

Dedications

I dedicate my work to my beloved parents

My father Djamal and mother Katia

My dear brothers Massi and Yanis

And my sweet sister Amel

To my aunts

Special thanks to my husband Abderrahmane and his family who helped me a lot

Moudjeb Kahina

I would like to dedicate this work to my father,

Nedil Arezki, may god bless his soul and place him in his vast paradise.

I appreciate all the sacrifices he made for me. Without him, I would not have made it.

Nedil Dihia

Acknowledgements

First of all, we would like to thank Allah for the strength and faith he gave us to go through the bad circumstances we have already experienced in our way to realize this work.

Also, we would like to express our special appreciations and thanks for our parents, sisters, brothers and all the persons who believed in us.

We would like to extend our sincere gratitude to our supervisor Dr. Amel BENAÏSSA, thank you for your valuable advice and guidance.

Without forgetting to thank the examiners who have devoted their time and efforts to read and evaluate our dissertation.

Abstract

This dissertation aims to investigate the use of gendered or exclusive language by both teachers and students in the department of English at Mouloud Mammeri University of Tizi-Ouzou and determine its effect on first-year students' self-confidence. The research relies on Lakoff's theory (1975) "Language and Woman's Place". A questionnaire administered to sixty male and female students and classroom observation sessions with six teachers were used to collect the relevant data. The data obtained from the questionnaire were analyzed quantitatively and the findings obtained from the classroom observations were treated using qualitative content analysis. The results revealed that exclusive language is used by both male and female teachers and students. In addition, the findings indicated that gender-exclusive language has an impact on students' self-confidence.

Key words: EFL classrooms, gender, gendered language, male and female students, self-confidence.

List of Abbreviations

EFL: English as a Foreign Language

ETC: Etcetera

H: Hypothesis

P: Page

Q: Question

QCA: Qualitative Content Analysis

UMMTO: University Mouloud Mammeri of Tizi Ouzou

List of Tables

Table (1): Gender of the Participants.....	28
Table (2): Male and Female Students' Interaction with the teacher in the Classroom.....	29
Table (3): Male and Female Students' Use of Humor in the Classroom.....	29
Table (4): Male and Female Students' Perception of Sexist Profession Words.....	30
Table (5): Females' Answers about the Difference between Male and Female Students' Use of Language.....	31
Table (6): Male's Answers about the Difference between Male and Female Students' Use of Language.....	32
Table (7): The Frequency of Females' Use of Language.....	33
Table (8): The Frequency of Males' Use of Language.....	34
Table (9): Males and Females' Use of Possessive Pronoun.....	36
Table (10): Males and Females' Use of Possessive Pronouns to Refer to a Neutral Noun....	37
Table (11): Males and Females' Use of Possessive Pronouns to Refer to a Profession.....	38
Table (12): Males and Females' Use of Reflexive Pronouns to Refer to Indefinite Pronoun.....	38
Table (13): Males and Females' Use of Gendered Job Title 'Fireman'.....	39
Table (14): Males and Females' Use of Gendered Job Title 'Police man'.....	40
Table (15): Males and Female First Year Students' Self-confidence.....	40
Table (16): Teachers' Use of Sexist Expressions in the Classroom and their Effect on Students' Self-confidence.....	41
Table (17): The Effect of Sexist Language on Students' Self-confidence.....	42

List of Diagrams

Diagram (01): Females Students' Opinion on the Use of the Word 'Man' to Refer to all Humans.....	30
Diagram (02): Males Students' Opinion on the Use of the Word 'Man' to Refer to all Humans.....	31
Diagram (03): Females' Way of Naming Colors.....	35
Diagram (04): Males' Way of Naming Colors.....	36

Table of Contents

General Introduction

- Statement of the Problem.....1
- Aims and Significance of the Study.....2
- Research Questions and Hypotheses.....2
- Research Techniques and Methodology.....3
- Structure of the Dissertation.....3

Chapter One: Review of the Literature

Introduction	5
1.1- Sex and Gender	5
1.2. An Overview on Language and Gender	7
1.3. Gender and Language Theories.....	09
1.3.1. The Deficit Theory	09
1.3.2. The Dominance Theory	10
1.3.3. The Difference Theory	11
1.3.4 The Diversity Theory	14
1.4. Robin Lakoff's Gender Theory 1975	15
1.5. English as a Sexist Language	17
1.6. Sexism in the EFL Classrooms	18
1.7 Self-confidence and Gender in Language	20
Conclusion.....	20

Chapter Two: Research Methodology

Introduction	22
2.1 Research Methods	22

2.2. Participants and Setting	22
2.3. Data Gathering Tools	23
2.3.1. Students' Questionnaire	23
2.3.2. Classroom Observation	24
2.4 Procedures of Data Analysis	24
2.4.1. Quantitative Analysis	24
2.4.2. Qualitative Analysis	25
Conclusion.....	25

Chapter Three: Presentation of the Findings

Introduction	26
3.1. Results of Students' Questionnaire	26
3.1.1. Section One: Background Information	26
3.1.2. Section Two: Gendered Language	27
3.1.3. Section Three: Self-confidence	38
3.2. Findings of the Classroom Observations	40
Conclusion.....	42

Chapter Four: Discussion of the Findings

Introduction	43
4.1. Students' Use of Sexist Language in the Classroom.....	43
4.1.1. Male and Female Students' Interaction in the Classroom.....	43
4.1.2. Male and Female Students' Use of Humor in the Classroom	44
4.1.3. Male and Female Students' Perception of Sexist Profession Words.	44
4.1.4. The Difference between Male and Female Students' Use of Language.	46

4.2. Male and Female First-year Students' Self-confidence.....	48
4.3. Discussion of the findings of the Classroom Observations.....	49
4.3.1. Teachers' Use of the Generic Pronouns 'he', 'his' and 'himself' to refer to both sexes.....	49
4.3.2. Teachers' Use of Super Polite Forms	49
4.3.3. Teachers' Use of Hedges and Intensifiers.....	50
Conclusion.....	50

General Conclusion

Bibliography	54
---------------------------	----

Appendices

Appendix 1: Students' Questionnaire

Appendix 2: Observation Checklist

General Introduction

Statement of the Problem

Exclusive language is one of the most important concepts in the field of sociolinguistics; this issue reflects social status or power differences, which appear in several speech communities. Thus, it may influence an individual's personality and affect negatively his/her self-confidence. EFL classrooms can be considered as one context among others where gender language differences take place and that is through using sexist expressions in the learning process. However, a gender balance may improve interactions between teachers and students. EFL learners should have pragmatic competence, which according to Taguchi (2009) is 'the ability to use language appropriately in a social context' (p.36), and allows them to avoid misunderstanding while communicating. Hence, there is an effective distinct method, which is using inclusive language. The overall idea is then about males' and females' ways of utilizing gender expressions, including teachers' vocabulary used while addressing both sexes in EFL classrooms.

In fact, gendered language is actually an important factor that may disrupt the balance between males and females in the classroom in terms of superiority and inferiority that can influence their ability to learn the foreign language. Therefore, it may lead to students' lack of self-confidence, focus and interest in the newly acquired language (Rubio, 2007). However, teachers' awareness about the necessity of using neutral gender expressions can help learners to be more interested in learning the English language.

Many linguists, like Tannen (1990), Lakoff (1975) and others, have neglected to consider the spread of the gendered English language in the countries where it is taught as a foreign language, focusing instead on the grammatical features that are found in native speakers' speech, including both males and females. Indeed Spolsky (1998) revealed that

observations of the differences between the way males and females speak were limited to grammatical features.

This dissertation examines the use of gender expressions by students and teachers in the EFL classrooms, more specifically by the first-year EFL students and six of their teachers in the English language department at Mouloud Mammeri University of Tizi-Ouzou, and investigates the extent such expressions affect the learners' self-confidence.

Aims and Significance of the Study

The main purpose of this dissertation is to figure out if English gender linguistic forms are often used in the English language department at MMUTO. Hence, this study aims at investigating and identifying the extent to which such forms may affect the student's self-confidence.

The first objective is to reveal whether EFL teachers and students use gender expressions in the classroom or not. The second objective is to determine whether the use of sexist expressions in the classroom impact students' self-confidence levels..

This dissertation is valuable in the sense that it sheds light on the extent to which exclusive language is used in the classroom. In addition, the study findings may influence teachers' opinion and encourage them to pay attention to the use of gendered expressions in the classroom.

Research Questions and Hypotheses

For the sake of reaching the above-mentioned objectives, we raise the following research questions:

- 1- Does the use of gendered expressions exist in the department of English at Mouloud Mammeri University of Tizi-Ouzou?

2- If yes, does the use of such expressions have an impact on students' self-confidence?

The following hypotheses are a set of expected answers for the previously mentioned research questions:

H1- Gendered expressions are used in the department of English at Mouloud Mammeri University by both teachers and first year students.

H2- The use of gendered expressions have a negative impact on students' self-confidence.

Research Techniques and Methodology

In order to investigate our research topic, which is about female and male first-year EFL students and their teachers' use of gendered language in the classroom and its effect on learners' self-confidence, we used two main tools. Sixty questionnaires were distributed equally to male and female first-year students in the English department at MMUTO, and six classroom observations were conducted with six different teachers including three females and three males teachers in the amphitheater.

The quantitative data gathered from the questionnaire were analyzed using the quantitative method. Additionally, we adopted qualitative content analysis to analyze the classroom observations.

Structure of the Dissertation

The present study follows the simple traditional model of dissertation. Our work is divided into four different chapters starting by the 'general introduction' which consists of statement of the problem, the main aims of the study, the research questions, and the research hypotheses. The first chapter is 'Review of the Literature', and it includes the theoretical

overview of our research. The second chapter, entitled 'Research Methodology', describes the different methods and tools adopted to gather and analyze data, in addition to a detailed description of the participants and setting. The third chapter is 'Presentation of the Findings', and it presents a clear description of the different findings gathered from the investigation. Finally, the chapter 'Discussion of the Findings' interprets the results of the research. The last chapter is followed by a General Conclusion that summarizes the main results, highlights the limitations of the study, and provides suggestions for further research.

Chapter One:
Review of the Literature

Introduction

This chapter involves a theoretical overview of gender in relation to the English language and self-confidence. The first part begins with an overall idea of sex and gender. The second part provides a simplified explanation of gender and language. It aims at shedding light on the different theories of language and gender, including the work of Lakoff 'Language and Woman's Place' (1975). The following two parts reveal whether the English language is considered as a sexist language and discuss sexism in EFL classrooms. The final part is about gender and self-confidence.

1.1 Sex and Gender

We all agreed upon the idea that one person's gender is determined by their biological sex. However, sex and gender are considered as two distinct notions that mean different concepts to different scholars in multiple disciplines. As explained by Çakıcı (2011:460) 'Giddens defines sex as biological or anatomical differences between male and female. Whereas gender concerns the psychological, social and cultural differences between men and women'. In other words, sex is something natural that can be defined scientifically. Gender, on the other hand, is social, something acquired through relationships with others and an individual's adherence to certain cultural norms.

