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Lexical Variation among Tlemcen University Students at the English Department

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Presented by: **Supervised by:**

Ms. Wafaa BENDIAB   Dr. Fatma KHERBACHE

Board of Examiners

Prof. Fatima ADDER	PROF	Chairperson (University of Tlemcen)
Dr. Fatma KHERBACHE	MCA	Supervisor (University of Tlemcen)
Dr. Khedjidja HAMMOUDI	MCB	Examiner (University of Tlemcen)

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Name of the student:

Miss : Wafaa BENDIAB

Date: 26/06/2022

Signature:

Dedication

To my lovely mother, Malika and my beloved sister Fatiha; my source of inspiration and motivation. Without them, I would not have become what I am today.

Wafaa

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In the name of Allah, the most beneficent, the most merciful; I thank God for providing me with strength and patience to complete this dissertation.

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ABSTRACT

This research is a sociolinguistic investigation that aims to find out whether there is a lexical variation in the Tlemcen dialect, Algeria. It documents the differences of lexical use among EFL students of Tlemcen at the department of English, considers whether social factors such as age, gender, education and rural/ urban residence cause the differences. These differences are viewed from several aspects including attitudes, vocabulary, syntax. Data were collected through the use of elicitation techniques, such as questionnaires and participant observation so that the data would be analysed quantitatively and qualitatively. The findings show that female and male students use different forms as a result of a research study on 70 participants from different levels; third year, Master 1 and 2 students. The overall findings confirm that the results of our study support the hypotheses. Lastly, some suggestions are made for further studies.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ARABIC PHONETIC SYMBOLS

Arabic letters	Transcription
ا	ʔ
ب	b
ت	t
ث	θ
ج	ʤ
ح	ħ
خ	x
د	d
ذ	ð
ر	r
س	s
ش	ʃ
ص	ṣ
ض	Đ
ط	ŧ
ظ	z
ع	ʕ
غ	γ
ف	f
ق	q
ك	k
ل	l
م	m
ن	n
ه	h
و	w
ي	j

GENERAL INTRODUCTION

The major thing that distinguishes human beings from animals is the way to communicate with each other by using language. In each language, sentences are constructed in a certain way and the way of expressing those utterances have become different. Through time, society went through great changes that have influenced our languages. New vocabularies have been created and old-fashioned words have been replaced. Each language has its characteristics that reflect the society. Gender difference has become a social variable for a long time. However, studying men and women speech has been the concern of sociolinguistic research since the mid 1970s. The relation between language and gender was one of the major issues that has been studied in sociolinguistics mainly by Lakoff (1975), Labov (1972), Tannen (1990, 1994a, 1994b) and Cameron (1990) in which they believed that the social positions of men and women shape their language.

Various studies on language and gender have been fast growing in recent years. In fact, investigating communication is regarded as an essential research area in sociolinguistics as communication differs from one individual to another depending on his age and. In other words, the language used by females is different from the language used by males in the case of vocabulary and tone, in syntactic structure and even in conversational style and content. In every sphere of our life, the difference is widely noticed while using language. In the context of our country.

The purpose of the current study is to investigate the lexical variation between men and women. The primary consideration behind this work was to investigate the way EFL students' use of tlemcen dialect and to find out the common differences on their conversation which reflect gender differences. Moreover, the aim is to find out the reasons behind this differences. Accordingly, two questions are formulated which are :

- Do male and female students speak differently at the lexical level?
- What individual factors can impact code use?

The researcher suggests two hypotheses in order to answer the previous inquiries:

- Both male and female students have lexical differences in their speech.
- Factors that influence gender and language use are: cultural, social, and educational factors.

Hence, this research work is divided into two chapters. The first chapter is a review of the literature about gender and language studies. This part tries to shed the light on the motivations which lead to language variation. It also attempts to clarify how men and women are different in cross-sex conversations variation, the difference between sex and gender, the different theories of gender.

The second chapter is devoted for the research methodology. It explains the methodology used to obtain reliable data by using different instruments to collect data which are the questionnaire and the participant observation in order to test the validity of the hypotheses. Then, the obtained data are analysed quantitatively and qualitatively to answer the research questions around which the whole study moves. The main results are discussed, analysed, and interpreted as objectively as possible to test the validity of the hypotheses.

The findings are considered in terms of implications for the theory of gender difference in language use showing differences in vocabulary between male and female students and how these correlate with social factors.

CHAPTER ONE

LITERATURE REVIEW

CHAPTER ONE : LITERATURE REVIEW

1.1 Introduction

This chapter consists of a review of the literature providing the background information related to the topic of the research and the evolution of sociolinguistics into gender studies .It cannot be neglected that the relationships between language and society have long intrigued linguists. Since language can be studied from different angles, researchers find its subject worth studying. In Anthropology, they seek for the role of language in different cultures. In Sociolinguistics, they look for the different varieties of language that people use, and the reasons behind the linguistic differences in different groups. Moreover, it is the ability to use language appropriately and effectively in different social contexts. Sociolinguists were interested in the possible relationships that exist between language and society. The aim of sociolinguists is to understand the way in which language is used by a given community and the choices that people make when they use language.

Since we are interested in gender and lexical variation among Tlemcen university students at the English department, this theoretical chapter is going to deal with sociolinguistics and language variation explaining some basic concepts in relation to language then, we will review gender differences in language use.

1.2 Sociolinguistics Emergence

Traditional dialectology was limited in terms of social variables .It was interested only with old male non-mobile people who live in rural areas. The job of traditional dialectologist is to travel along a geographical area to draw the linguistic Atlas through the use of isoglosses which show variation from one region to another. However, its explanation was rather descriptive which led to the emergence of modern dialectology known as sociolinguistics. It included not only rural areas but also urban areas mainly by William Labov who is considered as the founder of variationist sociolinguistics. He was interested in language variation and he said that language structure changes according to social variables including social class, ethnicity, level of education, age and gender. He made different investigations such as martha's vineyard and New York city in which the participants were from different ages, social groups and genders to have a representative sample. The results obtained by Williaw

Labov have shown that the social factors play a big role in language use as a sociolinguistic consideration. The task of the sociolinguists is to investigate the influence of language on the society and vice versa. In this respect, Trudgill (1992 :69) defines sociolinguistics as :

> …a term used to describe all areas of the study of the relationship between language and society…Sociolinguistic research is thus the work which is intended to achieve a better understanding of the nature of human language by studying language in its social context and/ or to achieve a better understanding of the relationship and interaction between language and society.

Therefore, the aim of sociolinguistics is to explore how people speak differently in different social contexts and the primary task of sociolinguists is to uncover and describe the choices that an individual makes in language.

1.3 Language variation

Since the rise of sociolinguistics in 1960s, interest in linguistic variation has grown rapidly. Language changes over time and some language change has led to the creation of new languages. For instance, Latin was the source language for many of the Romance languages including French, Italian and Spanish. Many linguists distinguish between linguistic change and linguistic variation. Linguistic change occurs over time. It is the manner in which the phonetic, morphological, syntactic, semantic and other features are modified through time. Sociolinguists are interested in the origin of language change and then explain how these changes in society influence language. In contrast, linguistic variation exists at a given point in time. For example, one variety is represented by different pronunciations like in Tlemcen speech community the uvular /q/ has different realizations such as [ʔ], [g] and [k] .Language variation explains the way speakers vary a certain pronunciation, lexicon or morphology depending on social, regional and contextual differences.

The set of linguistic items make one variety of language different from another. Thus, a variety of language can be defined as a set of linguistic items with similar social distributions. According to Downes (1998 :17) a variety is " A neutral term which simply means any particular way of speaking ; it is applicable to any linguistic phenomenon we want to treat as a single unit ".

In sociolinguistics, a variety is a specific form of a language. This includes languages, dialects, registers, accents, styles as well as the standard variety. People's way of speaking differ from one person to another depending on gender, age, social status etc. Moreover, on the situation or context in which the conversation occurs. Further, language can vary from one individual to another or from one place to another, from one social group to another, and from one situation to another in all its linguistic levels: phonological, morphological, syntactic, and semantic.

1.4 Language and Dialect

The most recognized types of linguistic terms are language and dialect. The two types are extremely problematic in finding a clear definition and distinction between the two terms. The first thing that should be taken into consideration is that some varieties are called a language rather than a dialect. According to Hudson : " In fact, we may see our distinction between 'language' and 'dialect' as due to the influence of Greek culture " (ibid,1996 :30) .The term 'dialect' was borrowed from the Greek language Dialektos meaning to discourse or talk because before there were no such distinction between them until the influence of the Greek culture .From this point, a distinction was made between the two types as Greek had different written varieties and each variety was used in different areas and for different purposes. However, the term dialect is different from the French word 'dialect' which refers to regional varieties that are written and another term is used which is 'Patois' i.e., regional varieties that are not written.

The difference between the terms lies in the size and the prestige. Language is larger and bigger than a dialect as it contains more linguistic items than in a dialect. For instance, in the Arabic language, we might consider all the varieties spoken in different parts of the country or in the Arab world as dialects of the Arabic language i.e., all the dialects belong to the same variety which is the Arabic language. In addition, language is seen as more prestigious than a dialect. A dialect is rather:

> A substandard, low status, often rustic form of a language, lacking in prestige. Dialects are often being thought as being some kind of erroneous deviation from the norm. An aberration of the 'proper' or standard norm of language.

Chambers and Trudgill (1998 :5)

Frequently, the label dialect is linked to substandard speech and normally, dialects that belong to the same language are mutually intelligible. There are different types of dialects and the most wide spread is regional or geographic dialect. Habitually, people think that languages which are unwritten refer to as dialect.

1.4.1 Standard Language

Standard language is used by the literate and educated people for formal purposes. It is used in official settings like education, the court, politics and scientific research. Holmes (2001:76) pointed out that the standard variety has written forms, and has undergone a degree of regularisation and codification. It is promoted by authority and had passed through the process of standardization. It is considered as a proper language that is prestigious which lacks in other sub varieties. Furthermore, standard language has dictionaries, books and literature. It has a high status in the society.

The notion 'standard language' might suggest the idea of ambiguity as is it seems imprecise. However, for Haugen cited in Hudson (1996:33), a typical standard language will have passed through the processes of standardization which are the Selection in which a particular variety is selected to be developed into a standard language. The choice of a variety that is politically powerful. There are two ways of selecting a given variety which are the fusion second way of selection is called picking up. After that, Codification which is purely linguistic in where linguists decide which code is going to represent a specific variety. Then, elaboration of Function, it means the place, where this language is going to be used. Finally, acceptance is a social process in which the selected variety has to be accepted by whole the community.

1.4.2 Vernacular Language

The vernacular language often refers to the language that has not been codified or standardized. It is the native dialect of a particular speech community like the vernacular Arabic in Jordan. Elite languages project notions of power for a large

audience, while the vernacular language could legitimize and glorify one's rule to only one's subject. According to Holmes (2001: 74), the "distinction between vernacular language and standard language is a useful place to start. […] The term vernacular is used in a number of ways. It generally refers to a language which has not been standardized and which does not have official status". For example, Spanish is not a vernacular in the United States of America since it is an official language in Spain.

1.5 Regional and Social Variation

Language varies in geographical and social space. A language variety is characterized by the geographical and the social background of the speakers. The variety which is associated with location is called regional variety and sometimes referred to as regional dialect. Whereas variation caused by social factors is called social variation.

