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Title:

**Gender and Language Use. In Terms of Giving Instructions and
Feedback in the Classroom**
**Case Study of Teachers of the Department of English at Khenchela
University**

**Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree
of Master in Language and Culture**

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Dedication

This modest work is dedicated to my precious parents who supported and provided me with love and care which has never ceased all these years.

To my lovely sisters.

To my family, especially my dearest uncle.

To all the teachers who supported and encouraged me throughout my study journey.

Lina

Dedication

I dedicate this work to my beautiful mother

To the late memory of my father

To my brothers and sisters

Ilyes

Acknowledgement

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Abstract

The current study aims to look into the topic of gender and language use in the classroom when it comes to giving instructions and feedback. We have opted for a mixed-methods research approach using the exploratory sequential design (qualitative method primarily, and quantitative method in depth) to explore and describe the research phenomena. The qualitative method is based on structured observations and semi-structured interviews of teachers of both genders in the same department. While the quantitative method consists of a questionnaire for Master's 2 students at the department of English language and literature at Abbes Laghrour University, Khenchela.

As a result, we chose a descriptive analysis of the findings to report the collected data. The findings reveal the different use of language used by male and female teachers while giving instructions and feedback in the classroom. Even though men and women use the same language, they use it differently. This difference is due to many factors that will be discussed thoroughly.

That is to say, the findings of the research confirmed our hypothesis that gender is indeed a factor that, for many reasons, influences language use. Additionally, there is a remarkable difference in the language used by teachers (men and women) when it comes to giving instructions and feedback in the classroom.

Key words: gender, language, teachers, English, feedback, instructions, classroom, differences.

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Glossary

- 1- **Descriptive grammar:** is a set of rules about language based on how it is actually used. In descriptive grammar, there is no right or wrong language. It aims to explain and analyze how people speak their languages. The belief that there is such a thing as true, honest, pure form of a language, and only that version is correct or acceptable.
- 2- **Prescriptive grammar:** is a set of rules about language based on how people think language should be used; there is right and wrong language in prescriptive grammar. It aims to explain that a language is being used to communicate and that is the basic purpose of language.
- 3- **Universal grammar:** in his theory of Universal Grammar, Chomsky believes that all children are born with the ability to acquire, develop, and understand grammar despite where or how they are raised.
- 4- **Competence:** one's underlying knowledge of the system of a language including all the components of the language and how such components fit together (rules of grammar, vocabulary).
- 5- **Performance:** the actual production of the language (speaking, writing) or the comprehension (listening, reading) of linguistic events.
- 6- **Communicative competence:** the ability to understand and use language effectively to communicate in different social contexts.
- 7- **Dialect:** a variety of a language spoken by a group of people that is characterized by systematic features (phonological, lexical, grammatical) that distinguish it from other varieties of that same language.
- 8- **Loan words:** a borrowing or loan words are words taken from another language and modified in phonemic shape, spelling, paradigm or meaning according to the standards of the language.
- 9- **Gender:** a social and cultural notion that indicates the social identity that emerges or is constructed through social behaviors, and adhered to certain cultural norms and presuppositions.
- 10- **Sex:** biological or physiological distinctions between males and females.

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General Introduction

I. Statement of the problem and research gap:

When it comes to gender differences, be it in interactions or in the ways of viewing the world, experts and ordinary people alike have long been interested in such a matter, driven by their curiosity to investigate the reasons that make men and women speak differently, despite the fact that they belong to the same culture, and they use the same language.

In this regard, the question to be asked is: what are the reasons for the disparities in men's and women's speech? In fact, depending on the field in which one chooses to provide an answer, whether from a biological, sociolinguistic, or psychological perspective, this question has different answers and interpretations.

When it comes to the biological viewpoint, experts' interpretations in this regard will be intertwined with their studies on the brain construction of both men and women. That is, to investigate whose brain areas are more likely to process languages faster and more efficiently. Furthermore, whether men or women are more likely to develop language acquisition abilities earlier, research should be conducted to determine which gender is more likely to develop language acquisition abilities earlier.

However, answers will differ when viewed from a different perspective, in this case, the sociolinguistic perspective. Despite the fact that men and women are from the same culture and speak the same language, it is clear that such a language is used differently by men and women for a variety of reasons, including the fact that men and women grow up in different sub-cultures within the national culture. In other words, men and women were taught and expected to behave differently as children; boys were taught to be tough and assertive, while girls were taught to be supportive and gentle. Thus, when they grow up, they will maintain such traits within their society. Another factor within the sociolinguistic area is that society in the past was fully dominated by men. Women, on the other hand, hold no power in society. Rather, they were subordinated to men. This particular point has allowed men to develop an authoritarian discourse, whereas women have developed a more collaborative and harmonized discourse.

When attempting to answer the previously posed question from a psychological standpoint, researchers in the field asserted that due to a number of psychological factors, the majority of which stem from social factors, as well as the status of men and women in society, whether in the past women were subjected to dominance and discrimination, which affected their psychology and rendered them more weak, That is, psychological factors play a significant role in shaping how men and women use language, because men are always expected to portray themselves as dominant, whereas women are expected to behave tenderly to demonstrate their nurturing side.

All of these interpretations are clearly based on a particular point of view when it comes to interpreting the reasons for the differences in men's and women's language. There is no definitive answer to such a question because each field has different interpretations based on empirical studies. For that reason, plenty of investigations in the past years have been carried out to examine the field of language and gender.

This particular research is based on previous studies in this field when it comes to the differences found in the discourse of men and women, knowing that there is a notable lack of research on such a field of research in Algerian contexts, which requires the need for further investigations.

As a result, by focusing on workplace interactions between teachers and students in the classroom, particularly when it comes to giving instructions and feedback, significant results will contribute to enriching such a field and fostering future research.

II. Research questions:

Taking into account the variables in the research title, and the principles of both quantitative and qualitative approaches in which they are implemented in the mixed methods research design. Thus, this research aims to answer the following questions :

- Is there relationship between gender and language use?
- How does gender impact language use?
- What are the major differences in the language used by men and women?
- How does the language of teachers differ in terms of giving instructions and feedback in the classroom?

III. Research hypotheses:

The previous questions led to formulate the following hypotheses:

- There is a relationship between language and gender in which the latter influences the use of the language.
- Gender can impact language use in addition to other factors, like sociocultural and biological factors.
- Some of the differences in the language used by men and women reside in their vocabulary.
- Female teachers tend to use more emotional feedback compared to male teachers.

IV. Aim and significance of the study:

This research aims to investigate the impact of gender on the language of teachers (men and women) in terms of giving instructions and feedback in the classroom.

Based on previous significant studies in the field of language and gender, this research endeavors to shed light on the differences found in the language of men and women, and the

reasons behind such disparities, and whether these differences may influence the quality of giving proper instructions and constructive feedback. This research is expected to contribute and inspire further studies in the field of gender and language use, whether at the level of workplace interactions between men and women, or in other social contexts.

V. Methodology and structure of the study:

Our research methodology is a framework that has been designed to find answers to research questions. It includes the way data is gathered, what instruments are used, in addition to the way they are employed in order to analyze the collected data.

A mixed-methods research design is used to carry out this research. Therefore, by combining the quantitative and qualitative research approach, this particular approach will enhance the research findings by providing both numerical and descriptive data in order to cover the research topic from various angles.

The structure of this thesis adheres to the traditional simple framework. It is divided into a general introduction, two chapters, each of which is divided into sections, and a general conclusion.

The first chapter and its sections are devoted to addressing the theoretical framework of the research, beginning with general knowledge about language and progressing to previous studies in the field of gender and language use, and finally, it addresses the difference in the use of language by male and female teachers in terms of giving instructions and feedback in the classroom.

The second chapter is intended to tackle the choice of the research methodology framework, choice of the sample and the data gathering tools, as well as interpreting, analyzing, and presenting the findings of the research. Finally, a general conclusion to sum up the research as a whole, in addition to some constraints and further suggestions for other research.

Chapter I: Theoretical Background.

Introduction:

This chapter covers the fundamentals of human language, which is viewed as a complicated system of signs governed by grammatical rules.

This linguistic system enables humans to communicate with one another and make sense of their surroundings. As a result, language has always piqued scholars' interest, since we are social beings who utilize language, whether verbal or nonverbal, to communicate knowledge and feelings.

As a result, linguists attempted to trace the language's origins, with each scholar arriving at their own interpretation based on their own perspectives on the language.

Second, this chapter provides a basic background by highlighting notable studies in the field of sociolinguistics that deal with language and gender, as well as the major reasons for such differences in men's and women's language use.

The third section of this chapter focuses on the differences in the language used in the workplace by male and female teachers when giving instructions and feedback in the classroom.

I- Section one: Knowledge of language.

1- Knowledge of language:

Language and its origins have always perplexed many scholars and even non-scholars; we have all wondered where languages come from and how we can acquire them at some point in our lives. For that reason, there are many theories that attempt to trace back and explain the origins of languages, such as: The Devine Source, The Natural Sound Source, The Social Interaction Source, The Physical Adaptation Source, The Tool Making Source, and The Genetic Source. All these theories have tried to explain the origins of the languages, each of which was based on a certain perspective.

Human language differs from animal language in that it has unique features such as: language displacement, arbitrariness, productivity, cultural transmission, and duality. These properties are only found in the language of human beings.

Language can be defined as a system or a code that people use when communicating. This system is built upon structured grammatical rules. In terms of abstract thought and senses, language is a collection of symbols that enables us to explain and categorize the objective world. Consequently, sociolinguistics and linguistic anthropologists describe, analyze, and demonstrate how people actually use their languages in order to have a better understanding of the descriptive grammar of languages.

That is to say, the main focus of linguistics is not the prescriptive rules, rather than that, the rules inside the minds of speakers, as well as the innate knowledge of the language they speak. This particular knowledge that people possess about the languages they speak is regarded as a shared knowledge possessed by everyone who speaks the language, which makes it a standard and shared knowledge; it's what Chomsky calls Universal Grammar. This shared knowledge is what makes languages an abstract system.

Hence, the majority of linguists believe that speakers' understanding of the language they speak is abstract knowledge. It is the understanding of underlying rules and concepts that enables one to generate new utterances. It entails understanding what is and is not part of the language, as well as what is and what is not possible to say.

It is what enables people who share a common language to interact since they have common language knowledge; yet, how such knowledge is transmitted, acquired, and put to use is not well recognized. Individuals have access to such knowledge about their languages and thus they continuously show that they do so by using it correctly. The linguist's main job, according to Chomsky, is to find out what speakers know about their language, in other words, to concentrate on competence rather than performance.

Unlike the Chomskyan view, Labov argues that knowledge of the language cannot be fully understood without a link to the communities and the culture to which individuals belong. That is to say, the main focus here is language use, not usage, since speakers are already aware of the grammatical rules underlying their language; hence the important notion here is how to put such knowledge into use, which is referred to as Communicative Competence.

Sapir (1992), on the other hand, stated that "language is a purely human and non-instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols" (p.7).

2- Language, thought, and culture:

Ancient Greek scholars were among the first to be interested in language study. Nowadays, language is a matter of interest not only to linguists, but also to psychologists, philosophers, and other specialists in other domains, since it is one of the major tools that individuals use to communicate. Hence, language is considered to be a cultural expression because it is a powerful means by which people interact and share their diverse beliefs and practices. Since we cannot transmit culture without using a particular linguistic code, language and culture are intertwined. In this regard, Jiang (2002) argued that "some social scientists believe that culture would not be possible without language; language simultaneously reflects culture and is influenced and shaped by it."(p.328).

Before delving into the question of how language and culture are intertwined, one should first define culture. Scholars and anthropologists have given numerous definitions of the term culture. Trosborg (2010), for example, defined culture as "how an individual thinks, behaves, and interacts as a member of a collective group and in connection to other members of that

community". Kramsch (1998) claimed that culture is regarded as a common system of principles which consists of perceptions, beliefs, and acts. Therefore, individuals recognize themselves through these principles. In this regard, Harris (1970) defined culture as a life-style which a group of people, living in the same area, acquire from one generation to another.

Culture as a term is used to refer to all the ideas and assumptions we develop about the nature of things and the people that we learn from as we become members of social groups. It can also be defined as "socially acquired knowledge". This particular knowledge that is similar to our first language, we initially acquire without conscious awareness. As a result, we develop awareness of our knowledge, and thus of our culture, only after having developed language. The specific language we learn as a result of cultural transmission provides us with a ready-made system of categorizing and viewing the world around us.

That is, definitions vary depending on the scholars and fields in which they perceive culture, but they all refer to the complex whole of beliefs, values, behaviors, traditions, history, and knowledge acquired, shared, and inherited by a group of individuals living in the same geographical area. Moreover, culture is a set of common values and principles that can be learned or acquired over time, whether in institutions or passed down from generation to generation.

J. Herder and W. von Humboldt popularized the relationship between language and culture in the early nineteenth century, and F. Boas' discoveries fostered it. However, one cannot speak about language and culture without referring to the Sapir-Whorf hypothesis that is also known as Linguistic Relativity. This term of linguistic relativity refers to the idea that the structure of our language, with its established categories, must have an impact on how we perceive the world around us. This notion highlights the fact that we do not only talk, but, to a certain extent, think about the world around us using the categories provided by our language. For that reason, our first language appears to play a significant role in shaping "habitual thoughts", that is, the way we think about things as we go about our daily lives, without giving a second thought to how we are actually thinking.

There is a stronger version of this theory of linguistic relativity, which is Linguistic Determinism. This theory holds the belief that "language determines thought". If language does not indeed determine thought, then we will only be able to think in the categories provided by our language. For example, English language speakers use the word for "snow", and generally see all that stuff as one thing. Eskimos, on the other hand, when they look out at all the white stuff, they see a variety of things since they have so many distinct terms for "snow." As a result, the speaker's interpretation and expression of reality is determined by the category system embedded in the language. Herder (1960) states that:

If it is true that we...learn to think through words, then language is what defines and delineates the whole human knowledge... In everyday life, it is clear that to think is almost nothing else but to speak. Every nation speaks...according to the way it thinks and thinks according to the way it speaks. (Herder, 1960, pp. 99-100).

Despite this, the Sapir-Whorf hypothesis is still the most well-known theory offering to connect language, thought, and culture. Sapir asserted that language and culture are closely intertwined, and that one cannot comprehend one's own culture without knowledge of the language.

Such a theory was prevalent in the mid-twentieth century. At a time when American linguistics was still led by researchers with deep anthropological backgrounds. Native Americans' languages, such as the Hopi's, enabled them to see the world in a different way than others who spoke European or Standard Average European languages at the time, according to Edward Sapir and Benjamin Whorf. As per Whorf, the Hopi have a distinct view of the world than other tribes (including the English-speaking tribe) due to their language. According to Sapir (1962):

The fact of the matter is that the 'real world' is to a large extent unconsciously built up on the language habits of the group. No two languages are even sufficiently similar to be considered as representing the same social reality. The worlds in which different societies live are distinct worlds, not merely the same world with different labels attached... We see and hear and otherwise experience very largely as we do because the language habits of our community predispose certain choices of interpretation. (Sapir, 1962, pp. 68-9).

Considering that he held a deterministic perspective on the relationship between language and culture, his student, Whorf, expanded on his theories. As a result, since the languages they speak are structurally distinct, various speakers will have diverse perspectives on the world.

3- Language change:

Language change appears to be one of the linguistic results of gender differentiation in language, with men's and women's language being frequently connected with changes in language. It is commonly used by some sub-groups within a speech community when it comes to the linguistic study of changes within language. Moreover, other members of that group must 'adopt' this new form and recognize it as the norm.

Standardization is also a never-ending process, as only dead languages do not change, but standardization for living languages is continual. The goal of this technique is to reduce or eliminate variation and diversity. Nevertheless, such variations appear to be intrinsic to all languages, sustaining their longevity and allowing them to adapt and change.

Sociolinguistic aspects have recently been taken into account. Linguistic change, according to Coates, takes place in the context of linguistic diversity. A new language form must arise before one can declare that a linguistic change has occurred.

Considering that languages take a long time to change, contemporary linguistics has debated whether or not language change can be identified. Several researchers, notably Saussure,

Bloomfield, and other linguists, have argued that while language change itself cannot be witnessed, the results of such change can. Other linguists, on the other hand, suggest that specific linguistic changes can be linked to a number of social issues. They have developed a keen interest in seeking to identify how linguistic changes are taking place on a regular basis.

In other words, the only major changes in language are those that have long-term implications; for instance, the differentiation between two sounds in a language may be lost, leading to a distinct change in the language. Such change is not restricted to phonological changes; it can also be observed in the morphological and syntactic aspects of the language.

The borrowing of words from different dialects and languages is another sort of language change. This form of change is much easier to notice because the loan words can be traced back to their origins. As a result, sociolinguistics emphasizes how speakers impact language change as well as the social variables that influence it. Language change is thus both continuous and predictable.

As a result, language changes with time in response to the changing requirements of its speakers, rather than as a result of politically driven interference. Therefore, language changes as a result of social, political, and economic processes, including lifestyle changes, new experiences, interactions with technologies and communication media, colonization, migration, and so on.

Change in language may precede or follow changes in social systems, and it is not a predetermined process that affects all languages in the same manner. As a result of a dynamic connection between competing forces of conservation and innovation, language evolves, and with it comes more options (Cameron, 1995).

