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Exploring Covert Gender Stereotypes among EFL Learners

The Case of EFL Students of English at Echahid Echikh Laarbi Tebessi University

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List of Acronyms and Abbreviations

%: Percentage

AA: Algerian Arabic

EFL: English as a Foreign Language

F: Female

IAT: Implicit Association Tests

L1: First Year License

L2: Second Year License

L3: Third Year License

M: Male

M1: Master One

MSA: Modern Standard Arabic

S1: Survey 1

S2: Survey 2

YO: Years Old

Abstract

This study explores how students stereotypical preconceptions about the concept of language. Using an updated matched-guise technique, we digitally manipulated the same recording of a conversation between a male and a female to alter the voice quality of “the female” to sound like a “male” and vice versa. This yielded two nearly identical recording with the genders reversed. Respondent’s evaluation of men and women was based solely on what they hear. The two recording were incorporated into different surveys and heard by two different groups of EFL students (N=47) at the University of Tebessa. Students evaluated the two different speakers on 25 traits that were believed to carry gender stereotypes, some related to personal qualities and the other related to language attributes. The analysis of the surveys reveals that there are features that indicated stereotypes, which are shyness, emotionality, dominance, attentiveness to details, asking many questions, patience, logic, analytical, modesty and humility, and directness. Other traits, however, do not indicate any stereotype since both genders were rated neutrally. Hence, the present research suggests that stereotyping is prevalent among EFL learners, which plays an important role in shaping the academic environment. These findings suggest that importance should be placed on recognizing and challenging gender stereotypes to create a more equitable and empowering linguistic environment for multilingual Algerian EFL learners and beyond. Ultimately, the study found that social phenomena can have a significant impact on students’ evaluation and judgments, so over time these phenomena can change, and other researchers can repeat the same research with other conditions.

Keywords: EFL, gender stereotype, voice manipulation, matched-guise.

General Introduction

1. Background of the Study

One of the first writings to discuss the relationship between language and gender was *Language and Woman's Place (LWP)*, written by Robin Lakoff and published in 1975. It gave linguists and feminists the push they needed to examine gender variation in language in greater detail than ever before. The idea presented by Lakoff that language represents gender inequality was developed in numerous studies, *Language and Woman's Place* focuses on the connection between linguistic inequality and social status disparities between genders. Researchers frequently use the term "women's language", which is a term that Lakoff created to describe how women use language and how language is used when talking about women. Numerous sociolinguists and feminists have approved this opinion, also many studies focus on identifying males and females quantifying the linguistic resources that use when they speak in an effort to provide empirical evidence for Lakoff's theory (his arguments was purely based on personal observation) (Lakoff, 1975).

The classification of specific linguistic features as occurring more frequently in women or in men has frequently been the overarching objective of such studies. However, contrary to what much of the earlier research may have suggested, other researchers have discovered that gender variation in language is not as easily and precisely defined. Also found to be influential are context, social constructs other than gender (ethnicity, age, socioeconomic status), and power dynamics. Lakoff has contributed to the field, despite the fact that it takes a different approach to the sociolinguistic exploration of gender inequity in language, instead of concentrating only on speakers and the linguistic tools they use, how speaker are judged by listeners. The explanation for such an approach claims that it is insufficient to focus all of our attention on how the speaker alone perpetuates gender stereotypes; the listener's perspective on the person speaking must also be taken into account because how speech is comprehended

can have a big impact on how social relationships develop. For instance, Delph-Janiurek (1999) proved that the way the professor speaks to his students determines how they will judge or evaluate him on certain qualities. So in our study we will discover how the listener evaluate males and females at the level of personal as well as non-personal qualities to discover hidden stereotypes (Lakoff, 1975).

Language stereotypes have been the subject of in-depth study by linguists and social scientists who have examined their causes, impact, and methods of eradication. For instance, a study indicated that people who talk with a non-standard accent are frequently seen as less competent and less trustworthy than those who speak with a standard accent. Another study indicated that language stereotypes can have a negative impact on academic and professional possibilities for those with non-standard linguistic origins (Turner, 1981).

A few studies have been conducted in the Algerian context, particularly those related to the Berber language. For example, Boukhatem (2013) investigated university students' perceptions of the Berber language and discovered that although the majority of students had favorable opinions of the language, there was still a great deal of stigma surrounding it, especially among Arabophone students. Another study (Marnia and Zidani, 2016) looked at how linguistic attitudes affected pupils' language learning in a high school in Tizi Ouzou, an area of Algeria where Berber is the majority language. The study discovered that students' enthusiasm to learn the language was significantly impacted by negative opinions towards Berber some of the studies that have investigated the gender-related use of language and its influence on social interactions is a study by Rabahi (2019) when he conducted a study in the Maghnia speech community, exploring linguistic attitudes shaped by sociocultural elements. The findings highlighted the close connection between language use and social norms, with both men and women influenced by broader societal factors. Khetir (2017) examined language attitudes and stereotypical concepts among F/EFL learners at Tlemcen University.

The study revealed that while there were no gender differences in identifying criteria, variations existed across academic fields. Female students placed particular importance on foreign languages. Denny et al. (2009) conducted an experimental study in Sweden, manipulating gender identity through voice quality. The results indicated that perceived gender differences were influenced by stereotypes rather than actual behavioral differences, as male voices were rated lower on traits like conscientiousness and agreeableness. Overall, these studies provide insights into the impact of gender stereotypes on language use and social perception.

While there have been some studies conducted on language stereotypes in Algeria, there is still a need for further research in this area specially at the level of investigating attitude and personalities as well as people's way of judgments and social categories behavior toward different genders, which what our research will investigate and cover as an addition to what already have been investigated and studied.

2. Statement of the Problem

Stereotyping can have an effect on both people and society as a whole; for instances, the traditional gender norms and assumptions can be reinforced by gendered language, which can restrict people's options and prospects. This can contribute to the continuation of gender inequality by attributing particular traits or values to particular genders. For instance, labeling women as "emotional" or "irrational" can reinforce unfavorable preconceptions and promote bias. In extreme cases, this can lead to exclusion and marginalization; those who do not adhere to conventional gender norms may be excluded and disadvantaged as a result of gendered language.

This study was conducted to discover whether there are any gender stereotypes to prove the existence of this phenomenon in our society and the academic environment as well as to gain a deeper understanding of different social groups. Additionally, by recognizing the linguistic

stereotypes, the issue can be brought to light; thus, by unveiling these stereotypes, we can raise awareness among the students and within the academic environment.

3. Aim of the Study

The aim of this study is to explore language stereotypes in regards to gender among EFL learners and see if the listener's assessment of a speaker reflects an underlying stereotype concerning certain gendered language traits. This study is significant because it illuminates how stereotypes lives in among students and how it affects their ways of judgment.

4. Research Questions

1-To what extent does the gender of the speaker affect the judgment of the EFL learner on personal qualities?

2- What is the most prominent stereotype held by language learners towards different genders, if any?

5. Research Methodology

We conducted an exploratory study exposing guises to EFL students to explore their covert attitudes towards different genders. The core element of our study is the matched guise technique, which is a sociolinguistic experimental technique used to illicit hidden attitudes towards language users. We employed a mixed method approach, combining qualitative and quantitative methods to explore the research questions and objectives. The integration of both qualitative and quantitative data allowed for a comprehensive examination of the phenomenon of stereotyping, providing a more robust understanding of our research topic. Our study was directed to a population of 588 students from L1, L2, L3 and M1) from the English department chosen because of diversity of ages and levels. Two online surveys containing two manipulated recordings were presented to the population without mentioning

anything related to stereotypes for reaching valid results. A sample of 47 EFL students across all levels responded to the surveys and rated the guises on a personal and non-personal traits that, according to the literature, are associated with stereotyping towards one of the genders.

6. Structure of the Study

The thesis is divided into two main chapters, along with a general introduction and conclusion.

General introduction: The general introduction sets the stage for the thesis by introducing the background of the study, stating the problem that the research aims to address, and presenting the research questions. It also provides an overview of the research methodology and outlines the structure of the study.

Chapter 1: Literature Review on Stereotype: This chapter delves into an extensive literature review on the topic of stereotype. It begins with an introduction to the definition of stereotype, including its classification and the concept of attitude. The chapter then explores the history of stereotype research in linguistics and examines various types of stereotypes, such as language and dialect stereotypes, as well as gender and culture stereotypes.

Additionally, it investigates the phenomenon of language attitude, including the measurement of language attitudes and stereotypes through direct and indirect approaches. The chapter further focuses on gender stereotypes, discussing the history, beliefs, and approaches of gender studies. It explores gender language differences in terms of grammatical variation, features of conversation skills, and non-verbal manners. Factors influencing gender differences in language use are also examined, along with a specific focus on the Algerian context and previous studies conducted in this area since it the core objective in the thesis.

Chapter 2: Fieldwork: In this chapter, we present the methodology employed for the fieldwork phase of the study. The introduction provides an overview of the chapter, followed by a detailed explanation of the chosen research methodology. It outlines the method used, the

population and sample under investigation, and the tools and materials employed for data gathering, specifically the students' surveys. The chapter also describes the procedures followed during the research, including the script used and the recording process. Finally, the results obtained from the fieldwork are presented and analyzed. The chapter concludes with a summary of the findings.

General Conclusion: The general conclusion chapter provides a comprehensive summary of the entire dissertation. It begins by restating the research objectives and research questions. The chapter then presents the main findings and discusses their implications. It also addresses the limitations of the study and offers recommendations for future research. Finally, the general conclusion concludes the dissertation by highlighting its contributions to the field and suggesting potential avenues for further exploration.

Chapter 1: Literature Review on Stereotypes

Introduction

Our ability to interact with others through language is essentially what sets human beings apart from animals. Every language has distinctive qualities that largely represent society. Although gendered socialization continues to have a considerable impact on our culture, it seems that the distinctions between men's and women's responsibilities are becoming less clear. Men and women are no longer expected to behave in the same way as they were expected to decades ago because of historical movements like feminism. This study looks at the views and assumptions that EFL learners have regarding how men and women use language differently. The present chapter introduces both stereotypes and attitudes in addition to some theoretical insights from the present research. Then it highlights the differences between both genders in using language and how these differences are affecting their language use.

1.1 Definition of Stereotype

Lippmann (1922) originally introduced the concept of a "stereotype" to social scientists in his book *Public Opinion*. According to him, stereotypes are cognitive frameworks that help people interpret information about their environment and are critical parts of people's personalities that support the social structures in place and represent their culture. Instead of reacting to the outside world, people react to their "pseudoenvironment," which is how they see it. Katz and Braly (1933) helped to bring the idea of stereotypes into the mainstream of social psychology. They viewed stereotypes as widely held beliefs with sociocultural roots and related them to prejudice and attitudes. Allport (1954) elaborated on the connection between stereotypes and prejudice in *The Nature of Prejudice* by describing a stereotype as an exaggerated belief associated with a category that serves to justify our behavior in relation to that category. Ashmore and Del Boca (1981) claimed that the core

meaning of stereotype is a set of beliefs about the individual traits of a category of people, relying on the agreement in the literature that stereotypes are cognitive structures that comprise the perceived or supposed characteristics of social groups. There is controversy regarding the definition and the most effective theoretical framework for study, despite the fact that the majority of modern stereotype researchers agreed on the majority of their fundamental qualities.

1.1.1 Classification of Stereotypes

Lippmann (1992) continued by stating that there are four different types of stereotypes. First, a stereotype is easier to define than a truth. Second, rather than coming into contact with stereotypes on their own, people frequently pick them up from cultural intermediaries. Thirdly, misleading assertions that all stereotypes are untrue, some might be more accurate, and some might be less hazardous than others. Finally, stereotypes are resistant to modification, even though they date back several decades and are still deeply ingrained in how individuals perceive the world (Lippman in Ajtony, 2011: 138). Consequently, whether a stereotype is consciously learned or not, it happens during the socialization process.

1.1.2 Definition of Attitude

According to Gardner (1985), attitude is an evaluation of a signifier or attitude object that is drawn from the person's ideas or opinions about the referent. He argued that an attitude is an assumption based on a collection of beliefs about the individual's attitude. It is the sum of a man's thoughts and feelings, biases, preconceived beliefs, worries, dangers, and convictions regarding any given subject. Ajzan (1988) asserted that an attitude is a trained habit to regularly respond favorably or unfavorably to a certain item. Thus, the level of a person's feelings toward an item is the essence of attitude. However, Wenden (1991) proposed

another definition of the concept of attitudes. He thinks that the term attitudes include three components, namely cognitive, affective, and behavioral. Baker (1992) defined attitudes as a hypothetical construct used to explain the direction and persistence of human behavior. He asserted that attitudes are acquired predispositions rather than genetic traits. They are influenced by experience and are comparatively stable Baker (1998).

According to Obiols (2002) attitudes serve as a bridge between opinion and behavior. They are mental propensities toward something. In relation to the mentalist point of view, attitudes are mental and state readiness, which cannot be directly measured. There are also three types of attitudes: positive, negative, and neutral.

1.1.3 Similarities between Attitudes and Stereotypes

Both stereotypes and attitudes are learned through socialization. According to Lippmann (1992) stereotypes are presented in people's societies when they create behavioral patterns, and they absorb them through a process known as socialization. Therefore, this process plays a significant role in how stereotypes are formed through life experiences; these encounters with a small number of members of different communities result in the construction of incorrect impressions of those individuals, which are then generalized to all members of that community. On the other hand, socialization is the process through which people join society, as defined by Nickerson (2023). It involves the steps taken to develop the information, abilities, attitudes, convictions, values, and behaviors required to contribute to society. Socialization starts at birth and lasts the rest of one's life. This procedure therefore has a chance to prejudice someone either favorably or negatively to the thing or event in question. Hinton (2017) asserted that in social psychology, a stereotype is a fixed, over-generalized assumption around a specific community. Meaning that they are a not amenable idea and durable assumptions about a group of people. Furthermore, attitudes are stable over time and changes in them take place only gradually.as Howe and Krosnik (2017) claimed,

deeply held, attitudes are stable (durable), hard to modify (resisting change), and have an effect on behavior. Denoting that they are stable over time and changes in them take place only gradually.

Another similarity is that they are both influence human's behavior. Udayan Patankar (2020) can confirm this theory as he asserted that one's attitude and behavior are closely linked. And human behavior is directly affected by their attitude. However, when this occurs, one is unaware of it. Everybody has attitudes that have been greatly influenced by their past experiences. Everybody differs from one another in the surroundings they encounter and the people they are inspired by. Everyone's attitude is therefore formed differently, and everyone appears to behave differently in a given circumstance. Howe and Krosnik (2017) affirmed that attitudes provide us the ability to automatically control it in a particular direction. Otherwise, stereotypes and their impact on behavior and judgment have long been studied by social psychologists. Stereotypes about other people can affect how they are treated, which in turn causes those other individuals to behave in ways that are consistent with those stereotypes. Moreover, stereotypes can have a direct impact on the person who holds the assumption. In specific, formation of a stereotype can cause people to behave in a way consistent with the stereotype. Dijksterhuis and Bargh (2001), despite of whether they're members of the stereotyped group or not, Wheeler and Petty (2001).

1.2 History of Stereotypes Research in Linguistics

Since its inception, the study of stereotypes in linguistics and sociolinguistics has provided insight into the prejudices and presumptions that surrounded language use and its social ramifications. Early linguistics research mostly concentrated on the structural features of language. However, in the middle of the 20th century, researchers began to explore the sociolinguistic aspects of language and the role of stereotypes within linguistic communities. A significant turning point in sociolinguistic research came with William Labov's seminal

study in 1972 (Bucholtz and Hall, 2005). Labov's study demonstrated that social influences, rather than being purely random, play a crucial role in language variation and change. This ground breaking research showed that language usage patterns can be linked to socioeconomic class. Labov study specifically focused on the pronunciation of the postvocalic /r/ in New York City, highlighting how linguistic variations correlate with specific communities while reinforcing existing assumptions (Labov, 1972). For several decades, the study of stereotypes has been strongly intertwined with linguistic attitudes and perceptions within the field of sociolinguistics. Early studies conducted in the 1960s and 1970s delved into attitudes towards dialects and accents, laying the foundation for further exploration of stereotypes in language. (Eckert and McConnell-Ginet, 1992) The matched-guise technique, which was created by Lambert et al. (1960), was one of the initial studies in this field. It involved presenting listeners with audio recordings of a single passage spoken by speakers with various accents and soliciting listeners to rate the speakers based on perceived social status, intelligence, and other qualities (Pavlenko, 2002). Numerous studies have since explored how language stereotypes functioned in various social circumstances. For instance, some studies examined how gender and ethnicity affected language attitudes (Pavlenko, 2002; Romero and Chantaprasopsuk, 2016), while others investigated the impact of media and popular culture on language stereotypes, through research conducted in the field of sociolinguistics, we have gained a better understanding of the intricate connections between language, identity, and social categorization. (Androutsopoulos and Georgakopoulou, 2003) Penelope Eckert and Sally McConnell-Ginet (1992) conducted a significant study that examined language use among high school students in California. They investigated how language variety, such as the usage of the word, as a discourse marker, was subject to criticism and associated with specific social groups. This study highlighted the importance of understanding social context and the influence of stereotypes on language and perception.

Recent research has focused on exploring the interactions between language stereotypes and other social constructs, such as gender, race, and ethnicity. Studies by Bucholtz and Hall (2005) and Podesva (2007) have examined the relationship between linguistic traits, speech patterns, and gender identities, as well as how these factors influenced the development of gender stereotypes.

Sociolinguistics is directed at everyone who is curious about how and why different people talk and write differently. Anyone who has ever noticed an accent, puzzled over a dialect phrase, or wondered why road signs are in multiple languages; felt excluded by the way another group speaks; tried to present themselves in a positive light in an email or interview; made a snap judgement based solely on the sound of someone's voice, or been in a heated argument; all of these people have been involved in the field of sociolinguistics (The Routledge Companion to Sociolinguistics, 2006). Nowadays, the amount of publications that place a high priority on incorporating cultural elements into foreign language learning and instruction reflects this trend. The concept of stereotyping appears to have received little attention up to this point, despite the substantial amount of information that has been presented in the field of culture-oriented language teaching. There is a significant amount of room for additional expansion and clarification in this matter because references to this topic of concern are only found in the reports and observations of a small group of researchers.

1.3 Types of Stereotypes

Sociolinguistics was directed at everyone who was curious about how and why different people talked and wrote differently. Anyone who had ever noticed an accent, puzzled over a dialect phrase, or wondered why road signs were in multiple languages; felt excluded by the way another group spoke; tried to present themselves in a positive light in an email or interview; made a snap judgment based solely on the sound of someone's voice; or

been in a heated argument; all of these people had been involved in the field of sociolinguistics (The Routledge Companion to Sociolinguistics, 2006).

At that time, the amount of publications that placed a high priority on incorporating cultural elements into foreign language learning and instruction reflected this trend. However, the concept of stereotyping appeared to have received little attention up to that point, despite the substantial amount of information that had been presented in the field of culture-oriented language teaching. There was a significant amount of room for additional expansion and clarification in this matter because references to this topic of concern were only found in the reports and observations of a small group of researchers (Krawiec, 2012).

1.3.1 Stereotypes of Language and Dialect

People's experiences with attitudes towards various linguistic variants and their use could not be avoided. Every time someone spoke, they informed the listener of their membership in a certain group. This could highlight preconceived notions or assumptions about the audience and the group (Fraser, 1973).

As students applied what they learned about stereotypes to prior practical experience, memory played a crucial role. In reaction to experiential learning, students could recognize people and begin to keep information about them in their minds. The process of acquiring a foreign language could be impacted by their ideas about dialects and languages. The expectation was that learners would be strongly encouraged to learn if the attitude was positive. They probably held back from improving because they had negative ideas about the language they needed to master. The mandatory foreign language policy of the country's or school's educational authority had to be followed by students. One could argue that dialects and languages were subject to stereotypes just like the people who spoke them. For instance, the following beliefs about people were expected: (Naima, 2017).

- They lacked foreign language proficiency.

- They were illiterate and uncultured.
- They were aggressive.