Variation in sociolinguistics is seen as a central and essential part of language. Variation is classified under two categories: variation according to uses and variation according to the users (Halliday, McIntosh, and Strevens, 1964:87). Variation according to the user contains the aspects of language that a person carries with him like gender, social class, age, ethnicity, education. That is all these factors are part of the individual's identity. While language variation according to use occurs in speaker's speech when they move from one situation to another. The person or the speaker makes changes and adjustments according to the situation he is in and to the people whom he is talking to.

1.5.1 Regional Variation

Regional variation appears because people often speak differently in different places. When we move from one place to another we generally find many language differences. In this respect, Trudgill and Chambers (1998:5) say " If we travel from one village, in a particular direction, we notice linguistic differences which distinguish one village from another ". Therefore, the further we go from our starting point, the larger the difference will be. The aim of traditional dialectologists was to draw Atlases, the geographical boundaries that show the linguistic features through the use

of isoglosses as mentioned before. Whenever the distance is far, the mutual intelligibility decreases. However, sometimes it is difficult to specify the lines as they are sometimes faced with natural factors like mountains and rivers.

Lexical differences play an important role in the study of regional variation. Our speech is not only affected by the place but also by cultural and social backgrounds like gender, race, age, social status, education, etc. Studying only the geographic origin alone is not enough as it represents serious weakness when dealing with language variation.

1.5.2 Social Variation

In the 1960's, sociolinguists started to concentrate on the social factors and their effect on language variation. Differences in dialects are not only geographical but also social factors contribute to variation in speech between groups of people living in a given geographical area. That is why sociolinguists agreed that the dialectologists' point of view was too limited in terms of variables as it was mentioned above. Moreover, the regional or geographical location was not enough to describe and account for all the linguistic variations "the choices among the variants of linguistic variables are influenced by both linguistic and social forces " (Fasold 1990, 272). Thus, language is subject to change and modification or substitutions of some linguistic features. Further, social variables take part in speech variation between groups of people. For example, language reflects whether the speakers are educated or not through their way of speaking, to which social class they belong, their age and gender.

The investigation of sociolinguistic variation was carried by Labov, Weinreich and Herzog (1968) under 'orderly heterogeneity' that is known as 'structured variation'. Sociolinguists link between the social structure and the linguistic structure as well. An observation was made by Trudgill (1974) in which he showed the correlation of the use of non-standard [n] of –ing suffixes and speaker's gender and social class. He found out that in each social class group, women tend to use less the non-standard pronunciation than men. Those two social variables (gender and social

class) were investigated by Labov and Trudgill since they play a significant role in shaping the language. The lexical variation can be easily grasped from the social variable of age in which young adults or teenagers are considered as language innovators and are the driving force behind language change. In informal variety or slang, they use new words and taboo or expressions that are not used but old people. This area of language use has attracted many investigators, especially teenagers which is a category that usually researchers go at first place when they want to investigate linguistic change within a specific language.

1.6 Linguistic vs Social Variable

The social factors such as education, age, gender, occupation, socioeconomic status are responsible for variation in language. The following points explain the differences between the linguistic variable and the social one.

1.6.1 The Linguistic Variable

The linguistic variable acts as a scientist's tool that enables him to analyse a particular speech pattern. Sometimes, different forms stand for the same meaning. Wardhaugh (1997:140) says that " a linguistic variable is a linguistic item that has alternate realizations, as one speaker realizes it one way and another a different way ". To study how languages vary in any community, sociolinguists have used different techniques and ways based on Labov's methods.

1.6.2 Social Variable

A social variable may be described as a social factor that influences language variation. Sociolinguists have always been interested in the linguistic variables in relation to the social ones to understand more about how language functions in society so that their explanations would be convincing. There have been a wide range of social differences between speakers resulted from different social variables including age, gender, education, social class, ethnicity and so one. Many sociolinguists argued that language structure changes according to these factors.

1.7 Gender as a Social Variable

Language and Gender is an interdisciplinary academic field to the study of the relationship between gender and language use in a given area of speech. To provide an orientation to the focus of the study, it is crucial to know what is meant by gender. Gender is divided into three categories. Biological, is said that male and female have different hormones, chromosomes and physical differences which is greatly noticed. Social, each society teaches women and men to behave in a particular way (social norms, cultural factors); individual, that is each individual builds his /her own perception of how to portray his/her gender to the society and the world as well. Gender study is important to the study of language.

Issues related to gender arose greatly during the last thirty years because of language use especially in the era of feminism. Studies on gender began in a short time compared to the study of language which began from thousands of years. The aim of gender studies is to explore the difference between women and men. It is obvious that men and women have a lot of differences in many spheres. Generally, females have less muscle physically; they are not as strong as men. Females and males often show different characteristics and skills in doing their jobs. Aside from the physical reasons, we notice that social factors may be the source of the differences. Men have to undertake more pressure and responsibility than women in life. Therefore, men and women are biologically and socially different. They tend to have different behaviors, attitudes, way of thinking and talking. Since we are studying language variation and how it can be affected by gender, we first try to understand the difference between what is meant by gender and also sex, then we deal with language and gender.

1.7.1 Gender and Sex

The term sex   is distinct from gender though many people think that they are the same and use the terms interchangeably. Sex is a word that refers to the biological differences between male and female. Gender, however, is a matter of culture: it refers to the social classification into 'masculine' and 'feminine' (cited in Colebrook, 2004, p. 9)

Therefore, sex is related to the biological and anatomical asymmetries between male, and female while gender refers to the psychological and social classification of what is considered as masculine or feminine. According to Cameron (1998b:280):

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

Whereas, gender is a learned behavior. For example, we may say that a person be it man or woman is more masculine or feminine than the other, but we cannot say that a person is 'maler' or 'femaler' than the other. Sex is fixed while gender is not. These views of gender go along with the importance and the impact of discourse in constructing gender relations in society which is at the center of the current research. Now we move to discuss the relation between language and gender.

1.7.2 Language and Gender Studies

As this research is about the investigation of gender and lexical variation among Tlemcen university students, it is necessary to tackle language and how it relates to gender. Language is the only tool that distinguishes us from animals. From a linguistic perspective, language is a means of transmitting ideas and thoughts between the speaker and the hearer. They share the same linguistic code through which the hearer would understand and choose the right concept that coincides the form produced by the speaker. Through the work of William labov, Trudgill and other scholars started paying attention to the way women and men behave in their speech, how they use the language in which they noticed that gender plays a significant role in shaping the language. As Grey (1998) said that only in the 1970's when comparison between males and females linguistic behavior started to be salient. Due to women's efforts in WWII, their voice began to change politically, socially and culturally. This led to the reappraisal of women's language and to the discussion of the inequality in society and mainly in speaking. From a sociolinguistic perspective, this difference in speech is resulted from the existence of sexism in society. This was well explained by Robin Lakoff. She paved the path of the Feminist Linguistic Theory through her work. In her

book "*Language and Women Place*" (1975), she listed some assumptions that highlight the speech of women, such as:

- Lexical hedges.

- Tag questions.

- Rising intonation.

- Empty adjectives.

- Precise colour terms.

- Intensifiers such as just and so.

- Hypercorrect grammar; e.g. consistent use of standard verb forms.

- Super-polite forms.

- Avoidance of strong swears words.

- Use direct quotation, while men paraphrase more often.

In fact, Lakoff associated tag question with power meaning that women are not powerful and show uncertainty and hesitation but others like Cameron (1998) and Holmes (1995) ascribed tag questions to many functions like solidarity and politeness to encourage the speaker. Many sociolinguists and experts found that Lakoff work was based only on her intuition and it lacks the empirical side. Trudgill (1972:91) claims: " that it is more necessary for women to secure and signal their social status linguistically ".

A set of interaction forms and styles tend to be associated with one of the genders but it is still not universal because the societies are different so the norms change as well. Deborah Tannen (1984) rendered more concrete insight into genderlect. She established six layers which are orders vs proposal where women have the tendency to use super polite forms than men. Moreover, conflict vs compromise where females tend to avoid conflict and maintain good connections. For example, preventing fight unlike men who are ready for confrontations. Further, information and feeling as Tannen describes women talk as rapport because they are talkative and deals with private contexts and easy to build relationships whereas men talk is report. In addition, status vs support. Men generally control the conversation by interrupting to

gain status while women seek for support and encouragement. Furthermore, understanding vs advice; in this dyad, Tannen observed that men always try to find solution to every problem but women want sympathy and comfort to handle the problem. The last level is independence vs intimacy where men prefer to be independent with consideration of the status. However, those six dyads are open for discussion because Tannen made this investigation on middle-class of America.

Generally speaking, the sociolinguists' views differ as to the extent to which these differences between male and female exist in their speech; while, the interpretations of why these differences exist are relied on different approaches.

1.7.3 Theories of Language and Gender

Sociolinguists have approached language and gender from a variety of perspectives. Writers like Deborah Taneen, Robin Lakoff and Cameron have given their own view about theories of language and gender based on different approaches. For instance, Robin Lakoff and Cameron are renowned writers who have discussed four main approaches concerning language and gender which are The 'Deficit', 'Dominance', 'Difference' and 'social constructionist' approaches.

1.7.3.1 The Deficit Approach

This approach was first ascribed to Jespersen (1925) .He was among the earliest linguists to study language and gender. He claimed that women are descended from men as males' language represents the norm for its correctness and completeness. Therefore, women must follow the language of men if they wish their speech to be perfect and complete. This reveals how women were considered as abnormal and inferior in comparison to men.

Robin Lakoff (1975) describes male's language as stronger, more prestigious and more desirable. She argues that women are socialized into behaving like 'ladies'. Lakoff assumptions were mainly based on the fact that woman's language in some societies looks as stereotyped language behavior. The deficit approach started in the early 1970s. This approach sees women as disadvantaged language users because they use some linguistic forms like hedges, empty adjectives and tag questions which sound

unassertive and weak. As Cameron (1990: 14) says "women's ways of speaking are, either by nature or nurture, deficient in comparison to men's language".

1.7.3.2 The Dominance Approach

'Doing power' is a way of 'doing gender' too. This model tends to show how male dominance is present when dealing with language. Women are seen as subordinate. They are being oppressed. Inequality of power between men and women is considered as the major difference between them. In this respect, Wardhaugh (1986: 327) states: "Men use what power they have to dominate each other". He adds that "Lakoff (1975) adopts the position that men are dominant and women lack power".

Thus, women in patriarchal system have a low social position and status. This had led to the emergence of gender inequality, regarding women as having less power and opportunity to affirm their position in the society. For instance, in Algeria women tend to use prestigious forms of the language to protect themselves so that they would be taken seriously and gain some status points in the society. Men are likely to assume to take over the conversation than women. Talbot (1998:131) criticized this approach and considered it as 'manifestations of a patriarchal social order'. To conclude, men and women seem to exhibit the power relationships which exist in the society or in their interactional patterns in conversation i.e., men are dominant and women are subservient.

1.7.3.3 The Difference Approach

This theory was based on the idea that men and women belong to distinct subcultures. According to Holmes (1995:330) "The differences between women and men in ways of interacting may be the result of different socialization and acculturation patterns". Thus, it is widely noticed that when males and females interact between each other, they manifest a different behavior. According to Tannen (1984), boys and girls from childhood grow up differently. They set different relations with society and hence men and women are equally valid but socialized differently. Basically, this theory has been created by Maltz and Borker and similarly Crawford saw that women and men are fated to misunderstand each other unless they recognize their socialized differences. Although this approach has gained a huge popularity but

on the other hand, it has been greatly criticized for not having a clear cut between men and women in terms of who is more superior, skillful and prestigious in their style as well as behavior.