Furthermore, West and Zimmerman (1987) saw the concepts of sex and gender from a different angle as they identified sex through a socially- determined criterion and gender through the behavior or attitudes of both sexes. In this vein, West and Zimmerman (1987:127) defined sex and gender as follows

Sex is a determination made through the application of socially agreed upon biological criteria for classifying persons as females or males....Gender in contrast, is the activity of managing

situated conduct in light of normative conceptions of attitudes and activities appropriate for one sex category .

In this regard, Butler (1990:527) has determined the definition of sex as biologically assigned whereas gender is considered as socially established. Butler (1988:527) states that 'gender is performative and is real only to the extent that it is performed'. She explains that 'becoming a woman' (or man) is not something you accomplish once and for all at an early stage of life. In the same vein, Cameron (1990: 49) argued that gender has constantly performed particular acts in accordance with the cultural norms (themselves historically and socially constructed and consequently variable) which define "masculinity" and "femininity" .

The concept of 'performative' was first introduced by West and Zimmerman (1987:127), but with another term that is "doing gender" as they pointed out 'gender is not something we are born with, and not something we have, but something we do'. In other words, gender is something we do all the time, every day; we experience it as identity- as something we "are" rather than something we "do".

Sex and Gender difference raises the issue of male and female association with femininity and masculinity. According to Butler (1990:98), ' saying that gender is socially constructed in some contexts means the same as saying that the reason women are feminine and men are masculine is socially determined instead of biologically determined'. Thus, with each construction the biological differences between men and women get heightened through social descriptions of masculinity and femininity.

According to Eckert and McConnell-Ginet (2003), masculinity and femininity are pure social constructions, whereas gender is the behavior of both males and females that society imposes on them. In this respect, they pointed out that 'Thus the very definition of the

biological categories male and female, and people's understanding of themselves and others as male or female, is ultimately social' (Ibid.:10)

Another different ideology was followed by Ganguli and Krishnan (2005: 3) who stated that 'Femininity and Masculinity or one's gender identity refers to the degree to which persons see themselves as masculine or feminine given what it means to be man or woman in society' From their point of view, it is conceivable for one to be female and see herself as being male or even a male considering himself as being a female.

From a historical perspective, many scholars have agreed on one point of view, that is gender and sex are two sides of the same coin, which means that both terms mostly represent the exact same thing. Thus, they considered sex and gender as biologically determined. Their position turned into a movement called 'the essentialist movement'. In contrast, another modern movement came up with a different point of view, which consists of the belief that gender is influenced by society. The latter is called 'the constructionist approach'. Studies on these areas led to the emergence of different theories such as the deficit theory, the dominance theory and the difference theory, which posits arguments on the relationship between gender and language.

1.2 An Overview on Language and Gender

After the arise of the female liberation movement in the 1960s and the early 1970s, the study of language and gender had become the main interesting topic of research according to sociolinguists such as Bucholtz(2002), Lakoff (1975), Tannen(1990), and Cameron(1990). Many of them put their interest on making comparison between female and male use of grammatical features instead, some of them studied the impact of both gender differences to achieve the distribution of power for each one of them. While another research is adopted in order to settle and resolve the invidious parceling of power on both males and females.

Among the sociolinguists who attempted to study language and gender, we tend to mention some figures. The first person who investigated this topic was the American linguist Lakoff in her work 'Language and Woman's Place' published in 1973 as an article and in 1975 as a book. After two years, Zimmerman and West (1977) had made a distinction between women and men in the maintenance of conversations. Fishman had the same interest as Zimmerman and West, which was integrated in her work 'Language in Contact and Conflicts' (1980-1983)

In addition, many other linguists put their focus on the study of women and men's speech like Tannen (1990) in 'Women and Men in Conversation' and Wardhaugh (2010) in 'An introduction to Sociolinguistics', as well as many other linguists who pay a great deal of attention to the field of language and gender.

Gender and language are often said to have begun with Lakoff's book which launched a new era in the study of language and gender, and focused particularly on the linguistic discrimination experienced by women in society. In this respect, Lakoff (1975: 04) argued that 'women experience linguistic discrimination in two ways: in the way they are taught to use language, and in the way of general language use treats them'. Thus, Lakoff and many linguists perceive gendered language as an expression of the unequal roles of men and women in society. They also hold the belief that women have a different way of speaking than men, a way of speaking that ranks them in a subordinate position within society.

Furthermore, there have been several discussions on the sociolinguistic approaches applied in the study of gender and language so far, which mostly led to the categorization of four major models including the deficit, the dominance, the difference and the diversity model.

1.3 Gender and Language Theories

1.3.1 The Deficit Theory

The deficit approach in the field of modern linguistics was first materialized in the work of the Danish grammarian Jespersen (1922), in a chapter of his book called ‘The Woman’. In fact, this theory is based on an essentialist view of the relationship between language and gender that considers women’s language as an essentially ‘deficient’ version of men’s language. In other words, women’s language is an imperfect, deviant version of that of men. Thus, this model alludes to how this language employment promotes women’s lower status and weaker position in society. Indeed, Jespersen’s main concern was the study of women’s language, and more specifically the women’s speech.

The research findings of Jespersen came out with many noticeable characteristics of women’s language, which put them in a powerless position and weak status compared to men. Among his ideas, he held that women talk a lot while men are less talkative, as he states: ‘a woman’s function plainly is to talk’ (Jespersen, 1922:253). Additionally, he goes with the idea that a woman can’t stay on one topic or even finish her whole idea, for him, they always switch before completing their sentences and that’s what he meant by ‘women use half-finished sentences’ (Ibid.:251)

Interestingly, all the theories that belong to this category evaluate women’s communication skills and behaviors as being handicapped and needing remediation, including the American linguist Lakoff who shared the same point of view and had investigated this field to a large extent. Lakoff is the major figure of the deficit theory. In her book, she touched on showing the various kinds of distinctions that exist between men and women, and these differences appear even in their speech. For her, language largely reflects the position of

such gender in the society to which he/she belongs to, or in other words, according to his/her social ranking.

She also pointed out the fact that women tend to hesitate in everything they are talking about and most of the time they are not assured, as Lakoff (1975: 53) asserted:

Women's speech seems in general to contain more instances of 'well', 'y'know', 'kinda', and so forth: words that convey the sense that the speaker is uncertain about what he (or she) is saying, or cannot vouch for the accuracy of the statement.

In this regard, the gender difference in language reveals the inequality of female social status. Thus, the inequality in language cannot be eliminated unless there is no equality in social status and powers. In this vein, Lakoff (1996:45) points out that 'The deflection of female language is the result of role socialization' .

1.3.2 The Dominance Theory

The other commonly known approach is called 'The Dominance Theory'. It reflects mainly the dominant position of men in society through their interaction with women. In fact, it is Lakoff (1975) who was taken as the first initial supporter of this method. In her view, the apparent inequality between men and women is the result of the unfair allotment of authority to both sexes. In this respect, Wardhaugh (2006:127) stated that: 'Lakoff adopts the position that men are dominant and women lack power and Men use what power they have to dominate each other' .

This approach theorizes that male speech is dominant over the subordinate female speech since men are likely to use what power they have to dominate women, so language is among the powerful tools which allow men to express their status of supremacy .In this regard, just as Lakoff, Spender (1980:146) believed the dominance approach and shared the

idea that men dominate women in language, as she stated 'our language employs the words man and mankind as terms for the whole human race'

Furthermore, Fishman (1983) has claimed that women's role in conversation is to allow it to continue for as long as possible. Women perform in order to sustain a conversation with men; their purpose is not to dominate.

Moreover, Cameron (1990) in her well-known work 'Feminism and Linguistic Theory' indicated that the variation of speech that occurs in women's and men's utterance is a result of the distinctive status of both sexes. Cameron (1990) shares the same point of view as Lakoff (1975) that is the difference between male and female is the result of the social distribution of power which put males in a superior status while females in a subordinate one.

Subsequently, men dominated the language because they had more power in social life. Therefore, due to their power, men could have control over many aspects, including language use (male-centered language). In fact, Spolsky (1998) had also argued: 'Research has shown some facts with regard to the lower or secondary status of women to men'. In the same line of thought, Kunsmann (1998) wrote about the dominance approach and stated: 'Women are subordinate to men, and this reflects the dominance of men over them'

Meanwhile, many linguists like Talbot (1998) were against this approach because of its focus on showing the male authority to females. For them, it is not evident to take all men as dominant or in other words, it is unfair to consider all men as the dominant power.

1.3.3 The Difference Theory

This approach does not focus on the perception of the power and dominance of male language, but explains that males and females are born in different cultures and learn how to communicate that led to set the rules of socializing in different ways, which has accompanied

them during their lifetime. According to the difference theory, there is an obvious gender difference in the language due to the different subculture backgrounds of males and females. In other words, what emerges from this theory is that men and women live in different cultural worlds, leading them to different ways of speaking.

In fact, Maltz and Borker(1982) were considered as the first establishers of this approach, in which they clarified how females and males belong to different gender cultures and use language differently. Following the same stream and relying on Cameron's (1990) perspective, the difference theory assumes that men and women are living in distinctive cultures and different societies, keeping the same basis of the difference framework.

Another one figure that was in favor with this approach is named Deborah Tannen. In her book 'You Just Don't Understand', she explained that "Misunderstanding arises because styles are different and each style is valid on its own terms" (Tannen, 1990:47).

According to her perceptual understanding, men style is unlike women's style however both of them still accurate and correct. In the same regard, Crawford (1995: 1) said 'Men and women are fated to misunderstand each other unless they recognize their deeply socialized differences'. Thus, from his point of view, men and women may come to live in harmony if they realize their social variances.

Furthermore, many linguists think that both sexes use different linguistic styles including Tannen (1990) who takes a sociolinguistic approach to these gender differences, since she believed that this difference starts in childhood where parents use words with girls that seem different from those used with boys. She (1990) also thinks that males and females belong to different sub-cultures and therefore speak differently. In other words, for Tannen, boys and girls are linguistically dissimilar because of their cultural variation.

Moreover, when Coates (1986) handled an investigation concerning women and men in discussions. She came up with a result that reveal the explicitness of women, in other words, women tend to bring out all their lives details spontaneously, comparing to men who often hold all what is concerned with their personal and private lives and try to not expose it to anyone. In the same regard, Coates (1986) draws another point of view which tells that the female category is weak to login various topics, instead they keep on one theme for an extended period. Additionally, women often let the other participants finish their talk then they permit themselves to interact in the conversation. Contrary to women, men are better in changing topics as they outperform perfectly in any specific domain or field in view of their cultural and social backgrounds. In her opinion, even men are different, some of them know how to dominate a conversation and others don't because of their reticent nature (coates, 1986: 151-152).

In Coates (1986) distinction, she put on evidence the idea that men's style of speech is competitive, while that of women is cooperative. In the same line of thought, Tannen (1990:70) has stated the idea as the following: 'Male's styles prepare them better for public speaking, asking questions after lectures, talking in committees, presenting verbal reports and so on, while female's style is more "private" suitable for establishing rapport'. She (1990) also figures out that men feel more comfortable than women when they are talking in public. However, women just feel more comfortable than men when they are in private settings.