1.3.2 Stereotypes of Gender and Culture

To date, research on gender and language have progressed from frameworks that were mostly created and enforced by men to a feminist perspective aimed to expose sexism in language and then to studies that take a diversity of perspectives into consideration when looking at paradigms of dominance and difference in language. Further study is required because there is currently no agreement within gender studies, feminist studies, or sociolinguistic studies regarding the causes of the differences between women;s and men’s linguistic differences (Wright, 2002). Stereotypes have become common beliefs about people who belong to specific social groups. Even however, not every individual exemplar in each of these categories will necessarily be different from one another, even if there is an overall variation between them. As an illustration, men are typically taller than women, but we all know specific men and women for whom this isn’t true or even the opposite is true. The traditional belief that a certain trait indicates membership in a particular group, however, frequently causes people to overstate differences between groups and understate diversity within them (Ellemers, 2018). For a variety of groups in a variety of circumstances, the propensity to see people as standing in for various social groups has been reported. Additionally, studies have shown that the effect of such social categorization on the designation of traits and characteristics to members of particular groups can vary quite a little depending on the circumstance and the comparison with pertinent reference groups that stands out as being the most significant (Oakes et al. 1994). For example, psychologists could come off as highly creative when compared to physicists but considerably less so when compared to painters. In many instances, psychologists are not even considered to be advocates of their field because their credentials are irrelevant or not apparent (such as during a sporting event)

(Ellemers, 2018). For the cultural stereotypes it is defined a set of generalisations about a whole cultural group that are oversimplified. Cultural stereotyping is referred to as the outgroup homogeneity bias in psychology (Drew, 2023). Cultural stereotyping it is when one assumes that everyone in a culture acts, thinks, and behaves in the same way. Broad generalisations might not always be beneficial, even while national cultures can serve as a lens through which to see a nation. In these situations, it is far wiser to exercise caution and recognise that people within a culture differ greatly from one another (Cultural Stereotyping and Social Institutions - Principles of Management | OpenStax, n.d.).

1.4 Language Attitude

Crystal (2008) asserted that language attitudes are people's perceptions and feelings of both their own language and other languages. It is a key idea in sociolinguistics that aids in our understanding of the linguistic makeup of a certain community. Allport (1935) cited in Garrett (2010: 19), and other authors earlier studies on attitudes asserted that the idea of attitude was seen as a fundamental element in the field of social psychology. He added that since Labov's (1966) influential work on the social stratification of speech communities, whose languages may be driven to change due to prestige and stigma as forceful factors towards some linguistic features existing in the speech of these communities, this concept has also been crucial in sociolinguistics. Garrett (2010) noted that the importance of attitudes in comprehending social behavior and thought has increased since Labov's study. As a result, attitudes are acquired through human socialization and are less influenced and more lasting, such as early-life acquired and unchanging linguistic attitudes. As a result, attitudes are formed through human socialization and tend to be less impacted and more enduring, such as early-life acquired linguistic attitudes that do not alter with age, Sears (1903) claimed as cited in Garrett (2007: 116). Social psychology of attitudes is the parent field of linguistic attitude research. As stated by Labov (1984: 33), it aims to compile a record of overt [and covert]

attitudes toward language, linguistic traits, and linguistic stereotypes. Studies on language attitudes have varied from one another in terms of the topic being investigated. Fasold (1984: 148) outlined three developments in the research of linguistic attitudes: One trend is research on people's perceptions of language, where the researcher may inquire as to whether a language or a language variant sounds lovely or harsh, poor, ugly, rich, beautiful, old-fashioned, modern, or similar. Another pattern is the research that is inquired about the speakers of a language or a language variant and go beyond this level of language attitudes investigation: While some groups are perceived as common, honest, diligent, and intellectual, other groups are perceived as sluggish and conceited, Preston and Robinson (2005). The third trend, which is more general in scope, emphasizes the significance of attitudes toward language maintenance and language planning, Ryan, Giles, and Sebastian (1982).

1.4.1 Measuring Language Attitude and Stereotypes

This study is framed in two main approaches in studying language attitude and stereotypes: the direct approach and the indirect approach.

1.4.1.1 The Direct Approach

It was an overt method that included the use of a series of direct questions and was explicitly represented and written in the form of a questionnaire. It could take the form of interviews in which the respondent was individually asked by the researcher (Garrett, 2010; McKenzie, 2010). The aim of this method was to elicit responses from the respondents at the behavioral, cognitive, and affective levels, expecting them to overtly express their attitudes. MacKinnon's (1981) study of the attitudes of Scottish people towards Gaelic serves as the best example of this application. MacKinnon utilized a questionnaire that consisted of specific types of questions targeting the explicit opinions of Scottish individuals toward Gaelic and its use, thereby exemplifying this direct approach. However, it should be noted that this direct approach can be intrusive, leading to biased and malformed responses (Garrett, 2004).

The direct method of conducting language attitude research was "marked by a high degree of intrusiveness and by the fact that the informants themselves were requested to report their opinions" (Williams, 2003). In this approach, the opinions of respondents were directly solicited, either through interviews or a questionnaire. An early application of this methodology was Labov's (1966) study in New York City, where participants were asked to comment on their preferred pronunciation and whether or not they would pronounce the final /r/ in a list of nouns.

In Britain, numerous direct language attitude studies have been conducted. Ryan and Giles (1982) and Garrett, Coupland, and Williams (2003) discussed languages and dialects, with a focus on Welsh, Received Pronunciation, and other languages and varieties. The immediate method of linguistic attitude studies raised several questions for further investigation. Firstly, it was challenging to rely on respondents to accurately report their views as they might struggle with evaluating, summarizing, and expressing their true attitudes. Additionally, respondents might remain unaware of the more subtle, complex, and unconscious views they held towards speakers of a particular variety (Naima, 2017).

1.4.1.2 The Indirect Approach

The indirect approach involved the application of indirect techniques as a complementary method. Unlike the direct approach, the indirect approach aimed to secure language attitudes in a different way (Garrett, 2010). This method avoided explicit questions, as the validity of language attitudes obtained through direct methods had been questioned. The strength of the indirect approach lay in the researcher's ability to gather sensitive data regarding how people reacted to foreign accents. When respondents were directly asked about this, they tended to provide socially desirable or appropriate responses.

However, the covert nature of investigating speakers' attitudes without prior knowledge of being under investigation (Fasold, 1987, p. 149) necessitated the use of the

matched guise technique by researchers. This technique, introduced by Lambert and colleagues in the 1960s, involved participants listening to audio recordings of a passage read by bilingual speakers in different languages and providing descriptions of the individuals who read the same passage, despite there being only one individual performing the reading operation (Lambert, 1960). In the seminal work on linguistic variation, Labov emphasized the role of language attitudes in sociolinguistics. Labov's "subjective reaction test" was one technique used to collect attitude data from individuals in different locations worldwide. For example, Labov (1972) found that New Yorkers associated rhoticity with high-ranking occupations and jobs. The creation of a concept of prestige has remained an enduring aspect of language attitudes research. Since then, numerous pioneering studies on language attitudes have been conducted at the intersection of social psychology, where attitudes play a central role in understanding thought and social behavior.

When it comes to gender, people's gender stereotypes were typically measured in two ways: directly, through agreement with statements about specific gender traits, and indirectly, using Implicit Association Tests (IAT) or attitude assessment through priming (Greenwald, McGhee, & Schwartz, 1998; Fazio, Jackson, Dunton, & Williams, 1995). Indirect tests were particularly appealing as they allowed for a covert evaluation of attitudes towards groups defined by gender and ethnicity. They could track associations between categories, such as women, and words from specific domains, like family, even at a subconscious level.

1.5 Gender Stereotypes

The majority of studies on language and gender had shown that conversational styles varied across different linguistic regions, including discourse marking. In conversations with fellow males, men were said to have overlooked social niceties or any consideration of others' needs, as they were supposed to be "one of the boys," since these behaviors were customarily associated with women. This was according to Wikler (2008). Nonetheless, they were hesitant

and used more "affective" language in their talks with women (Cameron, 1997). Many studies had found that the female conversational style was more facilitative and solidarity-oriented. For example, Pakzadian et al. (2018) discovered that women showed greater acceptance in conversation and, as a result of this feature, they tried to have a more facilitative role in conversation in their recent study on the role of gender in conversational dominance. Some researchers contended that gender was a salient aspect of identity, and variables used more frequently by women throughout different strata of a community signaled female identity in that community, while men who rarely used those variables thereby signaled their male identity (Wouk, 1999) to explain the differences in language use according to gender (Eckert and McConnell-Ginet, 1992, p. 469). On the other hand, the "difference hypothesis" claimed that the differences arose from men and women being socialized in various subcultures with different norms of behavior (Maltz and Borker, 1982; Tannen, 1991, among others). The three main hypotheses that explained speech differences between men and women were, in brief, the dominance theory, the difference theory, and theories of psychological development, according to which women acquired alternative orientations and a psychology of care.

1.5.1 History and Beliefs of Gender

Initial quantitative sociolinguistic studies, also known as variationist studies, looked into how different variables like class, education, and sex affected the use of "variants" like pronunciation or grammar structure (Labov, 1972). As feminist sociolinguistics developed, claims like those of Labov (1972), who claimed that women generated language more closely resembling the standard form than men, were contested as being prejudiced and supporting too simplistic stereotypical generalizations. In Lesley Milroy's (1980) study of working-class communities in Belfast, where women with tight social networks used vernacular forms more frequently than men, the tightness of social networks and expanding employment opportunities for women could be seen as having an equal impact on vernacular usage as

gender. In a study of a Welsh community, Beth Thomas (1989) discovered that older age and close-knit networks were associated with women using the vernacular more frequently. Robyn Lakeoff (1975), who was creative in shifting gender studies away from a prior focus on grammar and phonetics towards a syntactic, stylistic, and semantic focus, addressed the topic of how sexism and bias were ingrained in language. She recommended that women use techniques like hedges and tag questions to establish their own inferior standing (Janet Holmes, 1992: 318).

Recently, women researchers questioned gender stereotypes rather than reiterating them in an effort to go beyond presumptions of male-norm linguistic behavior (Jennifer Coates and Deborah Cameron, 1988) (Zimmerman and West, 1975).

It was believed that male and female individuals typically expressed themselves in different ways and with diverse attitudes. It is important to mention that Labov (1966) was the first to deal with the study of language attitudes. When he asked people about the New York dialect, he discovered that women.

1.5.2 Approaches of Gender Studies

1.5.2.1 The Deficit Theory

One of the most intriguing methods for studying gender and language is deficit theory. According to Cameron (1990: 14), "women's ways of speaking are, either by nature or nurture, deficient in comparison to men's." This theory of gendered female language is supported by Lakoff. According to her, women who feel that their speech is inferior and that their language usage diverts attention from their power do so because they cover topics like assertiveness training, which essentially teaches them to speak like men.

Lakoff (1973:43) asserted that women's language is insufficient, lacking in assertiveness and power. She also remarked that women experience a "double bind" in which they are criticized or rejected for not speaking in a ladylike manner, but at the same time,

speaking in a ladylike manner routinely restricts the female speaker from gaining access to power because she is unable to maintain the ground based on her linguistic behavior. In the same vein, Sadiqi (2003:4) "considered women's language as an essentially 'deficient' version of men's language". She claimed that there is a connection between gender and language in this method, Sadiqi (2003:4) asserted: This theory was based on an essentialist view of the relationship between language and gender. It can be said to have its roots in 'medieval' notions of the 'chain of being': God above men, above women, above beasts, although many, including those who framed deficit theories, might reject this view''.

As stated by Sadiqi (2003), there is a connection between gender and language in this theory; she adds that this has been known since the Middle Ages. It is important to note that according to this theory, women are underrepresented among language users. Man's power comes from language, whereas women are descended from men. She continued by stating that De Beauvoir (1949) considered women to be "the second sex" in the literary world. On the other hand, the Danish grammarian Jespersen's (1922) contributions to the field of modern linguistics suggested that deficit theory is a worthwhile area of study. Regarding this, Sadiqi (2003: 5) has noted that, in accordance with Jespersen, "women's speech was a deviant form the average male speaking patterns. Women used 'insipid' and "ladylike" language in an attempt to shrink from the 'coarse', but 'virile', usage of men."

According to this viewpoint, Lakoff (1975) asserted that many differences between women's and men's speech serve as the main ideas of this approach. She asserted that while men view color as unimportant and trivial, women use more words to describe it. Men, on the other hand, have a larger vocabulary when it comes to sports and economics.

1.5.2.2 The Dominance Theory

This theory contends that unequal power relationships between the sexes are the root cause of linguistic distinctions between men and women. The political and cultural

dominance of men over women in society was the root cause of the male dominance in language. Lakoff (1975) was credited with being the creator of "the dominance theory." She contended that the disparity in power between men and women is the primary distinction between the sexes. And those women are compelled to see men's traits as weak and inferior because, in their eyes, men's dominance is what gives men an advantage in society and makes women their property. She also notes that women speak with particular linguistic characteristics that denote authority, uncertainty, and luck.

As Wardhaugh (2006: 327) stated, "Men use what power they have to dominate each other". He further adds: "Lakoff (1975) adopted the position that men are dominant and women lack power". She also notes that women speak with specific linguistic characteristics that denote ambiguity and lack of authority.

In its largest context, the dominance theory, also known as power-based theory, puts forward the idea that men and women are thought to live in a world where power and status are unequally distributed across cultures and languages. In other words, this theory emphasizes male dominance and the separation of the sexes. Within that, Wardhaugh (2006:327) argued that "dominance clearly fails as a universal explanation of gendered language differences".

1.5.2.3 The Difference Theory

This strategy was first developed by Maltz and Borker (1982), who argued that boys and girls "learn to do different things with words in a conversation" in the different "gender subcultures" that men and women constitute (1982:200).

In contrast to the earlier theory, the difference theory relies on the proposition that men and women experience different cultural, social, and linguistic environments as children. One of the most significant linguists who supported this orientation is Deborah Tannen (1990), who focused her attention on the comparison between the genders in terms of the

overall variations between the objects of the conversation about gender. She said that while women frequently use a "rapport style," which cares more about establishing and maintaining relationships, men frequently use a "report style" to connect factual information. She also gave both male and female languages six points. They are: status vs. support, independence vs. intimacy, advice vs. understanding, information vs. feelings, orders vs. proposals, conflicts vs. compromise, and advice vs. information.

The difference theory has highlighted how women are more collaborative, and has better behavior than men. Mary Crawford (1990:90) also explained how gender differences play a role in how men and women communicate. This strategy places a lot of emphasis on how men and women develop within various subcultures. The theory suggests that men and women occupy different cultural worlds. They speak differently as a result of this fact. The fact that two subcultures actually live in the same environment but have different rules governing their behavior means that the relationship between men and women is, in fact, different. It focuses on how males and females have different languages and worldviews as a result of their social and physical separation in their early years.

Crawford (1995: 1) similarly asserted that "men and women are fated to misunderstand each other unless they recognize their deeply socialized differences". He claimed that "fundamental differences between men and women shape the way they talk. Crawford (1995) also noted that these variations are "located within individuals" and differ in "personality traits, skills, beliefs, attitudes, or goals."

Wardhaugh (2006) made distinctions between different aspects of diversity. According to him, the primary distinctions between men and women are to be identified in the intonation of their voices, vocabulary usage, gestures, and paralinguistic systems. He continued by saying that men are more attracted to sports, politics, business, and taxes, while women spend most of their time talking about their homes and families.

1.5.2.4 Other Theories

The Reformist theory has a different perspective on the gender and linguistic presumptions that were once held. They believe that the idea of sexist language has prompted conflict between the movements. This method, in fact, disregards language as a tool of oppression, and in an effort to resolve the situation; they coin expressions like "chairperson" in place of "chairwoman." From this point of view, Sadiqi (2003: 11) affirmed "reforming" language by freeing it from harmful sexist words and expressions.

The cultural model is built on the assumption that cultural factors account for gender differences. For her part, Tannen (1990) noted that the misinterpretation of the communicator of the other sex is what separates men and women. In other words, men don't try to understand women when they talk to them. Maltz and Borker (1982) proposed the idea that men and women express themselves differently depending on their own cultural presumptions during the same wave. They contended that women need language to establish relationships with men on an equal level.

The constructivist model was developed as a response to several academic studies because previous theories had faced criticism. This led to a new theory about language and gender being reconsidered by many academics. As a result, this wave has increased interest in understanding gender as an essential component of creating social identities. According to Freeman and MC Elhinny (1996:219), "language use as shaping understanding of the social world" is relevant in this context. They continued by stating that language is fundamental to forming relationships and creating social identities. According to Cameron (1990: 16), social identities are created through interactions between men and women: Linguists interested in analyzing the constitution of gender identities and gender relations need to look beyond lexical choice analysis that is represented as doing what, to whom, under what circumstances, and with what consequences.

The community of practice framework was introduced in language and gender research by Eckert and McConnell-Ginet (1992). It has its roots in women's studies, anthropology, sociology, and psychology. It has also caught the attention of various sociolinguists. Eckert and McConnell (1992) criticized variations in sociolinguistic studies because they place people into categories in addition to previous studies on gender differences in language. In other words, the community of practice framework's main objective is to investigate how linguistic factors are implemented to identity development.

1.5.3 Gender Language Differences

The study of gender differences in language has recently captured the interest of sociolinguists. Phonological characteristics are the main focus of sociolinguistic research on sex differences because of their ability to be quantified as being different between men and women. Some researchers prefer to examine these variations in terms of the various discourse kinds, while others have concentrated on some particular linguistic traits like adverbs, nouns, repeated words, and synonyms, and these differences can be presented as grammatical variants, features of conversational style and non-verbal manners.

1.5.3.1 Grammatical Variants

1.5.3.1.1 Formal and Informal Language

According to Eckert (1989), women tend to utilize negative concord more formally or conservatively than men do (e.g., I didn't do anything vs. I didn't do nothing). Additionally, she claims that language conservatism is not an all-or-nothing phenomenon because phonological and grammatical variables are two distinct concepts that either men or women can utilize more frequently (Coates 1998:66–67).

According to Coates," in the case of gender, it has been proven that in numerous languages, female speakers will use a higher proportion of prestige forms than male speakers" (Coates 1993:67). When it comes to correctness, Wenjing (2012) recently found that women

speak more standard than men, and women are more attentive about grammar. They use precise grammar to convey their ideas while speaking. Xiufang Xia (2013) asserted that women are more attentive about grammar. They use precise and clear grammar to convey their ideas and make their thoughts understood.

1.5.3.1.2 Tag Questions

Tag questions have been shown to be used more frequently by women than by men, according to Lakoff (1975) (Bonvillian 2007:334). There is no solid support for Lakoff's claim that women utilize tag questions more frequently than men do as a sign of their hesitation to make straightforward assertions and to avoid confrontation with the addressee (Bonvillian 2007:334). Additionally, according to Holmes (1984), who categorizes the tag questions, "men more often use tags for speaker-oriented goals, to confirm or obtain information about themselves, whereas women more often use tags for addressee-oriented goals, particularly as strategies to engage addressees in talk" (Bonvillian 2007:335).

Further studies assert that the usage of tag-questions depends on the "powerless" or "powerful" positions of the speakers, but they ignore gender differences; the results from their study show that powerful males are more probable than powerful females to employ modal tags, and powerful women are more likely than powerful men to use affective tags (Bonvillian 2007:335). Additionally, several studies on the use of tag questions revealed that people frequently assume that women use them more frequently than men (Coates 1993:119).

1.5.3.1.3 Hedges

Hedge use has been observed to be higher among women than among men. (Hedges are words or expressions that subtly critique claims made in a statement: "Perhaps we could try fixing it" (Bonvillian 2007, p. 335). "I think, I'm sure, you know, sort of, and perhaps" are some examples of hedges, according to Coates (1993:116). Females use hedges to prevent conflict with an addressee who might hold a different position since they are conditioned to

defer to others and avoid it. (Bonvillian 2007, p. 335). When recording groups of four persons debating contentious issues, Preisler (1986) also came to the conclusion that women utilize hedges substantially more than males do. He observed mixed-sex and single-sex conversations between men and women in two different age groups.

Holmes (1984&1987) distinguished between several hedge types and categorizes them. She uses the example of "you know," which, in her words, can convey either "confidence" or "uncertainty." Overall, her study's findings indicate that although female speakers used the hedge expression "you know" more frequently than male speakers, there was only a marginal difference in the frequency of use. Men tended to use the expression "you know" more frequently than women when expressing uncertainty, while women used it more frequently when expressing confidence (Coates 1993:117). However, research by Fishman (1980), who observed three young American couples, reveals that women use "you know" five times more frequently than males. One explanation for this might be that women use the phrase "you know" more frequently while speaking to men because they want to keep the conversation going and anticipate receiving a more minimum answer.

1.5.3.1.4 Pronunciation

There are phonological disparities between men's and women's speech in a variety of languages. Generally, women pronounce words more clearly than men. Hetherington (1993) found that females are superior in verbal abilities including vocabulary, reading comprehension, and verbal creativity, which explains why more female students than males prefer to study languages. In general, girls speak more fluently than boys.