This theory shows how men and women speak differently since they belong or live in different cultural worlds where various norms rule the behavior of the two subcultures. This social separation from early age led to the creation of different language styles between men and women.

1.7.3.4 The Social Constructionist Approach

This model came as a reaction to the previous criticized theories. Many researchers and linguists started looking for other theories regarding language and gender studies. This paved the way to the creation of this approach. It deals with understanding the social world where language is being used. Language plays a significant role in making relations and building social identities. In this respect, Cameron (1990:16) said that social identities are constructed during the interaction process between males and females. Indeed, Eckert and Mc Elhinny (1989) argue that gender differences are restricted in terms of social factors such as class, ethnicity, age. This theory is perceived as considering the similarities and the differences between males and females speech i.e., gender as a social construct.

Constructions go beyond words written or spoken. For West and Zimmerman (1987), the speaker should be seen as doing gender instead of being a particular gender. This was mentioned in the dominance theory to see the difference between the two models as they do not have rigid boundaries. consequently, we may say that gender in not static. It is changeable from one community to another and from one society to another by taking into account the culture and the norms of that society which impose some behaviors and manners on gender. Sometimes, they favor men in some contexts where women are less salient.

The three models: 'Deficit', 'Dominance' and 'Difference', reflect how gender differences is expressed through language within the physical manifestations of

gender: of 'men' and of 'women'. The more recent 'constructivist' approach seeks at how gender is constructed by language within a cultural framework.

1.8 Gender Differences in Language Use

The two genders command different communication styles. In other words, we may say that the language used by women is different from the language used by men. In the following part we will discuss the differences in how females and males use their language and how they behave in conversational interactions.

1.8.1 Phonological Differences

The pronunciation between the speech of men and women has been noticed in a variety of languages. Generally, females' pronunciation is better than males'. It is also remarkable that when using the second language, usually women have better pronunciation than men like the case of Algerian people where women pronounce perfectly the French language while men do not use the right pronunciation. We may say that females exhibit a better ability in language.

1.8.2 Differences in Intonation

Women often like to use the mix tones or rising tone. This kind of intonation suggests the idea of woman's gentility and docility. Lakoff (1975) said that women usually answer questions with rising intonation pattern rather than falling intonation. In this way, they can show their kindness and gentleness. However, this view is not universal because in some societies, women use the falling tone to show feminity and shyness and sometimes this intonation has another message which is a lack of confidence. As a contrary, men tend to use falling intonation for certainty and that they are sure of what they are saying, it represents confidence and power for men.

1.8.3 Vocabulary Differences

This is the most active element in language. Male and female differences in vocabulary are often encountered in daily life and everywhere in the world. For example, Robin Lakoff (1975) noticed that in his society women spend much more of their time in looking for the color-related activities. They search for the precise color

name for example instead of saying 'bleu' they say aquamarine, turquoise and other words borrowed from French language.

They exaggerate in their choice of terms. They use also more adjectives according to Wenjing (2012), women always use a word with exaggerated significance, such as gorgeous, lovely, darling, precious, sweet, charming, cute, divine, adorable. For example, you look charming. This reveals how women are more likely to express their emotions and feelings with words, which make women's language more interesting unlike men.

Further, men use more swear words while women tend to avoid using them because they perceive them as losing feminity since they are associated more with men speech. Females always pay attention to the elegance of themselves and their use of language. They want to be polite as much as possible and sometimes even the norms of the society prevent women from uttering such dirty words which may affect her reputation. The slang is rather considered to be men's preference.

From the research, we can see that men and women have their own appropriate vocabulary choices in reaching emphatic impacts. Many of the studies have focused only on English, but we cannot deny that gender differences in word choices exist also in other languages. People must be aware about this process to learn how to make these distinctions.

1.8.4 Differences in Syntax

Lakoff (1975) came up with a result that women are likely to use interrogative sentences to express their ideas and views and they prefer using tag questions because they can make the tone less tense. Fishman (1981) gathered many conversations, and he found that women used three times tag questions as men did. In these conversations, there were 360 interrogative sentences, among which women used 265, almost two and a half of times of men did. This is similar to the difference in intonation between men and women. Just as Lakoff (1975) said that women may answer a question with rising tone, while men prefer using falling tone to make a definit statement. They have different personalities. Therefore different point of views

are imposed. For Lakoff (1975), women do this because they are less confident and less sure about themselves and their opinions than men. The different use of language also shows that women are more likely to be short of confidence and in other situations. We may say that women are more polite and respectable than men in the context of language.

1.8.5 Differences in Their Attitudes in Relation to Language

Women are likely to pay more attention to language than men do. So, they are more strict with the rules of the use of the standard form.

 Example: Man: 'I gotta do'

Woman: 'I have to do or I got to do'.

Women use more frequently the standard language in its complete form. Another example is the use of double negation which is often associated to men speech rather than women like in Detroit, they say: I do not want none.

1.8.6 Differences in Manner

It has been mentioned above that women are more polite in their conversation, such as the use of "could, would you, please and adjectives etc." Besides this, Zimmerman and West (1975) made an investigation about who interrupt more   in a conversation. The table below shows how often men interrupt during a conversation;

Table 1.1: Who interrupts more in a conversation (1975).

	Men	Women	Total
Interruptions	**46**	**2**	**48**

From this table we can see how men continue interrupting while women are more patient and silent. They wait until others stop their talking then they carry on speaking even if they want to talk they avoid interrupting people. Women tend to show their courtesy and civility during a communication. Generally, in a conversation involving both female and male speakers, women more often play the role of patient listeners and encouraging others to continue talking through active listening strategies,

facial expressions and eye contact and the use of back channel support. Whereas, men do not like to be silent, as they are eager to be heard so they seize the opportunity to deliver the message as soon as possible and in any way and also they like to control the conversation. Thus, they are more active.

1.8.7 Differences in Choosing Topics

According to Ning & Dai (2010), men and women are different in the selection of topics. For example, economics and politics are major topics selected by males. On the other hand, family and education are the major topics selected by females. Just as Lydie Meunier (1996 :34) states in his article " The topics such as politics, cars and sports which are seen as "serious" are discussed only by men while women deal with topics like child-bearing and personal relationship which are labelled as "trivial". Therefore, Women's talk is associated with the homes, such as cooking, education of children, clothes, fashion and other feminine activities, while men's speech is associated with the outside world and economic activities.

These features are not related to any language or society. Each society has its own features but we cannot deny that some differences mainly the lexical differences are found almost everywhere but the rules may change .For instance, the Algerian society share some similarities with what has been reported above by scholars. For example, women use more often the precise color words that were borrowed from French since the second language of Algeria is French but most men do not use them and do not even know the names of each color.

1.8.2 Reasons for Gender Differences in Language Use

The most important thing is to know the causes of these differences. The conclusion is rather social than physical. It is commonly accepted that men and women have different psychologies, social and cultural backgrounds. Wenjing (2012) stated that gender differences in language is an extremely complex social, cultural and psychological phenomenon, which requires the language of politics, ideology, social status , relationships, roles, language, attitude, social interaction ,level of education .

Lakoff (1975) claimed that the differences of language between males and females are caused by social factors and not the language itself. The social role of men and women is totally different since they carry out distinct social responsibilities and social activities . In all, women speak with less confidence because they have low status and have no power socially (Lakoff, 1975).Moreover, The society is men-centeredness, people agree that men are superior than women. Men are often considered as dominant over women a kind of patriarchy in which men hold the power be it political or social .Many scholars noticed that the tone of women is not that self-confident as men tone, and they point out that this is because they have little or no power. Women are supposed to be in the second class whether in the household or in the workplace .

In addition, Different values also influence men and women's selection of some vocabularies .It has to do with culture since values are the core of culture so a language is also another type of cultural phenomenon. The social norms oblige both genders to behave and talk in a certain way which will make gender differences in language use. For example, women are taught to not use taboo words while men have all the right to use them because if a woman uses such words will be negatively seen by the society as an impolite and non-educated woman. Thus, women must pay attention to their choice of words to follow the rules and the norms of that given community. It was not until 1970s that some linguists tried to find the social base of these differences. Lakoff (1975) was convinced that the distinction between men's and women's language is a problem in our culture, and not primarily the problem itself. For example, in North America, men and women come from different sociolinguistic subcultures so they have to learn each culture to get used about the differences that appear in languages mainly by gender. Lastly, According to the physiological factors, the latest medical research concerning the development of language skills shows that the women's left hemisphere develop early than men's. Thus, the girl speaks more frequently and she is more emotional, sensitive and sensible than boy from the beginning. On the other hand, voice experiments lately proved that the male and female voices have a very different tone quality because of their gender. In addition,

Wenjing (2012) said that "women vocal cords are shorter, thinner and relaxer than the men's".

1.9 Gender Stereotypes

In addition to different social, cultural and political factors, language is one of the largest transmitters of prejudice, as the speaker of a particular code consciously and unconsciously tends to portray all the values, beliefs, and expectations via the choice of appropriate vocabularies, styles and register when speaking. Further, the attitude of the speaker towards different social problems such as gender equality can be largely seen through the use of language. Therefore, one of the main contributors to speech differences between males and females is the influence of society where the language is being communicated.

Men and women had various and different roles in the society. Through history these roles were made by nature but sometimes, they have been imposed by the society. Attitudes and views are the consequence of their culture .However, certain rules of this culture paved the way to the induction and the creation of certain stereotypes that limit language use and these norms are learnt from one generation to another. Flay (1997: 57) defines stereotypes as:

> Generalized representations made of a priori without empirical or rational foundation, bringing to judge individuals according to their categorical appearances and resistant to supply the information, stereotypes will serve as the basis for social stigmatization processes, in other words the value judgments.

Differences in communicative expectations, habits and styles, much of which are based on the choice or imposed ideologies which are often employed in our previous communicative experience. From childhood, gender is nurtured in the basis of different beliefs. Additionally, males and females behave differently during communications depending on the ideology and stereotypes. If the speaker does not act appropriately or does not follow the rules and the norms of the society, he will become subject of prejudice and is often described as 'different' in the society.

Linguists and experts in language like Lakoff and Tannen agreed on certain stereotypes since they are the most common in many societies and can be easily noticed for example:

o Women are talkative, they are curious as they ask more questions than men.

o Men are more assertive, aggressive and direct, while women are more sensible.

o Women are more verbally skilled than men because of the different use of adjectives and adverbs and also the selection of the standard variety to spread the idea of intelligence and elegancy.

o Women tend to gossip more frequently and they even deal with intimate like secrets or gossip more about women's look or simply criticizing others.

o Men use more swearing and vulgar language, while women avoid using dirty words since they perceive them as diminishing their femininity and beauty.

o Men talk more about politics, facts; technology, sports like football and military topics, whereas women talk more about relationships and feelings or family affairs.

Eddleston, Powell and Veiga (2003) highlighted that these socially constructed gender stereotypes are generally learned and entrenched in our minds at a very young age (from infancy). Children have a clear understanding of appropriate attributes of their gender and strive to adhere to these existing roles.

