

Peoples' Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research



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**ISSUES OF LANGUAGE AND GENDER IN SECOND
LANGUAGE AQUISITION AND FOREIGN LANGUAGE IN
ALGERIA, THE CASE OF MIDDLE SCHOOL**

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Academic Year: 2021/2022

Acknowledgment

First and foremost, praises and thanks to Allah, the Almighty, the ever-magnificent, and the ever-thankful, for His showers of blessings throughout our research work to complete it successfully.

It is a great opportunity for us to write about subject like “issues of language and gender in second language acquisition and foreign language learning. At the time of preparing this paper, we have gone through different books and websites that were useful for us to be acquainted with new information.

We would like to express our deep sincere gratitude to our research supervisor, Dr. Khaled BELARBI, for giving us the opportunity to do this research and providing us with valuable guidance throughout this journey. His dynamism, vision, sincerity and motivation have deeply inspired us. He has taught us the methodology to carry out the research and to present the research work as clearly as possible. It was a great privilege and honor to work and study under his guidance. We are extremely grateful for what he has offered us. We would like to thank him for his friendship, empathy and great sense of humor. We are extending our heartfelt thanks to his family for their acceptance and patience during the discussion we had with him on research work.

We also would like to express our respect and thanks to the members of jury (here you have to mention jury names) for reading our work and providing us with their precious comments.

We really would like to express our profound gratitude to all the participants who kindly provided us with the needed data, their names cannot be disclosed, but we want to acknowledge and appreciate their help and transparency during our research. Their information helped us complete this dissertation successfully.

DEDICATION

To my mother for her unfailing support and prayers,

To my father for his permanent encouragement,

his encouragement, understanding and gentle wisdom.

I also want to dedicate this humble work to my cousin Sofiane Sabah for her help and to my teachers Amine Gourayi and Hodbi Foad

To my brothers and my sister.

To my nieces and nephews.

May they remember this work as the result of perseverance and hope.

Thank you.

Sofiane Imane

DEDICATION

*To my beloved mother and father whose words of encouragement and push
for tenacity ring in my ears.*

To my brothers and sisters.

*Without forgetting to mention the rest of my family members, who wished me success
and happiness.*

Thank you.

Harmal Siham

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List of Abbreviations

U.K : United Kingdom

G.C.S.E : General Certificate of Secondary Education

H.M.S.O : His /Her Majesty Stationery Office

E.O.C : Education and Communication Officer

C.A : Contrastive Analysis

S.R: Stimulus- Response

F.L.E /L: Foreign Language Education /Learning

S.L.A : Second Language Acquisition

U.G : Universal Grammar

S.T: Social Interactionist

L.L.S: Language Learning Strategies

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Abstract

this research is considered as a reminder for how language and gender are related. we mentioned how languages differ according to males and females". Gender impact the following terminologies "second language acquisition and foreign language learning.

We exhibit general information about second language acquisition and foreign language learning we represented their: definition , approaches ,and their strategies . After that we went deeper about their relation with gender . More precisely we explored the role of gender within these two terms and what are the main issues that males and females faced in acquiring/learning a new language which was our main focus .lastly a gave an overview on second language acquisition and foreign language learning in Algeria .

We considered in our research. Firstly, a general description of the methodology that used in our study, including the research design, the tools that we relied on, what we have observed about this topic and the analysis of the questionnaire. The questions that made for this research were answered accordingly to the outcomes. Males and females face some issues in learning a second language or educate a foreign language but it differs from one another.

Key Words ; language contact, language use,gender, ,diglossia,language acquisition,

General Introduction

The present research aims at investigating gender issues and its impact on second language acquisition, foreign language learning, and on education. That is, this study is oriented to tackle the extent of the impact of gender on these terminologies and how it can be affected. Also, dedicated to note, define and describe generally gender and language in and second language acquisition in a detailed manner.

The following study is composed of three chapters. The first chapter includes an overview about language and gender with indicating their main theories, explaining the distinction sex and gender. In addition to that, presenting the relationship between language and gender, and how male and female differ in using language. The second chapter presents a literature review about what is a second language acquisition, foreign language learning and their theories, approaches and strategies related to them. Moreover, how the two terms differ from each other. The data collection chapter discusses the most common issues and difficulties that male and female can face while acquiring new language by using a questionnaire and an observation, with the appropriate analysis and results.

Studies dealing with language and gender have firstly begun with Robin (Lakoff's 1975) in which he explained from a linguistic point of view the term and its origins and provided a list of the most known theories about gender and how does it impact new language acquisition. In addition to that, many theories were formulated in order to make the appropriate definition about both of the terminologies and to make a combination between both concepts in order to see how it affect the acquisition and to highlight the problems that may accrue.

Both males and females are targeted in this research to identify the need to develop the most important skills and strategies to acquire new languages. Hence, to observe the difference between second language acquisition and foreign language learning and how gender can impact their language use. Therefore, the following study will pave the way to investigate problematic issues that may males and females face in acquiring or learning a foreign the observation used was conducted for middle school pupils.

The main questions raised to conduct this research are as follow:

1. How gender and second language acquisition / foreign language education are related?
2. Do gender impact second language acquisition and foreign language education?
3. What are the issues and the difficulties that girls and boys face in acquiring or learning a new language?

Introduction

For the past decades, human being use the word "sex" in order to differentiate between male and female. The following chapter we deals with the general description of language and gender and the relationship between them, how they are linked together and which one has an impact on the other. Different theories and approaches are presented that state the emerge of studies dealing with the process of gender from a linguistic perspective, also describing the conception of gender and how its change through time. Moreover, it purpose is to demonstrate the difference between men and women in using language, and the influence of gender on second language acquisition and foreign language education.

Definition of Language

Language as a concept commonly refers to a means of communication, in another sense it allows us to connect with others, transmit culture, thoughts, and emotions. When talking about the conception of language, many linguists argue about its definition starting with the most famous linguist Noam Chomsky who stated that language is the congenital potentiality of the native speaker to understand and organize a correct grammatical sentence. In the opinion of Chomsky, language is set of « Finite and Infinite »sentences, each finite length and constructed out of finite set of element. Chomsky assumes that "sentences" are the basis of any language. Another linguist, Bloomfield proclaimed that the totality of the utterances that can be made in a speech community is the language of that speech community .Bloomfield focused on the vocalization generated by people of the same community. He gave a great importance to the form so that he thinks that the "Form" is the basis of a language not the "meaning".

According to Fernand De Saussure, language is an arbitrary system of sign formalize of "Signifier and Signified". In more details, language is first a system that has no logic or reason, secondly insure both object and expressions used for object, thirdly expressions and object are somehow subjectively bind together, and eventually these expressions comprise graphic symbols and sounds that humans utilize for creating speech and writing severally for the purpose of communication. Even philosophers have provided us with their ideas about language, for instance Aristol who declared that: "speech is the representation of the experience of mind", in other words, Aristol sees that the foundation of language is the speech that humans produce for interchange their experience resulting in thoughts and feelings. Coming back to Noam Chomsky who added that language means the ability of creating an unlimited number of sentences that you never enunciate before and to apprehend sentences that you never heard before totally new, Chomsky denote this ability as "THE CREATIVE ASPECT OF LANGUAGE".

Digging deeper, language is defined as follow: 'language in it sizable sense is the ability, singularity human ability to communicate using a language

In addition to that, Britannica subjoin that language is a system of conventional manual, spoken or written symbols by mans of which human beings as a member of a social group and contributor in its culture which means that the "belonging " of a single social

community. The Britannica website has listed also some functions of language as follows: the expression of identity, imaginative, feeling and emotional release.

The meaning of gender

The word gender we found out that it does not have a long history. In the past only the word 'Sex' was used to refer to both the physical bodies of males and females as well as the different social roles played by men and women. However, later on it has been found that the word sex is not enough to describe the many ways in which human beings express themselves, their behavior in culture, and their social environment. That is to say, the terms *male* and *female* became questionable term of understanding the difference for those who wanted to talk about the ways in which cultural norms or traditions are created and how they can change. One's physical body, after all, cannot explain how they live and are expected to live such different lives. Different studies (Mead, 1935; Rubin, 1984) have figured out that men and women have separate roles which are not equal. Accordingly, the concept 'Gender' was needed to describe the ways in which *men* and *women* are categories created by society so that what men and women are supposed to do, how they are supposed to behave, and what value is given to each can be separated according to each one .

The word gender is derived from the Latin word 'genus' which means : kind, type or sort .the term of 'gender ' was used for the first time in the 1940s by John Money in a discourse meant to legitimize sex change, and it began to be employed in the social sciences from the late 1960s. However, the real emergence of gender as a concept on its own was largely associated with the second-wave of feminism that drew attention to sexual divisions in society and to the patterns of social difference and inequality that arose.

Feminist scholars began to develop different theories of how "woman" began to use "gender," rather than sex, as the main way of discussing the relationship between women and men. Some feminists believe that a woman is nothing but a '*sexual object for men*' and one becomes a woman by this process of objectification. Therefore, the goal for many activists and scholars was to free "woman" and get rid of the category altogether (Cavalero, 2003:46). Some philosophers, like Monique Wittig, said that lesbians have already been freed from being sexual objects for men and thus are not women. Instead, "lesbian" itself is a gender category of those who are liberated from being women, but are not men. At this point, gender was becoming the norm for those within the humanities and social sciences and was also being used by different popular media such as in magazines, television shows, etc. In the opinion of feminists, Judith Butler argued that gender is the process of embodiment which results from the repeated performance of acts of gendering. The British sociologist Giddens (1989) elucidate the term sex as a biological or a anatomical differences between male and female, whereas gender concerns the psychological, social and cultural differences between them . In line with this, sex is something you have, and it can be defined in terms of objective, scientific criteria. In contrast gender is social property: something acquired or formulated through your relationships with others through an individual's attachment to certain cultural norms and proscriptions. '*Gender is not something we are born with, and not something we*

have, but something we do— something we perform'' (Butler, 1990) with this words Butler gave her impression about the meaning of the word gender.

Without the revival of feminist, the concept of gender could not have existed because feminist scholarship and the demand of women to understand how their roles in society had been created throughout history. Gender allows us to do and see what the limited concept of "sex". Gender creates differences between males and females. Gender makes us see everyone as man or woman.

The history of Gender:

The concept of gender is a recent invention in human history. The ancient world had no basis of understanding gender as it has been understood in the humanities and social sciences for the past few decades. Therefore, it had been associated with grammar for most of history and only started to move towards it being a malleable cultural construct in the 1950s and 1960s.

Sexologist John Money introduced the terminological distinction between biological sex and gender as a role in 1955. Before his work, it was uncommon to use the word *gender* to refer to anything but grammatical categories. For example, in a bibliography of 12,000 references on marriage and family from 1900–1964, the term *gender* does not even emerge once. Analysis of more than 30 million academic article titles from 1945–2001 showed that the uses of the term "*gender*", were much rarer than uses of "*sex*", was often used as a grammatical category early in this period. By the end of this period, uses of "*gender*" outnumbered uses of "*sex*" in the social sciences, arts, and humanities. It was in the 1970s that feminist scholars adopted the term *gender* as way of distinguishing "socially constructed" aspects of male–female differences (gender) from "biologically determined" aspects (sex).

In the 20th century, the use of *gender* in academia has increased greatly, outnumbering uses of *sex* in the social sciences. While the spread of the word in science publications can be attributed to the influence of feminism, its use as a synonym for sex is attributed to the failure to grasp the distinction made in feminist theory, and the distinction has sometimes become blurred with the theory itself; David Haig stated that among the reasons that working scientists have given me for choosing gender rather than sex in biological contexts are desires to signal sympathy with feminist goals, to use a more academic term, or to avoid the connotation of copulation.

In legal cases, alleging discrimination, *sex* is usually preferred as the determining factor rather than *gender* as it refers to biology that constructed norms which are more open to interpretation and dispute. Julie Greenberg writes that although gender and sex are separate concepts, they are interlinked in that gender discrimination often results from stereotypes based on what is expected of members of each sex.^[17] In *J.E.B. v. Alabama ex rel. T.B.*, United States Supreme Court Justice Antonin Scalia wrote:

'The word 'gender' has acquired the new and useful connotation of cultural or attitudinal characteristics (as opposed to physical characteristics) distinctive to the sexes. That is to say, gender is to sex as feminine is to female and masculine is to male.'

The difference between gender and sex

Sex is a biological categorization based primarily on reproductive potential, whereas gender is the social elaboration of biological sex. Not surprisingly, social norms for heterosexual coupling and care of any resulting children are closely intertwined with gender. But that is far from the full story. Gender builds on biological sex, but it exaggerates biological difference, and carries biological difference into domains in which it is completely irrelevant. There is no biological reason, for example, why women should mince and men should swagger, or why women should have red toenails where men should not. People tend to think of gender as the result of nurture – as social and hence fluid – while sex is the result of nature, simply given by biology. However, nature and nurture intertwine, and there is no obvious point at which sex leaves off and gender begins.

The terms sex and gender refers to two different identifiers that is; Sex denotes biological characteristics differentiating males and females, while gender denotes social and cultural characteristics of masculine and feminine behavior

When referring to the biology of humans and animals subjects the term gender refers to self-identity and social representation of an individual. Although certainly there will be those who do not feel that this specificity of terms is necessary in physiology, hence this approach will reduce wordiness in publications and allow for simpler integration of discussion on human biology. Different studies claim that many social scientists draw on biological and psychological data for a better understanding of the human condition to explain human behaviors in a more comprehensive way. In line with this, it seems valid to argue that a consensus for using sex and gender in a standard context as outlined by the IOM needs to be implemented in physiology to provide consistency and alleviate confusion within as well as outside this discipline.

