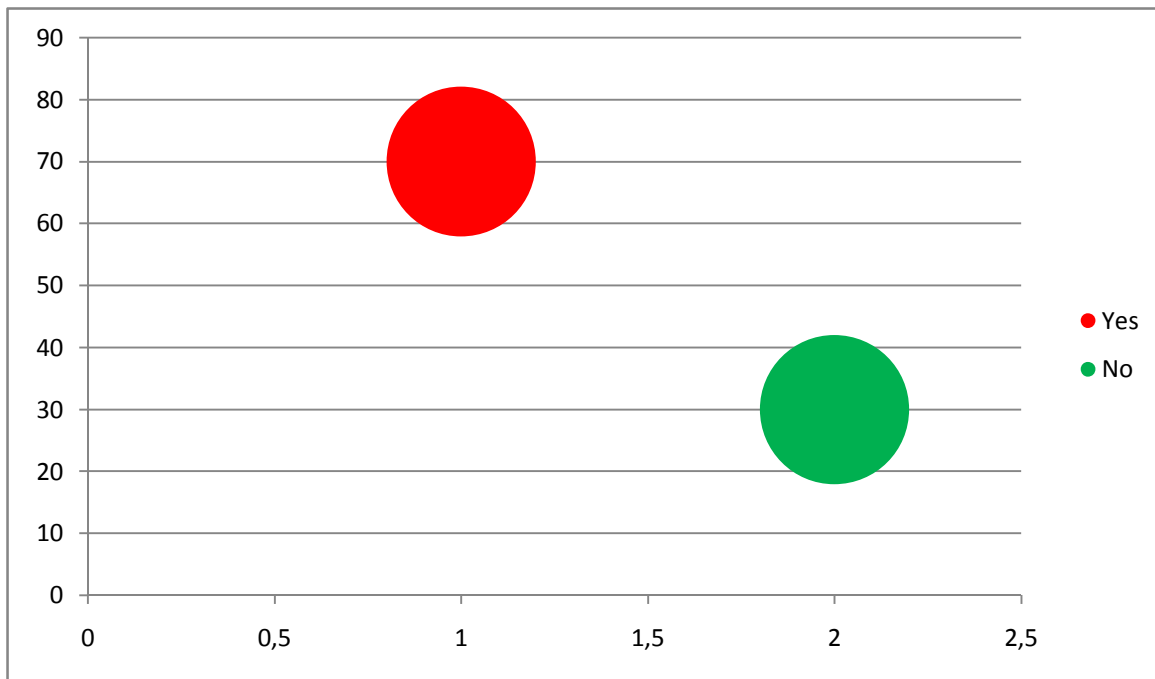


Figure 3. 12: Most Talkative Gender

According to the table and figure above we can notice that females always take a high percentage (70%) while, males less percentage (30%) in talking in class. The results show that women are generally assumed to be more talkative than men and the data were analyzed about participants that shown females love all thing make talking.

Item thirteen: The Differences and Similarities between Males and Females in Using Language

According to the participants' comments, there is a big differences males and females speech, while they differ in terms of vocabulary, attitude, syntax and non-verbal differences. This research belong to a qualitative research, data were collected in Tiaret speech community by the students of Ibn Khaldoun University. The findings showed that males and females have shown differences in their form, content and use. Men tend to be more directive and used more simple words than women on the other hand, women were more expressive, polite in using language, they used more gestures, words signifying feeling, emotional and psychological state and also women are more verbally skilled than men then, females tend to be about making connections to other people while, males goals in using language tend to be about getting things done and talk about more things that in fact which means males and females, there is evidence of difference between linguistics behavior of men and that of women

The conclusion is usually that women use fewer stigmatized and non-standard variants than men from the same social class, females awareness of prestige norms relates not only to their actual speech but also to their attitude towards speech.