In this respect, Schneider (2005) summarized the common gender stereotypes.

Table 1.2: Common Stereotypes of Women and Men Based on Psychological Research (Schneider 2005 : 213)

Woman	Man
Warm	Tough
Pleasant	Aggressive
Sentimental	Rational

Emotional	Active
Friendly	Ambitious
Sensitive	Self-confident

What can be understood from the above table is that men and women are different not only on the language they use but also act differences and way of thinking as well. For this reason, Romaine (1999 :4) says :

> Stereotypes about how men and women speak reveal insights into our attitudes about men and women are like or what we think they are supposed to be like. Perceived gender differences are often the result of these stereotypes about such differences, rather than the result of the actual existence of real differences.

Therefore, this quotation explained that stereotypes have a great impact on the way men and women use language and especially in shaping the linguistic style which is deeply rooted in our cultures. It is also important to mention that topics of conversation are also stereotyped because they are associated or related to sex to show differences in conversation , this is what Coates (2003 :44) mentioned " the topic of these extracts is stereotypically masculine :they are about cars, about modern technology, about drinking, about travel ".Even if there are few cultural differences between males and females in speech but still there is the persistence of stereotypical perceptions, assumptions and expectations regarding the linguistic behavior of both sexes and considering sociological factors within the study of language and gender because it is the only way to understand how language is different from the gender perspective and the different norms imposed in the society.

1.10 Arabic Sociolinguistics and Gender

The study of Arabic sociolinguistics from a gender perspective is still at its beginnings though it has attracted many sociolinguists worldwide such as Cohen 1962; Ibrahim 1986 ; Daher 1987 ; Ferguson1987 ; Suleiman 1994 ; Ennagi 1995 ; Holes 195 ; Boumans 1998 ; Jonathan 2001 ; Messaoudi 2003 ; Miller 2004 ; etc. However, using gender as a social variable was somehow difficult to interpret. The reason is that gender alone is not enough to describe all the situations. Therefore, it must be bound

to other variables such as age, level of education, ethinicity and many others to portray well the phenomenon.

Many studies and researches were based on the investigation of glottal stop [ʔ].Starting with Schmidt(1986 :56) claimed that numerous studies were carried out in Levantine and Egypt revealed that men usually tend to use the uvular [q] ,whereas women have the tendency to use the glottal stop [ʔ]. This made a distinction between the standard Arabic(S A) and the local variety, women perceived the local variety which is the use of the glottal stop as a prestigeous code .In this respect, Haeri (1991,1997b) claimed that females direction towards non SA variants mirrors rejections and refusals on their part of traditonal Islamic values.

Abd-el Jawad(2001) worked on the the variants (q - ʔ - g – k) of Arabic (ق) [qaf] like in [qa:la],[ʔa:l], [ga:l] , [ka:l].His investigation showed that it was based on ethnicity that is [q] was used in SA , [ʔ] in urban Palestine, [k] rural Palestinian and the last variant [g] in rural Jordanian. He showed the geographical variation in using the uvular consonant and he also mentioned that women favor the use of [ʔ] while men in some situations favor [g].Similar research was made by Dekkak in 1997 and by Dendane in 2006 where they studied sex differences in Tlemcen, Algeria. They investigated the use of the glottal stop [ʔ]. For Dekkak, women of Tlemcen do not favor the Standard variant [q] nor the variant [g]. Females prefer using the glottal stop since it was inherited and they have a positive attitude towards it. They perceive it as being more prestigious and elegant. Dendane found that native males in Tlemcen Arabic (TA) feel their speech is stigmatized and they avoid using the TA linguistic patterns because others will mock at them and they start imitating the natives, while women are more conservative and use more frequently this phonological feature. This shows how Algeria is considered as a an ideal example of linguistic complexity and its diversity is not only a result of geographic and social criteria, but also a matter of its rich history.

1.11 Conclusion

The aim of this chapter was to give an overview of some basic concepts of sociolinguistic studies. We tried to summarize the most important researches that were made by linguists concerning language and gender. In fact, scholars had different perspectives about language and gender and this led to the creation of different theories and approaches to have a clear understanding about the relation between language and the social variable gender. These investigations were mainly done by feminist scholars such as Lakoff, Deborah Tannen and Cameron…etc. We have dealt with how linguists moved from the study of language only in terms of the geographical are with limited social variables to the incorporation of society be it urban or rural and the use of different tools and social factors that influence language among which gender is concerned. Then, we have dealt with an explanation between the relationship between gender and sex as well as language variation and language change. After that, we have discussed the different views of scholars regarding gender differences in language use. We analyzed various features that appear in men's and women's speech at different levels where the lexical one is the most important since our study will shed the light more on this layer. Indeed, if we studied each concept alone, it would take more than a dozen of pages. Thus, we tried to explain each of it as much as possible and at the same time to be precise and concise though many details were avoided because if we deal with them all we will not finish and as we know, sociolinguistics is a vast field that cannot be described in only one work. Therefore, this theoretical part was made to help the researcher to have an overview about the studied phenomenon so that he can answer the previous inquiries concerning gender and the lexical variation among students of Tlemcen at the department of English. The field of gender studies is something of novelty in the Algerian context.

CHAPTER TWO

RESEARCH METHODOLOGY, DATA ANALYSIS AND RESULTS

CHAPTER TWO : RESEARCH DESIGN, DATA ANALYSIS AND RESULTS

2.1 Introduction

This chapter is dedicated to the analysis of the collected data and the fieldwork investigation. The previous hypotheses are going to be confirmed or rejected based on a methodological study. Throughout this chapter, we will deal with the main points in research procedures, data collection and analysis. We will also shed the light on the importance of using different research techniques and instruments because each tool helps in providing many naturalistic and realistic data.

Consequently, by applying different sociolinguistic methods, we will investigate the most important lexical differences between male and female students at the department of English in Tlemcen. We will try to explore and at the same time explain the different factors that influence language use. Then, the second part will be dedicated to the analysis of the collected data and their interpretation in relation to the theoretical background and our hypotheses to obtain information that are worthy enough to maintain   our assumptions and discussing their results afterwards.

2.2 Methodology

First, it is worthy to define the term research. Research is the process of making an investigation about a particular phenomenon. Its goal is to look for solutions as it helps in providing answers to the questions and improving the studied situation. In order to   reach a successful result, the researcher should have the following qualities which are, curiosity, creativity, honesty, prudence and healthy criticism.in this context, Kothari and Garg (2014: 02) highlight that "The purpose of research is to discover answers to questions through the application of scientific procedures. The main aim of research is to find out the truth which is hidden and which has not been discovered as yet ". Methodology then is the science of doing a research. It is a set of steps and procedures that any researcher should follow in order to study a specific issue. In this respect, Kothari (2004:8) says that "research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how the research is done scientifically ".Thus, research methodology represents a set of principles and guidelines that are adopted when making an investigation .The purpose

of methodology is to make the work more organised and to manage time. It serves as the basis for any research(Rahmona Zidane 2020).

Sociolinguistics has witnessed the development of different fieldwork methods that aimed at studying several complex phenomena that result from language affected by various social factors among which gender is concerned. The armchair technique was mainly favored by formal linguists. However, Labov (1975) who is considered as one of the pioneers in sociolinguistics confirmed that analyses should not rely on introspection but rather on the questionnaire, observations, experiments and permanent use of different instruments within the social life in order to obtain significant data.

As sociolinguistics developed, the techniques and methods used in the field have also progressed to the point where modern investigations in sociolinguistics have provided a large amount of research tools and different methodologies that can help and guide the researchers with ultimate significance. Indeed, methodology and research instruments represent the pillars of any sociolinguistic study.

This study is designed to make a comparison between the speech of both sexes at the lexical level. In this respect, we carried out a case study that aims to gather information from 70 students at the department of English in Tlemcen that determine the research questions, to select the case to study as well as to collect the data needed for the analysis and finally to confirm or reject the hypotheses presented previously. The rationale behind choosing such type of research is that this design is the most suitable and adequate for the topic that we are studying.

2.3 Sample Population

To select a sample is an important step which helps in identifying the research boundaries. Moreover, it should be representative for the whole population. As mentioned by Hartas (2010:69):

> How the sample is selected is very important for the validity of a study. To generalize research findings from the sample to the population, the sample has to be representative of the Population from which it was drawn.

In this work, our data is collected from a sample of seventy students. The participants who were of different ages were selected from the department of English

at Tlemcen University. They were selected randomly from first year, second year, master one and master two students studying different streams.

2.4 Data Collection Methods

Doing a research involves mixed methods because relying only on one method is not sufficient. Mixing data can give a better understanding of the problem yield more complete evidence.

2.4.1 Quantitative Data

Indeed, quantitative methods are more concerned with counting the amount of answers provided by the participants. It is numerical and it has to do with exact numbers and statistics. In this light, Thomas (2003:1) defines the quantitative methods as follows:

> Quantitative methods, on the other hand, focus attention on
> Measurement and amount (more and less, larger and smaller,
> Often or seldom, similar and different) of the characteristics
> Displayed by the people and events that the researcher studies.

Accordingly, Glesne and Peshkin found that by using the quantitative methods, the findings can be generalized to the whole population since it is more exact than the qualitative data. To explain more, an interesting quotation was written by them to show the real aim of qualitative data. In this respect, they (1992:6) state that:

> Quantitative researchers seek explanations and predictions that will
> Generalize to other persons and places. Careful sampling strategies
> and experimental designs are aspects of quantitative methods aimed at
> produce generalizable results. In quantitative research, the researchers'
> role is to measure and observe, and care is taken to keep the
> researchers from ''contaminating'' the data through personal
> involvement with research subjects. Researchers objectivity is of
> utmost concern.

In whole, quantitative methods provide solutions to the issue studied as it helps in generating rich and detailed data. Using this method helps the researcher to understand more the problem without influencing the environment since the researcher is being objective and has not direct contact with the sample. However, sometimes it is not enough to use only this method. There must be another method presented in the work such as qualitative data because it gives the researchers the possibility to give their own observations and what they have noticed. Moreover, the informants will

have the chance to explain their opinions and also having more detailed information about the study or the investigation.

2.4.2 Qualitative data

Qualitative methods are originally traced back to the different methodologies done by anthropologists and sociologists in investigating human's behavior within a given situation where that behavior would take place. That is to say; this approach is more concerned with people's acts as well as the social context within which they live. Qualitative research is a contextual activity that places the observer or the researcher in the world. It includes a set of material practices and interpretive tools that work to make the world visible. Thomas (ibid) mentions that qualitative methods: "require a researcher describing kinds of characteristics of people and events without comparing events in terms of measurement of amounts". Accordingly, Hennik, Hutter and Bailey (2020:21) confirmed that the use of qualitative methods is suitable for understanding more people's life, views and opinions. In this vein, they (ibid:21) said:

> Qualitative research is useful for exploring new topics or Understanding complex issues; for explaining people's beliefs and behavior; and for identifying the social or cultural norms of a culture or society.

Carrying with the same view. The qualitative method allows the researcher to examine the experience of people in detail through the use of different tools they provide us with qualitative data such as the interview, recordings, observation or analysing histories and biographies. In the same line, Hennik, Hutter and Bailey (2020) added that qualitative research studies things in their natural settings, attempting to make sense or interpret a given phenomenon in terms of people meaning brought to him. Both qualitative and quantitative methods work well together as they complement each other. This mixed method helps to provide a clear understanding of the research problem. They enable the researcher to compare and contrast the findings and have much a deeper insight into particular research questions.

