

## Playing with Gender Identity through Learning English as a Foreign Language in Algeria: A Gender-Based Analysis of Linguistic Practices

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**Abstract :** Gender and language is a moot and miscellaneous arena in the sphere of socio-linguistics, which has been proliferated so widely and rapidly in recent years. The dawn of research on gender and foreign language education was against the feminist researchers who allowed space for the bustling concourse of voices and perspectives in the arena of gender and language differences, in the early to the mid-1970. The objective of this scrutiny is to explore to what extent teaching gender and language in the English as a Foreign Language (EFL) classroom plays a pivotal role in learning language information and skills. Moreover, the gist of this paper is to investigate how EFL students in Algeria conflate their gender identities with the linguistic practices and scholastic expertise. To grapple with the full range of issues about the EFL students' awareness about the negotiation of meanings in the classroom, we opt for observing, interviewing, and questioning later to check using 'how-do-you do' procedure. The analysis of the EFL classroom discourse, from five Algerian universities, reveals that speaking strategies such as the manners students make an abrupt topic shifts, respond spontaneously to the teacher, ask more questions, interrupt others to seize control of conversations and monopolize the speaking floor through denying what others have said, do not sit very lightly on 80.4% of female students' shoulders. The data indicate that female students display the assertive style as a strategy of learning to subvert the norms of femininity, especially in the speaking module.

**Keywords :** EFL students, gender identity, linguistic styles, foreign language

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