The correlation between language and gender

In sociolinguistics, language and gender were presented by Robin Lakoff's in 1975 and was developed gradually since 1970. Prominent scholars including Deborah Cameron, Penelope Eckert, Janet Holmes, Deborah Tannen, and others identified how gender and language are related.

Social dialectologists' suggestions, women were the main focus of status conscious that reflected in the use of standard speech form. Robin Lakoff, an American linguist, suggests almost the opposite. She argues that women are using language which reinforces their subordinate status; they are 'colluding in their own subordination' by the way they speak. In fact, it is English language and patriarchal society is responsible for colluding women status and confidence.

.Gender Approaches

Through time, researchers tried to present an overview about the most relevant gender theories related to language from a historical perspective which can be defined as:

“Deficite Theory”, “The Dominance Theory”, “Coates Theory” and “Difference theory” ‘Discursive Approach’

The Deficit Theory of Conversational Differences

This theory were mainly linked with the great linguist Robin *Lakoff* and her famous work *‘Language and Women’s Place’*. Lakoff identified numerous differences and investigated how females used language compared to males in her work.

She suggested that these differences she noticed were part of ‘Women’s Language’ and was general seen as inferior to men. The ‘Deficit Model’ refers to how this language use contributes to women’s lower status and weaker position in society. Lakoff’s hypothesis was tested by O’Barr and Atkins in 1980, they figured that features of women’s language could be used more frequently and are linked to power, social status and social class.

The Dominance Theory of Conversational Differences

The Dominance theory aimed to explore that men is the dominate gender than women in any social position, and this can be reflected on their language use linguistically. Pamela Fishman in her study taped mixed sex conversations between 3 couples. The tape recorders were set up to capture ‘natural’ non-planned conversations, though the participants could choose when to switch the recorder on and off. In her study (Fishman1983), Fishman observed that men often maintained control over conversations and that women asks many more questions, almost as if they were asking permission to speak. She also found that when men initiate conversations, he is much more likely to succeed.’ Pamela Fishman suggested that women do much more ‘work’ in keeping conversations going mainly in asking questions, that supporting men with their speech tend to control the conversation, helping reinforce their dominance and social power.

Another study that is linked to the *Dominance Model* was presented by Zimmerman and West in 1975. Zimmerman and West recorded everyday conversations in informal settings, such as coffee shops and cafes. Their study reinforced the dominance model, finding that in mixed sex conversations men interrupted women more, gave delayed minimal responses to women and also tended to talk more. In mixed sex conversations, women were silent more and for longer periods.

The Difference Theory of Conversational Differences

Deborah Tannen believes that there is a huge difference in using language between men and women and this can be due to parental effects when using words of emotion to girls and verbs to boys. She claimed that men and women belong to different sub-cultures.

Her book *'You Just Don't Understand'* state that there are six differences between men and women and presented the idea that male and female individuals' lifestyles are often presented as them both belong to different cultures and backgrounds. The following represents six main sections divided in her theory:

Statues v. Support : Men use speech to gain status within society as being more powerful and dominant, whereas women use speech to comfort and support others.

Advices v. Understanding : Women seek comfort and sympathy for their problems, whilst men will seek a solution to the problem.

Information v. Feelings : Tannen states that men's conversation is message-oriented based upon communicating information. For women, conversation is much more important for building relationships and strengthening social links.

Orders v. Proposals : Men will use direct imperatives ("close the door", "switch on the light") when speaking to others. Women encourage the use of super polite forms, however ("let's", "would you mind if ...?").

Conflict v. Compromise : Tannen suggests that most women try and avoid conflict at all costs and try to compromise situations. Whereas man would rather have conflict to show his power.

Independence v. Intimacy: Difference theories assert that in general men favor independence, while women are more likely to seek intimacy. Tannen demonstrates this with the example of a husband making a decision without consulting his wife. She theorizes that he does so because he doesn't want to feel a loss of independence that would come from saying, "Let me consult this with my wife first." Women, on the other hand, like to demonstrate that they have to consult with their partner, as this is seen to be proof of the intimacy of the relationship.

The Coates Theory of Conversational Differences

Coates argued that both males and females difference can be illustrated in their conversational styles. She suggests that to explain patterns of mixed-sex interaction, a model needs to recognize patriarchal power at work. However, she is dissatisfied with attempts to explain women's behavior in Single-sex interaction as a function of their subordinate social status. In the context of all-women groups, Coates argued that a model of sub-cultural difference is necessary, under these conditions; women's language has features which are identifiable as a style, distinct from the style used by men in the single-sex interaction. She states that:

'... the differences in conversational style between all-women and all men groups are a reflection of sub-cultural differences such as acknowledgement is a necessary precursor to recognizing that women's talk is as deserving of sociolinguistic description in its own right as men's talk.'

(Coates, 1986: 161)

From Coates linguistical perspective, males and females tend to belong to same-sex groups where they will sit apart from one another and generally avoid confrontation and when it is required it is often antagonistic. It has been observed that the peer group of a

child is directly influential upon their social linguistic development, and the main principle is that they are being encouraged to be typical 'girls' and boys' being encouraged to be typical 'boys'.

The Discursive Theory of Conversational Differences

Deborah Cameron, a linguist in the field of language and gender studies, demonstrates from female's perspective how versions of gender stereotypes can be changed according to responses to shifts in the economic climate. She shows how these shifts are interpreted and by whom influences the reproduction of patriarchal ideology. Power structures inherent within patriarchy create gender behaviors which are explained by that power; as Sattel explains: „, [t]he starting point for understanding masculinity lies, not in its contrast with femininity, but in the asymmetrical dominance and prestige which accrues to males in this society“ (Sattel in Thorne et al 1983, 119). Sattel's statement reveals the discursive element to the reading of gender; a move away from the binary and towards a broader conversation.

Cameron points out that females were viewed as an inept communicators (as in the Deficit/Dominance approach) more lately, men have been ascribed this characteristic not because of the actual communicative behavior of men and women that can be changed but that male behavior has been re-framed as dysfunctional and damaging“ (2006, 138). Cameron's essay demonstrates how the discursive approach considers sociological factors within the study of language and gender. The“Deficite Theory”, “The Dominance Theory”, “Coates Theory” and “Difference theory” ‘Discursive Approach’ mentioned above main to consider how gender variances expressed through language were visible within the physical manifestations of gender.

The difference between men and women in using language

The way men and women speaks has become an interesting topic to study. In some cases, men and women have different ways in using a language. These differences could arise from the structure, form, vocabulary, syntax, and so forth. In term voice and tone, Wardhaugh (2006) advocates that men and women have different voice in term of the characteristics such as the difference of using verbal skills. In term of vocabulary, for instance, women normally tend to use colorful words and maintain adjectives such as lovely, sweet, and beloved which are rarely used by men. In short, men and women have different styles of using a language because they are brought up in different ways and they possess different roles in society.

According to Wenjing (2012), the language of gender differences is an extremely complex social, cultural, psychological and physiological phenomenon, which involves the language of politics, ideology, social status, roles, relationships, language, attitude, level of education, social interaction and many other factors. Lakoff (1975) thought that the differences of language between men and women are caused by social factors, not the language itself. These social factors are discussed below: 1. Men and women's social role is different. Because of the sex difference, men and women carry out different social

responsibilities in social activities. At the beginning of Bible, one thing is certain that women’s social status is governed and dominated by men. In all, women speak without confidence because they have low social status and have no power (Lakoff, 1975). Differences in Language Use in Tertiary Academia in Dhaka City 11 2. The society is men-centered. Women are derived from men. People reach an agreement that men are superior to women. The women are considered in a lower status. 3. Value is another element. Value is the core of culture. Different values also influence men and women ‘s vocabulary selection. 4. According to the physiological factors, it is stated that innate biological differences between men and women decide men and women are different. According to the latest medical research, from the development of language skills the women ‘s left hemisphere develop early than men ‘s. So, the girl speak more frequently and emotional than boy from the beginning. On the other hand, the latest voice experiment proved that the male and female voice on the resonance peak is very different voice tone quality because of their gender. Moreover. Women vocal cords are shorter, thinner and relaxer then the men ‘s (Wenjing, 2012).

The following figures will show you the most common differences in gender (male /female) :

Verbal Qualities:

In verbal communication, there are differences in the quality of speech used by men and women

Men	Women
• Talk loudly	• Talk softly
• Deep pitch	• High pitch
• Slow rate	• Fast rate
• Down ward inflection	• Upward inflection
• Powerful style	• Powerless style
• Relaxed tone	• Strident tone

Table one: The difference between men and women in verbal speech

Non-Verbal Qualities:

Similarly, there are differences in the quality of non-verbal communication used by men and women.

Men:	Women:
------	--------

• Use more physical space	• Yield physical space
• Stare	• Use moderate eye contact
• Use commanding gestures	• Use acquiescent gestures
• Hold their head straight	• Tilt their heads
• Keep a “poker face”	• Use more facial expressions

Table two: The difference between men and women in Non -verbal speech

Another difference is that women use more expressive gestures in their utterances by moving their hands, face, and other parts of body, while men use less gesture. Women do so in order to convince the listener and give the whole picture to their idea or point of view.

The impact of gender on second language acquisition

According to Ellis (1994), there is a long tradition of research that has recognized that learners vary numerously in their rate of learning, their approach to learning, and in their actual achievements. The study of individual learner differences will document the factors that contribute to these kinds of variation. There are a number of dimensions of learner differences which are generally acknowledged (for example, age, sex, aptitude, motivation, cognitive style, and learning strategies).

In second language acquisition, females have an advantage over males; they seem to be more successful according to many previous studies. In terms of language skills. Farhady (1982) found that female subjects significantly outperformed male subjects on a listening comprehension test in his study of 800 university students who were obliged to take a placement test. Furthermore, girls usually start speaking earlier than boys; they use longer sentences. Their articulation and grammar are more correct. Consequently, they have a richer vocabulary. Moreover, they are better at spelling and reading and tests in which they have to generate words according to a certain rule (e.g. words that start with a certain letter).

Moreover, girls have more positive attitudes to reading and higher reading achievement than boys. It appeared that students who had more positive reading attitudes and whose self-concepts were higher were more successful on reading tasks. In a research conducted by Aslan (2009), it was reported that gender influences learning strategies adopted by either gender. This means that females and males are observed to employ various strategies in language acquisition.

Gascoigne (2002), in a study on “the Role of Gender in L2 Interaction: Socialization via L2 Materials” cites that males tend to use linguistic devices such as interruptions, directives, and sentence-initial conjunctions. Females, in contrast, tend to rely more heavily upon questions, justifiers, intensive adverbs, personal pronouns and word-initial adverbs (Gascoigne, 2002, p. 83).

According to Cameron (1995), "a crude historical-typological account of feminist linguistic approaches since 1973 would probably distinguish between three models of language and gender (p. 33)": (1) the deficit model, (2) the dominance model, and (3) the cultural difference model.

The deficit model: in this model, females are seen as disadvantaged speakers and communicators, particularly in the professional world, due to their upbringing and socialization as females (Block, 2002).

The dominance model: Block (2002) argues, "*In this model women are perceived to perform their 'woman-ness' in an ethno-methodological frame as they continually negotiate their position of relative powerlessness vis a vis men*" (p.53). Other studies of gendered language structures and language use suggested that men gain and maintain power over women in social interaction by means of interrupting and overlapping women's speech, using a high volume of words, or denigrating women (Davis & Skilton-Sylvester, 2004).

The cultural difference model: this model perceives men and women as belonging to separate but equal cultures which predate the development of individuals who are socialized into them (Block, 2002). That is, girls and boys are socialized into different ways of relating to one another in their predominately same-sex interactions and, thus, acquire different communicative styles within the community they live (Davis & Skilton-Sylvester, 2004). Unlike the deficit model, the cultural difference model does not perceive the differences negatively. It adopts the socially liberal position that men and women are different but equal:

"women's speech and communication styles are not inferior to men's; rather the relationship between the two are problematic at least in part because of culture clash" (Block, 2002).

Moreover, the difference model valued the positive aspects of women's unique communicative styles.

In other related studies that examined the conversational behavior of male and female second language learners, researchers Gass and Varonis (1986) found that men dominated the conversation. Therefore, they found that men received more speaking practice than women in such interactions. However, they concluded that men use the opportunities to interact to produce more output, whereas women use it to obtain more input. It is not easy to find a clear-cut explanation for these results. According to Ellis (1994), however, "one obvious explanation for females' greater success in L2 learning in classroom settings is that they generally have more positive attitudes". Perhaps this is attributed to the fact that girls perceive the learning of a foreign language as an added advantage for them, whereas as boys do not. As for the other explanations, Ellis(1994) added "another possible explanation is that females benefit from more and better input as a result of their superior listening comprehension.

Kaushanskaya, Marian, and Yoo (2011) report the mechanisms of gender differences in language acquisition have been proposed to involve the declarative memory system. The existent study shows that gender differences on phonological memory tasks, just same as gender differences on lexical and semantic retrieval tasks, might be driven by women's

reliance on the declarative memory system. However, on phonological memory tasks, the involvement of the declarative memory system is constrained by the overlap between the material being obtained and the information stored as part of long term knowledge.