2.5 Research Instruments

There are several instruments of gathering data that are available to the researcher in the field of study such as questionnaires, observations, interviews,

recording, test…etc. These various ways of collecting information complement each other to boost the validity and authencity of the data. Therefore, a combination of data sources is necessary in any investigation. As mentioned by Weir and Roberts (1994:137): "because of the need for corroboration of findings by using data from different sources collected by different methods and by different people 'triangulation' ". It is widely held that multiple methods should be used in all investigations. This fact constrained the researcher to follow a triangular approach to investigate the same issue. The research tools used in this case study for gathering data are: the questionnaire and participant observation.

2.5.1 Questionnaire

It is known that the most essential tool for data collection is the questionnaire. It represents a set of written questions which helps to gather two types of data which are factual and inventory questionnaire. In this vein, Brown (2001:6) states

> any written instruments that present respondents with a series of questions or statements to which they are to react by writing out their answers or selecting them among existing answers.

The questions are a pre-planned designed by the researcher and they are in form of closed-ended or structured questions which involve answers with yes or no, open-ended or unstructured questions that allow the informants free space to provide their points of view in their own answers and multiple choice questions which represent the subjects with a set of suggestions that are selected by the respondents and to choose one or more answer between them.

Moreover, any researcher should know how to design a good and appropriate questionnaire since it influences the quality of data collection. The language of questions is also important. In this light, Kumar (2011:154) says: "in a questionnaire, take extra care to use words that your respondents will understand as you will have no opportunity to explain questions to them".

In our research, a questionnaire has been designed for collecting data concerned with both quantitative and qualitative data. Therefore, the informants were requested to answer close-ended and multiple choice questions and at the same time giving

comments when necessary. The questionnaire was written in English since all the informants selected are from the English department.

2.5.2 Observation

In any sociolinguistic research, observation is the central base in describing and analysing how the language is used in social contexts. During our investigation in the department, we observed many interesting attitudes and behaviors regarding the language. Participant observation is another necessary device used for gathering data. It helps a lot in confirming the answers that were previously collected from the questionnaire. It is defined as a tool in which the researcher is part of the daily activities, interactions and at the same time observing the given situation. Participant observation provides us with qualitative data which is a sort of support to the quantitative data. Dewalt (2006:1) said that participant observation is a means of learning the tacit and explicit aspects of the informants' routines as well as their cultures.

2.6 Data Analysis

This part is concerned with the analysis of the data gathered from the questionnaire; these information enable the researcher to collect a large amount of data which are going to be described and analysed quantitatively and qualitatively. Moreover, the main findings of the study are presented into tables, figures and pie charts to make the explanation of each question clearer and well-understood.

2.6.1 Questionnaire Analysis

The questionnaire was designed to 70 students from the department of English to get more reliable and authentic data. This questionnaire consists of thirteen questions. The first section includes three questions which represent the student's profile concerning the place of birth, gender and age. The second part deals with the participants' attitudes and responses regarding gender differences and lexical variation. All these questions are discussed as follows:

Question 1: All the participants were from Tlemcen province.

Question 2 : Represents the gender of the informants. This questionnaire consists of 35 males and 35 females to be fair and just when generalizing the data obtained.

Question 3 : Age.
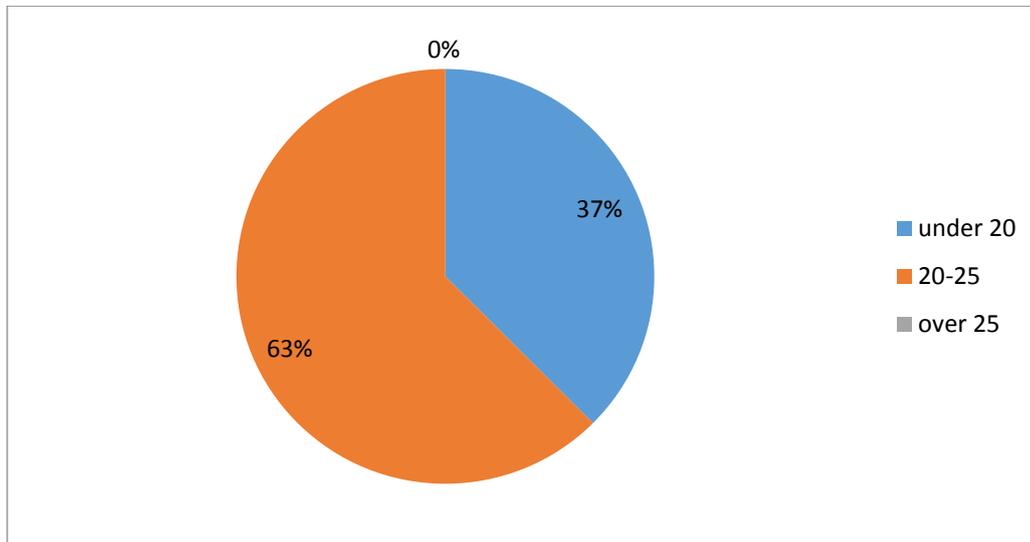
 Figure 2.1: Participants' age.

The student's age reveals that 63% are between the age 20 and 25 years old. The rest of the respondents 37% are under 20 years old. However, there were no informants over 25 years.

Question 4 : Do you think that there are some differences between males' and females' speech ?
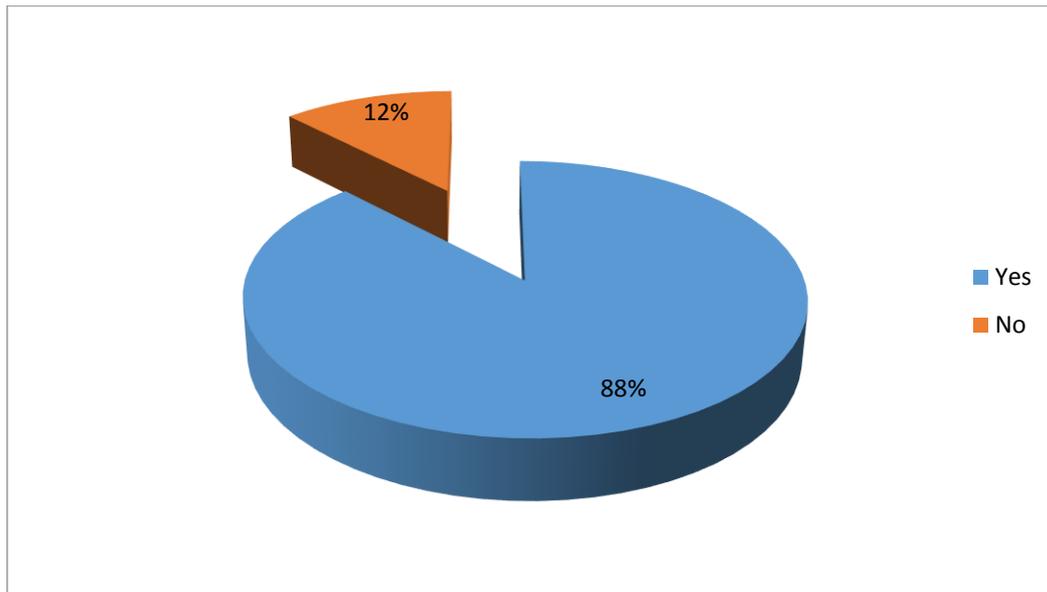
Figure 2.2 : Language use and gender differences.

The result presented in the pie chart shows that the majority of the respondents 88% agreed on the fact that there are some differences between males and females in language use, while only 12% claimed that there is no difference between both sexes. The comments provided by the participants were interesting. Those who believed that there are differences in speech between the two genders gave some reasons such as: women style of speech is more prestigious. They tend to use soft words and they added that men speak loudly unlike women. Moreover, the informants claimed that the identity of the speaker also differs which makes the speech different .In addition, they confirmed that the society imposes some norms and rules which form their behavior whether in speech or even in actions.

Question 5 : Are these differences between man and woman in speech resulting from the social factors ?

Table 2.1 : Social factors influencing gender in language use.

Category	Female	Male	Total
Yes	**33**	**19**	**52**
No	**2**	**16**	**18**
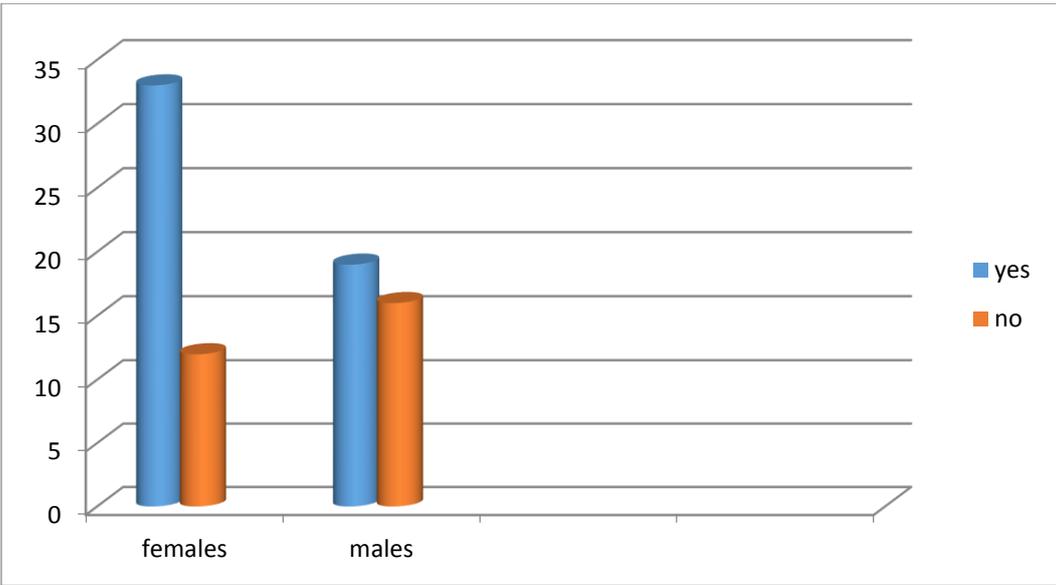
Figure 2.3 : Social factors influencing gender in language use

The above table clearly reveals the difference between males' and females' view about whether the social factors have an impact or not. A great number of 33 females were for the idea and only two were against, whereas boys (19 of them) believed that these social factors have a role in shaping the difference between gender and the rest did not take them into account .This result gives a total of 52 participants whom they agreed. The reasons are going to be discussed as follows:

Among the comments of the respondents, there was a category of males stating that differences between man and woman are not the result of only the social factors but also other factors such as: biological, level of education and many other variables which are responsible of creating a new linguistic verbal repertoire. Further, socio-cultural factors are also important as they certainly affect the language use between both genders.

Questions 6 : At what level do you notice the difference between both genders ?