4- Language variations:

There is a distinction to be made between language change and language variations, because language variations may not always result in linguistic change. Labov (2001, 85) refers to these as “stable variations”. Aspects like socioeconomic status, age, and gender can all have an impact on the distributions of these variables, and they do so throughout time.

Linguists used to believe that language change could only be examined after it had already taken place. Labov, on the other hand, has discovered a relation between the variations observed in speech communities across time and the long-term processes of language evolution. Labov came to the idea that diachronic change is caused by synchronic change. Furthermore, he established that some elements, such as age, gender, and attitudes, might serve as limitations on synchronic variations. The use of phonological variants as a function of external characteristics like as gender, age, style, register, and social class is frequently examined from a sociolinguistic perspective. For theoretical phonologists, the idea that variation is influenced by internal elements like as phonology, morphology, syntax, and the lexicon is remarkable.

There are three cases to take into account when assessing the relationship between social class and the difference in language use: stable variation, change from above (that is, change from above the level of consciousness or social awareness), and change from below (that is, change from below the state of consciousness or social awareness). Prestige forms or stigmatized forms are examples of linguistic variants that may be involved in stable variation or change from above. As for change from below, “there is no important distinction between stigmatized and prestige forms: the speech form assumed by each group may be taken as an unconscious mark of self-identification” (Labov, 1966: 331).

Linguistic variety is a major topic in sociolinguistics. The language we use in our daily lives is incredibly diverse. There is diversity between speakers, reflecting different ways people talk in different locations or social groupings, as well as variety within a single speaker's speech. People continuously employ variations within the languages they speak for a number of goals, yet no one speaks the same way all of the time. Despite the urge of many linguists to see languages as homogeneous entities from which to derive theoretical generalizations, languages will demonstrate considerable underlying variance.

Understanding of variation necessitates acknowledging that a language is not merely an abstract field of study. It is also something that a lot of people do. However, some linguists, adopting The Chomskyan approach, are interested in what language (as an abstraction) is. Sociolinguists have claimed that asocial linguistics is unproductive and that meaningful insights into language can only be acquired if performance is taken into account.

5- Speech communities:

It's difficult to talk about speech communities without first discussing sociological theories. Functionalism is the first, and it implies that a society is a product of functioning elements. To put it differently, in order to understand any aspect of society, it must first be examined in connection to society itself; for example, examining a social component such as the family in terms of how it contributes to the social structure as a whole.

Marxism, often known as the Marxist method, is the second social theory. It has had a significant impact on sociology since the 1970s. Unlike functionalism, this viewpoint assumes that a well-functioning society benefits all social groupings. Social class, exploitation, oppression, contradiction, ideology, and conflict are all addressed in this method.

Interactionism, often known as social Interactionism, is the third theory. Unlike the preceding theories, this one is a little more subtle because it focuses on small-scale interactions instead of bigger ones. That is to say, it seeks to comprehend cross-individual interactions.

Haralabos and Holborn (1991: 15) underline that interactionism is based on the premise that action has meaning for those engaged, and that those meanings are constructed, maintained, adjusted, and modified during the process of communication. As a result, the diversity, size, hierarchical structure and economic structure, as well as relationship with other communities can all be used to distinguish a speech community or society.

However, since the word "speech community" is not very explicit, it can be interpreted in a number of ways by different linguists and scholars:

- Shared language use (Lyons 1970).
- Frequency of interaction by a group of people (Bloomfield 1933; Hockett 1958; Cumperz 1962).
- Shared rules of speaking and interpretations of speech performance (Hymes 1972).
- Shared attitudes and values regarding language forms and language use (Labov 1972a).
- Shared sociocultural understandings and presupposition regarding speech events (Sherzer 1977).

What can be deduced from these various interpretations is that a speech community is made up of people who frequently communicate with one another through speech, implying either a shared language variety or shared ways of understanding the various language varieties spoken in the region.

6- Beliefs about language and social groups:

Language is regarded as a personal as well as a social quality, i.e., individuals act linguistically in the same way as those who speak the same language or variety; they will employ the same language, demonstrating that they are members of the same group.

Sociolinguistics investigates the concept of language use within a social group with this clear aim. A group should consist of people who share the same cultural, political, religious, and linguistic values.

Yet, the goal of sociolinguistics is to uncover aspects that connect social factors to language use while taking into account group differences and individual identities. For the sake of accuracy, it is described as a speech community rather than a social group in sociolinguistic studies. Morgan (2001) states that:

...when people come together through discursive practices, they behave as though they operate within a shared set of norms, local knowledge, beliefs, and values. It means that they are aware of these things and capable of knowing when they are being adhered to and when the values of the community are being ignored...it is fundamental in understanding identity and representation of ideology. (Morgan 2001, p. 31).

When speakers in a speech community have a sense of social norms in speech, as well as beliefs about in-group identities reflected by different elements of language, this is described as communicative competence.

Heyms (2004) examines narratives from diverse Native American communities, demonstrating how, even when written in English, they have specific elements that may be traced all the way back to Native American language narrative systems. Thus, such speakers

employ English in unique ways in order to sustain their distinct identities within the mainstream English-speaking group.

Consequently, the link underlying language and social structure is crucial in the formation of the notion of the speech community, which incorporates the notion that there are many levels of speech communities that correlate to various social groupings.

II- Section two: Gender and language change.

1- Social root of language and gender differences, and its development trend:

The most consistent thing that can be said regarding language and gender research is that it has been heavily influenced by social constructivist theories. The relationship between gender and language use has long piqued the interest of sociolinguists. This field of study is considered multidisciplinary because it encompasses research from various fields such as anthropology, discourse analysis, literary theory, social science, and sociology.

Men and women's linguistic differences are not coincidental; they have strong social roots. Men and women have a different social status, which is reflected in their language use. The difference in status can be seen explicitly in the social roles of men and women over time, with the common idea of 'men outside' and 'women inside' dominating.

In society, men are perceived as the dominators of rank and power, while women are viewed as vulnerable and inferior to men. Women, according to Trudgil, give more importance to social status than men do as they were previously reliant on them. Men continue to discriminate against women, and the common belief that women are inferior to men continues even in modern societies.

There is a strong link between men and women's language use, social roles, and identities; these variations may originate from the nature of the language, as the Sapir-Whorf theory suggests, or they may arise from the ways men and women interact in their societies. As per Jespersen (1922):

Men have a great many expressions peculiar to them, which the women understand but never pronounce themselves. Women, on the other hand, have words and phrases that men never use because they would be laughed at. Thus, it happens that in their conversations it often seems as if the women had another language than the men. (Rochefort 1665, cited Jespersen 1922: 237).

The research on this topic dates from the early 1920s, 1930s, and 1940s; nevertheless, it peaked in the early 1970s and 1980s, when the emphasis was on the differences in men and women's use of language, whether explicitly or implicitly. That is, back then, the main emphasis was on identifying and explaining the variations in their expressions.

The first kind of explanation is what's known as the dominance approach by (Cameron, 1992), who viewed male dominance as operative in the everyday verbal interactions of women and men, as a result, giving rise to linguistic reflexes of dominance and subordination. In her book *Language and Woman's Place*, Lakoff (1975) argued that women use linguistic features of ambiguity and powerlessness (e.g. tag questions, declaratives with rising intonation... etc) in accordance with their inferior status to men. Interruptions, on the other hand, were described by West and Zimmerman (1983) as a sign of men's conversational superiority.

A further perspective by (Cameron, 1992) is that men and women learn different communicative styles as a result of playing in separate same-sex peer groups as children. That is, as Tannen suggested, men and women develop various interactional styles as children as a result of the separate boys' and girls' peer groups in which they participate in, allowing women to develop collaborative speech styles while boys participate in hierarchical established groups. According to Cameron (1998):

Men and women...are members of cultures in which a large amount of discourse about gender is constantly circulating. They do not only learn, and then mechanically reproduce, ways of speaking 'appropriate' to their own sex; they learn a much broader set of gendered meanings that attach in rather complex ways to different ways of speaking, and they produce their own behavior in the light of these meanings... Cameron (1998b, 280-1).

Coates (1996, 1997) discovered that women's conversations were more cooperative than men's; she said that male friends prevented interruptions and intersects by maintaining a one-at-a-time floor, leading to monologue-like conversations. On the other hand, the female friends used a cooperative form of conversational interaction, highlighting the group's voice over the individual's voice.

Tannen (1990) concluded in her book *You Just Don't Understand: Women and Men in Conversation* that misinterpretations in men and women's conversational styles are caused by differences; however, these differences are relevant on their own terms.

A notable series of studies looked at gender exclusives and gender preferential features of language. Gender exclusives correspond to features such as kinship terminologies that are only used by speakers of one sex. On the other hand, certain words or phrases are favored by both men and women.

In the process of learning how to become a "boy" or "girl", we adopt a gendered culture in the sense of social gender. This process can be as simple as determining which categories should wear pink and which should wear blue, or as complex as determining how one party was excluded from the democratic government process for so long (due to a lack of a vote). To put it another way, becoming a social gender entails learning how to use gendered language.

Regarding the differences in brain structure between boys and girls and how that affects language use, experts have largely claimed that girls have greater linguistic competence than boys. Nonetheless, until recently, these studies were not backed up by biological evidence.

Research teams from Northwestern University and the University of Haifa employed functional magnetic resonance imaging (fMRI) to test brain functions in 31 boys and 31 girls aged 9 to 15 as they executed speaking and writing language activities. They discovered that areas of the brain related to language work harder in girls throughout language activities, and that when performing these activities, boys and girls use very different parts of the brain. In girls, language processing is more conceptual, while in boys, it is more perceptual. The researchers discovered that girls' language areas of the brain were substantially more activated than boys'. The data in the activities reached the language areas of the girls' brains, which are affiliated with abstract thinking via language. And the intensity of stimulation in some of these language areas was linked to their performance efficiency.

As in the early 1980s, psychologists believed that differences in language use between males and females were related to social constructions, implying that gender differences were caused by how children were educated (Sax, 2006). Psychologists have only recently begun to investigate the possibility that boys and girls have inherent differences in cognitive abilities.

Researchers started to show that there are cognitive differences between men and women in the early 1990s. Differences in cognitive ability and language skills were discovered (Halpern, 2000). The average female, for example, has a greater vocabulary than the average male, and males have higher spatial perception abilities than females (Sax, 2006).

2- Social network theory and language change:

The most effective way to see how a person interacts with other people in a community is to look at the social networks in which he or she is most involved. Individuals form social networks with others by reaching out through social and geographical scope connecting a large number of people (Milroy and Gordon 2003: 117). The Milroys' (1980, 1987) work applied sociological social network theory to sociolinguistics to show how it can be useful when studying the language. They discovered that the levels of language change they detected were highly associated with the network of relationships that form social networks.

Social networks, unlike social classes, organize people based on who they know, where they live, and who they work with, among other factors. The network also examines how similar and dissimilar the members of each of these groups are. This argument can be related to the issue of gender and language use to show how men and women interact with one another while also having differences in how they use language in different social contexts.

Consequently, one of the advantages of using a social network framework for the study of social groups is that it focuses on who communicates with whom and how, rather than abstract categories.

3- Other theories of language and gender:

Women's and men's language represent social gender roles, according to early pre-feminist linguistic studies, while feminist linguists have advocated the latter (Cameron, 1997). The former approach can be traced back to the work of Danish linguist Otto Jespersen as early as 1922. Jespersen made comments about gender disparities, claiming that women use more adverbs of intensity due to a tendency for exaggeration. Language difference research looked at gender preferential linguistic use, or men and women's inclination to speak in different ways. Among the approaches used were phonological gender differences and different conversational styles.

Trudgil (1974) discovered that women used fewer non-standard forms than men in many types of speech, whether casual or formal, and that the use of non-standard forms, such as multiple negations, was associated with working-class speakers and male speakers.

The study of sexist language is also another language study that has a significant impact on the advancement of language and gender. In the 1960s, the term sexism was established to denote discrimination within a social structure based on sexual affiliation (Wodak, 1997: 7). Gender inequality reflects the reality of a socially hierarchical relationship between men and women, in which one is the norm and the other is labeled as "other".

Spender (1990), a feminist, argues that language is created by men, with masculine forms considered as the norm and female forms as abnormal. Many argue that by reinforcing masculine imagery and keeping women invisible, the use of generics like "he," "him," and "his," as well as "mankind," and expressions like "the man in the street," to refer to both men and women, fosters this binary concept of norm and deviance. The 'dominance approach' is shown by these claims. Generic expressions are considered as derogatory to women since they restrict them from expressing and raising consciousness about their own experiences, while also boosting men's domination and exploitative conduct.

As a result, researchers focused on generic pronouns and expressions, sex specification, modifiers, lexical gaps, semantic derogation, asymmetrically gendered language items, and word connotations as examples of language bias. These have the potential to perpetuate binary understandings of norm and deviation by emphasizing male images while suppressing female imagery.

Gender disparities in speech have long been a focus of feminist linguistics, particularly in intonation, pronunciation, vocabulary, syntax, conversational techniques, and discursive tendencies. In the 1960s, 1970s, and 1980s, gender and language studies primarily concentrated on women's language rather than men's; this may be regarded as a reasonable and needed response to women's historical marginalization in a patriarchal world system.

In other words, feminist linguistics stemmed from linguistics instead of feminism. The suffragette movement in the 19th and 20th centuries is linked to pre-modernist or "first wave" feminism. In the 1960s, modernist or "second wave" feminism was connected with political resistance to sex discrimination, the support of equal chances, and women's independence. In

a parallel trend, gender and language research throughout this second wave has stressed themes of difference and dominance in interaction, focusing on discrimination and sexist versus inclusive language. Furthermore, with its more critical, constructivist viewpoints, 'third wave' feminism has a lot in common with modern feminist linguistics theory. Third wave feminism is concerned with the diversity and co-construction of gender identities within specific contexts and communities of practice, according to (Mills, 2002).

As a consequence, feminist linguistics aims to analyze and correlate gender-related linguistic phenomena and language use to gender inequality and discrimination.

4- Gender in interaction: deficit, dominance, and difference:

Two key theoretical viewpoints have influenced the gendered language debate: theories of dominance in the late 1970s and theories of difference in the 1980s. In the former, differences are explained by women and men belonging to different subcultures, but in the latter, Jespersen and Trudgil represent deficit models, claiming that female language is inferior compared to male language.

Nonetheless, Lakoff's book *Language and Women's Place* is one of the most prominent early feminist works on gender and language. In it, Lakoff says that gender and language constitute a difference and, on occasions, a dominance viewpoint; these are statements about women's language as deficient, weak, and reluctant; in essence, deficient when contrasted to men's language.

As per Lakoff's claims, such deficiency can be seen in the following characteristics of women's speech: their 'empty' vocabulary, as seen by words like 'lovely,' 'divine,' 'adorable,' and colors like 'beige' and 'lavender; their weaker expletives, such as 'oh dear, 'as contrasted to stronger expletives, their trivial topic matter, and their inclination to be too courteous whereas males would be straightforward.

Furthermore, in order to gain the approval of their interlocutor, women adopt intonational tendencies that reflect uncertainty and hesitation. Thus, according to Lakoff, the women's extensively restricted answers and use of tag questions indicate their uncertainties and efforts to prevent forcing their own perspective on their interlocutors.

a- Deficit theory:

Lakoff's theory postulates that females are taught to speak in a different language, i.e. a ladylike language, from a young age. The usage of a separate language in the 1970s was linked to women's low position and status in American culture. Women's language was more hesitant and ambiguous, and they lacked authority and assertiveness more frequently (Lakoff, 1975). According to Lakoff, "language uses us as much as we use language," which indicates that while young girls acquire the language, they also acquire their position and adjust to their subordinated place in society. The irony resides in that if the girl learns her

subservient position, she will be considered weak, and if she does not, she will be considered tomboyish or unladylike. Lakoff (1975) went on to say in this regard:

A girl is damned if she does and damned if she does not. If she refuses to talk like a lady, she is ridiculed and subjected to criticism as unfeminine. If she does learn 'lady-like language', she is ridiculed as unable to think clearly, unable to take part in a serious discussion: in some sense as less than fully human. These two choices which a woman has to be less than a woman or less than a person are highly painful. (1975).

Lakoff was criticized for generating broad statements regarding women's language. Despite the fact that their observations align with Lakoff's theory, O'barr and Atkins (1980) discovered similarities between women's language and that of lower-class men. They came to the conclusion that deficient language use is linked to power instead of just gender, as Lakoff claimed in her theories. As a result, they proposed the phrase "powerless language" rather than "women's language." Tag questions, according to Holmes (1992), were not employed to demonstrate deficiency, but rather to express a wish to cooperate with the interlocutor. She also stated that the usage of hedges and fillers was not only connected to hesitation, but also to a range of other factors.

b- Dominance theory:

The dominance theory is based on Lakoff's hypothesis, which claims that the use of women's language strengthens their inferior status. Language as a social interaction that deals with gender inequities in cross-gender groups, and language as a system that deals with 'sexism' within the language, are two branches of the latter (Lakoff, 1975).

In terms of language as a social interaction, dominance theorists examined the nature and frequency of discourse, silence, questions, interruptions, and back-channeling support in everyday discussions between men and women. Another well-known study by Fishman (1978) found that, contrary to popular beliefs, women actually speak less than men. In cross-gender conversations, women are merely encouraging and motivational listeners, while males do all the talking.