1.5.3.1.5 Intonation

Due to physiological reasons, women frequently prefer to speak in a high-pitched voice; however, experts have noted that this is also linked to women's "timidity" and "emotional instability". According to Lakoff (1975), women typically respond to questions

with increasing intonation rather than lowering intonation. On the other hand, men prefer to speak with a lowered tone to show confidence in their statements because men's power and confidence can also be seen in their falling intonation. With Lakoff's (1975) finding that men prefer to employ a falling tone to make a strong statement, women may respond to questions with a rising tone. She asserted that women tend to do this because they are less confident in their thoughts and selves than men.

1.5.3.1.6 Vocabulary

Men and women typically use different terms to express their emotions, ideas, and thoughts. As it can be shown.

At the level of adjectives, Xiufang Xia (2013) claimed that women frequently use adjectives like cute, charming, wonderful, fantastic, and heavenly in their daily lives, but males hardly ever do. Lakoff (1975) suggested as an explanation that in society, women spend much more of their time on color-related activities such as choosing clothes than men do. In English, there are specific feminine words that men will not use. She also asserts that women are skilled at using French words for colors, such as mauve, lavender, aquamarine, azure, and magenta, to describe objects, but most males are not. When it comes to adverbs, Lakoff (1975) found that men and women use adverbs differently, and this is another difference. Adverbs like extremely, pretty, terribly, immensely, and quite are frequently used by women, while very, totally, and truly are preferred by men. Jerperson (1992) also found that women use "so" to enhance tone and express attitude more than men.

1.5.3.1.7 Writing Skills

Boys now perform worse in writing and reading than girls do. In keeping with the same idea, Brown (1994) asserted that boys do not express any interest in writing as they age because it is considered a female activity. According to Millard (1997), who supports this point of view, women's writing is superior to men's because of their reading experiences,

whereas men's writing is subpar due to their reliance on TV and video games. As a result, their writing is less detailed than that of women. In addition, Kanaris (1999) asserted that women typically compose longer sentences with a greater variety of adjectives and subordinate clauses. She goes on to say that girls prefer the pronoun "we," whereas boys prefer the pronoun "I." Below are some differences between males and females. Gyllgard (2006) looked at how males and females use language qualities differently in this regard. He also notes that women often utilize literature to demonstrate their superiority over men. In other words, women exhibit intellectual prowess that men do not.

1.5.3.2 Features of Conversational Style

1.5.3.2.1 Talk Time

Robin Lakoff (1970) in her study asserted that there are differences between males and females in talk time. Women talking more than men is a common stereotype because women are known by chatter, gossip, prattle, and natter about unimportant issues which help to perpetuate this myth. According to Bonvillian (2007:337), women are more verbose than men when it comes to discussing feelings. Despite the fact that many studies dispute these findings, Sattel (1983) claimed that "in some encounters, men are more silent than women, particularly in regard to discussion of emotions" (Bonvillian 2007:337). The assertion may have its roots in a stereotype that women are more emotional than men: "The stereotype is that women are more emotional than men, suggesting that women both experience and express more emotion. The reality is that women and men experience emotions relatively equally, but women are more expressive than men. In contrast, according to Ning and Dai (2010) usually men talk much more than women in public communication. On the other hand women talk much more in their families than men do.

1.5.3.2.2 Interruption

Zimmerman and West study (1975) shows that men continue to interrupt other people's conversations, whereas women displayed more patience. Despite their desire to speak, they will hold off until others have finished speaking. They found that women typically take on the role of attentive listeners in conversations with people of both sexes. Instead of frequently interjecting, they encourage others to speak. However, men's desire to be taken seriously drives them to take every opportunity that comes their way.

According to Deuchar (1989), who drew inspiration from Brown and Levinson's model of politeness (1978:1987), using standard forms enables women to protect their own faces while simultaneously paying attention to other people's faces and avoiding endangering them (Coates 1993:85). At a time in the current speaker's turn when the current speaker's speech could not be considered the last word, the next speaker starts speaking. The conversational model's symmetry is broken by interruptions. (Coates 1993:109). There is a considerable variation in the patterns of overlaps and interruptions in same-sex and cross-sex discussions, according to two notable studies by Candace West and Don Zimmerman (1975:1983). Men frequently succeed in gaining the floor when interrupting women in cross-sex dialogues, although women interrupters are less likely to succeed (Bonvillian 2007:338).

In the West and Zimmerman investigations (1975) , overlaps and interruptions occurred in almost equal amounts in same-sex talks, where each speaker made a similar number of contributions, while in cross-sex interactions, virtually exclusively men made mistakes and interruptions (Bonvillian 2007:338). Women are the most probable targets of successful interruptions, even when they are in higher-status positions, according to West and Zimmerman, who also point out that even though the men were subordinate to the women, they had a tendency to interrupt them. Women are particularly susceptible to interruption when two low-status elements co-occur (Bonvillian 2007:338–339).

Women don't use overlaps in conversation with men, which was also demonstrated in the Zimmerman and West study, according to Coates (1993), who claims that this is a way for men to violate women's right to speak and that this suggests that "women are concerned not to violate the man's turn but to wait until he's finished" (Coates 1993:110).

1.5.3.2.3 Direct and Indirect Style of Communication

It has been argued that the female style of speaking is more indirect (Lakoff 1975) because it is related to power. Since men have always been seen as more powerful than women, the indirect style will increase their social status. That's why men are usually direct. For example, women are more likely to say "the coffeepot is empty" as opposed to simply asking "please make some coffee" (DeFrancisco & Palewski 2007:70). In this context, the phrase "feminine style" denotes the use of indirect communication by both male and female speakers. DeFrancisco & Palczewski suggested that those with lower social status may be more likely to employ deception and courtesy to win others' acquiescence. Higher-status individuals can afford to be more forthright and make more forceful public pronouncements. However, a Holmes (1995) study revealed that men did not value or demonstrate politeness to the same extent that women did (DeFrancisco and Palczewski 2007:70). According to Tannen (1994), who has examined the idea that being indirect is a sign of impotence and is utilized by those with lower status, indirectness can actually be perceived as a show of power and is employed by those with greater status. Also, Montgomery (1995:160) claimed that men use simple, direct statements, whereas women rely on couching their commands as inclusive suggestions for action.

1.5.3.2.4 Minimal Responses

It has been shown that women tend to respond with greater restraint than men. Comments like "yes" and "mm hmm" can be considered minimal responses (Maltz and Borker 1982 in Coates 1998: 421). According to Maltz & Borker (1982), men and women use

minimal responses differently. Men use them to convey a stronger meaning, such as "I agree with you," or at the very least, "I follow your argument so far," while women use them to indicate that "I'm listening to you; please continue." According to Maltz and Borker (1982, in Coates 1998:421), one reason why women employ these responses more frequently than men is that they listen to others more frequently. Maltz & Borker go on to argue that these reactions' various interpretations by men and women frequently result in misconceptions, which give men the impression that women always agree with them and give women the impression that men never seem to be listening (Maltz & Borker 1982 in Coates 1998:422). Returning to the Pamela Fishman study from 1980, it appears that women utilize "you know" far more frequently than men because they anticipate receiving more minimum responses than they really do (Coates 1993:112).

1.5.3.2.5 Choosing Topics

At the level of choosing topics, Ning & Dai (2010) found a difference between genders: men and women choose topics for social contact based on differing interests. Men are more inclined to prefer political, economic, stock market, sports, and current news themes when conversing. Women are more interested in discussing topics related to the family, including children's education, clothing, cooking, and fashion. As Lydie Meunier (1996) claimed, "serious" topics are preserved by men only and "trivial" topics are for women.

1.5.3.2.6 Paying attention to details

Shambaugh (2017) claimed that women tend to absorb more information through their senses and store more of it in the brain for other uses than men do. Therefore, women generally have more interest in details and pay more attention to them than men do.

1.5.3.3 Non-Verbal Manners

At the level of politeness, women frequently employ polite language in conversation, such as "would you," "please," and similar expressions, as we've already established.

Wahyuningsih (2018) noted that women typically behave politely and focus more on using proper terms in speech than do men. Women made more expressive gestures to indicate their feelings, emotions, and psychological states during discussion by moving their hands, faces, and other body parts, whereas men used fewer gestures. Holms (1995) claimed that men actually did not value or exhibit politeness as much as women did.

Another trait is aggressiveness. Wolfer (2015) said that males are competing for reproductive success, so they are generally more aggressive. And this stereotype is the result of the socialized roles of both genders and associated customs accompanying industrial development that have interacted with their physical characteristics, so men are commonly viewed as more aggressive. With confidence, Holms (1984 and 1987) claimed that men are usually rated confident for the reason of not using hedges more frequently like women; this small difference can give the impression of uncertainty in women's speech and for using low intonation, as Lakoff's (1975) finding suggested that men prefer to employ a falling tone to make a strong statement and show their confidence. However, with collaboration, Edelesky (1993) agreed that females tend to agree with the speaker more and create a so-called collaborative floor, whereas men use overlaps to disagree with the speaker, which shows that the females are usually viewed as collaborative. Finally, at the level of showing emotions, Defrancisco and Placzewski (2007) claimed that the stereotype is that women are more emotional than men, but the truth is that they express their emotions equally; however, women are expected to experience and express them more.

At the level of logic, O'Connor C and Joffe H (2014) claimed that men were portrayed as logical, focused and physically competent, while women's strengths lay in emotional intelligence, social skills and caring. Snippet (1976) viewed that men are logical thinkers but on the other hand women are intuitive more patient in working.

1.5.4 Factors Affecting Gender Stereotypes

Recent research on the physical differences between both genders revealed that while phonological processing occurs on both the left and right sides of the brain in females, it is located on the left side of the brain in males. We can draw the conclusion that the causes are social rather than physical because no difference in efficiency was demonstrated, and there is no evidence to date that any neurophysiologic difference explains disparities between the two groups' use of language. Wenjing (2012) claimed that the language of gender differences is a highly complex social, cultural, and physiological phenomenon that takes into account a wide range of variables, including politics, ideology, social status, roles, relationships, language, attitude, level of education, and social interaction. These factors can be presented as follows:

1.5.4.1 Different Social Status

According to Lakoff (1975), social factors are responsible for the differences in language between men and women, not the language itself. The social roles of men and women differ because they perform different social duties in social activities as a result of their gender differences. Also, Xiufang Xia (2013) asserted that one of the most important societal factors influencing gender disparities in speech patterns is educational attainment. All research has demonstrated that the inequalities between male and female speech are bigger the more educational possibilities there are for boys and girls. Males are typically expected to attend school for a longer period of time in various cultures around the world. When given an equal chance at education, it appears that women are more likely than men to be sensitive to linguistic status standards.

Although several linguists have noted the disparities in how men and women use words, it wasn't until the 1970s that some linguists attempted to identify the societal causes of these discrepancies. Because men and women frequently play different roles in society, men and women use language differently than women do. We may anticipate that the larger the

distinctions, the more clearly defined the positions are until the 1970s that some linguists attempted to identify the societal causes of these discrepancies. Because men and women frequently play different roles in society, men and women use language differently than women do. We may anticipate that the larger the distinctions, the more clearly defined the positions are. The majority of key roles in governments are held by men almost everywhere. Almost everything, including women, can be dominated by men.

1.5.4.2 Different Psychology

The physiological factors support the idea that men and women are biologically distinct from one another for innate reasons. According to the most recent medical studies, women's left hemispheres develop earlier than men's do in the development of language skills. As a result, the girl wants to speak more and is more emotional than the boy. However, the most recent voice experiment demonstrated that, due to gender, the male and female voices on the resonance peak have very different voice tone qualities. Moreover, in comparison to men, women's vocal cords are shorter, thinner, and more relaxed (Wenjing, 2012). Also, Xiufang Xia (2013) added that women are generally thought to be less confident, sensitive, and careful than men. Women frequently appear to be more polite because they consider the impact of their words before speaking. Men's speech is typically direct and firm since they appear to be rash and only say what they want to say without any regard for what others may think.

1.5.4.3 Cultural Differences

Behind every language are people with different lifestyles and ways of thinking. Language is also a type of cultural phenomenon because it is made up of these life choices and mindsets. According to Lakoff (1975), the difference between men's and women's languages is more of a symptom than the actual cause of a problem in our culture. Men and

women, for instance, come from different sociolinguistic subcultures in North America. They have acquired a variety of language skills.

1.5.5 The Algerian Context:

Algeria is a coastline nation, and throughout history, numerous civilizations had shown an interest in it because of this. Many people, including the Phoenicians, Romans, Turks, Arabs, and eventually the French, called it home. Therefore, the most significant events in Algerian history were: Algeria had been a Romance province prior to the Arab Conquest in the seventh century and the Islamization of the Berbers (Kay and Zoubir, 1990).

Algeria experienced the presence of numerous Arabs and the spread of Islam during the seventh and eighth century. Arabic then spread over numerous Algerian tribes. As a result of French colonization, the influence of French culture and language was widely diffused throughout Algeria and firmly anchored in Algerian history. Speaking of the national language of Algeria, Algerian Arabic (AA), also known as "darija," was used in more casual and relaxed contexts such as at home and during coffee breaks, while modern standard Arabic was used as a national language in formal settings such as public speaking, religious texts, education, and other prestigious contexts (Rabahi, 2013).

It is important to remember that both men and women had different roles depending on the cultural structure of a particular linguistic group. In other words, there was a concept that women should stay at home and care for their children as housewives. The cultural composition of the society affected how both men and women felt about particular language variants. For instance, women in Algeria were more mindful of their language use, meaning they were conscious that their actions were governed by the social standards of Algerian culture (Rabahi, 2013).

Moreover, Algerian women were raised in a strict and polite society. This fact encouraged Algerian women to speak in more elitist tones, such as French. Also, it was

extremely uncommon to hear women swearing or using derogatory words in their society. Interestingly, the study noted that some linguistic features, such as the usage of the glottal stop / in the Tlemcen dialect, were viewed as traits of femininity. In actuality, this variety was stereotyped by its glottal stop. To avoid offending speakers from other towns, Tlemcen men avoided using it when conversing with them. As the following table illustrates, this viewpoint was better shown by a few examples from the Maghnia speech community (Rabahi, 2013).

Table 1

The Degree of Politeness between Male and Female in Using Language.

Terms in English	Males	Female
New	Mamra	Drahem
Money	Jdida	Jdida
New clothes	Tiki	Chikoula
Drug	Mamra	Lkif
Lorries	Kmain	Kamiounet

Note. We should note from this study and the table the degree of politeness between male and female in using language, as well as the vulgarity. Men tend to be more vulgar, logistical and jagged based on social superiority while women are more prestigious and polite

1.5.6 Previous Studies

Dennhang et al. (2009) conducted a study in Sweden using a matched guise experimental design. They investigated gender stereotypes among 101 Swedish university students taking a psychology course. The speaker's gender identity was digitally manipulated to sound either male or female during a dialogue. The speaker with a male voice was rated as significantly less conscientious, agreeable, extraverted, and open to experience than was a speaker with a female voice. There was a propensity for the speaker with a male voice to be

rated as more aggressive than the same speaker with a female voice in terms of social behavior. The results of the study imply that perceived gender differences may be influenced by stereotype impacts rather than actual behavioral differences.

The findings are consistent with the general hypothesis that listener ratings of personality traits will be influenced by the perceived gender of an interlocutor, as indicated by voice quality, as well as the general hypothesis that listener ratings of social behavior will also be influenced by perception of gender. The findings support the hypotheses of the male version actor's personality will be rated as less extraverted, less agreeable and less conscientious compared to the female version actor. The study results in terms of the Big Five traits were consistent with those found in earlier research (Costa et al., 2001; Feingold, 1994; McCrae et al., 2005; Vianello et al., 2013), showing that the speaker was rated as being more extraverted, agreeable, and conscientious when speaking as a woman.

They assert that this study is distinctive because, despite the fact that many of the results are consistent with what has already been shown, they demonstrate how gender stereotyping, triggered by the cue of a male or female voice, can result in stereotype-like interpretations of the same behavior in a dialogic situation. Therefore, there is a strong argument that the differences in how the two groups interpreted Person A's behavior and personality traits were due solely to the ears, or more precisely, the listeners. Thereby, it would appear that this study supports the expectancy effects proposed by Vianello et al. (2013) and Feingold (1994).

In a study of language on attitudes toward speakers and how they are affected by gender stereotypes in language. In order to elicit participant assessments of men and women based solely on what they hear, a matched guise technique was used. Four speakers—two men and two women—made two recordings, one of which included "women's language" and the other "standard" language. 100 college students listened to each recording before grading

the speaker on twelve personality traits. The findings of this showed a significant difference in how male and female speakers were perceived, regardless of the language style used. When there were distinctions between "standard" language and language used by women, regardless of the speaker's gender.

The results as well highly depend of speaker gender on listeners' assessments. Women are viewed as being more nurturing, less masculine, and more feminine than men, regardless of the language they use. The findings appear to support the hypothesis that speaker gender would have the greatest influence on listeners' perceptions of the speakers.

An exploration of beliefs about gender differences in language use examining whether students at a private university in Sarajevo, Bosnia and Herzegovina, concur with prevalent stereotypes about language and gender, particularly those that concern women's and men's speech, and whether males and females differ in their conformity to the stereotypes, the aim of this study is to shed light on the issue of gender differences in using language. A survey with a list of questions was completed by 69 students from the International Burch University in Sarajevo, Bosnia and Herzegovina, as part of the study.

Responses that reflected assumptions of how women speak demonstrated significant consistency, with more than 50% of participants agreeing. The claim that women are more polite received agreement from 56.5% (n = 39) of participants, while the claim that women ask more questions received agreement from 59.4% (N = 41) of participants. Both could be explained by the social context in Bosnia and Herzegovina, where women are typically expected to behave and speak more politely, as well as be seen as more curious and inquisitive. Furthermore, the latter could also be connected to the negative stereotype that women are curious and supposed to gossip, which makes it more likely that they will ask questions. Men are said to swear more (N = 35, 50.7%) and talk about sports more (N = 50, 72.5%) than women, according to stereotypes of male speech. On the other side, belief that

men dominate conversation had the lowest, which is quite a significant finding given that the idea of male dominance serves as a sort of foundation for any patriarchic narrative and environment.

1.5.7 Previous Studies in Algeria

In the past, many language and attitude studies were conducted at Telemcen University (Rabahi, 2019). One such study investigated the gender-related use of language in the Maghnia speech community, aiming to examine linguistic attitudes and the sociocultural elements that shape language behavior (Rabahi, 2019). The study sought to understand the linguistic dynamics in Maghnia and its impact on social interactions between genders, focusing on the influence of identity, gender, and age on speakers' attitudes. The research revealed that language use is closely tied to social norms and individual attitudes shaped by these norms, as well as broader societal influences on language use by both men and women (Rabahi, 2019).

The findings indicated that the socio-cultural context of the Maghnia community plays a significant role in shaping gender identities and language use patterns. Women were found to adhere more closely to traditional linguistic forms, using forms considered superior or more proper compared to men. Additionally, women were observed to incorporate other languages, particularly French, which became a noticeable distinction between males and females (Rabahi, 2019).

Notably, Maghnia women exhibited distinct language and social norms, creating an environment conducive to intimate relationships and selecting specific topics for discussion. In contrast, Maghnia men employed a broader range of vocabulary related to colors, clothing, cars, and other objects. Furthermore, Maghnia men developed their own slang, influenced by illicit commercial contact with Moroccans and shaped by the geographic location of Maghnia

(Rabahi, 2019). These sociolinguistic factors contributed to the divergence in language use between males and females in the community.

Another study conducted by Khetir (2017) investigated the effect of attitudes towards language use and stereotypical concepts among F/EFL learners at Tlemcen University. The study utilized survey data to examine the opinions of language learners, specifically focusing on their attitudes towards dialects, native languages, and foreign languages. The findings revealed that there were no gender differences in terms of identifying criteria based on gender. However, disparities were observed between different academic fields, such as the sciences and methods branch versus the economics and management branch. Both male and female students placed significant importance on the prestige criterion, but female students in both fields ranked foreign languages particularly high. These findings align with language use patterns observed in other language communities where gender distinctions have been examined (Khetir, 2017).

Dendane (n.d.) conducted a study investigating attitudes towards language variation in the Tlemcen speech community. The study, carried out at the Université de Tlemcen, explored the interaction between language and society from a social-psychological perspective. It aimed to examine individuals' attitudes towards specific language varieties and their perceptions of users of those varieties. By observing responses, the study aimed to shed light on the relationship between social stereotypes, speech patterns, and individuals' own linguistic behavior. The study focused on eliciting subjective impressions and biased views about representatives of various languages and language varieties, using linguistic variation involving high-status languages (Modern Standard Arabic and French) and low Arabic varieties present in the Tlemcen speech community (Dendane, n.d.).