- Phonological

- Grammatical

- Lexical
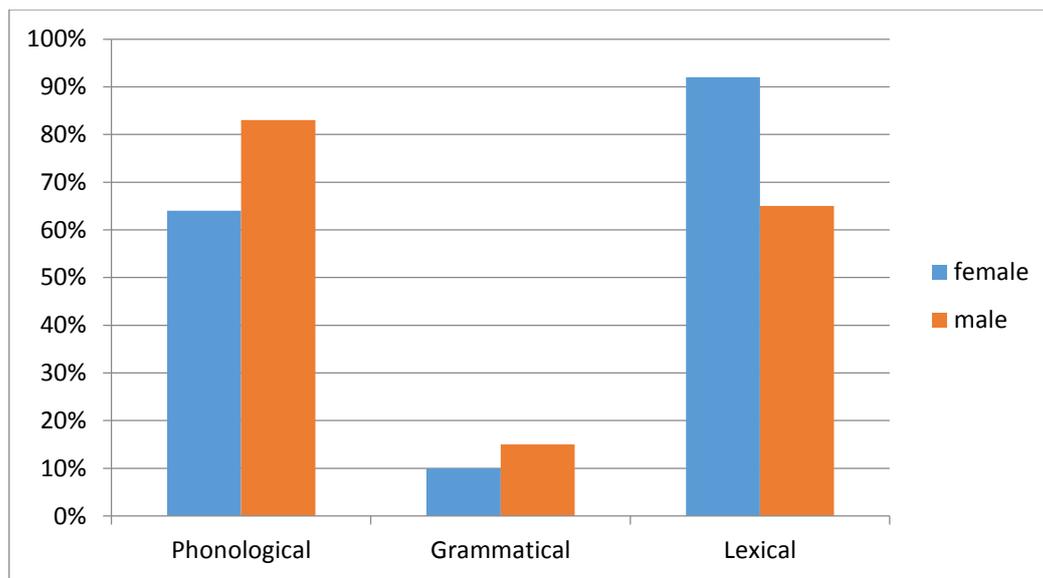
Figure 2.4 : Differences occurring in language use between genders

The participants were required to report which kind of linguistic differences that distinguish a male speaker from a female speaker. Accordingly, the results of the previous question demonstrate that 70 of the students agreed that there are some differences especially at the phonological and the lexical level. Thus, the main findings of this question showed that at the phonological level, the answers were similar between males and females and it represents 72%. The same thing occurs with the lexical level where both genders highlighted to a large extent the difference about 78,5%, whereas the grammatical differences is not widely seen (around 25%).

Question 7 : What kind of subjects do you usually discuss with your friend ?

-Sport

-Fashion and beauty

-Politics

-Cooking

-Other subjects
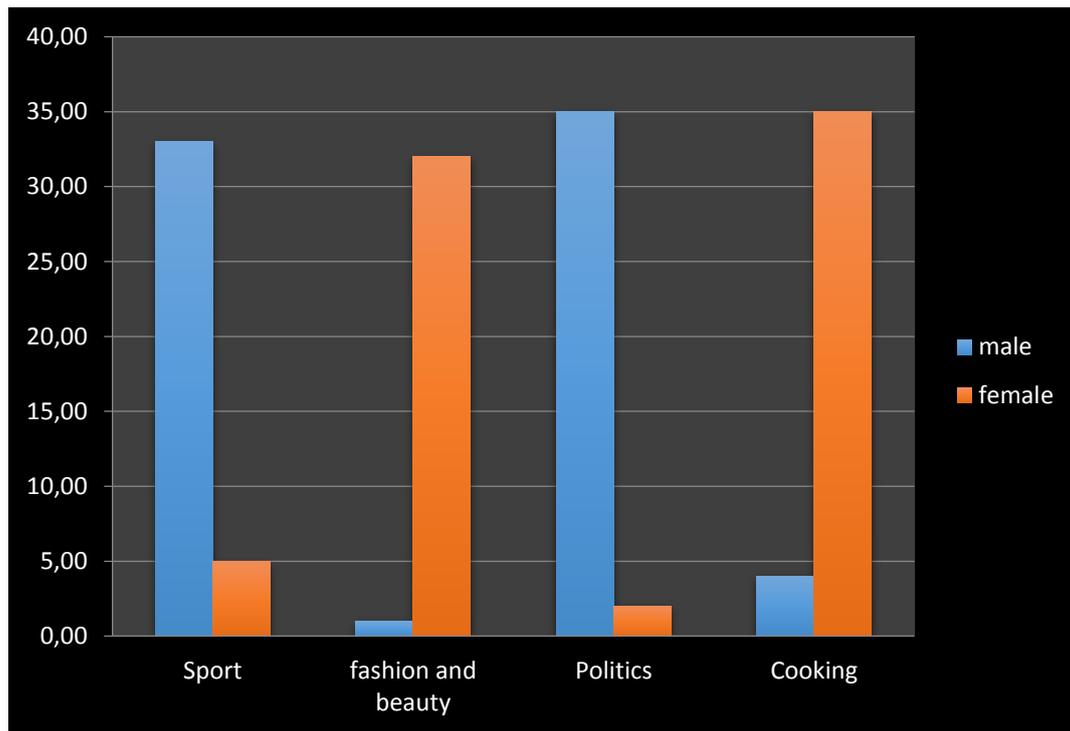
Figure 2.5 : Differences in the topic discussed between genders.

As it was expected, the majority of informants have chosen more than one topic to discuss during a male's conversation. The figure reveals that the topics discussed by men are mainly about politics, sport and almost 33 out of 35 males prefer talking about these subjects. They have even suggested other topics like work ,cars and motorcycle as well as immigration, while women prefer speaking about fashion, cooking (34 out of 35 females).They added also make up, decoration , relationships and education which are the most discussed by many female respondents according to their answers.

Question 8 : Do you use swear words in your daily conversation ?

Table 2.2 : Using swear words

Participants' answers	Male	Female
Yes	29	10
No	6	25
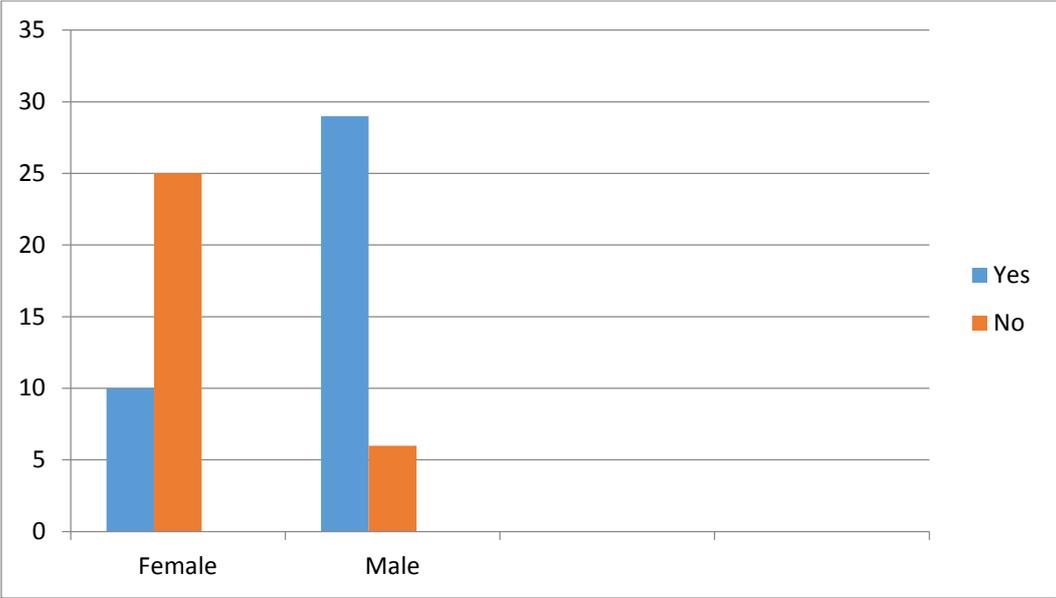
Figure 2.6 : Using swear words

Table 2.2 reveals that the majority of males use swear words, 29 out of 6 confirmed that they use them especially outside with their friends, whereas 25 females supported the second position 'No'. For the 10 females who said yes they stated that they use some of them when they are with close friends mainly female friends.

Question 9 : Do you pay attention to your speech ?
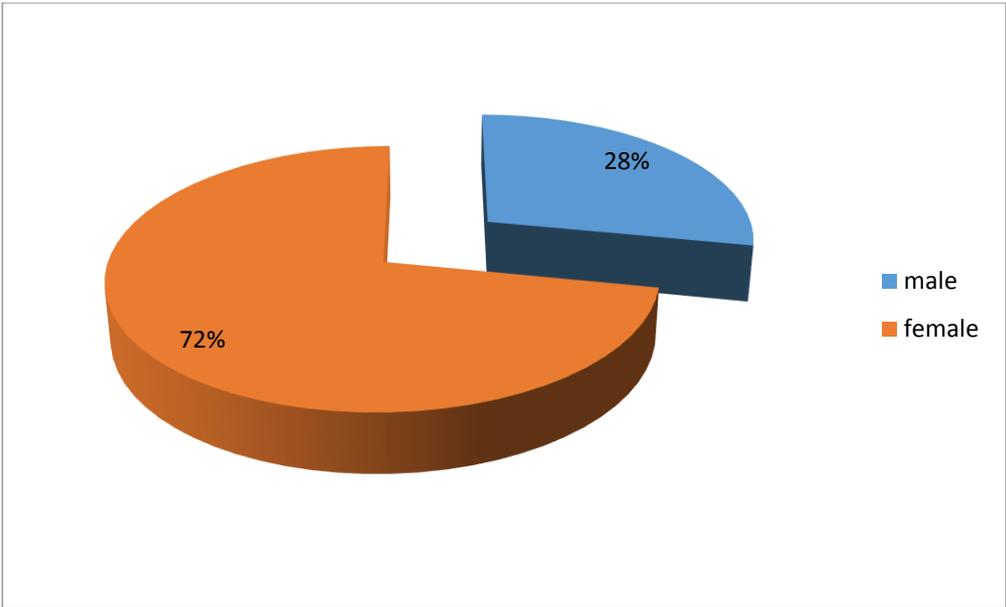
Figure 2.7 : Paying attention in speech.

The previous result denotes clearly that females use to pay attention more than men.72% of women support the position 'yes' and they explained that in some situations especially official occasions, they are more careful about their speech as well as their choice of words and expressions. They added that the language used with members of family is not the same when speaking with their intimate friends. On the other hand, only 28 % males remain paying attention to their speech and the rest explained that they are more spontaneous when speaking as they do not give importance to their way of speaking.