Following the same stream, whardhaugh (2006) in his turn categorized many points that manifest the variations. Relying on his objective opinion, he came to vouch that the dissimilarity between women and men is denoted through their multi linguistic variables involving vocabulary systems, gestures and so on. He goes deeply into revealing the interest of both females and males. According to him, females concerns consist mainly of their

families, unlike males who put all their attention on their jobs and other different fields except the social aspect.

In the light of this, Wardhaugh (2010) argues that men are known to be less civilized or impolite comparing to women, while women most of the time watch their words and tend to shoot ahead compliments regularly. He stated that: Women prefer to avoid ‘masculine’ authoritative and ‘powerful’ ways of speaking (Wardhaugh, 2010:343). In other terms, women prefer to use polite feminine forms. Although, the difference theory wins the support of many scholars who study language and gender especially the female scholars including: Deborah Tannen, Deborah Cameron and Coates.

1.3.4 The Diversity Theory

The idea of this model is acknowledging that sex and gender are both different from each other. This model also argues that the binary of male and female has no influence on language. Instead, it is society which affects it. Therefore, in an equal society between both sexes there would be no remarkable difference in the language used by men and women; this is because of the diverse factors that contribute to the diversity of language use that basically differs from women to men.

In the same regard, Judith Butler (1990) has proposed the same idea in her book ‘Gender troubles’ which tend to describe how gender and biological sex are different. Thus, sex consists of our biological composition and what gentiles we have, whereas gender is essentially made by society which expect from us to perform a specific role. Following the same stream, Butler’s theory implies that the capacity for a women’s language is the same as men putting them in an equal position. Moreover, gender is constructed through the use of language and human input, not the contrary.

It is argued that the diversity model is the most modern approach in terms of gender. Therefore, earlier research of this model was in 2005 which is done by Janet Hyde who refers to it as 'the gender similarities hypothesis'. In this work she put forward several views about gender. She stated that there are more differences within genders than between them which would express the idea that the difference can be found mostly in the same sex rather than between the two sexes. She added: 'Males and females are similar on most, but not all, psychological variables'. In her view, the only difference between both male and female is the context that they are measured in. However, these claims are not consistent with other scientific data. Contrary to all those linguists Deborah Cameron challenges when she admit that: 'Men are from Mars and women are from Venus'. For her, they are completely different from each other. Even though research proves that the language of women and men is not different, people may hold this stereotype as a myth.

1.4 Robin Lakoff's Gender Theory (1975)

The research into gender differences in the field of linguistics was mainly conducted by many well-known linguists like Tannen and Cameron. However, it first began with Robin Lakoff who put forward 'female language' and her book 'language and woman's place' published in 1975 that aroused the linguist interests.

Robin lakoff's work 'Language and Woman's Place' (1973) was extensively recognized for its assertions about linguistic gender differences and their significance to gender inequality. Lakoff argued that women use a distinct style of speech or what she called 'women's language' which comprises linguistic features that demonstrate women's inferior status in society as well as their marginality and their powerlessness which are reflected in both the ways women are expected to speak, and the ways in which women are spoken of.

Therefore, woman's language has as foundation the attitude that women are marginal to the serious concerns of life and are dominated by men.

Relying on the Lakoff's study, of the sexist language (1975), she believed that women beard a social and linguistic segregation. She classified this segregation into two distinctive forms: The process followed to precept women how to employ language and how the common language deals with them, which both sides contribute to put women in a low-grade in their communities (societies).

Furthermore, in her study Lakoff (1975) pointed out several features of the female language in order to show the way women use language compared to male's use of language. Thus, there are ten elements used in women language which are proposed by Robin Lakoff in 1975. They are classified as follows:

1-Hedges: which consist of using the statements that express uncertainty or uncertain language, such as: "sort of", "I guess".

2-Tag questions: It is emphasizing on the statement used by speakers to confirm to the addressee what they are talking about like: "you would do that, wouldn't you?"

3-Superpolite forms: It puts the speaker in an inferior position by using super polite forms, for instance: "excuse me".

4-Empty adjectives: They are implied to reveal the emotional reaction and in order to soften and add friendly elements to the sentence such as: "charming", "sweet", and "cute".

5-Hypercorrect grammar: It means that women respect language more than men.

6-Precise color terms: women have more knowledge about naming colors to prove that they have richer vocabularies than men in order to make the conversation simpler.

7-Intensifiers: or known as emotional emphasis which consists of using emotional content of sentences with the employment of intonation (stress) like: “so”, “really”, and ” quite”.

8-Avoidance of strong swear words: women avoid using swear words like: “fudge” and “my goodness”.

9-Lack of humor: humor is not used very much by women and jokes are often told by men. Therefore, women are more serious than men.

10-Use question intonation in declarative statements: women make declarative statements into questions by raising the pitch of their voice at the end of a statement, expressing uncertainty.

All of these features contribute to the oppression of the woman’s personal identity.

1.5 English as a Sexist Language

First of all, sexist language is a language that excludes one sex at the expense of the other and makes one particular sex superior to the other. In the same regard, English is considered as one of the most spoken language. Therefore, the main purpose of sociolinguists was to prove whether English is a sexist language or not, among them, Jespersen (1922) who has shown that the English language favors the masculine gender as opposed to the feminine one. Thus, there is evidence that prove English is indeed sexist.

In previous works on language and gender of many feminists like Lakoff (1975), cameron(1990), and spender (1998); they all have concluded that ‘our languages are sexiest’. In their view, in English language, men are highly valued while women are linguistically discriminated.

Following the same stream, Spender (1980) and Doyle (1998) have both conducted studies which show the sexist usage of the English language. Thus, they have proposed many

other instances like, the employment of male generic 'men' to refer to both sexes like: 'All men must die' including all the human species. Moreover, English language also ignores women, by allowing masculine terms to be used specifically to males and mainly as a reference to human being in general, which elevates the masculine status and lower the feminine one. For instance, the pronoun 'he', 'him', 'his' are supposed to be referred to a man. However, it is sometimes employed to refer to both sexes. For example, 'A teacher should offer his students challenging tasks'. The use of 'his' in this statement covers the possibility that the subject 'teacher' represents a female.

Additionally to the use of sexist job names ending with the word 'man' to refer to both sexes such as: 'congressman', 'fireman', and 'cameraman'. Thus, using compounds forms to specify professions between men and women is a reflection of the reality that women are exclusive from professions with higher social status.

Furthermore, many other linguists like Schulz think that sexism in English is a reflection of sexism in social reality, when she argued that all words used to express females represent a negative meaning, because it is the semantic rule in a society which imposes the male supremacy and female inferiority (as cited in Spender,1980:17).

Moreover, all the words associated with male gender may express a positive and motivational meaning which ranks the status of men in higher position, while the terms that represents females, their meanings are often of a purely sexual orientation and can humiliate the status of women and put them in an inferior position to men.(cited in Spender,1980:20).

In the same line of thought, Piercey (2000) stated that the English language contains an implicit sexism or in another way promotes one gender at the expense of the other

1.6 Sexism in the EFL Classrooms

The English language is known to be the most dominant language as it is taught and learned in different institutions around the world either as a foreign or a second language. Several studies, as mentioned above, have shown, English is a sexist language which favors the masculine gender as opposed to the feminine gender is due mostly to social constructionism that shaped English as a man-made language Muzaffer (2020).

Therefore, individuals who learn English as foreign language or as second language will also learn the cultural and sociological ideologies inherent in this language. As Phillipson (1992) states 'the acquisition of English as a second language has been correlated, and is related, to nationalism, development, modernity, efficiency, western civilization, and many other culturally-loaded values, all of which are features of contemporary capitalism, thus students are not only learning a language as a tool to communicate with others, but they are also learning the cultural values, that are embodied in the language.

Some researchers suggest that the EFL classroom in particular is an important place for the production of gender, mostly in teacher-student interaction. Actually, EFL preceptors are permanently teaching about the social environment, which lead to afford knowledge about gender as well as to strengthen their awareness, taking as an example the inferior function of women and the superior position of men.

EFL teachers are categorized as being the most dominant in terms of interaction in the EFL classroom, since they are usually considered as the primary source of 'knowledge' and the language learning, as Johnson (1995:90) claims 'the teacher plays a critical role in understanding, establishing and maintaining patterns of communication that will foster to a great extent, both classroom learning and second language acquisition', however, they tend to share the various sexist expressions and terms that exist in the English language, which can affect the learners perception of the English language.

Moreover, teachers give more importance to the correctness of the language and neglect to consider the sexist expressions. Keeping the same idea, Linke (2007) thinks that on a large extent, the main reason behind the absence of the teacher's interest to the sexist items of the first language may be their constant focus on this language matters itself. Linke argues that language teachers are still struggling in choosing the correct words and phrases to achieve a suitable communicative method in order to devote even a little to the issue of gendered expressions.

1.7 Self-Confidence and Gender in Language

Self-confidence can be defined as a cognitive human perception that plays a crucial role in meeting basic human demands, such as happiness and success. Also, self-confidence is an important ingredient not only in school life but in personal and social lives. According to Rubio (2007) self-confidence should be promoted in foreign language learning classrooms, he also discussed two topics in the study of self-confidence. The first is to see self-confidence as a result of academic achievement. The second one is the relation between academic achievement and self-confidence. For example, a student who lacks self-confidence cannot get good grades in the foreign language (Rubio, 2007).

Following the same stream, the linguist Robin Lakoff (1975) has already investigated in this regard when she identified many features to characterize and distinguish women's use of language from that of men. In her opinion, some of these features tend to express a lack of self-confidence, among them the fillers or mostly known as hedges, however, this kind of aspects used by women are according to Lakoff a reflection of their lack of self-confidence. Moreover, the employment of tag questions which consists of stating a claim by a speaker who is not completely sure about it. As Lakoff (1975:104) argues: 'a tag question is a midway between an outright statement and a yes-no question: it is less assertive than the former, but

more confident than the later'. Henceforth, according to her the use of tag questions expresses a kind of being less confident.

Conclusion

Throughout the first part of the chapter, we mentioned the most important scholarly investigations in the field of gender and language, followed by the work of Robin Lakoff 'language and women's place', in which she introduced several features of female language. We also dealt with sexism in the English language, as well as, sexism in the EFL classroom. The second part contained some definitions on self-confidence. The next chapter is methodological, it aims to introduce the different tools and methods adopted to conduct and interpret our research.

Chapter Two:
Research Methodology

Introduction

This chapter is methodological. It presents the different procedures adopted to collect and analyze data that aims at answering the questions of our research topic, entitled ‘Gender exclusive language in EFL classroom and its effect on students’ self-confidence’ in the English department at MMUTO. First, it describes the data collection methods, the participants and the setting. Second, it includes the data gathering tools which are a questionnaire distributed to sixty (60) first year English students and a classroom observation conducted in the Amphitheater with six (06) different teachers. Finally, it lasts with the procedures of data analysis which are qualitative and quantitative analysis.