III.3.2 Results of Teachers' Questionnaire

Through the analysis above, we give a result the reveal differences between females and males and we know the complicated relationship between gender and language. After reviewing the former researcher into this topics while, in motivation student have scored higher mean average in all motivation categories. However, we may conclude that male have less motivated in class than we move to second results of second question differences between males and females in language use most comments said (81%) because females using language to speak indirectly, implicity and midly. While, males using language just to connect and express about thought no more however, other comment said there is no differences between both genders in using language. For the most present and attendees in class, also most participant said girls are most attendees in class and take high average (70%) this result show that females have importance to present and no moment outdistance without exploitation and attendees to see events that happened at their day However, males less than females in attendees.

In similarities most answers say "yes" by high average than some of them said no but less while, thinking culture of our society effect about language on both gender the participants in their comments said "yes" (52%) and give most point of impact that happen on language with native one and effected in using terms of users behavior and attitudes towards language and also mentioned that the religious and region factor important in affection about language

Whereas, less comments of targeted respondents stipulate that the socio-cultural aspects do not affect on language use between genders. In females speech style also most comments claimed that females' communicative style is informal. While, less percentage states females' communicative style is formal. In females choice topic (50%) maintain that females prefer to speak about family and shopping to show that females have importance in society and they interesting by fashion and shopping. About (74%) of the participants agree that males and females are using language for different goal while, (26%) claim that both gender use language for the same social purpose and the justify their comments that language is used to fulfill certain functions and goals which means people from different ages and genders use language to signal their social and their culture also females used French with Arabic in their conversation by high average (79%) this code-switching between Arabic and French language

within the same females speech , they switch between two languages in order to attract the other attentions and show their position and exhibit their prestige. While, English with Arabic take (18%) and vernacular forms take (03%), according to gender differences in language use, the majority of the participants (70%) agree that their language is different from the opposite sex and (30%) of the participants agree that their language is similar to the other sex

According to the participants comments there is a wide range of differences between the two genders in lexicon, syntax and pragmatics mentioned above give us a unique style of the language of females: obedient, uncertainly and passive, their speaking style is determined by the requirements of the society for females and their subordinate social status, so are still some similarities between them for instance males are more concerned with power they desire to be leaders, while females are satisfied with their subordinate status: males speak directly and take transferring information as the first thing, but females speak indirectly, implicit and mid, for them for expressing feelings in very important. To the last question in our questionnaire most comments (90%) said females talks than males (10%) this means women talk a lot of because of the prohibition on women speech, which continued right through the middle ages and up through the mass growth in female social this agree that some researcher found that females were only slightly more likely than men to engage in conversations in the lunch-break setting, both in terms of long and short durations talks.

III.4 Summary of the Main Results

The finding of this research provided answers to our questionnaire. The results affirmed that gender difference lead to different language use obviously, male language vary from female language at many levels such as both gender have different perception in way of communication. They differ also in their types of speech like direct, indirect, feeling and detailed, they vary also in their standard language, in their topic choice. In addition the use of verbal tags is different from the genders that related to men more than women. There is exist gender difference in case of mixing languages apparently, women tend to mix two or more languages in a conversation more than men. Further, they are dissimilar in the way of communicating in term of politeness that is to say both genders tend to use different politeness strategies in daily conversation, the also differ in their using exclamation word as “wow”, ”cool”.

The results reveal that there are many differences in language use between both genders. For instances, female are more activation and attendees in the class than male. Then, the results show that the socio-cultural affect language on two genders. Furthermore, the results

offer that male and female have different language goals and this study confirmed that women are more talkative than man.

III.5 Suggestions

Like any other field research, the present study inevitably contains some limitations, the most important of which are:

The impossibility of questioning students in the classroom because the COVID 19 make us at home, so we were obliged to contact them by social media, but some students showed refusal to answer our questionnaire and we were obliged to answer each informants' curious questions about the aims of questionnaire and the study as a whole. Some informants do not take the subject seriously, especially when the conversations' subject was about the differences between men and women in using language.

Another limitation consists in the quantity of conversations to the study and the result obtained cannot be generalized to all people.