Spender (1980) observed that the language people use in their daily lives serves only male demands and objectives, and that it depicts a male perspective. In essence, it is a result of human intervention. That can be seen in the use of masculine terminology like "he," "man," and "mankind" to refer to both men and women, which reinforces the andocentric viewpoint.

Spender (1980) went on to say that 'it has been the dominant group. In that instance, males, who have formed the world, formed the categories, established sexism and its rationalization, and produced a linguistic trap that aligns with their interests.

The dominance theorists, on the other hand, were criticized for embracing the same andocentric worldview that they were criticizing. For example, describing a male communication style as aggressive, straightforward and goal-oriented renders it more powerful than

describing a female speech style as encouraging, cooperative, and process-oriented. They recommended that women use "assertiveness training" technique to learn how to speak and sound like men (Cameron, 1997).

c- Difference theory:

According to this theory, which was a reaction to Lakoff's deficit and dominance theories, the difference between male and female speech was related to their early socialization process. Boys and girls communicate differently, have distinct perspectives, and, most importantly, have different worldviews, resulting in various styles of speaking.

Advice-giving, story-telling, reactions to another's account difficulties, asking for and giving information, praise, and gossip were all investigated in Tannen's book *You Just Don't Understand* (1990). She came to the conclusion that women see the world as individuals in a web of relationships, but men see the world as individuals in a hierarchical social order in which they are either one up or one down.

Boys form relationships with each other, according to Tannen, by doing activities together; activities are fundamental to their relationships. Girls, on the other hand, talk to one other to form deep bonds; 'speaking is the core of intimacy' (Tannen, 1990). She claims that cross-gender interaction is similar to cross-cultural communications because men and women grow up in distinct cultures despite living in the same place. In this regard, she argues that:

Culture is simply a network of habits and patterns gleaned from past experiences, and women and men have different past experiences. From the time they were born they were treated differently, talked to differently, and talk differently as a result. (1986, p.125).

5- Gender related differences in language use:

A significant amount of language and gender study has examined how female and male speakers interact in a wide range of social settings, including informal and formal social contexts. Through empirical studies of gender and language use, for example, certain elements of conversational styles that are considered to differentiate between female and male speakers have been recognized:

- **Amount of talk:** male speakers are observed to speak more than female speakers, especially in professional or public settings..
- **Interruptions:** male speakers are observed to interrupt female speakers more frequently than female speakers interrupt male speakers.
- **Conversational support:** female speakers are more likely to utilize elements that support and encourage other speakers, such as "minimal answers" like: "mmh" and "yeah".
- **Tentativeness:** there are reports in which they indicate that female speakers employ elements that make their speech sound uncertain and hesitant, such as 'hedgies, 'which diminish the intensity of an utterance "I think maybe...", "sort of", "you know", as

well as certain forms of tag questions, which are questions tagged on assertions “it's very hot, isn't it?”

- **Compliments:** women receive a greater range of praise and compliments compared to men. At the same time, women also tend to give more compliments.

Observational studies like this uncover tendencies that show women speak in one way while males speak in another. The way people talk varies from one conversational situation to the next, indicating that not all women, or all men, use the language in the same way. As a result, such discoveries have generated plenty of broad assertions.

The question of whether female and male styles should be interpreted in terms of cultural differences between men and women or in terms of female and male speakers' relative influence has been a long-running subject of disagreement. According to Lakoff (1975), women use a range of aspects of language that, when taken together, imply hesitation and uncertainty. As per Lakoff, these characteristics limit women's capacity to express themselves clearly, instead, make what they are saying sound trivial.

Lakoff's findings have been linked to a deficit model of women's language use, in which she seemed to imply that women's speech is deficient in numerous ways. She linked these statements to gender inequities, claiming that women's speaking styles prevented them from gaining authority (1975: 7). Even though Lakoff's findings were based on casual observations, they sparked a whole range of new research.

Zimmerman and West (1975) discovered that mixed-sex discussions had more interruptions than single-sex discussions, and that practically all of the ‘mixed-sex’ disruptions were performed by men in an early research of interruption tendencies which has now become some kind of a standard. In contrast to Lakoff's theory, Zimmerman and West's were based on an empirical analysis of conversations. They mainly emphasized men's authoritarian speaking behavior rather than women's inadequacies. Interruption, according to Zimmerman and West, is a breach of the speaker's right to finish their speech. Men, they concluded, are denying women equal status as conversational partners by interrupting them. Zimmerman and West's research has been linked to a dominating viewpoint on both women's and men's language.

Fishman (1983) discovered that women provided more conversational support compared to males; they demonstrated interest in their partner's conversational matter and used limited answers such as “mmh”, “yes”, and “right”, expressing their engagement. Women's conversational supportiveness, according to Fishman, is an “anticipated” aspect of femininity: women are required to keep the conversation going. She did, however, link her view to power. She maintained that power is “a human achievement rooted in everyday interaction” (p. 89). Interactions between men and women help to build and maintain hierarchical relationships.

Maltz and Borcker's work provides an additional explanation for women's and men's language use (1982). They claimed that women and men belong to different “gender subcultures,” and that, as youngsters, they acquire the rules of “friendly contact” from their single-sex friends.

Particular language traits are employed by one of the genders to identify themselves from the opposing gender group and to indicate belonging to their own gender group. Within the two gender subcultures, these language traits take on slightly distinct meanings. Minimal responses, for instance, from female speakers just convey that they are paying attention to the conversation. Male speakers, on the other hand, imply that they agree with the statement being conveyed. As a result, it's not unexpected that female speakers utilize them more frequently than male speakers. When women and men converse, however, such disparities in conversational style typically lead to misunderstandings.

Tannen (1990) expands on this cultural difference theory, arguing that 'women speak and hear a language of connection and intimacy, while men speak and hear a language of status and independence' (1990: 42). According to Tannen, men are bothered by women who overlap their speech with words of affirmation and encouragement, whereas women are bothered by men who interrupt to change the conversational matter. It is crucial to remember that while communicating, both women and men are striving to achieve different objectives.

Coates (1988), a linguist, has also been interested in the differences in men's and women's communication, although her method differs from Tannen's. Coates adopts a more feminist viewpoint, claiming that men's and women's expressions that are entirely focused on power and masculine dominance have culminated in a negative perception of female communication patterns. One of her goals has been to "revalue" women's speech. Early research on women's language had branded it as "tentative" or "powerless". In response to this, there has been a recent trend to regard women's speech more highly, using phrases like "cooperative" (Coates 1988: 95).

Baxter (2010) examined the use of the double-voiced style when researching men, women, and language use in corporations. Some may argue that taking into account the interlocutor's characteristics and adapting the language used correspondingly is a good thing; nevertheless, Baxter's research on women in senior management meetings found that more women utilize this discourse, making them appear less authoritative and insecure (Baxter, 2010). She evaluated over half a million words of data regarding men and women's workplace interactions and found that women were four times more likely than men to employ this type of hedging.

6- Grammatical gender marking:

Gender marking is more prevalent in certain languages than that in English, offering a variety of obstacles in attempts to make language more gender neutral.

Just like Mills (2008) points out, the French word for minister (*le ministre*) is masculine, so it is challenging to allude to a female minister. Furthermore, in languages like French and Spanish, the masculine plural is used for groups that include both men and women. However, this is also relevant in German. Although the structure of the language might be a barrier to change, there are various techniques to get around grammatical gender marking tendencies.

The gender system that so many of them have, whether it is the "he", "she", "it" natural gender system of English or the "le", "la" or "der", "die", "das" grammatical gender systems of French and German, has sparked much discussion.

Other languages have a variety of grammatical gender marks. For instance, in Ethiopian Sidamo, there are some terms that can only be used by men and others that are only used by women. Therefore, the translation of "milk" would be "ado" by men and "gurda" by women.

Several Native American languages, including Gros Ventre (Montana) and Koasati (Louisiana), are said to have had separate male and female forms.

Another example is that men have typically used "boku" to refer to themselves "I" in Japanese, whereas women would use "watashi" or "atashi".

Additionally, if you are a man, you should say "obrigado", and if you are a woman, you should say "obrigada" in Portuguese.

These are merely some examples in which they clearly indicate that there can indeed be differences between the words used by men and women in a variety of languages.

7- Gender differences in utterances:

Absolute and relative gender disparities in language can be classified, with sociolinguistics emphasizing primarily on relative gender language disparities. In essence, gender disparities imply that when men and women speak the same language or dialect, they have significant variances in features, thus gender differences are prevalent.

Maltz and Borker created a cultural difference approach to male-female communication based on Gumperz's (1982) "two cultures" paradigm for inter-ethnic communication. They believe that challenges in male-female interaction are caused by variations in boys' and girls' cultures, instead of differences in status and power or intrinsic male-female distinctions (Maltz and Borker, 1998). They suggest that various conversational patterns emerge in childhood (between the ages of 5 and 15), at a time when boys and girls learn how to interact in single-sex peer groups and learn to use the language differently. They also recognize that gender is just one of many cultural factors that influence language use.

Gender variations in sociolinguistic phenomena are essentially attributable to social structure types, cultural settings, pragmatic attitudes, as well as other social gender phenomena. Gender language differences are fundamental, and different languages are common even in communities where everyone speaks the same national language or regional dialect for a variety of reasons, including gender. Differences in utterance choosing, pronunciation, intonation, lexicon, and grammatical differences are among many of these differences:

a- Gender differences in utterance-choosing:

Men frequently talk about competitive subjects such as athletics, whereas women typically discuss family life. Men, unlike women, are more likely to overlook their emotions, as indicated by these interactions. Klein conducted a study of regular workers and concluded that men prefer to talk about work settings, sports, current affairs, as well as other related topics. Women, on the other hand, primarily talk about their families. This has much to do with male and female mindsets; women like to harmonize and soothe interpersonal connections, whilst men just concentrate on establishing themselves and taking the initiative.

As per Dai (2010), men and women have different preferences when it comes to topic choice. Politics and economics, for instance, are popular topics among men. Women, on the other hand, prioritize education and family as essential topics. According to Lydie Meunier (1996) in his article, the topics such as sports, politics, and cars that are seen as “serious” and reserved for men only, the choice for women is topics such as child-bearing and personal relationships that are labeled as “trivial”.

b- Pronunciation and intonation differences:

The English language is used as an illustration for pronunciation. Several linguists have discovered that women's pronunciations are closer to the standard. Women pronounce /t/ and /r/ more easily than men, resulting in more proper pronunciation.

Trevor previously stated that because of their inferior social status and high standards, women must pay close attention to their ways and ensure that they can pronounce words correctly, whereas males do not face the same pressures and expectations.

According to Wenjing (2012), women are more likely to speak in a standard way than men in terms of pronunciation; this indicates standard form and an elegant accent, as they typically use the standard and authoritative method of articulating.

The Chinese Academy of Sciences previously performed an experiment to compare men and women's intonation levels. They selected eight men and eight women to read ten Mandarin vowels, and discovered that women's intonation levels are clearly greater than men's. Women tend to use multiple intonations in a single statement since intonation shifts usually signify richer expressions. Men, on the other hand, favor falling tones over modified ones.

Typically, men have larger larynxes, longer vocal tracts, and thicker vocal folds than women. As a result, men's speech has a lower pitch range (80-200 Herz) than women's (120-400 Herz). The word "pitch" refers to the result of vibrations in the vocal chords, with slower vibration producing a lower pitch and faster vibration producing a higher pitch.

Moreover, pitch movement, often known as rising and lowering intonation, is more common among women who speak modern American English. That is, rising intonation at the end of

sentences, more frequent use of hedges, and tag questions have all been regarded as features of women's speech.

Numerous examples can be found in reality. Modified tones are used more frequently by women than by men. Women, for instance, are more likely to apply inverted sequence stress. For the phrase "How would you do it?" Men will emphasize the word "do", while women will emphasize the use of inverted sequence stress, "with the goal of omitting this essential verb using the lowest tone. Due to their unsure and indeterminate views, women use euphemism approaches that complement the intonation process.

Linguists revealed that women frequently use the interrogative tone following research conducted in a variety of language materials. Moreover, it has been revealed that, in comparison to males, women frequently use reverse stress, which indicates that males frequently use the highest pitch on the most essential word, whereas women frequently use the lowest pitch on the most essential word.

c- Vocabulary differences:

The most dynamic component of a language is its vocabulary. As a result, the variation in vocabulary reflects the link between gender and language use. There seems to be no rule for females in English pronunciation norms, vocabulary structure, or syntax, according to Wenjing (2012), yet male and female variances in vocabulary are frequently observed in everyday life.

As an answer, Lakoff (1975) proposes that in this society, women spend more time on color-related activities such as clothing selection, unlike men. They frequently use French loan words to indicate color words such as azure (blue), mauve (lavender), and aquamarine (aquamarine) (blue-green). These terms are unfamiliar to them, but they can demonstrate their sophistication; nonetheless, males are unfamiliar with these words. Furthermore, according to Lakoff (1975), females employ more intensifiers than males, such as "so", "awfully", "terribly", and "pretty".

Wenjing (2012) claims that women always employ terms with exaggerated connotations, such as "gorgeous", "lovely", "divine", "adorable", "charming", "sweet", "precious", and so on. Men, on the other hand, use simple words like "good", "very", "really", and so on to intensify the impression.

Women choose extreme and commendatory words such as "great" and "lovely", adding to that, the use of positive degree adverbs such as "really", "so", and "very" to emphasize positive characteristics. It demonstrates that women are more likely than males to employ euphemistic language and conservative words like "oh dear" and "oh god".

Moreover, women, unlike men, prefer to avoid using slang or unsuitable terms even when they are upset, whereas males use such terms and expressions more frequently.

d- Syntactic differences:

According to Lakoff's study, women are more likely to use tag questions, which can be considered an obvious characteristic that should not be overlooked. However, tag questions are not popular in men's everyday expressions. Tag questions typically reflect the speaker's uncertainty and desire for others' affirmation, which is why women use general and specific questions to express their uncertain views and solicit others' opinions, whereas men are more likely to speak bluntly and will not give much speaking time to others.

As a result, many linguists believe that men's debate is more powerful than women's. Women, on the other hand, are more likely to use more standard and exact syntactic structures in speech and pronunciation to demonstrate their good education and status.

In public communication, men usually talk considerably more than women, according to Ning and Dai (2010). Women, on the other hand, talk more in their families than males.

There are some differences in the syntactic structure of choice between men and women. Women tend to use tag questions, according to Wenjing (2012), as they use a rising tone to convey doubt and uncertainty. Men, on the other hand, prefer to communicate directly, which is why they use declarative and imperative words to convey the tone of instructions and demands.

There seems to be a debate, according to Karlsson (2007), over the characteristics that men and women use, such as:

- The female characteristics:
 - Intensifiers: so, such.
 - Hedges: I think, you know, I mean, I suppose.
 - Tag questions: you didn't, do you?
 - Minimal response: yeah, mmh, right.
 - Expressions like: oh dear, oh god.
 - Polite language.
 - Formal language.
- The male characteristics :
 - Strategy in order to control the conversation.
 - Minimal responses in order to let the woman know he is not interested in what she has to say.
 - Taboo words and slang language.
 - Commands and direct orders: hand me the book.

Further differences in the language used by men and women were examined in one of Lakoff's papers (Lakoff, 1975:45-79), where she examined characteristics that are normally present and employed frequently by women in their speech, such as:

- Hedge: using phrases like “sort of”, “kind of”, “it seems like”... etc.
- Polite forms: “would you mind”, “I’d appreciate it if”, “if you don’t mind”... etc.
- Tag questions: “you’re working today, aren’t you?”
- Hypercorrect grammar: English prestige grammar and clear pronunciation.
- Women tend to use direct quotations, while men tend to paraphrase.
- Special lexicon: women have a wide range of lexis for words like colors, unlike men.
- Applying question intonation in declarative statements: by raising the pitch of their voice at the end of a statement and indicating hesitation, women turn declarative statements into questions. For instance: “What school do you go to? West Virginia University?”
- “WH” imperatives: such as “why don’t you open the door?”
- Modal constructions: such as: can, would, should, ought to... etc.
- Giving indirect commands and requests: for example: “isn’t it cold in here?” where in reality it’s a request to turn the heat on or close the window.
- Women tend to use intensifiers more, especially “so” and “very”.
- Overuse of qualifiers: “for example”, “I think that”... etc.
- Women tend to apologize more: for instance: “I’m sorry, but I think that”... etc.
- Avoid inappropriate language or expletives.
- Lack a sense of humor: women do not tell jokes frequently and often do not understand the punch line of jokes.

