Discrepancies between the Speech of Male and Female in Lecturing: Language Management in Focus

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Abstract

The intention of this research is to shed light on discrepancies between the speech of male and female students in presenting a lecture in academic settings. It also aimed to discover which gender more follow essential steps in line with language management. This study discussed the discrepancies from multiple perspectives containing standard form, using grammar, pronunciation and intonation, using synonyms, expanding the topics, and conversational style. In addition, to consider these components, this research attempts to discover which gender follows different phases to prepare a lecture before presenting it. The study was conducted throughout observation protocol, writing diary, and semi-structured interviews consisting of ten Iranian participants who have General English course with ages ranging from 19-25. To sum up, the results of the current study revealed that female students outperformed in the whole process of this inquiry. The study tries to provide insight to genders to understand each other's discrepancies which is a need and act as a crucial key to better communication.

Keywords: Academic settings; Gender discrepancies; Language management; Presenting lecture; Speech

1. Introduction

One of the most intriguing and dynamic issues in sociolinguistics is the matter of language and gender. It is featured through many debates concerning advantages and disadvantages related to various approaches of comprehending the interrelationship between society and language.

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Apparently, the study of gender in sociolinguistics demonstrates a lot of aspects in different fields including learning styles, science, the art, humanities, Physiology, etc. (Hill et al. 2010; Kretschmer et al., 2012 Wehrwein et al. 2007). Among these, the discrepancies of gender in academic settings are not an exception. The interconnection between the language of men and women is known as language and gender. The existence of a difference between males and females can be a reflection of their diverse ways of speaking. It can be due to the various perceptions, or even their styles of living, respectively. Predominantly, there are many differences between male and female regarding their speech styles which can be due to some factors consisting of genetic differences that represent men possess an X and a Y chromosome while women possess two X chromosomes, physically differences that refers to the amount of fat and muscles, the voice of females has various features than males, and also the differences can be indicated in a more restricted field, for instance, verbal skills (Wardhaugh, 2010; Xia, 2013).

Several scholars have been involved in different aspects of similarities and differences between males and females and the language they use to communicate (Labov, 2001; Thu, 2010; Subon, 2013; Jones et al., 2014; Zaman Ahmad, 2014). Concerning different studies, and the existence of more gaps and disparities between females and male's speech and also concerning the variations which show in different contexts and settings, this research is the first attempt to clarify gender discrepancies in this regard and the researchers will attempt to investigate and consider differences between the speech of male and female students in presenting a lecture in an academic setting. In addition to this field, this research also intends to shed light on the concept of language management and demonstrate which gender applies this theory better to present a more comprehensible and effective lecture. Notwithstanding, it cannot be evolving that the results are generalizable to all settings and universal. Accordingly, there is a necessity to explore and learn more in-depth knowledge of gender differences in academic settings.

2. Literature Review

In sociolinguistics, the researchers study the relationship between language and society and explore numerous variables in many aspects which may affect language including ethnicity, social classes, gender and its relationship with language style, and gender /politeness. The relationship between language and gender has been widely considered by numerous scholars containing Tannen (2005), Freeman and McElhinny

(1996), Besnier (2007). McElhinny and Mills (2007), and Inoue (2007). Sadiqi (2003) claimed that the notion of gender was first applied in linguistics and other fields of social sciences. Since gender is a social phenomenon, society assigns them roles into social women and men and also gives them cultural values (Bonvillain, 2000).

Based on Nemati and Bayer (2007), genders can be different socially. Accordingly, the significant standpoints toward discrepancies through male and female should mention as 'difference theory' and 'dominance theory'. The first one, difference theory, which is also known as 'two-culture theory' asserted that if men and women live in various cultures and environments, they will develop different ways of speaking. On the other side, 'power-based theory', accentuates gender division and male dominance. According to this theory, the role of males and females are constructed through the linguistic environment and culture which is show the incongruence in power and status division in society.

