Democratic and Popular Republic of Algeria

Ministry of Higher Education and Scientific Research

Ibn Khaldoun University of Tiaret

Faculty of Letters and Languages

Section of English

Unthreading Gender in Relation to Language Speaking Anxiety: The Case of First year BMD Students of English at Ibn Khaldoun University of Tiaret

A Dissertation Submitted in a Partial Fulfilment of the Requirements for

Master's Degree in Linguistics

Submitted by   **Supervised by**

Miss Dounia BOURIBA   **Mr. Mohamed Amine DEKKICHE**

Miss Samiha BOUAZZA

Examination Panel

- **Chairperson: Dr. Khaled BELABI.**

- **Supervisor: Mr. Mohamed Amine DEKKICHE.**

- **Examiner: Mr. Noureddine CHEBLI.**

Academic Year: 2019-2020

DECLARATION

We, Ms. Dounia BOURIBA and Ms. Samiha BOUAZZA declare that the substance of this Master dissertation entitled, "Unthreading Gender in relation to Language Speaking Anxiety: The Case of First year BMD Students of English at Ibn Khaldoun University of Tiaret" is entirely the result of our investigation and that due reference or acknowledgement is made, whenever necessary, to the work of other researchers.

DEDICATION

To the one who had longed to watch the sunrise of this day together, but is watching it instead with the angels above ~

To the guardian angels whom I am blessed with their ceaseless prayers, warm embrace and bright aurora of everlasting guidance ~

To the wingless fairies, the purest kind, patting my soul with their touch of tenderness and scattering their dust of love and care wherever I step ~

To the thirteen angels of joy yet to come with a distinguished halo for all to see and admire ~

This is in your favour ...

Dounia

I would like to dedicate this research work to these precious people:

My beloved parents, Attallah and Fatima, for their endless support.

My loving brother Anes and my two younger sisters Soulef and Omeyma, for always being there with their cheerful contagious presence.

My friend and binominal Dounia, for her constant encouragement to finish the thesis.

And my wonderful aunt Fatena for her priceless pieces of advice.

May Allah bless them all.

Samiha

ACKNOWLEDGMENTS

ABSTRACT

The current research paper dives into gender-linked language differences in relation to language speaking anxiety (LSA) faced by EFL learners. This phenomenon targets the majority of them once engaging in an academic oral performance in class of any kind in front of/ with their professors and classmates. First year BMD students of the English language section at Ibn Khaldoun University of Tiaret were selected to be the case study of this investigation while the research method used during the process of data collection is the quantitative method. To fulfil this quest, two distinct online questionnaires were designed (One for the students and one for the teachers). It is imperative to highlight that the aim of this study is unveiling matters like to what extent LSA impacts the target population and therefore burdens them whenever performing orally in class. In addition to revealing which gender is affected more by this psychological phenomenon. The results show that LSA indeed influences first year students heavily. They also indicate that female students are impacted more than the males by this psychological phenomenon.

Key words: Language speaking anxiety, female and male first year students, language and gender differences.

.

LIST OF ACRONYMS

BB Team: BeyondBlue Team.

BMD: Bachelor, Master, Doctorate.

EFL: English as a Foreign Language.

ELFSA: Foreign Language Speaking Apprehension.

FLCA: Foreign Language Classroom Anxiety.

ICTs: Information, Communication, Technology (ies)/ Technology Services.

IKU: Ibn Khaldoun University.

GAD: Generalised Anxiety Disorder.

LSA: Language Speaking Anxiety.

OCD: Obsessive-Compulsive Disorder.

VIP: Very Important Person.

LIST OF TABLES

LIST OF FIGURES

TABLE OF CONTENTS

CHAPTER ONE: *Language and Gender Differences*

GENERAL INTRODUCTION

Ever since the moment Adam and Eve drew their very first breaths, the quintessential relationship that the whole mighty universe revolves around is that of the man and the woman. Religions, beliefs and cultures have formulated over centuries their own speculations and attitudes towards it,and tackled it from different angles so as to protect and develop it slowly yet effectively. Even science, be it ancient or modern, has its fair share of contributions to the matter since it provides whomever interested with countless written works of scientific research conducted just to explain in the smallest details the nature of women to men, and vice versa.

Men and women are two adorned worlds that enigmatically differ from one another at large scales, and in more ways than we know. When both worlds collide, and due to the numerous dissimilarities they possess in their nature, misunderstandings of many sorts will surely trouble them by time. If remained laxly untreated, this could mislead to a rapture in communication that threatens their relationship. Men and women complete one another, each according to their gender role. Thus, the ways through which the intended meaning is transferred must be reinforced for a successful communication.

"Language is a system of arbitrary vocal symbols used for human communication" (Wardhaugh, 1984, p. 46 as cited in Krismiyati, 2008, p. 01). In an ideal flow of conversation, both genders express how they feel or what they think about, and put it in words smoothly enough for their interlocutors especially when they address their opposite sex. This is done in order to grasp it in the exact sense they intended it to be and to receive predicted feedback that is most suitable for their topic, context, social status, and the like. Regardless of how tempting it can get, this is no ideal world in which ideal conversations exist since conversing in particular and language in general are a science and an art in itself, but not all human beings are men and women of science and art.

As a matter of fact, it is indeed challenging to communicate such motifs given the nature of feelings and thoughts as being purely abstract and somewhat ineffable. Let alone if one should express themselves publically, orally, and so openly without having any written materials in their possession to help them get through their ideas debonairly. This problem, however, is frightening many learners specifically in oral classroom activities. For them, it requires a lot of courage, bravery and self confidence that they lack and so desperately want because the feeling of being stressed out haunts them and forces them to function in a way that is not as appealing as they expected it to be.

It is for a fact that linguists, sociolinguists, pedagogues and many others have dealt with this, each in their own ways, in correlation with their own area of inquiry. Nevertheless, the present study is but a humble attempt to contribute to the already existing body of knowledge in this regard. It sheds more light on a common phenomenon that has always been in students' way to learn, which happens to be gender-linked language differences in relation to anxiety through the oral performance of students in class.

It is an interesting angle of research to investigate since a large number of students find difficulties and face obstacles that bereave them from functioning effectively whenever performing orally in class, be it in participation, classroom debates, presentations and the like. Language speaking anxiety, taking into account what was being observed from the experiences of students, has a heavily negative impact on them regardless of how high their level of mastery of the English language may be due to the fact that it hinders, to a high extent, their language skills and the steadiness of their thinking process especially once assigned to present orally causing them a risky degree of mental pressure and many other outcomes. The issue discussed in this paper is dealt with from an interdisciplinary angle which has direct links to linguistic core areas including Sociolinguistics, Gender Studies and Didactics.

It is worth pointing out that this linguistic arena of investigation is of boundless dimensions and inestimable magnitudes. However, it is approached via this work from the following confined problematic: to what extent anxiety impacts the oral performance of both genders of first year BMD students of English at Ibn Khaldoun University of Tiaret?We noticed that many first year students of English are unable to "talk" freely as their proficiency in the language allows them to; especially when put in academic settings where they find themselves right in front of their teachers and classmates.

The following research questions have risen in order to further restrict, examine, and dig deeper into the issue:

1. Does Anxiety influence first year BMD students of English at Ibn Khaldoun University of Tiaret once engaging in an oral activity in class?

2. If the answer is affirmative, which gender gets more affected by this psychological issue?

Thereupon, two main hypotheses were generated as speculated attempts to answer the pre-mentioned questions based on no concrete evidence yet:

1. Anxiety may highly influence first year BMD students of English at Ibn Khaldoun University of Tiaret once engaging in an oral performance in class.

2. Perhaps both genders may fail in their oral performances under stress.

The choice of the research methods to be integrated during the process of academically collecting the data required to test the validity of these allegation-based guesses, and for the purpose of adequately analysing the data obtained fell upon interviews and classroom observations at first. However, questionnaires are selected instead due to the current circumstances cause by the pandemic COVID-19. Two different forms of questionnaires were designed and administered to teachers and students for the betterment of the quality of the data obtained.

It is deemed fitting to highlight the fact that there are two major objectives in favour of which this study is conducted. The first one is to indentify whether anxiety has indeed an impact on students. Meanwhile, the second one revolves around getting acquainted with which gender becomes more anxious when performing orally.

This dissertation will be dealing with three chapters. The first one is primarily concerned with language and gender differences. It tackles previous and early studies regarding the field of gender-liked language differences, the distinctions of sex, gender and sexuality. It also deals with language and gender stereotypes, sexism in language, in addition to linguistic gender theories. The second chapter is divided into two major sections. The first one discusses the pressing issue of anxiety, its types, causes, and the distinction between anxiety, stress and depression. Whereas, the second section is devoted to pinpoint the impact of anxiety on the speaking skill of female and male students. It includes the speaking skill, glossophobia and the relation between both elements with the students. Lastly, the third chapter is also divided into two main sections preceded by the methodology adopted in the data collection process for this research paper. The first section in the last chapter is concerned with analysing the questionnaire of first year students while the second one analyses the questionnaire of teachers.

CHAPTER ONE

LANGUAGE AND GENDER DIFFERENCES

Introduction

The dissimilarities that distinguish a man from a woman and vice versa, if well exploited once unveiled can be the bridge of one gender to march towards the opposite gender's world. This grants a safe passage to get the gist of it in a healthy manner via eliminating all the stereotypes, the myths and the negativity so as to make the most out of the bound between them regardless of its title and status. However, if it is misperceived, which is quite the case, that bond will surely be broken. This is squarely mirrored in the major and everlasting conflict amongst too many thinkers, scholars and linguists over the issue of male/female language especially due to the excessive lack of the agreement upon meaning of the code they both produce addressing one another with. A great number of specialists in the field suggest that the linguistic dissimilarities between both genders float on the surface mainly because of biological factors. Others perceive it from a socio-cultural facet. Meanwhile some others argue that these differences stem from a cognitive footing.

1. Previous Studies of Gender-Linked Language Differences

Whoever chooses to closely observe the historical roots of language in relation to gender is certainly going to find that it is originated from feminists' movements back in the late 1960s onwards. They deemed it fitting that language, back at that time, was sexist and men-biased. This was the spark that started the fire of linguistic investigation concerning this matter mostly by female linguists and academics.

The sociolinguist William Labov explores in his book *the Social Stratification of English in New York City* (1966) the pronunciation of the rhotic and non-rhotic /r/ sounds in the middle, and at the end of words. His sample population revolves around diversity in social class. Hence, his study was conducted in three different department stores. He mentions in this regard: "The three stores which were selected are: Saks Fifth Avenue, Marcy's and S. Klein" (p. 170). His study indicates that the higher the social class of the speaker, the more frequent the manifestation of the rhotic /r/ sound takes place in speech. Labov is considered to be the first to classify gender amongst the other social variables that impact the use of language such as educational background, social status, and social class.

Additionally, Peter Trudgill conducted a linguistic investigation that highly contributed to the arena of language and gender in Norwitch of the variable 'ing' in 1974 entitled *the Social Differentiation of English in Norwich*. He claims that he has followed Labov's methods

of data collection: "the methods we are using of calculating and portraying individual and group indices were initially developed by Labov (1966). In some respects, however, the present work represents a development of Labov's techniques" (p. 179). His findings prove fact that women use more standard forms of language than men do. He clarifies that the use of a non-standard linguistic code makes one's linguistic style seems less formal and is a high indicative that the language user affiliates to a lower social class. Consequently, women keep higher score than men regarding this matter. The study shows that even the linguistic code of men and women belonging to the very same social stratification varies and never match. Women prefer to engage formally in conversation to show signs of linguistic prestige so as to get higher opportunities in marriage and to gain the good favours of the society to be more of a lady than a woman.

Robin Lakoff also contributed to the matter via publishing her pioneering written work *Language and Women's Place* as an article in the Cambridge University Press in 1973 then as a book in 1975. She added fuel to the fire of the pressing issue of language and gender given the fact that this area carried enormous gaps of obscurity because it was not yet to be called an autonomous field. In addition to the idea that women have their own linguistic ways which differ from those of men was not yet to be admitted by society back at the time (p. 45-46). She paved the way to other linguists to examine language from this perspective. Brenda Wright (2002) mentions in this regard: "Lakoff was innovative in steering gender research away from a previous focus on grammar and phonetics towards a semantic focus"(p. 02). She claims that Lakoff sheds more light on matters like whether men really use less restricted code, superficial terms and adjectives than women do, and whether women use less direct speech, and informal style then men do.

2. Sex, Gender and Sexuality

For a long period of time the terms sex, gender and sexuality were hotly debated topics. People were constantly mistaking each of the three pre-mentioned terminologies for the other one and unwillingly misplacing them in terms of use and meaning. This is how specialists of various interdisciplinary areas of research have intervened and began to investigate and tell each one apart.

Historically speaking, both concepts "sex" and "gender" have been used interchangeably for a long period of time as synonyms in speech, but it is no longer the case

nowadays since they may share some dimensions, but are distinct in many other ways as science continues to prove them to be. Wardhaugh and Fuller argue:

> Gender, although based on sex categories, is culturally constructed. What is considered to be masculine or feminine differs from one society to another. It is also usually conceived of as being on a continuum of masculine and feminine, that is, you can be more or less masculine or feminine, while sex categories are generally thought of as being discrete groups so that individuals must firmly and permanently belong to either one or the other category (2015, p. 313).

According to the quotation above, there exist areas of dissimilarities between both core terminologies "sex" and "gender". We deduce that sex is of a biological footing from which human beings are born as either a male or a female by nature. It is noticeable that there are some cases in between, yet the female/male notions are the standard that does not, in any natural way, vary from one point of time or place to another because it is a constant matter. It persists and lasts for a whole lifetime if it was not for medical interference that may middle with this.

However, and when pinpointing gender, here another issue is being approached. Unlike sex category, gender is socially constructed. It has everything to do with how humans are brought to this life so as to gather the puzzle pieces of becoming either feminine or masculine according to the correspondent sex category even when there are categories that happen to exist in between the two extremes. This term is flexible and very relative in the sense that it may mean different things to different people in different contexts. Not to mention that it is alterable not only in terms of time and place, but from one cultural perspective to the other as well. Both concepts are discussed in further and much more details as follows.

2.1. Sex

The term sex in this context hovers around the manifestation of the biological distinctions between men and women as in the genetic level. It digs deeper into the "male vs. female" key concepts. "Sex is the result of nature, simply given by biology […] it is based in a combination of anatomical, endocrinal and chromosomal features" Ekert and MacConnell-Ginet (2003).

Accordingly, the occurring dissimilarity between male and female sex categories takes place at: the anatomical level (body parts and organs), the physiological level (the manner how their organs function), and at the psychological one (their cognitive process). Similarly, levels and types of hormones in female/male bodies differ. Both share testosterone, estrogen,

progesterone, and many other hormones**.** However, women have higher levels of estrogen and progesterone whilst men have higher levels of testosterone (ibid).

1 out of 100 new born babies are brought to life with bodies that are relatively distinct from the supposedly standard male or female bodies. This special case is diagnosed with unusual and abnormal chromosomal makeup. For instance, 1 out of 1000 male babies are born with two X chromosomes as well as a Y chromosome. Other curious manifestations take the form of hormonal disorders such as possessing increasing amounts of androgens hormones which represent 1 out of 13000 birth cases. Another form is shown via a range of configurations and combinations of genitals and reproductive organs (Blackless et al., 2000 as cited in Ekert and MacConnell-Ginet, 2003, p. 03).

The study proves that the medical arena made it crystal clear that there is a possibility for anomalous babies to get the needed bodily reconstructions similar to the standard ones as being either a female or a male. This is done through a set of surgical procedures. Accordingly, "the organization of the Intersex Society of North America"has risen successfully to claim and support the medical rights of intersex people, whom are individuals born with bodies that neither indicate that they are fully males, nor fully females, but settle in the grey area. Consequently, the sensitivity of the medical field increased regarding matters associated with gender assignment and surgery (ibid).