There are additional claims about gender differences in language use including:

- **Verbosity:** women talk more/less than men: several elements, such as the interlocutor and the location of the conversation, determine the amount of speaking, according to Coates (1985). A number of experiments were undertaken to see if women speak more or less than men, but the results were inconclusive. Whilst Brezendine (1994) claims that women speak three times as much as males, Drass (1986) found that males do actually speak more. More investigation is necessary to study such an issue, taking into account all of the other elements that can really impact the experiment’s outcomes.
- **Turn-taking:** women are less likely than men to break the rules of turn-taking: the dominance and difference theories are the two basic theories of language and gender. In a mixed-gender discourse, men are more inclined to interrupt than women, according to dominance theorists (Spender, 1980). In 1975, Zimmerman and West carried out an experiment at the University of California’s Santa Barbara campus in order to prove this statement. They discovered that men used 45 interrupts in 11 interactions between men and women, whereas women only used two.
- **Politeness:** women are more likely than men to adopt particular patterns linked with surprise and politeness. Women were portrayed as subordinates and victims because of their language, which was seen as weak and powerless (Coates, 1998: 413). Women’s speech, according to Holmes (1995), is more courteous than men’s. Women, according to researchers, use more tags than males, but they do not utilize them for the same goals. Women tend to focus on the polite or affective aspects of tags more than

males, and use them as facilitative positive politeness strategies. Tags, on the other hand, are used by men to show ambiguity.

- **Interruption:** there seem to be numerous characteristics of interactions that distinguish women's and men's conversation. Women are less likely than men to interrupt conversations and are “more active listeners, keen to assure others receive an opportunity to contribute” (Holmes, 1995: 67). Unlike the common stereotype which portrays women as the talkative gender, the majority of empirical evidence suggests the opposite. Men tend to dominate the talking time in a variety of circumstances, especially public ones such as television interviews, staff meetings, and conference discussions, wherein talking can help you gain prestige.
- **Questions:** in talks, men and women employ questions differently. A question is usually a sincere request for information for men, but for women, it is frequently a rhetorical device for engaging the other's conversational contribution or gaining attention from other conversational participants.
- **Changing the topic of the conversation:** males change subjects more frequently than females, according to Bruce Dorval's research on same-gender friend contact. This distinction could be the basis of the perception that women talk too much. Girls and women, according to Goodwin (1990), relate their utterances to prior speakers and expand on one other's issues rather than offering new ones.
- **Self-disclosure:** male inclinations to non-self disclosure and proclaiming advice or proposing a solution when presented with someone else's issues contrasted with female inclinations to self-disclosure, i.e., sharing their issues and experiences with others, frequently to give sympathy and compassion.
- **Listening and attentiveness:** it suggests that women place a higher value on listening in conversations than men do. Men, on one hand, interrupt considerably more frequently with non-related topics, especially in a mixed-sex context, and they do not employ fillers or minimal responses to demonstrate interest in what the interlocutor is saying, preferring instead to remain silent. On the other hand, women tend to demonstrate interest by using fillers to offer back-channeling support to the conversation. Women listen and approve when men speak. Men, on the other hand, frequently mistake this accord, which was meant to foster connection, as a representation of status and power.

Another scholar, Trudgill, concurred, arguing that women developed linguistic features that were equivalent to standard language or had a greater status. He also cited one potential explanation for why this was the case: women's occupations were not valued, thus “other indications of status, like speech, are accordingly more relevant” (Trudgill, 1975:92).

When it comes to comparing men and women, Trudgill believes that women are “better” speakers than males. Women tend to be more polite, least aggressive, and completely accurate (Spender, 1980:36-38).

Such characteristics of female communication appear to be strategies of soliciting rather than proclaiming agreement with an idea. Men, on the other hand, prefer authoritative forms and “strong language”.

Some of the features of women's discourse have already been identified as promoting the exchange of turns and motivating others to speak, resulting in conversation being a shared activity. Men's interactions, on the other hand, are more hierarchical, with the right to speak or having the floor regarded as the ultimate goal. Men take longer turns speaking, and in some social situations, they may be the only ones allowed to speak or dominate the discussion.

8- Stereotypes about gender and language use:

There are several statements about gender and language differences, but difference theorist Tannen (1990) gave a list of six main differences between male and female speech:

- **Status vs. Support:** according to this notion, women talk to strengthen social bonds and build relationships, whereas men talk to control and accomplish concrete goals (Wood, 1996).
- **Independence vs. Intimacy:** Men are more preoccupied with their status and independence, whilst women think in order to develop a relationship and become closer to their interlocutor.
- **Advice vs. Understanding:** according to Tannen's claims in which she argues that for men, a complaint is a challenge, and they need to find a way to overcome it. Tannen (1984) makes the following statement in this regard:

When my mother tells my father she doesn't feel well, he invariably offers to take her to the doctor. Invariably, she is disappointed with his reaction. Like many men, he is focused on what he can do whereas she wants sympathy. (p. 180).

- **Information vs. Feeling:** women's concerns were regarded as less significant than men's issues, both culturally and historically speaking, because men were more focused on conveying facts and knowledge.
- **Orders vs. Proposals:** there seems to be a notion that women use indirectness while giving directions by using words like "let's", "why don't we", and "wouldn't it be nice if..." Men, on the other hand, prefer to hear straightforward instructions.
- **Conflicts vs. Compromise:** Men are not scared to get into a confrontation, whereas women are more prone to choose compromise.

Stereotypes are often targeted towards marginalized groups (ethnic minorities, women), and they play a significant role in hegemonic struggle. Dyer (1977) expresses it this way:

The establishment of normalcy (i.e. what is accepted as "normal") through social and stereo-types is one aspect of the habit of ruling groups...to attempt to fashion the whole of society according to their own world view, value system, sensibility and ideology. So right is this world view for the ruling groups that they make it appear (as it does appear to them) as "natural" and "inevitable"-and for everyone- and, in so far as they succeed, they establish their hegemony. (Dyer 1977: 30).

The term "stereotype" is frequently used in the study of language and gender to indicate the prescriptions, unspoken expectations, or behavior, rather than social practice. Gender

stereotypes are intertwined with gender ideologies and promote them. Individuals must adhere to the stereotypical roles expected of them if we see them as ideological prescriptions for behavior. Naturalized gender inequalities are reproduced by gender stereotypes connected to gender ideology. They serve to maintain hegemonic male supremacy and female subjugation in this way.

As an example, a research examining British adolescents' experiences and expectations of classroom discussion can be used. Teachers encouraged boys to be assertive in classroom interactions, according to Stanworth (1983), and the girls preferred the boys who displayed the most capacity to do so. Girls with similar abilities, on the other hand, were not admired whatsoever. Vocal girls, on the other hand, were ridiculed by their peers. One may argue that the non-vocal girls were involved in their own oppression since they agreed with the opinion that it is only acceptable for boys to dominate, and shameful for girls to try to make their voices be heard in the same manner. In this way, male hegemony and female subordination are maintained.

Gender is acknowledged as a difference when the purpose is largely focused on understanding male and female differences. It distinguishes itself in a “fixed” way. Such “static and exaggerated duality”, as Barrie Thorne puts it, can only lead to a “conceptual dead end” (1993: 91). Several critics have pointed out that the male and female conversational styles would be ideal for conventional roles (e.g. Cameron 1992; Talbot 1998). That is, the compassionate, supportive linguistic behavior exemplified by the female interactional style is precisely what a good mother requires. Such kinds of binary oppositions are considered to describe the differences in men's and women's speaking styles:

Sympathy	Problem-solving
Rapport	Report
Listening	Lecturing
Private	Public
Connection	Status
Supportive	Oppositional
Intimacy	Independence

Women are nurturers, as the left column informs us. It could be a glorification of maternal traits, or it could be used to maintain a traditional idealistic view of motherhood. In justification of male authority and entitlement, the right column could be deployed.

There is no reason why girls and women should be generally characterized as emotional, sentimental, dependent, vulnerable, passive, alluring, mysterious, fickle, weak, inferior, neurotic, gentle, muddled, vain, intuitive... Nor is there any reason why boys and men should be assumed to be dominant, strong, aggressive, sensible,

superior, randy, decisive, courageous, ambitious, unemotional, logical, independent, ruthless. (1982: 6) The National Union of Journalists in Britain.

Stereotypically speaking, women smile more than males and are more attentive to nonverbal communication than males (Briton & Hall, 1995). These beliefs support the generally held belief that women are compassionate and attentive to others. Such viewpoints are also valid in which observational research demonstrates that women surpass men when it comes to smiling and responsiveness to nonverbal communication. This result is based on meta-analytic evaluations that show clear differences for both of these characteristics (Hall, 1978, 1984; Hall & Halberstadt, 1986).

Women are believed to be more emotionally expressive in general (e.g., Lewis, 1976; Miller, 1976), whilst men are better able to hide or control their emotional expressions (e.g., Lewis, 1976; Miller, 1976). (e.g., Buck, Miller, & Caul, 1974; Riggio, 1993). Men show emotions via activities such as aggressive, hazardous, or distracting behavior, while women express emotions through facial expressions and interpersonal communication (Brody, 1993; Strayer, 1986).

That is, additional characteristics of men and women's ways of using language in contact have been observed. In fact, some have referred to interactions between men and women as a sort of “cross-cultural communication” due to the gendered character of interactional approaches.

In order to avoid prejudices and misconceptions in cross-gender relationships, one must be inclined to attempt to comprehend the impact of the cultures we inherit via the resourcefulness of the language we are given, as well as to discover new methods of communicating with those cultures before handing them on.

III- Section three: Gender and language use in workplace:

1- Reasons for gender differences in language use:

According to Wenjing (2012), the language of gender differences is a highly complex social, cultural, psychological, and biological phenomenon that encompasses the language of politics, ideology, social status, positions, relationships, linguistic attitudes, degree of education, social interaction, as well as a number of several aspects.

As per Lakoff (1975), the differences in language among both men and women are determined by social variables rather than the language itself. The following societal elements are discussed as such:

- Men and women have different social roles; based on gender differences, men and women perform distinctive social roles in social events. Men have been thought to command and control women's social standing since the beginning of time. Overall, women talk with reluctance due to their poor social status and lack of authority (Lakoff, 1975).

- Society is dominated by men since women are derived from men. Men are thought to be superior to women by most people. Women are thought to have an inferior social rank than men.
- An additional factor is value, because it is the heart of society; differing values shape men and women's word choices.
- It is claimed that innate biological distinctions between men and women determine men and women's differences, according to psychological factors. As per recent clinical studies, when it comes to language capabilities, women's left cerebral hemisphere develops earlier than men's. The recent voice experiment, on the other hand, indicated that because of their gender, male and female voices in the peak position have considerably distinct voice tone quality. Furthermore, female vocal cords are shorter and slimmer than male voice cords. (2012, Wenjing).

A number of variables might be implicated in gender differences in language use. Three reasons can be made in this respect: First, men and women are physiologically distinct, which has major consequences for gender differences in language use. Firstly, women are socially inclined to be engaged, appreciative of, and non-competitive with one another. Men, in contrast, are born with an innate need to be unique and have control over their surroundings.

Secondly, special organizations, on the other hand, are founded on a hierarchical power structure. Men normally have the dominant position in such a system, whereas women usually don't. Men's verbal behaviors reflect their social dominance. Through generating subjects, interrupting, and so on, they try to win influence. They do it with each other as well as with women. As a result, women's powerlessness allows them to get away with it.

Thirdly, men and women are social beings who have evolved to act in particular ways. The majority of language behavior is learnt. Men and women both have to learn how to be men and women.

The majority of research suggests that differences in how men and women communicate may be the result of distinct socialization and acculturation processes as well as different genders, as the primary cause of cultural differences in communication is that boys and girls are raised in gendered expressive cultures, which is the primary cause of cultural differences in interactions.

Children play in gender-segregated groups, according to Maltz and Borker; males' play is group-oriented, competitive, and status-oriented, whereas girls' play is friendly, cooperative, and egalitarian. Boys and girls learn to interact while playing with other youngsters of the same gender, and, as a consequence, they develop distinct communication patterns as adults. Girls learn to communicate in order to create and sustain close, egalitarian relationships, to criticize others in a socially acceptable manner, and to accurately interpret other girls' verbal and nonverbal communication. Boys, in contrast, learn to express themselves when others speak, to vocally exercise dominance, to attract and hold an audience, and to establish themselves when others have the floor (Maltz & Borker).

2- Gender and language in education:

Students can develop awareness of their own and others' rights and obligations as citizens in a society through interactions that take place in educational contexts. Productive and inquisitive discourse is especially helpful in the classroom since it allows students to collaborate and discuss their own and others' viewpoints (Mercer et al., 1999). To put it another way, they provide crucial contexts for gender creation and implementation.

Several studies have concentrated on teacher-student relationships, such as how the teacher's attention is divided between girls and boys in the classroom (Clarricoates, 1983; Spender, 1982; Kelly, 1988). Whereas some studies have focused on student-student interactions, including disparities and inequalities in girls' and boys' language behavior in the classroom, such as the amount of speech they generate or their turn-taking and interruption patterns, others have looked at gender differences in language behavior (Gass and Varonis, 1986; Holmes, 1989; Swann and Graddol, 1988, 1995).

Contemporary research has shifted away from gender stereotypes and differences, focusing instead on the discourses and gender identities at work in educational contexts (Norton and Pavlenko, 2004; Norton and Toohey, 2004; Pavlenko et al., 2001).

According to Corson (1997), schools are settings where highly specialized discursive processes can be seen. According to him, education offers people with two types of life opportunities: "options", which refers to a wide range of future opportunities, and "ligatures", which refers to the building of stronger links between individuals and groups as a consequence of people's educational experiences.

He further claims that "girls generate significantly more ligatures from their educational discursive practices than males do, while boys appear to generate more possibilities for themselves" (Corson, 1997: 142). As a result, rather than fostering an environment that allows everyone to participate equally in educational and extracurricular activities, schools promote and reinforce gender separation and stereotypes. That is, schools play a significant role in teaching students about the negative parts of gender roles which they encounter in everyday life (Sarah, 1988; Delamont, 1990).

During the 1980s and afterwards, research emphasizing on 'dominance' in educational settings revealed that girls were at a disadvantage when compared to boys in educational settings (Spender and Sarah, 1988; Swann, 1992). Boys' conversational styles enable them to control the most of classroom time in a number of ways, according to a series of research on teacher-student and student-student interactions, leaving girls with limited chances to contribute and engage in classroom discussions (Swann, 2003). Teachers asked boys more questions than girls, and they frequently participate in class debates with fellow male students (Kelly, 1988; Swann, 1992). Teachers, whether intentionally or unintentionally, provide more opportunities for male students to participate in classroom discussion, whilst female students have fewer opportunities. As Holmes (1995) puts it:

Opportunities to answer the teacher's questions and receive evaluative feedback, to ask the teacher for information and clarification, and to discuss material and issues with other students-these are all regarded as important educational strategies, each of which contributes to learning and understanding. If females are denied equal access to these learning resources, they are being educationally disadvantaged. (1995: 199).

Kelly (1988) found that, notwithstanding their aim to treat girls and boys equally in terms of attentiveness and contact time, teachers seemed to interact more with boys than girls in the classroom in her evaluation of studies on teacher-student interaction. The majority of teachers disagreed with the claim "teachers typically enable boys to dominate in mixed classrooms," according to the findings of her survey of a nationally representative sample of teachers (Kelly et al., 1985). In fact, girls received around 44% of instructional exchanges – that is, instructor attention, questions, and response chances – while boys received about 56%. The teachers who participated in this study were utterly indifferent to their own biases in this regard.

Boys' dominance in classroom interactions has also been emphasized in other studies (Clarricoates, 1978; Edelsky, 1981; Spender and Sarah, 1988). These were summarized in the following points by Swann (1992: 51–2):

- Boys were by far more talkative than girls in classroom interactions.
- Boys tend to interrupt more in discussions.
- Classroom discussion subjects and activities were selected considering boys' interests in mind.
- When it was their turn in the discussion, boys tended to hold the floor for a longer period of time.

Boys, in particular, seemed to receive more praise, criticism, and instructions compared to girls (Sunderland, 1994: 148).

According to a “difference” standpoint, research focused on the differences in female and male students' topic choices, levels of performance, and classroom interactional tactics, notably in the 1970s and 1980s research in this regard.

Early research found that girls preferred social sciences and languages, whilst guys preferred math and science (e.g. Diamond, 1987). Nevertheless, recent research in the United Kingdom suggests that a rising number of girls are selecting math and science as subjects to study, while an expanding number of boys are selecting languages (e.g. Francis, 2000).

Lastly, classroom activities such as group work, pair work, and workshops require students' interaction. Such activities are focused on group discussions with members who have different levels of influence (Swann and Graddol, 1995).

Homes (1994) discovered that males publicly debated more often than women in ESL classroom discussion between adult students, and that men also tended to ask more questions

compared to women. (Gass and Varonis, 1986) observed classroom sessions of Japanese adult English language learners and found that mixed-sex groups negotiated more than single-sex groups. Notwithstanding that, men tended to dominate mixed-gender conversations, with longer turns and overlapping discourse.

It is critical to consider the opportunities and constraints that gender variations in discourse present, as well as how they influence activities in the classroom. Researchers must put into account how much attention teachers pay to boys and girls in the classroom, and how they are assisted in their learning, because gender dynamics in interactions are complex.

3- Gender and language in the workplace (teachers in this case):

Workplace discourse has become more important as a source of language and gender studies during the last few years. The dispute over gender in the workplace has been examined from a range of perspectives and using a range of analytical methodologies.

Though previous research favored the difference approach (like Coates 1996; Tannen 1990) or a dominant approach (like Eakins and Eakins 1979; Edelsky 1981), other studies conducted have favored postmodernism (e.g., Baxter 2003; Mills 2003) or social constructionist viewpoints (e.g., Holmes 2006; Mullany 2007).