There are some researches relating to males' and females' rules of communication, their oral interaction and politeness with each other or teacher-students communication and SMS in academic settings. Discrepancies between male and female exist in rules, tradition, and politeness recommend that females are supposed to behave more politely than males (Gikas & Grant, 2013; Kim, Rueckert, Kim, & Seo, 2013; Motiwalla, 2007; Stockwell, 2012; Wang & Smith, 2013). Eshghinezhad and Moini (2016) also conducted a study concerning politeness strategies that apply in messaging and interaction with teacher. Further, Nurjanah et al. (2017) carried out a study and explored the linguistic politeness in speaking classroom between genders. Generally speaking, the results of their study revealed that female participants used more polite structures than male participants. In a similar vein, Chinomso et al. (2020) investigated level of politeness strategies between male and female and concluded that female answers were more polite compared to male within various contexts and in their style of conversation.

Concerning gender differences in language behavior, Wardaugh (1988) explained that biologically, males and females are not the same. As males try to dominate, thus language behavior reflects the social dominance of men. Wardhaugh (2010) further posited that differences between males and females somehow relate to the fact that females have two X chromosomes, whereas males have an X and a Y. In addition, males and females often demonstrate various ranges of verbal skills. Several studies emphasize on the relationship between male and female which is in line with educational results (Guiso et al., 2008; Nollenberger et al.,

2016; Rodriguez-Planas & Nollengerger, 2018). These researches claimed that other factors, for instance culture and the atmosphere of the social situations presumably effect on gender differences, particularly educational differences. In this domain, a study by Zhang and Tsang (2015) compiled information from the national university in China and demonstrated that males surpassed females in math course, whereas the average gap was not remarkable. In contrast with this case, Yasuda (2015) compared the genders' grades and the outcomes exhibited that female students outperformed in science and humanities courses and finally they could achieve better marks.

With respect to speech styles, the results of some studies exhibit that women's talk is cooperative and tends to create intimacy and connection, while men's talk is competitive, tends to obtain status, and often does report talk (Johnson & Meinhof, 1996). In a similar vein, Wardhaugh (2010) proposed that when men and women involve in a conversation, men speak more than women do. Furthermore, the results displayed that to develop solidarity with others to preserve social relationships, women utilized more polite forms and also more compliments than men. Besides, Zimmerman and West (1975) noted that women much less frequently interrupt men, while men frequently interrupt women (cited in Wardhaugh, 2010).

There are a lot of researches concerning gender and differences in different scope. For instance, a study by Wehrwein et al., (2006) indicated disparity between genders in learning styles. The findings of the study show that men learners are interested in teaching in a multidimensional way, whereas the preference of women was towards single-mode teaching and concluded that genders have different styles of learning. In another study, Subon (2013) intended to uncover the differences between males and females towards applying linguistic forms in a speech in the Malaysian context. The results of the research indicate that males focused on the topics of doing things in their conversation while females concentrate on emotional aspects of speech. It also concluded several subtle differences that were seen based on different cultures, conventions, beliefs, and customs. In a similar vein, Jones et al., (2014) demonstrated gender disparities within conference presentations. The findings of the study showed that males and females were preferred to demand in presentation and also females were more interested in a short talk rather than males in communication contexts. Concerning digital discrepancies between male and female, some studies concluded that males entertainment and activities are dispose to more tasks that relate more to

technologies, while females prefer to do actions which associate with beauty and cultivation (Blakemore & Centers, 2005; Koll Mayer et al . , 2018). Another research by Korlat et al., (2021) investigated gender discrepancies in digital learning Covid-19. They examined the level of engagement, competence beliefs and intrinsic value between boys and girls. The findings of their study indicated that females received higher grades with regard to teacher support, and the level of engagement than males.

2.1. Language Management Theory

Language management theory (LMT) emerged in line with the view of organizing vocalism. Das Gupta, Fishman, & Ferguson, 1977). Within the scientific surface, specific discourse or interplays can identify on the ground of fundamental basis of difficulties in oral performances that transformed emphasis of methodological concept regarding scheming the language into the diminutive criterion (Kimura, 2005).