2.2. Gender

Gender is a term that has always proven to be sensitive when agitated and complicated when put in words, yet it mainly refers to the roles of individuals in correlation with society and culture based on their biological sex categories. The meaning of gender is demonstrated in the following exemplification of Ekert and MacConnell-Ginet (2003)

> Imagine a small boy proudly following his father. As he swaggers and sticks out his chest, he is doing everything he can to be like his father – to be a man. Chances are his father is not swaggering, but the boy is creating a persona that embodies what he is admiring in his adult male role model. The same is true of a small girl as she puts on her mother's high-heeled shoes, smears makeup on her face and minces around the room. Chances are that when these children are grown they will not swagger and mince respectively, but their childhood performances contain elements that may well surface in their adult male and female behaviors. Chances are, also, that the girl will adopt that swagger on occasion as well, but adults are not likely to consider it as cute as her mincing act. And chances are that if the boy decides to try a little mincing, he won't be considered cute at all (p. 1-2).

The gender of an individual goes beyond merely navigating through the scope of biological and natural distinctions being "male vs. female" to dive deeper and embrace the social and cultural scopes as well. This is done in favour of constructing and assembling the puzzle pieces of the notions "masculinity vs. femininity". It starts from the ways in which men and women differ in clothing and appearance, passing by how their cognitive and emotional actions and reactions function, until reaching for their verbal and non-verbal linguistic behaviours. In addition to their social gender roles that involve an assembly of linked behaviours, rights and duties that are formulated by society to meet its and, occasionally, one's own expectations related to that role (Ekert and MacConnell-Ginet, 2003, p. 01).

2.3. Sexuality

The pre-mentioned core concepts "gender" and "sex" cannot be pointed out without triggering the term "sexuality" and tagging it along into the conversation since the three of them cannot be disassociated from one another. Sexuality, viewed by Wardhaugh and Fuller (2015, p. 313), as being related to the sexual activities, preferences, and orientations of a particular person coupled with their gender identity as well as their sex category. For example, certain types of masculinity put much emphasis on heterosexuality given the fact that it is the standard. While some other identities explicitly engage in sexual forms other than the standard one, which is quite the case for certain types of femininity too. Sexual identities, accordingly, do not revolve around being straight, gay, lesbian, bisexual, transgender or queer, in the sense that it is not perceived from the sexual activity lens only. Such aspects of sexual identities are intertwined with gender identity and the attitudes of society towards it. Popova mentions in this regard: "Sexuality is less static than sex since people's sexuality sometimes changes within a lifetime. Gender is the least static of all three because it is determined by society"(2010, p. 01).

3. Language and Gender Stereotypes

The notion gender stereotypes or gender stereotyping is thought of, mainly, as the manner how individuals perceive, misjudge, and marginalise others merely because of their gender. Lisa Firestone attempts to estimate how these thoughts spread in society and how it started to take individuals down one by one stating that:

> We learn prejudicial attitudes at an early age from observing the stereotypical roles that people in our families assume. As we progress through school, these attitudes are

reinforced by our classmates and peers. They are also supported by the unspoken biases of our teachers and by the arrangement of educational programs. (2014, p. 01).

Over the years, society has developed negative attitudes and opinions that often wronged and continue to wrong an immense amount of people based on no concrete ground, but on a fog of their making about other people's gender. Women had always been subjected to discrimination, misjudgements, misunderstanding and mistreatment because of this dark and lonely corner of negativity. It did not just rise to alter the lens of society as how to view women and drift it downhill, but it made women believe these stereotypical-based ideas formulated about and against them. Consequently, they were exposed to it on a daily basis and for a lifetime. This pushed them to renounce having faith in themselves and take these patriarchal accusations for a fact. Given that society has always been men-centred, it then only makes sense that women are thought of and treated that way. This is heavily reflected in the linguistic behaviour of society through sexism in language that will be tackled later, and via some collected proverbs and quotations from different cultures extracted from inspirationalstories.com demonstrated right away.

The Zambian proverb "he who listens to the woman suffers famine at harvest time" indicates that the opinions and the pieces of advice provided by women should not be taken into account because it causes doom to whoever does. The following one "if they say there is a wedding in the sky, women would try to put up a ladder" is a Turkish proverb that signifies that marriage is the major priority of every woman for which they could really go far to pursuit it. In addition, the Sicilian idiom "women and cloth should not be bought in the evening" points out that women are just like clothes or other merchandise that could be sold and bought. Thereafter, *"the wind changes every day; a woman changes every second"* is a Spanish idiom which states that a woman's flow of thoughts is never stable since accordingly she constantly and unnecessarily changes her mind. The last proverb which is of an English origin being "many women, many words; many geese, many turds" indicates that women are unconstructively talkative especially within their gender.

Despite the fact that it is not as discriminating as women's share, men could not skip their own share of stereotypical sayings and idioms as well. Few are mentioned as follows. "Where every man is master, the world goes to wreck" is an English idiom delivering the idea that men are irresponsible and cannot be trusted to accomplish things successfully. Similarly, in the British culture, people may say "two things a man should never get angry at: what he can help and what he cannot". This accordingly implies in short that men are helpless

creatures with temper. Stanley Baldwin also says in this regard: "I would rather trust a women's instinct than a man's reason". It depicts that men's reasoning and sense cannot be trusted when it comes to comparing it with women's instinct and intuition. Furthermore, Mary Ann Shaffer states "Men are more interesting in books than in real life". She implies that men's character in real life is not as promising as in what is spoken of them in an adorned manner in books and novels in the attempt to make them look better.

3.1. Common Gender Stereotypes of Women

The pre-mentioned American clinical psychologist and author, Dr. Lisa Firestone, finger points the idea that stereotypes concerning men and women are timeworn attitudes that drive the attention and focus of society away from the real dissimilarities between both genders, and give false distinctions and differentiations to categories them into shallow and vague columns. She states

> The gender stereotyping of men and women has a profound impact on our society. Due to the advances made in recent years to establish equality between the sexes, society reflects fewer attitudes that support discrimination and inequality between men and women" (p. 01).

She also mentions some widely spread stereotypical ideas that constantly hover around different individuals in the society. First, she initiates by the notion that women are helpless and childish. This signifies that women are very dependent especially on men. Then, the idea that women are sensitive and intuitive which clearly highlights that they are narrow-minded and exaggeratingly emotional. Another widespread idea in society about women is that they are scatterbrained, unstable and irrational in the sense that their reason is unreliable, and are constantly restless. She also adds the stereotypical idea that they can easily form deep emotional attachments. This belief mistakes women's emotion for weakness. Not to mention that they do not have a primary interest in their careers or vocations which pinpoints that their place is at home as housewives only, and even if they work, they are absent minded thinking about home and their children. Finally, the belief that women are primarily interested in a long term relationship and parenthood indicating that women are only a womb on two legs. (p. 02).

3.2. Common Gender Stereotypes of Men

Dr. Firestones strongly confirms that just like women, society has viewed men over the years through lenses of its own making, as well as setting negative social standards of what a man should and should not be. Accordingly, many wrong beliefs have been formulated to

wrong men in certain cases. Like the idea that they should always be tough and powerfulindicating that they are only means of power denying the humans they are. In addition to the common belief that they are unfeeling and insensitive that implies that they are absolutely emotionless. Moreover, men are supposed to be logical, sensible and rational. This argues that their mindset is flawless. The doctor adds the idea that men are afraid to commit in a relationship and form an attachment which means that they are players and do not take relationships seriously. Furthermore, society has spread another wrong attitude about men which is that they are primarily interested in their professional lives. This signals that they always prioritise work over any other thing. Lastly, she mentions the stereotypical idea that men do not have a primary interest in marriage and parenthood in the sense that they lack the sense of responsibility (p. 2).

4. Sexism in Language

The term sexism revolves around the idea that men and women should be treated differently merely based on their sex category in different social situations. Vetterling and Braggin (1981) see it as "the practices whereby someone foregrounds gender when it is not the most salient feature" (as cited in Mills 2008, p. 01). As for a sexist language, it is the type of language, be it spoken or written, that shows signs of bias. It empowers and fully supports one sex over the other and therefore, looks at the other sex sideways, and deals with it in contempt. Most of the time, sexist languages function in favour of men while diminishing the value of women and belittling the effectiveness of their social roles due to the wide spread of wrong sex-role stereotypical attitudes. In the sense that women, decades ago, were portrayed as no more than housewives with very limited potential and full submission to men who were thought of as the bedrock of their lives given that they were completely dependent on them. Even family and society have always been men-centred for that matter. Henceforth, biased-based discrimination in languages known as being linguistic sexism all over the globe is just an outcome mirroring women's social contempt (Lei, 2006, p. 87).

The great majority of linguists and scholars including Alleen Pace Nilsen, Sara Mills and many others agreed upon the idea that this linguistic phenomenon and social issue first began to raise, in wonder, the eyebrows of the feminists within their movements ever since the 1960s. They have been busy attempting to unthread how sexism in language indeed functions as a means to belittle women in every aspect of their daily lives. This opened various horizons from which language and sexism can be investigated.

4.1. Sexism in the English Language

Even in the counties that use the English language as official, whereby the English culture supposedly dictates in the name of humanity that "equality is everyone's right by birth, putting aside all kinds of dissimilarities", were spotted to view women, just like most of the other countries of the world, as the weaker sex(Lei, 2006, p. 87). Consequently, feminists were urged to encourage both linguistic and behavioural mind-set change of the society as a whole regarding the sexist lens used to picture women. Sexism in the English language, according to Mills (2008, p. 10), takes the form of such linguistic items as generic pronouns like "he" to refer to both males as well as females; word endings such as '-ette' in 'usherette' when talking about women. The insertion of nouns usedto refer to men and women such as 'landlord' and 'landlady', 'manager' and 'manageress', which happen to have a various range of meanings other than female/male distinctions. She estimates that linguistic sexism is of two forms – overt and indirect.

4.2. Overt Sexism and Indirect Sexism in Language

Overt or direct sexism was the matter that picked feminist activists' biggest share of interest, and for a long period of time, to raise awareness of this linguistic phenomenon coming from a social footing, and attempt to resolve it. It is the type of sexism that can, without much effort, be unveiled due to the obvious manifestation of its linguistic markers in language user's daily conversations, whether done subconsciously or on purpose. Their interlocutors may choose to neither clearly comment on it, nor confront the people who insert it within their speech, yet they may not let it slip through their fingertips to stigmatise them via pushing them in the corner of sexists or chauvinists.

As for indirect sexism, Mills points out that this type of linguistic sexism is often very ambiguous, obscure and cannot be easily extracted. It can be detected in language through context only and that it is linked with the interpretation of the surrounding utterances of speakers as well. She notes that indirect sexism is expressed; however, by the manner of escaping confrontation in terms of not getting caught to take responsibility for it. Unlike overt sexism, this type has developed over the years in a way to be more implicit and challengingly enigmatic to pinpoint (p. 10).

4.3. Sexism in the Words of the English Language

Linguistic sexism in the English language, according to Lei (2006, p. 87-88), is portrayed in the use of generics, that is, nouns and pronouns that are usually used for

masculine reference, yet are also used to refer to both females and males simultaneously such as the use of 'man' and 'he / him / his'.

Suffixes also imply sexism in occupational nouns and job titles like -man, -ette, -ess, -trix. He also states that, unlike some other languages, English does not possess a third singular pronoun that points out at gender neutral, and so 'he', 'him' and 'his' being the masculine pronouns are widely used referring to both genders. This is rather puzzling and inaccurate because it blends women's presence with the background. The linguist provides some examples to support his claim:

1. All men are mortal,

Julia is a man. Therefore,

Julia is mortal.

2. Like other animals, man nourishes his baby with milk.

3. We want to hire the best men we can get for the job.

In the first example, the underlined sentence is quite peculiar in terms of not making any sense, for it is commonly known for a fact that "Julia" is the name of a woman, yet she is being referred to as a man. The use of the term "man" in this sentence can be seen from many angles of meaning like "a human being", "an individual", "a person", yet the term "man" was selected to be ambiguously used. The second example is contradictory to common sense because men are not biologically equipped for such a task when taking the surface meaning into account. It is indeed likely that the referent here is "humankind". As for the third example, the underlined part does not precisely indicate which gender is being addressed, for it can mean only men, only women, or both. Accordingly, the English language has proven to include male-oriented words that contain the element "-man" to refer to both sexes. Lei provides such examples:

Chairman/ congressman/ councilman

Newsman/ foreman/ freshman

Policeman/ salesman/ mailman

The English language shows linguistically sexist signs. When formulating feminine gender nouns, only certain bound morphemes are added to the noun that originally refers to the masculine gender:

Male	Female	Male	Female	Male	Female	Male	Female
Man	Woman	Host	Hostess	Manager	Manageress	Steward	Stewardess
Prince	Princess	Poet	Poetess	God	Goddess	Usher	Usherette
Author	Authoress	Heir	Heiress	Mayor	Mayoress	Sailor	Sailoress
Count	Countess	Hero	Heroine	Shepherd	Shepherdess	Conductor	Conductoret[te]

Table 1.1: Linguistic Sexist Word Formation in the English Language.

Some occupation titles are, based on Lei's claim, of common gender, that is to say, they can be applied to refer or address both genders. In some cases, some words are added by the English language users to specify the gender of females when necessary. He states the following:

Common Gender	Female	Common Gender	Female
Doctor	Women doctor	Lawyer	Lady lawyer
Professor	Women professor	Reporter	Girl reporter
Engineer	Women engineer	/	/

Table1.2: Linguistic Sexism in Occupational Title Formation in the English Language.

Linguistic sexism, according to the linguist, is also shown through indications like the English honorifics and titles specifically those indicating the marital status of females. For instance, when a woman is addressed using her name preceded by "Miss." then she is single still, and that she does not bear a name other than her father's yet. However, "Mrs." short of missus points out that she is married. Nevertheless, males have no complications regarding this matter because they are always addressed by "Mr.", or "mister", just to identify them as adult males, whether they are single or married. This, if anything, would be finger pointing that females' marital statuses are unnecessarily made known to the world, and thus being dependent on the opposite sex regardless of the fact that the bearer of a certain title is wedded, or not.

Numerous linguists attempted to reflect upon ways in which linguistic sexism can be escaped. Milles (2008, p. 14) for the matter depicts that the words and phrases bearing sexist meaning are to be reformed or replaced by an alternative non-sexist usage, as she puts it. She admits to the fact that it is indeed a challenging process since it is deeply rooted in the language and for a long period of time, yet it merits the journey. The linguist states that the generic pronoun 'he' can be substituted by 's/he' or 'they'; providing potential alternatives by the manner of exemplification for (the patient or his carer must complete this form) that can possibly be changed into (patients or their carers must complete this form), or (the patient and her/his carer must complete this form). Mills mentions as well that, in this manner, not only the effort of avoiding sexist language is shown, but also the awareness of this problematic at the social level is demonstrated, for it impacts the workplace.

5. Linguistic Gender Theories

This constant clash about language and gender has always manifested in many shapes and colours overtime, unveiling itself via keeping a sharp eye on women and their linguistic behaviour through the sexist lens. As well as the criticism that comes along. Three major theories started life as means of classification of the view points of linguists and specialists in the field regarding the matter of language and gender chronologically. However, it is worth pinpointing that there indeed exist some early investigations about the same topic.

A considerable number of linguists took the liberty to open up the gate for unthreading this issue. In 1922, the Danish linguist Otto Jespersen in his book *Language, its Nature, Development and Origin* proposes that women lack creativity, and possess less inventiveness in relation to vocabulary. He claims that they overuse hyperbole and their constant manifestation of the adverbs of intensity in their speech is overrated. Women, as Jespersen views it, are talkative and for the matter speak in a fast manner, and that they hide behind half-finished sentences because they talk before thinking of what to utter (p. 238).