2.1. Research Methods

The study adopted the mixed method research including quantitative and qualitative methods for both data collection and data analysis. Our investigation is carried out using two main instruments. Sixty (60) questionnaires were handed equally and randomly to thirty(30) males first year students in the department of English at MMUTO, and six 6 classroom observations were conducted with six 6 different teachers relying on a checklist. The students are selected based on simple random sampling, and for data analysis, we applied the rule of three to analyze the data gathered from the questionnaire. Quantitative content analysis (QCA) is adopted to interpret the qualitative data obtained from the teachers through the classroom observations.

2.2. Participants and the Setting

This research is conducted during the academic year 2020/2021 in the department of English at Mouloud Mammeri University Tizi Ouzou. The participants of our study are first

year students including thirty (30) males and thirty (30) females selected randomly in the department, relying on the simple random sampling; it is a sampling technique in which all members of the population are equally and more likely to be selected in the sample (West, 2016). In addition to a classroom observation counting six (06) teachers who teach in the department of English including three (03) females and three (03) males observed in the Amphitheater by assisting on a free session in the aim of investigating teachers' vocabulary.

2.3. Data Gathering Tools

For the sake of investigating our topic of research 'gender exclusive language in EFL classroom and its effect on students' self-confidence', we used two main tools. A questionnaire is distributed to sixty (60) first year students, and six classroom observations were conducted with six (06) different teachers in the department of English at MMUTO.

2.3.1. Students' Questionnaire

The questionnaire is a convenient research instrument for collecting both quantitative and qualitative data. Brown (2001: 06) defines questionnaire as 'an instrument for the collection of data, usually in written form consisting of open and / or closed questions and other probes requiring a response from subjects'. In simple words, it is a research tool composed of a set of questions designed to gather information from respondents.

As already stated, the questionnaire is handed to sixty (60) first year students (L1) including thirty (30) males and thirty (30) females. The purpose of this research tool was to collect information about students' use of sexist language and the effect such language can have on their self-confidence when used by their teachers. The questionnaire started with a brief introduction in order to inform the participants about the topic of research. It is followed by eight (08) close-ended questions which proposed precise responses for the participants to

choose. It is divided into three (03) sections: students' background information, gendered language, students' self-confidence. (See Appendix 1)

2.3.2. Classroom Observation

Classroom observation is another tool used in our research to collect qualitative data. Bell (2005: 184) defines classroom observation as 'a technique that can reveal characteristics of groups or individuals which would have been impossible to discover by other means. In other words, it is a very practical instrument that allows researchers to directly observe verbal or non-verbal language and behaviors. The classroom observation is done during the academic year 2020/2021 on 6th and 7th November in the department of English at Mouloud Mammeri Tizi Ouzou, more precisely in the Amphitheater. The main purpose was to observe teachers' use of sexist expressions in the classroom, relying on a checklist composed of three (03) parts and each part contains six questions (See Appendix 2).

2.4. Procedures of Data Analysis

2.4.1. Quantitative Analysis

For the purpose of analyzing the quantitative data collected from the questionnaire's closed-ended questions, we have opted for a very practical and simple mathematic rule which is the rule of three. In order to arrange the respondents' answers we have used tables, charts and pie charts containing both numbers of answers and percentages which are calculated as follows: $X = (Z \times 100) \div Y$. The letter X is used to demonstrate the calculated percentages, Z is the value of similar replies of each gender and Y stands for the whole number of participants for both genders.

2.4.2. Qualitative Analysis

To analyze the qualitative data gathered from the classroom observations, we have adopted the qualitative content analysis (QCA) which is the most appropriate method to interpret teachers' use of sexist language in the classroom. QCA is defined as 'any qualitative data reduction and sense-making effort that takes a volume of qualitative material and attempts to identify core consistencies and meanings' (Patton, 2002:453). Relying on content analysis, the researcher can collect data from either written or oral texts such as speeches, books, videos and evaluate the language used within it.

Conclusion

In this chapter, we have summarized the research design adopted in our study. Firstly, it mentioned the data collection method which is the mixed methods research, the participants and the setting. Secondly, it highlighted the data gathering tools used in our study which are a questionnaire and classroom observations. Then it presented the procedures of data analysis. The rule of three is used to calculate the quantitative data collected from the questionnaire and qualitative content analysis is adopted to analyze the qualitative data gathered from the classroom observations.

Chapter Three:
Presentation of the Findings

Introduction:

This chapter presents the findings collected from the questionnaire distributed to 60 males and females first year students. In addition, it reveals the results of the classroom observations conducted with six different teachers in the department of English at Mouloud Mammeri University of Tizi Ouzou. The findings are presented in percentages and displayed in tables, pie charts and bar graphs for more visibility. The first part shows the results attained from the students' questionnaire, and the second part presents the results of teachers' classroom observations.

3.1. Results of Students' Questionnaire

This part presents the different results obtained from the questionnaire and are analyzed using the rule of three.

3.1.1. Section One: Background Information

	Number	Percentage
Female	30	50%
Male	30	50%

Table (1): Gender of the Participants

Table (1) is about the participants' gender. 30 students representing 50% are females' students and 30 of them representing 50% are males.

3.1.2. Section Two: Gendered Language

Q1: which one of these two genders interact more with the teacher in the classroom?

	Female		Male	
	Number	Percentage	Number	Percentage
Female	22	73.33%	18	60%
Male	8	26.66%	12	40%

Table (2): Female and Male Students’ Interaction with the teacher in the Classroom

Table (2) shows that the majority of female students (22) representing (73. 33%) claim that females interact more with the teacher in the classroom and (18) representing (60%) of male students claim the same.

Q2: Who tells more jokes in the classroom?

	Female		Male	
	Number	Percentage	Number	Percentage
Female	6	20%	9	30%
Male	24	80%	21	70%

Table (3): Male and Female Students’ Use of Humor in the Classroom

As we observe from table (3), (24) female students representing (80%) answered that male students tell more jokes in the classroom and (21) representing (70%) of male students have also claimed the same, whereas the minority of both genders answered female.

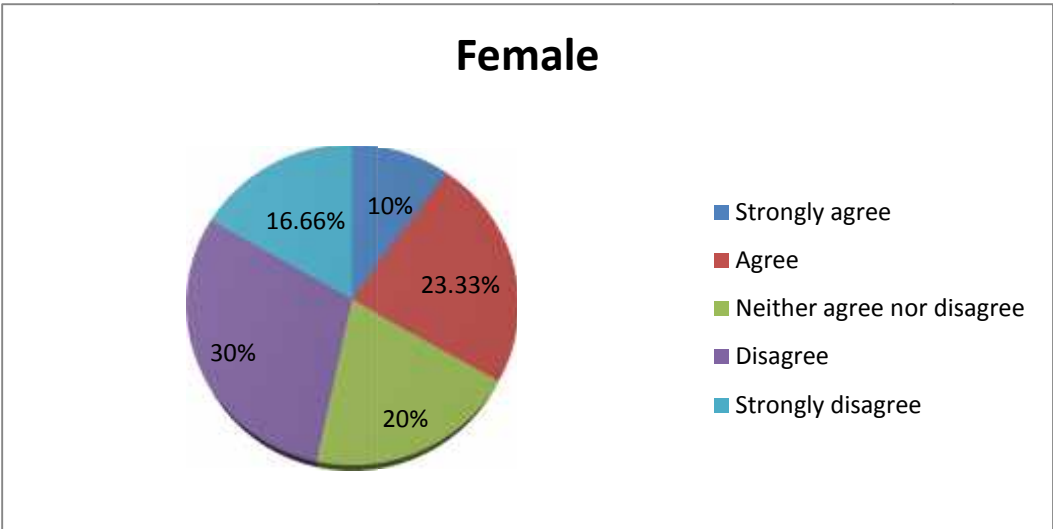
Q3: Which gender the following words describe the most ‘nurse’, ‘secretary’?

	Female		Male	
	Number	Percentage	Number	Percentage
Female	26	86.66%	26	86.66%
Male	4	13.33%	4	13.33%

Table (4): Male and Female Students’ Perception of Sexist Profession Words

Table (4) indicates that (26) representing (86. 66%) of each gender (male and female students) stated that ‘nurse’ and ‘secretary’ describe more female than male, and only (13. 33%) of each gender answered male.

Q4: Do you agree with the fact that the word ‘man’ refers to all humans?



Diagram

(1): Female Students’ Opinion on the Use of the Word ‘Man’ to Refer to all Humans

As illustrated in Diagram (1), (30%) of female students disagreed with the idea that the word ‘man’ refers to all genders. Others (23.33%) agreed with this idea. (20%) of female participants claimed that they neither agree nor disagree. On the contrary, only (16.66%) of them strongly disagree, the remaining (10%) strongly agree.

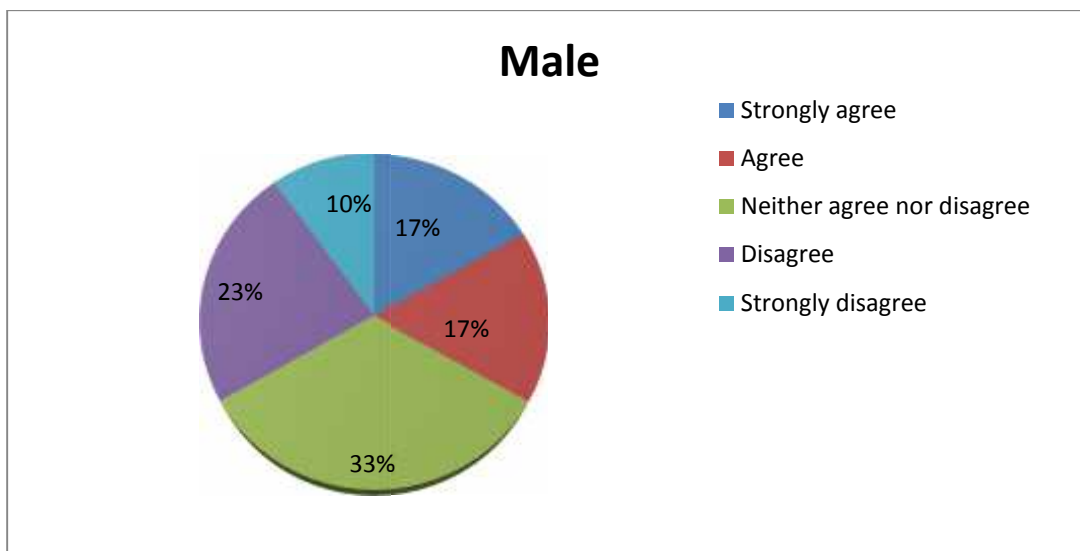


Diagram (2): Male Students' Opinion on the Use of the Word 'Man' to Refer to all Humans

This diagram shows that (33%) of male students neither agree nor disagree that the word 'man' refers to all genders, (23%) of them disagreed with this idea, (17%) agreed and the other (17%) strongly agreed and the remaining (10%) strongly disagree with this point.

Q5: Classify the speakers of the statements with one gender.