Kaushaskaya et al. (2011), also, continue the mechanism responsible for the female advantage when learning phonologically-familiar novel words therefore appears to be greatly flexible and dynamic in nature, and is likely based on the active recruitment of descriptive structures (long-term memory) during the encoding of verbal information.

The impact of gender on foreign language education

Foreign language learning and teaching refer to the teaching or learning of a nonnative language outside of the environment where it is commonly spoken. A distinction is often made between 'foreign' and 'second' language learning. A second language implies that the learner resides in an environment where the acquired language is spoken. In the area of research, the term second language acquisition (SLA) is a general term that embraces foreign language learning and investigates the human capacity to learn languages other than the first language once it has been acquired. Scholarly inquiry into the acquisition of a nonnative language includes the disciplines of psychology, linguistics, language pedagogy, education, neurobiology, sociology, and anthropology. Inquiries of learning and teaching innovations have provided new insights into successful language learning strategies and environments designed to increase language achievement and proficiency.

The most well-known 'gendered' aspect of second and foreign language learning, and indeed the key issue for many, is probably that girls tend to perform better (e.g. Burstall, 1975; Boyle, 1987; Arnot, 1996). In some countries girls do so much better that entrance requirements are lowered for boys applying to attend English-medium schools. Arnot *et al.* (1996) cite GCSE foreign language examinations in the UK, in which girls' higher performance continues to increase relative to boys' (see also Clark, 1998). However, differential achievement by gender is not always the case. In the UK, *boys* perform better at A-level (Arnot *et al.*, 1996) – though this 'gender gap' is decreasing. And, in Cross's (1983) study of foreign language proficiency, carried out in two British mixed-sex comprehensive schools, boys were superior (see also Bügel and Buunk, 1996; Morris, 1998; Scarcella and Zimmerman, 1998; Spurling and Ilyin, 1985; also Powell, 1979).

However, examination results always need treating with caution, and examination validity questioned. Any apparent superior proficiency as regards scores may always be (partially) a function of the test (Sunderland, 1995a; see also 'Language testing'). As regards performance in class, including class tests, and on homework, teachers' may believe that girls are the better language learners, or have a 'flair' for language (see also Altani, 1995; Stanworth, 1983). Such beliefs may have a bearing on teachers' expectations and treatment of students; girls may for example be treated in subtle ways more *encouragingly* than boys (the 'Pygmalion effect'). Clark (1988) suggests that because girls tend to present neater work, teachers may respond to girls disproportionately positively.

Languages may sometimes be seen as ‘girls’ subjects’ because girls tend to *choose* languages. In the UK, where after Year 11, students can vote with their feet and deselect themselves from language classes, more boys than girls do this. Gender differences in subject choice are however decreasing. This may be partly because boys and girls may now be getting more similar advice from parents (and teachers) than previously (Arnot *et al.*, 1998; Wikeley and Stables, 1999; cf. Burstall, 1970). However, it is also an effect of the decline in the popularity and perceived importance of modern languages in the UK *in general* (Wikeley and Stables, 1999), which is faster for girls than boys (and which is affecting applications for specialist language degrees at undergraduate level (Nuffield Language Enquiry, 2000: 55)).

The ‘gender gap’ in choosing to take GCSEs in Modern Foreign Languages in the UK is also decreasing (and is relatively small, compared, for example, with physics, and social studies) (Arnot *et al.*, 1998: 13).

There is, however, a clear difference between mixed and single sex schools. The greater proportion of girls who elect to continue with a foreign language (or two) is most marked for mixed schools (Arnot *et al.*, 1998; Ormerod, 1975), and this impacts on examination entry: in 1995 23% of boys from boys’ schools took a modern language at A-level compared with 8% of boys from mixed schools (for girls the equivalent percentages were 28% and 25% respectively) (Cheng *et al.*, 1995, quoted in Arnot *et al.*, 1998). This suggests that social reasons play a role in subject choice, i.e. that language learning may have as much to do with sociolinguistic as psycholinguistic factors (Loulidi, 1990; see also ‘Language learners’ identities’ and ‘Masculinities’).

A question that needs to be raised about girls’ choice of and better performance overall on foreign languages is whether girls are ‘channelled’ away from other subjects and, relatedly, whether these other subjects might have led to different (perhaps better) career paths. The HMSO/EOC report of 1996 observes that “relatively few young women are taking A-level courses which are wholly mathematical, scientific or technological, thereby denying themselves some career opportunities in science, engineering and technology” (1996: 13).

Language researchers adopted this line of reasoning assuming that there might be differences in learning success within gender groups depending on the particular social situation. Therefore, research has concentrated on what individuals do, not on who they are (Ehrlich, 2008).

Some studies (e.g., Norton, 2000; Norton, Harper, & Burnaby, 1993) demonstrated that the level of language proficiency among immigrant women learning English in Canada was generally poorer than that of men because of women’s restricted access to interactional and educational opportunities. The women came from traditionally patriarchal families and faced a number of gate-keeping practices that often limited their access to English. Some women were reported to avoid attending second language courses due to their family responsibilities, lack of prior education, and the fact that their husbands disapproved of their wives being more educated (Norton *et al.*, 1993). The study showed that women’s second language linguistic repertoire reflected their engagement in a complex set of social practices rather than their intrinsic properties.

The difference between men and women in foreign language education

For instance, the French language as a sample for a foreign language education, we notice that there is a slight distinction between men and women in learning it. As the survey that was elaborated by Housen, Pierrard & Janssens (2001). This difference appeared in the following table:

INTERNAL FACTORS	FEMALE	MALE
French is a beautiful language	98%	67%
French is a modern language	56%	46%
French is a difficult language	49%	54%
The French population is friendly	56%	37%
French is easier to understand than English	47%	21%

Table: The difference between men and women in foreign language learning

From this figure we can assume that gender influences foreign language education In such ways, when it comes for a foreign language learning women are more motivated to learn it than men.

Conclusion

To sum up, this chapter was devoted to introduce some of the definitions of language by several linguists such as Noam Chomsky, Bloomfield and Fernand De Saussure. It tackles also the term gender its meaning and its emergence. The is more included details about the difference between “sex” and “gender”. The main focus was on the relationship between language and gender. These two fields show a remarkable shift over the last years; First, a general explanation about the theories that appeared about gender by famous scholars such as Deborah Cameron, Coates, Deborah Tannen.

After researching about how male and female use language it is mentioned the most important differences. Moving to how the term gender affect second language acquisition. All theories that occurred about it starting with the researcher “Ellis” moving to the foreign language education and its relation with the word gender. The main result is to define gender impacts. Ending with an experiment that shows how this is done here, a survey was done by Housen, Pierrard & Janssens indicates how male and female learn a foreign language. Depending on this view, it can be found out the role of gender with this two terminologies (second language acquisition and foreigner language education)

CHAPTER TWO: THE SECOND LANGUAGE ACQUISITION AND FOREIGN LANGUAGE IN ALGERIA

2.1 Introduction

This chapter deals with the general description of the term second language acquisition and its approaches. Moreover, in this chapter seeks to provide a general investigation about foreign language learning /education and its theories. After that, it explores the hidden relationship between the mentioned the differences. This chapter aims at noting the role of gender in both terminologies. In addition, it explores the common problems found in these terms according to gender and how these two terminologies emerge in Algeria.

Preface

Language is the method of expressing ideas and emotions in the form of signs and symbols. These signs and symbols are used to encode and decode the information.

There are many languages spoken in the world. The first language learned by a baby is his or her mother tongue. It is the language, which he or she listens to from his or her birth. Any other language learned or acquired is known as the second language. Second language acquisition, or SLA, has two meanings. In a general sense it is a term to describe learning a second language.

More specifically, it is the name of the theory of the process by which we acquire -or pick up -a second language. This is mainly a subconscious process which happens while we focus on communication. It can be compared with second language learning, which describes how formal language education helps us learn language through more conscious processes.

Implications for the language classroom include the ideas that the teacher can create contexts for communication which facilitate acquisition, that there is a natural order of acquisition of language, that there are affective filters which inhibit acquisition, especially for adults, and that comprehensible input is very important.

Second language acquisition

Second language acquisition and learning is learning and acquisition of a second language once the mother tongue or first language acquisition is established.

It is the systematic study of how people learn a language other than their mother tongue. Second language acquisition or SLA is the process of learning other languages in addition to the native language. For instance, a child who speaks Hindi as the mother tongue starts learning English when he starts going to school. English is learned by the process of second language acquisition. In fact, a young child can learn a second language faster than an adult can learn the same language.

Second Language acquisition Theories and Approach

In the 1950s and 1960s, in the behaviorist view, language learning is seen as the formation of habits, based on the notions of stimulus and response.

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The response people give to stimuli in their environment will be reinforced if desired outcome is obtained. Through repeated reinforcement, a certain stimulus will elicit the same response time and again, which will then become a habit.

When learning a second language, we already have a set of well-established responses in our mother tongue. The L2 learning process therefore involves replacing those habits by a set of new ones. The complication is that the old FL1 habits interfere with this process, either helping or inhibiting it. If the structures in the L2 are similar to those of the FL1, learning will take place easily. If, however, structures are realized differently in the FL1 and the L2, then learning will be difficult.

From a teaching point of view, the implications of this approach were twofold. First, language learning would take place by imitating and repeating the same structures time after time (it was strongly believed that practice makes perfect). Second, teachers need to focus their teaching on areas of FL1 and L2 difference. Researchers also embarked on the task of comparing pairs of languages in order to pinpoint areas of differences. This was termed Contrastive Analysis (CA).

Krashen's monitor model (the 1970s)

Krashen's Monitor Model evolved in the late 1970s in a series of articles (Krashen 1977, 1978) and was elaborated and expanded in a number of books (Krashen 1981, 1982, 1985; Krashen and Terrell 1983). Krashen's theory has achieved considerable popularity among second-language teachers in the United States. On the other hand, the theory has been seriously criticized on various grounds by second-language researchers and theorists. The five central hypotheses which constitute Krashen's theory are as follows:

1. The Acquisition-Learning Hypothesis
2. The Monitor Hypothesis
3. The Natural Order Hypothesis
4. The Input Hypothesis
5. The Affective Filter Hypothesis.

The acquisition-Learning Hypothesis

Krashen claimed that adult learners have two means for internalizing the target language. The first is "acquisition", a subconscious and intuitive process of constructing the system of a language, not unlike the process used by a child to "pick up" a language. The second means is a conscious "learning" process in which learners attend to form, figure out rules, and are generally aware of their own process. According to Krashen, what is consciously learned –through the presentation of rules and explanations of grammar –does not become the basis of acquisition of the target language. Learning does not "turn into" acquisition. Our conscious learning process and our subconscious acquisition process are mutually exclusive.

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The Monitor Hypothesis

The “Monitor” is a “device” for “watchdogging” one’s output, for editing and making alterations or corrections as they are consciously perceived. Acquisition “initiates” the speaker’s utterances and is responsible for fluency. Thus the Monitor is thought to alter the output of the acquired system before or after the utterance is actually written or spoken, but the utterance is initiated entirely by the acquired system.

This hypothesis has important implications for language teaching. Krashen argued that formal instruction in a language provides rule isolation and feedback for the development of the Monitor, but that production is based on what is acquired through communication, with the Monitor altering production to improve accuracy toward target language norms. Krashen’s position is that conscious knowledge of rules does not help acquisition, but only enables the learner to “polish up” what has been acquired through communication. The focus of language teaching should not be rule-learning but communication.

The Natural Order Hypothesis

The Natural Order Hypothesis states that we acquire the rules of language in a predictable order, some rules tending to come early and others late (Krashen 1985). This “natural” order of acquisition is presumed to be the result of the acquired system, operating free of conscious grammar, or the Monitor. The principal source of evidence for the Natural Order Hypothesis comes from the so-called “morpheme” studies” (Dulay and Burt 1974) Krashen also maintained that there is a “natural” sequence for the development of the negative, the auxiliary system, questions, and inflections in English. To conclude, Krashen’s argument for the Natural Order Hypothesis is based largely on the morpheme studies, which have been criticized on various grounds and which, by focusing on final form, tell us little about acquisitional sequences.

The Input Hypothesis

This hypothesis postulates that humans acquire language in only one way –by understanding messages, or by receiving ‘comprehensible input’...We move from i , our current level, to $i+1$, the next level along the natural order, by understanding input containing $i+1$ (Krashen 1985). An important part of the Input Hypothesis is Krashen’s recommendation that speaking not be taught directly or very soon in the language classroom. Speech will ‘emerge’ once the acquirer has built up enough comprehensible input ($i+1$).Comprehensible input is the route to acquisition and information about grammar in the target language is automatically available when the input is understood. Evidence: the silent period—during this period, learners are presumably building up their competence in the target language by listening. Krashen argued that they are making use of the ‘comprehensible input’ they receive. Once competence has been built up, speech emerges.

Criticism

There is no way of knowing what comprehensible input is. Also, learners make considerable use of formulaic expressions during the process of acquisition. Formulaic

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constructions enable learners to express communicative functions they have not yet mastered and may be far from mastering.

The main function of the second language class according to Krashen is to provide learners with good and grammatical comprehensible input that unavailable to them on the outside, and to bring them to the point where they can obtain comprehensible input on their own in the real world. Krashen argued that the best way to learn a second language is to approach the language as children do when they are acquiring their first language.