He was heavily criticised for seeing language from a sexist perspective, as well as for the ideas and notions he used to support his claim that are of no concrete and solid footing. This is due to the fact that he based his researches on women's language derived from written works of male novelists.

5.1. The Deficit Theory

Numerous linguists agree upon the idea that the deficit approach is the earliest framework that deals with investigating language in terms of gender in which, according to Shari Speer (2005), any female/male linguistic differences are in men's favour as evidence of women's powerlessness. Amina Babou (2012) states in this regard: *"the deficit theory of language and gender portrays women as deficient and excluded; it states that language ignores, deprecates women and defines them as inferior to men"* (p.08).

5.1.1. Lakoff's Model

The pre-mentioned linguist Robin Lakoff was and still is considered to be amongst the first pioneers to trigger the area of gender in relation to language through her book *Language and Women's Place* in 1975. This, however, classified her ideologies into the deficit approach for several reasons. She examined the linguistic differences via tackling two main points

5.1.1.1. Talking Like a Lady "Women's Speech"

Oliveira (2013, p. 05) notices that, according to Lakoff, a woman uses certain linguistic devices to word her thoughts softly such as using phrases like "sort of" and "kind of" which are called hedges. Furthermore, it has been proven that tag questions are syntactically used by women more than men to show signs of politeness when making an open decision so as not to force an agreement, or impose a choice such in (you are going to dinner, are you not?). In addition to intensifiers especially "so" and "very" as in (I am so glad you came!). They are implemented in their speech so as to show interest in the flow of the conversation. Besides, it is for a fact that women's language is more polite than men's in the sense that they use more polite forms as in the following example of Oliveira ("would you mind…", "I would appreciate it if…", "… if you do not mind") as well as the use of empty adjective such as (divine, lovely and adorable). Moreover, their tendency to produce a prestigious language, correct grammar and clear enunciation surpasses men's in addition to special lexicon like their focus on careful wording for colours and their shades.

According to Oliviera, Lakoff states that women turn statements into questions by raising the pitch of their voices at the end of the sentence, expressing uncertainty as in (What school do you attend? Eton College?). She also claims that women insert indirect commands and requests and avoid direct ones as in ("my, isn't it cold in here?" – implying a request to turn the heat on, or close a window). As well as being more apologetic like (I'm sorry, but I

think that...) and that they lack sense of humour in the sense that they do not tell jokes well and often do not understand the punch line of jokes.

5.1.1.2. Talking about Women "Speech about Women"

Lakoff highlights the point that little girls are raised in a way through which they cannot let it out, show temper, or throw tantrums like little boys are tolerated to. They can only show obedience and submission. Women are socially tolerated to complain, but not let it out like men are permitted to. The linguist believes that the word "lady" is a euphemism for "woman", and it possesses a masculine counterpart "gent" in short of "gentleman". She clearly expresses her displeasure over this protesting that it is no fair comparison. In this context, "woman" is used on a sexual basis while "lady" does not carry any sexual implications. In the same vein of thought, Lakoff notifies that society has changed to such a degree that certain words which refer to male/female linguistic equivalence no longer serve their original purpose (for example: Master/ mistress, widow/widower, bachelor/ spinster: euphemism for bachelor girl), and the list goes on. She pinpoints that a man is defined in terms of what he does. While a woman in relation to the man she relates to, in some other cases by her sexuality.

Lakoff received a lot of criticism by many linguists like O'Barr William and Bowman Atkins in *Women's Language, or Powerless Language*? (1980) that they had conducted a study within courtroom cases for 30 months, and examined ten speech differences in men and women's conversations, that Lakoff suggested (p. 401). They also state that language differs not in terms of gender, but rather based on situation-specific authority or power. They also unveiled that what Lakoff had found out is not necessarily the result of being a woman, but of being powerless. (p. 403).

Lakoff was criticised from another angle; in the sense that she had only dealt with the same points as Jespersen did adding only few details, as well as for putting all of her research on the grounds of mere introspection analysing the data she possesses in between her hands via her own intuition with no scientific proof.

5.2. The Dominance Theory "the Two Cultures Theory"

This approach dictates that women hold an inferior rank in society and that they are constantly dominated and controlled by men. It includes all linguistic signals that treat the linguistic differences occurring between both sexes as proof of men's dominance and women's subordination. This is mirrored in the linguistic behaviour of both sexes in the sense

that women cannot help but be linguistically dominated by men. "The two cultures theory" which claims that the distinct cultural backgrounds from which women and men come can be considered as a possible explanation of the different barriers which may plague male/female conversation" (Maltz & Borker (1982) as cited in Babou, 2012, p. 01-02). Babou proposes that this stems from all the ever-existing stereotypes and negative attitudes towards women that were feeding on andocentricity to grow.

In 1980, *Men Made Language* by Dale Spender states that language is by all means sexist because it is men made, and so women found themselves obliged to use a language that does not correspond with them. She based her claims on mix sex talk and triggered the thought that men are successful at dominating topics through constantly interrupting women and taking the flour for themselves. Spender also highlights that women are interrupted and silenced because they are viewed to be talkative. However, not vis-à-vis men, but vis-à-vis silence itself in the sense that once they utter something they are directly classified as talkative. This approach, just like the previous one, received tons of criticism mainly due to the fact that it was viewed by many linguists as carrying a big amount of sexism signs.

5.3. The Difference Theory

This framework is more modern amongst the other two approaches. It refuses to see women as neither socially, nor linguistically inferior to men. It also argues, according to Deborah Tannen in her famous book *You Just Don't Understand: Women and Men in Conversation* (1990) that despite the fact that genders may be different in terms of biology and social views, they are all equal as long as status is concerned. She mentions in this regard: "Girls and boys grow up being socialised so differently, and with different conversational expectations; that communication between them is like communication between two different cultures" (as cited in Tannen, 1999, p. 12).

She believes that the existence of different linguistic codes between both sexes stems from how both are introduced to socialisation from distinct manners through which they approach acquiring the language in ways that happen to carry dissimilarity since infancy. This could in fact be a reason why men and women misperceive one another when in conversations which may mislead to miscommunication. Tannen demonstrates in her book that men and women's linguistic styles are distinct in many ways as follows.

Women view language as means to reach out for outer connections with various people so as to support and validate thought crossing their minds. Men, in whatever manner or way,

seek for having the first and last say. They tend to prevent any upper force to exercise its superiority over them in whichever possibility there exists.

Additionally, women, on the one hand, have a hard time when dealing with the concept of intimacy especially towards the opposite gender. They tend to get their emotions and feelings involved quickly in comparison to men. The latter, on the other hand, prefer to wander around maintaining their bowties of independence well knotted for everyone to see. These mindsets that alter from the first sex category to the other one may deeply impact the manner how both see and act upon the exact same situation they encounter themselves in.

Tannen also argues that men deal with a complaint as a problem. Therefore, they are triggered to directly and quickly find a solution for it. She mentions in this regard "when my mother tells my father she doesn't feel well, he invariably offers to take her to the doctor. Invariably, she is disappointed with his reaction. Like many men, he is focused on what he can do, whereas she wants sympathy" (Tannen 1984, p. 180).

Men, according to John Grey (1990), tend to provide solutions instead of only listening. In return, women give a lot of pieces of advice. In the same vein of thought, women talk about their problems to relieve stress. While men hide in their heads to solve their problems.

Furthermore, history, as Oliviera puts it, is the biggest witness over the fact that men's concerns have always been considered, socially and culturally speaking no matter how trivial they can get, to be of more value of those of women (p. 04). This is, however, shifting nowadays towards the belief that providing information is equally important to talking about and sharing emotions, and being heard for both sexes.

It is common knowledge that women use proposals. They take into account saving the face of their interlocutors and their desires so as not to impose anything on them and to encourage the liberation of their interlocutors' freewill. Meanwhile, men do not put much emphasis on this issue, giving orders and direct imperatives.

Moreover, women compromise while men shift to conflict. This is mostly portrayed, as Oliviera interprets Tannen's arguments, at the workplace where for instance a directive that is not so appealing to the workers has arrived. Usually men will resist it verbally right away. Women, however, may appear to keep up with it even when they do not apply it open heartedly, and then complain about it in the long run.

Oliviera also confirms that Tannen's critics have opposed her ideas claiming that it was all a broad generalisation. It could cross paths with reality in certain cases, being the sample population she has based her research on, yet there is undoubtedly a large number of people from both sex categories, that are an exception to the norm.

Conclusion

In this chapter, it was attempted to shed light on the major roundabouts of the rich history of the field of gender and language coupled with sieving the areas of confusion regarding terminologies of equal importance like "gender", "sex" and "sexuality". Eminent female/male distinctions were dealt with from numerous angles alongside uncloaking the very reason (s) why these distinctions come to exist, how they are misperceived, and thus socially misused as the phenomena of stereotyping and sexism indicate. Not to mention gender theories that had their own share and manner of paving the path to where the arena of gender and language is at nowadays.

It is indeed worth reminding that the female/male connection is one of a kind. It may lie amongst the factors that make it sensitive and very frail. Therefore, it requires a tough shell of care, patience, persistence, and the finest quality of teamwork substance. This will help secure its protection and duration to be able to endure the bumpy road, and the challenging journey ahead. John Gray (1992) states: "Next time you are frustrated with the opposite sex, remember men are from Mars and women are from Venus... remembering that we are supposed to be different will help you be more loving" (p. 323).

CHAPTER TWO

THE INFLUENCE OF ANXIETY ON THE SPEAKING SKILL OF FEMALE AND MALE STUDENTS

Introduction

People are appointed to accomplish a large number of different kinds of tasks on a daily basis no matter how important or trivial its nature can get. They may find themselves face to face with sticky situations that trigger within them distinct types of feelings. Students, for the matter, are on the top of the list of people whom are getting mercilessly plagued by stress and tension. It begins to unleash its effects on them whenever undergoing examinations of any sort, or having to be heard in the classroom by their classmates and professors.

This study explores the relationship between students' oral performance when coupled with anxiety and stress. The latter can have a negative influence because it lowers the level of their effectiveness to the minimum. "As a student's academic performance suffers, the anxiety level related to certain academic task increases" (Huberty, 2012, p.04). This emphasises that anxiety is a normal reaction to certain situations, but when it increases without the need to, it can be a serious problem. Academic anxiety may get more mischievous over time. "Teaching students self-regulation can reduce and increase academic performance" (Ader and Erktin, 2010, p. 04). Stress carries negative effects based on the learning/teaching methods used.

Section One: The Pressing Issue of Anxiety

This section is dedicated to clarify and define the issue of anxiety, its types, causes and the ways in which anxiety differs and collides with stress and other mental health illnesses such as depression. This particular phase paves the way towards explaining how anxiety affects the academic oral performance of students of both genders.

1. Anxiety

The discovery and the investigation of the waging phenomenon of anxiety have been undergone by the good hands of specialists in interrelated fields ever since the 1970s. Broadly speaking, people of all sorts of dissimilarities start to show signs of anxiety when functioning under certain circumstances that carry tension. Charles Spielberger (1972) mentions in this regard: "anxiety is a psychological construct, commonly described by psychologists as a state of apprehension, a vague fear that is only indirectly associated with an object" (p. 482). This leads to the fact that it is a common condition as long as it remains at its natural level.

It is worth clarifying that psychologists agree upon the idea that social anxiety is the state of feeling tense and worried over social situations leading to such an issue as anxiety disorders. They are explained as follows

> Unfortunately, anxiety disorders are common. Research shows that up to one in four adults has an anxiety disorder sometime in their life, and that one person in 10 is likely to have had an anxiety disorder in the past year. Anxiety disorders are the most common mental health problem in women, and are second only to substance use disorders in men. Anxiety disorders can make it hard for people to work or study, to manage daily tasks and to relate well with others, and often result in financial strain and profound personal suffering (Rector et al., 2008, p. 01).

Meanwhile academic anxiety is what students suffer from whenever engaging in an academic activity. It could, as a matter of fact, increase causing more serious outcomes than temporary nervousness, worry, and stress. Throughout this section, the idea of anxiety will be more clarified.

1.1. Anxiety, Stress, and Depression

Anxiety, stress, and depression are three terms that have been used interchangeably for a long period of time but in the wrong ways. Mainly, people thought of them as closely related words in terms of meaning. This could in fact be the main reason why they have used them as synonyms which is not the case.

1.1.1. Anxiety and Stress

It is indeed challenging to spot the dissimilarities between stress and anxiety, especially when referring to an anxiety disorder. Jennifer Viveros and Dr. David Schramm (2018) mention that stress leads to anxiety saying: "Regardless of your background, socioeconomic status, education, or talents, you will inevitably experience stress as a normal part of life. However, when the stress turns into persistent anxiety, it is important to get extra help" (p. 01). Viveros and Dr. Schramm state that stress is an instant reaction of restlessness to tense situations in which the people whom are experiencing these issues feel like it is very hard to take control, or at least to keep up with the matter they are dealing with. They mention in this regard: "Stress can also occur when doing something new or exciting, even though these things are often seen as positives. Stress can be helpful to an extent, such as helping you to avoid danger or meet a deadline" (p. 01).

Anxiety is a mental health disorder that can be agitated by stress. As Viveros and Dr. Schramm pinpoint, unlike stress that vanishes into thin air the moment its cause fades away, anxiety tightens its grip, and lasts for so long becoming the passageway to functioning poorly

in social, occupational, and other important perspectives of one's life. "Anxiety results from situations that cause nervousness, fear, or worry, especially about the future. We all feel anxiety from time to time, but when it becomes a daily occurrence that disrupts day-to-day functioning, it is problematic" (Viveros and Schramm, 2018, p. 01).

1.1.2. Anxiety and Depression

Depression is another mental health illness which is widely spread especially amongst youngsters. It is mainly marked by mood swings, severe and constant sadness and other symptoms. The BeyondBlue Team of the BeyondBlue organisation of mental health illness care (BB Team) state about this matter

> While we all feel sad, moody or low from time to time, some people experience these feelings intensely, for long periods of time (weeks, months or even years) and sometimes without any apparent reason. Depression is more than just a low mood – it's a serious condition that has an impact on both physical and mental health (2014, p. 09).

Anxiety and depression are both mental health issues of an equal level of risk. However, in certain cases they are not really given the attention they require to be treated. As common as they may be, though people still confuse between them. Therapists add that too many cases that happen to be diagnosed with depression develop later at least one anxiety disorder; as well as those suffering from anxiety, they usually come down with a depressive disorder. The BeyondBlue team mention in this regard

> While anxiety and depression are different conditions, they share many causes and some symptoms. This can sometimes lead people to think they have, for example, depression, when they're actually experiencing an anxiety condition. It is not uncommon for anxiety and depression to occur together – over half of those who experience depression also experience symptoms of an anxiety condition – and in some cases, one can lead to the onset of the other (2014, p. 02).

Byoundblue Team also state that people with anxiety are typically in deep fright that bad things may come their way in the future, or that they may encounter a situation in which they cannot maintain control over it, or over themselves powering through it. Clouded by paranoia, they dwell on these thoughts. As a result, they suffer from excessive worry and restlessness; feel exhausted quickly, and are easily irritated. As for the depressed category, they basically move slowly, lack energy and interest in activities that bring joy, feel unnecessarily guilty or worthless, and may even develop signs of mental or physical behaviours regarding suicide and the like.

No matter how it may seem obvious, or that one's guessing abilities are at their peak, these two mental conditions, require the skills of a mental health professional to tell them apart. They share nearly the same symptoms, and they might even intermingle. In other words, they can both join forces, and hit the same person. For this reason, the BB Team members highly recommend that whomever is experiencing this kind of symptoms, or other ones, must reach out of a specialised doctor to diagnose their case and get treated, the sooner the better.