Female Answers	Female		Male	
	Number	Percentage	Number	Percentage
a- "How cute is this t-shirt!"	29	96.66%	01	3.33%
b- "Shit, I forgot my book"	01	3.33%	29	96.66%
c- "May I go out, please?"	25	83.33%	05	16.66%
d- "You are damn right"	09	30%	21	70%

Table (5): Female Answers about the Difference between Male and Female Students' Use of Language

Table (5) shows that (29) of female students representing (96.66%) answered that sentence (a) is more likely to be told by a female rather than a male, and only 01 female participant responded with male. (29) Representing (96.66%) of female students asserted that sentence (b) is male specific, whereas only (3.33%) of them said the opposite. In sentence (c) twenty-five female students answered with ‘female’, and (16.66%) said male. (21) representing (70%) of females claimed that sentence (d) is masculine and (30%) said it is feminine.

Male Answers	Female		Male	
	Number	Percentage	Number	Percentage
a- “How cute is this t-shirt!”	29	96.66%	01	3.33%
b- “Shit, I forgot my book”	05	16.66%	25	83.33%
c- “May I go out, please?”	16	53.33%	14	46.66%
d- “You are damn right”	08	26.66%	22	73.33%

Table (6): Male’ Answers about the Difference between Male and Female students’ use of language

Table (6) illustrates that (29) of male students representing (96.66%) claimed that sentence (a) is told by female, and only (3.33%) of them responded with ‘male’. (25) representing (83.33%) of male participants asserted that sentence (b) is male specific, whereas (16.66%) of them said the opposite. (16) Representing (53.33%) of first year male students answered ‘female’ in sentence (c) while (46.66%) of them said ‘male’. In sentence (d), (22) of

male respondents representing (73.33%) said ‘male’ and only (26.66%) of them claimed the opposite.

Q6: How often do you use these expressions?

Female answers	Always	Sometimes	Often	Rarely	Never
	Percentages				
How often do you say ‘please’?	23.33%	56.66%	10%	6.66%	3.33%
How often do you say ‘excuse me’?	33.33%	46.66%	13.33%	3.33%	3.33%
How often do you swear?	26.66%	33.33%	13.33%	20%	6.66%
How often do you say ‘I guess/ maybe’ before stating something?	33.33%	26.66%	20%	20%	0%
How often do you use taboo words ‘shit’, ‘damn’, ‘fu**’?	13.33%	6.66%	6.66%	33.33%	40%
How often do you say ‘really’, ‘very’?	46.66%	50%	3.33%	0%	3.33%

Table (7): The Frequency of Females’ Use of Language

We noticed from the results that (56.66%) of females say “please” sometimes. In the second question (46.66%) of them say “excuse me” sometimes, and in the third question (33.33%) of these students swear sometimes. The next question shows that (33.33%) of them say always “I guess/ maybe”. The fourth question illustrates that 40% of females never say taboo words. Lastly (46.66%) of them always say the intensifiers “really” and “very”.

Male answers	Always	Sometimes	Often	Rarely	Never
	Percentage				
How often do you say 'please'?	33.33%	20%	13.33%	20%	13.33%
How often do you say 'excuse me'?	26.66%	36.66%	16.66%	6.66%	13.33%
How often do you swear?	33.33%	13.33%	6.66%	33.33%	13.33%
How often do you say 'I guess/ maybe' before stating something?	20%	43.33%	13.33%	20%	3.33%
How often do you use taboo words 'shit', 'damn', 'fu**'?	30%	6.66%	13.33%	26.66%	23.33%
How often do you say 'really', 'very'?	10%	36.66%	26.66%	26.66%	0%

Table (8): The Frequency of Males' Use of Language

The findings show that in the first question (33.33%) of male students always say "please". In the next question, (36.66%) of them say "excuse me" sometimes. (33.33%) of males in the third question always swear. The results in the fourth question illustrate that (43.33%) of male students say "I guess/ maybe" sometimes and (30%) of them in the fifth question always use taboo words. Finally (36.66%) of these students use sometimes "really", "very".

Q7: How do you name the following colors?

Female Answers:

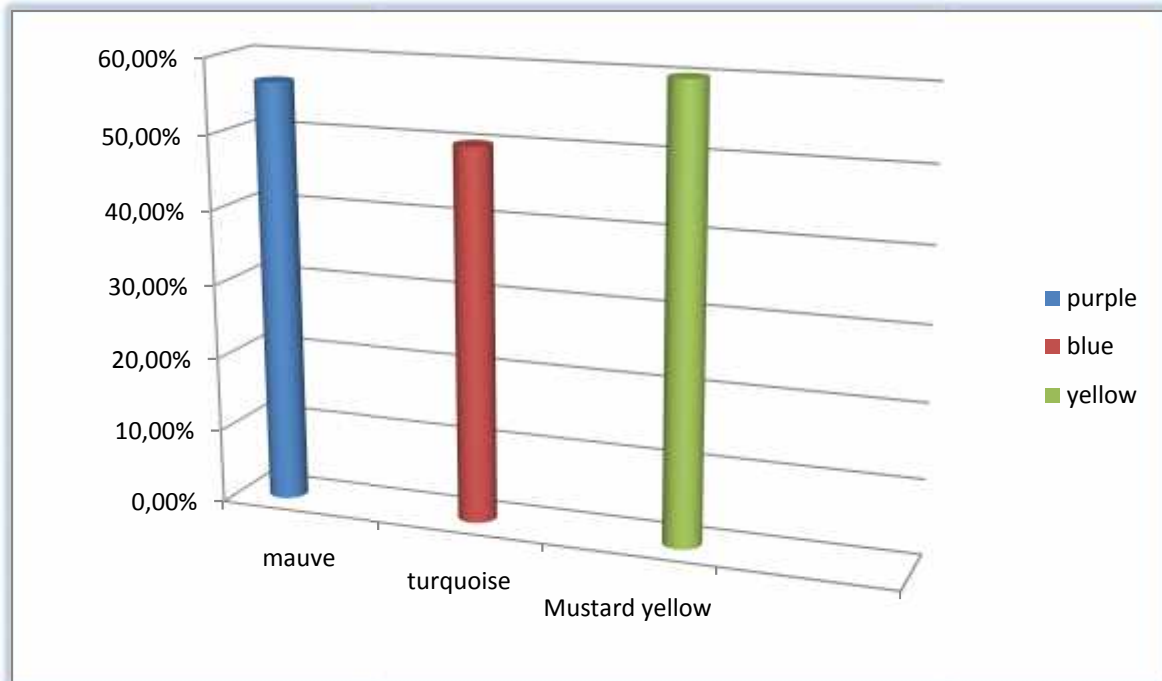


Diagram (3): Females' Way of Naming Colors

The results presented in diagram 3 indicate that (56.66%) of female students named the color purple 'mauve'. In addition, (50%) of them answered 'turquoise' to name the color blue. (60%) of females responded with 'mustard yellow' to refer to the color yellow.

Male Answers:

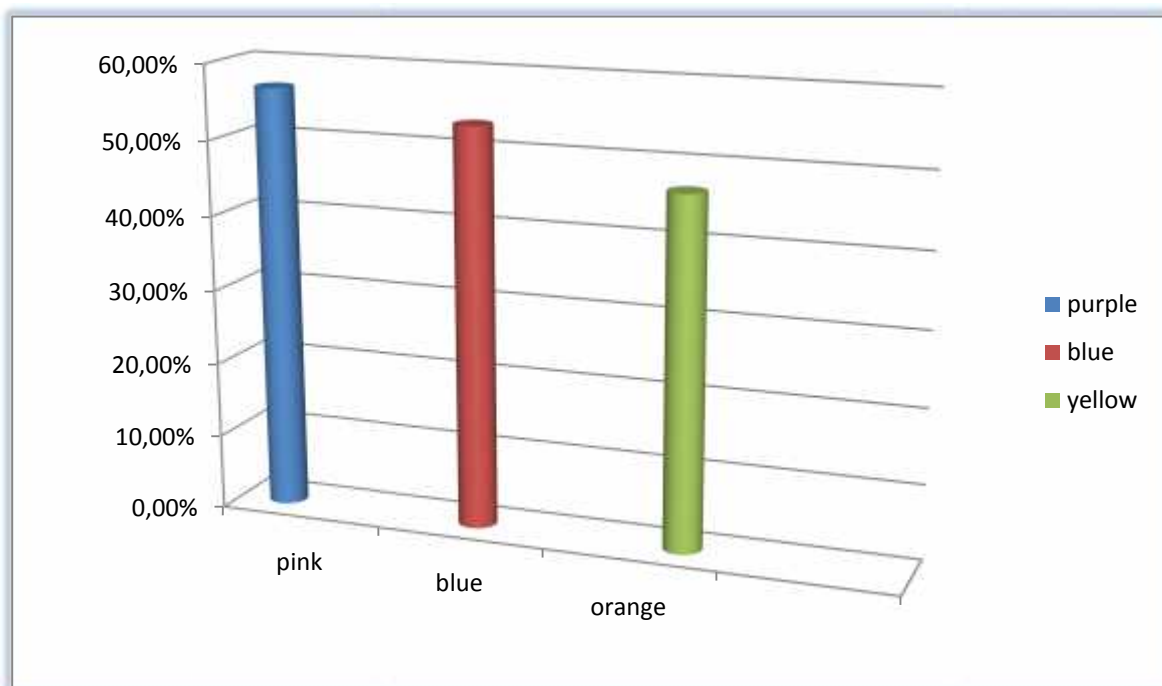


Diagram (4): Males' Way of Naming Colors

The diagram above shows that (56.66%) of male students choose 'pink' to refer to the color purple. (53.33%) of them named blue the blue color. Finally (46%) of males answered 'orange' the color yellow.

Q8: Fill the gaps with the suitable noun or pronoun.

Sentence (1): Every student must show identity card on entering the examination room.

Sentence 01	Female Answers		Male Answers	
	Number	Percentage	Number	percentage
His	13	44.33%	16	53.33%
Her	0	0%	2	6.66%
Their	17	56.66%	12	40%

Table (9): Males and Females' Use of Possessive Pronouns

As it is seen in Table (9), (13) of female students representing (44.33%) used the masculine possessive pronoun 'his'. (17) Of them representing (56.66%) filled the gaps with 'their', no females representing (0,%) choose 'her'. On the other hand, (16) of male students representing (53.33%) used 'his'. (12) of them representing (40%) answered 'their' and the minority (2) representing (6.66%) responded with 'her'.

Sentence (2): This person started..... own business.

Sentence 02	Female Answers		Male Answers	
	Number	Percentage	Number	Percentage
His	22	73.33%	23	76.66%
Her	6	20%	4	13.33%
Their	2	6.66%	3	10%

Table (10): Males and Female' Use of Possessive Pronouns to Refer to a Neutral

Noun

As shown in the table above the majority of female students (22), representing (73.33%), used the pronoun 'his'. (6) of them representing (20%) answered using 'her' and only (2) females representing (6.66%) choose 'their'. In contrast, (23) of male students representing (76.66%) filled the gaps using 'his'. (4) of them representing (13.33%) used the possessive pronoun 'her' but only (3) of them representing (10%) used 'their'.

Sentence (3): The teacher should offer students challenging tasks.