Nearly all gendered discourse research has emphasized spoken discourse. Despite the fact that there is a lot of study on written discourse in the workplace, comprising useful discourse analyses of articles, emails, letters, and notes, relatively few scholars have focused on the gendered features of written discourse.

Gendered discourse has received a great deal of attention in various forms of organizational communication. Meetings seem to be the most investigated form of office interaction, and they serve to illustrate some of the many distinct types of gendered office interaction. Men dominate meeting talking time and interrupt more than women, according to quantitative examinations of workplace meeting discourse (e.g., Eakins and Eakins 1979; Edelsky 1981; Gunnarsson 2001; James and Drakich 1993). (e.g., Case 1988; Eakins and Eakins 1979; Tannen 1994a). As compared to males in similar positions, women professionals tended to "speak in ways that minimize status differences and downplay their own authority," as per Kendall and Tannen (1997, 87). These findings have remained up over time, revealing men's numerical superiority and the prevalence of masculinist standards in a variety of workplaces (Koenig et al. 2011).

According to prior research on meeting interaction that addresses parts of gendered styles of meeting discourse, stating that a more cooperative interactional style tends to be linked with women, while men tend to adopt a more assertive and authoritarian style (e.g., Case 1988; Hanak 1998). On the other hand, some recent studies on workplace interaction have emphasized how both women and men develop femininity and masculinity in diverse professional environments using linguistic, pragmatic, and discursive resources (Baxter 2006; Holmes 2006; McConnell-Ginet 2011; Mullany 2007); casual conversation, friendly humor

and narratives, expressions of acceptance, and compliments are just a few of the social strategies used by men and women in different communities of practice to build rapport and establish solidarity, as shown in this study.

The crucial realization that linguistic features and ways of communicating do not explicitly encapsulate social meanings like gender and ethnicity, instead they do so implicitly via their affiliations with particular roles, behaviors, characteristics, and standpoints that support the shift in orientation. (1992, Ochs).

Furthermore, Tannen argues that: “our lives and survival depends mainly on our ability to communicate effectively” (1990). Both experts and ordinary people alike have been interested in the differences in interaction between men and women, and they have searched everywhere for the reasons for such differences. While many argue that the gender conflict will never end, while others say there really is no such thing as a conflict, only a quest to comprehend one another. The interactional styles of men and women are examined throughout the domain of language and gender.

Nonetheless, men and women use language in different ways, and the differences in lexicon and grammatical structures are significant enough to be referred to as men and women's linguistic styles (Tannen, 1990). In this regard, Baron (1986) says:

Women’s speech differs from men’s is accepted in much the same way that the psychological differences between the sexes are accepted, and because language is perceived as an innate and essential part of our humanity, sex differences in language are treated as natural, genetic, only to be expected and frequently to be reinforced. (1986, p.55).

The importance of understanding how men and women’s interactions are different arises from the need to identify solutions and methods to improve their interaction. As a consequence, efficiency and production will flourish as everyone is recognized and valued for who they really are, regardless of their gender.

Gender has a significant impact on how we practice our social identities and perceive the behavior of others in all types of working encounters and in all types of workplaces. Gender is among the most important and indisputable aspects of the lens through which we view people.

As a result, interactions between men and women in the classroom are no different than interactions between men and women in other workplaces. When addressing teachers' experiences in the educational field, it means talking about interactions with other teachers, staff members, and, most crucially, interactions with learners. This particular notion will be addressed when evaluating the outcomes of different observations of teachers (men and women) in the classroom with their students.

4- Gender differences in giving instructions and feedback in the classroom:

There is a notable difference in the language used by male and female teachers when giving instructions and feedback in the classroom. In general, and based on many studies, female teachers tend to use less aggressive language, especially when giving instructions; they also tend to give indirect commands, for example: ‘why don’t you answer the task?’ Adding to that, they tend to use different voice tones; the pitch of their voices differs depending on the importance of the instruction. As mentioned above, in the part of discussing language differences between men and women, female teachers are known for their excessive use of tag questions. On the other hand, the language used by male teachers when giving instructions in the classroom tends to be more assertive and direct. Male teachers do not use different intonations as much as female teachers do; rather they prefer to be direct and straight up to the point while instructing their students.

When it comes to providing feedback to students, women tend to use a lot of empty adjectives, such as “excellent”, “great”, “lovely”... etc. They also use quantifiers a lot, such as “so” and “very”. The type of feedback that female teachers usually provide their students with is an emotional one. This is based on many observations that have been conducted in this area of research. However, male teachers are more likely to provide their students with intellectual feedback; they also do not use empty adjectives as much as female teachers do.

According to certain studies, particular teaching approaches enable girls to do better because they are motivated by the desire to please others (in this case, their teachers) and to accomplish more, whilst forcing boys to seek their own motivation because they are motivated by personal interest.

Based on previous studies, teachers commonly use words of encouragement to boost a female's self-esteem, while challenging a boy to perform better and recognize his needs for change without any instructional direction and assistance. (Higgins, 1991).

That is, teachers typically attempt to communicate equally with both genders, and they usually succeed. Nevertheless, other research demonstrated that teachers sometimes tend to interact differently with males and females, maybe without even noticing it.

There are three types of differences that have been identified. The first one is the general attention given to each gender, the second is the accessibility of talk, and the third is the type of behavior that causes teachers to encourage or criticize learners. It has been estimated that teachers tend to interact with boys 10 to 30 percent more than they do with girls, according to the grade level of the students and the personality of the teacher (Measor & Sykes, 1992). A probable explanation is that boys are more outspoken than girls; if guys speak up quite frequently in debates, a teacher (male or female) may feel compelled to pay closer attention to them. Another theory is that certain teachers believe boys are more inclined to trouble than girls, so they engage with them more often in order to keep them concentrated on the subject matter at hand (Erden & Wolfgang, 2004). Despite the fact that most teachers' intention is to

be equal to every student when it comes to giving feedback (praise and criticism), it appears that praise and criticism are occasionally given to boys and girls in different ways.

5- Close attention to the similarities between the language used by men and women:

The majority of studies in the area of gender and language use focus solely on the differences between men and women when it comes to their interactions. Such research findings are really valuable, yet there are a few flaws since they have overlooked the similarities between male and female language use.

Adding to that, several researchers believe that there are inherent differences between male and female language. Even when they communicate, there are still disparities between them. As a result of their differences, it's likely that their communication will cease. It is because, regardless of whether they are male or female, they have a tendency to make judgment on the opposing side in their own way, resulting in discrimination and prejudice against one another.

Furthermore, males and females are seen as separate groups by the researchers, who overlook individual differences. Researchers would be able to simplify the disparities between male and female language in this way. As a result, they would not display all of the differences.

Everyone realizes that interactions take place in specific situations; as a result, situational factors, namely the relationship between the speaker and the hearer, communication goals, and social position are crucial for research examining the relationship between language and gender. Consequently, relying entirely on one variable, in this case, gender, will lead to one-sided research outcomes.

Some studies on language and gender overstate the role of gender and fail to account for background variations and other factors, as demonstrated by the research on language and gender. They focus on the differences while overlooking the similarities. In order to create a holistic objective perspective of the interaction between males and females, similarities between males and females are just as significant as differences.

Tannen (1990), along with other scholars, have sought to explain why men and women speak in different ways. They have done extensive research on such topics, focusing on social, cultural, and psychological aspects. They discovered that males and females stem from different cultural backgrounds throughout their research; "culture" here denotes a sub-culture. Their language and behavior take on distinctive traits as a result of these cross cultural differences. They assume that these cultural disparities begin in childhood. Males and females may belong to various subcultures, yet their cultural heritage is the same, meaning that they share a common national culture. Males and females acquire their overall values in accordance with their national culture; nonetheless, they have their very own values and ways of functioning as individuals within their own subculture. As a result, their behavior, particularly linguistic behavior, must have both similarities and differences.

To summarize, language exists in dynamically changing sociocultural settings; it is considered to be influenced not just by gender factors, but also by sociocultural and psychological factors.

Conclusion:

To summarize, the study of language and gender within the area of sociolinguistics is quite broad since language is an abstract system that is difficult to study since there are so many aspects that influence how people communicate.

Furthermore, though male and female language use differs from one social situation to the next, there are still similarities between men and women's language. These similarities must be addressed on their own because they are just as important as the differences.

To put it another way, when looking into the impact of gender on language, several factors must be taken into account in order for the results to be accurate.

Chapter II: Research Design, Methodology, and Results.

Section one: Research methodology

Introduction:

This research work investigates the influence of gender on language use in terms of giving instructions and feedback in the classroom. It also aims to demonstrate the relationship between the gender factor and the use of language. Hence, this chapter will help us provide answers to our research questions and test hypotheses and give evidence about what has been said before in the theoretical part.

The first section of this chapter will present a description of the research methodology used in this study, which is the mixed methods design, as well as the justification for choosing this approach to deal with the topic of this research, as well as a description of the population and sampling strategies, as well as the data collection instruments, and the data analysis.

The second section will be devoted to the presentation and discussion of the findings, and finally, a general conclusion with some limitations of the study and suggestions for further research on this topic.

1- The research method:

This study is descriptive in nature, and is designed to investigate and describe the influence of gender on language use in terms of giving instructions and feedback in the classroom.

In this research, we have observed, described, and analyzed the use of the English language by male and female teachers in the Department of English Language and Literature at the University of Abbes Laghrour, Khenchela. There were no manipulations in the study because the nature of the research is primarily descriptive; rather, the language used by male and female teachers was described as it is, which is the goal of the qualitative design, i.e., to describe things as they are or as they have occurred. Creswell (2002) asserts that descriptive research involves the identification of the attributes of a particular phenomenon based on an observational basis.

The purpose of this research is to show the differences in the language used by male and female teachers, especially when it comes to giving instructions and feedback in the classroom.

We opted for a mixed method approach using the exploratory sequential design, i.e., the qualitative study to measure the attributes of the problem as a first phase, then a quantitative study as a second phase to deepen the understanding of the findings of the first phase. According to Creswell (2014), an exploratory sequential strategy is a two-phase project in which the researcher collects qualitative data in the first phase (structured observations and

semi-structured interviews in this case), analyzes the results, and then uses the results to plan or build for the second phase, which is the quantitative phase (a questionnaire).

The mixed method provides us with an opportunity to work with both a large and a small sample, enhance some elements that have not been explained in the quantitative or qualitative approaches, and get a deeper understanding of the phenomenon. Consequently, it allows us to get more valid information about the topic of our research.

When quantitative researchers realized that qualitative data could play an important role in quantitative research, mixed methods research emerged. Similarly, qualitative researchers realized that reporting only qualitative views of the world and of a few individuals would not allow generalization of the findings to many other individuals and audiences (Creswell & Plano Clark, 2011).

According to Creswell and Plano Clark (2007: 5), a mixed methods research is a research design with philosophical assumptions as well as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative data in a single study or series of studies. Its central premise is that combining quantitative and qualitative approaches yields a better understanding of research problems than either approach alone.

Qualitative research uses open-ended questions with no predetermined answers, whereas quantitative research uses closed-ended questions (Creswell, 2014).

The major characteristic of mixed-methods research is that it combines quantitative and qualitative approaches by including both quantitative and qualitative data in a single research study (Gay, Mills, & Airasian, 2009).

Creswell and Plano Clark (2011) define mixed methods research as those studies that include at least one quantitative strand and one qualitative strand. A strand is a study component that includes the fundamental process of conducting quantitative or qualitative research: posing a research question, collecting and analyzing data, and interpreting the results. There are surface level descriptions of mixed methods of research.

The reason behind choosing mixed methods of research to conduct this study is the existing need, because one data source may be insufficient. Since qualitative data provides understanding through greater depth, whereas quantitative data provides broader, more general understanding. Each approach has its advantages and limitations. Qualitative data may provide a deep examination of a phenomenon of interest, but only with respect to a handful of participants. Quantitative data, on the other hand, can provide information across a much larger sample of participants, but the depth of that information is unquestionably limited. Consequently, one type of data alone may not give you the complete picture or adequately answer the research questions. Adding to that, the results from the analysis of quantitative data and those from the collection of qualitative data may be contradictory, which could not have been discovered and identified if only one type or the other was collected and analyzed.

Hence, using both types in a single research study provides depth as well as breadth for the study.

Since the qualitative approach does not allow for generalization of results, incorporating the quantitative approach aids in generalization, making the use of a mixed methods design advantageous.

- **The quantitative method:**

Quantitative research is considered as an analytical approach towards research. Quantitative researchers, as Rovai et al., (2014) explain, regard the world as being outside of themselves and there is an objective reality which is independent of any observations. The process of collecting and analyzing data is conducted by applying mathematical and statistical methods which focus upon either experimental or non-experimental methods of collecting numerical data using closed-ended questions, and then generalizing the analyzed results to the study population.

The major advantage of the quantitative approach is its use of statistical data as a tool for saving time and resources. The use of statistical data for research descriptions and analysis saves the researcher time and effort that would otherwise be spent describing the results. Data (numbers, percentages and measurable figures) can be calculated and conducted by a computer through the use of a statistical package for social science (SPSS) (Gorard, 2001, p 3; Connolly, 2007, p2-34), which saves a lot of time and energy.

Another advantage is that generalization of the results is possible with this approach. Interaction made with one group can be generalized. Similarly, the interpretation of research findings does not have to be viewed as a coincidental event (Williams and May, 1998, p 1-21).

According to Bryman (2001, p20), quantitative research methodology is research that focuses on numbers and figures in data collection and analysis.

- **The qualitative method:**

Creswell (2014) defines qualitative research as "exploring and understanding the meaning that a person or a group of people ascribes to a social or human problem." Qualitative research design produces data that is not quantifiable using open-ended questions. This approach enables the researcher to comprehend issues by investigating them in their own specific context and the meaning that individuals bring to them (Denzin & Lincoln, 2005).

According to Creswell (1994), a qualitative study is defined as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting.

The goal of qualitative research is typically to obtain insights into particular educational, social, and familial processes and practices that exist within a specific location (Connolly, 1998). In an attempt to gain insights, qualitative researchers tend to seek to extract meaning from their data. That is, qualitative researchers study phenomena in their natural settings.

The advantages of doing qualitative research include (Conger, 1998; Bryman et al, 1988; Alvesson, 1996), its flexibility to follow unexpected ideas during research and explore processes effectively, its ability to study symbolic dimensions and social meaning, to develop empirically supported new ideas and theories, and, most importantly, more relevance and interest for practitioners.

2- Description of the population:

Our study's primary population consists of English teachers at the University of Abbes Laghrour, Khenchela at the department of English language and literature. Their total number is 24 teachers (men and women). Hence, we opted for 7 male teachers, and 7 female teachers. We opted first for 10 male teachers, and 10 female teachers, but due to some limitations (the lack of time, the sessions were restricted to 50 minutes per teacher, the current health conditions... etc), we opted for 7 male and 7 female teachers to conduct observations with, and 3 male teachers and 3 female teachers to conduct a semi-structured interview with.

The secondary population consists of English Master 2 students from the department of English language and literature at Abbes Laghrour University in Khenchela. The total number of students is 120, so the sampling size, according to Cohen (2000), in his table for determining the size of a random sample, is supposed to be 92 students. The total number of questionnaires distributed was 100, and 95 of them were answered; however, only 92 of them were suitable for analysis, accounting for 92% of the desired population, with a sampling error of 5% and a confidence level of 95%.

We chose Master 2 students because they have extensive experience with both male and female teachers. As a result, they surely noticed some differences in the language used by men and women, particularly when it comes to giving instructions and feedback in the classroom.

Because we chose a mixed method approach with an exploratory sequential design, we used a mixed method of sampling strategies, which is primary sampling that adheres to established quantitative and qualitative sampling methods. In the selection of the sampling technique, we began with stratified random sampling because the topic included “gender” as a categorical variable. Then, we chose a non-random convenience sampling strategy.

- a- Stratified sampling:** according to Cohen (2007), it is a type of probability sampling in which the population is divided into homogenous groups with similar characteristics (gender in this case is categorical variable that can be divided into two homogenous groups, males and females).

b- Convenience sampling: according to Cohen (2007), it is a type of non-random sampling that is also referred to as accidental sampling; it indicates choosing the nearest individuals to contribute in the research.

3- Instruments of data collection:

This section describes the data collection procedures. It will provide an explanation of the main procedures followed in order to collect data.

In this study, three data collection tools were used. Since we have opted for a mixed method approach using an exploratory sequential design, we have opted for a mixed method, including both quantitative and qualitative approaches. As a result, we chose structured observations along with a semi-structured interview for English language teachers to collect qualitative data, and we chose a questionnaire for Master's 2 students to collect quantitative data.

The aim of using three different data gathering tools is to obtain more valid and reliable data in order to strengthen the validity of the results.

a- Structured observation:

Observation is used as a means to collect qualitative data through direct observation of the teachers (men and women) in the classroom while the language is being naturally produced.

Gorman and Clayton define observation studies as those that “involve the systematic recording of observable phenomena or behavior in a natural setting” (2005, p. 40). Observations necessitate the researcher taking on a variety of roles and employing a variety of techniques, including using his/her five senses to collect data without interfering in any way, as well as remaining detached enough to collect and analyze data relevant to the research under consideration, which is what makes it a complicated data gathering instrument.