The Natural Approach:

Communication competence, or functional ability in a language, arises from exposure to the language in meaningful settings where the meanings expressed by the language are understood. Rules, patterns, vocabulary, and other language forms are not learned as they are presented or encountered, but are gradually established in the learner's repertory on the basis of exposure to comprehensible input. Krashen claimed that if input is understood and there is enough of it, the necessary grammar is automatically provided. Speaking is a result of acquisition and not its cause.

The ability to communicate in a second language cannot be taught directly but 'emerges' on its own as a result of building competence via comprehensible input. However, Krashen has argued that speaking is unnecessary for acquiring a second language. In his view, the only role that the speaker's output plays is to provide a further source of comprehensible input. Other researchers would argue that understanding new forms is not enough; the learner must be given the opportunity to produce the new forms. Swain (1985) has argued for the importance of "comprehensible output". Learners can benefit from talking.

The Affective Filter Hypothesis

According to the Affective Filter Hypothesis, comprehensible input may not be utilized by second-language acquirers if there is a 'mental block' that prevents them from fully profiting from it (Krashen 1985). The affective filter acts as a barrier to acquisition: if the filter is 'down', the input reaches the LAD and becomes acquired competence; if the filter is 'up', the input is blocked and does not reach the LAD. Krashen maintained that acquirers need to be open to the input and that when the affective is up, the learner may understand what is seen and read, but the input will not reach the LAD. This occurs when the acquirer is unmotivated, lacking in confidence, or concerned with failure. The filter is down when the acquirer is not anxious and is intent on becoming a member of the group speaking the target language.

Many researchers agree with Krashen on basic assumptions, such as the need to move from grammar-based to communicatively oriented language instruction, the role of affective factors in language learning, and the importance of acquisitional sequences in second-language development.

Criticism of Monitor Model.

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1. Barry McLaughlin (1978, 1990) sharply criticized Krashen's rather fuzzy distinction between subconscious (acquisition) and conscious (learning) processes.
2. There is no interface –no overlap –between acquisition and learning. Instruction in conscious rule learning can indeed aid in the attainment of successful communicative competence in a second language.
3. Krashen's Input Hypothesis claims that success in a foreign language can be attributed to input alone. Such a theory ascribes little credit to learners and their own active engagement in the pursuit of language competence. First of all, it is important to distinguish between input and intake. The latter is the subset of all input that actually gets assigned to our long-term memory store. Second language learners are exposed to potentially large quantities of input, only a fraction of which becomes intake.
4. Krashen presents the $i+1$ formula as if we are actually able to define i and 1 , and we are not.
5. The notion that speech will 'emerge' in a context of comprehensible input sounds promising, but we are left with no significant information on what to do about the students for whom speech does not 'emerge'.

Behaviorism

Behaviorism gave birth to a stimulus-response (S-R) theory which understands language as a set of structures and acquisition as a matter of habit formation. Ignoring any internal mechanisms, it takes into account the linguistic environment and the stimuli it produces. Learning is an observable behavior which is automatically acquired by means of stimulus and response in the form of mechanical repetition. Thus to acquire a language is to acquire automatic linguistic habits.

According to Johnson, "Behaviorism undermined the role of mental processes and viewed learning as the ability to inductively discover patterns of rule-governed behavior from the examples provided to the learner by his or her environment (p. 18)". Larsen-Freeman and Long consider that S-R models offer "little promises as explanations of SLA, except for perhaps pronunciation and the rote-memorization of formulae (p. 266)".

This view of language learning gave birth to research on contrastive analysis, especially error analysis having as the main focus the interference of first language on the target language. It also gave birth to interlanguage studies, as the simple comparison between first and second language did not explain neither describe the language produced by SL learners. Interlanguage studies are pre- sent in other SLA perspectives as the concern of the area has been mainly on the acquisition of grammatical morphemes or specific language structures.

Universal Grammar Hypothesis

As a counterpoint to the environmental perspective, Chomsky's followers try to understand SLA in the light of his universal grammar (UG) theory, a human innate endowment. Chomsky is interested in the nature of language and sees language as a mirror of

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the mind. Although he is not concerned with SLA, his work has been influencing studies in our area.

According to his theory, every human being is biologically endowed with a language faculty, the language acquisition device, which is responsible for the initial state of language development. The UG theory considers that the input from the environment is insufficient to account for language acquisition. In the same perspective, White says that “if it turns out that the L2 learner acquires abstract properties that could not have been induced from the input, this is strongly indicative that principles of UG constrain interlanguage grammar, parallel to the situation of L1 acquisition” (p. 22). As Mitchell and Myles remind us, “The universal Grammar approach is only interested in the learner as a processor of a mind that contains language” (p. 94) and not as a social being. The research supported by UG theory works mainly with experiments in the form of grammaticality and acceptability judgments.

Connectionism

Connectionism seeks to explain SLA in terms of mental representations and information processing while rejecting the innate endowment hypothesis. Elmanetal agree that there are universal behaviors, but that does not mean that they are directly contained in our genes. Any learning is understood as a matter of neural networks. The networks learn in a Parallel Distributed Processing where connections are strengthened or weakened.

Language learning is understood as the processing of experience and the repetition of experiences causing the strengthening of the connections. Ellis explains that “our neural apparatus is highly plastic in its initial state”, but “the initial state of SLA is no longer a plastic system; it is one that is already tuned and committed to the F L1” (p. 83). He adds that “in the L2 situation, forms of low salience may be blocked by prior F L1 experience, and all the extra input in the world may not result in advancement” (p. 84).

In contrast with the linearity of behaviorism, connectionism presupposes that some mental processes can occur in a parallel or simultaneous way and that knowledge is distributed among the various interconnections. Thus, learning does not occur in sequenced stages, but rather in parallel, i.e., in different parts of the brain simultaneously.

Connectionism, along with other attempts to explain SLA, can be situated in the philosophical and scientific tradition known as emergentism, whose studies are inspired in the studies of the complex systems. Ellis explains emergentism as language representations which emerge “from interactions at all levels from brain to society” (p. 631). He adds that “simple learning mechanisms, operating in and across the human systems for perception, motor-action and cognition as they are exposed to language data as part of a social environment, suffice to drive the emergence of complex language representations”.

Connectionism studies have been employing compute technology either by simulating neural networks in computers or by resorting to computerized corpora. In the first case, researchers create artificial networks, feed them with linguistic input and then compare their

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output to human output. Corpora, such as CHILDES, an electronic corpus of child language that is freely available on the internet (<http://www.cnts.ua.ac.be/childes/>), have also been used in the study of the acquisition of lexical items. In the next section, I present my own interpretation of SLA acquisition as an emergent phenomenon, namely as a chaotic/complex system.

Acculturation

Another environmental-oriented theory is proposed by Schumann. In his famous longitudinal investigation of some syntactic aspects with six learners (2 children, 2 adolescents, 2 adults), Schumann used questionnaires, observed spontaneous conversation during ten months, and applied a quantitative treatment to the data.

He found out that “the subject who acquired the least amount of English was the one who was the most socially and psychologically distant from the TL group” (p. 34). In his view, SLA is the result of acculturation which he defines as “the social and psychological integration of the learner with the target language (TL) group” (p. 29). The acculturation model argues that learners will be successful in SLA if there are fewer social and psychological distances between them and the speakers of the second language.

Second language acquisition stage

Pre-Production stage

- Hesitant, often confused and unsure.
- Limited comprehension that is indicated nonverbally through gestures and actions.
- Student begins to associate sound and meaning.
- Student begins to develop listening skills.
- Students have about 500 words that they understand, but do not feel comfortable using

Early Production

- Yes/No Responses
- One word verbal responses advancing to groupings of 2 or 3 words
- Focus is on key words and contextual clues
- Improving comprehension skills
- Relates words to environment
- 1,000 word receptive/expressive vocabulary

Speech Emergence

- Transition from short phrases to simple sentences
- Errors of omission and in grammar
- Continuing mispronunciation
- 3,000 word vocabulary

Intermediate Fluency

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- Transition to more complex sentences
- Students engage in conversation and produce connected vocabulary
- Errors more common as student uses language for more purposes
- Grammar is not firmly acquired
- Extensive vocabulary development
- May seem fluent, but needs to expand vocabulary

Advanced Fluency

- Student can interact extensively with native speakers.
- Student has higher levels of comprehension, though not advanced enough for cognitively-challenging academic tasks.
- Few errors in grammar

Foreign language acquisition/ learning

Definition

A language is considered foreign if it is learned largely in the classroom and is not spoken in the society where the teaching occurs. Study of another language allows the individual to communicate effectively and creatively and to participate in real life situations through the language of the authentic culture itself. Learning another language provides access into a perspective other than one's own, increases the ability to see connections across content areas, and promotes an interdisciplinary perspective while gaining intercultural understandings.

Language is the vehicle required for effective human-to-human interactions and yields a better understanding of one's own language and culture. Studying a language provides the learner with the opportunity to gain linguistic and social knowledge and to know when, how, and why to say what to whom National Standards in Foreign Language Education Project (NSFLEP) (2014).

Language scholars distinguish between the terms acquisition and learning: 'acquisition' refers to the process of learning first and second languages naturally, without formal instruction, whereas 'learning' is reserved for the formal study of second or foreign languages in classroom settings. One usually distinguishes between the relatively effortless process of SLA by children and the more formal and difficult SLA by adults. Foreign language education refers to the teaching of a modern language that is neither an official language nor the mother tongue of a significant part of the population.

Many linguists tackled the concept language learning and gave their own theories about it. Starting with Noam Chomsky and his 'Universal Grammar' (U.G) theory which means all children are born with an inherent capability to one acquire, develop and understand language. Chomsky sees that children at first they possess then afterward expand, they understand language innately no matter the place they raised in. Skinner sees that language learning should be connected with 'Behaviorism'. In his idea of what he named 'Operant condition' language learning grew out of the process of reinforcement and punishment.

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Skinner means with his theory behaviorism or "B.F" that when we say the right thing or the right word we should be rewarded and when we do the opposite we should be punished in more detail everything we learn has its special results or feedback.

Another theory which is called "SOCIAL INTERACTIONIST", this one talks about the development of language focusing on the role of social interaction between adults and children which helps in gathering and figuring out more new words.

This theory was discovered by the Soviet psychologist Lev Vygotsky. Going to the famous person in Western philosophy Plato and his well-known theory "PLATO'S PROBLEM", this great philosopher believes that knowledge was something that human beings already had "Innate" and this was the appropriate answer to his question or problem which is nowadays known as "Plato's problem" or as Bertrand Russell summarizes it: "How comes it that human beings, whose contact with the word is brief and personal and limited, are nevertheless able to know as much as they do now".

Descartes in his turn agreed with Plato's idea, that language is natural. Descartes based his thoughts on the fact that people are largely creatures who interact using language, on the light of this idea the "Cartesian movement" was raised.

From this movement it was argued that people use language creatively. Yet, many similarities have been found between languages. This may encourage people to learn another language because all that he/she has to do is to find out these resemblances between his/her mother tongue language and the target one in order to start to understand how that language works.

Foreign Language Learning Strategies

Many researchers have talked about this terminology, state Wenden and Rubin (1987_19) «...any sets of operations, steps, plans, routine used by the learner to facilitate obtaining, storage, retrieval, and used information» Richard and Platt think that language learning strategies are «..intentional behavior and thoughts used by learners during learning to better help them understand and learn, or remember new information». According to Farechclaus and Casper (1993 :67) language learning strategies or (l.l.s) are an "attempt to develop linguistic and sociolinguistic competence in the target language". Simply language learning strategies (l.l.s) is the techniques and the processes that the learners follow or use either consciously or unconsciously to grasp new information or learning a foreign language.

Many scholars have given their classification to the strategies of language learning, we will mention only the important ones in short

3.5. Oxford's taxonomy "1990"

It has divided the language learning strategies into two main classes direct and indirect, which is classified as follows:

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a. Direct strategy

- **Memory**
 - creating mental linkages.
 - Applying images and sounds.
 - Reviewing well.
 - Employing action.
- **Cognitive**
 - Practising.
 - Receiving and sending messages strategy.
 - Analysing and reasoning.
 - creating a structure for input and output.
- **compensation**
 - Guessing intelligently.
 - Overcoming limitation in speaking and writing.

b. Indirect strategies

- Metacognitive strategies
 - Centering your learning.
 - Arranging and planning your learning.
 - Evaluating your learning.
- Affective strategies
 - Lowering your anxiety.
 - Encouraging yourself.
 - Taking your emotional temperature.
- Social strategies
 - Asking questions.
 - Cooperating with others.
 - Empathizing with others.

Stern's (1992) Categorization of Language Learning Strategies

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Stern (1992 -262-266) sees that there are five main strategies which he ordered them as follow

a. Management and planning strategies

- Decide what commitment to make to language learning.
- Set him/herself reasonable goals.
- Decide on an appropriate methodology.
- Evaluate his/her achievement.

b. cognitive strategies

- Classification /verification.
- Guessing /inductive inferencing.
- Deductive reasoning.
- Practice.
- Monitoring.

c. Communicative strategies

d. Affective strategies.

e. Interpersonal strategies .

3.7. O'Malley's (1985 -582-584) :

language learning strategies was divided by O'Mally into 3 main part:

a. Metacognitive strategy.

b. Cognitive strategy.

c. Socioeffective strategy.

The Distinction Between Foreign Language Learning and Second Language Acquisition

When we talk about foreign language learning and second language acquisition many people think that they are the same however there is a one fundamental difference between these two terms, in more details when it comes to language learning it is a process which done consciously, something you do with all your willing, for instance learning a second language

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like English, French or any other language in which you have the choice either to learn it or you denote.