Sentence 03:	Female Answers		Male Answers	
	Number	Percentage	Number	Percentage
His	16	53.33%	20	66.66%
Her	4	13.33%	6	20%
Their	10	33.33%	4	13.33%

Table (11): Males and Female’s Use of Possessive Pronouns to Refer to a Profession

According to the table, (16) of female students, representing (53.33%), used ‘his’ to refer to the word ‘teacher’. (10) of them representing (33.33%) choose ‘their’, and the (4) remaining females representing (13.33%) answered using ‘her’. However, (20) of male students representing (66.66%) responded with the pronoun ‘his’. (6) of them representing (20%) choose ‘her’, and (4) males representing (13.33%) filled the gaps with ‘their’.

Sentence (4): Everybody has to protect.....

Sentence 04:	Female		Male	
	Numbers	Percentages	Numbers	Percentages
Himself	13	43.33%	16	53.33%
Herself	0	0%	0	0%
Themselves	17	56.66%	14	46.66%

Table (12): Males and Females’ Use of Reflexive Pronouns to Refer to Indefinite Pronoun

According to table (12), (17) of female students representing (56.66%) used ‘themselves’ to refer to the pronoun ‘everybody’. (13) of them representing (43.33%) answered with ‘himself’. Similarly, (16) male students representing (53.33%) responded with ‘himself’ and the remaining (14) males representing (46.66%) used ‘themselves’

Sentence (5): The broke into the house to rescue the old.

Sentence 05:	Female Answers		Male Answers	
	Numbers	Percentages	Numbers	Percentages
Fireman	22	73.33%	24	80%
Firefighter	8	26.66%	5	16.66%
Smoke jumper	0	0%	1	3.33%

Table (13): Males and Females’ Use of Gendered Job Title ‘Fireman’

The results obtained from this sentence show that the majority of female students (22) representing (73.33%) used the sexist job title ‘fireman’. The remaining (8) females representing (26.66%) answered with ‘firefighter’. On the other hand, the majority of male students (24) representing (80%) choose fireman. (5) Of them representing (16.66%) responded with ‘firefighter’ and only (1) male student answered with ‘smoke jumper’.

Sentence 6: A has the power to arrest a criminal.

Sentence 06	Female Answers		Male Answers	
	Number	Percentage	Number	Percentage
Police officer	13	43.33%	9	30%
Lawman	1	3.33%	1	3.33%
Police man	16	53.33%	20	66.66%

Table (14): Males and Females' Use of Gendered Job Title 'Police man'

As indicated above, (16) female students representing (53.33%) gave the answer 'police man'. (13) of them representing (43.33%) used 'police officer', one female opted for 'lawman'. On the other side, (20) male students representing (66.66%) have chosen the job title 'police man'. (9) of them representing (30%) responded with 'police officer', only one male student selected 'lawman'.

1.3- Section Three: Self-confidence:

Q9: Do you think that you are a confident person?

	Female' Answers		Male' Answers	
	Number	Percentage	Number	Percentage
Yes	25	83.33%	29	96.66%
No	5	16.66%	1	3.33%

Table (15): Males and Female First Year Students' Self-confidence

Table 15 shows that the majority of female students (25) representing (83.33%) are self-confident, and the remaining (5) females representing (16.66%) are not. Likewise, (29) of male students representing (96.66%) answered with ‘yes’, and only one student responded with ‘no’.

Q10: When a teacher uses sexist expressions, how does it make you feel?

	Female' Answers		Male' Answers	
	Number	Percentage	Number	Percentage
Confident	11	36.66%	11	36.66%
Less confident	8	26.66%	9	30%
No difference	11	36.66%	10	33.33%

Table (16): Teachers' Use of Sexist Expressions in the Classroom and their Effect on Students' Self-confidence

Table 16 indicates that female students (11) representing (36.66%) are confident when a teacher uses sexist language in the classroom, the same percentage (36.66%) of females answered with ‘no difference’, only (8) of them representing (26.66%) responded with ‘less confident’. Likewise, (11) male students representing (36.66%) have answered ‘confident. (10) of them responded with ‘no difference’ whereas (9) of males are ‘less confident.

Q11: If the language you are learning favors your opposite gender would it affect your self-confidence?

	Females' Answer		Males' Answer	
	Number	Percentage	Number	Percentage
Yes	17	56.66%	14	46.66%
No	13	43.33%	16	53.33%

Table (17): The Effect of Sexist Language on Students' Self-confidence

As illustrated in table 17, more than half of female students (17) representing (56.66%) argued that a language that favors their opposite gender will affect their self-confidence and (13) of them representing (43.33%) will not. On the other hand, (16) male students representing (53.33%) answered with not which means that gendered language does not affect their self-confidence, but the remaining (14) males argued that they are affected when it is employed by the teacher.

3.2. Findings of the Classroom Observations

In addition to the students' questionnaire, we conducted six classroom observations with a sample of six teachers including three female and three male first-year teachers in the amphitheater in English department at MMUTO. To conduct these classroom observations, we referred to a checklist that contains 6 questions which helped us gather further information about the topic. The questions are as follows:

1- Do teachers use the generic pronouns 'he', 'his', and 'himself' to refer to both sexes?

This question is concerned with knowing whether male or female teachers use the generic pronouns 'he', 'his' and 'himself' to refer to both sexes, which are sexist words that

particularly discriminate female students. We noticed from the observation sessions that male teachers used the generic pronouns more than female teachers. More precisely, the pronoun 'his' has been cited more than 7 times by male teachers. However, female teachers tend to use the plural forms which are generally considered as a neutral language. Moreover, the observations revealed that male teachers used the word 'man' to refer to all humans, as it was cited 4 times only by one male teacher.

- 2- Do teachers discriminate female students through using sexist expressions such as: 'hello, guys' instead of 'hello, everyone'?

This part aims to analyze teachers' way of greeting when starting a course. Thus, we noticed that one of the female teachers greeted her students using 'Hello, guys' whereas male teachers tend to use 'good morning', or 'good afternoon'.

- 3- Do female teachers discriminate themselves using words such as: Miss/Misses?

This question is about female teachers' use of the terms 'Miss and Misses' inside the classroom. However, during the observations, we noticed that female teachers used the term 'Miss' every time they interact with female students. For instance, in one of the sessions the female teacher asked a question and one of the female students raised her hand and the teacher said: "yes, miss in the back". And it is the same for female students; they tend to call their female teachers 'Misses'.

- 4- Do teachers use super polite forms such as: 'excuse me', 'please'?

This part indicates whether female teachers use more super polite forms than male do. However, in our observations we noticed that in fact female teachers tend to apologize, request and thank their students more in the classroom than male teachers, especially when they claim something from their students or when one of the students give a good answer. For

example in one of the sessions, the female teacher asked her student “Do you mind, if I take your handout?” which can be considered as a super polite form. Whereas, male teachers use less super polite expressions. For example, in one of the male teacher’s session, we noticed that he used the word ‘please’ only to get attention from the students.

5- Do teachers use hedges such as ‘I guess’, ‘maybe’?

This part is about teacher’s use of hedges, which are generally used to express uncertainty. The observations revealed that two female teachers used the word ‘maybe’ 3 times. On the other hand, male teachers didn’t use any hedges during the classroom observations.

6- Do teachers use intensifiers such as ‘really’, ‘very’?

This part aims to reveal whether first year female teachers use more intensifiers than male teachers, which are known as emotional emphasis, they are generally identified as being female specific. Thus, we noticed in our observations that one of the female teachers used the words ‘very’, ‘really’ 5 times. Whereas, the word ‘very’ was stated only 1 time by one of the male teachers.

Conclusion

This chapter presented the results gathered from the questionnaire and the classroom observations, which were conducted to investigate first year teachers and male and female students’ use of gendered language in the classroom and its effect on learners’ self-confidence. The findings show that there is a significant difference between the language used by female and male students and teachers, in addition to the use of gendered language that affects the first year EFL learners’ self-confidence.

Chapter Four:
Discussion of the findings

Introduction

This chapter intends to discuss the findings gathered from the questionnaire distributed to sixty (60) first year students and the classroom observations dealt with six (06) different teachers. The results are interpreted in relation to the review of literature and Robin Lakoff's theory 'Language and Woman's Place'. This part aims at answering the research questions and confirming or refuting the hypothesis of the general introduction. This section is split into three parts, the first part is about students' use of sexist language in the classroom and it discusses the findings of the questionnaire. The second part is about males' and females' first year students self-confidence, and finally we discussed the results of the classroom observations.

4.1. Students' Use of Sexist Language in the Classroom

4.1.1. Male and Female Students' Interaction in the Classroom

The results showed that the majority of the participants including (22) female students representing (73.33%) and (18) male students representing (60%) claimed that female students interact more with the teacher in the classroom (see table 02). In fact, women are identified as being more talkative than men, as Jespersen states: "a woman's function plainly is to talk" (Jespersen, 1922:253). Furthermore, women tend to speak a lot because they are always looking to interpret the smallest details about the topic they are discussing or talking about Rabahi (2013). Interestingly, our descriptive analysis revealed that indeed female students interacts more in the classroom that male students.

4.1.2. Male and Female Students' Use of Humor in the Classroom

From the results displayed in the previous chapter, it appears that the quasi totality of students, (24) female students representing (80%) and (21) male students representing (70%) argued that males tell more jokes in the classroom than females (see table 03). Thus, we deduce that jokes are more likely to be hold by men rather than women. Therefore, women are considered as more serious than men, by following Lakoff's theory 'language and woman's place' about women and men's sense of humor, where she argued that "women have no sense of humor" (Lakoff, 1975:56). Indeed, this may be related to social factors, as Lakoff (1996) stated, when she said that "the defection of female language is the result of role socialization". This idea show evidence that for a long time, women have always been in a weak position in terms of using language and expressing themselves freely, let alone making jokes, which is probably due to their subordinate social power, with making reference to (Wardhaugh, 2010:127). This is basically the result of the imbalanced distribution of power in society. Moreover, it may be associated with cultural factors which make both males and females different from each other in the way they speak. Tannen (1990) thinks the same as she pointed out that males and females belong to different sub-cultures and therefore speak differently. From this perspective, we can conclude that both social and cultural factors contribute to influencing female and male students' language, which appears through their interactions, and it is also reflected in the way they use language within their educational environment or more precisely in the classroom.

4.1.3. Male and Female Students' Perception of Sexist Profession Words

According to the results obtained from the third question a significant number of students which is (26) females and (26) males representing (86.66%) argued that the words nurse and secretary are female forms (see table 04). The results showed that the majority of students

responded with female, which may show that naming professions can be associated with only one gender and exclude the other. In fact, the English language has always excluded women from any field that held authority in society. The word ‘nurse,’ for instance, is considered feminine because it is concerned with caregiving and nurturing, which are suitable to their cultural role as subordinate caregivers. On the other hand, the word ‘doctor’ is perceived as being masculine as it holds more power and dominance in society; these stereotypes are a good example of embedded misogyny, and this may be the result of the social distribution of power which put males in a superior status while females in a subordinate one. Kunsmann (1998) have argued in this matter that “Women are subordinate to men, and this reflects the dominance of men over them”.