The main problem we faced while doing this research is the lack of books in the university library particularly those that deal with our topic. A highly recommended study that could be looked at in the future would be to find out the different reasons of gender variation in language use and search more and more about it, because this topic is very interesting to study.

3.6 Conclusion

In the last chapter, we depended on the quantitative method concerning questionnaire tool in order to gather credible data and emphasize the validity of the proposed hypothesis. Thus, our work took place in Tiaret speech community in which our questionnaire was directed to 100 informants including teachers and students from Ibn Khaldoun University. In which 70 of them have answered the questions and gave their viewpoint concerning males and females verbal conversational however, the others didn't return it back.

Already, we can say that language its self does not contain any differences. It is the people who use it to accomplish a particular objective and while using they change it which reflects the personal perception and social values. Mostly, the social norms, limitation of the use language and tradition of a society cause gender difference in case of language use. From the study it is clear that the language of males and females are fully different. This difference is seemed mostly in vocabulary use, voice, and tone, syntactic structure and style of delivery in using language. Furthermore, with some common differences there are also some common similarities in using language between both gender while speaking a language male and female use different ways to express their thoughts through a language and that reflects the gender difference. The influence of gender role in using language also creates many variations in communication.

So, we can conclude that it should be remembered that the differences are still endless for researchers to find out more explicit and detailed differences between males and females in their way of using language.

General Conclusion

Fortunately, the current study aimed at examining the differences between males and females among students of third year in the English departments at Tiaret University. More precisely, this variation has attracted our attention to focus our interest on language speech. It has allowed us to investigate the differences between males and females speech in Algeria.

Thus, in order to answer the two research questions which have been formulated as sketched below:

- 1) Are there any differences between male and female speech?
- 2) What are the impacts of gender on using language?

The review of the literature in this work has helped us a great deal in constructing a general background about the subject of language and gender in Algeria speech community and Arabic world. This background was the foundation of our field work.

The findings gained in this study have allowed us to provide some conclusive observations. The results obtained do not confirm the hypotheses of departure that is to say language is not used in the same way, though it is a social phenomenon shared by both gender. Also, though men and women acquired language at the same age and in the same state of affairs, when they mean the same thing they don't use the same vocabulary.

From what we considered previously we can conclude by saying that male's and female's speech differs all over the world. However, the grade of difference varies from one speech community to another.

Appendices

Appendix 01

Teacher's Questionnaire

The questionnaire below has been created for research paper. The purpose of the study is to find out the differences and impact of gender variation in language use. Please give your frank opinion to the questions. We are thankful to each participant.

Please tick your choice in the corresponding boxes and justify when necessary.

General Information

A/ Age

b/ Gender: Male Female

c/ University:

d/ Grade:

e/ Specialty:

f/ Module you have taught:

1) Who are the active students in your class?

a/ Males

b/ Females

2) Are there any differences between males and females in language use?

a/ Yes

b/No

If yes why?

.....
.....
.....

3) Who are the most present and attendees in your classes?

a/ Girls

b/ Boys

4) Do they behave similarly?

a/ Yes

b/ No

5) Do you think the culture of our society affects language on both genders?

a/ Yes

b/ No

If yes, explain how?

.....

.....
Which style do females use in their speech according to you?

a/ Formal

b/ Informal

6) Which topics do females prefer to discuss with their friends?

a/ Family and shopping

b/ Cooking and sweetmeats

c/ Social and political problems

7) Are females and males using language for different goals?

a/ Yes

b/ No

Justify.....
.....
.....

8) Which language forms do females use in their conversation?

a/ English with Arabic

b/ French with Arabic

c/ Vernacularly forms

9) Do you feel your language is different from the other gender?

a/ Yes

b/ No

10) In your opinion, what are the differences and similarities between males and females in using language?

Similarities/ Differences

...../
...../
...../.....

In your opinion, who are more talkative?

a/ Males

b/ Females

Justify.....
.....
.....