In a study by Dendane et al. (2018), language use and attitudes among Algerian students in Telemcen were examined. The study aimed to understand the language use and

attitudes of first-year Algerian students towards the languages/varieties spoken at Tlemcen University, including Modern Standard Arabic (MSA), Algerian Arabic (AA), and French. Additionally, the study explored how students' attitudes and language use were influenced by their field of study. A questionnaire was administered to a sample of 78 participants to gather data. The findings indicated that AA use was more prevalent than MSA and French use, and that AA was less commonly used compared to MSA. In terms of language attitudes, participants exhibited negative attitudes towards French and significantly positive attitudes towards MSA compared to AA. The study also revealed interesting findings, such as a strong preference for using AA as a second language in education, particularly in scientific disciplines, and a desire to shift towards English replacing French as the language of instruction in scientific fields (Dendane et al., 2018).

Conclusion

In conclusion, this literature review has explored various aspects of stereotypes, attitudes, and gender studies in linguistics and sociolinguistics. The review began by providing a comprehensive understanding of the definition and classification of stereotypes, emphasizing their role in shaping perceptions and beliefs about different social groups. It then delved into the similarities between attitudes and stereotypes, highlighting how both influence individuals' judgments and behaviors. The review also traced the history of stereotype research in linguistics and sociolinguistics, showcasing the evolution of perspectives and approaches in studying stereotypes over time. It shed light on the types of stereotypes that exist, including those related to language and dialect as well as gender and culture, emphasizing the impact of these stereotypes on individuals' experiences and interactions.

Language attitudes emerged as a crucial aspect of the literature review, revealing how individuals' attitudes towards different languages and dialects can be shaped by stereotypes and societal norms. The measurement of language attitude and stereotypes was explored,

providing insights into the methodologies used to assess individuals' perceptions and evaluations. Furthermore, the review explored the factors that contribute to gender differences in language use, highlighting societal influences, socialization processes, and the concept of hegemonic masculinity. These factors shed light on the complex dynamics that shape language behaviors and reinforce gender stereotypes.

Chapter 2: Fieldwork

Introduction

This dissertation methodology section focuses on the research strategy and approach used for investigating at the phenomena of stereotyping, with a focus on using a matched guise study. As a widespread social construct, stereotyping has tremendous effects on people and society when our focus is on students, influencing how they perceive, feel about, and act towards other groups. A matched guise study provides a strong scientific foundation to investigate how stereotypes lives in the academic society and have an effect by evaluating how they affect how people are regarded and how they are judged.

2.1 Methodology

2.1.1 Method

The element of our study is what is called the matched-guise technique or test, which was invented by Lambert et al. (1960), has been helpful in figuring out people's covert views towards accents, dialects, or languages. If there are any stereotypes linked with a language or accent, we can correctly identify what status it has and whether they are reflected in the responses. Known as “experimental speech perception method”, people frequently indicate that they judge the same individual differently based on their language or accent when they act as their own controls, which is inexpensive and efficient method and it is often used today in the field of sociolinguistics, and social psychology (Buchstaller, 2006).

In the past, you would have a speaker or speakers record controlled samples (for instance, one Cockney accent and one RP accent), which the research participants would then listen to and score the "guise" they hear on qualities like "intelligence," "likability," "honesty," etc. this technique is for the purpose of investigating covert behaviours that's refers to human actions that cannot be seen. The covert behaviours of the human mind include thinking, memory

retrieval, information processing, endocrine responses, and cognition. Since no one else can see them or hear them, they cannot be observed (Krawiec, 2012).

Lambert et al. (1960) developed the matched-guise test as a way to uncover hidden opinions regarding English and French in Montreal. Traditionally, controlled samples would be recorded by a speaker or speakers, and they would then be evaluated on several criteria. Whenever a single speaker is recorded for multiple guises, they frequently have native-like speaking abilities in all of the languages or dialects (Agheyisi & Fishman, 1970; Anisfeld & Lambert, 1964; Lambert W., 1967). The fact that the same person is using various guises is automatically hidden from the responders. The accent or language is then the only factor used by the responders to judge the speaker's traits such as intelligence, likeability, bluntness, etc. The basic premise behind this approach is that every other study variable, including intonation, script, reading speed, voice, and quality, are controlled, meaning they are the same across all recordings. In this manner, any variations in the respondents' assessments of the guises are only due to dialect or language (Agheyisi & Fishman, 1970).

The ability to employ matched-guise tests to detect implicit attitudes towards both men and women is now available. While it was previously impossible to design a matched-guise test investigating gender that sufficiently deceived the participants, it is now possible to record a controlled sample. Modern technology has allowed us to "morph" or distort sound recordings so that a male speaker sounds like a female speaker or vice versa. As a result, we produced a modified text in which the participant(s)' apparent genders are changed but their tones, intonations, stresses, and personality qualities remain the same. (Matias 2016), in our work we investigated the covert attitude of the EFL learners via recording a vocal of male and female speakers and posted in a survey with a numerical data questions targeting students attitudes and feedback toward genders.

Mixed methods research is "an approach to enquiry that blends or associates both qualitative and quantitative elements," according to Creswell (1995). Our research is a combination of these two blended approaches to produce in-depth data and to investigate language stereotyping among EFL learners in the best way. The qualitative component of this study involved in-depth surveys directed to participants to capture their attitude about stereotyping and the quantitative component of this study aimed to quantify and measure specific variables associated with stereotyping. A questionnaire survey was designed to collect quantitative data from a larger sample size, providing a broader perspective and enabling statistical analyses. The questionnaire was developed based on a comprehensive literature review and expert input. The survey responses were collected using an online survey and analyzed using appropriate statistical techniques, such as descriptive statistics.

The matched guise is qualitative technique since it entails asking interview subjects to rate the personality traits of speakers whose voices are captured on tape and who employ various sociolinguistic styles. In light of the linguistic variety being used, as well as the stereotypes and social prejudices of these linguistic varieties, which tend to be uniform, the interviewees evaluate the personal qualities of the individuals recorded – without realizing that it is the same person – in accordance with these linguistic varieties. The quantitative approach defined by Pritha Bhandari (2022) as the process of gathering and interpreting numerical data can be used to identify trends and averages, formulate hypotheses, examine causality, and extrapolate findings to larger populations , the personality traits being rated by students are made into numerical scale from one to five extremes , as well as research questions are answered using numerical data and targeting students covert attitude , which makes your study involved in both quantitative and qualitative approaches .

2.1.2 Population and Sample:

The data used in the research was collected from students of the English department, Languages Faculty, Echahid Echikh Larbi Tbessi University in Tébessa. We asked the department to provide us with the population of all levels and we found that there is 588 students from levels (L1, L2, L3 and M1), except M2, they are not a part of our study since some of them know already the topic of the study. This population was chosen because it represents diverse of level, age and attitude.

The following table can provide us with the necessary information about the population.

Table 2

Population Count.

Level	Male	Female	Total
L1	38	120	158
L2	51	165	216
L3	22	92	114
M1	22	78	100

We randomly chose levels L2 and M1 (316 students, 243 female and 73 male) to participate with the survey of the original audio, and the other levels, L1 and L3, (272 students, 212 female and 60 male), to participate with the survey of the manipulated audio.

The Sample:

A total of 47 students, 25 in the 1st survey and 22 in the 2nd survey, studying in different study years at the Department of English Language at University Chikh Larbi Tbessi in Tébessa participated in our study (39 female and 8 male) in both surveys. The Study's mean age was 18.26 years. All the participants were non-native speakers of the English

language coming from different levels (L1, L2, L3 and M1). A more detailed description of the participants is presented in Tables 2.

Table 3

Sample Statistics

		Survey 1	Survey 2
Gender	Female	20 (80%)	19 (86.4%)
	Male	5 (20%)	3 (13.6%)
Age	18 YO	1 (4%)	3 (13.6%)
	19 YO	4 (16%)	4 (18.2%)
	20 YO	1 (4%)	7 (31.8%)
	21 YO	8 (32%)	3 (13.6%)
	22 YO	7 (28%)	1 (4.5%)
	23 YO	1 (4%)	/
	24 YO	3 (12%)	2 (9.1%)
	25 YO	/	1 (4.5%)
	26 YO	/	1 (4.5%)
Level	L1	/	8 (36.4%)
	L2	9 (36%)	/
	L3	/	13 (59.1%)
	M1	16 (64%)	1 (4.5%)

2.1.3 Data Gathering Tools / Materials

We chose to use a survey as a data gathering instrument since it is one of most popular methods used when the data is collected from a large number of respondents, and understanding the population quickly as well as drawing generalized conclusions faster. Also,

it is the easiest way to execute the technique used in our research, the matched guise technique.

There are a lot of different types of survey methods. Each one has its advantages. The most popular type is online survey, the one we choose in our study. One of its main advantages is its flexibility, as Schonlau (2001) asserts, online surveys are flexible because they can be conducted in several forms such as links shared via emails or websites and they are easily created and shared among a large number of participants. Another advantage is timeliness and speed. Kannan (1998) believes that the time of designing the survey and collecting the data is minimized and can easily share globally in a small period of time due to the internet. The survey took us only 3 days to be conducted and piloted using Google Forms.

The technological innovations are also a benefit in our case. Dommyner and Moriaty (1999) and Mullarkey (2009) claimed that online surveys have come a long way from the simple text-based, email surveys of 1980s to the technologies that are available today, and respondents can click only on a link and on a URL sent via e-mail to have an access directly to an e-mail survey which make the process faster. As we did, we shared the survey on Google Classroom since it is already used by all students of the department in their studies.

Convenience is a major advantage because participants can answer at a convenient time for themselves. They can take as much time as they need to respond as Hogg (2003) asserts that the participant will not be annoyed in online surveys, he can participate whenever he feels it is the convenient time for him. In addition, the data are automatically tabulated and analyzed. Wilson and Lashkey (2003) note that the data are stored immediately in the data base once the last questionnaire is submitted.

2.1.3.1. Students' Surveys

We prepared two surveys based on one script. They consists of three parts: introduction, section one (background information), and section two (scale rating +open-ended question boxes for both genders).

In the introduction of the surveys, we described the study without details. We explained that we will conduct a research on the extent to which an individual's personality and attributes are going to be predicted by language and voice, but we did not mention the objective of the research or anything related to stereotypes and gender for the purpose of achieving and obtaining valid results. Then, we prepared a list of 34 qualities, Some of them are language attributes such as pronunciation, directness and communication skills... and the others are personal attributes like modest, collaborative and adventurous.... . Those stereotypes are associated with both genders (according to the literature), the ones for males like (authoritative, analytical and confident...) and others are associated with females such as (pays close attention to details, uses correct grammar and mastery of speaking skills...).

At the beginning of the surveys, in section one, participants are obliged to fill out a brief demographic questionnaire. About age (with a short answer), choosing the level (L1, L2, L3, or M1) and the gender (male, female or prefer not to say). In the second section, there is a difference between the two surveys, we added the link of the original audio in the first survey and the manipulated audio in the second survey. The participants can click on the link and hear the recording before they start rating the statements. This section is also divided into two parts. One associated with female and the other with the male. As we wrote in the description, "the participants have to hear the audio then rate each quality or attribute written in the section from 1 to 5 (1= strongly disagree, 2= disagree, 3= neither agree nor disagree, 4= agree, 5= strongly agree)" after finishing the section associated with the female, students can respond to an open-ended question to give students an opportunity to express themselves, by

asking them “Is there anything else that comes to your mind concerning the female speaker?” this way any other hidden attitudes that were not covered in the Likert scale statements can be discovered.

Then, they have to do the same process for the male part; keeping in mind that the same statements are given for both cases (genders) and applied on both surveys.

The length of the survey was adjusted to allow participants to complete the entire process in approximately 20 minutes. This time included reading the introduction, filling the demographic questionnaire, hearing the audio and the scale rating of both genders and giving their opinion in the open-ended question boxes.

After finishing the design of surveys on Google Forms, we did pilot the surveys with our classmates since they will not participate in the survey because some of them already know the topic of the research. We took their remarks into consideration, as they noticed that 34 statements are a lot and can make the students bored. The solution we have found is to combine the statements that can have similar or related meanings such as adventurous and courageous, humble and modest, and collaborative and cooperative... and minimize them to 25 statements. Another remark was about the topic chosen; they thought that it cannot be understood by L1 because they are beginners however for M1 is very easy for them because it is our specialty, but we took into consideration this problem and used easy terms to explain the Big Five Personality Model to make it clear for all levels except the terms that are not changeable. After finishing the modification, the surveys are ready to share.

2.1.4 Procedures:

As we mentioned before the technique used in our research is the matched guise technique, this techniques was originally developed to investigate people’s attitudes toward social, geographical or ethnic language verities and to the different languages spoken in bilingual communities Lambert (1960).

In our study we wanted to know the covert attitudes toward gender stereotypes among EFL learners using a digital matched guise technique because if we simply ask them about these attitudes there is a chance that their answers will reflect conscious stereotypes prevalent in their community rather than their actual attitudes, so we used this method to extract these covert attitudes, the covert, perhaps subconscious ones.

The matched guise technique needs a recorded text passage. In our case the script used is a conversation between 2 students; they were talking about the Big Five Personality Model after a psychology lecture they had just attended. The chosen topic is related to psychology for the purpose of misleading the participants so they think that the research is on personality traits. The topic of the script is also related to our specialty so students can understand easily the content, and it is an interesting topic that can attract students and they do not be unexcited or lost. In other words, if we choose a topic related to stereotypes, the participants will be careful about what they answer on the survey.

2.1.4.1. The Script

M: Hi, did you enjoy the psychology lecture?

F: Well, Not really, because personality tests are not usually supported by the scientific community, which considers them pseudoscience.

Or maybe it is my fault that I did not pay attention to the professor when he explained the Big Five personality model.

I totally agree with you. However, one exception to the rule is the Big Five Personality Test. Of course, it has its critics. But it is widely accepted as the only scientifically robust personality test.

F: Oh really! Maybe we can try it in one of our workshops. But I think it is not fair to judge someone based on only five traits.

M: "I guess I got you. Interruption of the girl

F: Am I right?

M: You mean it is too general?

F: Yeah, I think so. However, the interruption of the boy

M: Well, can you let me explain, and then you decide if it is too general or not?

F: Oh, I am so sorry. You can carry on.

M: So, I think what makes this theory different is that instead of classifying a person according to his personality, it classifies him according to his traits. As a conclusion, they found that we can classify a person using only these five traits, which are openness, conscientiousness, extraversion, agreeableness, and neuroticism. And each trait can be low, high, or medium, depending on the person.

F: I appreciate your amazing explanation. So these five traits are present in some degree among all people?

M: That's it.

F: Umm! So, when talking about the first trait, which is openness, it is about the degree of curiosity of a person towards trying new things and being comfortable when trying them, or tending to enjoy creative activities and exploring different areas of life. Correct me if I'm wrong.

M: Yes, so when someone scores low on the scale of openness, that usually means he does not break out of his comfort zone.

F: Yeah, I suppose that there are many questions in the test.

M: I'm not sure, but I think they are around 60.

F: Oh good! So after we answer all the questions, the program collects the answers and calculates the percentage of the five traits depending on what we answered. This is it.

M: yep

F: Do you have an idea about the content of the questions and how they are posed?

M: Of course I have! The questions are based on real situations in our daily lives, and you reply depending on what you do in that situation, from agree to disagree.

F: Oh, that sounds exciting! I guess you tried it, right?

M: definitely!

F: Good, did you notice any critics when you tried it?

M: Umm! Not really, but, from my perspective, I think that personality traits are fixed, so the test can analyze only our personality; however, we can't change anything negative.

F: I'm sorry to disagree, but personality traits are not fixed and can change over time. You brought this idea from the introductory psychology classes of Freud, do you remember? He proposed that individuals could become fixated on certain stages of psychological development if they didn't successfully navigate the challenges of that particular stage.

M: Oh, really! But you know that the traits are also genetic; how can you say that they are changeable? I think you're mistaken.

F: You are absolutely right! The basic logic is that traits are rooted in biology, which in fact they are. However, the expression of genes actually changes. And this change can be caused by many factors, like stressful life events and hormones.

M: I did not know that. Thank you for the information.

F: You are welcome.

At the level of vocabulary, we did not use hard words because the levels that are tested are from L1 to M1, except for the terms that cannot be changeable because they are related to the discussed model.

The script is neutral and the features used in the dialogue are nearly 50% for male and nearly 50% for female, at the level of talk time, interruptions, adjectives, adverbs, discouragement, supportive language, informal language, with the aim of being neutral, neither being more

“feminine” nor “masculine”. This way, any differences in the students’ responses will be due to their stereotypes, not the actual text.

As you will discover in the table:

Table 4

Linguistic Features Used in the Script by both Speakers

Linguistic features	Female	Male
Talk time	1 min 34 sec	1 min 49 sec
Interruption	M: I guess I got you... F: am I right?	Yeah, I think so. However... M: Well, can you let me explain then you decide if it is too general or not
Hedges	Well! Not really. Or maybe Maybe, I think, am I right? I think so, I appreciate Umm! , correct me if I am wrong? ,I suppose Oh good! , umm this is it, Oh Good, Oh really!, I’m sorry to disagree, You are absolutely right!	I guess I got you , I totally agree with you, so, I think, know, you mean, Well, that’s it, I think, I’m not sure but, of course, umm not really, Oh really, definitely!, of course, I did not know that. Thank you for the information.
Adverbs	so , absolutely, usually successfully, actually, much, absolutely	Totally, So ,definitely widely , usually, too , only

Adjectives	Amazing ,creative , openness Comfortable, new, good, exciting, stressful , many, low	Robust, Widely, openness, consciousness, extraversion, agreeableness ,neuroticism, low, high ,medium, real
Informal language	Yeah , I'm ,It s Didn't, I 'm	You mean that is too general?, I "m, that's, yep, can't
Supportive language	You are absolutely right I appreciate your amazing explanation	I totally agree with you I didn't know that. thank you for the information
Discouragement	I'm sorry to disagree	I think you're mistaken

Note. The linguistics features presented in the table which are: hedges, adjectives, adverbs, grammar correctness, supportive language and discouragement are used equally for both genders to make the conversation neutral.

2.1.4.2 The Recording

Updating the traditional matched-guise technique with digital methods, we took the written script and we asked two native speakers of English to record the dialogue. They originally recorded it as a video of 5 minutes; however, the duration was long and the female was speaking more quickly than the male who was speaking louder than the female. So before manipulating digitally the voices, a professional editor helped us to fix the original audio. We fixed it by transferring the video to an audio, then minimizing it to 3:23 minutes because 5 minutes was too long for students as they would lose attention and get bored while listening. However the modified voices were too robotic, he could not do the modification of the voices as we expected, and we guessed that the participants will notice the manipulation easily. So

we decided to ask someone else, a Graphic Designer and Video Editor from Tebessa, who used a software named ‘’Studio One 5’’ to fix the quality voice of the male and decreased the speed of the female as best as he could in order to not do any noticeable changes, then he did the manipulation of the voices with another software called ‘‘Murf Ai’’. However there still remained some robotic effects only on the female modified voice that was originally a male voice since the female voice can be modified easily to a male voice without any effects, yet the opposite can lead to the robotic effect because of the nature of the voice tone of the male.

The result of this process is two versions of the same audio: one version with the original voices (genders) and the second version which is the ‘‘guise’’ the male is disguised as a female and vice versa, to have two versions of the same script. This way, hidden attitudes would be revealed when the students rate the guises a certain way when the only difference in the recordings is the gender, which is fake. The next step is the application of the audios on the surveys using Google Forms, as we explained before the whole process of preparing the surveys. We then shared the first survey (online survey 1, with the original audio) to L2 and M1, from the English Department on Google Classroom and shared the second one (online survey 2, with the manipulated audio) to the other levels, L1 and L3.

2.2 Results

In this section, a detailed analysis of both surveys will be provided, in addition to the discussion and interpretation of the obtained results.

Research Question 1: To what extent does the gender of the speaker or guise affect the judgment of the EFL learner on personal qualities?

The following five tables will discuss the results of both surveys. They include the response percentages and the numbers of the participant’s rating from the sample (from strongly disagree to strongly agree) towards each gender, as well as the Mean (M) and the Standard Deviation (SD) of each gender in all the traits.