When we asked students about their opinion about the use of the word ‘man’ to refer to all humans, (30%) of female students disagreed with this idea (see diagram 01), whereas (33%) of male students neither agreed nor disagreed with this fact (see diagram 02). Indeed, this confirms the approach stated in the first chapter that men do what in their power to dominate women, according to (Wardhaugh, 2006:127) “men are dominant and women lack power and Men use what power they have to dominate each other”. In this respect, Spender (1980:146) believed that men dominate women in language, as he stated “our language employs the words man and mankind as terms for the whole human race demonstrates that male dominance”.

According to the answers obtained from Question (08) sentence (05), a high percentage of the participants, (73.33%) of female students and (80%) of male students claimed the use of compound job title ‘fireman’(see table 13), and the same result is deduced from question (08) sentence (06) as a percentage of (53.33%) of female students and (66.66%) of male students used the word ‘policeman’ to complete the sentence (see table 14). Thus, these words are unfairly used to refer to both sexes. This point is already discussed and stated in the

research conducted by both Spender (1998) and Doyle (1998), who highlighted the sexist usage of the English language. Indeed, for them the use of the compound job titles ending with the term 'man' is a reflection of the reality that women are excluded from professions with higher social status. Thus, students' use of such sexist words can be a result of the lack of interest given by teachers to this particular issue.

4.1.4. **The Difference between Male and Female Students' use of Language.**

As cited in chapter one, different features in the English language are identified as being female-specific. The results of this research show that indeed most students claimed that those features are used only by females. When they are asked to classify the speakers of the sentences with one gender in question (05), the majority answers showed that sentence (a) "How cute is this t-shirt!" and sentence (c) "May I go out, please?" are more likely to be told by a female (see table 05 and 06). Therefore, this goes in line with Lakoff's (1975) theory, where she admitted that women who use these features are considered to be not only weak but also inferior and powerless. As a result, we can say that the use of empty adjectives, which are used in order to soften as well as express emotions, are identified as being feminine. Also, super polite forms which according to Lakoff, put the speaker in an inferior position. In the other hand, the quasi totality of both female and male students claimed that sentence (b) "Shit, I forgot my book", and sentence (d) "You are damn right" are the kind of language a man can use. Consequently, we can deduce that the language used by females is different from that of men and this due to their different cultural worlds, leading them to employ different ways of speaking.

In the sixth question (06) as the answers have indicated, a consistent number of female students use super polite forms 'please' and 'excuse me' sometimes, The later makes in evidence the result we obtained in the previous question that women are more polite than

men. In addition to intensifiers 'really', 'very' which are according to Lakoff emotional emphasizes that shows the uncertainty of the speaker and they are generally used by women as the result confirmed. On the other hand, the majority of male students claimed the use of more strong swear words or taboo words such as 'shit', 'damn', 'fu**' compared to female students (see table 07 and 08). Lakoff has argued that women are perpetuating their subordination through linguistic positioning with respect to the male speakers in not employing strong swear words.

A small task was given to analyze the way female and male students name colors question (07). The findings showed that that (56.66%) of female students named the color purple 'mauve'. And (50%) of them answered 'turquoise' to name the color blue. (60%) of females responded with 'mustard yellow' to refer to the color yellow (see diagram 03). In contrast, the data gathered revealed that (56.66%) of male students choose 'pink' to refer to the color purple. (53.33%) of them named blue the blue color. Finally (46%) of males answered 'orange' the color yellow (see diagram 04). Thus, colors are more specified by females because according to Lakoff, female use more concrete colors to prove their richer vocabulary. Consequently, the findings of our study confirmed Lakoff's opinion concerning women's language.

As for the eighth question (08) we asked the participants to complete sentences with correct pronouns 'his', 'her' and 'their' to refer to nouns of non-specific gender. The greater number of male students (53.33%) used the pronoun 'his' to refer to the word 'student' in the first sentence "Every student must show identity card on entering the examination room", compared to (56.66%) of female students who filled the gaps using the pronoun 'their' (see table 09). The results demonstrated that most students including (73.33%) of female students and (76.66%) of male students in the second sentence "This person started..... own business." Have used the pronoun 'his' (see table 10), the same results are observed in

the third sentence (see table 11). In fact, using a masculine pronoun 'he' is normally used to refer to unspecified gender, as it is described by Curme (1947:221) 'the masculine pronouns and possessives are usually employed for persons without regard to sex, wherever the antecedent has a general indefinite meaning'. In the same regard, Spender (1998) and Doyle (1998) held that the English language also ignores women by allowing masculine terms to be used specifically to males and mainly as a reference to human beings in general, which puts males in higher status while females in the subordinate one. For instance, 'he', 'him', 'his' are supposed to refer to a man. However, it is sometimes employed to refer to both sexes as it is noticed in first-year English students' answers.

4.2. Male and Female First-year Students' Self-confidence

After filtering the answers in the third section of the questionnaire, and after asking three typical questions in order to find out whether the use of sexist expressions, or rather the language preference of one gender over the other, may affect the students' self-confidence. The results showed that at the end that the majority group that answered 'yes', more precisely, those who claimed that sexist expressions affect them, are females, as for the majority of males their answers were mostly 'no'. Moreover, this explains an important point, that is female are negatively affected by the superiority of males over them, which is reflected on their self-confidence, unlike males, this doesn't affect their self-confidence. Therefore, they are totally convinced and aware of their supremacy over females, whether in the society they belong to or in any other place, this includes the educational classrooms. Thus, the male superior status is already proved by many researchers like (Spolsky, 1998; as cited in Boudersa, 2018) who had argued that "research has shown some facts with regard to the lower or secondary status of women to men". In short, male self-confidence and female lack of self-confidence is mainly reflected by social distribution of power, which favors the masculine gender as opposed to the feminine one and this is reflected in the classroom

discourse, where females lose their self-confidence due to the use of sexist expressions by some teachers. Instead, male students feel no difference and for them, it does not affect neither their personalities nor their self-confidence. Hence, the use of sexist expressions in the classroom or outside the academic environment comes actually from society and is then reflected on language use.

4.3. Discussion of the Findings of the Classroom Observations

4.3.1. Teachers use of the Generic Pronouns ‘he’, ‘his’, and ‘himself’ to Refer to both Sexes

From the analysis of the previous section, we noticed that the majority of students claimed the use of masculine pronoun ‘his’ to refer to both genders, to go deeper in our study, we have assisted 6 different classroom observations. In fact, we noticed that male teachers tend to use the masculine pronoun ‘his’ more than female teachers to refer to female and male students. Consequently, since the English language is characterized as being sexist and taught to be so, therefore, individuals who learn English as foreign language will also learn the cultural and sociological ideologies inherent in this language. As Phillipson (1992) states “the acquisition of English as a second language has been correlated, and is related, to nationalism, development, modernity, efficiency, western civilization, and many other culturally-loaded values, all of which are features of contemporary capitalism, thus students are not only learning a language as a tool to communicate with others, but they are also learning the cultural values, that are embodied in the language”.

4.3.2. Teachers’ Use of Super Polite Forms

The results noticed from the classroom observations showed that female teachers tend to use more polite forms than males, because they apologize, request and thank their students more in the classroom than male teachers, especially when they claim something from their

students or when one of the students give a good answer, the same results were noticed in the fifth question (05) of the questionnaire, as result, women have their specific language that distinguish them from that of men and make them in a subordinate position. And Wardhaugh (2010) argued that men are known to be less civilized or impolite comparing to women.

4.3.3. Teachers ‘Use of Hedges and Intensifiers

The results of the fifth question (05) in the classroom observations revealed that 02 female teachers used the word ‘maybe’ three times, furthermore in question (06) female teacher’s use more intensifiers than male teachers. Similar results are deduced in students’ questionnaire as a great number of female students claimed the use of these features which are hedges that according to Lakoff consist of using statements that express uncertainty or uncertain language, moreover, intensifiers which are known as emotional emphasis which consists of using emotional content of sentences with the employment of intonation. Subsequently, all these elements prove that females use a language that emphasizes their social status which is inferior to that of men.

Conclusion

This chapter has discussed the findings gathered through the two instruments used to answer the research questions of our study. Indeed, the results showed that sexist expressions are employed within the EFL classrooms by both male and female students and teachers, which have a significant impact on students’ self-confidence, especially women who are directly discriminated. Thus, our study confirmed the two hypotheses, as well as the accuracy of Robin Lakoff’s theory (1975) ‘language and woman’s place’, who distinguished the language used by women to that of men according to many features, employed only by women. In fact, all these features are identified within first year female students’ and teachers’ discourse at the department of English of MMUTO.

General Conclusion

This study has investigated gender exclusive language in the EFL classrooms and its effect on student's self-confidence. It has dealt with first year students in the department of English MMUTO.

Our research has sought to determine first the sexist language employed in the classroom by teachers and students. Secondly, the effect such language can have on students' self-confidence. To attain these two objectives we have relied on Lakoff's theory 'Language and woman's place' which characterizes multiple linguistic gender differences.

The study adopted the mixed method research including quantitative and qualitative methods for both data collection and data analysis. Our investigation is carried out using two main instruments. (60) questionnaires were handed equally and randomly to (30) females and (30) males first year students in the department of English at MMUTO, and 6 classroom observations were conducted with 6 different teachers relying on a checklist. The students are selected basing on simple random sampling, for data analysis, we applied the rule of three to analyze the data gathered from the questionnaire. Qualitative content analysis (QCA) is adopted to interpret the qualitative data obtained from the teachers' classroom observations.

The results of the questionnaire revealed that the majority of males and females first year students employ sexist expressions within the classroom, it also showed that such expressions affect some student's self-confidence mostly females, especially when it is used by their tutors.

The discussion of the findings of the classroom observations demonstrated that teachers tend to use exclusive language when interacting with their students in the classroom, which is the fundamental reason why such language is reflected within students. In addition, our study is in line with Lakoff's theory 'language and woman's language' in which she

argued that the language used by women can be distinguished from that of men, referring to her 10 main features which are included in our research instruments to investigate their accuracy. Indeed, the majority of female students and teachers claimed the use of intensifiers, hedges, empty adjectives, etc.

The findings of both student's questionnaire and teacher's classroom observations have provided the answers to the research questions advanced in the study and confirmed the two research hypothesis. Our research has revealed that sexist language really exists in the department of English at MMUTO and indeed these expressions have an obvious impact on student's self-confidence especially the female category.

Although the research has reached its aims, we have faced some limitations. First, we have conducted our study in a very limited time and we found difficulties to convince students to participate in our study. Second, because of the back to school period we couldn't conduct the classroom observations in TDS, therefore we had to do it in the amphitheater.

We wish that the results of our modest work would provide awareness among teachers about the impact sexist English language can have on learners' self-confidence especially females. And it would also provide an insight to the different sexist expressions that exists in the English language, so that both students and teachers abstain from using them; instead employ more neutral language in the EFL classrooms. Therefore, to eliminate the use of sexist language or at least to reduce this linguistic discrimination of one gender against the other, that maybe offensive or affective to one's self-self-confidence, as a solution, there are many ways to avoid the sexism in English language like: replace the masculine pronouns by using plural forms such as instead of 'him' we use 'them'. Interestingly, employ other words to refer to both sexes, for instance, 'people', 'person', etc. last but not least, another important

solution is to use statements or expressions that treats women and men as equal like in naming jobs, for example 'chairperson', 'camera operator', 'business people', etc.