2. Causes of Anxiety

In a world spinning out of control, individuals are caught up in a maze of overwhelming emotions. With few touches here and there of stress and pressure of daily life challenges to spice things up, it is indeed puzzling to find the right way out of it all. When this piles up, it will surely result in developing anxiety disorders. Scientists emphasise that anxiety possesses many factors that pave the way for it into one's life. Few are listed as follows:

2.1. Environmental Factors

A stressful environment or certain elements in the environment like the workplace, school, financial predicament and even personal relationships have their own way of heavily impacting someone's life in such a negative way that it becomes the number one cause of one coming down with a serious mental health issue.

> Stressful events can also trigger symptoms of anxiety. Including: job stress or job change, change in living arrangements, pregnancy and giving birth, family and relationship problems, major emotional shock following a stressful or traumatic event… (BeyondBlue Team, 2014, p. 05).

2.2. Genetics

It was medically proven that there is a high chance for someone to get a certain anxiety disorder merely due to the fact that it was passed down to him/her by birth because a family member has it. The BB Team agrees with this idea mentioning that "People who experience anxiety often have a history of mental health conditions in their family" (p. 05).

2.3. Medical Factors

Certain medical conditions, as BeyondBlue Team declares it to be, may lead to developing an anxiety disorder as time keeps slipping by: "Continuous physical health problems can also trigger anxiety or complicate the treatment of anxiety or the physical condition itself" (p. 05). It could manifest as a side effect of a particular kind of medication,

one symptom of a certain disease, or stress resulting from an ongoing medical condition that does not necessarily show up in the exact same alternations that an anxiety disorder usually causes. However, it dramatically changes one's lifestyle before treatment.

2.4. Psychological Factors

Accordingly, brain function and structure could in fact be changed because of genetic factors or traumatic and stressful self-experiences to react in certain ways other than how the brain supposedly should. Psychologists and neurologists highly estimate that many mood and anxiety disorders are because of certain criteria in the personalities of patients. The team of BeyondBlue states about this matter

> Some research suggests that people with certain personality traits are more likely to have anxiety. For example, children who are perfectionists, easily flustered, lack self-esteem or want to control everything, sometimes develop anxiety during childhood or as adults (p. 06).

2.5. Illicit Substance Use or Withdrawal

Many people trade their souls to the devil for such a deviant thing as the deluding fog of pleasure after substance use. It is not only spiritually and physically consuming, but mentally as well. Anxiety takes over not only when an individual is still using substance, but even when s/he stops too. The team of BeyondBlue says: "People with anxiety may find themselves using more of the substance to cope with withdrawal-related anxiety, which can lead to them feeling worse" (p. 06). The good news is that with the right treatment all sufferings will come to an end eventually.

3. Types of Anxiety

It is only natural when one feels a bit afraid, tense, or tired now and then. However, if it goes beyond the normal rate, it could cause a serious mental health issue as time goes by. The BB Team mentions that anxiety can make one feel worried, nervous, and scared. It may also cause nausea, racing heartbeats, in addition to many other physical symptoms. The good news is that many people have recovered through the right diagnosis and treatment by the good hands of specialists in the field. The same resource adds that types of anxiety are also known as anxiety disorders. The following are of the most common types:

3.1. Generalised Anxiety Disorder (GAD)

According to BB team, GAD is the most common anxiety disorder. Its main symptom is excessive worry over various situations and tasks. In other words, people with GAD feel

exceedingly anxious most of the time because they think that things are out of their control. The BB Team says: "Their worries may relate to any aspect of everyday life, including work, health, family and/or financial issues, even if there's no real reason to worry about them" (p. 07). This makes them feel negatively self-alert and on edge regarding their environment. If it goes untreated, it may heavily affect their daily lives in the sense that it causes them trouble sleeping and focusing. It may physically manifest in the form of muscle tension, and sweating.

3.2. Panic Disorder

This anxiety disorder, as BB team claims it to be, is the result of series of panic attacks that have no specific trigger. Patients consider them terrifying, consuming and pressuring experiences that happen without any warning, and with no specific cause claiming that the worst part of it is being trapped in the thought that another panic attack may hit again anytime soon. "Sometimes, people experiencing a panic attack think they are having a heart attack or are about to die. If a person has recurrent panic attacks or persistently fears having one for more than a month, the person is said to have panic disorder" (BeyondBlue Team, 2014, p. 07).Certain panic attacks come with a trigger like for those who feel very confined in small, large or open places. While experiencing a panic attack, it usually manifests as an uncontrollable sense of dread, chest pain accompanied with irregular heart throb and gasping for air, sweating with hot flushes or chills with shivers.

3.2.1. Anxiety Attack and Panic Attack

A panic attack does not come into existence as a reaction to a trigger. It is unpredictable and unprovoked to such a degree that it suddenly kicks in out of the blue and without any warning. Individuals who experience a panic attack will be surely ambushed by terror, fear or apprehension. Mind team, the mental health charity for England and Wales, mentions in this regard: "Panic attacks are a type of fear response. They're an exaggeration of your body's normal response to danger, stress or excitement." (2017, p. 06). Noticeably, the harder the anxiety disorder becomes, the severe and more durable the panic attacks feel like. Lily Marsh (2015)confirms by stating that: "This can happen if your brain is very alert (due to anxiety), and interprets small changes in your body as a sign of danger" (p. 13).

Anxiety and panic attacks are known to target learners in most cases. These mental health conditions deeply influence a large number of university and college students all around the globe with approximately 35% which is a high percentage (Dr. Kim Maertz, 2016,

p. 01). According to the same source, student susually start experiencing their first panic attacks in late adolescence and through their 20s. They usually describe them as being the worst feeling that they have ever experienced. Dr. Maertz also states that panic attacks have a tendency of increasing in terms of frequency, severity and duration. Therefore, 3% of the students who suffer from this and go untreated develop later on a panic disorder issue which includes recurring panic attacks with the fear of more attacks.

3.2.2. The Different Symptoms of Anxiety Attacks and Panic Attacks

Carly Vandergriendt (2019) casts more light in her online article "What's the Difference between a Panic Attack and an Anxiety Attack?" on healthline.com on the fact that one can experience both an anxiety attack and a panic attack at the very same time right on the spot. She claims that someone might experience an anxiety attack when constantly stressing over an upcoming situation in the future, and when it arrives, s/he may experience a panic attack as well. For example, a student is working on a presentation and stress starts to seriously take over, so an anxiety attack kicks in. When it is the day of the presentation, this student's anxiety keeps on increasing nonstop that it causes him/her to experience a panic attack simultaneously.

She also pinpoints that the symptoms of both attacks are very similar that it is so difficult to distinguish between the two. It is imperative that medical care must interfere and nothing but that when dealing with one of either cases, yet she supplies whomever interested, with the following table to develop a better sense of distinction between both attacks.

	Symptoms	**Anxiety Attack**	**Panic Attack**
Emotional	apprehension and worry	✓	
	Distress	✓	
	Restlessness	✓	
	Fear	✓	✓
	Fear of dying or losing control		✓
	A sense of detachment from the world (derealisation) or oneself (depersonalisation)		✓

		✓	✓
Physical	Heart palpitations or an accelerated heart rate	✓	✓
	Chest pain	✓	✓
	Shortness of breath	✓	✓
	Tightness in the throat or feeling like you're choking	✓	✓
	Dry mouth	✓	✓
	Sweating	✓	✓
	Chills or hot flashes	✓	✓
	Trembling or shaking	✓	✓
	Numbness or tingling (paresthesia)	✓	✓
	Neasea, abdominal pain, or upset stomach	✓	✓
	Headache	✓	✓
	Feeling faint or dizzy	✓	✓

Table 2.1 The Different Symptoms of Anxiety attacks and Panic Attacks.

3.3. Obsessive-Compulsive Disorder (OCD)

Patients who suffer from OCD may find certain toxic thinking nonsensical, yet it is really hard for them to pull away from it. They may find themselves checking, for instance, the lock of the front door over and over and still do not feel alright with it even when it is well locked and secured. The team of BB claims in this regard: "Although the person may acknowledge these thoughts as silly, they often try to relieve their anxiety by carrying out certain behaviours or rituals" (p. 07). They may also have to repeat the same phrase in their heads time and again to make sure that they still recall it or know it, in an abnormal manner.

3.4. Phobias

A phobia, according to what the BB team highlights, is to irrationally be exceedingly terrified of something that is unlikely to be a source of any maliciousness, whenever crossing paths with it stating : "A person feels very fearful about a particular object or situation and may go to great lengths to avoid it" (p. 07) . They also pinpoint that a phobia possesses more power than fear. It starts life when a person develops an increasing life threatening sense of danger regarding a particular situation, place, animal, or an object. Someone with a certain phobia may adjust his/her day-to-day life accordingly to avoid face to face interactions with

the matter that causes him/her phobia, and thus anxiety. Phobias have many types such as Bibliophobia which is the fear of books. In addition to Glossophobia which stands for the fear of public speaking which will be discussed in further details later on in the next section.

A large number of people suffering from different kinds of phobias, just like other patients of other anxiety disorders, defeated their phobias and lead normal lives once again. It is worth highlighting that phobia treatment usually includes a combination of therapy and medications. However, through an appointment with a well-qualified mental health professional according to the BB Team.

Section Two: The Impact of Anxiety on the Speaking Skill of Female and Male Students

This section is dedicated to explore the linguistic importance of the speaking skill. In addition to how it can be impacted by Glossophobia, which is also known as Language Speaking Anxiety in the academic context, amongst both female and male EFL students.

1. The Speaking Skill

Whoever picks an interest in learning and therefore reaching fluency in any language, s/he must master the four language skills being writing, reading, listening and speaking. This, however, requires a considerable amount of efforts, time, practice, persistence, and a genuine urge to learn that comes from within. No matter how high the score one's proficiency in any given learned language can get, the speaking skill has always been the one with the upper hand and the last say in the whole language evaluation process.

It is necessary to highlight the fact that just like the language skill of reading is associated with writing, speaking goes hand in hand with listening. In fact, they are an interrelated process of communication since each one requires the other to be completed. Silpia Rahayu mentions in this regard

> Speaking is an activity involving two or more people in which the participants are both the listeners and the speakers having to act what they listen and make their contribution at high speed … speaking is not a simple skill; its complete mastery requires some experience and practice (2016, p. 22).

Even with humble grammar and not very fancy of a vocabulary one might know, yet having the appropriate word choice when conversing and an elevated level of pronunciation and phonetic knowledge can indeed make a difference. This alone is able to generously equip

one with the social VIP passes to somewhat the same advantages as the natives of that language.

Speaking is so important to such a degree that Hedge (2000) defines it as being the ability through which people are judged during the process of making first impressions when interacting with new individuals (as cited in Rahayu, 2016, p. 22).It indicates that speaking requires a large amount of attention since many language learners invest more in the vocabulary, reading, writing and understanding. It is worth clarifying that there is nothing wrong with that. As a matter of fact, this really helps enhancing the speaking skill. It is just that they neglect the latter indirectly which happens to be of an equal importance as the rest of the skills because it is the means of communication through which a person can express his/her flow of thoughts, feelings, and the like.

It is deemed fitting to cast light on the fact that anxiety can indeed cause EFL students when having an oral activity in class to stutter, forget words and experience shaking hands. Besides having to go through other more serious and severe symptoms no matter how high the level of fluency in the speaking skill of the students can get. Fachrukrozie Kodri (2018) states what follows in relation to this matter

> Anxiety is one of the psychological factors that influence the success of learning and teaching process, especially in learning to speak English. This factor has been a constraint for students to successfully learn to speak English. If it is not controlled properly, anxiety will affect negatively the process of learning in the classroom (p. 23).

2.1. The Speaking Skill and Students' Gender

It has been for a fact that the educational institutions nearly all around the world involve both sexes being female and male students within the same classrooms. They are delivered the same lessons or courses the same way by the same teachers at the same time and place under the same circumstances, yet both parties prove to function varyingly from each other at so many levels in classrooms especially during the English language class. This happens since they are distinct physically, mentally and psychologically.

Females and males differ in terms of their cognitive abilities and learning styles. Moreover, it is known for a fact that gender indeed has its own impact on the learning process of students, especially on second language acquisition (Erdiana, 2019, p. 132). This resulted in the fact that the field of language and gender has contributed to the learning process

because both sexes have a different ability which affects different achievement, especially in learning a foreign language (Zafar & Meenakshi, 2012 as cited in Erdiana, 2019, p. 132).

Additionally, girls are the ones with the higher score when it comes to dominating the verbal ability, while boys dominate the spatial one (Swann, 1992 as cited in Erdiana, 2019, p. 132). On the one hand, most female students, from the perspective of Nira Erdiana, tend to be subjective, cooperative, inserting more feelings. They are field dependent and biologically equipped with the ability to be right and left brain balanced. Male students, on the other hand, usually use more of their cognitive process than females do. They happen to be basically objective, field independent, competitive in their own ways, and left brain dominant. It is also mentioned that female learners have better performance when it comes to the verbal tasks such as spelling and fluency while male learners prove to be better in other classroom tasks (p. 132).

It has been proven through psychological researches that the two hemispheres in females and males' brains function differently in terms of the speed of the development process and the level of specialisation. Males are biologically programmed to use the right hemisphere that enables them to keep high score concerning the spatial ability than the females. As for the latter, they are better in language expressions and short-term memory via using their left hemisphere (Quian, 2015 as cited in Erdiana, 2019, p. 133).

2. Glossophobia

The origin of the term Glossophobiais Greek. "Glosso" refers to tongue, and "phobia" refers to threat or fear (Perveen et al., 2018, p. 01).Glossophobia or speech anxiety being the fear of public speaking is a serious anxiety disorder. It is one amongst the other common phobias and a mental health condition that has proven to tighten its firm grip on the neck of a large number of people all around the world. Some individuals experience a slight feeling of nervousness and discomfort at the thought of public speaking; while others may go through full-on panic and fright. They do their best to avoid being involved in any way of having to perform speaking in public. If they end up doing it regardless of the efforts they made, they will be enduring a weak and quavering voice, shaking hands, and so many other bothersome outcomes. It is known that glossophobia can tag along certain symptoms such as an increased blood pressure and perspiration, nausea and a feeling of panic when having to speak publically, remarkable stiffness at the level of the upper back muscles, dry mouth and shaking

hands. Kausar Perveen, Yamna Hasan and Abdur Rahman Aleemi (2018) mention in this regard

> Glossophobia, also known as "speech anxiety" is the feeling of fear while speaking in front of public, often characterized as fear of speaking publically or nervousness in communication. It is a feeling of panic related with different physiological changes like elevated heart and breathing rates, over-rapid reactions, trembling of muscles and shoulder and neck area stiffness among others (p. 58).

2.1. Students and Glossophobia

The act of speaking, according to Malgorzata Marzec-Stawialrska (2014), has proven to be the most stressful range of skills for foreign languages students. Henceforth, it is not surprising of a fact that all the researches devoted in favour of further discoveries regarding the field of foreign language speaking apprehension (FLSA), or rather in-class speaking anxiety is still very poor in terms of findings despite the efforts. Most of the studies devoted to examine anxiety of foreign language learners have been called foreign language classroom anxiety (FLCA), or language speaking anxiety (LSA) (p. 417).

According to the same linguist, it is known for a fact that there are scales used to measure reading anxiety (Foreign Language Reading Anxiety Scale invented by Saito, Gazza and Horwitz in 1999), or for writing apprehension (the Second Language Writing Anxiety Inventory by Cheng in 2004), which are psychometric proof on the validity and credibility of the information provided. Nevertheless, specialists have not agreed upon one that measures this kind of anxiety, being the speaking one (p. 417).