Table 5*Results Statistics*

Traits	Responses	S1 (Original)		S2 (Modified)	
		Male	Female	Male	Female
Clear pronunciation	Strongly disagree(1)	2 (8%)	2(8%)	0(0%)	0(0%)
	Disagree(2)	1(4%)	6(24%)	0(0%)	2(9%)
	Neutral(3)	7(28%)	3(12%)	5(24%)	3(14%)
	Agree(4)	6(24%)	8(32%)	6(28%)	7(32%)
	Strongly agree(5)	9(36%)	6(24%)	10(48%)	10(45%)
	(M) (SD)	3.76=neutral 1.234	3.4=neutral 1.322	4.238=agree 0.83	4.136=agree 0.99
Correct grammar	Strongly disagree(1)	3(12%)	2(8%)	0(0%)	0(0%)
	Disagree(2)	7(28%)	2(8%)	0(0%)	1(4%)
	Neutral (3)	2(8%)	7(28%)	4(19%)	8(37%)
	Agree(4)	10(40%)	9(36%)	10(48%)	7(32%)
	Strongly agree(5)	3(12%)	5(20%)	7(33%)	6(27%)
	(M) (SD)	3.12=neutral 1.301	3.52=neutral 1.59	4.14=agree 0.727	3.818=neutral 0.906
Direct	Strongly disagree(1)	2(8%)	2(8%)	0(0%)	0(0%)
	Disagree(2)	2(8%)	5(20%)	2(10%)	2(9%)
	Neutral (3)	5(20%)	10(40%)	3(14%)	5(23%)
	Agree(4)	6(24%)	5(20%)	9(43%)	9(41%)
	Strongly agree(5)	10(40%)	3(12%)	7(33%)	6(27%)
	(M) (SD)	3.8=neutral 1.29	3.08=neutral 1.115	4=agree 0.948	3.863=neutral 0.94
Asks many questions	Strongly disagree (1)	4(16%)	1(4%)	2(10%)	1(4%)
	Disagree(2)	13(52%)	8(32%)	4(19%)	7(32%)
	Neutral(3)	5(20%)	3(12%)	6(28% ^o)	5(23%)
	Agree(4)	2(8%)	6(24%)	4(19%)	6(27%)
	Strongly agree (5)	1(4%)	7(28%)	5(24%)	3(14%)
	(M) (SD)	2.32=disagree 0.988	3.4=neutral 1.322	3.28=neutral 1.3	3.136=neutral 1.166
The dominant one in the conversation	Strongly disagree(1)	3(12%)	2(8%)	2(10%)	4(18%)
	Disagree(2)	13(52%)	3(12%)	5(24%)	5(23%)
	Neutral(3)	4(16%)	5(20%)	6(28%)	5(23%)
	Agree(4)	5(20%)	6(24%)	5(24%)	5(23%)
	Strongly agree(5)	0(0%)	9(36%)	3(14%)	3(13%)
	(M) (SD)	2.44=disagree 0.96	3.68=neutral 1.314	3.09=neutral 1.22	2.9=disagree 1.341

N.B: Here is the legend of the following figures,

Strongly Disagree (1) Disagree (2) Neutral (3) Agree (4) Strongly Agree (5)

Figure 1

The male rate in survey 1 (original)

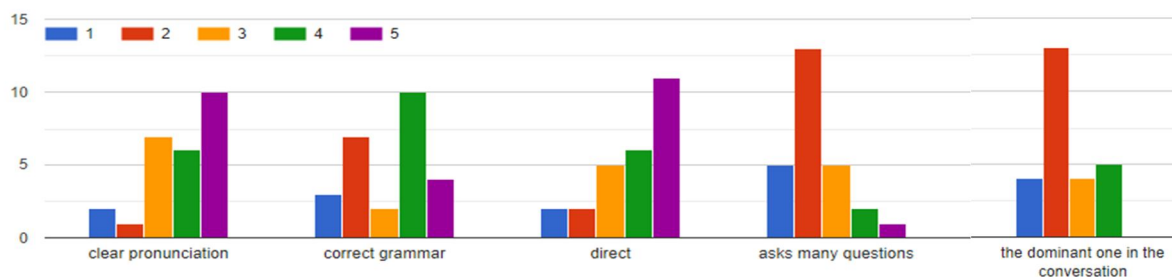


Figure 2

Female rate in survey 1 (original)

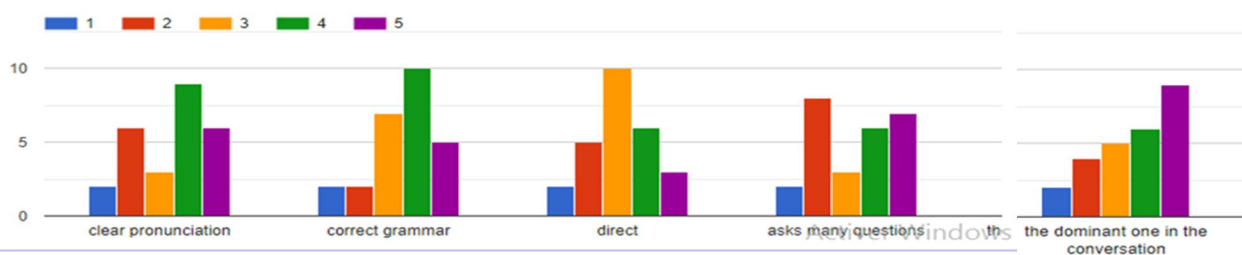


Figure 3

Female rate in survey 2(modified)

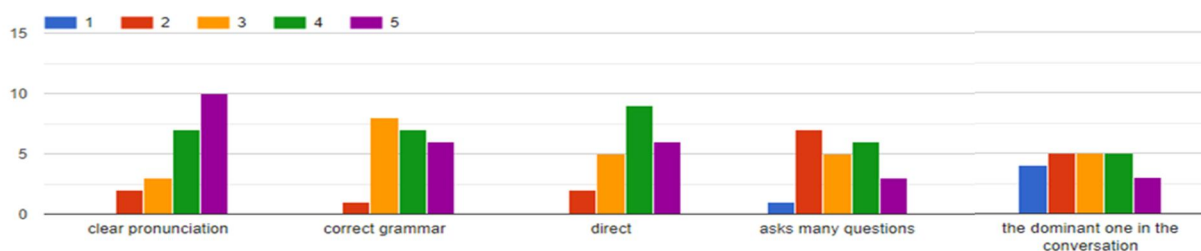


Figure 4

Male rate in survey 2 (modified)

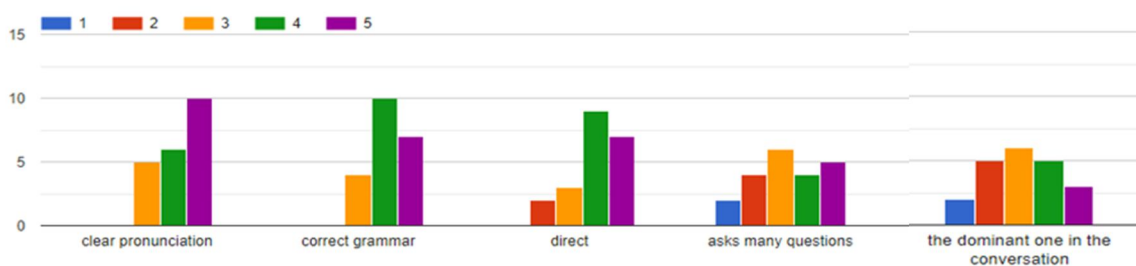


Table 5 contains the descriptive statistics for the first five qualities or attributes. We explored covert attitudes towards gender stereotypes by using the data in the table to extract them. For the first quality, clear pronunciation, the results extracted from the figures show that in S1 (the original), with the male, 12% of the sample disagreed, 28% were neutral, and 60% agreed, indicating that the majority of the participants rated him highly. As well as in S2, the male was rated: 0% disagreed, 24% were neutral, and 76% agreed. For the female in S1, 32% of the sample disagreed, 12% were neutral, and 56% agreed on the clear pronunciation of the female. On the other side, in S2, 9% of the participants disagreed, 14% were neutral, and 77% agreed towards the female. In S1, there isn't much of a difference between the means (M) of both genders (3.76 for the male and 3.4 for the female), which means that, overall, the participants neither agree nor disagree about the clear pronunciation of both genders, indicating zero stereotype. On the other side, in S2 (the modified), they agreed that both speakers have clear pronunciation, with an average of 4.238 for the male and 4.136 for the female, again indicating no stereotype since they rated both genders the same. When comparing the genders in S1 and S2, in both surveys, the male is rated slightly higher than the female, but not enough to indicate a big difference or a stereotype.

For the second trait, correct grammar, the results extracted from the figures show that in S1, starting with the male, 40% of the sample disagreed, 8% were neutral, and 52% agreed, indicating that there is not a remarkable difference between the rates. For the female in S1, 16% disagreed, 28% were neutral, and 56% agreed, which means they rated her neutral. In S2, the male was rated 0% disagree, 19% were neutral, and 81% agreed; the female was rated 4% disagree, 37% were neutral, and 59% agreed towards the female. Overall, in S1, the means of both genders are neutral (3.12 for the male and 3.52 for the female), indicating zero stereotype. In S2, the mean of the male is 4.14, and the mean of the female is 3.818,

indicating that the majority of the participants agree on the correct grammar of the male as well as the female since their ratings are about the same.

For the third trait, directness, the results extracted from the figures show that in S1, starting with the male, 16% of the sample disagreed, 20% were neutral, and 64% agreed, indicating that the majority of the participants rated him highly. As well as in S2, the male was rated, 10% disagreed, 14% were neutral, and 76% agreed. For the female, 28% disagreed, 40% were neutral, and 32% agreed, which means they rated her neutrally. On the other side, in S2, 9% of the participants disagreed, 23% were neutral, and 68% agreed. Overall, in S1, the male was rated higher compared to the female ($M = 3.8$ and $M = 3.08$), which means that students thought the male was more direct. In S2, students thought the male was a bit more direct ($M = 4$ compared to 3.863 for the female), which indicates a stereotype since in the script we ensured that the conversation was neutral so that neither gender was more direct. Another reason this indicates a stereotype is that since the male in S2 is actually the original female, they rate the same person differently depending on their gender. Participants believe that males are more direct in their speech than female despite the neutral conversation.

For the fourth trait, asking many questions, the results extracted from the figures show that in S1, starting with the male, 68% of the sample disagreed, 20% were neutral, and 12% agreed, indicating that the majority of the participants rated him low. However, in S2, the male was rated, 29% disagreed, 28% were neutral, and 43% agreed. On the other side, for females, 36% disagreed, 12% were neutral, and 52% agreed. In S2, 36% of the participants disagreed, 23% were neutral, and 41% agreed with the female. For this attribute, there is a clear stereotype since students rated the female higher than the male in S1 ($M = 2.32$ and $M = 3.4$). In S2 (modified), the mean of both genders is neutral (3.28 for the male and 3.136 for the female). Although in the dialogue they ask the same amount of questions, indicating that respondents believe females ask more questions than males in conversations.

For the fifth trait, the dominant one in the conversation, the results show that in S1, the male was rated low; 64% of the sample disagreed, 16% were neutral, and 20% agreed, indicating that the majority of the participants rated him low. In S2, for the males, 34% disagreed, 28% were neutral, and 38% agreed. The majority of the participants rated him neutral in S2. For the female, 20% disagreed, 20% were neutral, and 60% agreed, which means they rated her neutral. Similarly, in S2, 41% disagreed, 23% were neutral, and 36% agreed. For this attribute, overall in S1, the male was rated 2.44 and the female 3.68, indicating that the students thought the female was much more dominant, although the talk time is 50% for each speaker. In S2 (modified), they were neutral towards the male with a rate of 3.09 as well as the female with a rate of 2.9. According to respondents in S1, students carry the stereotype that females are dominant in the conversation.

Table 6 contains the descriptive statistics for the second five qualities or attributes. We explored the covert attitudes towards gender stereotypes by using the data in the table to extract them. For the sixth trait, interruption, the results show that in S1, for the male, 60% of the sample disagreed, 20% were neutral, and 20% agreed, indicating that the majority of the participants rated him high. However, in S2 the male was rated by 31% as disagreeing, 21% as neutral, and 47% as agreeing. For the female in S1, 40% disagreed, 20% were neutral, and 40% agreed. In S2, 52% of the participants disagreed, 14% were neutral, and 34% agreed towards the female. Overall, in S1, the mean of the male is 2.48, indicating that for the participants, the male does not interrupt the female. However, the mean of the female is 3.076, meaning they are neutral towards the female at the level of interruption. On the other side, in S2, the mean of the male is 3.263, indicating that the participants are neutral towards the male at the level of interruption; however, the mean of the female is 2.716, indicating they disagree about the female interruption. Since neither gender is considered by students to be interrupting more in the dialogue, these responses do not reflect a stereotype.

Table 6
Results Statistics 2

Traits	Responses	S1 (Original)		S2 (Modified)	
		Male	Female	Male	Female
Interrupting	Strongly disagree(1)	4(16%)	2(8%)	1(5%)	4(19%)
	Disagree(2)	11(44%)	8(32%)	5(26%)	7(33%)
	Neutral(3)	5(20%)	5(20%)	4(21%)	3(14%)
	Agree(4)	4(16%)	3(12%)	6(31%)	5(24%)
	Strongly agree(5)	1(4%)	7(28%)	3(16%)	2(10%)
	(M)	2.48=disagree	3.076=neutral	3.263=neutral	2.716=disagree
	(SD)	1.084	1.384	1.194	1.309
Minimizing responses	Strongly disagree(1)	3(12%)	4(16%)	4(19%)	3(13%)
	Disagree(2)	7(28%)	11(44%)	6(29%)	5(23%)
	Neutral(3)	5(20%)	5(20%)	4(19%)	5(23%)
	Agree(4)	6(24%)	3(12%)	4(19%)	6(27%)
	Strongly agree(5)	4(16%)	2(8%)	3(14%)	3(14%)
	(M)	3.04=neutral	2.52=disagree	2.809=disagree	3.045=neutral
	(SD)	1.306	1.159	1.364	1.29
Masters the communications skills	Strongly disagree(1)	4(16%)	4(16%)	0(0%)	0(0%)
	Disagree(2)	7(28%)	2(8%)	1(5%)	3(14%)
	Neutral(3)	6(24%)	6(24%)	5(24%)	5(23%)
	Agree(4)	5(20%)	10(40%)	12(57%)	8(36%)
	Strongly agree(5)	3(12%)	3(12%)	3(14%)	6(27%)
	(M)	2.84=disagree	3.24=neutral	3.809=neutral	3.772=neutral
	(SD)	1.28	1.267	0.749	1.02
Knowledgeable of the topic of discussion	Strongly disagree(1)	4(16%)	2(8%)	0(0%)	0(0%)
	Disagree(2)	1(4%)	5(20%)	2(10%)	4(18%)
	Neutral(3)	6(24%)	5(20%)	2(10%)	2(9%)
	Agree(4)	9(36%)	7(28%)	15(70%)	11(50%)
	Strongly agree(5)	5(20%)	6(24%)	2(10%)	5(23%)
	(M)	3.4=neutral	3.4=neutral	3.809=neutral	3.772=neutral
	(SD)	1.322	1.29	0.749	1.02
Pays attention to details	Strongly disagree(1)	0(0%)	2(8%)	0(0%)	2(9%)
	Disagree(2)	10(40%)	3(12%)	1(5%)	4(18%)
	Neutral(3)	9(36%)	3(12%)	4(19%)	6(27%)
	Agree(4)	5(20%)	7(28%)	11(52%)	8(36%)
	Strongly agree(5)	1(4%)	10(40%)	5(24%)	2(9%)
	(M)	2.88=disagree	3.8=neutral	3.95=neutral	3.181=neutral
	(SD)	0.88	1.32	0.80	1.139

N.B: Here is the legend of the following figures,

■ Strongly Disagree (1) ■ Disagree (2) ■ Neutral (3) ■ Agree (4) ■ Strongly Agree (5)

Figure 5

Female rate in survey 1 (original)

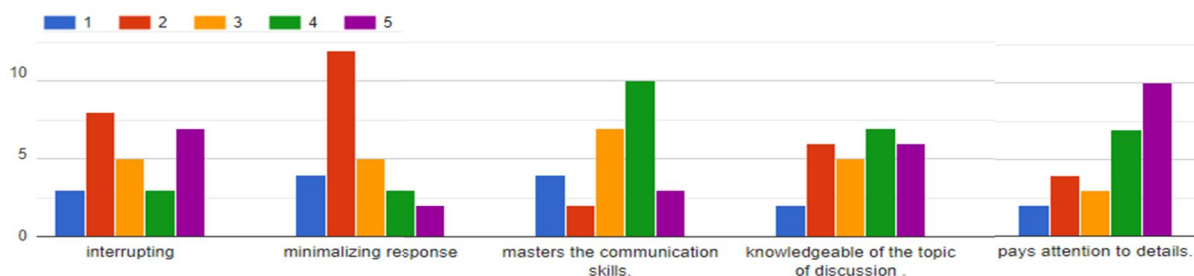


Figure 6

Male rate in survey 1 (original)

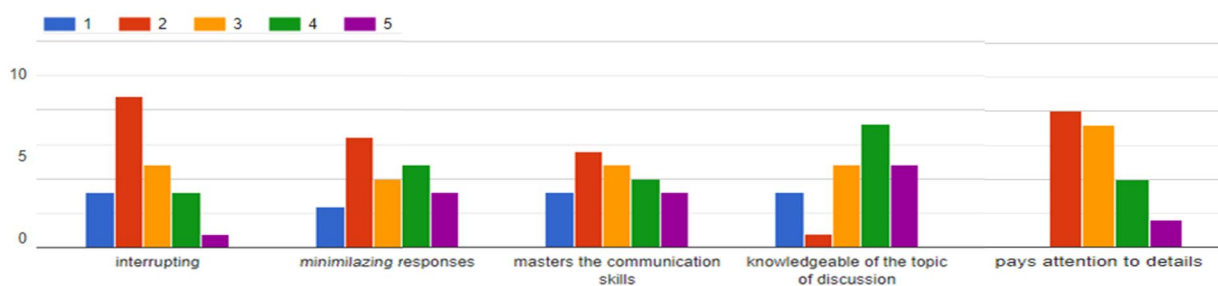


Figure 7

Male rate in survey 2(modified)

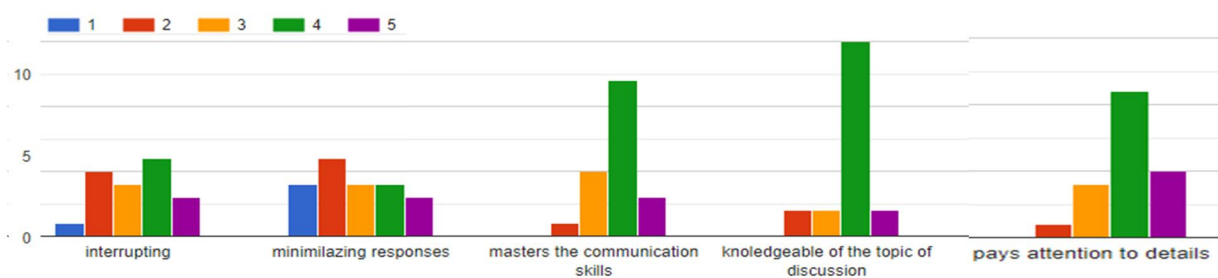
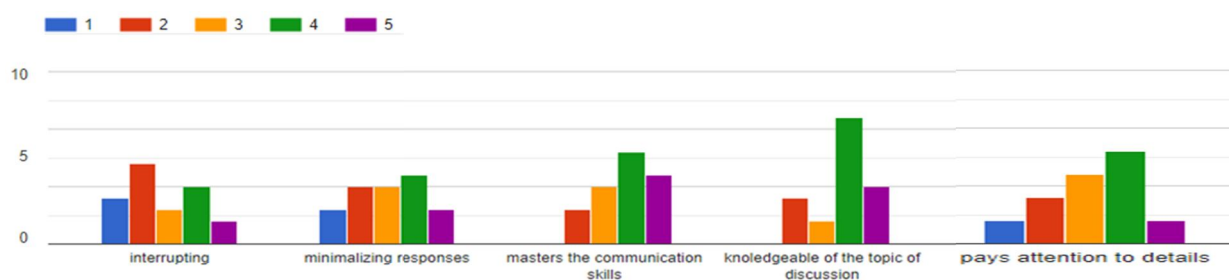


Figure 8

Female rate in survey 2 (modified)



For the seventh trait, minimizing responses, the results show that in S1, starting with the male, 40% of the sample disagreed, 20% were neutral, and 40% agreed, indicating that the majority of the participants rated him neutral. In S2, for the male, 48% disagreed, 19% were neutral, and 33% agreed. For the female in S1, 60% disagreed, 20% were neutral, and 20% agreed; in S2, 36% of the participants disagreed, 23% were neutral, and 41% agreed towards the female. In S1, the mean of the male is 3.04, indicating that the participants are neutral at the level of minimizing responses. However, the mean of the female is 2.52, which means they disagree that the female is minimizing responses. On the other side, in S2, the male mean is 2.809 and the female mean is 3.214, indicating that participants felt neutral about the female and male rates at the level of minimizing responses.