Question 10 : Do you use French in your speech ?
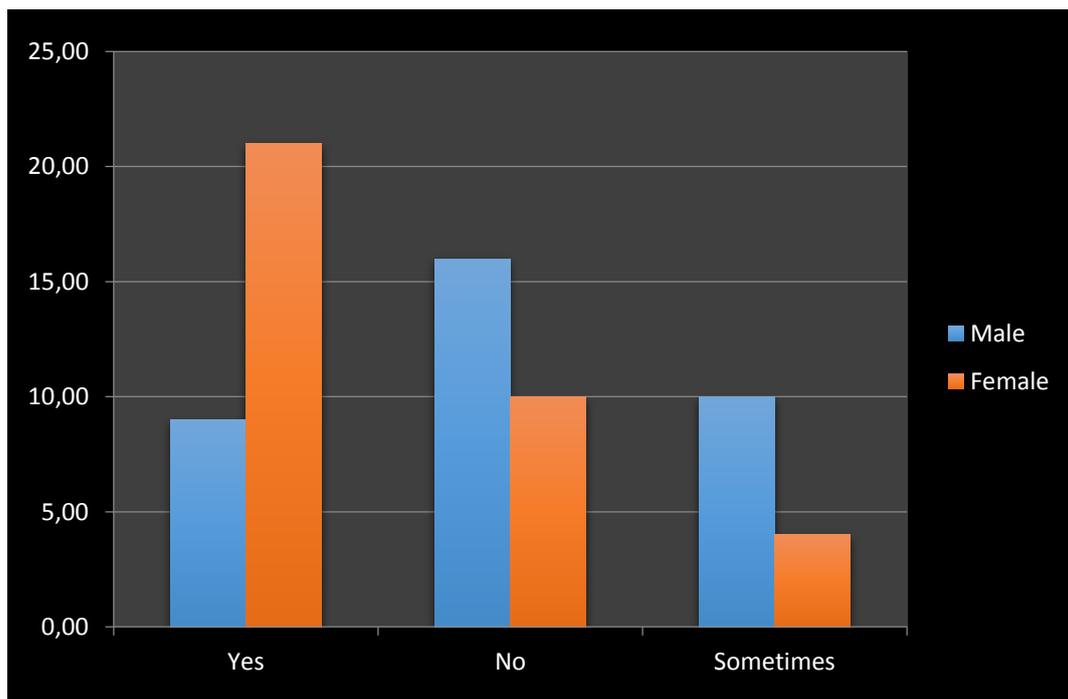
Figure 2.8 : The use of French in speech.

In considering gender and according to the above figure, most of the females tend to use more French than males do. Only 9 males use French because they found it helpful in many domains while16 of them do not use French. They explained that they prefer English than French and others said that they do not understand French and they

do not have a good pronunciation so they avoid using it. The last category of boys were 10 who said sometimes. They claimed that French is used in some occasions. For instance, for educational purposes or in administrations. On the other hand, 21 of females support the position 'yes' arguing that French is used unconsciously and they do not even recognize that they are using it and they added that Algeria is a multilingual country which has a rich linguistic repertoire and some others find French as a prestigious language.10 of the same category said no because they believed that they are studying English and they strongly avoid using French. The last category of females represent 4 who said sometimes, they mentioned that they mix between the two languages in particular situations.

Question 11 : Do you think that the educational level affect language use between gender ?
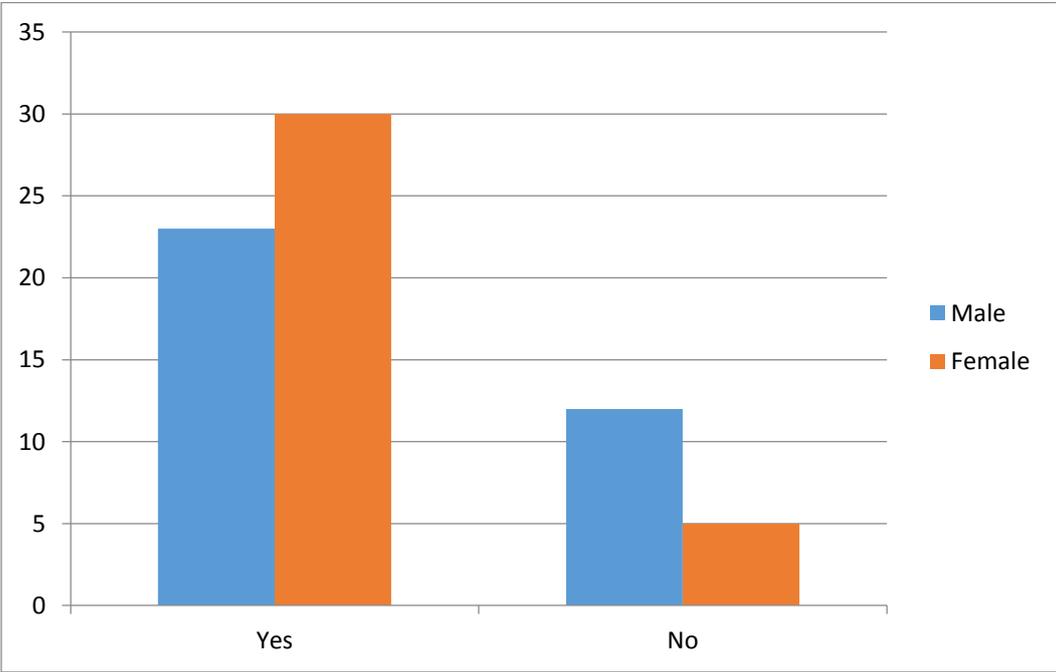
Figure 2.9 : Educational level affecting language use.

     The answers concerning this question have revealed that a great number of both genders support the idea that educational level influences language and therefore makes the difference between gender.23 of males and 30 of females responded as

'yes' .They explained that the educated people use a unique speech style. On the other part,12 males said no, stating that the educational level is not responsible for influencing language between gender for the simple reason that language is already acquired naturally and only females said no because they did not find that the educational level shapes the language used between men and women.

Question 12: How do you say these words in your own dialect?

Table 2.3 : Stating words in dialect.

Word	Male	Female
Tired	/mijat/, /tajab/	/ ʕajana/
Hungry	/daja ʕ/, /maqli/	/dziʕana/
Happy	/mgosat/	/farḥana/
Money	/bazra/	/draham/
Broke	/mazlu:t/, /rani wew/	/mʃu:mra/
Fed up	/mbalaʕ/, /maɣlu:q/	/ʃabʕana/
Lie	/taχrut/, /taqli/, /rejlawi/,	/takdab/, /taχrut/
Top	/mrabba/, /mrigla/,/grifa/ , / ɣi darba/	/karita/, / ɣi darba/

The objective of such a question is to ensure the fact that the degree of the use some lexical words is distinct between males and females. In fact, we selected these words because we clearly notice the difference from these specific types of words. Men express differently their aims, whereas females used the exact terms found in Tlemcenian dialect. This denotes that men and women are different in their choice of words and this creates a sort of lexical variation between both genders which was the purpose of our investigation from the beginning.

Question 13 : Where did you obtain these words from?

Table 2.4 : Scores of question 13 according to gender

	Male	Female
At home	10	30
From the street	40	12
From internet	22	14
From university	9	16

The objective of such a question was to check the source of innovations. We wanted to collect more information about the impact of the society such as the street, the media like internet and education on the language used by both genders. In considering the results mentioned in table.2.4.We noticed that males are firstly influenced by the street (they collect innovations from the society around them), secondly by the internet, whereas females are mostly influenced by the language used at home. It needs to be stressed that males are then influenced by internet and to a lesser degree by home language. However, females are rather influenced by the internet and university and to a lesser degree by the street. Language is closely related to society and the context in which it occurs as Holmes (2001:1) confirms 'sociolinguistics is concerned with the relationship between language and context in which it is used'.

2.6.2 Observation Analysis

Observations were carried out to view the whole situation and noting the real environment where language is used by both males and females. We started by looking deeper to interaction between both genders. Besides, we considered the different strategies and plans of making a good observation. First, it was an uncontrolled participant observation in which the respondent was part of the interaction and at the same time highlighting the main differences that occur during the conversation. We took the permission from the participants about the fact of being observed and they agreed (overt observation).The observation took place during the lectures of the informants to grasp the real words used by them and also outside classes to analyse deeply their behaviors, attitudes as well as how they use language. This observation

was made during the whole semester about 2 hours per week to testify and be fair enough in terms of the findings.

The results of our observation were to some extent similar to the findings of the questionnaire. The same reflections were noticed during the observation and they were summarized as follows :

• The way of speaking between genders is different. Males speak in a rough and harsh way, while females are more smooth as they tend to show tenderness when engaging in a conversation especially with men.

• Another important point is that women are more conservative in their language as well as their behavior. They are timid and they usually respect the norms imposed by the society so they pay attention more to what they are going to say. For instance, they laugh in a low voice, whereas men when they laugh you can hear them from a far place. This reveals that the characteristics of a women differ from that of men.

• Further, Tlemcenian women tend to use more frequently the glottal stop [ʔ] to show their social belonging and also their feminine side. On the other hand, men even if they are from Tlemcen they avoid using the glottal stop as they associate it to only females' speech. This confirms question 6 regarding the great number of students who agreed that there are phonological differences in speech.

• Moreover, within a conversation between a mixed group of friends , we noticed many lexical variations, new words and terms that are used only by young male adults such as [mɣandaf] meaning close-minded , [bargag] meaning to flirt, [mhallab] meaning that he knows the new things, [lizu:m] meaning musculanity,[kafi], [gallit] ,for people who do not know how to wear or match clothes ,[ʤabri] those who live in a very remote area , [falwaʕar], [faʃbab] for a person who looks nice, [χanaz tiki] which has the meaning of a very rich person. Most of these words were commonly used by boys while women use the terms that are shared by the whole community.

• In addition, during the observation we noticed many females using some French words in their speech. They appear to be more elegant when using them especially with males as they code switch more often. This may distribute the idea of showing off or attracting the others so that they become more receptive towards them.

- We joined a group which consists of only males, we found that all the members of the group talked about football, the players and also about selling and buying cars or searching for the price of the cars. They even dealt with what happens in Algeria and politics. On the other hand, women spoke about the youtubers mainly women youtubers, the brands concerning cosmetics or the recipes of modern dishes and also going on diet to loose weight. This demonstrates the different topics that men and women usually talk about during conversations.

The observation serves as a second tool to our investigation. It helped us a lot in having a clear understanding about the number of differences that may occur between both genders. Participant observation facilitates the work for us because it acts as a confirmation to the previous answers of the questionnaire. Furthermore, its role is to collect as many as possible information about the studied issue which will later on assist for confirming or rejecting the hypotheses.

2.7 Discussion and Interpretation of the Results

After the presentation of the questionnaire and the observation results, this space is devoted to the discussion of the main findings in details. In fact, the questionnaire revealed crucial information about the various lexical differences that appear among males and females at the English Department of Tlemcen University, as well as the participants' degree of awareness about gender differences in terms of language use. Moreover, the form of the questionnaire also played an important role in this research because of the different use of close-ended that enable the researcher to quantify the results obtained from the informants.

As we are interested in gender and lexical variation. Throughout the data analysis, we shed light on the reasons behind the use of a different language that classified each gender with a particular linguistic or verbal repertoire. Two important points were taken into consideration all along our investigation which are the lexical variation and the factors responsible for gender differences in language use. The focus then, will be on discussing the results of the two research instruments used in this investigation and link them to the previous hypotheses.

Gender as a sociolinguistic variable, and as a part of the speaker's identity, is one of the most important social features of linguistic variation. The findings of the research instruments used in this work demonstrate that the majority of the respondents confirmed that there are some linguistic variation in both genders.

Accordingly, the results regarding the differences between males and females may occur at the level of   vocabulary (lexis) as well as phonology. The participants noticed that in Tlemcen, variation in the pronunciation is widely seen because Tlemcen Arabic (TA) is known with the frequent use of the glottal stop which is directly associated to females' speech who use it more often than men do. In addition, the lexical variation is largely remarkable because males and females use different words, expressions. Some of these lexical variations are related to only men's speech such as taboos, or words learnt in the street. On the other hand, females use more soft words and expressions and are more polite in their speech. Furthermore, it is remarkable that both men and women discuss different topics which is one of the characteristics that creates a change among speakers. Thus, we can say that after analyzing the questionnaire, the results coincide with the first hypothesis of this investigation that both male and female students have lexical differences in their language use.