There are two systems or perspectives that the human brain work, which are “External and Internal perspectives “these two systems can determine the interrelationship between language learning and language acquisition. In a way the external perspective gives some features to language learning: it is an intentional process, it is concern with studying and searching about a foreign language, a systematic activity, it goes from abstract to concrete and the final one language learning is a thought generalization (Ahren and Zascerinka,2010: 7). According to Surikova (2007) between the external perspective (language learning) and the internal perspective (language acquisition) there is a balance which means they complete each other . Vigotskis sees that language is related with studying a foreign language but language acquisition is definitely means the native language (mother tongue).

While language acquisition according to (Maslo,2007:41) it depends on the process of neuro-psychological.

Language acquisition *“is posed to learning and is a subconscious process similar to that by which children acquire their first language (Kramina ,2000:27)”*, *“Hence, language acquisition is an integral part of the unity of all language (Robbins,2007:49)”*.

Language acquisition differs from language learning, many points were presented to determine the difference between them, that is why Ahrens and Zascerinska pointed out comparison to clarify External and Internal perspectives of language learning and language acquisition :(Ahrens and Zascerinska,2010:7) the comparison according to them is :

External and Internal Perspectives:

External Perspectives: conscious, learning, foreign language, systematic, from abstract to concrete, thought generalization.

Internal Perspectives: unconscious, acquisition, mother tongue, non-systematic, from concrete to abstract, object generalization.

“Scientific concept learning differs from spontaneous concept acquiring as foreign language learning differs from native language acquiring. The development of scientific and spontaneous concepts is interrelated as foreign and native languages relates to each other “(VIGOTSKIS,2002:275).

So acquiring mother tongue is spontaneous step, the language will be developed by spontaneous use of speech and unconscious realization of linguistic forms and their great skills and controls of knowledge .

The distinction between Second language acquisition and Foreign language learning appears at many levels, for language acquisition it is an act done unconsciously and naturally, while language learning in all cases is an act done consciously. Language acquisition known

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by the fact that children while acquiring their first language (mother tongue) they do not aware of grammatical rules, that is why it is a subconscious process, it does not need extensive use of conscious rules of grammar and does not need boring practices, exercises and disciplines.

The development of natural language by native speakers can be achieved just by the process of acquiring. Second Language acquisition focuses on communication and based on explicit knowledge, while language learning focuses on the form of language and based on implicit knowledge.

Moreover, the most common point is that the learned language is formal because of its rules, structures and formal use. However the acquired language is less formal. On the other hand language learning actually is about the ability of speaking, writing and reading the target language in more formal way, grammar and vocabulary.

In the case of second language acquisition, the language plays an institutional and social role in the community (Ellis, 1994). On the other hand, foreign language learning mostly takes place in language classrooms and taught as a subject. Second language acquisition has long been an interesting phenomenon to be discussed among the scholars, in fact it is still a subject of disagreements between many prominent experts in the areas of linguistics as well as psychology.

The Universal Grammar (UG) is one of the recognized concept in second language acquisition states that the competence of L2 speakers is constrained and regulated by the same universal principles that govern natural language in general (White, 2003). Hymes (2001) on the other hand focuses on how a second language is acquired to function in social interaction in terms of communicative competence (Bagarić & Djigunović, 2007 Vol.8).

Another widely accepted notion is given by Krashen and Terrell (1980), who divided the process of learning and acquiring a language. Acquisition refers to subconscious process especially when children learning their first language and learning as intentional efforts made by learners of language (Bot, Wander, & Verspoor, 2005). The principles of language of acquisition including critical period, affective factors, and instrumental motivation in language study play important role in language acquisition (Brown in Nurhayati, 2008a).

The role of gender on second language acquisition and foreign language learning

In second language acquisition, the concept of gender is variously interpreted. To Ellis (1994), there was nothing conclusive in studies of gender differences in SLA in achievement, attitudes and strategy use at that time. Accordingly, Ellis (1994) holds: Sex is, of course, likely to interact with other variables in determining L2 proficiency. It will not always be the case, therefore, that females outperform males. Asian men in Britain generally attain higher levels of proficiency in L2 English than do Asian women for the simple reason that their jobs bring them into contact with the majority English speaking group, while women are often "enclosed" in the home. Sex interacts with such factors as age, ethnicity, and, in particular

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social class (p.204). However, in a study reported by Aslan (2009), it was reported gender influences strategy choice.

Along the same vein, females and males are observed to employ various strategies in language acquisition. In a similar study, Ehrman and Oxford (1990) who looked at the strategies used by 1200 university students came to this conclusion that gender differences made a profound influence. Also, Gascoigne (2002), in a study on “the Role of Gender in L2 Interaction: Socialization via L2 Materials” brings that males tend to use linguistic devices such as interruptions, directives, and sentence-initial conjunctions. Females, in contrast, tend to rely more heavily upon questions, justifiers, intensive adverbs, personal pronouns and word-initial adverbs (Gascoigne, 2002, p. 83).

Besides, Niyikos (1990) reports female students seek social approval more than male students (cited in Aslan, 2009, p. 55). Kimura (2006, cited in Piasecka, 2010, pp.146-149) thoroughly discusses the differences between females and males in terms of various abilities: With respect to motor abilities, Kimura (2006), concluded men do better at such tasks as throwing things at a target (e.g. a game of darts) or catching objects (e.g. ball games), whereas women have an advantage at the so-called subtle motor activities (e.g. performing movement sequences using fingers, like in weaving, knitting or sewing). In much the same way, females are better at calculations and tests which refer to the material that was learned at school. In terms of verbal abilities, girls usually start peaking earlier than boys; they use longer sentences. Their articulation and grammar are more correct. Consequently, they have a richer vocabulary. Moreover, they are better at spelling, reading and tests in which they have to generate words according to a certain rule (e.g. words that start with a certain letter).

While the research shows that the topic of the text was an important factor in the reading performance; for example, female students did better on female topics, gender differences have also been identified in attitudes to reading. Furthermore, girls have more positive attitudes to reading and higher reading achievement than boys.

It appeared that students who had more positive reading attitudes and whose self-concepts were higher were more successful on reading tasks. Kaushanskaya, Marian, and Yoo (2011) report the mechanisms of gender differences in language acquisition have been proposed to involve the declarative memory system.

The existent study shows that gender differences on phonological memory tasks, just same as gender differences on lexical and semantic retrieval tasks, might be driven by women's reliance on the declarative memory system. However, on phonological memory tasks, the involvement of the declarative memory system is constrained by the overlap between the material being obtained and the information stored as part of long-term knowledge. Kaushanskaya et al. (2011), also, continue the mechanism responsible for the female advantage when learning phonologically-familiar novel words therefore appears to be greatly flexible and dynamic in nature, and is likely based on the active recruitment of descriptive structures (long-term memory) during the encoding of verbal information.

Gender and second language acquisition:

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SLA, which is a sub area of applied linguistics, has become a genuine field of research for the last three decades. Previously, the research of gender and SLA basically focused on the topics valued in the area of SLA; nevertheless, with the change of perspectives it started to investigate the teachers and the learners more. In the previous period, only such studies that were based on positivist or post positivist assumptions were respected by many scholars. As Davis and Skilton-Sylvester state real science meant only experimental or quasi experimental design, surveys, and post positivist qualitative studies to such scholars; and assuming only this hierarchy as the real track to follow neglects the wide range of contributions made through other paradigms (including gender) and excludes research participants' diverse experiences, "thereby creating conditions for inaccurate, inequitable and discriminatory outcomes" (2004: 388).

Ellis (1994) discusses the difference between the terms "sex" and "gender" and supports the two principles Labov suggested: "In stable sociolinguistic stratification, men use a higher frequency of nonstandard forms than women and in the majority of linguistic changes, women use a higher frequency of the incoming forms than men (1991: 206-7)." Then he turns Labov's generalizations into an hypothesis that follows as "women might be better at L2 learning than men as they are likely to be more open to new linguistic forms in the L2 input and they will be more likely to rid themselves of interlanguage forms that deviate from target-language norms" (Ellis, 1994: 202). Two studies, Burstall's (1975) research in England on primary school students of French and Boyle's (1987) research in Hong Kong on university students of English, reveal that female students were more successful than 20 male students in the exams applied.

However, Ellis does not reach conclusive results on these findings; he states that such generalizations might be misleading as Boyle's study also indicated higher achievement of male students in listening tests and the study by Bacon (1992) of university students of Spanish in the US found no such significant difference between boys and girls (1994: 204-5).

Apart from achievement, the attitudes towards language learning and motivation are two factors directly related to gender. According to Gardner and Lambert's study, female students of L2 French in Canada were more motivated than the male students and also had more positive attitudes towards the speakers of the target language (Block, 2002). Similarly, Bacon and Finnemann (1992) found that female university students of Spanish in the US were more instrumentally motivated than male students.

Gender and foreign language education:

Research into the relationship between foreign language learning and gender has witnessed a considerable change in the past three decades, as it has been informed by emerging conceptualizations of gender in language studies. Early research focused on sex-based differences in women's and men's linguistic repertoire, viewing sex as a fixed, bipolar category which could be correlated with language and language learning. By contrast, later studies investigated the relationship between gender and speech patterns, defining gender as a

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dynamic characteristic grounded in social activities and contexts (cf. Ellis, 2012; Norton, 2000). The shift in perspective from dominance (Lakoff, 1975) and difference (Tannen, 1990) frameworks to social constructivist approaches (Ehrlich, 1997; Pavlenko & Piller, 2008) has prompted alternative accounts of differences in learners' language gains between the two gender groups. The basic assumption in both the dominance and difference theories is that women and men constitute static and internally-homogeneous groups and the main aim of researchers has been to identify and explain gender-specific features in their linguistic repertoire (cf. Ehrlich, 2007; Pavlenko & Piller, 2008).

However, the two models offered different explanations for these differences. In the dominance approach theorized by Lakoff (1975), variability characterizing men's and women's linguistic practices was argued to reflect women's subordinate status with respect to men. Lakoff (1975) argued that linguistic forms typical of women's speech such as hedges, hypercorrect grammar, super polite forms, question intonation in declarative contexts, or question tags exemplify the tentative and powerless nature of women's language, thus mirroring social hierarchies. Popular though Lakoff's (1975) theory was, it found no empirical justification in the studies conducted to test its claims (Coates, 1986).

Yet, it inspired further research into gender differences in language (e.g., Coates, 1986; Trudgill, 1983). Less radical in nature than dominance theory, difference theory stated that women and men belong to different but equal cultures, which develop distinct genderlects as a result of socialization in the same-gender peer-groups (Pavlenko & Piller, 2008). This framework, popularized by Tannen (1990), helped to explain instances of language change spearheaded by women as rooted in their more frequent usage of incoming and standard forms than that of men (Labov, 1991; Trudgill, 1983).

These sociolinguistic conclusions led foreign language researchers to posit that women might be better than men at learning languages as they are more open to novel structures in the target language and eradicate the in-correct forms in their interlanguage more readily (Ellis, 2012). These hypotheses were confirmed in a longitudinal study conducted by Burstall (1975), who examined the overall achievement of 6,000 8-year-old British students of French. The results of the study showed unambiguously that girls outperformed boys. Similarly, in Boyle's (1987) study of Chinese students in Hong Kong, females earned significantly higher mean scores on general proficiency tests in English as a foreign language than did males. More recent studies yielded similar results (e.g., Carr & Pauwels, 2006; Chavez, 2001; Field, 2000; Murphy, 2010). For example, Murphy (2010, p. 82) carried out a study in second-level Irish schools between 2003 and 2007 and reported that girls outperformed boys significantly in the achievement of higher grades (A, B, and C) in the Leaving Certificate Examination (LCE) higher level of French (5.4% of girls over boys), German (6.4%), and Spanish (4.3%).

This consistent trend was also detected at the post-primary level. A possible explanation for the superiority of female learners is that girls show a higher level of attribution than boys. Michońska-Stadnik (2004) found that female students displayed a consistently higher level of internal attribution (ability, effort), and the girls in the researched

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group were more successful learners. Michońska-Stadnik's (2004) findings echo those of earlier research (e.g., Gardner & Lambert, 1972; Spolsky, 1989), which reported that female learners manifested stronger motivation to learn the target language and were more positively disposed towards it.

From these experiment that was formulated by the gender and language researchers we found out that gender has a great effect on educating a foreign language, since from the research that was made we notice that women are good leaners than men .

The issue of gender on second language acquisition and foreign language learning

Ironically, gender may be invisible in some accounts. Jimenez Catalan (2000) claims that gender, in contrast with such variables as age, motivation and learning style, is neglected in "well-known and widely-cited" textbooks on second language acquisition. Ellis (1994) devotes a small section of his *Study of Second Language Acquisition* to 'sex', noting Labov's (1991) observations that women use more standard forms than men (in "stable sociolinguistic stratification") and more "incoming forms" (when linguistic change is at issue) (1994: 202).

Rather Oddly, he suggests "positing that women are more sensitive to new forms and more likely to incorporate them into their speech" but that once aware of the changes, are inclined to reject them; men, in contrast, "may be less sensitive to new forms but once they have started to use them are less likely to reject them", perhaps because "they are less likely to notice them". These possibilities, Ellis suggests, may mean that, in language learning, women "are likely to be open to new linguistic forms in the L2 input and they will be more likely to rid themselves of interlanguage forms that deviate from target-language norms" (1994: 202).