According to Nekvapil and Sherman (2015), language management has a broad meaning which is to deal with any kind of task and activity with a purpose of language or communication, language as a system of rules or in other words, behavior toward language. These activities encompass different situations and can take place within an institution, that makes decisions or by individuals in specific interactions. It can be a matter of everyday linguistic behavior associated with the ordinary use of language in the proper interaction. In this respect, Marriott and Nekvapil (2012) postulated that simple management can be concerned as a process which is separated into multiple stages: first, each person can take notes in his or her interlocutor's way of speaking, then in the second stage, the speaker can evaluate the written points, in the third stage, the speaker can rethink about adjustment design to check a word or select a substitute one. And finally, the speaker can administer the adjustment design or utilize it in a conversation.

Astonishingly, to the best of in-depth information, limited researches have been carried on gender discrepancies in speech and no study has been pinpointed to the gender discrepancies in presenting lectures in academic settings with the focus of management of language. This research seeks to provide insight into the body of study by filling this gap. According to previous investigations and occupying the niche, this paper seeks to address the following research questions:

1. What are the differences between the speech of males and females in presenting a lecture?

2. Which gender benefited more language management before presenting a lecture?

3. Method

This study was conducted to achieve desired purposes related to discrepancies between the speech of males and females in presenting lectures with focus on language management. In this respect, various stages were taken that all are exhibited in the forthcoming parts.

3.1. Participants

The participants of the present study consisted of 10 males (n=5) and females (n=5) students. They were selected among three classes of general English course in Islamic Azad University, Quds branch with the age range between 19 and 25. The learners' first language was Persian and they were studying English for about 10 years. The researcher selected the participants based on purposeful sampling to provide deepen understanding and detailed information regarding gender differences in presenting lectures (Best & Kuhn, 2006). The information of participants is presented in table below.

Table 1. *Features of participants*

Participants		Age	Degree	Studying experiences
Participant	1	19	B.A Student	6 years
Participant	2	22	B.A Student	5 years
Participant	3	20	B.A Student	10 years
Participant	4	21	B.A Student	4 years
Participant	5	19	B.A Student	5 years
Participant	6	21	B.A Student	7 years
Participant	7	23	B.A Student	10 years
Participant	8	20	B.A Student	5 years
Participant	9	22	B.A Student	4 years
Participant	10	23	B.A Student	6 years

3.2. Instruments

In respect to compiling the required data and answering the research questions, the following instruments were applied:

3.2.1. Direct Observation protocol

One of the essential tools for data collection in qualitative studies is observation. In this way, the researcher can take notes of the phenomenon and even record the data for scientific purposes (Angrosino, 2007; Creswell & Poth, 2018). The researcher may start observation and then

focus on the research purpose and research questions. It may include a portrait of samples in research, specific events, or even reflexive notes about problems, feelings, or speculation (Creswell, 2014).

3.2.2 Diary-Writing

Diary used as the second instrument in this study. Writing diary served as a collecting data through social investigators since the 1970s. Generally speaking, writing diaries exhibit and provide openings and chances to explore psychological, physiological, and social processes towards different contexts and situations (Silverman, 2013). Accordingly, diaries offer remarkable features which can help the researcher elicit significant points regarding the qualitative inquiry encompassing interpretations and descriptions by participants towards their behavior and events, and considering adaptation in dynamic processes. It can also supply alive fundamental information, and since diary writing acts as a self-report, it can decrease mistakes depriving of not reproducing notes accurately and reminding latest points and events (Silverman, 2013).

3.2.3 Semi-structured interviews

This type of interview is a collection of leading questions which was prepared before and occurs through open-ended questions format. That is, one of the researchers encouraged the participant to clarify and elaborate on the topics, in this way, the researcher supplies direction and guidance (Dornyie, 2007). Hence, the researchers developed two open-ended questions from reviewing the literature on language management which was presented in the previous section. Table 2 exhibits the codes and themes which were opted according to the entire compiled data.

The open-ended questions are as follows:

1. What is your opinion about different steps before presenting a lecture? (Noting, evaluation, selection/planning, and presenting/implementing)

2. How the different steps before presenting a lecture were effective/ helpful in developing your presentation?

3.2.4. The oral performance rubric

The researchers utilized the oral performance rubric for scoring presentations which consisted of five separate sections to score: grammar, vocabulary, pronunciation, comprehension, and fluency. The range of scores were 1 to 4. In other words, if a student needed improvement (1 point), satisfactory (2 points), good (3 points), and excellent presentation

received (4 points), and then they could receive a total mark which was 20 for their presentation.