In this case, as researchers, we are complete observers, according to Gold's (1958) complete observer and Gorman and Clayton's (2005) unobtrusive observer. We play the same “passive” role as described by Spardley (1980). In this role, the researcher is present on the scene but, according to these three authors, does not participate or interact with insiders to any great extent. The researcher's only job is to listen and observe.

Structured observations are useful since they permit us to discover and get an in-depth insight into the subject. They can also help in getting into the right atmosphere where the language used by male and female teachers when giving instructions and feedback in the classroom occurs.

The observations cannot provide false information because the observer is not interfering in any way, but is simply observing the different use of language used by male and female teachers in the classroom while relying on a list of notes containing common differences in

language used by men and women that were extracted from previous studies about gender differences in language usage, such as:

- Verbosity.
- Turn-taking, using fillers and body language.
- Intonation.
- The use of intensifiers and qualifiers.
- Proper grammar use and standard pronunciation.
- The use of tag questions.
- The use of the super polite form and the aggressive language.
- The use of modal contractions.
- Giving indirect and direct commands.
- The use of ICQing and CCQing techniques when giving instructions.
- The use of empty adjectives when giving a feedback.
- The use of intellectual and emotional feedbacks.
- Telling jokes in the classroom.

In this study, the teachers (7 female teachers and 7 male teachers) were observed twice in two different sessions in order to obtain more valid and reliable results. It was carried out by 14 teachers (men and women) out of 27 teachers in the department of English language and literature at the University of Abbes Laghrour, Khenchela.

The elements mentioned above were organized into a list within a table that had a column for male teachers and another column for female teachers. When we observe the use of language by men and women, we put a tick next to the column of that male or female teacher when one of the elements mentioned above is present in their discourse.

The observations took place within a month, between the 4th of April until the 4th of May. For each teacher, each observation lasts an entire session.

Nonetheless, qualitative research is frequently criticized for its lack of reliability because the results cannot always be generalized. Adler and Adler proposed that researchers conduct their observations "systematically and repeatedly in varying conditions," that is, varying the time and place, in order to "ensure a wide range of observational consistency" (1994, p. 381). That is why each of the teachers (men and women) was observed twice.

As a result, the major reason for using direct observations as a main data collection instrument is that observations provide the most natural data possible, because when people are interviewed or recorded, they may alter their way of speaking, whereas speech is more spontaneous in observations, and thus the teachers (men and women) being observed will use the language naturally.

b- Semi-structured interview:

In the qualitative approach, a semi-structured interview is one of the instruments used to collect data. It mixes a pre-determined set of open-ended questions, which are considered questions that naturally spark a discussion, with the interviewer's ability to go deeper into certain themes or responses. According to Bernard (1988), a semi-structured interview is "best used when you will not get more than one chance to interview someone and when you will be sending several interviewers out into the field to collect data".

The choice of the semi-structured interview as a primary method along with observation as primary research methods goes hand in hand with the aim of the study, which is to describe this topic by allowing the interviewees to express themselves freely, and also to investigate how they consider the differences in the language of both genders, especially as teachers when it comes to giving instructions and feedback in the classroom. Respondents can reflect on their own ways of defining the world through semi-structured interviews. It allows for flexibility in the order of conversations rather than rigidity, and it also allows participants to discuss and investigate concerns and topics that might not have been covered in a pre-planned schedule. A semi-structured interview is one in which a schedule is established but the content is left open-ended enough to allow for re-ordering, digressions, and expansions.

The questions that were implemented in the semi-structured interviews varied from descriptive questions, experience questions, knowledge questions, and contrasting questions, which made the interviewees provide a variety of answers based on the type of the question. The interviewees were also provided with statements to comment on and to provide their own opinions regarding such statements.

The framing of questions for a semi-structured interview will also need to consider *prompts* and *probes* (Morisson, 1993: 66). Prompts allow the interviewer to clarify topics or questions, whereas probes allow the interviewer to ask respondents to extend, elaborate, add to, detail, clarify, or qualify their responses. Clarity, comprehensiveness, and honesty are some of the hallmarks of successful interviewing.

The advantages of a semi-structured interview are that it captures uniqueness and individuality by allowing for a deep exploration of participants' thoughts and experiences, as well as the search for explanations and subjective facts, and, most importantly, it gives informants the freedom to express their opinions in their own words. Semi-structured interviews can produce qualitative data that is both reliable and consistent.

Ethical considerations were taken into account; interviewees gave their consent to be recorded, and the recorded audio data will only be utilized for research purposes before being discarded.

c- Questionnaire:

The questionnaire is an effective instrument which suits a quantitative approach. It allows us to get quick answers, since the participants are asked to answer anonymous questions or choose an answer from the suggested ones. Richard (2005) claims that:

Questionnaires are one of the most common instruments used. They are relatively easy to prepare, they can be used with large numbers of subjects and they obtain information that is relatively easy to tabulate and analyze. They can also be used to illicit information about many different kinds of issues, such as language use, communication difficulties, preferred learning styles, preferred classroom activities and attitudes and beliefs. (Richard 2005, p. 60).

The questionnaire for this study was designed for our sample. It consists of 16 questions, starting with closed-ended questions, and moving on towards open-ended ones. The questionnaire consists of questions that tackle all the variables in the research title.

The first section of the questionnaire consists of information about the gender of the participants. The sections to follow (gender and language differences) consist of background knowledge of the participants regarding whether or not they have noticed differences in the language used by their male and female teachers throughout their study journey. The rest of the questions are meant to be general knowledge about the field of language and gender in relation to the language used by their male and female teachers when giving instructions and feedback in the classroom. Finally, the remaining questions are meant to obtain information from the participants and their opinions regarding the influence of gender on the language, and whether there are other factors that may impact the use of the language.

The desired sample was meant to be 100 participants. Nevertheless, we only got 92 answers that were suitable for statistical analysis.

Section two: Discussion of the Findings.

1- Procedures of data analysis:

For the sake of collecting valid data on gender and language use in terms of giving instructions and feedback in the classroom, we made use of a descriptive design (the exploratory sequential design) of the mixed methods approach to gather qualitative and quantitative data.

a- Structured observation:

We also used structured observations, which are considered to be the key qualitative data collection instrument. We observed 14 teachers (men and women), with a frequency of two observations per teacher, to investigate the differences in language use by male and female teachers when giving instructions and feedback in the classroom, with observation periods ranging from 50 minutes to an hour for each session.

Using a descriptive method, the results were then analyzed and interpreted. We further discussed the obtained data and the findings in order to answer our research questions and draw conclusions.

There was stability in the elements of the observation in order to get reliable qualitative results. The same observations and interpretations were made by both male and female teachers. Prolonged and repetitive observations allowed us to establish reliable observational data. The same patterns were observed in the speech of male and female teachers.

A structured observation was conducted in this case in the sense that predetermined categories were used to guide the recording process. One way that we focused on making the teachers being observed less obtrusive was to limit eye contact as much as possible during the sessions. We only focused on hearing the speech of male and female teachers while speaking with their students. The only times where we looked directly at the teachers were to see how much they used body language, especially facial expressions, while interacting with the learners, in order to compare and contrast the frequency of using body language between male and female teachers.

The only tools that were used to observe the sessions of male and female teachers were pencils and a table that contained the elements that we sought to observe. The occurrence and frequency of any element within that table, whether in the speech of male or female teachers, are displayed as such:

Table 1: Elements of the structured observation.

Language variations that may occur	Male teacher	Female teacher
Verbosity (who speaks more/explains more?)		
Turn taking (who is more likely to engage in a discussion with the students?)		
Backchannel support (being a good listener, using body language and fillers)		
Proper grammar and standard pronunciation.		
Intonation (who is more likely to use different intonations?)		
Hedging (the use of “sort of”, “kind of”...etc)		
Intensifiers (the use of “so” and “very”)		
Qualifiers (the use of “for example”, “sort of”... etc)		
Tag questions.		
Super polite forms (such as “I’d appreciate it if....”, “would you please.....”)		

The use of WH imperatives (for example “why didn’t you answer the question?”)		
The use of modal contractions (can, should, ought to... etc)		
Indirect commands (for example “it’s hot in here” asking indirectly to open the door or window)		
The use of empty adjectives (such as “lovely”, “divine”, “fantastic”...etc)		
The use of ICQing or CCQing techniques.		
Women tend to quote directly while men tend to paraphrase.		
Women tend to give emotional feedback while men tend to give intellectual feedback.		
Who is more likely to tell jokes in the classroom?		
Who is more likely to use an aggressive language?		

- One tick ✓: indicates that such an element was observed once whether in the speech of male or female teachers.
- Two ticks ✓✓: indicate that such an element was observed twice whether in the speech of male or female teachers.
- Three ticks ✓✓✓: indicate that such an element was observed three times whether in the speech of male or female teachers.
- More than three ticks ✓✓✓✓: indicate that such an element was observed more frequently whether in the speech of male or female teachers.

After selecting the elements of interest that we wanted to observe in the language used by male and female teachers, and after establishing a rating check method to measure the frequency of occurrence of such elements in the speech of male and female teachers while giving instructions and feedback in the classroom, data from the structured observations has been coded into 3 categories:

1- Ways of interacting:

- When it comes to verbosity, female teachers were more likely to over explain a certain element by providing their learners with extra examples. Male teachers on the other hand, have a tendency to dominate the talking time. Overall, and based on the rating check that we used to measure the rate of verbosity between male and female teachers, female teachers were the ones who speak a lot during the sessions whether when it comes to explaining, or giving instructions.
- When it comes to turn taking, specifically focusing on who is more likely to engage in discussions with the learners, female teachers, particularly those who teach literature or oral expression, are the ones who engage in small talk with the learners by constantly answering questions from their learners and listening to their perspectives

on various issues. Male teachers, on the other hand, tend to answer briefly and strategically their students' questions.

- When it comes to backchannel support, i.e. being a good listener, using body language and fillers, both male and female teachers were observed to be good listeners and they both focused on their body language and eye contact with their students. However, female teachers were more likely to use conversational fillers such as: “yes”, “hmm”, “exactly” ... etc.
- Both male and female teachers' use of the language is understandable in terms of proper grammar and standard pronunciation; however, female teachers were more likely to use sophisticated terms, whereas male teachers tended to use simpler language.
- When it comes to intonation, both male and female teachers tend to focus on it by using a raised intonation when discussing important concepts. Nonetheless, female teachers were observed to use different intonations more frequently, not only to highlight important concepts in the lesson, but also to attract the students' attention.

2- Differences in vocabulary and grammar:

- When it comes to hedging, i.e. the use of "sort of", "kind of", female teachers were more likely to use them, especially those who teach grammar, when giving examples to the students. Male teachers, on the other hand, do not use them as often.
- When it comes to the use of intensifiers like "so" and "very", female teachers are the ones who use them excessively, especially when they are giving praise and feedback to their students. For example: "that's a very interesting point". Male teachers, on the other hand, use intensifiers less frequently.
- When it comes to the use of qualifiers like "for example" and "sort of," female teachers were found to use them more frequently, especially when illustrating or over-explaining a concept, such as by telling a story. Male teachers also use qualifiers when giving examples, but not as much as female teachers do.
- When it comes to the use of tag questions, female teachers, undoubtedly, are the ones who use them more often compared to male teachers. Here are some examples:
 - “It is all clear, isn't it?”
 - “We are a bit late, aren't we?”
 - “I have explained it the previous time, haven't I?”
- When it comes to using super polite forms of language, female teachers use them more frequently than male teachers, especially when giving indirect orders, such as:
 - “I'd appreciate it if you remain quiet”.
 - “Would you please hand me the marker?”
 - “Would you please raise your voice?”
- When it comes to the use of WH imperatives, both male and female teachers tend to use them, whether when asking direct or indirect questions.

- When it comes to the use of modal contractions (can, should, ought to), both male and female teachers tend to use them in different interactional contexts, whether when requesting students to do something, or when giving direct orders and instructions.
- When it comes to giving indirect commands, female teachers are more likely to do so than male teachers, who are more direct and give direct commands and orders.
- When it comes to the use of empty adjectives, female teachers tend to use them excessively when giving praise and feedback to their students, adjectives such as: "excellent", "perfect", "lovely"... etc. Male teachers, on the other hand, do not use them as frequently, preferring to use adjectives such as "good," "good," and "nice" on occasion.

3- Testing some stereotypes in male and female's language:

- When it comes to the use of ICQing and CCQing techniques, it has been noticed that female teachers tend to use instructional checking questions by asking their students whether the instructions are clear or not, and whether they need extra explanations, whereas male teachers tend to use the concept of checking questions by asking their students questions to see whether they have grasped the given instruction or not. Based on our observations of many teachers, men and women, both male and female teachers use ICQ techniques excessively, especially female teachers, by constantly trying to make sure that their instructions are well understood by their students.
- We cannot say for certain that women tend to quote directly while men tend to paraphrase based on our observations because both male and female teachers tend to quote when necessary and to paraphrase when necessary.
- When it comes to the belief that women tend to give emotional feedback while men tend to give intellectual feedback, it has been confirmed based on our observations that female teachers also use intellectual feedback, but it is always backed up with emotional feedback to encourage their students to do better.
- When it comes to telling jokes in the classroom, male teachers are the ones who tell jokes occasionally in the classroom, while it is very rare for female teachers to tell jokes in the classroom.
- When it comes to the use of aggressive forms of language, neither male nor female teachers use such language. The reason behind that might be due to the fact that they are dealing with mature students. That's why there is no need to use such language. Perhaps such language can be observed in the language of male or female teachers who deal with younger students when they have to manage the classroom and keep it under control.

Other elements that were observed in female teachers' ways of interacting with their students:

- Giving students extra marks when performing well or answering a challenging question.

- Giving students constructive and encouraging feedback, for example: “you’re improving in grammar”.
- Giving students side advice.
- Recapitulating the lesson at the end of the session to make sure that everyone has grasped what they were explaining.

Other elements that were observed in male teachers’ ways of interacting with their students:

- Conducting the lecture in a kind of story telling method.
- Encouraging learners to participate.
- Inserting different examples from real life experiences in the lecture.
- The use of mother tongue and second language frequently.

b- Semi-structured interviews:

As for the semi-structured interviews, we have interviewed 6 teachers, of which 3 are males and 3 are females.

The gathered data was transcribed, and then notes were taken, highlighting the important codes from each interview. After that, they were divided into two thematic patterns based on male and female teachers’ responses while linking such responses to previous theories and studies about gender and language use that were previously discussed in the first chapter.

1- General sociolinguistic knowledge (mainly about gender and language use):

- When it comes to the impact of gender on language use, both male and female teachers agree that gender has an impact because men and women think differently and, as a result, behave and speak differently.
- When it comes to the reasons behind the differences found in the language of males and females, various answers were provided, such as: biological factors due to the different brain constructions of men and women. Also, since females live in patriarchal societies, they strive to make their voices heard. That’s why they tend to use a sophisticated language with a standard pronunciation. The final reason is that males and females were raised differently; females were taught to use specific vocabulary, and males were taught the same thing; as a result, when they grow up, their language will still follow the way they were raised, resulting in differences in their language.
- Male and female teachers provided a variety of examples of how males and females use the language differently, including:
 - Females tend to be more compassionate when they speak, and they use their emotions more frequently than males, who are more rational and logical.
 - Females have a lexical density in their speech, which they over-lexicalize by using a lot of adjectives to describe certain elements, as

well as the use of exaggeration and hyperbole, in contrast to males, who are more direct, brief, and concise.

- Females tend to take time to open and close conversations, while males tend to be more direct to the point.
- When it comes to other factors besides gender that impact the use of the language, male and female teachers provide various factors:
- Social factors.
 - Socioeconomical factors.
 - Biological factors.
 - Psychological factors.
 - Ethnicity.
 - Age.
 - Educational level.
 - Social status.
- Both male and female teachers agree that power status is indeed a factor that impacts language use. When someone has authority, it will be shown in their lexical selection, as well as in their tone and non-verbal language.
- Both male and female teachers agree that culture has an impact on language use, and because humans are social beings, they will be influenced as much as they will influence their culture. This notion is well illustrated in the Sapir-Whorf hypothesis that was discussed in the first section of the first chapter; people from different cultures perceive the world differently, hence it will be shown in the way they think, as well as in the way they speak.
- Male and female teachers provided various examples of some of the stereotypes about the language of men and women, such as:
- Females tend to speak more than males.
 - There are some words that are used only by females (gender-exclusive words) which are rarely used by males, and vice versa.
 - Males tend to dominate the conversation in mixed-sex groups to show their dominance and authority.
 - Women use language to express and over share their emotions, whereas men try to hide their emotions by sounding neutral and subjective.
 - When they are angry, males tend to use aggressive language with vulgar words, while females tend to remain calm and avoid such expressions.

2- Differences in the language used by male and female teachers in the classroom:

- According to the answers of male and female teachers regarding the importance of using body language and conversational fillers to back up their discussions with their learners, they demonstrated that it is very crucial to focus on their body language, especially on their facial expressions. Female teachers believe that using conversational fillers like "yes" and "hmm" shows their students that they are

interested and focused on their conversation, which encourages their students to express themselves and speak up more often.