This explanation may obtain in some social and cultural contexts, but does not allow for consideration of context *per se* (though Ellis does make a distinction between 'second' and 'foreign' language learning situations). Ehrlich (1997) criticises SLA work on gender "[removed] from its particular social, cultural and situational contexts" (1997: 427). With reference to naturalistic settings, she cites *exposure* to the target language as sometimes gendered, and women (being seen) either as 'cultural brokers' (i.e. 'guardians' of traditional language and culture) or innovators. As regards the classroom, she cites gendered interaction (see also Ogbay, 1999) and learners' reasons for attending language classes (Goldstein, 1995). There is now a range of work outside SLA which shows how second language acquisition can be viewed as a *social* issue, to do with (gender) identity (Pavlenko, 2001; see also Rampton, 1991, and sections on 'Language learners' identities' and 'Masculinities').

Achievement is of course not monolithic, and almost every language learner has personal experience of themselves or their classmates being better at some aspects of language learning than others. Findings here are inconsistent. An investigation of gender differences in the listening skill as regards L2 word recognition found that males did better (Boyle, 1987; see also Markham, 1988).

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Bacon (1992) in contrast found no gender differences in authentic listening tasks. Looking at the writing of college ESL students, Morris (1998) found women's and men's texts to be of *comparable* quality as regards accuracy and readability. As regards vocabulary, a study of University ESL students in the USA found that the men performed significantly better on the specially-devised 'Test of Academic Lexicon', which tested recognition, understanding and use of academic vocabulary (Scarcella and Zimmerman, 1998). Nyikos (1990) in contrast found that women performed better than men in a memorisation test of German vocabulary. Girls performed better than boys on the oral part of the GCSE English exam in the UK, which required 'co-operative' conversational skills (Jenkins and Cheshire, 1990)

Faced with male dominance of classrooms (see 'Classroom interaction'), Arnot *et al.* (1998) suggest that girls may adopt compensatory *communication* strategies such as approaching the teacher individually or asking questions after the lesson; other such strategies may be getting and assimilating useful input from boys' talk, and attending to the teachers' responses to boys (personal communication, Dick Allwright).

Girls' often superior foreign language performance and achievement in languages might be related to more general learning patterns or *styles*. Oxford (1994) suggests that a 'female learning style' may be relatively but characteristically 'global' (rather than analytical), 'field dependent' (rather than field-independent), reflective (rather than impulsive) and auditory (rather than visual). Style and language learning can also be viewed more specifically. The fact that acquiring a language is incremental, one stage building on the next, suggests that consistent commitment is needed, at least for most classroom language learning.

Interestingly, girls tend to do better on essays and coursework, requiring constant application; boys on multiple choice questions and exams, requiring occasional bouts of hard work (see Sunderland, 1995a, also 'Language testing').

What is needed for language learning may then be a *style* which is associated with girls rather than boys. (The question remains as to what extent such a style is socially constructed, and whether any aspects are innate.) The value of constant commitment would logically increase as proficiency advanced; boys might then be expected to do progressively poorly in relation to girls as the level of the subject increased.

Mostly it is noticed that males have many issues in learning or acquiring a foreign language because of many reasons such as: motivation, using different styles and the ability to do so.

Second language acquisition and foreign language education in Algeria

Taking the English language as a foreign language that should be learnt in Algeria, recent economic and scientific world events have underscored the need to increase understanding of scientific discoveries and to improve communication. The role fell to English because it is very important from the political, economical and commercial point of view. Indeed, it is the language of business, science and technology.

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Thus, learning such a language is the target of any country aiming at progress, and our country is no exception. Indeed, although English has the position of the second foreign language after French as seen in chapter one, it has witnessed more interest since it is important for external contact. Our economy needs more 37people who can speak the universal language –English.

In fact, the Ministry of Education is willing to improve the foreign language teaching and seeks help from native experts. Indeed, in 2005, there was a study day on English teaching within the context of a collaboration with the American Embassy. This latter was asked to offer help with their techniques, experience and knowledge. Beginning to learn the foreign language young might add some weight to the importance of the language for external communication, and can be more effective for meeting the national needs in economy, business, and politics. An early start could contribute to encouraging children to learn foreign languages as a subject of compulsory education.

And, as with any subject, the more years a child can devote to learning the foreign language, the more competent he or she might become. In fact, a member of the Toronto Board of Education (1994) argued that exposure to international languages in elementary school constitutes an important part of up-to-date educational system. He maintained that the learning of a second or third language has positive social and economic benefits (In www.cal.org/resources.html).

In addition, Caroll (1969) argued that time is an important variable in language learning on the basis of measured achievement in formal educational settings which indicated that the most important variable in the language learning is time. Similarly, according to Burstall et al (1974), the achievement of skills in a foreign language is a function of time spent in formal study of that language.

Furthermore, Light Bown and Spada (1993) claimed that younger learners in formal setting in the target language usually have more time to devote to learning the language, and they often have more opportunity. In the light of what has been mentioned above, learning a foreign language early can develop a lifelong ability to communicate with more people. In addition, the benefits to the country are many. Fluent citizens in foreign languages, namely English, enhance competitiveness abroad, improve international communication, and maintain political interests. Therefore, it would answer the country's needs.

Foreign language education and second language education is encouraged in Algeria because of its great important in all the domains.

Conclusion

To conclude, this chapter was devoted to give a general view to some terminologies that face an influence by gender. First, second language acquisition. It tackled its meaning from different linguists' point of view, moreover we gave its essential approaches that were developed by various scholars, such as Chomsky, Karshen and Freeman, also a general view was given to its strategies.

Introduction

The present research is concerned with the issues of gender in second language acquisition and foreign language education, the research instruments used to prove the hypothesis stated earlier are a questionnaire addressed to speech pupils and teachers who are professionals in the field and a classroom observation to witness the ways of acquiring and learning a new language. The participant's opinions and views are very helpful in the current investigation because they have experience in the field and they know how they make them develop their abilities to do so. In this chapter, we are dealing with the results and findings of this study as well.

The Research Tools

In this part we are presenting the research tools, which are: The questionnaire and the observation.

Pupils and teachers Questionnaire

Various tools are used in any research to facilitate the collection of information. The questionnaire is considered as the main important tool for gathering data about the research problem. Brawn (2011.p.6) defines questionnaire as "any written instruments that present respondents with a series of questions or statements to which they are react either by writing on their answers or selecting from any existing answers" (quoted in Dorny 2003.p.3).

A questionnaire was designed because it is easier than any other tool. In addition, it has many advantages. For example, compared with other research appliance, it is very practical and efficient, they save much time and efforts. In addition, it is easy to code and analyses data.

In this research the questionnaire is mainly designed to figure out teachers and pupils opinion about learning or acquiring a foreign language

The questionnaire is a set of 20 mixed questions (open and closed ended questions) divided into three sections. The first section was devoted for the foreign language capabilities of middle school pupils. This part has several types of questions. The second section is concerned with the second language acquisition / foreign language education according to gender. The last section deals with the most common issues and problems of acquiring a new language relatively to gender. The Questionnaires begin by asking the participants personal information. For example, gender, age and teaching experience.

Classroom Observation

In order to achieve our study we conducted an observation with the help of a checklist. It was done to explore the way of acquiring and learning a new language by boys and girls and we looked for the different strategies and methods that are used by them while acquiring, also it was done to discover the difficulties that they face.

The observation data were taken from middle school, in order to obtain the data, the following observation procedures were adopted:

- Attending classes for three months.

- Attending at least 10 classes.
- Taking notes and observing children.

3. Research Design

In any investigation or study, generally the research goes through a group of related interlinked phases, which together make up the design of the research. Our research is composed of three chapters. The first chapter presents the literature review of both language and gender and how they are related so that we can move to learning a new language according to males and females which the main interest.

The second chapter introduces “second language acquisition” and” foreign language education “and the issues that females and males face during doing so, which are the case that we specified to make our study about. The third chapter is about collecting data analysis, it is considered as the soul of the research, because it is composed of the research problem and the suggestions that may solve the problem.

The research plan indicates and mentions the strategies which has been taken to the general plan of several different collections of data and the usual and proper ways used in the analysis of data. In order to shed some light on the most common problem (s) under investigation. The goal that should be achieved is to acquire data that will provide answers for the research questions to encourage information and to develop for the reason of facilitating understanding the problem. The research is about discovering the issues that females and males face during learning or acquiring a new.

In order find helpful ways or techniques that help children and professionals in the field. The results of the research might not be the same simply for the reason that males and females differ in using languages and in acquiring it . Thus, in this sense, the research design can be defined as “the procedures for conducting the study, including when, from whom and under what conditions data were obtained. Its objective is to provide the most legitimate, precise answers as conceivable to research questions (MacMillan & Schumacher, 1993:31).

4. Research Methodology

“Method can be understood to relate principally to the tools of data collection or analysis; techniques such as questionnaire and interviews. Methodology has a more philosophical meaning, and usually refers to the approach or paradigm that underpins the research” (Blaxter, Hughes & Tight, 2006, p. 58).

When you form a good methodology for your investigation, you will get the proper results. In the present work we blend various approaches. The analysis paradigms are divided into two main paradigms the qualitative and therefore the quantitative. We consider this mixture as an appropriate way for our study because when you use diverse methods to collect data, you will gather more and better information. Beside this, it provides us with different answers from different perspectives. As Mackey and Goss (2005.164) state;”the use of multiple research techniques and multiple data sources contribute to credibility of the investigation”.

The questionnaire will be distributed to teachers so that they will provide us with more data and statistics about Down Syndrome children; whereas the qualitative method is by the employment the room observation, the observation is specified for pupils, we do it in order to take notes of their way of interacting with the teacher, know how much vocabulary they acquire and produce and the problems that they face in speaking a new language for both genders.

5. The Participants

Marzuki (1997: 43) states that using the sampling method can generate a better research because it can make the research cone more specific. The technique employed in this analysis is sampling. Simple sampling is the basic sampling technique wherever we tend to elect a specific group of people (sample) for the study, we have included in our sample the speech therapists, educators and Down Syndrome children.

This study is done at middle school. The participants of the study were different teachers from different sex (males and females), with different teaching experience and age.

6. The Purpose of the Study

The purpose is to show the the problems and the issues that pupils (boys/girls) face when acquiring /learning a foreign language. Moreover, the aim was to present how does gender effect this process. There is another important purpose which is building new methods to help pupils in developing and acquiring language. This study also explored perceptions and attitudes of teachers toward this development. This study focuses on three main aspects:

- Ways that are used in second language acquisition by pupils from different gender.
- Difficulties that they face while acquiring or educating anew language
- Strategies and methods that are proposed to help them especially boys in order to facilitate the process.

Pupil's questionnaire

Q1:As pupils how do you interact with the teacher during the lesson ?

Option	Number	Percentage
1.strongly	37	37%

2.meduim	46	46%
3.badly	17	17%

Table 3.1.1 Interaction of pupils with the teachers during the lesson



Figure 3.1.1: Interaction of pupils with the teachers during the lesson

Firstly, the questionnaire belong with how do pupils interact with teachers during the lesson whether strongly, medium or badly. We found out 37% as strong interaction,46% medium and just 17% bad percentage. After this result, we came into analyzing how high ,medium, and how the consequence was?

we discovered medium interaction as a highest percentage and that resulted from many reasons such pupils were less involved into the lesson aim .In addition, they don't collaborate with each other and less interested in cooperative learning we discovered also visual aids are less used inside the classes ,so interaction diminished.furthermore,the language level in terms of words and sentences were not honestly understood according to pupils answers. They also said (we cannot construct sentences and so difficult to utter the English words) . The clearest reason here is that teacher ought to bring more effective ways to exhort pupils to give out words and build sentences gradually even when making mistakes .

concerning the strong interaction that came the second marking 37% were pupils belonging to different social classes. They said we practice the language at home with our families. Some of them say :''we have one member in the family who teaches us the language ''

Q2:what language skills is difficult for you in learning foreign language ?

Option	Number	Percentage
Reading	24	24%
Listening	31	31%
Speaking	38	38%

Writing	11	11%
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Table 3.1.2 The difficult skills faced by the student



Figure 3.1.2: 2 The difficult skills faced by the student

Concerning the second question about what language skill is difficult for them in learning a foreign language either reading ,listening, speaking or writing , we found after calculation 24% concerning reading ,31% about listening ,11% about writing and as the highest skill percentage was speaking scoring 38% we came to analysis after words as each two skills work together listening serves speaking and reading serves writing we actually revealed that pupils are working enhancing and trained in using the listening side and therefore the percentage is increased somehow and as the pupils were not listening to more and more materials such as audio records listening impacted the speaking skill that terribly rose to 38% . On the other hand ,reading is another clear weakness having 24%that is to say pupils even found difficulties in reading too, and the cause return back to the short age of reading sessions either inside classes and even more practiced session at home as revision

Q3: How Does your Mother Tongue Effect your Learning?

Option	Number	Percentage
Positively	58	58%
Negatively	42	42%

Table 3.1.3: The effect of mother tongue on learning



Figure 3.1.3: the effect of mother tongue on learning

When we reached the third question of how the mother tongue impacted pupils learning process , we got 48% negatively affecting and 58% positively that means pupils learn more when depending on their mother tongue , but while using their foreign language the learning process becomes a dilemma and do not learn . The question we “ask here is why do pupils need their mother tongue to understand and learn? Or why does pupil say we need our mother tongue to learn?”