For the eighth trait, master communication skills. The results extracted from the figures show that for the male ratings, in S1, 44% of the sample disagreed, 24% were neutral, and 32% agreed, while in S2, 5% disagreed, 19% were neutral, and 71% agreed. For the female in S1, 24% disagreed, 24% were neutral, and 62% agreed, and in S2, 14% of the participants disagreed, 23% were neutral, and 63% agreed. Overall, in S1, the mean of the male is 2.84, indicating the participants slightly disagree about his mastery of communication skills. Similarly, they rate the female with a 3.24, indicating that they are neutral towards her level of mastery of communication skills. There seems to be a slight difference in responses for the male and female guises in S1, but in S2, the means of both genders were neutral (3.809 for the male and 3.772 for the female), which indicates zero stereotypes.

For the ninth trait, knowledgeable about the topic of discussion, the results extracted from the figures show that in S1, starting with the male, 20% of the sample disagreed, 24% were neutral, and 56% agreed; in S2, 10% disagreed, 10% were neutral, and 80% agreed. For the female, in S1, 28% disagreed, 20% were neutral, and 52% agreed; in S2, 18% disagreed, 9% were neutral, and 73% agreed towards the female. In S1, $M = 3.4$ for the male and $M =$

3.4 for the female; in S2, (3.809 for the male and 3.772 for the female). Overall, there is no stereotype towards this trait because they rated both genders neutral in both surveys.

For the tenth trait, paying attention to details, the extracted results from the figures show that in S1, starting with the male, 40% of the sample disagreed, 36% were neutral, and 24% agreed; in S2, 5% disagreed, 19% were neutral, and 76% agreed. As for the female, in S1, 20% disagreed, 12% were neutral, and 68% agreed; in S2, 27% of the participants disagreed, 27 were neutral, and 45% agreed towards the female. In S1, the male mean is 2.88. This indicates that respondents are rather neutral about the male paying attention to details; the mean of the female is 3.8, which points to a difference in their rating of the female and male. Respondents considered the female as more attentive, indicating a stereotype since the dialogue was neutral. In S2, the difference between the means is not as big as in S1 ($M = 3.95$ for the male and $M = 3.181$ for the female), which indicates that the participants were neutral at the level of paying attention. Overall, for this attribute, the ratings were higher for the female, which suggests that respondents believe females are more attentive despite the neutral nature of the dialogue.

Table 7 contains descriptive statistics for the third set of qualities. For the eleventh trait, patient, the results extracted from the figures show that in S1, starting with the male, 36% of the sample disagreed, 28% were neutral, and 36% agreed; in S2, 33% disagreed, 33% were neutral, and 34% agreed. For the female in S1, 40% disagreed, 20% were neutral, and 40% agreed; in S2, 41% disagreed, 36% were neutral, and 23% agreed towards the female. Overall, in S1, the means of both genders are neutral (3.04 for both of them), which indicates that the participants were neutral at the level of patient guises. In S2, there is a slight difference ($M = 3.047$ for the male and $M = 2.59$ for the female), which suggests that the male is rated higher for patience despite the fact that the script was kept neutral for everything. This lack of difference means that there is no stereotype.

Table 7
Results Statistics 3

		S1 (Original)		S2 (Modified)	
Traits	Response	Male	Female	Male	Female
Patient	Strongly disagree(1)	3(12%)	4(16%)	1(5%)	5(23%)
	Disagree(2)	6(24%)	6(24%)	6(28%)	4(18%)
	Neutral(3)	7(28%)	5(20%)	7(33%)	8(36%)
	Agree(4)	5(20%)	5(20%)	5(24%)	5(23%)
	Strongly agree(5)	4(16%)	5(20%)	2(10%)	0(0%)
	(M) (SD)	3.04=neutral 1.274	3.04=neutral 1.398	3.047=neutral 1.07	2.59=disagree 1.098
Shy	Strongly disagree(1)	3(12%)	9(36%)	5(24%)	7(32%)
	Disagree(2)	7(28%)	9(36%)	8(38%)	8(36%)
	Neutral(3)	6(24%)	5(20%)	5(23%)	6(27%)
	Agree(4)	7(28%)	0(0%)	1(5%)	1(4%)
	Strongly(5)	2(8%)	2(8%)	2(10%)	0(0%)
	(M) (SD)	2.92=disagree 1.187	2.08 1.111	2.38=disagree 1.2	2.045=disagree 0.898
Gentle	Strongly disagree(1)	2(8%)	2(8%)	1(5%)	1(5%)
	Disagree(2)	5(20%)	4(16%)	4(19%)	4(18%)
	Neutral(3)	7(28%)	7(28%)	4(19%)	8(36%)
	Agree(4)	6(24%)	9(36%)	7(33%)	6(27%)
	Strongly(5)	5(20%)	3(12%)	5(24%)	3(14%)
	(M) (SD)	3.28=neutral 1.24	3.28=neutral 1.13	3.523=neutral 1.209	3.272=neutral 1.077
Well mannered	Strongly disagree(1)	3(12%)	1(4%)	0(0%)	1(5%)
	Disagree(2)	4(16%)	4(16%)	2(10%)	1(5%)
	Neutral(3)	6(24%)	8(32%)	7(33%)	9(43%)
	Agree(4)	9(36%)	9(36%)	8(38%)	7(33%)
	Strongly agree(5)	3(12%)	3(12%)	4(19%)	3(14%)
	(M) (SD)	3.2=neutral 1.22	3.36=neutral 1.036	3.66=neutral 0.912	3.476=neutral 0.98
Reacts emotionally	Strongly disagree(1)	4(16%)	5(20%)	4(19%)	9(40%)
	Disagree(2)	9(36%)	10(40%)	9(42%)	5(23%)
	Neutral(3)	8(32%)	5(20%)	4(19%)	4(18%)
	Agree(4)	3(12%)	2(8%)	2(10%)	1(5%)
	Strongly agree(5)	1(4%)	3(12%)	2(10%)	3(14%)
	(M) (SD)	3.52=neutral 1.045	2.52=disagree 1.262	2.476=disagree 1.209	2.272=disagree 1.42

N.B: Here is the legend of the following figures,

■ Strongly Disagree (1) ■ Disagree (2) ■ Neutral (3) ■ Agree (4) ■ Strongly Agree (5)

Figure 9

Female rate in survey 1(original)

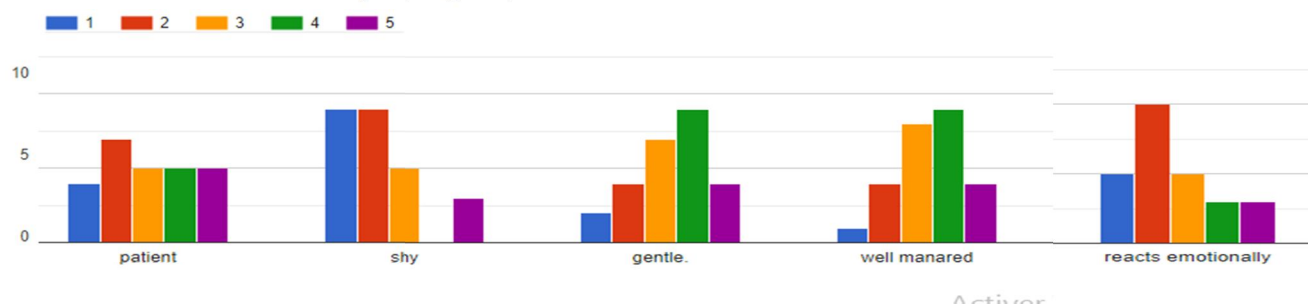


Figure 10

Male rate in survey 1 (original)

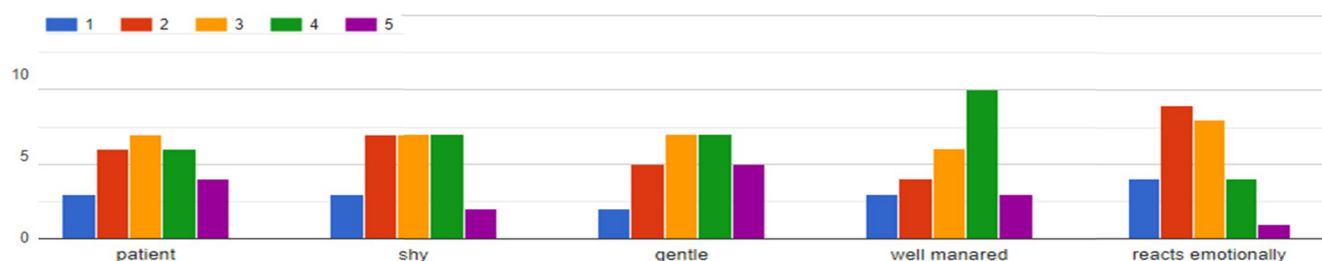


Figure11

Female rate in survey 2 (modified)

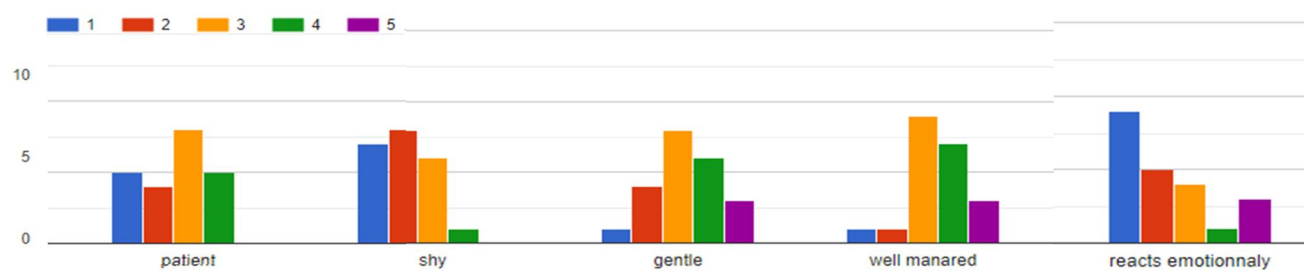
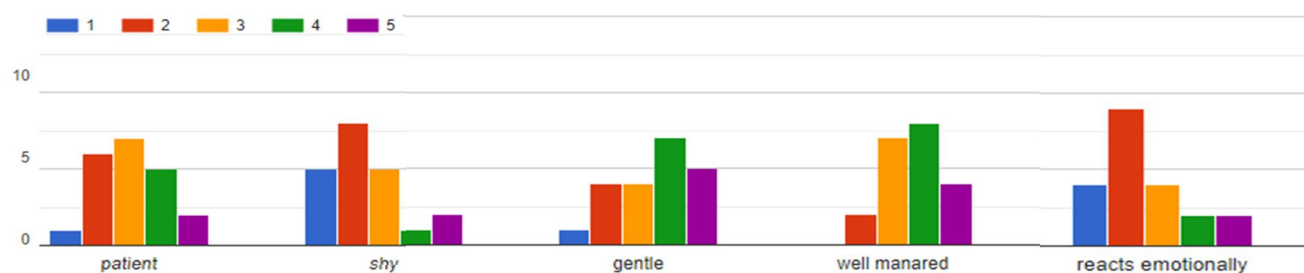


Figure 12

Male rate in survey 2 (modified)



For the twelfth trait, shyness, the results extracted from the figures show that for the male, in S1, 40% of the sample disagreed, 24% were neutral, and 36% agreed, while in S2, 56% disagreed, 23% were neutral, and 15% agreed. As for the female, in S1, 72% disagreed, 20% were neutral, and 8% agreed, which means they rated her low. In S2, 68% of the participants disagreed, 27% were neutral, and 4% agreed. Overall, in S1, the male is rated higher ($M = 2.92$) compared to the female ($M = 2.08$) in terms of shyness. Similarly, in S2, the male is rated higher ($M = 2.38$ compared to $M = 2.045$) even though the dialogue was neutral. They each spoke for 50% of the time. Additionally, in the second survey, the male is actually the female they rated low in S1. This indicates a major stereotype, so students consider males to be shyer than females

For the thirteenth trait, gentleness, the results extracted from the figures show that in S1, the male was rated by 28% of the sample as disagreeing, 28% as neutral, and 44% as agreeing; in S2, 24% disagreed, 19% were neutral, and 57% agreed. For the female in S1, 24% disagreed, 28% were neutral, and 48% agreed, which means they rated her neutral; in S2, 23% of the participants disagreed, 36% were neutral, and 41% agreed. In S1, $M = 3.28$ for the male and $M = 3.28$ for the female; in S2, $M = 3.523$ for the male and $M = 3.272$ for the female. Overall, there is no stereotype towards this trait because they rated both genders nearly equally in both surveys.

For the fourteenth trait, well mannered, the results extracted from the figures show that in S1, 28% of the sample rated the male with disagree, 24% were neutral, and 48% agreed; in S2, the male was rated with 10% disagree, 33% were neutral, and 57% agreed. As for the female, in S1, 20% disagreed, 32% were neutral, and 48% agreed; in S2, 10% disagreed, 43% were neutral, and 47% agreed. Overall, there is no stereotype towards this trait because they rated both genders nearly equally in both surveys. In S1, for the male, $M = 3.2$ and $M = 3.36$ for the female; in S2, $M = 3.66$ for the male and 3.476 for the female.

For the fifteenth trait, reacts emotionally, the results extracted from the figures show that in S1, starting with the male, 52% of the sample disagreed, 32% were neutral, and 16% agreed; in S2, 61% disagreed, 19% were neutral, and 20% agreed. For the female in S1, 60% disagreed, 20% were neutral, and 20% agreed; in S2, 63% disagreed, 18% were neutral, and 19% agreed. For this trait, there is a clear stereotype. In both surveys, the male is rated higher than the female (S1: $M = 3.52$ for the male and 2.52 for the female; S2: 2.476 for the male and 2.272 for the female), even though there is nothing in the dialogue to indicate this; we made sure that all features were equal for the two speakers. Additionally, the male in S2 is the original female, yet he was rated higher again.

Table 8 contains the descriptive statistics for the fourth five qualities and attributes. We explored the covert attitudes towards gender stereotypes by using the data in the table to extract them. For the sixteenth trait, modest and humble, the results extracted from the figures show that for the male, in S1, 20% of the sample disagreed, 24% were neutral, and 56% agreed. In S2, 24% disagreed, 38% were neutral, and 38% agreed. For the females in S1, 28% disagreed, 44% were neutral, and 28% agreed; in S2, 24% of the participants disagreed, 33% were neutral, and 53% agreed. In S1, the male is rated slightly higher than the female ($M = 3.44$ and $M = 3.00$), which suggests that there is a stereotype since the dialogue was made neutral in all attributes. . In S2, the two genders are rated the same ($M = 3.285$). In other words, students believe that the male is more humble and modest, even though there is nothing in the audio or script to make them think this.

Table 8*Results Statistics 4*

Traits	Response	S1 (Original)		S2 (Modified)	
		Male	Female	Male	Female
Modest and humble	Strongly disagree(1)	3(12%)	1(4%)	0(0%)	2(10%)
	Disagree(2)	2(8%)	6(24%)	5(24%)	3(14%)
	Neutral(3)	6(24%)	11(44%)	8(38%)	7(33%)
	Agree(4)	9(36%)	6(24%)	5(24%)	5(24%)
	Strongly agree(5)	5(20%)	1(4%)	3(14%)	4(19%)
	(M) (SD)	3.44=neutral 1.26	3 =neutral 0.91	3.285=neutral 1.007	3.285=neutral 1.23
Credible	Strongly disagree(1)	1(4%)	1(4%)	0(0%)	0(0%)
	Disagree(2)	5(20%)	4(16%)	2(10%)	2(10%)
	Neutral(3)	9(36%)	12(48%)	5(24%)	10(47%)
	Agree(4)	8(32%)	7(28%)	11(52%)	8(38%)
	Strongly agree(5)	2(8%)	1(4%)	3(14%)	1(5%)
	(M) (SD)	3.2=neutral 1	3.12=neutral 0.88	3.714=neutral 0.845	3.38=neutral 0.74
Confident	Strongly disagree(1)	2(8%)	3(12%)	0(0%)	1(4.5%)
	Disagree(2)	4(16%)	4(16%)	1(5%)	1(4.5%)
	Neutral(3)	7(28%)	4(16%)	4(19%)	4(18%)
	Agree(4)	5(20%)	11(44%)	10(48%)	9(41%)
	Strongly agree(5)	7(28%)	3(12%)	6(28%)	7(32%)
	(M) (SD)	3.44=neutral 1.293	3.28=neutral 0.9	4 =agree 0.836	3.9=neutral 1.06
Sensitive	Strongly disagree(1)	5(20%)	2(8%)	5(24%)	4(18%)
	Disagree(2)	6(24%)	10(40%)	9(42%)	7(32%)
	Neutral(3)	10(40%)	8(32%)	5(24%)	8(36%)
	Agree(4)	3(12%)	5(20%)	1(5%)	1(5%)
	Strongly agree(5)	1(4%)	0(0%)	1(5%)	2(9%)
	(M) (SD)	2.56=disagree 1.08	2.64=disagree 0.9	2.23=disagree 1.044	2.545=disagree 1.143
Caring	Strongly disagree(1)	3(12%)	1(4%)	0(0%)	1(5%)
	Disagree(2)	4(16%)	5(20%)	5(24%)	2(9%)
	Neutral(3)	10(40%)	9(36%)	7(33%)	9(40%)
	Agree(4)	7(28%)	8(32%)	5(24%)	7(32%)
	Strongly agree(5)	1(4%)	2(8%)	4(19%)	3(14%)
	(M) (SD)	2.96=disagree 1.05	3.2=neutral 1	3.38=neutral 1.071	3.409=neutral 1.007

N.B: Here is the legend of the following figures,

■ Strongly Disagree (1) ■ Disagree (2) ■ Neutral (3) ■ Agree (4) ■ Strongly Agree (5)

Figure 13

Female rate in survey 1 (original)

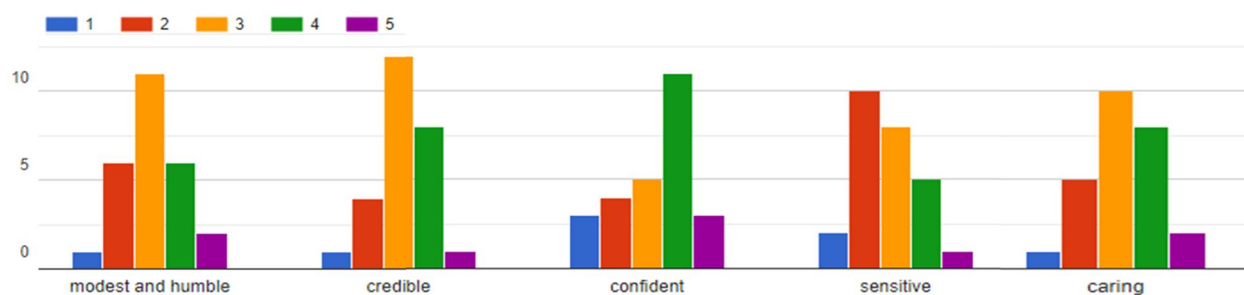


Figure 14

Male rate in survey 1 (original)

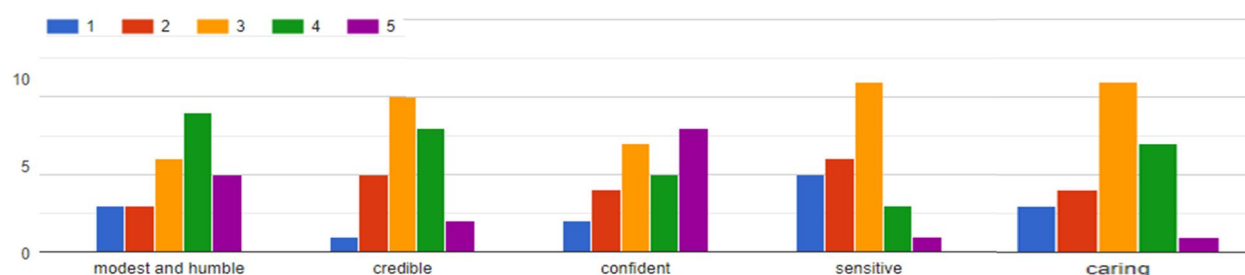


Figure 15

Female rate in survey 2(modified)

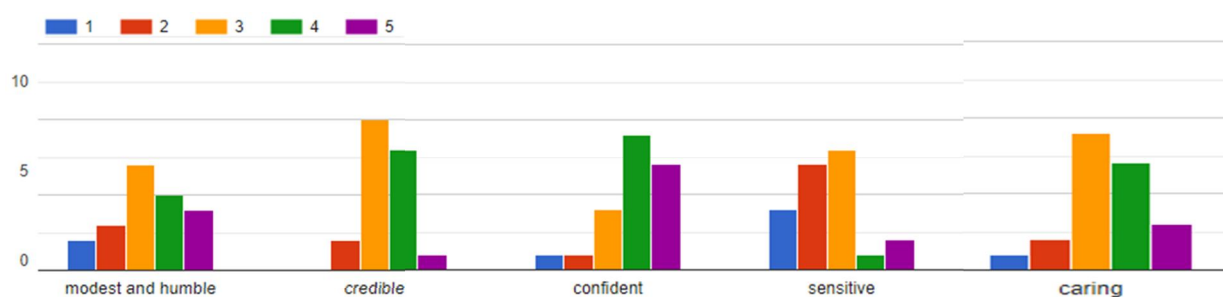
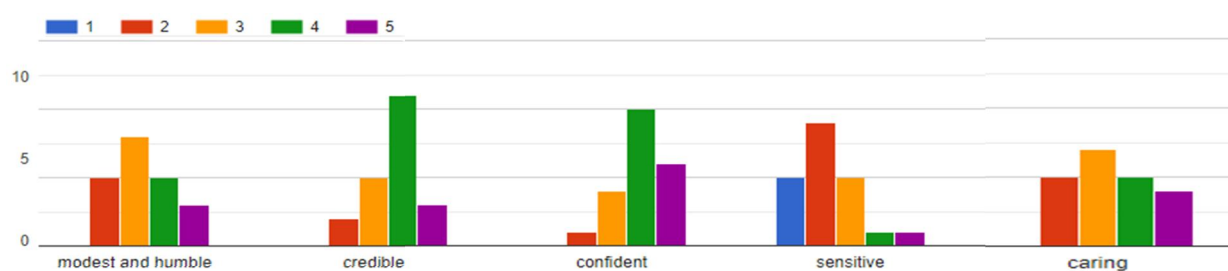


Figure 16

Male rate in survey 2(modified)



For the seventeenth trait, credibility, the results show that in S1, starting with the male, 24% of the sample disagreed, 36% were neutral, and 40% agreed; in S2, 10% disagreed, 24% were neutral, and 66% agreed. For the female in S1, 20% disagreed, 48% were neutral, and 32% agreed, and in S2, 10% of the participants disagreed, 47% were neutral, and 53% agreed. In S1, the male was rated $M = 3.2$ and the female was rated $M = 3.12$. In S2, the male was rated $M = 3.714$ and the female was rated 3.38 . There is no stereotype towards this trait because students rated both genders nearly equally in both surveys.