- Both male and female teachers believe that intonation is highly important in the classroom, since it is through their different intonations that they keep the learners focused, as well as stress the important notions of the lecture. A teacher who is monotonous won't be able to maintain his/her students' attention, and the lecture will be dull.
- When it comes to providing feedback when a student performs well, female teachers tend to praise their students' performance by using many adjectives such as "excellent," "outstanding," and "perfect" to encourage them to achieve more and to create a healthy completion atmosphere in the classroom. Male teachers, on the other hand, do not use emotional feedback as often as female teachers do.
- When it comes to the nature of feedback given to students, whether emotional or intellectual, male teachers believe that intellectual feedback is appropriate for adult learners, whereas female teachers believe that giving intellectual feedback mixed with emotional feedback will improve their students' performance and self-esteem.
- Both male and female teachers believe that the nature of instructions, whether ICQ (Instructional Checking Questions) or CCQ (Concept Checking Questions), depends on the context. They use the ICQing technique by repeating the instruction in different words when the language of the instruction is difficult to interpret for the learners, and they use the CCQing technique when they want to check their students' understanding of the instruction. So it mainly depends on the type of instruction, the complexity of the language of the instruction, and on the objectives behind such instruction.

c- Questionnaire:

The quantitative data gathered via the questionnaire was analyzed using the Statistical Package for the Social Sciences (SPSS). Data was displayed by relying on descriptive statistics, embracing frequency (FRE) and percentage (PER), and then analyzed. The questionnaire was divided into two sections in which the first one investigates the differences in the languages of men and women, whereas the second section investigates the general knowledge of the participants regarding the influence of gender on language use.

Table 2: Personal information

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	13	14.0	14.1	14.1
	Female	79	84.9	85.9	100.0
	Total	92	98.9	100.0	
Missing	System	1	1.1		
Total		93	100.0		

Source: data were obtained using SPSS

The table above summarizes the following:

The sample of the research consists of 92 participants, of which 79 of them are females, and 13 are males. The percentage of female participants is 84.9%, while the percentage of male participants is 14.0%.

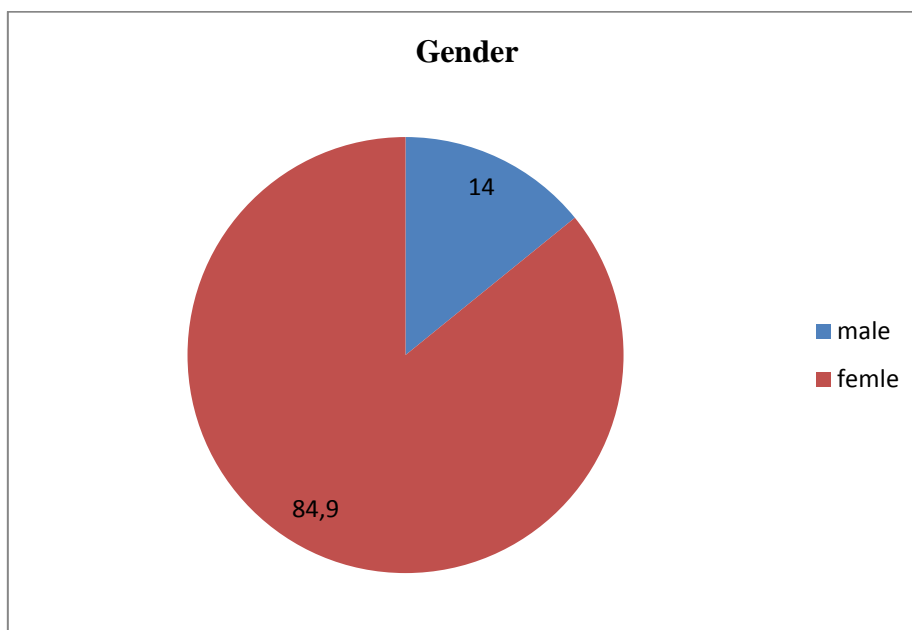


Figure 1: Gender of the participants.

This figure translates the percentages from the previous table into a circle of percentages in which female participants account for 84.9% of the population and male participants account for the remaining 14.1%.

Table 3: Alpha Cronbach of the study.

Reliability Statistics		
Cronbach's Alpha	N of Items	Reliability
0.973	16	0.986

Source: data were obtained using SPSS.

The table above indicates that Alpha Cronbach of the research reached a value of reliability: 0.986 which is a good value in statistics. Thus, all the values of Alpha Cronbach of all the sections of the questionnaire are statistically acceptable.

As a result, it guarantees the reliability of the questionnaire as being reliable enough to analyze the given results, as well as the fact that if this particular questionnaire is given to another sample, it will give approximately the same results.

Table 4: Mean standard deviation of the study.

Questions	N	Std. Deviation
Do you think that gender is a factor that influences language use?	92	.893
Do you think that there are differences in the language used by men and women?	92	.981
Male teachers tend to use aggressive language more often compared to female teachers.	92	.922
Female teachers tend to use the polite form of the language more often than male teachers do.	92	.930
Female teachers tend to use different intonations more often than male teachers do.	92	.889
Female teachers tend to use tag questions more often than male teachers do.	92	.931
Female teachers tend to use empty adjectives like “lovely”, “fantastic” more frequently than male teachers do.	92	.867
Male teachers tend to give intellectual feedback, while female teachers give emotional feedback.	92	.805
Male teachers tell jokes more often compared to female teachers.	92	.959
Who is more likely to often engage in a discussion with the learners?	92	.842
Who is a better listener and uses body language and fillers more frequently?	92	.962
Does the gender of your teacher influence the way you learn?	92	.860
Does the language used to give instructions and feedback in the classroom differ between male and female teachers?	92	.971
What are some of the differences in the language used by your male and female teachers that you have noticed?	92	.901
In your opinion, what are the reasons behind the differences in the language used by men and women?	92	.907
What other factors that influence the use of the language besides the factor of gender?	92	.955
Valid N (list wise)	92	
Section of gender and language differences	92	0.9109375

Source: data were analyzed using SPSS.

The above table indicates the standard deviation of the research:

- The Std. Deviation measures how concentrated the data is around the mean; the more concentrated, the smaller the standard deviation is. It also provides an indication of how far the individual responses to a question "deviate" from the meaning; it tells the researcher how spread out the responses are.
- The small standard deviation indicated in the table above demonstrates that the values in a statistical data set are close to the mean of the data set.
- The small value of the SD indicates that the respondents actually agree that there are several differences in the languages of men and women.

Table 5: Description of the differences found in the language of men and women.

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
						Lower Bound	Upper Bound
Do you think that gender is a factor that influences language use?	Male	13	3.46	1.330	.369	2.66	4.27
	Female	79	4.48	.714	.080	4.32	4.64
	Total	92	4.34	.893	.093	4.15	4.52
Do you think that there are differences in the language used by men and women?	Male	13	3.00	1.528	.424	2.08	3.92
	Female	79	4.09	.771	.087	3.92	4.26
	Total	92	3.93	.981	.102	3.73	4.14
Male teachers tend to use aggressive language more often compared to female teachers.	Male	13	3.00	1.528	.424	2.08	3.92
	Female	79	4.27	.635	.071	4.12	4.41
	Total	92	4.09	.922	.096	3.90	4.28
Female teachers tend to use the polite form of the language more often than male teachers do.	Male	13	3.15	1.676	.465	2.14	4.17
	Female	79	4.47	.574	.065	4.34	4.60
	Total	92	4.28	.930	.097	4.09	4.48
Female teachers tend to use different intonations more often than male teachers do.	Male	13	3.15	1.519	.421	2.24	4.07
	Female	79	4.35	.600	.068	4.22	4.49
	Total	92	4.18	.889	.093	4.00	4.37
Female teachers tend to use tag questions more often than male teachers do.	Male	13	3.00	1.528	.424	2.08	3.92
	Female	79	4.20	.668	.075	4.05	4.35
	Total	92	4.03	.931	.097	3.84	4.23
Female teachers tend to use empty adjectives like	Male	13	3.23	1.301	.361	2.44	4.02
	Female	79	4.04	.724	.081	3.88	4.20

“lovely”, “fantastic” more frequently than male teachers do.	Total	92	3.92	.867	.090	3.74	4.10
Male teachers tend to give intellectual feedback, while female teachers give emotional feedback.	Male	13	3.38	1.121	.311	2.71	4.06
	Female	79	4.09	.701	.079	3.93	4.25
	Total	92	3.99	.805	.084	3.82	4.16
Male teachers tell jokes more often compared to female teachers.	Male	13	3.23	1.589	.441	2.27	4.19
	Female	79	4.38	.704	.079	4.22	4.54
	Total	92	4.22	.959	.100	4.02	4.42
Who is more likely to often engage in a discussion with the learners?	Male	13	3.46	1.450	.402	2.59	4.34
	Female	79	4.48	.596	.067	4.35	4.61
	Total	92	4.34	.842	.088	4.16	4.51
Who is a better listener and uses body language and fillers more frequently?	Male	13	3.15	1.345	.373	2.34	3.97
	Female	79	4.41	.760	.085	4.23	4.58
	Total	92	4.23	.962	.100	4.03	4.43
Does the gender of your teacher influence the way you learn?	Male	13	3.08	1.320	.366	2.28	3.87
	Female	79	4.25	.630	.071	4.11	4.39
	Total	92	4.09	.860	.090	3.91	4.27
Does the language used to give instructions and feedback in the classroom differs between male and female teachers?	Male	13	3.23	1.589	.441	2.27	4.19
	Female	79	4.30	.740	.083	4.14	4.47
	Total	92	4.15	.971	.101	3.95	4.35
What are some of the differences in the language used by your male and female teachers that you have noticed?	Male	13	2.92	1.320	.366	2.13	3.72
	Female	79	4.13	.686	.077	3.97	4.28
	Total	92	3.96	.901	.094	3.77	4.14
In your opinion, what are the reasons behind the differences in the language used by men and women?	Male	13	3.15	1.405	.390	2.30	4.00
	Female	79	4.18	.712	.080	4.02	4.34
	Total	92	4.03	.907	.095	3.84	4.22
What other factors that influence the use of the language besides the factor of gender?	Male	13	3.38	1.557	.432	2.44	4.33
	Female	79	4.68	.671	.075	4.53	4.83
	Total	92	4.50	.955	.100	4.30	4.70
Total		92	3.975	1.444	0.400		

Source: data were analyzed using SPSS.

The table above describes the results of the questionnaire in details:

- Respondents (males and females) fully agree that gender is indeed a factor that influences language use, as evidenced by the value of the Mean that reached 4.34 and the value of the Standard Deviation that reached 0.893 for the first section of the questionnaire that investigates the differences in the language of men and women, specifically the first question.
- For the 2nd question, respondents agree that men and women use the same language differently; this can be demonstrated through the value of the Mean that reached 3.93 and the value of the SD that reached 0.981.
- For the 3rd question, respondents fully agree that male teachers tend to use aggressive language more often compared to female teachers. This can be demonstrated through the value of the Mean that reached 4.09, and the value of the SD that reached 0.922.
- For the 4th question, respondents completely agree that female teachers use the polite form of the language more often than male teachers, as evidenced by the Mean value of 4.28 and the SD value of 0.930.
- For the 5th question, respondents fully agree that female teachers tend to use different intonations more often than male teachers do. This can be shown through the value of the Mean that reached 4.18, and the value of the SD that reached 0.889.
- For the 6th question, respondents fully agree that female teachers tend to use tag questions more often than male teachers do. This can be shown through the value of the Mean that reached 4.03, and the value of SD that reached 0.931.
- In response to the 7th question, respondents agreed that female teachers use empty adjectives like "lovely," "fantastic" more frequently than male teachers; this is demonstrated by the value of the Mean, which reached 3.92, and the value of SD, which reached 0.867.
- For the 8th question, respondents agree that male teachers tend to give intellectual feedback, while female teachers give emotional feedback. This can be shown through the value of the Mean that reached 3.99, and the value of the SD that reached 0.805.
- For the 9th question, respondents completely agree that male teachers tell jokes more frequently than female teachers, as evidenced by the value of the Mean, which reached 4.22, and the value of the SD, which reached 0.959.
- For the 10th question, respondents fully agree that female teachers engage in discussions with their learners more often. This can be shown through the value of the Mean that reached 4.34, and the value of SD that reached 0.842.

- For the 11th question, respondents fully agree that female teachers are better listeners since they tend to use body language and fillers more frequently than male teachers do. This can be shown through the value of the Mean that reached 23, and the value of SD that reached 0.962.
- For the 12th question, respondents fully agree that the gender of their teacher influences the way they learn. This can be shown through the value of the Mean that reached 4.09, and the value of SD that reached 0.860.
- For the 13th question, respondents fully agree that the language used to give instructions and feedback in the classroom differs between male and female teachers. This can be shown through the value of the Mean that reached 4.15, and the value of SD that reached 0.971. They provided various examples of such differences:
 - Female teachers give emotional feedback.
 - Male teachers dominate the classroom.
 - Female teachers tend to encourage students to interact more, while male teachers are usually satisfied with teaching the lesson.
 - Male teachers are rational compared to female teachers, who are more emotional.
 - Female teachers are more detail-oriented, which causes them to over-explain lessons when compared to male teachers, who prefer to get right to the point.
 - Male teachers tend to give brief and direct instructions compared to female teachers.
 - Male teachers are stricter compared to female teachers.
 - Female teachers use a softer voice tone compared to male teachers.
- For the second section of the questionnaire that indicates the general knowledge of the respondents regarding the influence of gender on language use, precisely the 14th respondents gave examples of various distinctions that they have noticed in the language of their male and female teachers, such as:
 - The language used by female teachers is more sophisticated.
 - Male teachers give direct orders.
 - Female teachers are more helpful and show more empathy.
 - Male teachers provide objective feedback.
 - Female teachers use prestigious languages.
 - Female teachers simplify the lessons more than male teachers do.
 - Female teachers use detailed and descriptive language.
 - Female teachers tend to be more inclined to positive feedback, and their use of the language is less stern.
 - Male teachers are more assertive compared to female teachers.
 - Female teachers use more adjectives when giving feedback compared to male teachers.

- For the 15th question, respondents' answers varied regarding the reasons behind the differences in the language used by men and women. They provided reasons such as:
 - The different ways of thinking and perceiving the world.
 - Psychological factors.
 - Biological factors.
 - Cognitive behavioral and mental developments.
 - Personality of the individuals.
- For the 16th question, respondents demonstrated various factors besides gender that can impact language use, such as:
 - Sociocultural factors.
 - Social affiliations.
 - Social class.
 - Ethnicity.
 - Age.
 - Power and status.
 - Educational level.
 - Background knowledge and academic achievements.
 - Culture.

Table 6: Test of language differences found in men and women's speech.

		df	F	Sig.
Do you think that gender is a factor that influences language use?	Between Groups	1	17.131	.000
	Within Groups	90		
	Total	91		
Do you think that there are differences in the language used by men and women?	Between Groups	1	16.007	.000
	Within Groups	90		
	Total	91		
Male teachers tend to use aggressive language more often compared to female teachers.	Between Groups	1	27.093	.000
	Within Groups	90		
	Total	91		
Female teachers tend to use the polite form of the language more often than male teachers do.	Between Groups	1	29.244	.000
	Within Groups	90		
	Total	91		
Female teachers tend to use different intonations more often than male teachers do.	Between Groups	1	25.967	.000
	Within Groups	90		
	Total	91		

Female teachers tend to use tag questions more often than male teachers do.	Between Groups Within Groups Total	1 90 91	23.149	.000
Female teachers tend to use empty adjectives like “lovely”, “fantastic” more frequently than male teachers do.	Between Groups Within Groups Total	1 90 91	10.698	.002
Male teachers tend to give intellectual feedback, while female teachers give emotional feedback.	Between Groups Within Groups Total	1 90 91	9.314	.003
Male teachers tell jokes more often compared to female teachers.	Between Groups Within Groups Total	1 90 91	19.246	.000
Who is more likely to often engage in a discussion with the learners?	Between Groups Within Groups Total	1 90 91	19.719	.000
Who is a better listener and uses body language and fillers more frequently?	Between Groups Within Groups Total	1 90 91	23.570	.000
Does the gender of your teacher influence the way you learn?	Between Groups Within Groups Total	1 90 91	26.803	.000
Does the language used to give instructions and feedback in the classroom differs between male and female teachers?	Between Groups Within Groups Total	1 90 91	15.843	.000
What are some of the differences in the language used by your male and female teachers that you have noticed?	Between Groups Within Groups Total	1 90 91	25.239	.000
In your opinion, what are the reasons behind the differences in the language used by men and women?	Between Groups Within Groups Total	1 90 91	16.645	.000

What other factors that influence the use of the language besides the factor of gender?	Between Groups	1	20.7554	.000
	Within Groups	90		
	Total	91	1.644	

Source: data were analyzed using SPSS.

- The above table indicates that the value of Sig is below 0.05 which indicates that there are indeed statistically significant differences in the language used by men and women.
- Another point is that, since the value of dF is bigger than F, it demonstrates the statistically significant differences in the language used by men and women.
- According to the results of the SPSS program, the value of significance (Sig) reached the value of 0.006 which is lower than 0.05 for the reason that the mean of the research for women is bigger than the one of men, as well as the general standard deviation for women is bigger than the one of men. Therefore, it indicates the clear differences according to the answers of the participants regarding the language used by men and women.