According the analysis of the questionnaire, it has been noticed that in the Tlemcenian speech community, women are more likely to use the French words due to several reasons such as showing off since French is seen as a prestigious language, to show their educational level or to gain status point in the society as they pay more attention to their speech because of the different rules imposed by the society. Thus, a confirmation of the second hypothesis is obtained since the results go hand in hand with the second hypothesis arguing that these differences can be simply linked to other factors mainly the social and the educational factors.

Yet, even if the findings are similar to the theories that were previously formulated by scholars, it is still impossible to make generalization due to the size of the study or the sample. Moreover, gender differences are not static because time changes and language as well. In this respect, the Milroy argued that gender

differentiation is among the main reasons that lead to language change. Therefore, each society is known for its specific rules and behaviors that are totally distinct from the other nations which means that the findings of this case study are not universal but related to this speech community which is famous by those habits.

The conclusion is that what is valid in a speech community may not be valid in another one; the effect may be distinct even from one individual to another. Though there are many extensive researches comparing lexical variation between males and females, no study distinguishes one gender speech style as more effective than the other. Their aim is to find whether such differences exist or not and many investigations were done all over the world in which they confirm that there are to a large extent differences between both genders in language use. However, the factors are different as mentioned previously.

As a result, the use of a particular phonological choice, lexical selection and specific topics to discuss and many other characteristics play a significant role in understanding and being aware about the lexical differences that occur between males and females and to be able to classify these lexical differences under several factors along which the social and the educational factors are concerned.

2.8 Suggestions and Recommendations for Further Research

The present work had faced some limitations for example: when conducting the research tools, the informants found some problems in expressing their opinions and point of view especially first and second year students which is a hard task for the researcher to analyse the collected information. Furthermore, The investigator expected to include more participants for her research. However, because of the limited time and the availability of the sample, the researcher has concluded the research with seventy people only. The researcher should take into consideration the size of the sample and also the time to make a successful research.

One should be aware about the factors that affect language such as social class, occupation, age and gender. The latter has a significant role in improving life circumstances. It is commonly known that an individual uses different forms,

structures, expressions and word choice related to his/her identity as well as to indicate his /her gender and role within a specific area or society. Moreover, gender studies are now the subject that has been dealt with across the world because the language and society go hand in hand. Therefore, it is noteworthy to explore the new realistic approach concerning gender and what are the basic motive behind studying gender in relation to language.

2.9 Conclusion

This chapter was dedicated to the research methodology, data analysis and the interpretation of the obtained results about the differences that occur between the two genders. The researcher at first exposed some theoretical parts on the methodology needed in this research. Then, she tried to explain and clarify each step used in the present work as much as possible. She also introduced the techniques and research used for the given investigation and the reasons behind using the questionnaire and observation as tools. This chapter consists also of the analysis of the data collected as well as the discussion of the main results.

The data were gathered from the questionnaire that was addressed to a number of students from the department of English in Tlemcen. Then, a participant observation was devised and carried out to obtain more data to exploit. These research instruments were generally used together as they complement each other   to make the results even more significant and evident. Indeed, the fusion of the collected data uncovers many aspects about the studied phenomenon.

Throughout this chapter, the investigator tried to test and prove the validity of the previous hypotheses. The researcher found that her hypotheses were proved according to the findings of the research tools since the results match well with what was provided by the researchers as well as other experts in language. Besides, he provided some suggestions and recommendations for further study. In addition, different materials and sources were mentioned in order to increase students' and researchers' awareness of the importance of gender as a social variable and how it can shape the language.

GENERAL CONCLUSION

The overall findings of this research reveal that gender is one of the most important variables that affect language use. Sociologists have made many investigations regarding the diversity of languages in relation to social variables. The study of lexical variation between gender and its effect on language has always been of great interests in the field of sociolinguistics. The main objective of this dissertation as formulated at the outset of the study, is to find out the motives and factors of lexical variation.

The present research was conducted to investigate gender differences and the lexical variation among students of Tlemcen University at the English Department. It aimed at finding out answers to the two research questions that were established by the researcher; the first one sought to unveil whether male and female students speak differently at the lexical level and the second one strived to know the individual factors that are responsible for such differences. Therefore, two hypotheses have been raised which are; first, both male and female students have lexical differences in their speech styles. Second, factors that influence gender and language use are: cultural, social, and educational factors.

Therefore, the research constituted of two chapters ; the first one dealt with theoretical considerations on gender and language studies and the different theories about gender that were provided by many scholars and linguists. The second chapter started by dealing with a general overview about methodology and the research procedure. Then, it moved to the practical part. The researcher then, analyzed all the data collected from both instruments which are the questionnaire and the observation where the investigator was striving to explore and check at the same time the validity of the hypotheses set prior to the study.

The present research work carried out to see the differences between males and females and exploring the main reasons behind the diversity occurred between them. To explore the issues mentioned previously, the investigator used in her case study a combination of qualitative and quantitative data collection methods. The main purpose was to get answers for the research questions presented above.

The results obtained from the questionnaire and the observation showed that there are some differences between the two genders in term of vocabulary and phonology. The answers provided by the participants as well as the observation's analysis demonstrated that some words and expressions are used only by males. For instance, some vocabularies are mainly associated with females only. When dealing with the topics discussed by women, they used a set of words related to make up and cooking which are not used by males for example the word lip oil ,mascara or eyeliner these words were used only by females and for males when they discussed about selling and buying cars they used a lexical field which sometimes cannot be understood by women such as engine, air filter, battery, alternator and distributor…Etc. All these terms cannot be understood by females because they do not use them in their daily life unlike males who are always in touch with these vocabularies. Therefore, this creates a confirmation for the first hypothesis.

Many of the participants noticed that the language used by both genders are influenced by several factors such us the cultural factor in which the women must follow the rules and the norms established by the society that women should not speak loudly, and if women use swear words will be negatively seen by the society as it is linked with their reputations and behaviors. Moreover, the majority of the respondents agreed on the fact that gender differences has to do with the educational level because in some cases females use certain codes that distinct them from the opposite gender it can be in the expressions as it can be in the structure of the language and this brings a second support of the second hypothesis. Therefore, it can be concluded that both of the hypotheses were confirmed by the informants and data analysis. However, the results of the research are not definite because as mentioned before language and gender are not static. They may change over time and what can result now may vary after some years.

The research work attempts to examine and discuss the gender differences and lexical variation by English University students. For further research, it would be of great interest to study and investigate the phenomenon of gender and language use in other places of Algeria and not only in universities and it would be more interesting if

the researchers take also into account the different categories regarding age because both gender and age complement each other. To conclude, it should be mentioned that the current work is not sufficient for presenting all aspects related to the topic under investigation. Therefore, this study opens the doors to further researches for instance; how can other social variables affect a given speech community.

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APPENDIX

Appendix

Questionnaire

Dear students,

This questionnaire is a part of a sociolinguistic research for master degree which circles the main differences between both genders mainly the lexical ones among students of English Department of Tlemcen University. Therefore, We would be very grateful if you could answer the following questions by putting a tick in the most appropriate box and comment when necessary. Your answers are very important for the validity of the research we are undertaking.

1-Gender:

Male ☐ Female ☐

2- Age :

Under 20 ☐ between 20-30 ☐ Older than 30 ☐

3-Level of education :

First year ☐ second year ☐ master 1 ☐ master 2 ☐

4-Do you think that there are some differences between males' and females' speech ?

Yes ☐ No ☐

Comment.

…………………………………………………………………………………………...

…………………………………………………………………………………………...

5-Are these differences between man and woman in speech resulted from the social factors ?

Yes ☐   No ☐

Comment.

………………………………………………………………………………………...

………………………………………………………………………………………...

………………………………………………………………………………………...

6-At what level do you notice the difference between both genders ?

Phonological ☐   Grammatical ☐   Lexical ☐

7-What kind of subjects do you usually discuss with your friend ?

- Sport   ☐
- Fashion and beauty ☐
- Politics   ☐
- Cooking   ☐
- Others,specify………………………………………………………………………
  ………………………………………………………………………………………
  ………………………………………………………………………………………

8- Do you use swear words in your daily conversation ?

Yes ☐   No ☐

Explain…………………………………………………………………………………

…………………………………………………………………………………………

………………………………………………………………………………………..

9-Do you pay attention to your speech ?

Yes ☐   No☐

Explain……………………………………………………………………………………
………………………………………………………………………………………………
…………………………………………………………………………………………...

10-Do you use French in your speech ?

Yes ☐   No ☐   Sometimes ☐

11- Do you think that the educational level affects language use between gender?

Yes ☐   No ☐

Explain……………………………………………………………………………………
……………………………………………………………………………………………

12-How do you say these words in your own dialect?

Word	Male	Female
Tired		
Hungry		
Happy		
Money		
Broke		
FED UP		
Lie		
Top		

13 - Where did you obtain these words from?

- At home ☐
- From the street ☐
- From internet ☐
- From university ☐

Thank you for your collaboration.

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الملخص:

علم اللغة الاجتماعي هو مجال واسع لا يمكن وصفه في عمل واحد فقط لأنه يشمل العديد من الموضوعات , و يهدف هذا البحث إلى كشف الاختلافات المعجمية التي تحدث بين الذكور و الإناث و معرفة العوامل المسؤولة عن هذه الاختلافات بين كلا الجنسين.هذا عمل قد أجري في قسم الإنجليزي بتلمسان الجزائر لاكتشاف الاختلافات الرئيسية التي تظهر بين الطلاب. علاوة على ذلك,تم إجراء هذا العمل لمساعدة الباحثين الاخرين في إجراء المزيد من البحوث حول التنوع الاجتماعي و الاختلاف المعجمي لأنه موضوع ملفت خاصة في السياق المحلي لأن الجزائر تعتبر مثال مثالي لدراسة التنوع و الاختلاف في استخدام الرموز .

الكلمات المفتاحية : ذكر ، أنثى ،اختلاف ، لغة ، رمز ،جنس، الاختلاف المعجمي، علم الغة الحتماعي.

</div>

Résumé :

La sociolinguistique est un vaste domaine qui ne peut pas être décrit en un seul travail car il comprend de nombreux domaines. Cette recherche vise à découvrir les différences lexicales qui se produisent entre les femmes et les hommes et aussi à connaître les facteurs qui sont responsables de ces différences entre les deux sexes. Cette recherche a pris en place dans le département d'anglais à Tlemcen, Algérie pour découvrir les majeures différences qui apparaissent entre les étudiants. De plus, ce travail a été fait pour aider d'autres investigateurs pour leurs recherches ultérieures concernant le genre et la variation lexicale car c'est quelque chose de nouveau dans le contexte algérien vu que l'Algérie est un exemple idéal pour étudier la diversité et la différence dans les codes utilisés.

Mots Clés : homme, femme, différence, language, code, genre, variation lexical, socioplinguistique.

Summary :

Sociolinguistics is a vast field that cannot be described in only one work because it includes many subject areas. This research investigation aims at incovering the lexical differences that occur between males and females and to know the factors that are responsible for such differences between genders.This research took place at the English department of Tlemcen, Algeria to find out the major differences that appear among students. Moreover, this work was made to help other investigators for their further research concerning gender and the lexical variation since it is something of novelty in the Algerian context since Algeria is an ideal example to study diversity and differences in the codes used.

Key words : Male, female, Differences, language, code, gender differences, lexical variation, sociolinguistics.