3.3. Procedure

The participants in this study were 10 female and male lower-intermediate students. They were between 19-25 years old, they were chosen based on purposeful sampling and they were selected among three general English course classes. For the first part of the study, one of the researchers asked students to present a lecture and express a summary of one of the lessons in their book. They were studied "Expand your English" book which has different topics to discuss consisting of health, modern addiction, seven ways to protect the environment, and the like. Each participant was required to select two topics and present them to the class. The researcher observed each presentation and wrote down every point in detail, which were related to each gender, and consider various factors including using standard forms, differences in pronunciation and intonation, differences in vocabulary and using synonyms, the correctness of grammar, and differences in manners. Their presentations were rated through the category that mentioned above, (using correct grammar, vocabulary, pronunciation, comprehension, and fluency).

Afterward, one of the researchers asked students to write a diary regarding different steps that they took before presenting a lecture and send it to the e-mail of the researcher. And at the last section, the researcher interviewed with all participants within two open-ended questions concerning language management and asked them to answer them one by one. In this part, the participants received 5 grades for each phase of language management that followed by them (noting 5, evaluation 5, selection/planning 5, and presenting /implementing 5). At the end of this process, the researchers consider different factors and differences between the speech of males and females. Then the content of diaries and responses to questions were analyzed, respectively.

4. Results and findings

The collected data from the observation protocol, writing diary, and open-ended questions were analyzed based on research questions, frequencies, themes, and codes utilized in the analysis, and considerable characteristics were pointed out. Moreover, it is noteworthy to mention

that reflections on differences between the speech and language of males and females are divergent in determining ways for most societies.

With respect to the first research question which asked the differences between the speech of males and females in presenting a lecture, the researcher considered the written points from observation protocol and analyzed them according to categories and codes. It is probed that males and females demonstrate some differences in their presenting lecture which all are submitted in the forthcoming part.

4.1. Discrepancies in using standard forms

Observations have shown that females tend to use more standard forms than males do. In other words, females paid more attention to the variant in producing words. Notes also indicated that females try to use grammar correctly rather than male students. For instance, females uttered the (th) and (dh) variables more than males do or negative concord of the letter (t) in a sentence as (I didn't do anything).

(dh) variable: females> males
Negative concord: females I didn't do anything>males

4.2. Discrepancies in pronunciation and intonation

Males and females have also differences in phonological issues. The observations indicated that the pronunciation of females is better than males, as an instance the pronunciation of "-ing". In this domain, a study by Shuy (1969) expressed that sixty-two percent of males did not pronounce"-ing" in a correct way and found that females demonstrate a better capability in learning a language. Concerning the intonation part, the notes exhibited that females sometimes start to speak in a high-pitch voice which is due to the physiological causes and also an emotional factor.

4.3. Discrepancies in using vocabulary and synonyms

The next discrepancy between the speech of males and females is the use of synonyms to clarify and expand more the issue. Females indicate more tendency to elaborate more and talk about the issue even by presenting different instances, while males prefer to use those exact words which exist in the text.

4.4. Discrepancies in conversational styles

Another crystal difference between genders is the matter of conversational styles. According to Tannen (2005), conversational styles