Thank you very much

Appendix 02

Student's Questionnaire

The present survey is intended for a field work undertaken for master dissertation entitled "Gender Differences and Language Use" Case Study: Third Year LMD Students of English at Ibn-Khaldoun University of Tiaret. We would be very grateful if you could complete the questionnaire by ticking (...) your choice in the corresponding boxes or providing your own viewpoints whenever necessary. Thank you in advance for your cooperation.

Personal Data

Gender: Male Female

Age: 20-25 25-30

Students' Perception of Gender Differences in Way of Communication

1) Do you perceive any differences in female's and male's language use?

a/ Yes

b/ No

2) Do the socio-cultural aspects affect language use between males and females?

a/ Yes

b/ No

c/ Justify your choice.

.....
.....
.....

3) What style is your speech?

a/ Direct

b/ Indirect

c/ Detailed

d/ Feeling

4) Why do females prefer to use more standard change language?

a/ To attract other's attention

b/ To express about herself

c/ To get a high social status

5) Which topics do females prefer to talk about?

a/ Interpersonal

b/ Work

c/ Family

d/ Make up and shopping

6) In your opinion, are there any differences between males and females in using a high frequency of verbal tags?

a/ Yes

b/ No

Justify.....
.....
.....

7) Do you often mix two languages in your conversation? Example of mixing French and Arabic or English: "I need to complete my assignment"

a/ Yes

b/ No

8) Do you think males and females are similar in the way of being polite?

a/ Yes

b/ No

Justify.....
.....
.....

9) Do you have the same place in the class?

a/ Yes

b/ No

Why?

.....
.....

Do you often use exclamation words like "Wow", "Cool" in a conversation?

a/ Yes

b/ No

10) Do you often interrupt in a conversation?

a/ Yes

b/ No

Thank you very much.

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Summary

This thesis examines the differences between men and women during the use of language in Algeria and it has become a very regular issue in daily conversation. When we speak in a conversation, differences are created automatically between both sexes. This study seeks to see if there is a difference or no.

The research attempts to analyze the reasons behind the differences in using language in the behavior of both sexes in any society. The study was conducted at the Department of English in Ibn Khaldoun University of Tiaret, in which third year students and teachers participated in it. The results obtained showed that although language in Algerian society for men and women is acquired at the same age and the same conditions, its use differs for each gender and each one has its own style.

Résumé

Cette thèse examine les différences entre les hommes et les femmes lors de l'utilisation de la langue en Algérie et c'est devenu un problème très régulier dans la conversation quotidienne. Lorsque nous parlons dans une conversation des différences se créent automatiquement entre les deux sexes. Cette étude cherche à voir s'il y a est une différence ou pas.

La recherche tente d'analyser lectures derrière les différences dans l'utilisation du langue dans le comportement des deux sexes dans n'importe quelle société. L'étude a été menée au Département d'Anglais de l'Université Ibn Khaldoun de Tiaret, à laquelle ont participé des étudiants et des enseignants de troisième année dedans. Les résultats obtenus ont montré que si la langue dans la société Algérienne des hommes et des femmes s'acquiert au meme age et dans les memes conditions, son utilisation diffère pour chacun a son propre style.

ملخص

تدرس هذه المذكرة الاختلافات الموجودة بين الرجال والنساء اثناء استخدام اللغة في الجزائر واصبحت قضية منتظمة جدا في المحادثة اليومية وذلك عند اجراء محادثة يتم انشاء اختلافات تلقائيا بين الجنسين وتسعى هذه الدراسة لمعرفة ما اذا كان هناك فرق ام لا وتحاول هذه الدراسة تحليل الاسباب الكامنة والاختلافات في استخدام اللغة في سلوك كلا الجنسين في أي مجتمع اجرى هذه الدراسة في قسم اللغة الانجليزية بجامعة ابن خلدون في تيارت وشارك فيها طلاب السنة الثالثة واساتذة اظهرت النتائج المتحصل انه بالرغم من ان اللغة في المجتمع الجزائري بالنسبة للرجال والنساء تكتسب في نفس السن ونفس الظروف فاستعمالها يختلف بالنسبة لكل جنس حيث لكل واحد منهما اسلوب حديث خاص به