It is that materials are needed, visual aids, posters, concrete examples and simpler words and honestly more gestures and entertainment to get the message get through

Q4:What are the things that make understand well?

Option	Number	Percentage
Picture	25	25%
repetition	50	50%
Auditory learning	25	25%

Table 3.1.4: things that make the students understand the lesson well



Figure 3.1.4: things that make the students understand the lesson well

After seeing the percentage of what things make pupils understand well either pictures repetition or auditory learning , we found repetition in the highest rank marking 50% secondly, auditory learning 25% and last photos 25% .So, the best way to pupils to learn is repeating things while teaching them any new objective because many pupils learn through practicing this aim and since pupils are different in their individual difference as some are visual and others auditory the most increasing individuals are those auditory ones. So, they learn more using ears then practice orally what they have acquired.

Q5:Do you think that Acquiring or Learning a Foreign Language at Middle School is ?

<u>Option</u>	<u>Number</u>	<u>Percentage</u>
<u>Easy</u>	<u>22</u>	<u>22%</u>
<u>Normal</u>	<u>48</u>	<u>48%</u>
<u>Difficult</u>	<u>30</u>	<u>30%</u>

Table 3.1.5: Asking about learning English in middle school



Figure 3.1.5 Asking about learning English in middle school

While pupils were asked about learning English in middle schools whereas difficult , easy or normal , we comprehend after calculating easy taking 22% considered as the last rank , and just 30% as difficult to be learnt , and normal taking 48% .when we parse ,this result we see that pupils do not have difficulties in acquiring the language in middle schools since they found it normal .so, they can ameliorate and rise up their level when they collaborated with each other and with teacher too , and concerning the 30% of those saying difficult suffer some psychological problems while hearing English for the most time and while talking to other. so, they made them afraid as a result their level increase. they say “we will not be able to speak ,write or get good mark, we will fail for sure». Rigid bridges must be build from teachers

towards pupils to save those sample. They all have levels and potentials just a push by teachers using new method, simplifying urging ,advising to grow their abilities.

Q6:During the lesson do you communicate using your mother tongue?

<u>Option</u>	<u>Number</u>	<u>Percentage</u>
<u>Yes</u>	<u>71</u>	<u>71%</u>
<u>No</u>	<u>22</u>	<u>22%</u>

Table 3.1.6: Communicating using mother tongue



Figure 3.1.6 communicating using mother tongue

The sixth question was about their communication inside the classes while receiving the lesson either communicating using their mother tongue or only English .pupils answered mostly No with 71% and just 29% saying we communicate using Arabic .that is to say pupils are active and aware they out to use only. English for more effective learning and only low amount and members react to each other using Arabic because they say “we can not communicate in English is difficult because more speaking practice sessions and role plays and motivation are demanded to them

Q7: What are the problems that you face in acquiring new language ?

<u>Option</u>	<u>Number</u>	<u>Percentage</u>
In expressing yourself	30	30%
In thinking in the foreign lge	26	26%
In writing it	12	12%

In speaking it	32	32%
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Table 3.1.7 The problems pupils face in acquiring a new language



Figure 3.1.7 The problems pupils face in acquiring a new language

The seventh question was the problems pupils face in acquiring a new language? in expressing themselves ,in thinking in the foreign language in writing it or in speaking it. We found the most difficult and tiring new language problems to them was speaking taking 32% because pupils stored less vocabulary in their brains and since the listening skill is used in low sessions and so many practiced speaking oral tasks, speaking is so difficult to them. so ,pupils deserve practicing and training what they know and get us new information because practice makes perfect

Q8:According to you ,at what age should a child start learning a new language?

Option	Number	Percentage
4/10	23	23%
6/10	48	48%
More than 10	29	29%

Table 3.1.8 The age should a child start learning a new language



Figure 3.1.8 The age should a child start learning a new language

They were also asked what age should the child start learning a new language? either 4/6 ,6/10 or more the ten years old ,their answers were drove towards 6/10years old taking 48% the first answer seen suitable to start learning that is other modules saying “ when the pupils reaches middle school the language would be so simple and easy to him/her and no need to make a lot of effort and would enrich and learn more that period at the age of ten and more

Q9:What are the most useful strategies that you use in order to facilitate the process of learning?

Option	Number	Percentage
By translating	25	25%
By learning the meaning of words	20	20%
By using the dictionary	8	8%
By asking the teacher	47	47%

Table 3.1.9 The useful strategies that pupils use in order to facilitate the learning process



Figure 3.1.9 The useful strategies that pupils use in order to facilitate the learning process

After we asked pupils what are useful strategies that they use in order to facilitate the process of learning either by using dictionaries , by translating words ,by asking the teacher or by learning words meaning .All pupils answered differently and by counting the percentage ;we found as follow:

- By asking the teacher 44%
- By using dictionary 8%
- By learning words meaning 25%

So,we found that all pupils know and see the teacher as their first reference. All their answer are variable some depends on the teacher, some one dictionaries and translate words ,and other learn words meaning .when we asked them why do you refer to your teacher in all your work? They all said “our teachers are our guides” other said “we depend on teachers but dictionaries help us more acquire, gather and store more and a lots of information and the teacher focuses on the lesson aim

Q10: According to you,who aquire /learn the foreign language easy?

Option	Number	Percentage
Girls	86	86%
Boys	14	14%

Table 3.1.10 sex who learns foreign language easily



Figure 3.1.10 sex who learns foreign language easily

The last question was who learns and acquires the foreign language easily girls or boys ? was strongly found 86% girls learning fastly and easily but only 14% was a percentage of boys so boy learns less than girl .We found that the girl concentrate more and is more careful with the teacher .However, boys are less careful and are more talk active .In addition ,girls love the study especially foreign languages

One strongly point that helps boys learn effectively are the games and electronic video games which consists and foreign logos languages audio record .

The teacher's questionnaire

Q11:According to you, and from your experience, what are the new methodologies that can use in order to make pupils grasp things easily?

<u>Options</u>	<u>Numbers</u>	<u>Percentage</u>
Illustrations, technological media and picturing.	3	50%
Allow pupils work together	2	33.3%
Distance learning to reinforce students learning at	1	16.7%

home		
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table 3.1.11: the new methodologies that can use in order to make pupils grasp things easily.

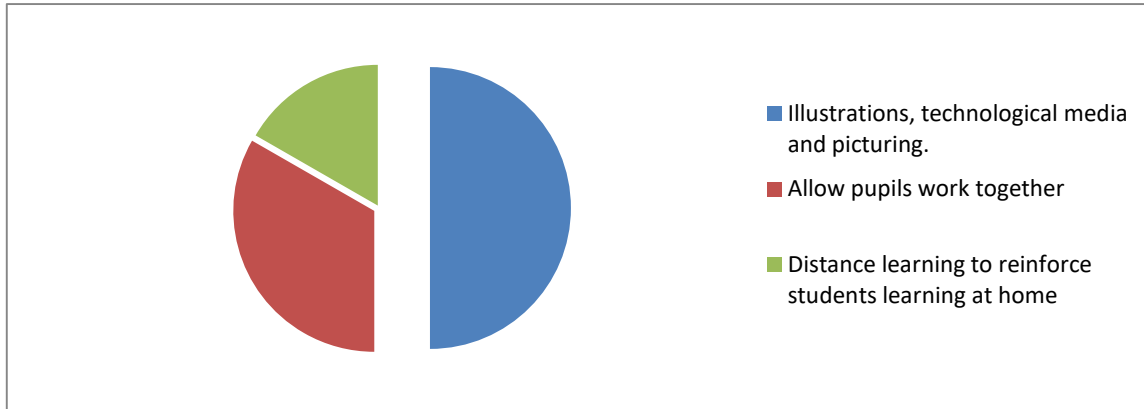


Figure 3.1.11: : the new methodologies that can use in order to make pupils grasp things easily.

The result show higher rate of teachers 50% use the illustrations and technological media and picturing could play huge role in bridging the gap between the learner and the information; they could use gestures, vekts lie data show, microphone, and pictures to simplify the aim needed. Give students a brain break, but 33.3% was say allow pupils work together in order to create fun learning Centre. Inferiority of them 16.7% was say distance learning to reinforce students learning at home.

Q12: how do girls and boys differ from each other in learning a foreign language?

Options	Numbers	Percentage
girls acquire language faster than boys and have larger vocabulary.	3	50%
Girls are quicker than boys in understanding and more	1	16.7%

committed.		
Girls give importance to learn foreign language more than boys.	2	33.3%

Table 3.1.12 the different between girls and boys in learning a foreign language.

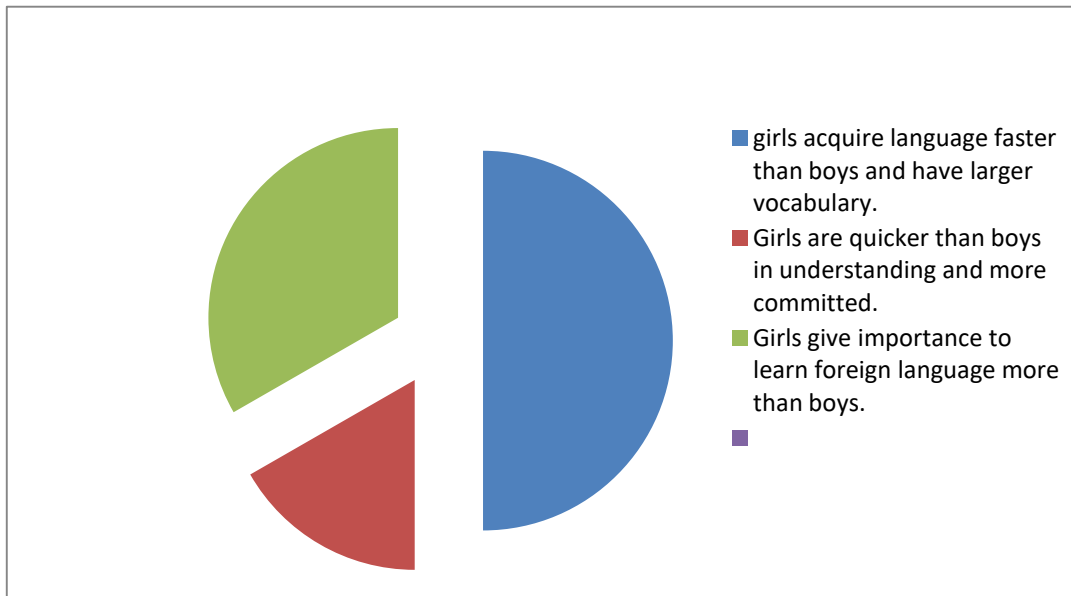


Figure 3.2.12: the different between girls and boys in learning a foreign language.

The table expose the different between girls and boys in learning a foreign language, girls are more likely to learn a foreign language then boys, during the first year of life girls on overage

Acquire language faster then boys and have larger vocabulary for example at sixteen month , girls have vocabulary of 95 words while boys have vocabulary of 25 words (21,22), for example boys produce words combinations on overage 3 months later then girls.

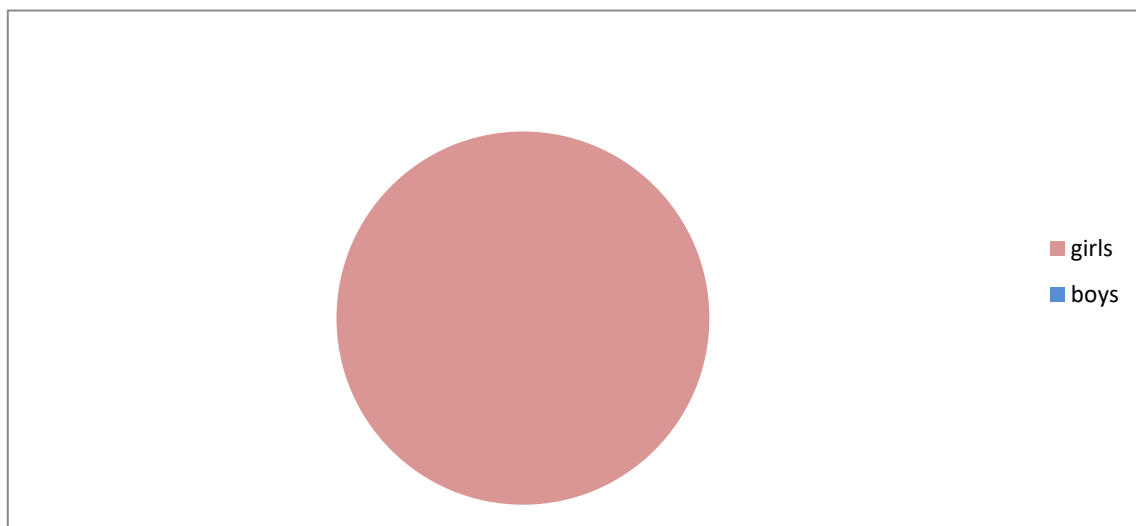
Some teachers see that girls give importance to learn foreign language more than boys. The former discover that the foreign LGS in the bath of knowledge but the later learn only for exams and marks. Girls are quicker than boys in understanding and more committed.

Q13) According to you, who acquire/learn the foreign language easily?

Options	Numbers	Percentage
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Girls	6	100%
Boys	0	0%

Table 3.13.1:who acquire/learn the foreign language easily boys or girls?