consist of two forms: the first is a high-involvement style which refers to the rate of speech, showing signal of answers, that is, (yes, umm, …), and shorter pauses and hesitations, whereas high-considerateness style that deals with preserving the speech, more pauses in talk, and decrease the rate of speech. The notes from observations reveal that females are more engaged with the second type of conversational style than males, in other words, the high-considerateness style. Females try to present the lecture more slowly than males, they pay more attention to the rate of their speech and attempt to convey the concepts to be more effective and comprehensible, since academic lectures aim to transfer significant points of the topic, thus, it must follow a considerateness style to be more applicable and understandable for the audience. Figure 1 represents the result of the first research questions in detail.
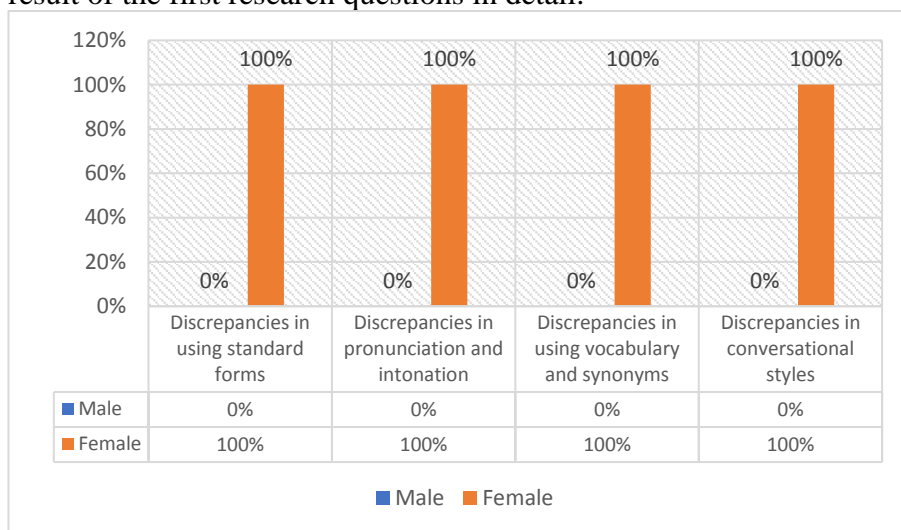

Figure 1. Percentage of the Discrepancies between Male and Female Participants

To decide whether parametric or non-parametric formulae are the best to analyze the data, the normality of the data sets were checked the positive upshots for which illustrate parametric formulae are the most appropriate. The negative response, on the other hand, is a sign of the appropriacy of the non-parametric formulae. The normality of the present study's data sets were checked using *one-sample Kolmogorov-Smirnov* test (KS-Test), which is the most common way of investigating the point (Pallant, 2011).

Table2. *One-sample Kolmogorov-Smirnov Test of the Oral Performance and Language Management Scores of the Male and Female Participants*

		Female Oral performance	Male Oral performance	Female Language management	Male Language management
N		5	5	5	5
Normal Parameters	Mean	18.60	16.40	18.35	15.40
	SD	1.28	.69	1.32	.78
Asymp. Sig. (2-tailed)		.86	.78	.98	.96

According to Pallant (2011), a value is significant in case it is smaller than .05 (α=.05; $p<\alpha$). In such a case the data set does not bear normal distribution or not, it is normal. Accordingly, ball the total scores given to both oral performance and language management of the participants are normal since all their significant values are bigger than the standard value (p=.86; p=.78; p=.98; p=.96; α=.05; $p>\alpha$).

As a result, in the case of the inter-rater reliability check, parametric analyses were used, and the outcomes are reported in Table 3.

Table 3. *Inter-Rater Reliability of the Oral Performance and Language Management Scores of the Male and Female Participants*

		Oral, Female, 2nd rater	Oral, Male, 2nd rater	Language, Female, 2nd rater	Language, Male, 2nd rater
Oral, Female, 1st rater	Pearson Correlation	.81			
	Sig. (2-tailed)	.09			
Oral, Male, 1st rater	Pearson Correlation		.87		
	Sig. (2-tailed)		.05		
Language, Female, 1st rater	Pearson Correlation			.92*	
	Sig. (2-tailed)			.02	
Language, Male, 1st rater	Pearson Correlation				.94*
	Sig. (2-tailed)				.01

Table 3reports the inter-rater reliability of the oral performance and language management of both the female and male participants. According to this table, the ρ value reported for the correlation of the first

and the second raters assigned the scores to the oral performance of the female participants is .81 and to the male participants is .87, that is, both bear strong correlations and are a sign of a good reliability index.

Moreover, the ρ value reported for the correlation of the first and the second rater assigned to the language management of the female participants is .92 and the correlation between the first and the second rater gave scores to the language management of the male participants is .94, both show the high correlation and therefore, high reliability index of the two sets of scores.

Next, the amount of the difference between the female and male participants, both in their oral performance and language management was explored. To do so, two *Mann-Whitney Tests* were run because of the few number of participants (i.e. five participants in each group), which makes it impossible to run the independent-samples t-test.