For the eighteenth trait, confidence, the results extracted from the figures show that in S1, starting with the male, 26% of the sample disagreed, 28% were neutral, and 48% agreed; in S2, 5% disagreed, 19% were neutral, and 76% agreed. On the other side, for the female in S1, 28% disagreed, 16% were neutral, and 56% agreed, and in S2, 9% disagreed, 18% were neutral, and 73% agreed. In S1, the male was rated $M = 3.44$ and the female was rated $M = 3.28$. In S2, the male was rated $M = 4$, and the female was rated 3.9 . There is no stereotype towards this trait because students rated both genders nearly equally in both surveys.

For the nineteenth trait, sensitivity, the results extracted from the figures show that for the male, in S1, 44% of the sample disagreed, 40% were neutral, and 16% agreed, while in S2, 66% disagreed, 24% were neutral, and 10% agreed. As for the female in S1, 48% disagreed, 32% were neutral, and 20% agreed; in S2, 50% disagreed, 36% were neutral, and 14% agreed. There is no stereotype because both genders were rated nearly equally in both surveys. In S1, the male was rated $M = 2.56$ and the female was rated $M = 2.64$. In S2, the male was rated $M = 2.23$, and the female was rated 2.545 .

For the twentieth trait, caring, the results extracted from the figures show that in S1, starting with the male, 28% of the sample disagreed, 40% were neutral, and 48% agreed, and in S2, 24% disagreed, 33% were neutral, and 43% agreed. On the other side, for the female in S1, 24% disagreed, 36% were neutral, and 40% agreed, and in S2, 14% of the participants

disagreed, 40% were neutral, and 46% agreed. There is no stereotype because both genders were rated nearly equally in both surveys. In S1, the male was rated $M = 2.96$ and the female was rated $M = 3.2$. In S2, the male was rated $M = 3.38$ and the female was rated 3.409.

Table 9 contains the descriptive statistics for the fifth set of qualities. For the trait logical, the results show that for the male, in S1, 20% of the sample disagreed, 20% were neutral, and 60% agreed, and in S2, 0% disagreed, 10% were neutral, and 90% agreed. For the female in S1, 24% disagreed, 24% were neutral, and 52% agreed, which means they rated her neutral, while in S2, 18% disagreed, 18% were neutral, and 54% agreed. Out of all the traits, this seems to be the clearest stereotype. Although in S1, students rated the male only slightly higher ($M = 3.56$) compared to the female (3.36), in S2, there is a big difference in the rating. The male is rated much higher ($M = 4.19$) compared to the female (3.59), indicating that the male seems logical for the majority of the participants, and the female was rated neutral with 3.59 at the level of logic, indicating a stereotype because features are used neutrally in the dialogue. More importantly, the S2 male is actually the original female, so they rated the same person differently just because the second time they thought it was male.

For the twenty-second trait, analytical, the results extracted from the figures show that in S1, starting with the male, 16% of the sample disagreed, 24% were neutral, and 60% agreed; in S2, 0% disagreed, 14% were neutral, and 86% agreed. For the female in S1, 24% disagreed, 20% were neutral, and 56% agreed; in S2, 5% disagreed, 36% were neutral, and 59% agreed. For this trait, they rated the male and female equally in S1 (the original). The means of both genders are neutral (3.6 for both the male and female). However, in S2, the male was rated 4.285, indicating that the majority of the participants agree that the male is analytical, and the female was rated neutral with 3.681, indicating a stereotype because they did not rate them equally even though the dialogue was neutral. This indicates that students believe males are more analytical than females in their language.

Table 9
Results Statistics 5

Traits	Response	S1 (Original)		S2 (Modified)	
		Male	Female	Male	Female
Logical	Strongly disagree(1)	1(4%)	2(8%)	0(0%)	0(0%)
	Disagree(2)	4(16%)	4(16%)	0(0%)	4(18%)
	Neutral(3)	5(20%)	6(24%)	2(10%)	4(18%)
	Agree(4)	10(40%)	9(36%)	13(62%)	11(50%)
	Strongly agree(5)	5(20%)	4(16%)	6(28%)	3(14%)
	(M) (SD)	3.56=neutral 1.12	3.36=neutral 1.18	4.19=agree 0.6	3.59=neutral 0.959
Analytical	Strongly disagree(1)	1(4%)	1(4%)	0(0%)	1(5%)
	Disagree(2)	3(12%)	5(20%)	0(0%)	0(0%)
	Neutral(3)	6(24%)	5(20%)	3(14%)	8(36%)
	Agree(4)	10(40%)	6(24%)	9(43%)	9(41%)
	Strongly agree(5)	5(20%)	8(32%)	9(43%)	4(18%)
	(M) (SD)	3.6=neutral 1.08	3.6=neutral 1.258	4.285=agree 0.717	3.681=neutral 0.945
Collaborative and cooperative	Strongly disagree(1)	0(0%)	0(0%)	0(0%)	0(0%)
	Disagree(2)	5(20%)	5(20%)	2(10%)	3(14%)
	Neutral(3)	9(36%)	4(16%)	7(33%)	3(14%)
	Agree(4)	6(24%)	10(40%)	7(33%)	10(45%)
	Strongly agree(5)	5(20%)	6(24%)	5(24%)	6(27%)
	(M) (SD)	3.44=neutral 1.044	3.68=neutral 1.069	3.714=neutral 0.956	3.863=neutral 0.99
Courageous and adventurous	Strongly disagree(1)	4(16%)	3(12%)	2(10%)	2(9%)
	Disagree(2)	5(20%)	6(24%)	2(10%)	4(18%)
	Neutral(3)	5(20%)	5(20%)	4(19%)	6(27%)
	Agree(4)	6(24%)	7(28%)	8(38%)	7(32%)
	Strongly agree (5)	5(20%)	4(16%)	5(23%)	3(14%)
	(M) (SD)	3.12=neutral 1.39	3.12=neutral 1.301	3.571=neutral 1.247	3.227=neutral 1.192
Aggressive	Strongly disagree(1)	10(40%)	6(24%)	7(34%)	15(68%)
	Disagree(2)	2(8%)	8(32%)	8(38%)	3(13%)
	Neutral(3)	9(36%)	6(24%)	3(14%)	1(5%)
	Agree(4)	2(8%)	3(12%)	3(14%)	2(9%)
	Strongly agree(5)	2(8%)	2(8%)	0(0%)	1(5%)
	(M) (SD)	2.36=disagree 1.31	2.48=disagree 1.228	2.095=disagree 1.044	1.68=Strongly disagree 1.21

N.B: Here is the legend of the following figures,

■ Strongly Disagree (1) ■ Disagree (2) ■ Neutral (3) ■ Agree (4) ■ Strongly Agree (5)

Figure 17

Female rate in survey 1 (original)

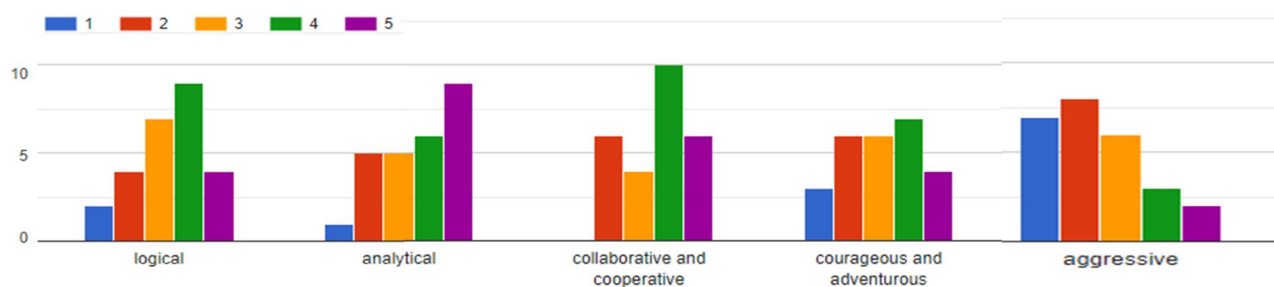


Figure 18

Male rate in survey 1(original)

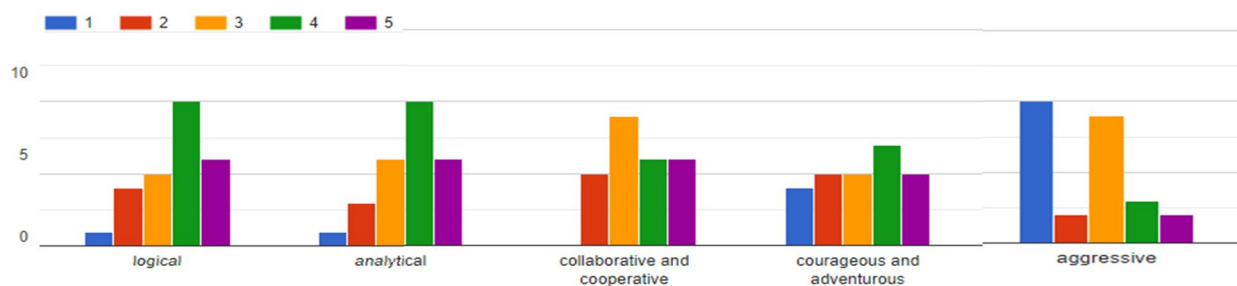


Figure 19

Female rate in survey 2 (modified)

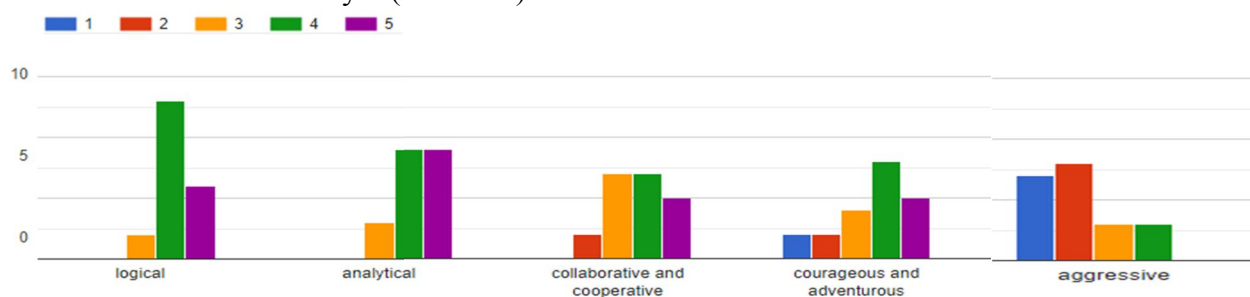
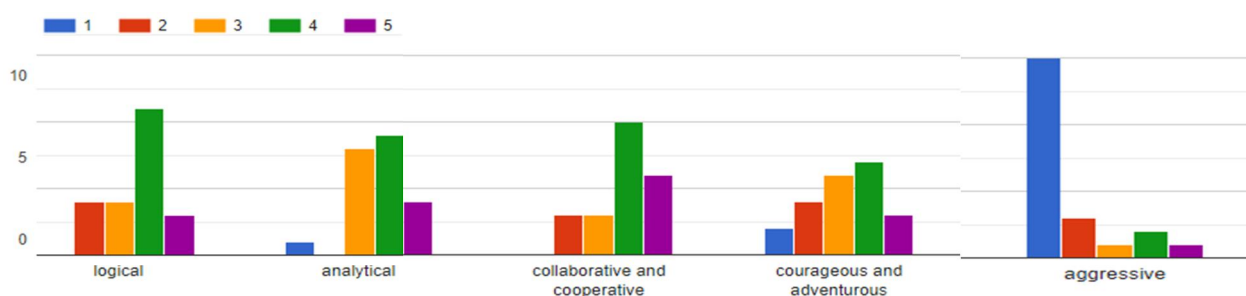


Figure 20

Male rate in survey 2 (modified)



For the twenty-third trait, collaborative and cooperative, the results extracted from the figures show that in S1, starting with the male, 20% of the sample disagreed, 36% were neutral, and 44% agreed; in S2, 10% disagreed, 33% were neutral, and 57% agreed. On the other side, for the female in S1, 20% disagreed, 16% were neutral, and 64% agreed, while in S2, 14% disagreed, 14% were neutral, and 72% agreed. Overall, there is no stereotype towards this trait because they rated both genders neutral in both surveys. In S1, they rated the male $M = 3.44$ and the female $M = 3.68$; in S2, $M = 3.714$ for the male and $M = 3.863$ for the female.

For the twenty-fourth trait, courageous and adventurous, the results extracted from the figures show that in S1, starting with the male, 36% of the sample disagreed, 20% were neutral, and 44% agreed; however, in S2, 20% disagreed, 19% were neutral, and 61% agreed. As for the female in S1, 36% disagreed, 20% were neutral, and 44% agreed; in S2, 27% of the participants disagreed, 27% were neutral, and 46% agreed. There is no stereotype towards this trait because they rated both genders neutral in both surveys for the reason that the features used were 50% for both genders. In S1 (3.12 for the male and the female) and in S2 (3.571 for the male and 3.227 for the female).

For the twenty-fifth trait, aggressiveness, the results extracted from the figures show that for the male, in S1, 48% of the sample disagreed, 36% were neutral, and 16% agreed; in S2, 72% disagreed, 14% were neutral, and 14% agreed. On the other side, for the female in S1, 56% disagreed, 24% were neutral, and 20% agreed, and in S2, 81% disagreed, 5% were neutral, and 14% agreed. In both surveys, the means were between 1.68 and 2.48, indicating that at the level of aggressiveness, the participants found that both genders were not aggressive (disagree or strongly disagree). This does not indicate there is a stereotype since they did not believe either gender to be very aggressive.

In addition to the quantitative data, we added an open-ended question in both surveys with both genders, and it's as follows: "Is there anything else that comes to your mind concerning the female speaker?", to see if there are additional remarks that we did not cover in the previous analysis. Some of the answers were against our findings, but others supported them.

For example, at the level of talk time, many students noted that the females in both surveys were talkative compared to the male, who was criticized for being less talkative. In survey 1, for the female, there were notes as follows, "Generally they are more talkative", "She was the one dominating in the conversation, when i try to remember what i just listened to, my mind mostly rewinds the input in the female speech voice", " She has more impact and I believe my brain tend to remember what she said more compared to what the male" and "Speaks a lot". As well as in survey 2, for the female, they noted as follows: "She is talkative person who didn't gave enough space to talk about". However, they noted in the male section in survey 1, who is the female in survey 2, as follows: "Men are more direct and less talkative" which means they noted the same person differently, which supports our results since we found that there is a stereotype towards the female at the level of dominance.

Another example that supports our findings is that, at the level of being attentive to details, participants noted the females in both surveys as being attentive. As these notes can show, "they care more about mini details" In survey 2, and "She pays attention to the details" in survey 1, which support our findings since we indicated a stereotype towards the female at the level of paying attention to details.

An example that goes against the findings is that at the level of fluency, participants saw the female as more fluent in both surveys. And these notes can show the difference. For the female in survey 1, a student claimed that "She's so fluent and speaks with confidence." As well, in Survey 2, there is a note that says, "She speaks fluently", which goes against our

results since we did not indicate a stereotype towards any gender since the rate was neutral at the level of clear pronunciation.

Research question 2: What is the most prominent stereotype held by language learners towards different genders?

The stereotypes indicated in research question 1 towards the male are the following: the first trait is direct; the genders were rated as follows: M= 3.8 for the male in S1 and 4 in S2 and M = 3.08 for the female in S1 and M = 3.863 in S2. The second trait is modesty and humility; the genders were rated as follows: M = 3.44 for the male in S1 and M = 3.285 in S2 and (M =3 for the female in S1 and M = 3.285 in S2. For the next trait, logic, they were rated with Means of (for the male M = 3.56 and M = 4.19 in S2) and (for the female M = 3.36 in S1 and 3.59 in S2). For the fourth trait, analytical, they were rated with means of (for the male, M = 3.6 in S1 and M = 4.285 in S2) and (for the female, M = 3.6 in S1 and M = 3.681 in S2). For the trait patience, they were rated with means of (for the male, M = 3.04 in S1 and M = 3.47 in S2) and (for the female, M = 3.04 in S1 and M = 2.5 in S2). For the trait shy, the means are as follows: M = 2.92 for the male in S1 and M = 2.38 in S2 and M = 2.08 for the female in S1 and M = 2.045 in S2. Finally, in reacting emotionally, the means for the male are M = 3.52 in S1 and 2.476 in S2, and for the female, M = 2.52 in S1 and M = 2.272 in S2).

When comparing the means of these traits, the most prominent ones towards the male are logical and react emotionally, since there is a clear and noticeable difference between the rates of the male and female compared to the other traits, which are very high. Secondly, the stereotypes indicated in research question 1 towards the females are the following, for the first trait, asks many questions, the means (for the male, M = 2.32 in S1 and M = 3.28) and (for the female, M = 3.4 in S1 and M = 3.136). For the second trait, the dominant one in the conversation (for the male, M = 2.44 in S1 and M = 3.09 in S2), and (for the female, M = 3.68

in S1 and $M = 3.9$ in S2). For the last trait, pay attention to details, the means (for the male, $M = 2.88$ in S1 and $M = 3.95$) and (for the female, $M = 3.8$ in S1 and $M = 3.181$ in S2).

When comparing the means of these traits, the most prominent one towards the female is paying attention to details since there is a noticeable difference between the rate of the male and the female compared to other traits as it is high.

2.2.1 Discussion

Traits that indicated a stereotype:

The results show stereotypes towards the male at the level of shyness and reacts emotionally since they rated him high compared to the female in both surveys with both traits, even though the dialogue was neutral at the level of these features. Our results are not in line with the previous studies since they show that females are usually rated high in shyness and emotions. Defrancisco and Placzewski (2007) claimed that it is a stereotype that women are more emotional than men, but the truth is that they express their emotions equally; however, women are expected to experience and express them more. Lakoff (1975) claimed that women are more likely than men to express their emotions through language because they use more adjectives to describe things and how they feel. This makes women's language more interesting at times than men's.