Options	Numbers	Percentage
We find always a sense of competition between girls.	4	66.6%
Girls stay at home and are less nervy about the society, they are calm to learn and concentrate	1	16.7%
Girls assimilate better then boys as they are more interested in learning foreign language.	1	16.7%

Table 3.13.2: justified who acquired/learn foreign language easily.

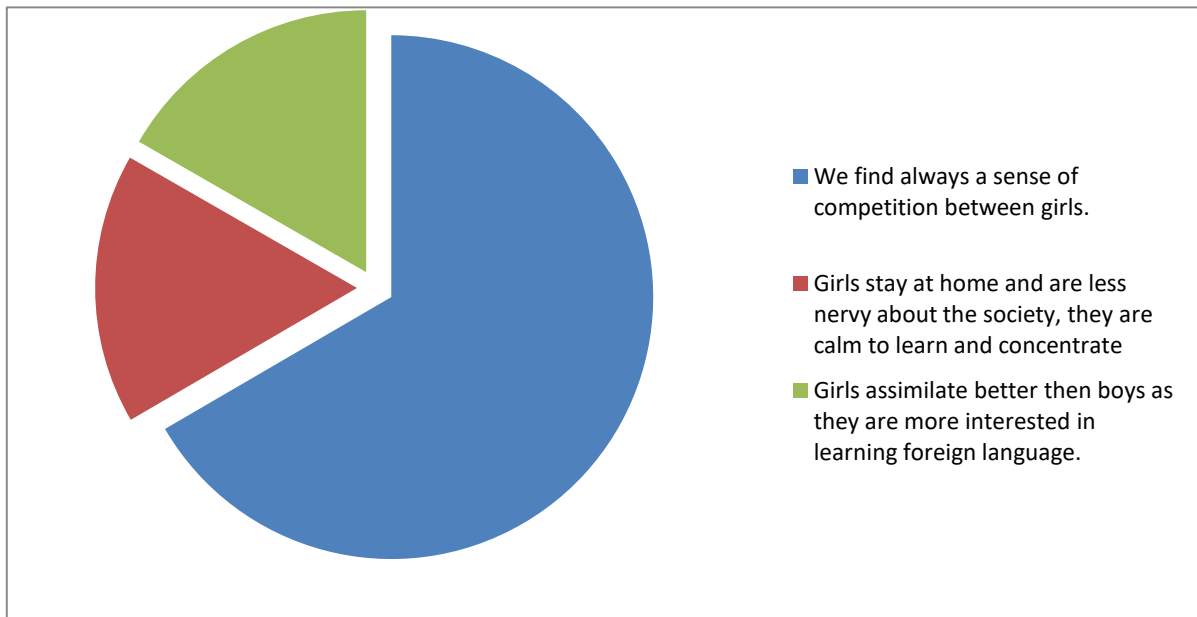


Figure 3.3.13: justified who acquire/learn the foreign language easily

Table(3.15.1) reveals that girls are more likely to learn/acquire the foreign language with 100%, then boys with 0%

Table(15.2) show that the majority of teachers see that girls always have a sense of competition between them, the every one wants to show her best to her classmate, some teachers see that girls learn more then boys because girls stay at home and are less nervy about the society, they are calm to learn and concentrate. The few remaining category see that girls assimilate better then boys as they are more interested in learning foreign language.

Q14: Do you think that the methodology you are using is helpful for both boys and girls?

Options	Numbers	Percentage
Yes	6	100%
No	0	0%

Table 3.1.14: The teachers methodology are using is helpful for both boys and girls

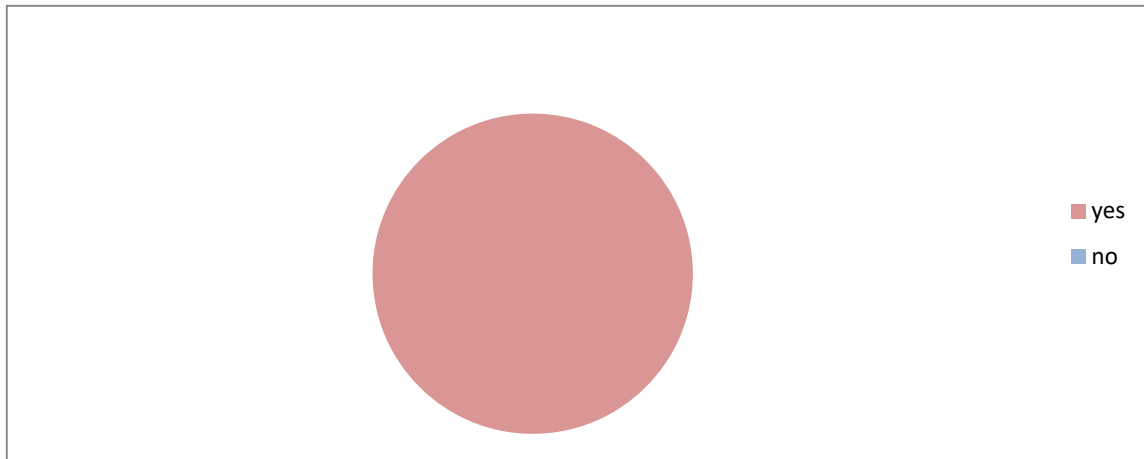


Figure 3.2.14: The teachers methodology are using is helpful for both boys and girls

The majority of the teachers say the methodology that they using in teaching is suitable for both they just face the problem of interest and desire .. girls are overlooking and interested in foreign language LGS more then boys, it is great importance for the teacher to take into consideration all differences of his students (sex included) in order to plan a good lessons with activities that grab the students attention and interested. This way, they will all benefit , both learn through the methodology they apply inside the class even pupils learn differently .

Q15: Any Solution that you can suggest in order to avoid these issues for both sexes?

Options	Numbers	Percentage
Address both sexes in reading sessions.	1	16.7%
Have classes for girls learning and other for boys	2	33.3%
Make the two sexes aware by the importance of foreign language .	3	50%

Table 3.14.1: Solution that teachers can suggest in order to avoid these issues for both sexes.

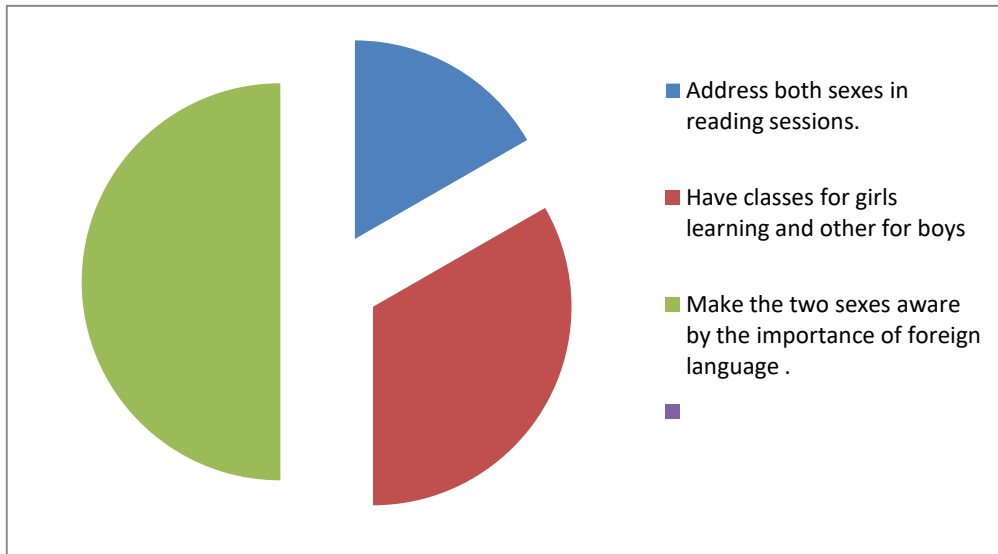


Figure3.15 .2: Solution that teachers can suggest in order to avoid these issues for both sexes.

During our investigation with six teachers we have notice that they have problems in teaching a second language or a foreign language .in order to avoid this issues they proposes some solution to get more effective learning process for either girls or boys for example address both in reading session, the result show a higher suggest to make the two sexes aware the importance of foreign language specially English they think that is the role of ministry of education to give a value to the language by making its Confucian 3 or 4 ... here the learner is obliged to learn the language deeply and not for exams, the teachers should be aware of such issues, aware of the fact that pupils are different (especially in terms of the types of intelligence...) lessons plan and activities should be designed in away that suits them all, so that they will all benefit and learn the language while being more at ease. They suggest also to have classes for girls learning and other for boys.

Conclusion:

Drawing on post-structuralist paradigms, gender studies, and educational studies, the 'state of the art' in research on gender, language and language education is increasingly gender identities, the discourse(s) which shape these, and context-specific meanings and practices. Excellent thinking and ground-breaking empirical work is being done here, encouraging practitioners and researchers alike to rethink many of their (often rather deterministic) presuppositions about gender difference and about disadvantage. At the same time, some researchers, including teachers engaged in classroom research - particularly, I suggest, those new to the area - are still attracted by the idea of a critical search for differences, with a view to exposing some facet of female disadvantage, and thus helping to

bring about change. This may be all to the good. The seekers of disadvantage will rightly be continually reminded that disadvantage is context-specific, that classroom participants have agency, and that resistance can be and is manifested in a myriad of ways. The 'identity' theorists may be reminded that, amid the range of discourses, specificity, complexity and continual flux of gender, citing gender difference' at some points of time in some cultural contexts and Communities of Practice may be the productive way forward for women and girls. Further, the potential for gender relations to be characterized by disadvantage in a range of guises is something requiring constant vigilance. Despite girls' overall higher attainment in languages, and boys' apparent underachievement relative to girls in many subjects at school, the gender gap in wages and salaries remains. And though being language teacher may well be a satisfying and interesting career, it is men who continue to dominate in most other areas of professional life.

General Conclusion

To end up this research paper, a reminder for what we have dealt with in the three previous chapters. The first one is the literature review, it was divided into two parts. In the first section, we gave an overview of language and gender in which we mentioned their definition, theories. the second portion was our main focus; we talked about how language and gender are related also we mentioned how language is different according to males and females”.

Gender impact the following terminologies “second language acquisition and foreign language learning which we considered an entry to the second chapter.

The second one was the fundamental significance of this study. We exhibited general information about second language acquisition and foreign language learning we represented their: definition , approaches ,and their strategies . After that we went deeper about their relation with gender . More precisely we explored the role of gender within these two terms and what are the main issues that males and females faced in acquiring/learning a new language which was our main focus .lastly a gave an overview on second language acquisition and foreign language learning in Algeria .

The third chapter is considered as the fruit of our research. Firstly, a general description of the methodology that used in our study, including the research design, the tools that we relied on, what we have observed about this topic and the analysis of the questionnaire. The questions that made for this research were answered accordingly to the outcomes. Males and females face some issues in learning a second language or educate a foreign language but it differs from one another.

The results made us recognize the methods used by the teachers and also the learners (boys and girls) to improve the level of acquiring a foreign language. Besides that, females are better learners than male simply because girls are more motivated then boys in learning a new language.

It could be said that this piece of work demonstrates some common information about how gender and language are related and do gender impact learning and acquiring a new language also the common problem that they face during doing so. It also elucidates some methods and techniques, some of them are used nowadays, others should be used in the future to assists pupils improve their foreign language education.

After the substantiation of the hypotheses, it is recommended to guarantee that the learners are getting the right information about the target language furthermore teachers need to know the problems that the pupils face in learning/ acquiring a foreign language , then try to use new or right techniques and method in order to help them .

This present study has paved the way for several future research. It is important to know how gender impact second language acquisition and foreign language education ,since from this work we have figured out that female are better learners than males we have to search we must strengthen our focus on the problems and issues that they face in foreign language learning and acquiring and try to give some solutions or strategy in order to avoid the difficulties.

Appendices

Pupil's questionnaire

This questionnaire represents an investigation about the difficulties encountered by both boys and girls of learning a foreign language. For this purpose, you are kindly invited to answer the following questions to allow us to collect authentic data. Your answers will be anonymous and confidential. Thank you for your kind cooperation.

1) As pupils, how do you interact with the teacher during the lesson?

Strongly medium badly

2) What language skill is difficult for you in learning a foreign language?

Reading listening speaking writing

3) How does your mother tongue affect your learning?

Positively Negatively

4) What are the things that make you understand well?

Pictures repetition auditory learning

5) Do you think that acquiring or learning a foreign language at the middle school is?

Difficult easy normal

6) During the lesson, do you communicate using your mother tongue?

yes no

7) What are the problems that you face in acquiring a new language?

In expressing yourself in thinking in the foreign language

In writing it in speaking it

8) According to you, at what age should a child start learning a new language?

4/6 6/10 more than 10

9) What are the most useful strategies that you use in order to facilitate the process of learning?

By translating by learning the meanings of words

By using the dictionary by asking the teacher

10) According to you, who acquire /learn the foreign language easily:

Girls

boys

Justify.....

.....

11)What are the most common problems that the learners face in acquiring learning a foreign language according to their gender differences ?

.....

12)According to you , and from your experience what are the new methodologies that we can use in order to make the grasp easily

Does gender impact learning /acquiring a foreign language

Yes

no

justify

13) to you who acquire /learn the foreign language easily :

Girls

boys

Justify

14)Do you think that the methodology you work is helpful for both boys and girls ?

Yes

no

Justify

15) any solution that you can suggest in order avoid these issues for both sex ?

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