Bibliography

Aliaga, M. and Gunderson, B. (2002). Interactive Statistics. New Jersey. Prentice Hall.
Butler, J. (1988). Performative Acts and Gender Construction : (D.C, 1988), pp.519-531

Bucholtz, M. (2002). From Sex Differences to Gender Variation in Sociolinguistics.
U. Penn working paper in linguistic, VOL 8, pp.33-45.

Butler, J. (1990). Gender trouble: Feminism and the Subversion of Identity. New York: Routledge.

Brown, D.J. (2001). Using Survey in Language Programs. Cambridge; Cambridge University Press, P.6

Bell, M. (2005). Peer Observation Partnerships in Higher Education. Milperra, NSW: Higher Education Research and Development Society of Australasia.

Cameron, D. (1990). The Feminist Critique of Language: A reader. New York: Routledge, p. 49.

Crawford, M. (1995). Talking Difference: On Gender and Language. Oxford: Blackwell, p .1

Coates, J. (1986). Women, Men and Language: A Sociolinguistic Account of Sex Differences in Language. London and New York: Longman, pp. 151-152.

Curme, G.O. (1947). English Grammar. New York and Noble Books, p.221

Kothari. C.R. (2004). Research Methodology: Methods and Techniques. 2nd edition. New age international: New Delhi. 401 pages

Çakici, D. (2011). Gender and Language. Celal Bayar University. Journal of social sciences, pp.459-471

Zimmerman D.H. C. West. (1987): Women's Place in Everyday Talk: Reflections on Parent-Child Interaction, p. 127

Doyle, M. (1998). Introduction to the A-Z of non-Sexist Language. In Cameron, Deborah. The Feminist Critique of Language: A Reader .2nd ed. London: Routledge.

Eckert, P and McConnell-Ginet, S (2003). Language and Gender. New York. Cambridge university press, p.10.

Fernando, Rubio. (2007). *Self-esteem and Foreign Language Learning*: Cambridge scholars: publishing: Cambridge, pp. 2-12.

Fishman, P. (1980-1983). *The Work Women Do*.

Giddens, A. (1989). *Sociology*. Polity Press: Cambridge.

Gabriele, L. (2007). *Gender Studies and Foreign Language Teaching*, p.137

Holmes, J. (2003). *Language and Gender*. Blackwell. Oxford, pp.776

Holmes, J. (2003). *The Handbook of Language and Gender*. Miriam Meyerholff Edition. Blackwell: Oxford, Pp.759

Johnson, K. E. (1995). *Understanding Communication in the Second Language Classroom*. Cambridge: University press, p.90

Janet, H. (2003). *Language and gender*. Blackwell. Oxford, pp. 776

Linke, E. (2007). *Gender and Language Learning Strategies in the EFL Classroom*. In A. Huhta, V. Kohonen, L. Kurki-Suonio, & S. Luoma (Eds), *Current developments and alternatives in language assessment* pp.135-148. Cambridge, UK: Cambridge University Press.

Kunsmann, P. (1998). *Gender Status and Power in Discourse Behavior of Men and Women*. Berlin. University of Berlin

Lakoff, R. (1973). *Language and Women's Place*. *Language in Society*, Vol 2, pp.45-80.

Lakoff, R. (1975). *Language and women's place*. New York: Harper and Row, p. 04.p.56.

Lakoff Robin. You Say What You Are Acceptability and Gender-related Language [A]. Allen H. B. and Linn. M. D. Dialect and Language Variation [C]. Academic Press, 1996. Inc:45-48

Muzaffer, A, S. (2020). *Continuous Time Active Analog Filters*. Cambridge University Press

Otto, Jespersen. (1922). *The Woman: Language: its Nature, Development and Origin*, p. 243-253.

Patton, M. Q. (2002) *Qualitative Research and Evaluation Methods*. 3rd (ed). Thousand Oaks, California. Sage Publications, p.453.

Piercey, M. (2000). Sexism in the English language: *TESL Canada journal*, pp. 42-45.

Phillipsen. (1992). *Linguistic imperialism*: Oxford university press.

Phillipsen, G. (1992). *Speaking culturally*: Sunny press.

Rubio, F. (2019) *Self Esteem and Foreign Language Learning: An introduction in F*.

Sadiqi, F. (2003). *Women, Gender and Language in Morocco*. Leiden, Boston: Brill, p. 4.

Sadiqi, F. (2003). *Women and Linguistic Space in Morocco*, *Women and Language*, Vol XXVI, N.1, pp.35.

Spender, D. (1980). *Man-Made Language*: London: Routledge and Kegan Paul, pp.17-20.

Spender, D. (1998). *Man Made Language*. 2nd (ed). London: Pandora.

Spolsky, B. (1998). *Sociolinguistics*. Oxford: Oxford university press, pp.128

Stets, J.E. and Burke, P.J. (2000). *Identity Theory and Social Identity Theory*. Washington State University, VOL.63, No.3, pp.224-237

Tannen, D. (1990). *You just don't Understand, Women and Men in Conversation*. New York: William Morrow, P. 47

Teun, A. Van dijk. (1998). Ideology: A Multidisciplinary Approach. Sage publications: New Delhi.

Taguchi, N. (2009). Pragmatic Competence in Japanese as a Second Language: Berlin: Mouton de gruyter, p.36.

Talbot, M. (1998). Language and Gender. USA and UK: Cambridge university press.

Wardhaugh, R. (2006).An Introduction to Sociolinguistics.5th ed. USA: Blackwell, p.127.

West, C, and Zimmerman, D. (1987). Doing Gender, Gender and Society, Vol.1. No. 2. Pp. 125-151.

Wardhaugh,R. (2010). An Introduction to Sociolinguistics.6th ed, p.347.

Belkacem. H and bouadna. N. (2016). Gender Differences in the Use of Politeness Strategies in the Classroom and its Effect on Self-Confidence Master Thesis, University of Tizi-Ouzou.

Dr. Boudersa, N. (2018). A Theoretical Account of the Differences in Men and Women's Language Use. ENS Assia Djébar. Constantine.

Ouldouali, L, and Hammour, N. (2017-2018). Investigating the Teaching Techniques to Integrate Shy Students in Classroom Interaction. The case of first year BMD students in the department of English at MMUTO. Tizi-Ouzou University.

Rabahi, H. (2012-2013). Investigating Gender- Related Use of Language in Maghnia speech community. Magister thesis. Tlemcen University.

Nguyen, V.H. (2014). The Relationship between Language and Gender: A Case Study in Vietnamese. Global Journal of Interdisciplinary Social Sciences. Published by: Global Institute for Research and Education, Vol.3(3).pp.96-99

Zhixin, M. (2016). A Literature Review on the Study of the Gender Differences in Language. Shandong University. China, Vol.87, pp.645-646

Appendices

Appendix 1: Students's questionnaire.

Hello, we are master 2 students. We are conducting a research on gender inclusive language in the Algerian EFL classroom and its impact on students' self-confidence. Could you please answer the following questions? All responses will be recorded anonymously so feel free to provide honest feedback. Your responses will be of a great help. Thank you!

A) Section One: Background Information

Gender

Female

Male

B) Section Two: Gendered Language

Please tick your answer:

1) -Which one of these two genders interacts more with the teacher in the classroom?

Female

Male

2) -Who tells more jokes in the classroom?

Female

Male

3) Which gender the following words describe the most 'nurse', 'secretary'?

Female

Male

4) Do you agree with the fact that the word 'man' refers to all humans?

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

5) Classify the speakers of the statements with one gender:

- | | Female | Male |
|--------------------------------|--------------------------|--------------------------|
| a) "How cute is this t-shirt!" | <input type="checkbox"/> | <input type="checkbox"/> |
| b) "shit, I forgot my book" | <input type="checkbox"/> | <input type="checkbox"/> |
| c) "May I go out, please?" | <input type="checkbox"/> | <input type="checkbox"/> |
| d) "you are damn right" | <input type="checkbox"/> | <input type="checkbox"/> |

6) How often do you use these expressions?

	Always	Sometimes	Often	Rarely	Never
How often do you say 'please'?					
How often do you say 'excuse me'?					
How often do you swear?					
How often do you say 'I guess/maybe' before stating something?					
How often do you use taboo words 'shit', 'damn', 'fu**'?					
How often do you say 'really', 'very'?					

7) -How do you name the following colors?



Purple

Turquoise

Yellow

Mauve

green

Mustard yellow

Pink

blue

Orange

8) Fill the gaps with suitable pronoun or noun:

1) - Every student must show identity card on entering the examination room.

a) His

b) Her

c) Their

2) - This person started own business.

a) His

b) Her

c) Their

3) - The teacher should offer students challenging tasks.

a) His

b) Her

c) Their

4) -Everybody has to protect

a) Himself

b) Herself

c) Themselves

5) -The broke into the house to rescue the old.

a) Fireman

b) Firefighter

c) Smoke jumper

6) -A has the power to arrest a criminal

a) Police officer

b) Lawman

c) Police man

C) Section three: Self-confidence

9) -Do you think that you are a confident person?

Yes

No

10) -When a teacher uses sexist expressions, how does it make you feel?

Confident

Less confident

No difference

11) -If the language you are learning favors your opposite gender would it affect your self-confidence?

Yes

No

Appendix 2: Classroom Observation Checklist

		Yes	No
1	Do teachers use the generic pronouns 'he', 'his', and 'himself' to refer to both sexes?		
2	Do teachers discriminate female students through using sexist expressions such as: 'Hello, guys!' Instead of 'Hello, everyone!'?		
3	Do female teachers discriminate themselves using words such as: Miss/Misses?		
4	Do teachers use super polite forms such as: 'excuse me', 'please'?		
5	Do teachers use hedges such as: 'I guess', 'maybe'?		
6	Do teachers use intensifiers such as: 'really', 'very'?		
		Female	Male
1	Which gender uses the generic pronouns 'he', 'his' and 'himself' to refer to both sexes?		
2	Which gender discriminate the most female students through using sexist expressions such as: 'Hello, guys! Instead of 'Hello, everyone!'?		
3	Which gender uses more super polite forms such as: 'excuse me', 'please'?		
4	Which gender uses more hedges such as: 'I guess', 'maybe'?		
5	Which gender uses more intensifiers such as: 'really', 'very'?		
		Never	Always
1	How often do teachers use the generic pronouns 'he', 'his' and 'himself' to refer to both sexes?		
2	How often do teachers discriminate female students through using sexist expressions such as: 'Hello, guys!' Instead of 'Hello, everyone!'?		
3	How often do teachers use super polite forms such as: 'excuse me', 'please'?		
4	How often do teachers use hedges such as: 'I guess', 'maybe'?		

5

How often do teachers use intensifiers such as: 'really', 'very'?

--	--