Marzec-Stawialrska pinpoints that there was a study conducted back in 2011 by Barley Mak through which a group of Chinese students were examined in terms of their language anxiety. The results of that research show that five factors lead to develop their glossophobia being: speech anxiety and fear of negative evaluation; remarkable discomfort whenever having to converse with native speakers; negative attitudes towards the English language class; negative self-evaluation; fear of failing the class and the consequences that follow (as cited in Mak, 2011, p. 207). In addition to some other reasons respondents added such as not being able to use the mother tongue, having to speak in front of the whole class without prior preparation, and being constantly corrected while speaking still could be factors that might make students glossophobic, or in other terms suffer from language speaking anxiety.

2.2. Students and the Consequences of Glossophobia

Glossophobia, may cause students, regardless of which gender they affiliate to, to be silent, shy, passive, and nearly unnoticeable in any class, let alone the English language class in which they could be forced to unwillingly get out of their shell and speak in front of their teachers and classmates. For some, glossophobia or language speaking anxiety (LSA) may seem a weakness in students or in anyone for that matter. However, it is not something to blame them for.

It is common knowledge that students are of different types, learning abilities, academic skills, ways of understanding, manners of self expression, and naturally learning styles, yet LSA contributes negatively to all of it. Some people being parents, teachers, or even learners may underestimate its impact thinking that it will only affect their oral academic activities. Therefore, they do not give it the attention it needs to be dealt with. However, it has been proven that LSA will accompany them for the rest of their lives in all aspects, and in more ways than they can imagine.

Dom Barnard (2017) argues in his online article entitled *What is Glossophobia and how to Overcome It* on virtualspeech.com that they need their communicational skills to be in their best shape so that they can express their ideas smoothly later on in their professional lives. They might also have to lead teams, be the heads of group projects at some point in their careers, and engage in other tasks that require speaking in front of a crowd. Not being qualified enough for this sort of oral activities may decrease their chances of getting their dream jobs to the minimum. Especially as long as the English language is concerned, much less having glossophobic issues that were left not taken care of since college days, or maybe even before that. It is indeed a serious problem that requires attention and care.

2.3. Students' Gender and Glossophobia

The issue of language speaking anxiety in students of foreign languages, and the influence of their gender on the whole matter, in terms of intensity and coping is so controversial (Gaibani & Elmenfi, 2016, p. 479). Some specialists mention that female students were showing more signs of LSA than male students in class like Behnke and Sawyer (2001), and Mejias et al. (1991). In contrast, the findings of the study conducted by Levitt (1980) document that males suffered from a higher level of speaking anxiety that was displayed every time they had to perform orally in class in front of their other classmates and teachers unlike the females (as cited in Gaibani & Elmenfi, 2016, p. 479).

On the one hand, Matsuda & Gobel (2004), and Wang (2010) found out through their variant studies that gender has no remarkable impact when it comes to glossophobia in foreign or second language learners. On the other hand, Intrapraset (2002) sheds more light on the idea that between gender and LSA there exist a linear interrelationship (as cited in Gaibani & Elmenfi, 2016, p. 479).

Conclusion

Anxiety, with every single shape it takes to manifest within the human body in terms of its various disorders, physical and mental symptoms and everything that follows, is such a serious and risky mental health illness that is very underrated especially in the Algerian context. It is imperative that our society becomes more aware and conscious of this illness and its dangerous consequences that dramatically effect and alter one's life into the worst.

In this phase of the dissertation, many core matters were dealt with. It was divided into two sections the first dealt with anxiety in which it was defined, and its causes and types were interestingly explored. The relation between anxiety, stress and depression was clarified, and the differences between anxiety attacks and panic attacks were set. Besides, the second section deals with the speaking skill in which it was discussed along its relation with students' gender in general. Not to mention glossophobia or language speaking anxiety (LSA), the manner how it impacts students and the influence of students' gender on coping with it.

CHAPTER THREE

DATA COLLECTION, ANALYSIS AND INTERPRETATION

Introduction

Students may find themselves face to face with such challenging obstacles that hinder their academic performance at so many levels because of the so called glossophobia that stands for the fear of speaking publically. It is also known as language speaking anxiety (LSA) which stands for the fear of delivering public speech in an academic setting such in classrooms in front of teachers and classmates. It happens to be a common issue and still is one that ought to be observed through a serious lens. Teachers, fellow students, parents or guardians and family members should be mindful enough to understand the nature of this issue and its effect on students' lives. Not to mention the fact that it must never be taken lightly as the foregoing chapter highlighted.

However, the current one is devoted to deal with the analysis, the interpretation and the discussion of the results of this research paper. They are obtained through the data collection process as an attempt to answer the research questions. We are to highlight as well the methodology used.

1. Methodology

It was deemed fitting that this phase of the dissertation should be specified to discuss the methodology used in this research paper. Therefore, the research tools adopted to fulfil this quest were intended to be interviews and classroom observations. However, plans changed and the quantitative method was selected instead. It was viewed as the most convenient research tool taking into account the current situation as being "quarantine". It has and still is massively impacting not only the Algerian nation, but the whole world with no exceptions whatsoever. These severe circumstances were evoked by the pandemic "Coronavirus" also known as "COVID-19" that has invaded planet Earth in no time.

1.1. Research Design

This investigation takes place at Ibn Khaldoun University (IKU) of Tiaret precisely at the English language department. It is concerned with how language speaking anxiety (LSA) impacts the oral performances of EFL students. Taking into account what we have observed from the experiences of our classmates over the years, we assume that LSA hinders learners' language skills and abilities to function effectively during the learning process especially when they get assigned to perform orally in relation to different classroom tasks with or without being fully prepared, mentally speaking.

We took it upon ourselves to design two separate questionnaires (a main one, and a sub-questionnaire), and address them to two different categories of participants. The first category consists of first years BMD students of IKU for being the main target population and the case study of this research paper. Meanwhile, the second category involves teachers of IKU. The reason behind this variation in respondents is to gain as much pieces of information as possible regarding this issue of LSA at IKU, and to investigate how it affects students from both genders who study there.

1.2. The Target Population

A large number of first year EFL learners, including ourselves back in the days, find it indeed hard to engage in whatever kind of classroom oral performance. The pressure resulting from having to be publically heard, and thus evaluated, impacts EFL learners. In this respect, first year BMD students at the department of the English language of IKU during the academic year of 2019/2020 were selected to represent the case study for the current research. The reason behind targeting this population is that we estimate that they face constant stressful situations that could cause them anxiety and the like since they are in a new environment. Therefore, we thought of them as the best example to demonstrate how LSA may tighten its firm grip on EFL learners and make them relatively less effective to certain degrees. In addition to targeting teachers of IKU in a spare questionnaire whom we believe that they can be a valuable resource of information bearing in mind their didactic knowledge and experience with their students.

1.3. Sampling

The simple random sampling method was followed which consists on when the selection is at a random basis giving equal chances to all participants. It is defined by Gordon Lynch as "choosing units from the sampling frame randomly, for example, through a lottery, so that each unit has an equal chance of being selected, and there is an equal chance of all different permutations of selections." (2011, p. 03)

Via this sampling method, electronic copies of the questionnaire were sent to first year students randomly. It is worth pinpointing that there are few of first year students who helped us collect the pieces of information we need to complete this study via guiding us to other potential respondents being their friends or fellow classmates based on the snowball sampling method. The latter is when participants guide the researcher in terms of recommending other

participants for him/her who share the same criteria required for the research. It is defined as follows

> Snowball sampling is when the researcher builds their sample on the basis of contacts suggested by other participants. This potentially has the advantage of drawing on participants' own expertise in developing the sample as well as expanding the sample beyond contacts known to the researcher in the first stage of their project (ibid).

Furthermore, the convenience sampling method was selected to collect the answers of whomever amongst teacher of IKU whom were directly invited to take the time and participate. The aforementioned method is when the participants seem to have certain criteria that qualify them for the research.

> Is when the sample is selected primarily on the basis of what the researcher is able to access. Whilst this is often a default approach in small-scale pieces of research (e.g. undergraduate or Masters' dissertations which may rely on the writer's existing contacts), one of the strongest rationales for this method is when the group or phenomenon under study is generally difficult to access but the researcher is able to establish a sufficient degree of contact or trust with particular participants to conduct a viable project (Lynch, 2011, p. 06).

1.4. Procedures of Data Collection

The data were collected via sending the link of the online questionnaire of to first year students of Ibn Khaldoun University through the pre-mentioned sampling methods. It started from 26th of May to the 2nd of June 2020. Remarkably, this process took a while due to the indirect contact with students. It was a total of forty six respondents concerning the first category (thirty females and sixteen males). Nevertheless, the data collection process of teachers' questionnaire began from the 05th to the 11th of June 2020. It was indeed challenging because we had a hard time reaching for teachers' emails and invite them. This category consists of ten respondents (five males and five females).

Both categories of respondents were given all the time they needed to read carefully and answer then submit their responses. We made sure they know that we are interested in no less than their answers and that their identities shall remain in absolute confidentiality. This gives them every reason to feel at ease and provide honest and relevant responses.

Section One: Students' Questionnaire

This particular section of chapter three is concerned with analysing and discussing the data obtained from first year students' questionnaire. The results will be displayed via the graphs and tables below. Via them, we shall introduce percentages for every question and/or

item. This enables us to deduce the manner how the attitudes of first year students at Ibn Khaldoun University differ in relation to LSA and how it affects them. We will also be able to elicit certain gender differences in terms of who gets more affected by this phenomenon in that context of research, whether it is female or male students.

1. Respondents' Personal Information

It is worth mentioning that this phase is dedicated to shed light on the gender, age and spoken languages of our respondents. These pieces of information are shown in the following tables and graphs.

Q1. Sex:
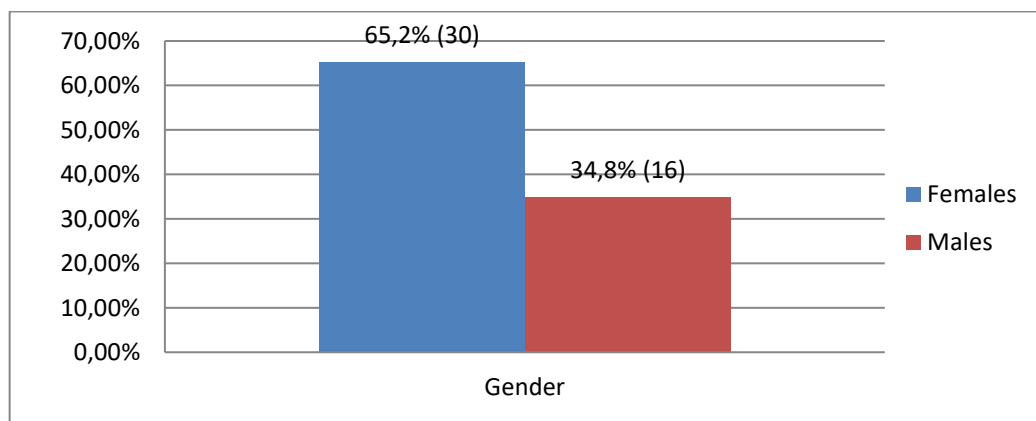
Graph 3.1: Respondents' Gender.

The first graph 3.1 of this phase unveils the gender of our participants. It indicates that 65.2% of our respondents representing 30 are females, while 34.8% representing 16 are males. Based on this, we can deduce that the distribution of our questionnaire was not balanced between both genders being female and male students. It could probably be because of the fact that the females outnumber males, and due to the research tool that was adopted being "random sampling".

Q2. Age:
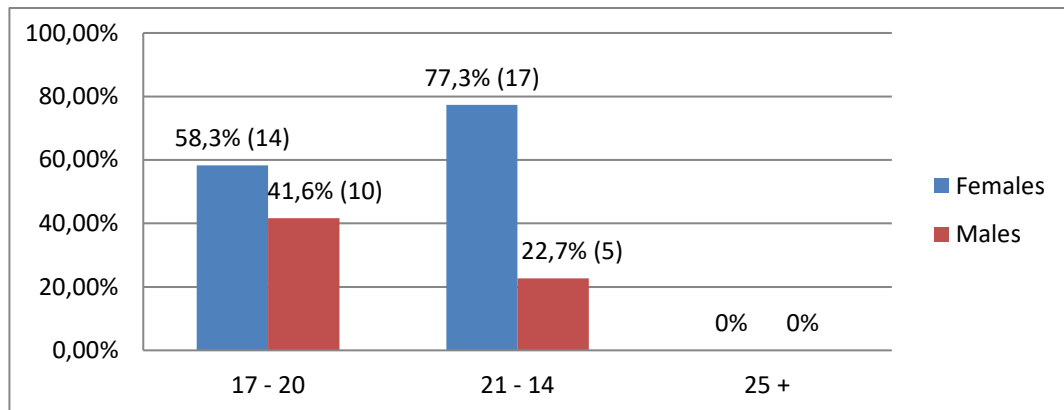
Graph 3.2: Respondents' Age.

The statics in the forgoing graph 3.2 indicate that the great majority of our respondents, being 24 students which equal 52.1%, are between the ages of 17 to 20 years old. 14 of them with the percentage of 58.3% are females, whilst; 10 are males with the percentage of 41.6%. Regarding the second category which represents students between the ages of 21 to 24 years old, it includes 22 respondents which equal 47.8%. 17 of them are females with the percentage of 77.3%; while, 5 of them are males with the percentage of 22.7%. Nonetheless, the third category which is concerned with those whom are 25 years old or more has not been selected whatsoever. We estimate that this could probably be due to the fact that first year students normally join university at a younger age straight after getting their Baccalaureate diplomat.

Q3. Spoken Languages:

Spoken Languages	Participants	Percentage
Arabic	46	100%
English	44	95.6%
French	38	82.6%
Spanish	10	21.7%
Berber	06	13%
Turkish	04	8.6%
German	03	6.5%
Korean	02	4.3%
Japanese	01	2.1%
Italian	01	2.1%
Portuguese	01	2.1%

Table 3.1: Spoken Languages of First Year Students.

The aforementioned table 3.1 displays the variation of the languages spoken by the participants. The Arabic language scores 100%. It is selected by all 46 respondents given the fact that they are Arabs in the first place. However, English scores 95.6% with 44 respondents which makes it come second in raking. It is indeed bewildering that 4.3% of the sample population representing 02 students do not consider themselves English speakers even when this language is their specialty and that they have been introduced to it since middle school. We estimate that they have not seen it as an option because their linguistic level does not allow them to select it just yet, or that it was not their first choice as a specialty to begin with.

Then, the third language is French which is represented in the table above by 82.6% and is selected by 38 students. Whereas Spanish comes forth, spoken and selected by 10 students scoring 21.7%. Next, Berber is the fifth language since it is spoken by 06 of our respondents with a total of 13%. In addition to Turkish which is selected by 8.6%. It represents 04 of the sample population making it the sixth language in ranking. Moreover, the German language scores 6.5% because it is selected by 03 of our participants which gives it the seventh rank. Besides, Korean comes eighth with a total of 4.3% and 02 selections. Meanwhile, Japanese, Italian and Portuguese come last in ranking by one selection and a total of 2.1% for each language of them.

Noticeably, this large variation in languages spoken by first year students of IKU according to the table above shows that students are indeed emerged in learning numerous different languages which is interesting. This phenomenon, as being multilinguals, should enable them to dive deeper in the language learning process especially the English language taking into account that it is a lingua franca.

2. Students and their Oral Performance in Class

The second phase of the questionnaire is dedicated to analyse the oral performance of our participants in class. The reason behind establishing it is to explore how the target population functions orally in class and interacts with their teachers and classmates for that matter.

Q5. How do you perceive yourself in class?

_____

	Respondents			Percentage		
Categories	**Females**	**Males**	**Total**	**Females**	**Males**	**Total**
Shy	05	07	12	41.6%	58.3%	26.1%
Silent	17	05	25	68%	32%	54.3%
Introvert	11	03	14	78.5%	21.4%	30.4%
Extrovert	05	04	09	55.5%	44.4%	19.6%
Talkative	05	03	08	62.5%	37.5%	17.4%

Table 3.2: Respondents' Perception of themselves in Class.