Table 4. *Descriptive Statistics of the Oral Performance and Language Management Scores of the Two Groups of Participants*

	Oral, Female	Oral, Male	Language, Female	Language, Male
N	5	5	5	5
Mean	18.60	16.40	18.35	15.40
Median	18.75	16.75	18.25	15.25
Std. Deviation	1.28	.69	1.32	.78
Range	3.25	1.75	3.25	2.00
Minimum	16.50	15.25	16.50	14.25
Maximum	19.75	17.00	19.75	16.25

Referring to the mean scores of the female and male participants' oral performance reported in Table 4 (i.e., 18.60 and 16.40 for the females and males respectively), it can be said that the female participants outperformed the males. Comparing their language management (i.e., 18.35 and 15.40 for the females and males), the conclusion is that again females were more capable of managing their language. The significance of such differences is shown in Tables 5 and 6.

Table 5. *Mann-Whitney Test of the Oral Performance of the Female and Male Participants*

Total N	10
Mann-Whitney U	3.00
Wilcoxon W	18.00
Test Statistic	3.00
Standard Error	4.77
Standardized Test Statistic	-1.99
Asymptotic Sig. (2-sided test)	.04*

As shown in Table 5, the significant value comparing the oral performance of female and male participants is .04 and smaller than the standard .05 level ($p=.04$; $\alpha=.05$; $p<\alpha$), that is, their performance was considerably different from each other. Putting the results of Tables 4 and 5together, the conclusion is that female participants had significantly better oral performance.

Table 6. *Mann-Whitney Test of the Language Management of the Female and Male Participants*

Total N	10
Mann-Whitney U	.00
Wilcoxon W	15.00
Test Statistic	.00
Standard Error	4.77
Standardized Test Statistic	-2.61
Asymptotic Sig. (2-sided test)	.00*

Table 6 indicates that the significant value of the *Mann-Whitney Test* ran on the language management of female and male participants is .00. For the value is lower than the standard level ($p=.00$; $\alpha=.05$; $p<\alpha$), the conclusion is that here too, female participants were better able to manage their talk to a considerable extent since their performance in this case was significantly different.

In the case of language management, different steps of noting, evaluation, selection/planning, and presenting/implementing were included before presenting the lecture. The amount of impact each of these steps had on the participants' performance was then checked.

Table 7. *Mean Ranks of the Four Steps Participants Went Through before their Lectures*

	Mean Rank
Noting	3.15
Evaluation	1.60
Selection/planning	2.45
Presenting/ implementing	2.80

According to the mean ranks reported in Table 7, it can be claimed that the four steps did not have equal effects as there is a zigzag pattern of change in the mean ranks from the first to the fourth steps. In order to determine whether or not the difference in these rankings is significant, the Test Statistics table must be checked.

Table 8. *Test Statistics Table of the Four Steps Participants Went Through before their Lectures*

N	10
Chi-Square	9.69
df	3
Asymp. Sig.	.02*

a. Friedman Test

As indicated in the test statistics table, Table 8, the Chi-Square value is 9.69 for the four steps the participants went through before presenting their lectures. The significant value for the point is reported as .02, which is less than the critical value ($p=.02$; $\alpha=.05$; $p<\alpha$) meaning that the four steps had significantly different impacts. Putting the results of Tables 7 and 8 together, the most influential steps could be ordered into first noting, second presenting, next selection, and finally evaluation.

The difference between the performance of each of the female and male participants in the four steps preceding the lecture was also compared through Scheffe tests.

Table 9. *Multiple Comparisons on the Four Steps Females Went Through before their Lectures*

(I) Steps	(J) Steps	Mean Difference (I-J)	Std. Error	Sig.
Noting	Evaluation	.450	.31	.58
	Selection	.350	.31	.75
	Presenting	.050	.31	.99
Evaluation	Selection	-.10	.31	.99
	Presenting	-.40	.31	.67
Selection	Presenting	-.30	.31	.82

The results of Table 9 show that there was not a significant difference between the four steps preceding the main lecture in the female group of participants as their significant values indicating the difference between the four steps is all above the critical level.