The results of the rating indicate a stereotype towards the male at the level of directness since they rated him high compared to the female in both surveys, and they also rated the same person differently; the male in S2, who was the original female, was rated high. And these results matched with previous studies, since Lakoff (1975) asserted that the feminine style speaker has been claimed to be more indirect because it is related to power since men have always been seen as more powerful than women, and the indirect style will increase their social status. That's why men are usually direct.

Other traits, which are analytical and logical, indicated a stereotype towards the male because they rated him high compared to the female in both surveys in both traits, which means the participants believe that males are more logical and analytical than females. These results are in line with the previous results of Snippet (1976), who viewed men as logical thinkers and women as intuitive and more patient when working. Additionally, O'Connor and Joffe (2014) claimed that men were portrayed as logical, focused, and physically competent, while women's strengths lay in emotional intelligence, social skills, and caring.

A stereotype towards the female was indicated at the level of the conversational dominance because they rated the female higher than the male, which means the participants believe that females are more dominant in the conversation even though we ensured a neutral script with equal talk times. From previous studies, we found that Lakoff (1970) asserted that there is a difference between males and females in talk time. Women talk more than men, which is a common stereotype because women are known by chattering, gossiping, prattle, and nattering about unimportant issues, which helps to perpetuate this myth. In contrast, according to Ning and Dai (2010), men usually talk much more than women in public communication. On the other hand, women talk much more in their families than men do.

A stereotype towards the female was indicated at the level of paying attention to details since the participants rated the female higher than the male in both surveys, which makes the participants believe that females are more attentive. The female was also rated higher for asking many questions, which means the participants believe that females ask questions more than males, and this result is consistent with our findings since Shambaugh (2017) claimed that women tend to absorb more information through their senses and store more of it in the brain for other uses than men do. Therefore, women generally have more interest in details and pay more attention to them than men do.

Even when we made sure that these traits were 50% for both genders, there is a stereotype towards females at the level of paying attention to details, dominance, and asking questions since there is a noticeable difference between the rates of females and males.

There was an indicated stereotype towards the male at the level of modesty since the participants rated him higher than the female in both surveys. This can be related to the importance of the prestigious view between females, as claimed by Coates, "in the case of gender, it has been proven that in numerous languages, female speakers will use a higher proportion of prestige forms than male speakers" (Coates 1993:67). Also, the use of language may affect how women and men are viewed. Wenjing (2012) found that women pay more attention to language elegance, so using language of this nature will not only offend people and create the impression that she is not "civilized," but it will also destroy her relationships with them, which makes the males viewed as modest.

For the trait patience, the male appeared more patient than the female for the participants since they rated him higher, which indicates a stereotype towards him. When relating this trait with interruption, previous findings show that men frequently succeed in gaining the floor when interrupting women in cross-sex dialogues, although women interrupters are less likely to succeed (Bonvillian 2007:338). This can justify the results. However, if we relate it to minimalizing responses, these results come against the previous findings by Maltz and Borker (1982), who asserted that the different use of minimal responses by both genders is one of the reasons why females seem patient because men use them to convey a stronger meaning, such as "I agree with you," or at the very least, "I follow your argument so far," while women use them to indicate that "I'm listening to you; please continue." which gives men the impression that women always agree with them and gives women the impression that men never seem to be listening (Maltz and Borker 1982 in Coates 1998:422).

Traits that did not indicate a stereotype:

Students rated both genders nearly equally at the level of being gentle, well mannered, caring, and sensitive. However, these results are not in line with previous findings since they show that women seem more gentle and polite. They tend to use more code words and terms of politeness like "please" and "thank you," while males tend to favor "slang", as Labov (1966), Levine & Crockett (1966), and Trudgil (1972) have claimed. Women also were further pictured by Jespersen (1922) as 'more conservative' than men, given their relatively greater use of euphemisms and polite forms. They typically avoid using bad words. Also, Holms (1995) claimed that men actually did not value or exhibit politeness as much as women did.

There was not an indicated stereotype at the level of correct grammar since the participants rated both genders similarly in both surveys, neutral in survey 1 and high in survey 2, which does not match the previous results since Wenjing (2012) found that women speak more standard than men and are more attentive about grammar. They use precise grammar to convey their ideas while speaking. That means standard form and an elegant accent are used more by women than men. He also found that women pay more attention to language elegance, so using language of this nature will not only offend people and create the impression that she is not "civilized," but it will also destroy her relationships with them. The grace with which women present themselves and speak is always more important to them. Additionally, Xiufang Xia (2013) asserted that women are more attentive to grammar. They use precise and clear grammar to convey their ideas and make their thoughts understood.

At the level of patience and interruption, no stereotype was indicated because the participants did not feel that there is a difference between genders in interruption; they rated them similarly in both surveys. However, previous studies by Zimmerman and West (1975) show that man continue to interrupt other people's conversations, whereas women display

more patience. Despite their desire to speak, they will hold off until others have finished speaking. They found that women typically take on the role of attentive listeners in conversations with people of both sexes. Instead of frequently interjecting, they encourage others to speak. However, men's desire to be taken seriously drives them to take every opportunity that comes their way.

At the level of minimizing responses, the participants rated them neutral in survey 1 and low in survey 2, not indicating a stereotype, which make these results different from the previous studies since women are thought to use minimal responses than men (Maltz and Borker 1982 in Coates 1998:421).

At the level of confidence and credibility, there is no indicated stereotype since the participants interpretation towards both genders was nearly equal; however, previous studies done by Holms (1984 and 1987) claim that men are usually rated confident for the reason of not using hedges more frequently like women; this small difference can make an impression of uncertainty in women's speech. Lakoff (1975) shows that due to the excessive use of hedges by women, it gives the impression of a lack of assertiveness, so they would not take what they are saying seriously. As well as being knowledgeable about the topic of discussion, no stereotype was indicated. Although the male seems slightly higher compared to the female in Survey 2, it is not enough to indicate a stereotype. The previous studies done by Lakoff (1975) show that due to the excessive use of hedges by women, it gives the impression of a lack of assertiveness, so they would not take what they are saying seriously.

There were no differences in the students' interpretations of aggressiveness since they rated both genders low in both surveys.. However, the ratings go against the previous theory of Wolfer (2015), who claimed that males are competing for reproductive success and are therefore more aggressive generally. And this stereotype is the result of the socialized roles of both genders and associated customs accompanying industrial development that have

interacted with their physical characteristics, so men are commonly viewed as more aggressive.

At the level of courageous and adventurous, there is no stereotype since the participant's ratings were neutral for both genders, which goes against previous the common belief that men are more adventurous and tend to take more risks.

The results of the rate of mastering communicative skills do not show a stereotype since the participants believed that the male in survey 1 is slightly lower in his pronunciation compared to the female; however, they were neutral towards both of them in survey 2. The same is for the ratings of clear pronunciation, even though the male was rated slightly higher compared to the female. However, it is not enough to indicate a stereotype toward either gender. These results do not match the previous studies, such as Hetherington (1993), who found that females are superior in verbal abilities, including vocabulary reading comprehension and verbal creativity, which explain why more female students than males prefer to study languages. In general, the belief is that girls speak more fluently than boys.

At the level of collaborative and cooperative, there was not a stereotype since there was not a noticeable difference between the genders ratings because they rated them both neutral. However, it was not expected because the previous studies of Edelesky (1993) claimed that females tend to agree with the speaker and create a so-called collaborative floor, whereas men use overlaps to disagree with the speaker, which shows that the females are more cooperative.

Conclusion

This chapter is the practical part of the research. We collected data about students' covert attitudes towards gender stereotypes. Two surveys were administered to students from L1, L2, L3, and M1. We provided a description of the surveys, their analysis, and a discussion of the results obtained. The results of the finding indicate a stereotype at the level of some

traits, some of them towards the female, which are: asking many questions, being the dominant one in the conversation, paying attention to details. And others towards the male, which are: modest and humble, direct, logical, analytical, patient, reacts emotionally and shy. The strongest ones towards each gender are, logical and react emotionally towards the male and pay attention to details towards the female.

General Conclusion

The present research has been undertaken to uncover covert attitudes towards gender stereotypes among EFL learners. In this study, we explored how students from the University Echahid Echikh Laabi Tebessi rated 25 quality of the same speaker in two different surveys by only changing their voices. Our dissertation contains two chapters. The first chapter deals with the presentation of the theoretical underpinnings of the phenomenon of stereotyping, its history, and then attitudes and how they are studied. After that, we presented the most important part, which is gender stereotype, in which we dealt with its history, theories, and the differences between the use of language by both genders.

The second chapter is devoted to presenting the methodology employed in the study. We provided an overview of the chapter, followed by a detailed explanation of the chosen research methodology and the method used, the population and sample under investigation, and the tools and materials employed for data gathering, specifically the students' survey. The chapter also describes the procedures followed during the research, including the script used and the recording process. Finally, the results obtained from the fieldwork are presented and analyzed, and concluded with a summary of the findings. Our research was designed to address how the gender of the speaker may be affected by the perceived gender of the person as manifested through voice quality. After comparing the survey's results of this exploratory research, they showed that there are some traits that indicate stereotypes in which both genders were interpreted differently, high or low, which are: shy, reacts emotionally, the dominant one in the conversation, pays attention to details, asks many questions, patient, logical, analytical, modest and humble, and direct. However, for the other traits that do not indicate any stereotype, both genders were rated neutral in both surveys. The strongest stereotypes were at the level of logic, and react emotionally towards the male, and paying attention to details towards the female. In conclusion, this study unveiled the truth about the

existence of gender stereotypes among EFL learners and showed their covert attitudes towards both genders.

Limitations of the Study

While this study makes a significant contribution to our investigation of the stereotypes phenomena among EFL learners, there are several limitations that need to be acknowledged. Firstly, the sample size was somehow small and conducted only in one geographic location, includes only EFL learners of Echahid Echeikh Larbi Tébessi University, 588 participants from a single university only 47 answered our survey. Additionally, the study group is not homogeneous (males and females); the majority of the responses in both surveys were from females (20 female and five male in S1 and 19 females over three males in S2). This means that the findings may not be generalizable to other populations or settings.

The study also relied on self-reported data from the participants, which may be subject to social desirability bias and other sources of error. While measures were taken to ensure confidentiality and anonymity, it is possible that some participants did not provide completely accurate information and answered the survey randomly without being serious.

Thirdly, the study used the matched guise technique, which is a modern method that needs an efficient technical system to working. However, we faced a problem in switching the male voice to the female voice, resulting a robotic effect. Although we sent it to professionals to treat it, this matter could have affected the rating of our study negatively because the judgments could have been based on this robotic effect.

Despite these limitations, this study provides valuable insights into the ambiguity of the notion of stereotypes and EFL learner's way of judgment, and lays the groundwork for future research in this area.

Implications and Recommendations

The findings of this study have several important implications for practice. Firstly, the study revealed that stereotyping phenomena is living among EFL learners which play an important role in shaping the academic environment, secondly awareness and recognition The study highlights the importance of raising awareness about the presence and impact of gender stereotypes in language. EFL learners and educators need to recognize that language can perpetuate stereotypes and influence attitudes towards gender roles. This awareness can lead to a more critical understanding of language use and its implications, thirdly the findings of the study can empower EFL learners to critically analyse language use and challenge gender stereotypes. By understanding the impact of language on attitudes, learners can become active participants in shaping inclusive language practices and challenging societal biases.

Future research should aim to replicate the stereotyping study using larger and more diverse samples to increase the generalizability of the results. Future research should also consider incorporating other methods of data except the online method when results will be generated more seriously. Moreover, future researchers should focus on this issue of voice system and search for better software for voice switching to insure quality results. Finally, research should aim to investigate the future effects of stereotyping among the academic society of EFL learners.

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Appendices

Appendix A. The Survey Form

Online survey

We are master's students in the English department of Chikh Larbi Tbessi University. The survey is a part of our research that is conducted on the purpose of predicting person's personality and qualities from their voice and language. The survey is anonymous and intended for research purposes only. We would be grateful if you could devote a few minutes of your time to filling it. In the link is a dialogue between two speakers. Listen and rate each speaker on the qualities below.

Age *

Réponse courte

Gender *

- Female
- Male
- Prefer not to say

Level *

- L1
- L2
- L3
- M1

Click on the link, listen to the audio, then rate the following statements

https://drive.google.com/file/d/1JwxcW9Czm8E2xA-HQ0SnK2zxlzCt6YVN/view?usp=share_link

Description (facultative)

On a scale of 1-5, to what extent do you agree or disagree that the female speaker in the audio * track has each of the following qualities/ attributes?

1= strongly disagree.

2= disagree.

3= neither agree nor disagree.

4= agree.

5= strongly agree.

	1	2	3	4	5
clear pronounci...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
correct grammar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
direct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
asks many que...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the dominant o...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
interrupting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
minimalizing re...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
masters the co...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
knowledgeable...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
pays attention ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
patient	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
shy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
gentle.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
well manared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
reacts emotion...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
modest and hu...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
credible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
confident	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
sensitive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

caring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
logical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
analytical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
collaborative a...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
courageous an...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
aggressive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Is there anything else that comes to your mind concerning the female speaker?

Réponse longue

On a scale of 1-5, to what extent do you agree/disagree that the male speaker in the audio track has each of the following qualities/ attributes? *

1= strongly disagree.

2= disagree.

3= neither agree nor disagree.

4= agree.

5= strongly agree.

	1	2	3	4	5
clear pronounci...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
correct grammar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
direct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

asks many que...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the dominant o...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
interrupting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
minimilazing re...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
masters the co...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
knowledgeable...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
pays attention ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
patient	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
shy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
gentle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
well manared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
reacts emotion...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
modest and hu...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
credible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
confident	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
sensitive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
caring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
logical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
analytical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
collaborative a...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
courageous an...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
aggressive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Is there anything else that comes to your mind concerning the male speaker?

Réponse longue

Appendix B. Sample Response

Age *

21

Gender *

- Female
- Male
- Prefer not to say

Level *

- L1
- L2
- L3
- M1

On a scale of 1-5, to what extent do you agree or disagree that the female speaker in the audio track * has each of the following qualities/ attributes?

1= strongly disagree.

2= disagree.

3= neither agree nor disagree.

4= agree.

5= strongly agree.

	1	2	3	4	5
clear pronunciation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
correct grammar	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
direct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
asks many questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
the dominant one in the conversation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
interrupting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
minimalizing response	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
masters the communication skills.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
knowledgeable of the topic of discussion .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
pays attention to details.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
patient	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
shy	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
gentle.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
well manared	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
reacts emotionally	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
modest and humble	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

credible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
confident	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
sensitive	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
caring	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
logical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
analytical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
collaborative and cooperative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
courageous and adventurous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
aggressive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Is there anything else that comes to your mind concerning the female speaker?

She was the one dominating the conversation, when i try to remember what i just listened to my mind mostly reminds the input in the female speech voice. She has more impact and I believe my brain tend to remember what she said more compared to what the male.

On a scale of 1-5, to what extend to you agree/disagree that the male speaker in the audio track has * each of the following qualities/ attributes?

1= strongly disagree.

2= disagree.

3= neither agree nor disagree.

4= agree.

5= strongly agree.

	1	2	3	4	5
clear pronunciation	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
correct grammar	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
direct	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

asks many questions	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the dominant one in the conversation	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
interrupting	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
minimilazing responses	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
masters the communication skills	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
knowledgeable of the topic of discussion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Activer Windows

pays attention to details	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
patient	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
shy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
gentle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
well manared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
reacts emotionally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
modest and humble	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

credible	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
confident	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
sensitive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
caring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
logical	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
analytical	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
collaborative and cooperative	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
courageous and adventurous	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
aggressive	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Is there anything else that comes to your mind concerning the male speaker?

The first he spoke i was kind of irritated with the way he is speaking he tend to stutter and make long pauses, unconsciously i was not following his ideas, and i tend to sympathise also with him because he seems trying to elaborate accurately his thoughts and he seems to struggle with it.

Résumé

Cette étude explore le comportement des étudiants à savoir comment stéréotypent les idées préconçues sur le concept de la langue. À l'aide d'une technique développée nommée 'The Matched Guise Technique', nous avons manipulé numériquement le même enregistrement d'une conversation entre un homme et une femme pour modifier les voix de « la femme » pour qu'elle ressemble à un « homme » et vice versa. Ce qui a donné deux enregistrements presque identiques avec les sexes inversés. L'évaluation des hommes et des femmes par les répondants était fondée uniquement sur ce qu'ils entendaient. Les deux enregistrements ont été incorporés dans différents sondages et entendus par deux groupes différents d'étudiants EFL (N = 47) à l'Université de Tébessa. Les étudiants ont évalué les deux interlocuteurs différents en fonction de 25 traits que l'on croyait porteurs de stéréotypes du genre, certains liés aux qualités personnelles et l'autre aux attributs linguistiques. L'analyse des sondages révèle qu'il y a des caractéristiques qui indiquent un stéréotype qui sont: timide, réagit émotionnellement, le dominant dans la conversation, fait attention aux détails, pose de nombreuses questions, patient, logique, analytique, modeste et humble, et direct. D'autre part, les autres traits n'indiquent aucun stéréotype puisque les deux sexes ont été évalués de manière neutre dans les deux enquêtes. Par conséquent, la présente recherche suggère que les stéréotypes sont répandus parmi les apprenants EFL, ce qui joue un rôle important dans la formation de l'environnement académique. Cette thèse vise à promouvoir l'inclusion et l'égalité dans l'utilisation des langues dans l'éducation, en soulignant l'importance de reconnaître et de remettre en question les stéréotypes de genre afin de créer un environnement linguistique plus équitable et plus stimulant pour les apprenants algériens multilingues de l'EFL.

En fin de compte, l'étude a révélé que les phénomènes sociaux peuvent avoir un impact significatif sur le comportement et l'évaluation des étudiants, de sorte qu'au fil du temps, ces phénomènes peuvent changer et que d'autres chercheurs peuvent répéter la même recherche avec d'autres conditions.

Mots-clés : EFL, manipulation des voix, matched guise, stéréotype de genre.

الملخص

تكشف هذه الدراسة عن تصورات الطلاب المسبقة و النمطية تجاه الجنسين في المفهوم اللغوي. باستخدام تقنية محدثة المسماة بذو ماتشت قايز تيكنيك، قمنا رقميا بالتلاعب بنفس التسجيل لمحادثة بين ذكر وأنثى لتغيير صوت "الأنثى" لتبدو وكأنها "ذكر" والعكس. أسفر هذا عن تسجيلين متطابقين تقريبا مع عكس الجنسين. كما استند تقييم المستجيبين للرجال و النساء فقط على ما يسمونه. ثم تم دمج التسجيلين في استطلاعات مختلفة واستمعت إليهما مجموعتان مختلفتان من طلاب اللغة الإنجليزية الذين يدرسونها كلغة اجنبية في جامعة تبسة. قام الطلاب بتقييم المتحدثين المختلفين على 25 سمة يعتقد أنها تحمل صورا نمطية تجاه الجنسين، بعضها يتعلق بالصفات الشخصية والآخر يتعلق بخصائص اللغة. كشف تحليل الاستطلاعات أن هناك ميزات تشير إلى صورة نمطية وهي: خجول، يتفاعل عاطفيا، المهيم في المحادثة، يهتم بالتفاصيل، يطرح العديد من الأسئلة، صبور، منطقي، تحليلي، متواضع، ومباشر. وعلى الجانب الآخر، لا تشير السمات الأخرى إلى أي صورة نمطية لأن كلا الجنسين تم تصنيفهما بشكل محايد في كلا الاستطلاعين. و من ثم يشير البحث الحالي إلى أن القوالب النمطية منتشرة بين متعلمي اللغة الإنجليزية كلغة اجنبية ، والتي تلعب دورا مهما في تشكيل البيئة الأكاديمية. حيث تسعى هذه الأطروحة إلى تعزيز الشمولية والمساواة في استخدام اللغة والتعليم مع تسليط الضوء على أهمية التعرف على الصور النمطية الجنسانية وتحديها لخلق بيئة لغوية أكثر إنصافا وتمكينا للجزائريين متعلمي اللغة الإنجليزية كلغة أجنبية ومتعددي اللغات. و في النهاية، وجدت الدراسة أن الظواهر الاجتماعية يمكن أن يكون لها تأثير كبير على سلوك الطلاب وتقييمهم، لذلك بمرور الوقت يمكن أن تتغير هذه الظواهر، ويمكن للباحثين الآخرين تكرار نفس البحث مع ظروف أخرى.

الكلمات/المفتاحية: التلاعب بالأصوات ،اللغة الانجليزية كلغة اجنبية، ماتشت قايز ، النمطية للجنسين،