Table 3.2 represents how students perceive their own selves in class. The results show that most of them being 25 respondents with a percentage of 54.3% see themselves as being passively "silent" in class. It is indeed worth highlighting that there could be an issue that pushes such a big number of students to avoid being heard in class. 68% of them representing 17 participants are females, and 32% representing 05 are males. Additionally, 30.4% of the target population which equals 14 participants (11 females with a total of 78.5%, and 03 males with a total of 21.4%) view themselves as "introverts" in the sense that they do not communicate or provide feedback to their teachers and classmates. The third rank goes to being "shy" which was selected by 12 students with a percentage of 26.1%. 07 of them with the percentage of 58.3% are males, and 05 of them with 41.6% are females.

The fourth category is that of extrovert students. It was selected by 05 females equalling 55.5%, and 04 males equalling 44.4% with a total of 09 respondents and a percentage of 19.6%. Finally, the fifth and last rank goes to the category of talkative students who willingly and eagerly participate and defend their stand in classroom debates. The fact that the passive categories (silent, shy and introvert) outnumber the active categories (talkative and introvert) is a high indicative that there must indeed be an issue that bereave first year students from expressing themselves in oral academic activities in the class.

Q6. Are the options you picked in the previous questions going to remain the same concerning your daily life outside the classroom?
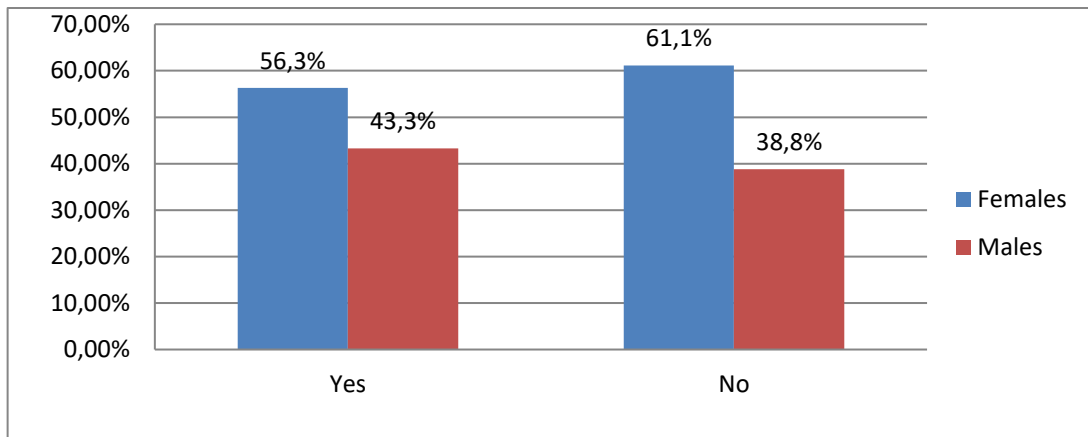
Graph 3.3: Respondents' Perception of themselves outside the Classroom.

The participants were asked whether the options they picked in the previous question are going to remain the same concerning their non-academic daily life. The graph 3.3 above indicates that 28 of them which equals 60.9% picked "yes" as an answer (56.3% are females and 43.3% are males). Whereas, 18 which equals 39.1% of them responded by "no" (61.1% females which represents 11, and 38.8% are males which represents 07).

Q7. If the answer is no, why not?

| Categories	Respondents			Percentage		
	Females	Males	Total	Females	Males	Total
Shyness/Introversion	03	03	06	16.6%	16.6%	33.3%
Poor language	01	01	02	5.5%	5.5%	11.1%
Uncomfortable context	03	01	04	16.6%	5.5%	22.2%
Fear of wrong answers	02	01	03	11.1%	5.5%	16.6%
Concentration	01	00	01	5.5%	00%	5.5%
Unappealing topics	00	01	02	00%	5.5%	5.5%

Table 3.3: The Reasons why Respondents Say No.

The category that desired to choose "no" for an answer provided reasons to fortify their ground as represented in table 3.3. The great majority of them, being 06 participants with the total of 33.3% (03 males and 03 females), mentionthat they suffer from introversion, shyness

and discomfort while speaking in class, and that they do not feel at ease as when they are in their comfort zone with their family members and friends. Moreover, 22.2% representing 4 of them (3 females and 1 male) claim that they are not on good terms with their classmates. For this reason, they feel very self-conscious and self-alarmed when in class. This, accordingly, causes them to be passive and when they find themselves obliged to speak, they become nervous and start to stutter even when they know the correct answers. In addition, 03 of them which equal 16.6% (02 females and 01 male) estimate that they fear that their answers may be wrong and that their classmates may laugh at them and mock them. They also add that they get the feeling of a tight throat and find it hard to speak. As well as having reddened face and stomach ache when having to participate orally in whichever way.

Furthermore, 02 respondents equalling 11.1% (01 male and 01 female) say that they are not fluent in the English language. This leads them to feel frightened of the criticism of their teachers. Therefore, in the attempt of saving their face and maintaining their public self-image in the eyes of both their classmates and teachers, they rather not be a part of any oral intervention. It is indeed worth declaring that these are all signs of language speaking anxiety. Additionally, 01 male which equals 5.5% has claimed that he does not feel the need to participate because he does not want to share his opinions with the rest since he believes that the topics discussed do not appeal to his taste. Lastly, 5.5% representing 01 female argues that she keeps silent in order to remain focused for better understanding, and as a way to pay respect to her teachers.

Q8. Evaluate your language skills regarding the English language according to the following options:
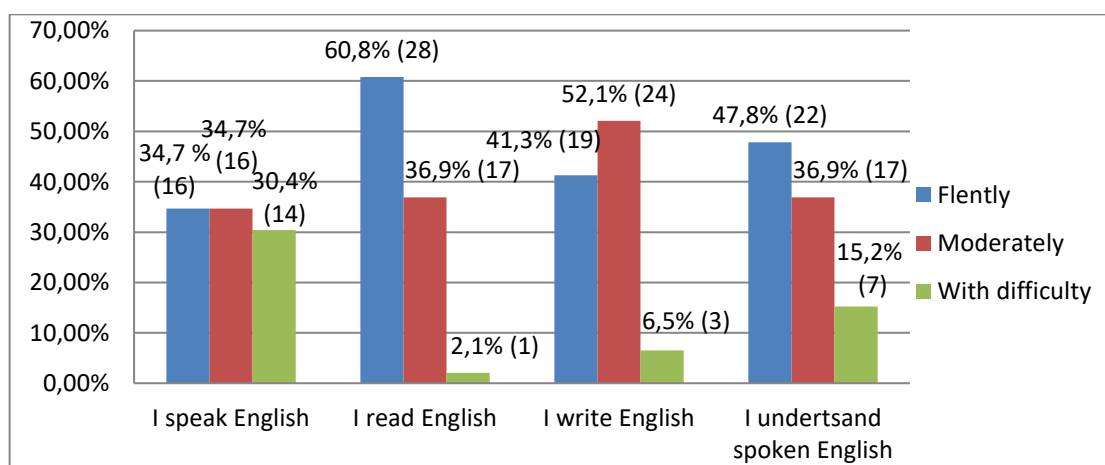

Graph 3.4: Respondents' Language Skills.

From the first glance at graph 3.4 that displays the linguistic skills of the respondents, we can deduce that the speaking skill is remarkably the lowest in terms of fluency with a percentage of 34.7% representing 16 respondents which is the exact same number of those who can speak English moderately. Similarly, the speaking skill happens to be ranked as the highest in relation to having difficulties whenever in use, with a total of 30.4% representing 14 participants. This is a strong indicative that our respondents indeed suffer from a poor management regarding this skill. Reading, however; enjoys the highest ranking in fluency scoring 60.8% with 28 respondents and the lowest in having difficulties with it scoring only 2.1% with 01 respondent only keeping in mind that it is not that much of a productive skill. Furthermore, with a score of 52.1% which equals 14 selections, the writing skill hits the highest rank in terms of students who do it moderately. It is also the second lowest skill in terms of having difficulties when in use with a percentage of 6.5% with 03 participants, and the last but one skill in relation to fluency scoring 41.3% representing 19 students. As for understanding spoken English, it scores 47.8% representing 22 respondents in fluency, 36.9% with 17 respondents with the category who understand moderately and 15.2% representing 07 participants with difficulty.

3. The Effect of Language Speaking Anxiety

In this last phase of the first section, we are to interpret and discuss how and to what extent language speaking anxiety tightens its grip on first year students highlighting certain gender differences for that matter.

Q9. If you get to choose between having to present orally or undergoing a written test, what do you choose?
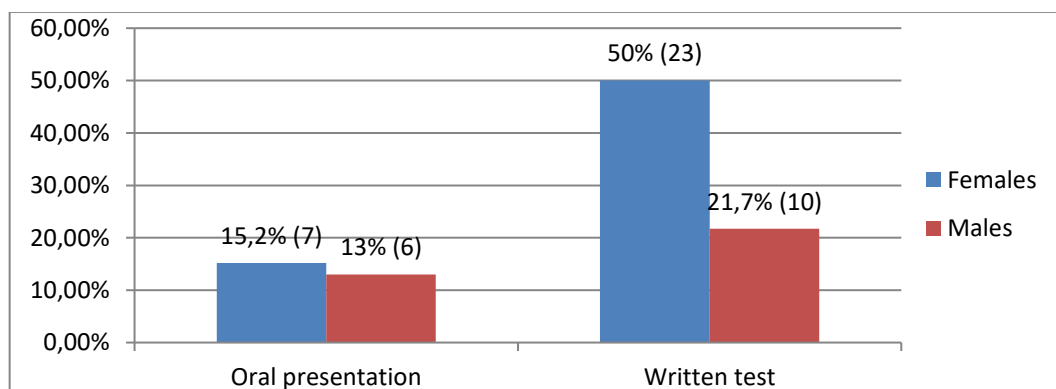
Graph 3.5: Respondents' Choices between Oral Presentations and Written Tests.

The first graph of this phase represents what the participants desire to select between whether to have an oral presentation or undergo a written test as a way of evaluation if they get the chance to pick. The statics reveal that merely 28.3% which represents 13 of the target population choose to present orally (06 males with the score of 13% and 07 females with the percentage of 15.2%). However, 71.7% which represents 33 of our participants opt for undergoing a written test. 50% of the scores go to the female participants representing 23 of them; whereas, about 21.7% representing 10 are male participants.

We estimate that this goes back to the fact that the great majority of them do not want to express themselves orally due to LSA as it was shown in the previous phase above. Besides, written tests can give them more time to think, better ways to express their flow of thoughts and less pressure, stress and fear of losing face in front of their teachers and classmates. As it is displayed in graph 3.5 above, females are the ones keeping high score of taking a written test.

Q10. Are you alright with the idea of presenting orally without checking the paper every now and then?

Categories	Respondents			Percentage		
	Females	**Males**	**Total**	**Females**	**Males**	**Total**
I can present without written notes.	12	06	18	26%	13%	9.1%
I cannot present without written notes.	19	10	28	41.3%	21.7%	60.9%

Table 3.4: Respondents' Attitude towards Checking Notes when Presenting Orally.

As clear as how the table 3.4 indicates, the great majority of our respondents are not alright with the idea of performing an oral presentation without checking their notebooks every now and then. They cannot function effectively if they walk to the board empty handed and deliver their speech publically because LSA kicks in. This category of students represents 19 females with a score of 41.3%, 10 males with a percentage of 21.7%, and a total of 28 participants which equals 60.9%. The second category; however, claims that they can present without having a glance at the paper that contains notes about their presentation. This

category involves 12 females with a percentage of 26%, 06 males with a score of 13%, and a total of 18 students scoring 39.1%.

Q11. Do you choose NOT to raise your hand and participate in class even when you have an answer?

Categories	Respondents			Percentage		
	Females	**Males**	**Total**	**Females**	**Males**	**Total**
Yes	23	09	32	50%	19.5%	69.6%
No	07	07	14	15.2%	15.2%	30.4%

Table 3.5: Respondents' Attitudes towards Not Participating when Knowing Answers.

As far as table 3.5 is concerned, 69.6% which represents 32 of our respondents being the great majority (23 scoring 50% are females and 09 which represents 19.5% are males) admit that they opt for remaining silent and choosing not to raise their hands and participate in class even when they possess an answer with a very high chance of being correct because of LSA. However, 14 scoring 30.4% (07 respondents representing 15.2% of them for each gender) claim that they do not suffer from this problem whatsoever and that they are constantly active in all oral classroom tasks and assignments.

Q12. When having to perform an oral presentation:

Categories	Respondents				Percentage			
	Agree		Disagree		Agree		Disagree	
	Females	Males	Females	Males	Females	Males	Females	Males
My ideas become disorganised while presenting.	19	09	12	07	41.3%	19.5%	26%	15.2%
I fear that someone might ask me a question I cannot answer.	19	11	12	05	41.3%	23.9%	26%	10.8%

I get relieved if the presentation gets canceled.	22	10	08	07	47.8%	21.7%	17.3%	15.2%
Delivering speech would be easier if I can speak in my mother tongue.	24	13	07	04	52.1%	28.2%	15.2%	8.6%

Table 3.6: Students' Level of Performance when Delivering Oral Speech.

Table 3.6 carries pieces of information which happen to be of a great significance to our research paper as a whole. It shows to what extent students can perform effectively in the middle of delivering speech in class. It is set to determine how much LSA can impact them while having an oral presentation. The results unveil that the great majority agree upon the fact that their ideas become confused while presenting. Precisely speaking, 19 of them are females with the score of 41.3% and 09 males with a percentage of 19.5%. Meanwhile, 26% females disagree with this idea being 12in number and 15.2% representing 07 males. Additionally, 19 females with a total of 26% believe that they feel afraid if a fellow classmate asks them a question to which they do not possess an answer. 11 males with a total of 23.9% believe the same as well, while; 10.8% representing 05 male respondents and 26 representing 41.3% contradict them.

Furthermore, the idea of experiencing LSA symptoms in the midst of delivering speech such as rapid heartbeats and shaking hands is opposed by 04 males which equal 8.6% and 07 female participants which equal 15.2%. As for those who support it, they are 13 males scoring 28.2% and 23 females scoring 50%. Moreover, the number of female students who are in favour of the idea which consists on feeling relieved when the presentation gets cancelled is 22 with total of 47.8%, and that of male students is 10 with a total of 21.7%. Nevertheless, those who disagree about it are 08 females with a score of 17.3% and 07 males with a score of 15.2%. The last idea is about students' perception of the insertion of the mother tongue in the speech. In this regard, 24 female respondents with the percentage of 52.1%, and 13 male respondents with a total of 28.2% agree; whilst, 07 which equal 15.2% females and 04 which equal 8.6% males respondents are against this idea.

Interestingly, table 3.6 displays that the great majority of our participants show signs of LSA especially females. Most of the target population confirm that they experience particular symptoms and feel a certain amount of discomfort and disturbance. Their flow of thoughts becomes interrupted, mental pressure kicks in and they begin to develop fears of criticism or potential questions to which they do not possess the correct answer. These are mostly obstacles that decrease their performance even more. This, as a matter of fact, prevents them from delivering speech successfully even when they are well prepared for it beforehand. Remarkably, they also admit that they feel relieved once they discover that the oral presentation is cancelled or at least postponed for a later time. Despite the fact that the majority of them speak at least more than two languages, as shown in table 3.1 above, they state that they would feel better speaking and expressing themselves in their mother tongue to decrease the nervousness and the anxiety they feel.

Section Two: Teachers' Questionnaire

The second section of the current chapter is specified for the analysis of the data obtained and the interpretation of the results of teachers' questionnaire about the impact of LSA on first year BMD students of Ibn Khaldoun University. The graphs and tables below shall show the results of each item or/and question included in the questionnaire.