Table 10. *Multiple Comparisons on the Four Steps Males Went Through before their Lectures*

(I) Steps	(J) Steps	Mean Difference (I-J)	Std. Error	Sig.
Noting	Evaluation	.95*	.19	.00*
	Selection	.10	.19	.96
	Presenting	.15	.19	.90
Evaluation	Selection	-.85*	.19	.00*
	Presenting	-.80*	.19	.00*
Selection	Presenting	.05	.19	.99

According to the information presented in Table 10, there were significant differences between the performance of the male participants in the comparison between noting and evaluation ($p=.00$; $\alpha=.05$; $p<\alpha$), between the evaluation and selection ($p=.00$; $\alpha=.05$; $p<\alpha$), and also between evaluation and presenting ($p=.00$; $\alpha=.05$; $p<\alpha$) because all their significant values are below the critical value. The other steps, however, (i.e. between noting and selection, between noting and presenting, and between selection and presenting) did not differ considerably since their difference are all above the significant value, that is, .96, .90, and .99 ($\alpha=.05$; $p>\alpha$).

To conclude this part, it has to be said that although there is a difference between the overall performance in language management of the two groups of participants (i.e., females outperformed the males), there was not very much difference in the females' four steps before the lecture while there are some differences between some steps in the male groups but not in all steps.

According to the second research question which aimed to discover: Which gender benefited more language management before presenting a lecture, the researcher asked participants to write a diary about different steps before presenting a lecture and then answer two open-ended questions to achieve deepen information about language management which is a crucial element to present an effective and applicable lecture. In addition to the quantitative data analysis, the content analysis of

collected themes through diaries and open-ended questions reveal that female participant had a more accurate plan rather than males before presenting a lecture since most of them followed more steps in line with language management such as taking notes, gathering necessary information about the subject, writing down important points, practicing, checking, reviewing, and then presenting the subject. In contrast, males declared that they study the target subject, check some vocabularies, sometimes gather information, and then present the lecture.

On the other side, the answers to open-ended questions remarked that there are also differences among male and female participants towards the level of language management. Results expressed that female students paid more attention to applying various steps before presenting a lecture which is more in line with necessary steps before presenting a topic, that is, taking notes, checking, selecting, and presenting. Table 2 represents analysis of codes and themes in detail. The following elicited samples of their answers to open-ended questions:

Participant 2:

"Everything we do before the presentation helps us to talk in the best possible way. I think taking notes, evaluating them has the most impact on a good presentation. Each of these steps led us to provide all the points to our audience and it can help us to avoid mistakes…."

Or as the other student claimed:

"In my opinion, these steps give the presenter an overview of the topic. These steps also regulate the words and sentences before the speech. So by following these steps, I can present an effective lecture and receive good feedback…"

On the other hand, since most of the males' students did not mention specific action in their diaries before presenting a lecture except one of them, the researcher extracted the following part from their answers:

Participant 5:

"I think gathering information about the subject is important and actions like taking notes and evaluating help to present better. And I will get better results by spending more time and my presentation will improve. Implementing different steps will help the lecturer to present a comprehensive picture of opinions about the subject without missing any topics and I try to follow these steps from now on to present a good lecture in the future ….

Table 11. *The Frequency and Percentage of the Themes and Codes*

Themes	Codes	Frequency	Percentage
Taking Notes			
	Main Topics	4	15.38
	Use synonyms and expanding	4	15.38
	Evaluation	3	11.53
	Selecting important points	4	15.38
	Planning /revise	3	11.53
Implementing Different Steps			
	Help the lecturer to present well	4	15.38
	Better result and improve the presentation	4	15.38
Total		26	100

As it is demonstrated in Table 2, the themes of taking notes were five codes. For the main topics 4 references were made out of 7 sources, that is, (15.38). The second code which was used synonyms and expanding has mentioned 4types (15.38). Further, the evaluation code consists of 3 references (11.53). The next code which is selecting important points possesses 4 references (15.38). And the last code of the first theme which was planning and revising has stated 3 references, that is, (11.53). Concerning the second theme which exhibits 2 codes for implementing different steps, both of them have mentioned 4 references out of 7 sources, that is, (15.38).