The overall statistical analysis of the questions and types of answers provided by the participants demonstrates that there are clear differences in the language used by men and women. As a result, the hypothesis that indicates that there are differences in the language of both genders is accepted, since there are significant statistical differences in the language used by men and women.

Table 7: Description of the whole questionnaire on language differences between men and women.

Descriptives

The whole questionnaire

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
					Male	13		
Female	79	68.80	7.847	.883	67.04	70.56	28	78
Total	92	68.63	8.697	.907	66.83	70.43	26	78

Source: data were analyzed using SPSS.

The table above gives us a numerical indication of how spread out the data is. It shows that the N of the whole sample reached 92 participants with a Mean value of 68.63. The male participants totaled 13 people, with a Mean score of 67.62. The number of female participants reached 79, with a Mean score of 68.80.

Table 8: Test of the whole questionnaire on language differences of men and women.

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	61.6124	1	15.598	20.7554133	.0003
Within Groups	6867.836	90	76.309		
Total	6883.435	91		20.7554	

Source: data were analyzed using SPSS.

The table above demonstrates the analysis of variance of the research to measure the categorical variables. $F(1, 90) = 20.75$, $p = 0.003$. Thus, $p < 0.05$ instead of $p = 0.003$. This analysis indicates that there are statistically significant differences in the languages of men and women.

2- Addressing the research questions:

This section considers the research questions and provides a summary of the analysis of the three data gathering instruments used in this research.

The research questions that were addressed in this study follow the mixed methods design of the exploratory approach.

The first question aimed to provide a rich picture of the subject of the study as a whole regarding the phenomena of gender and language use that have been a matter of interest for many sociolinguists throughout the years. Hence, based on the findings from the observations, semi-structured interviews, and the questionnaire, there is indeed a relationship between the factors of gender and language, in which gender impacts the use of language. Many studies regarding this phenomenon have been discussed in the first chapter.

The second research question aims to investigate how gender influences language use. Gender can impact the use of language in various ways, according to previous findings in this area of research and data gathered from the three different data gathering tools. Men and women are biologically different, so it will automatically show up in the way they behave and use language. Furthermore, many research findings have demonstrated that boys and girls were taught to behave differently. Girls grew up in groups where they were able to discuss their emotions and use language to show compassion and support, whereas boys were taught

to be strong and to hide their feelings; they grew up in groups where each of them tried to show his dominance and authority.

There are numerous other factors that play a significant role in demonstrating how gender influences language use, and they will be addressed in the discussion section.

The third question about the major differences found in the languages of men and women has been discussed thoroughly in the first chapter of the research; differences are found in the choice of vocabulary, pronunciation, intonation, and syntax. These differences were the main focus behind aiming for three data gathering instruments to have a variety of differences that are found in the languages of men and women.

The last question aimed to capture the major differences in the language of male and female teachers, particularly when giving instructions and feedback in the classroom, which addresses the second part of the topic of the research. For that reason, observations and semi-structured interviews were conducted with male and female teachers to spot the differences found in their languages when interacting with their learners, especially when it comes to providing them with instructions and feedback. A questionnaire was addressed to students to capture their opinions regarding the theme as a whole, which is gender and language use, as well as their points of view based on their own experiences as learners who have dealt with many male and female teachers in which they surely have noticed differences in their use of the language.

3- Discussion of the findings:

This part includes the presentation of the findings of our study of gender and language use in terms of giving instructions and feedback in the classroom. The analysis of our mixed findings is based on data triangulation, because the qualitative and quantitative findings agree in one direction, which is to describe and explore the differences in the language of men and women, specifically male and female teachers, when it comes to giving instructions and feedback in the classroom. The triangulation method is suitable in this case since the measuring instruments used in qualitative data are used to collect quantitative data about the exact research problem. Hence, the triangulation of data increases the validity of the research and makes it easy to answer the research questions, as well as to interpret and sum up the research findings.

Gender and language use is a vast area of study in which there are many reasons behind differences in the languages of men and women. This research aimed to explore such differences, relying on previous findings from various studies, as well as on the findings of the data gathering instruments.

Early feminist studies attempted to explain the differences in male and female languages, owing to the fact that females have always been subjugated and dominated by men, which is why females tend to use a prestigious form of language to demonstrate their competence and ability to make their voices heard, whereas males have no need to prove anything because they lived in patriarchal societies in which their voices are always heard. Women strive for

attention and approval, which is why their language is full of sophisticated words, precise pronunciation and articulation, excessive use of adjectives and tag questions... and so on.

Other studies focused on the biological differences between males and females by conducting various studies on the brain construction of males and females. Many studies show that females are more prone to acquiring a language faster than men, as well as the fact that females are more competent in using language than males. That's why they always try to over explain and over describe, because they have a rich reservoir of vocabulary.

When it comes to psychological factors, many studies have concluded that females tend to be more emotional compared to males, who are more logical and neutral. This difference is clearly shown in the language of males and females. Males' language is straight to the point and emotionally free, whereas females' language is full of emotions and support.

Sociocultural studies aim to investigate the impact of gender on language use while taking into account the factors of culture and society on males and females. Some believe that males and females belong to different sub-cultures. In other words, since males and females were taught as children to behave in certain ways and to maintain certain behaviors, they started to develop a language of their own that was influenced by culture and the elements dictated by society. That's why there are many differences in their use of the language.

Other research on the differences between the language of men and women in the work place has demonstrated that power status is a crucial factor that affects the use of the language of men and women. The purpose of this study is to look into the differences in language used by male and female teachers, particularly when giving instructions and feedback to their students. Many differences have been found through the use of various data gathering tools in which female teachers tend to over explain, unlike male teachers who tend to be brief and straight forward. Adding to that, female teachers always tend to overuse adjectives when it comes to praising their students when performing well, which is not found as much in male teachers' language. These are merely some of the many differences found in the language of male and female teachers when giving instructions and feedback in the classroom that were thoroughly discussed in the previous parts of the research.

To sum up, all the findings from all the studies, despite their different perspectives on approaching the topic of gender and language use, go hand in hand, demonstrating that there are many factors that indeed affect the language of males and females, be they biological factors, psychological factors, or sociocultural factors. All the findings of this research support the hypotheses in which gender is indeed a factor that influences the use of the language. Also, there are many differences found in the language used by men and women, whether when it comes to the choice of vocabulary, intonation, or pronunciation. And finally, there are many differences found in the language used by male and female teachers when it comes to giving instructions and feedback in the classroom, whether when it comes to the nature of feedback given to the learners, the use of body language and conversational fillers, or the different intonations when it comes to highlighting important elements of the lecture, or grabbing the students' attention.

4- Conclusion:

This study used a mixed-methods approach to provide both breadth and depth in understanding the influence of gender on language use. Because mixed method research recognizes that both quantitative and qualitative research are important and useful, it has been adopted in an attempt to use the best tools available to address the research questions, rather than limiting the research to a single approach with its data gathering instruments.

This research study began with questions arising from previous studies and some research gaps regarding the influence of gender factors on language in terms of giving instructions and feedback in the classroom. Once the research questions were formed, a conclusion was drawn that the questions would not be adequately addressed by either of the two approaches (quantitative or qualitative). Hence, a mixed-methods approach was adopted to address the research questions in a more comprehensive manner.

General Conclusion

Our ability to communicate and to use language has always been a matter of fascination. Language is a sophisticated system of codes that enables human beings to interact with one another, and to make sense of the surrounding world around them. Hence, when it comes to language use, there are various factors that influence how people communicate. Among these factors is the factor of gender, which has piqued the curiosity of many sociolinguists and served as the inspiration for this study. The idea that men and women speak the same language in different ways has been a matter of interest for many scholars throughout the years. Each scholar has tried to uncover the reasons for such disparities, depending on their own field of study.

Despite the fact that gender and language use is one of the most prominent areas of research in sociolinguistics, only a few studies have been undertaken in the Algerian context to investigate such differences in the languages of men and women.

As a result, this study builds on past findings in the field of gender and language use to corroborate new findings concerning the differences found in the languages of male and female teachers, particularly when it comes to giving instructions and feedback in the classroom.

This study aims to shed light on the relationship between gender and language use, as well as to explore the reasons behind such differences, while highlighting the areas of disparities in male and female languages, whether when it comes to vocabulary selection or ways of pronunciation. As a result, the goal of this study is to dig deeper into these disparities while connecting them to past findings from previous studies in the field.

The present study is divided into two chapters. The first chapter deals with the theoretical side of the study, in which we attempt to provide a versatile overview of previous studies in the field of gender and language use, based on the perspectives of many scholars. It consists of three sections dealing with knowledge of language, gender and language change, and gender and language in the workplace. Each section is devoted to thoroughly discussing major studies and findings in the field of sociolinguistics throughout the years.

The second chapter deals with the practical part of our research in which we tried to put previous findings into practice in order to investigate in depth the relationship between gender and language use, especially when it comes to the disparities found in the languages of male and female teachers when giving instructions and feedback in the classroom. It is divided into three sections and includes a research methodology, discussion of the findings and limitations, as well as recommendations for future research. The first section provides the framework of the research, starting with the choice of the methodology, description of the population, and the data gathering instruments used in the research. Adding to that, the second section deals with the procedures of data analysis, addressing the research questions, and a discussion of the results.

Finally, a general conclusion is devoted to sum up the research as a whole, as well as to mention the limitations of the study; mainly ethical issues and the generalizability of the findings, and some suggestions for further research.

The present study relied on the mixed-methods approach of an exploratory design. For that reason, in order to collect valid and reliable data, we tried to triangulate between the data gathering instruments of the qualitative approach as well as the quantitative approach. We used three data gathering tools: a structured observation, a semi-structured interview, and a questionnaire. The first two data gathering instruments were conducted with male and female teachers in order to collect qualitative data that was later on used in the questionnaire made for Master 2 students in order to obtain quantitative data.

The findings of this study show that there is a relationship between gender and language use for a variety of reasons, including sociocultural factors, socioeconomic factors, biological factors, and psychological factors, all of which play a significant role in the differences found in male and female speech. These factors have been thoroughly discussed and supported by various findings. Furthermore, the findings demonstrate that there are various differences found in the languages of male and female teachers when it comes to giving instructions and feedback in the classroom, whether when it comes to intonation, choice of vocabulary, ways of pronunciation and articulation, or the use of body language and conversational fillers.

Hence, the findings gathered from the research instruments answered the research questions and confirmed the hypotheses. That is, there is a strong relationship between gender and language use in which the former influences the use of the language due to many factors.

Finally, because its main focus was on the impact of gender on language, this study had several limitations. Even though many other factors that go hand in hand with the factor of gender were discussed extensively throughout this research, they were not all taken into account due to a lack of time and resources, since the main focus of this research was investigating the impact of gender on the language of male and female teachers when giving instructions and feedback in the classroom. Nonetheless, further research can take into consideration other factors in addition to gender, like age, ethnicity, social status, and educational level, to further investigate the differences found in the languages of men and women in different social contexts, not only in the educational context. Such follow-up studies can be carried out employing a variety of research approaches, sampling sizes, and data collection instruments.

1- Limitations of the research :

a- Ethical issues :

This research did not involve any vulnerable individuals or any psychological experiments with its subjects, so no major ethical issues were involved. The main ethical-related issue was confidentiality, which was guaranteed by the researchers for those who volunteered to be interviewed.

Questionnaire respondents remained anonymous to the researchers. Participants' confidentiality was discussed with the interview informants at the beginning of the interview.

In observation, the observer's paradox, which is also known as the Hawthorne effect in the social sciences. This paradox was first coined by Labov in sociolinguistics in his studies of variations in style in speech. Hence, the observer's paradox occurs since what the observer (the sociolinguist, for example) wants to know can only be known through observation, which is subject to change. The performance of the speech of the individuals being observed is influenced by the presence of the observer, hence the observer's paradox (Crowly, 2007). As a result, in order to prevent the observer's paradox from occurring and interfering with the data being gathered, the individuals being observed (teachers, men and women in this case) were not aware of the list of elements containing the major differences in the language used by men and women obtained from previous studies in this field until the end of the observation. Consequently, their utterances and their overall speech occur naturally to a large extent.

There is another side of the observer's paradox, which may stem from the social class or social status of the observer and the ones being observed. In cases where the two are of unequal status, the informant takes the higher side and thus this influences the information collected. This results in information that reflects self-importance or even has a negative impact on the interlocutor, and any attempt to analyze the data leads to incorrect conclusions (Stockwell and Trask, 2007). This type of observer's paradox is unlikely to occur in this case because, despite the fact that the observers and those being observed have different backgrounds, they both belong to the field of higher education and academic research.

b- Generalizability of the research (validity and reliability) :

The validity of the data and the results is an important component of the research. According to Creswell and Plano Clark (2007), "in quantitative research, validity means that the researcher can draw meaningful inferences from the results of a population". In this regard, the quantitative data gathered via the online questionnaire is indicative, as the 75 participants out of 92 represent approximately 81, 52% of the whole population.

The interviews were aimed at in-depth data to be gathered, knowing that, due to their small number, the interview findings would be illustrative rather than representative. Nevertheless, observations and the questionnaire were conducted with a larger number; hence the results can be representative.

Since this is a mixed-method study, validity is defined as the ability to draw meaningful and accurate conclusions from all the data in the study. Thus, validity in this context denotes the "influence quality", the accuracy with which the researchers draw inductive and deductive conclusions (Tashakkori and Teddlé 2003).

2- Suggestions for further research:

Within the field of sociolinguistics, the study of gender and language use has no bounds. This study was based on previous findings, and as a result, it will pave the way for further research in the field of gender and language use.

In terms of our research topic, further research may be done to examine if the language used by teachers (both men and women) has an impact on their students' learning process. In other words, to see who is more likely to have a greater influence on students, male or female teachers.

Furthermore, this research topic can be employed with bigger samples to compare and contrast the language used by males and females in a variety of contexts, not just in educational settings. This can be accomplished by using different research scopes, different sampling sizes, and different data collection instruments.

Another point is that this research topic can be tackled by focusing on other factors that may influence language use in addition to gender, which means that any additional factors that can influence language use, such as culture, social status, educational level, age, ethnicity and so on. As a result, further discoveries will be made since the scope of the research will be much broader and more versatile.

The research topic was examined using a mixed-methods approach of an exploratory design to explore and characterize the impact of gender on language use in the classroom when teachers are giving instructions and feedback.

The findings of this research can be further investigated by observing the languages of male and female teachers at other levels, like primary or middle school, in order to investigate further the differences found in the languages of male and female teachers, not only when it comes to giving instructions and feedback, and whether or not such differences will have an impact on the learners' achievement in the long run.

Areas of investigation in the field of gender and language use are boundless.

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Appendices

Appendix 01:

Semi-structured interview

- In light of gender and language use, how does gender impact the use of language in your opinion?
- What are the reasons behind the differences found in the language of men and women even though they speak the same language?
- Can you provide me with an example (s) in which men and women use the language differently?
- What other factors besides gender that can impact the use of the language?
- Do you believe that power status is a factor that can impact the use of the language? Why?
- Do you believe that culture is a factor behind the differences found in the language of men and women?
- What are some of the stereotypes that you may know of regarding the differences found in the language of men and women?
- How important it is to you as a teacher to focus on your body language and conversational fillers when being engaged in a discussion with one of your learners?
- How much do you think that intonation is important in speech, especially as a teacher?
- When a student answers correctly or performs well, what form of feedback would you provide him/her with?
- Do you tend to give emotional feedback or an intellectual one more often?
- When a student does not understand your instruction, do you tend to use the ICQing technique (Instruction Checking Questions), or the CCQing technique (Concept Checking Questions)?

Appendix 02:**Questionnaire**

Dear students

The present study aims at investigating the influence of gender on the language in terms of giving instructions and feedback in the classroom.

The following questions are designed for Master 2 students since they have a wide experience with male and female teachers.

Thus we would appreciate it if you could take some time to answer the following questions.

Your responses will remain confidential, and the information you provide will contribute a lot to the successful completion of the research.

The researchers

Tick the appropriate answer

Section One: Background Information

1- Gender

Male

Female

Section Two: Gender and Language Differences

1- Do you think that gender is a factor that influences language use?

Yes

No

2- Do you think that there are differences in the language used by men and women?

Yes

No

3- Male teachers tend to use aggressive language more often compared to female teachers.

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

4- Female teachers tend to use the polite form of the language more often than male teachers do.

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

5- Female teachers tend to use different intonations more often than male teachers do.

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

6- Female teachers tend to use tag questions more often than male teachers do.

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

7- Female teachers tend to use empty adjectives like “lovely”, “fantastic” more frequently than male teachers do.

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

8- Male teachers tend to give intellectual feedback, while female teachers give emotional feedback.

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

9- Male teachers tell jokes more often compared to female teachers.

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

10- Who is more likely to often engage in a discussion with the learners?

Male teachers

Female teachers

Both

11- Who is a better listener and uses body language and fillers more frequently?

Male teachers

Female teachers

Both

12- Does the gender of your teacher influence the way you learn?

Yes

No

13- Does the language used to give instructions and feedback in the classroom differs between male and female teachers?

Yes

No

Section Three: Knowledge about Gender and Language Use

14- What are some of the differences in the language used by your male and female teachers that you have noticed?

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15- In your opinion, what are the reasons behind the differences in the language used by men and women?

.....

16- What other factors that influence the use of the language besides the factor of gender?

.....

Thank you!