1. Respondents' Personal Information

It is deemed fitting that this phase is meant to cast light on the most important background information of the participants in favour of our research. It includes pieces of information about their gender and the time worth their work service at Ibn Khaldoun University. They are displayed below in form of graphs and tables.

Q1. Gender:
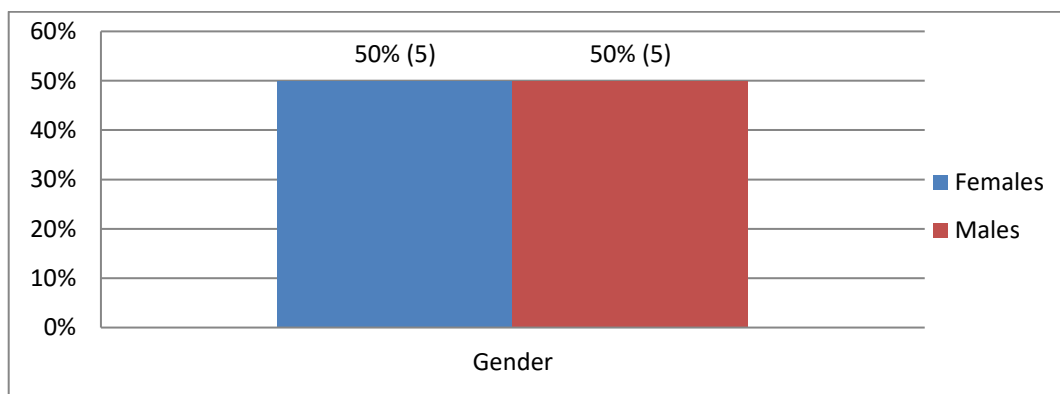
Graph 3.6: Respondents' Gender.

On the basis of the aforementioned scores in graph 3.6 which shows the gender of our participants, we can deduce that 50% which equal 05 respondents for each of both genders. This indicates that the distribution of the questionnaire was balanced between both genders, even when it was unintentionally done.

Q2. How long have you been working at Ibn Khaldoun University (IKU)?
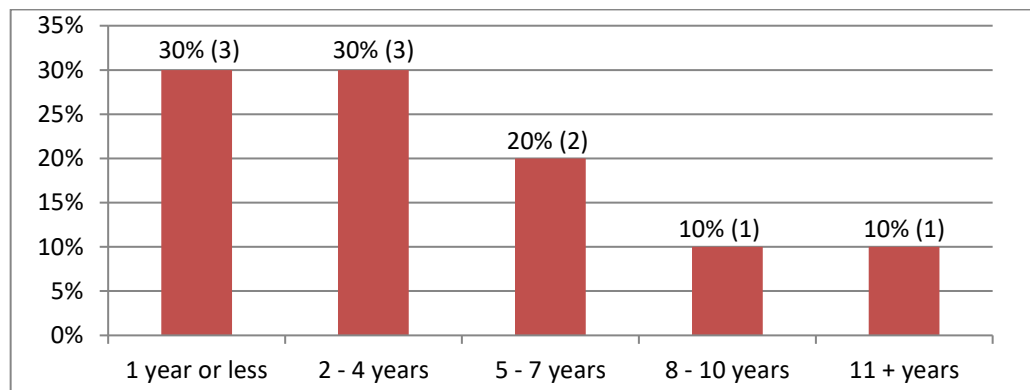
Graph 3.7: Respondents' Time Worth their Work Service at Ibn Khaldoun University of Tiaret.

The rationale behind graph 3.7 is to establish the period of time worth the work service of our respondents at Ibn Khaldoun University of Tiaret. As it is indicated, 30% is a score shared by both categories being 1 year or less and 2 to 4 years representing 03 participants for each category. Next, 20% representing 02 teachers have been working at the university of 05 to 07 years. Furthermore, the last two categories being 08 to 10 years, and 11 or more years of working for IKU score 10% which represent 01 participant for each category.

The range of our participants' time worth their work service for the University of Ibn Khaldoun, as graph 3.7 shows, varies interestingly. It casts light on the fact that we have the responses of at least one from each category from the most experienced to the very recently employed ones. This guaranties a large variety of answers given the fact that a sample from each category takes part in this particular questionnaire.

2. Students and their Oral Performance in Class

As clearly as the title of the second phase in section two of this research work indicates, this specific phase is set to examine how first year BMD students of the very same university

function orally in class. In addition to how the presence of their teachers and classmates leaves an impact on them and their oral behaviour and performance.

Q3. According to your experience, when a student is highly fluent regarding the speaking skill alone, does this *highly contribute* to classify him/her as a good student?
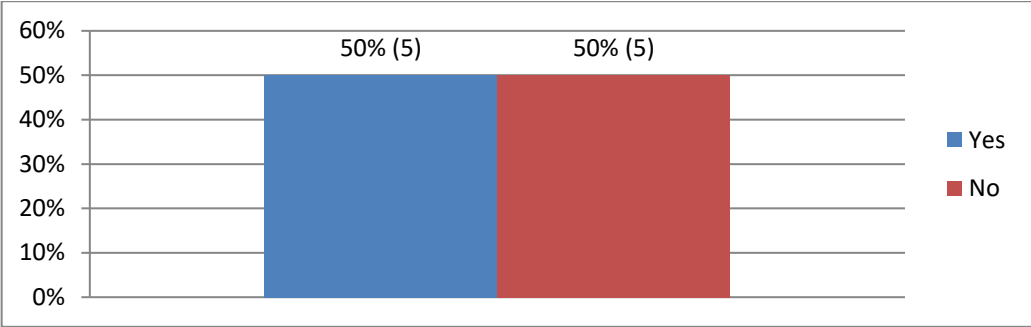
Graph 3.8: Respondents' Attitudes towards whether the Speaking Skill Alone can Determine Students' Fluency Level in English.

Graph 3.8 aims at exploring teachers' opinions on whether merely the idea that when a student is very fluent regarding the speaking skill, can alone highly contribute to classify him/her as a good student. The results above prove to be even: 50% representing 05 participants agree, and 50% also representing 05 participants stand against this idea. This, if anything, highlights how much the speaking skill is important since half of the sample state that it can alone be a strong indicative to classify the fluency level of students in the English language.

Q4. Do you think that teachers' gender affects the oral performance of students in class?

Categories	Respondents	Percentage
Yes	04	40%
No	06	60%

Table 3.7: Respondents' Opinions about whether Teachers' Gender Impacts Students' Oral Performance.

Table 3.7 demonstrates the opinions of the participants regarding whether the gender of teachers influences students' oral performance. In another manner of speaking, one gender of teachers may be equipped with more methodologies, pedagogical skills and experience than the other one. This is in favour of knowing how to reach for and involve students especially those who are battling up with LSA.

Given the results demonstrated in the aforementioned table, the great majority of teachers being 06 participants with a percentage of 60% pick "no" for an answer. They believe that teachers' gender has very little of an effect, if nothing whatsoever, on the academic oral behaviour of students. They think that it is up to the experience and skills of the teacher, not his/her gender. Therefore, were are left with the minority being 04 participants with a total of 40% who believe that teachers' gender can indeed influence students' way of functioning orally in the classroom.

Q5. Is the oral session and the module of Phonetics are given their fair share of importance in IKU in terms of session time and the ICTs required?

Categories	Respondents	Percentage
Yes	10	100%
No	00	00%

Table 3.8: Respondents' Insights about the Phonetics and the Oral Sessions.

Table 3.8 reflects a roundabout that plays a very important role in the development of first year students' speaking skill. It happens to be whether teachers think that the oral session and the module of Phonetics are given their fair share of importance in Ibn Khaldoun University in terms of the session time and the ICTs required. Surprisingly, the answer "no" is swaying all the respondents to its side with a total percentage of 100%. This leaves the odds of choosing "yes" with 00 participants to back it up.

It only shows that the respondents are unsatisfied with the teaching conditions of these particular modules given their importance in sharpening the articulating and expressive skills of first year students. Henceforth, they cannot deliver the courses the way it should be done. In this case, it is worth declaring that this could in fact be related to the factors that do not help students get over their LSA.

Q6. Regardless of the nature of the module(s) you teach, do you take into account students' oral performance as well in the assessment process?

| Categories	Respondents	Percentage
Yes	10	100%
No	00	00%

Table 3.9: Respondents' Insights about the Assessment of Students' Speaking

Performance in all Modules.

As far as Table 3.9 is concerned, teachers agree with a percentage of 100% which equals all 10 of them on the idea that no matter the nature of the module (s) they teach they constantly take students' oral performance as well into account during the assessment process. It indicates that the speaking skill is very consequential and crucial since it permits students, or anyone for that matter, to word their thoughts and feelings convincingly. It is the key to communicate efficiently.

3. The Effect of Language Speaking Anxiety on Students

The third and last phase of the second section is meant to explore the manner how teachers view LSA and its impact on the oral behaviour of first year BMD students of the English language at Ibn Khaldoun University.

Q7. To what extent you believe that Language speaking anxiety (LSA) truly impacts the oral performance of BMD students?
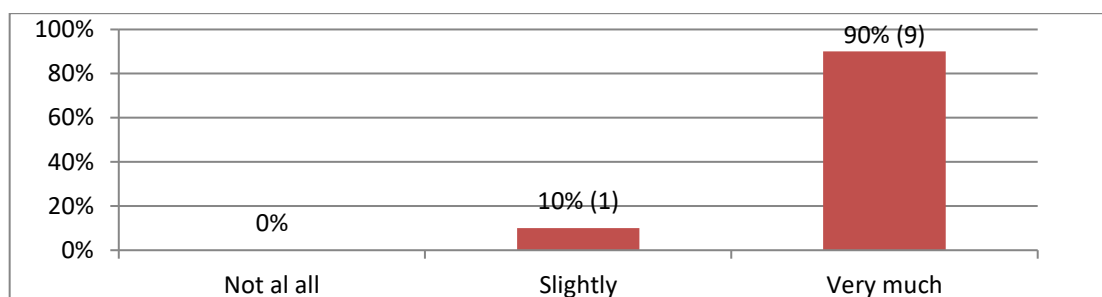
Graph 3.9: Teachers Impression on how much LSA Impacts First Year Student

Graph 3.9 is set to examine what our respondents think regarding the matter of the influence level of LSA on first year students. In this regard, the great majority of the participants being 09 of them with a total score of 90% agree on the idea that LSA impacts first year students very much. However, merely 10% representing 01 respondent believe that it has a slight effect on their oral performance. The third and last category being that of those who think it has no impact whatsoever is left blank with 0%. Therefore, based on teachers' experience, they know that students have a hard time communicating or interacting using the target language due to LSA.

Q8. Which students amongst all academic levels do you think are most vulnerable to this issue?
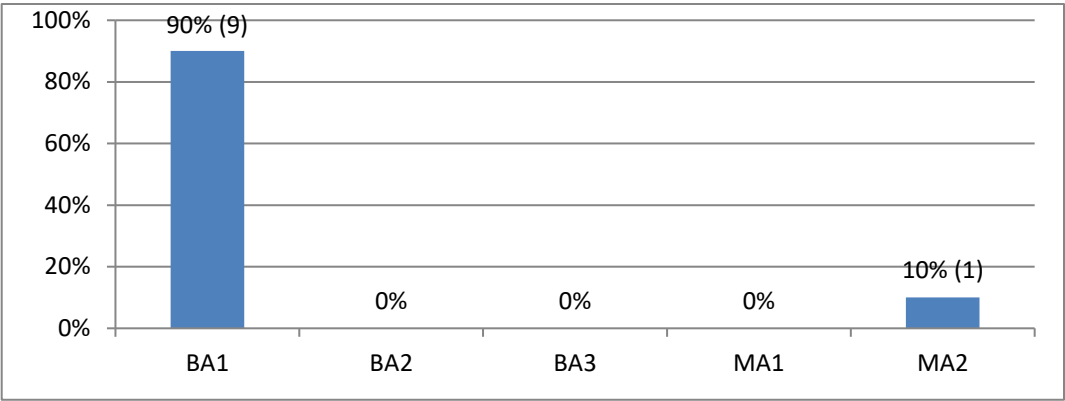
Graph 3.10: Teachers' Choices on which Level is affected the Most by LSA.

The second graph 3.10 of this phase unveils teachers' choices regarding which students amongst all academic levels are most vulnerable to LSA. Interestingly, 09 with the score of 90% which represents the great majority of the participants have chosen first year students as an answer. They claim it is because BA1 students are exposed to a totally new environment, new teachers and classmates which makes them become more self aware; however, negatively. Some others say it is because few students have not chosen English as a speciality willingly. Other teachers suggest it was due to a mismatch between secondary school curriculum and that of university.

While, 01 participant with a percentage of 10% desired to pick master two students due to the fact that they have to defend their theses orally when it is due time so as to obtain their Master's degree. It puts on them a lot of mental pressure causing them to have relatively a poor oral performance for some of them. This leaves the other categories with 0 participants for each. Teachers' choice confirms our idea that first year students are the ones who suffer the most amongst students affiliating to the other academic levels. It is due to the aforementioned reasons.

Q9. It is a common stereotype that female students get more affected than male students by LSA, how do you perceive this?

Categories	Respondents	Percentage
Females	07	70%
Males	03	30%

Table 3.10: Respondents' Insights about the Gender that is more affected by LSA.

It is a common stereotype which highlights that female first years BMD students are more affected than male students by LSA. The rationale behind table 3.10 is to explore how our respondents perceive this stereotype. The great majority of them being 07 with a total of 70% respond affirmatively. Most of them think it is females who suffer from this issue due to the factors of sensitivity and shyness. In addition, some of them suggest that it is due to the fact that women in general are not expected to be orally expressive in the eyes of society.

Meanwhile, 30% which represents 03 teachers suggest it is male students who show more signs of LSA than females. All of them protest that they tend to share fewer experiences and are less expressive than females.

Conclusion

We have dealt in this last chapter with the analysis, interpretation and discussion of the data obtained from two distinct questionnaires. One is for first year BMD students of Ibn Khaldoun University of Tiaret and the other one is for the teachers who work there. It was meant to test the hypotheses and answer the research questions regarding the idea that first year BMD students do have LSA. In addition to unveil which gender is more affected by the same issue.

In the same vein of thought, it was confirmed that first year students are the ones amongst the other academic levels of university to suffer from LSA. Results also highlight that female students are the ones who have the firm grip of LSA tightened on them and their academic oral performances more than male students.

It can be concluded that the research of gender differences is a very important arena of research to be considered in English language learning. Both genders females and males are different in their own ways. For this reason, they experience LSA differently.

GENERAL CONCLUSION

The field of language and gender differences is an enormous arena of investigation with various linguistic bifurcations and points of view. Regardless of how many decades ago it dates back to, it continues to prove that it is still worthy of further researches since it is considered to be an interdisciplinary field of inquiry. Not to mention the fact that it is related to and deeply involved with language itself which is an ever-changing means of communication, thought or/and feeling expression. For this reason, it requires more academic attention than ever before in order to unthread the mysterious ways in which each gender separately functions. For that matter, the current research paper investigates language and gender differences; however, from another perspective. It is meant to understand how anxiety, specifically speaking foreign language speaking anxiety, impacts the oral academic performance of first years BMD female and male students.

Language Speaking Anxiety is a very common psychological issue amongst EFL female and male learners all around the globe. It consists on hindering the effectiveness of their speaking skill and how they function orally in class with their professors and classmates within classroom debates, participation or academic presentations. It proves to influence not only learner's academic life but their social and future occupational lives as well.