5. Discussion

In the present study, differences between the speech of male and female students in presenting a lecture in academic settings with the focus on language management were explored. To respond to the first research question of the study, the differences between the speech of males and females in presenting a lecture, the presentation of seven students were observed and all the points towards the existence difference between genders were mentioned by the researchers. The determined findings indicated that there are several discrepancies between genders during their presentation. For instance, female students utilized more standard forms of language than male students, and they paid more attention to the correctness of grammar. It seems that these discrepancies are due to some facts about tactfulness, prestige, and paying more attention to the details. The results also demonstrated that the pronunciation and intonation of females were better than male students and sometimes females prefer to

speak in a high-pitch voice which was due to some reasons such as emotional variations, attraction, and frequency of utilizing words because when they speak more, they use words several times and the frequency of those words and their pronunciation can lead to better pronunciation and intonation. In addition, males and females were different in using vocabulary and synonyms which can be because women prefer to explain everything with all details in a correct way, they tend to elaborate issues and try to make the topic simple to understand. Further, the discrepancies were obvious in conversational styles. Females express more signals of responses such as, "Umm, yes, that's right, alright…" than males. Moreover, they are more involved with the high-considerateness style, they paid more attention to transferring the issue and enjoy presenting it with all details. In other words, it is significant for them to present issues in an effective, operative, and practicable way.

The consequences of the first research question of the present research corroborate some of the other researches. As an instance, Xio (2013), Gu (2013), and Thu (2010) explored gender differences in using language in the ESL context. They emphasized differences in various aspects. Regarding discrepancies about using standard forms, they also mentioned that women tend to use more standard forms than men and also try to pronounce the words correctly, but mem did not pay attention to pronunciation or intonation. With respect to the correctness of grammar points, a study by Cheshire (1982) expressed that males did not utilize the standard grammatical structures. This result has also in agreement with the explanation by Meyerhof (2006) which mentioned that females tend to use the standard construction more than female students. In addition to these findings, Wardhaugh (2010) also explained that females are like to use rising intonation related to a question and follow pronunciation patterns accurately.

In the second research question, the researcher intended to discover which gender benefited more language management before presenting a lecture. The results of this question revealed that females outperformed male students and followed more steps toward language management before presenting a lecture. Since organizing an oral performance is associated with the mentioned theory and occurred through several activities with the purpose of production or in other words, metalinguistic activities. Consequently, based on differences that were observed in previous section between the speech of male and female students, content analysis on diary writing, and responses to open-ended questions, the current study can announce that female students paid more attention to

different aspects of presenting a lecture and follow more details which are in line with various steps of language management before presentation as taking notes, checking important points, selecting useful and significant issues, and then presenting it (Kimura, 2005).

6. Concluding remarks

This research has investigated to shed light on the discrepancies between the speech of male and female students in presenting a lecture in academic settings with the focus on language management. Although this case study explored a small group of participants and the results cannot be generalized and applicable to all students in other contexts or settings, but it pointed out considerable and predominant differences between genders concerning presenting a lecture in academic settings, in Islamic Azad University, Quds branch. The discrepancies between genders were apparent in different aspects including using standard forms/correctness of grammar, pronunciation, and intonation, using vocabulary and synonyms, and also differences in conversational styles. Moreover, the findings revealed that females paid more attention to following some preparation steps before presenting a lecture. This outcome may be due to their overall behavior in which most of the females prefer to explain everything in detail, consider every aspect of one issue, and have more sensitivity about every topic around her selves. Accordingly, the results of this research can help people to comprehend more changes and variations in using a language to convey and more specifically to communicate with each other. Furthermore, knowing about differences enable genders to understand, have a better picture of one another, and improve useful communication between genders.

Despite an intriguing result, current study deals with some limitations, correspondingly. It is noteworthy to mention that this research deals with the small number of participants from Islamic Azad University, Quds branch. That is why, the outcomes of the study cannot be overgeneralized. In this regard, future researches can emphasize on other aspects of presenting lectures, with more participants, from different institutions or universities. Furthermore, future studies can investigate the reasons or other components that can impact on better presentation in an academic setting.

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