Remarkably, mental health scores a high level of awareness scarcity especially in the Algerian context. One must never turn a blind eye on LSA specifically and anxiety generally being the consequential mental health illness it is. Symptoms like the ones mentioned in the previous chapters like experiencing shaking hands, lack of concentration, tight throat and the like once engaging in an oral academic performance are not going to magically disappear into thin air. If anything, things will only get worse by time when they go undiagnosed and untreated. Anxiety, or any other mental health illness for that matter, can be cured. However, it is indeed worth highlighting once more that medical care needs to be the one assuming responsibility, and being in charge of the whole process of treatment with all of its aspects to attain the best results.

It is worth mentioning that just like any other research, the current dissertation has faced some bumps on the making. It is deemed fitting to mention that most obstacles were due to the pandemic of COVID-19 since it has bereaved the whole world from mobility, contact of all sorts and other steps and factors that are quintessential to the progress of the research. However, the resource materials scarcity, the insufficiency of time and many other challenges that have collided with the steadiness of the process of this study, and continue to do so, do

not in any way undermine its value. If anything, the uneasily obtained resources, the eager race against time and the efforts made by the researchers are solid proof regarding the quality of this paper.

The first chapter of this dissertation deals with language and gender from the early beginnings of this field of research to where it is nowadays passing by all the most important roundabouts of change and the challenges it has faced all along. Nevertheless, the second chapter is dedicated to explore anxiety, its causes, types and the like as well as how it can be intermingled with stress and depression. In addition to unveiling the importance of the speaking skill, the way it varies amongst EFL learners of both genders and how glossophobia/language speaking anxiety affects them in this regard. Lastly, the third chapter was devoted to collect, discuss and analyse two questionnaires which serve as research tools in favour of collecting data for this investigation (the first was administered to first year BMD English language students of Ibn Khaldoun University of Tiaret, and the second one was addressed to the teachers who work at the same university).

The results of the current study show that LSA impacts first year BMD students of Ibn Khaldoun Univerity of Tiaret to a high level especially females. This is mainly due to many factors such as shyness, lack of self-confidence, fear of confronting a crowd and self expression in public as well as fear of evaluation and criticism. Henceforth, it is recommended for further investigations to be conducted in better circumstances.

Inevitably, many matters have to be left out of a short work taking into account the circumstances.Should the need arise, we might as well provide the readers who happen to be interested in making further studies in the same field of enquiry with recommendations. In this context, research regarding anxiety disorders or/and other mental health illnesses and their impact on EFL learners' academic performance in the Algerian context are exceedingly scarce. Therefore, further studies to clear the fog and raising awareness about this matter are much needed. Also, practical and effective solutions to help those with LSA overcome their fear of public speaking and delivering speech or any classroom oral activities are a must to prioritise.

BIBLIOGRAPHY

Books

BeyondBlue Team. (2014). *Anxiety and Depression: An Information Booklet*. Australia: BeyondBlue Organisation.

Eckert, P,.& MacConnellGinet, S. (2003). *Language and Gender*. Cambridge and New York: Cambridge University Press.

Gray, J. (1992). *Men are from Mars and Women are from Venus: The Classic Guide to Understanding the Opposite Sex*. United Kingdom: Thomsons, Suffolk.

Huberty, T. J. (2012). *Anxiety and Depression in Children and Adolescents: Assessment, Intervention, and Prevention*. New York: Springer. Vc.

Jesperson, O. (1992). *Language, its Nature, Development and Origin*. New York: New York Henry Holt & Company.

Labov, L. (1972). *The Social Stratification of (r) in New York City Department Stores*. Philadelpha: In Sociolinguistic Patterns.

Lynch, G. (2011). *Sampling*. United Kingdom: Oxford University.

Rector, N. A., Bourdeau, D.,& Jpseph-Massiah, L. (2008). *Anxiety Disorders: An Information Guide: A Guide for People with Anxiety and their Families*. Canada: Library and Archives Canada Cataloguing in Publication.

Spielberger, C, D. (1972). *Anxiety: Current Trends in Theory and Research*. New York: Academic Press.

Tannen, D. (1990). *You Just Do not Understand: Women and Men in Conversation*. New York, NY: Morrow.

Wardhaugh, R,.& Fuller, J. M. (2015). *An Introduction to Sociolinguistics* (7[th]ed.). John Wiley & Sons, Inc.

Journal Articles

Ader, E.,& Erktin, E. (2010). Coping as self-regulation of anxiety: A modal for math achievment in high-skates tests. *Cognition*, Brain Behaviour: An Interdisciplinary Journal, 14 (4).

Elmenfi, F., & Gaibani, A. (2016). The Role of Social Evaluation in Influencing Public Speaking Anxiety of the English Language Learners at Omar Al-Mukhtar University. Arab World English Journal (AWEJ), 7 (3), 496-505.

Erdiana, N. (2019). Male vs. Female EFL Students: Who is better in Speaking Skill? Studies in English Language and Education, 6 (1), 131-140

Kodri, F. (2018). The Effect of Anxiety and Classroom Interaction on English Speaking Performance. ELT- Lectura: JurnalPendidikan, 5 (1), 23-36.

Lakoff, R. (1973). Language and Woman's Place. Language in Society, 2 (1), 45-80.

Lei, X. (2006). Sexism and Language. Journal of Language and Linguistics, 5 (1), 87-94.

Maertz, K. ND. Panic/Anxiety Attacks: Identification and Self-Help Strategies. University of Alberta.

Marzec-Stawiarska, M. (2014). Gender Differences in Foreign Language Speaking-in-Class Anxiety. Linguistica Silesiana, 35 (1), 417-434.

O'Barr, M.,& Atkins, B. (1980).Women's Language or "Powerless Language? Journalism and Letters of George Orwell 4 (1), 402-407.

Perveen, K,. Hasan, Y,.& Aleemi, A. R. Glossophobia: The Fear of Public Speaking in Female and Male Students of University of Karachi. Pakistan Journal of Gender Studies, 16 (1).

Popova, D. (2010). Gender Stereotypes in Advertising. *Bourgas Free University*.

Rahayu, S. (2016). The Comparison between Male and Female Students' Speaking Ability. ELTIN Journal, 4 (2).

Viveros, J., & Schramm, D, G. (2018). Stress vs. Anxiety: Understanding the Difference. Utah State University Extension.

Magazines

Firestone, L. (2005). Gender Stereotyping. Psychalive: Psychology for Everyday life.

Marsh, L. (2015). Understanding Anxiety and Panic Attacks. United Kingdom: Mind ©2015 (National Association for Mental Health).

MindTeam. (2017). Anxiety and Panic attacks. United Kingdom: Mind Organisation for Better Mental Health.

Dissertations and Theses

Aldehesh, A, Y. (2008). *Translating* Idiomatic English Phrasal Verbs into Arabic (Doctorate's thesis). Sydney, Australia: Univerity of Western Sydney.

Babou, A. (2012). Male/Female Language Practices and Aspects of Miscommunication in Chlef (Magister's thesis). Oran, Algeria: University Es-Senia.

Kasmi, M.,& Youcefi, N. (2019). Investigating the Impact of Psychological Factors (Stress, Anxiety and Depression) on Working Memory: The Case of First Year BMD Students at Blida 2 University (Master's dissertation). Blida, Algeria: University of Blida 2.

Krismiyati, A. (2008). A Constructive Analysis of Noun Formations between English and Indonesian Used in Jakarta Post and Suara Merdeka Newspapers. Indonesia: University of Suarakarta.

Oliveira, F. (2013). Language and Gender. England: University of Birmingham.

Wright, B. (2002). *Gender and Language: Challenging the Stereotypes* (Master's thesis). England: University of Birmingham.

Websites

Gender Stereotypes Quotes. (2020). Retrieved on Mars, 26th 2020 from, https://www.goodreads.com/quotes/tag/gender-stereotypes

Woman Proverbs. (2020). Retrieved on Mars, 26th 2020 from, https://www.inspirationalstorie.com/proverbs/t/on-woman/

Webpages

Bernard, D. (2017). What is Glossophobia and how to Overcome it. Retrieved on April 07, 2020 from,https://virtualspeech.com/blog/what-is-glossophobia-and-how-to-overcome-it.

Vandergriendt, C. (2019). What's the Difference between a Panic Attack and an Anxiety Attack? Retrieved on Mars 26th, 2020 from, https://www.healthline.com/health/panic-attack- vs-anxiety-attack.

APPENDECES

Appendix 1: First Year BMD Students' Questionnaire

1ˢᵗ Year Students' Questionnaire

Dear respondents,

This online questionnaire is a part of an MA2 dissertation that investigates the influence of *language Speaking Anxiety* (LSA) over the oral performance of EFL[1] female and male students. In another manner of speaking, how psychological factors like stress, pressure and other matters under the umbrella term of LSA can impact female and male students when dealing with an oral task in the classroom (participation, classroom debates, or oral presentations). The main purpose of this research paper is to unveil which of both genders is more affected by this issue amongst first year BMD[2] students of the English language at Ibn khaldoun University of Tiaret. It is worth mentioning that we cannot invest in socially appealing answers, and that all responses are of equal importance. Therefore, you are kindly invited to answer honestly according to your own cases since your identities will remain in absolute secrecy.

Thank you!

♣   **Section One: Background Information**

•   **Answer the following questions by ticking (√) the box (es) you see fit:**

1. Sex: a. Female ☐   **b.** Male ☐

2. Age: a. 17-20 ☐   **b.** 21- 24 ☐   **c.** 25 and more ☐

3. Spoken Languages: a. Arabic ☐   **b.** Berber ☐   **c.** English ☐

   e. French   **f.** Spanish ☐   **g.** German ☐   ☐

h. Others: …………………………………………………………………..

---

[1]**EFL:** English as a foreign language.

[2]**BMD :** License, Master, Doctorate.

✚ **Section Two: Students and their Oral Performance in Class**

• **Tick (√) in the correspondent box (es) bellow that best characterise your answer:**

1. How do you perceive yourself in class**?** (You may choose more than one option)

a. Shy ☐ **b.** Silent ☐ **c.** Introvert ☐ **d.** Extrovert ☐ **e.** Talkative ☐

2. Are the options you picked in the previous questions going to remain the same concerning your daily life outside the classroom**?**

a. Yes ☐ **b.** No ☐

3. If the answer is no, why not**?** ……………………………………………………….

4. Evaluate your language skills regarding the English language according to the following options**:**

	1. Fluently	**2. Moderately**	**3. With difficulty**
a. I speak English	☐	☐	☐
b. I write English	☐	☐	☐
c. I read English	☐	☐	☐
d. I understand spoken English	☐	☐	☐

✚ **Section Three: The Effect of Language Speaking Anxiety**

• **Select your answer via ticking (√) in the suitable box (es):**

1. If you get to choose between having to present orally or undergoing a written test, what do you choose**?**

a. Present orally ☐ **b.** Do a written test ☐

3. Are you alright with the idea of presenting orally without checking the paper every now and then**?**

a. Yes ☐　　　　　　**b.** No ☐

5. Do you choose NOT to raise your hand and participate in class even when you have an answer**?**

a. Yes ☐　　　　　　**b.** No ☐

- **When having to perform an oral presentation:**

1. My ideas become disorganised while presenting.

Strongly agree ◯　　**Agree** ◯　　**Disagree** ◯　　**Strongly disagree** ◯

2. I fear that someone might ask me a question I cannot answer.

Strongly agree ◯　　**Agree** ◯　　**Disagree** ◯　　**Strongly disagree** ◯

3. I experience shaking hands, rapid heartbeats, short of breath and the like when delivering speech.

Strongly agree ◯　　**Agree** ◯　　**Disagree** ◯　　**Strongly disagree** ◯

4. I get relieved if the oral presentation gets canceled.

Strongly agree ◯　　**Agree** ◯　　**Disagree** ◯　　**Strongly disagree** ◯

5. The oral presentation would be easier if I can speak in my mother tongue.

Strongly agree ◯　　**Agree** ◯　　**Disagree** ◯　　**Strongly disagree** ◯

Send your answers in whichever format that suits you best to one of the following e-mails, please**!**

bouribadounia@gmail.com or samihasamah1997@gmail.com

For more information, do not hesitate to contact us on the aforementioned e-mails, please**!**

The time and efforts spent on answering this questionnaire are very much appreciated!

Appendix 2: Teachers' Questionnaire

> Dear respondents,
>
> This online questionnaire is a part of an MA2 dissertation that investigates the influence of *language speaking anxiety* (LSA) over the oral performance of EFL female and male students. In another manner of speaking, how psychological factors like stress, pressure and other matters under the umbrella term of LSA can impact female and male students when dealing with an oral task in the classroom (participation, classroom debates, or oral presentations). The main purpose of this research paper is to unveil which of both genders is more affected by this issue amongst first year BMD students of the English language at Ibn khaldoun University of Tiaret. It is worth mentioning that all responses are of equal importance to us. Therefore, you are kindly invited to answer comfortably since your identities will remain in absolute secrecy.
>
> Thank you**!**

✛ Section One: Background Information

- **Answer the following questions by ticking (√)in the box (es) you see fit, please!**

1. Sex: **a.** Female ☐   **b.** Male ☐

2. How long have you been working at Ibn Khaldoun University (IKU)**?**

a.1 year or less ☐   **b.**1-3 years ☐   **c.**4-6 years ☐   **d.**7-9 years ☐   **e.**10 years + ☐

✛ Section Two: Students and their Oral Performance in Class

- **Select your answer via ticking (√) in the suitable box (es), please!**

1. According to your experience, when a student is highly fluent regarding the speaking skill alone, does this *highly contribute* to classify him/her as a good student**?**

a. Yes ☐   **b.** No ☐

2. Do you think that teachers' gender affects the oral performance of students in class**?**

a. Yes ☐   **b.** No ☐

3. Is the oral session and the module of Phonetics are given their fair share of importance in IKU in terms of session time and the ICTs required**?**

a. Yes ☐   **b.** No   ☐

4. Regardless of the nature of the module(s) you teach, do you take into account students' oral performance as well in the assessment process**?**

a. Yes ☐   **b.** No   ☐

✚ Section Three: The Effect of Language Speaking Anxiety on Students

- **Tick (√) in the correspondent box (es) bellow that best characterise (s) your answer:**

1. To what extent you believe that Language speaking anxiety (LSA) truly impacts the oral performance of BMD students**?**

a. Not at all ☐   **b.** Slightly ☐   **c.** Very much ☐

2. Which students amongst all academic levels do you think are most vulnerable to this issue**?**

a. BA1 ☐   **b.** BA2 ☐   **c.**BA3 ☐   **d.** MA1 ☐   **e.** MA2 ☐

3. It is a common stereotype that female students get more affected than male students by LSA, how do you perceive this**?**

a. Female students ☐   **b.** Male students ☐

Send your answers in whichever format that suits you best to the following e-mail, please**!**

bouribadounia@gmail.com.

For more information, do not hesitate to contact us on the aforementioned e-mail, please**!**

The time and efforts spent on answering this questionnaire are very much appreciated!

ABSTARCT IN ARABIC

ملخص

هذه الدراسة البحثية تجرى للتحقيق في الاختلافات اللغوية المرتبطة بالجنس فيما يتعلق بالقلق من خلال الاداء الشفهي للطلاب في الفصل. اخذنا كعينة طلاب السنة الاولى من قسم اللغة الانجليزية في جامعة ابن خلدون في تيارت. طريقة البحث التي يتم استخدامها اثناء عملية جمع البيانات هي من خلال تصميم استبيانين عبر الانترنت ــواحد للطلاب و واحد للاساتذة. الهدف من هذه الدراسة هو الكشف عن امور مثل ما اذا كان القلق يؤثر بالفعل على طلاب السنة الاولى في جامعة ابن خلدون في تيارت كلما انخرطوا في اي نشاط شفهي فيالفصل و معرفة اي الجنسين يتاثر اكتر بهذه الظاهرة .

الكلمات المفتاحية القلق ــالذكور و الاناث- اللغة و الاختلافات بين الجنسين- طلاب السنة الاولى ــ اللغة الانجليزية- متعلمي اللغة الانجليزية.