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TEACHERS AT PUCESE I SEMESTER 2015”***

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ABSTRACT

This study was developed at Pontifical Catholic University of Ecuador in Esmeraldas (PUCESE) with the teachers of General English. Teachers teach much vocabulary for students to increase the number of words that they should use in their lexicon. In the different levels of General English, gender differences in the use of learners' lexicon are noticed. It means, men and women are different in the use of English lexicon. Gender is not a typical issue of concerning among teachers; however it is a phenomenon able to influence somehow the learners' English performance. Consequently, the present study was intended to find out what the gender differences in English lexicon at PUCESE are in order to recognize how gender influences the students' lexicon. This found information will be useful to the teachers and students' language community at PUCESE to create strategies for not to allow gender differences influence in a negative way the learning process. In addition, it could be used as footing to do deeper researches about this sociolinguistics topic.

RESUMEN

El presente trabajo de investigación fue desarrollado en la Pontificia Universidad Católica del Ecuador sede Esmeraldas con los profesores de Inglés General. Los maestros de dicha área enseñan vocabulario en Inglés con la finalidad de incrementar el número de palabras que los estudiantes deben usar en su léxico. En los niveles de Inglés General, las diferencias de género en el uso de léxico se pueden evidenciar, es decir, hombres y mujeres usan el léxico de manera distinta. Sin embargo, el género no es considerado como un tema que genere preocupación en la enseñanza de los profesores aunque este sí es un fenómeno capaz de influenciar de alguna manera la destreza del habla en ellos. Por consiguiente, esta investigación tiene como objetivo descubrir cuáles son las diferencias de género en el uso del léxico de la PUCESE para reconocer como el género influencia el léxico de los estudiantes. La información encontrada les será útil a la comunidad de profesores y estudiantes de Inglés General para crear estrategias que permitan que el género no influya de manera negativa el proceso de aprendizaje. Además, podría ser usada como base para realizar investigaciones más profundas acerca de este tema relacionado con la sociolingüística

1. INTRODUCTION

The English language is one of the most spoken languages in world communication, so it has millions of speakers around the world. . English is the official language in some countries such as The United States, Great Britain, Australia, South Africa etc. and it is also used for specific purposes such as medicine, education, systems, nursing, art and others. In Ecuador there are a lot of people who need to learn the English language, developing the language areas such as Grammar and Lexicon.

The lexicon of students is one of the most important language areas learners should master to communicate in a proper way. Due to this fact, at Pontifical University of Ecuador in Esmeraldas (PUCESE) students study General English and teachers in charge of this discipline teach the enough vocabulary to enhance the knowledge about meaning words and promote the use of a suitable lexicon in students. However, English learners present some differences in the use of lexicon and these differences seem to be attributed to gender's issues.

Women and men are different not only in terms of their physical appearance but also in terms of their vocabulary in communication. The research of male and female speech differences is an important topic in sociolinguistics. It has been one of the biggest in recent years. A number of linguists have investigated this field of study; among them Robin Lakoff (1975), Janet Holmes (1986) Deborah Tanen (1990), Ulla Bunz & Scott W. Campbell (2003), and others.

Robin Lakoff (1975) is one of the first linguists to address gender to the topic of lexicon directly. She describes the features of language differentiating men's and women's speech. Holmes (1986) refers to Japan, where Japanese people use different words, with the same meaning, these are used distinctively by men and women. Apart from that, gender differences represent an interesting matter inside the English leaning classroom.

Notably, gender differences in the use of lexicon is indeed an important area to research in order to obtain crucial knowledge about men's and women's lexicon use. The collected information will be useful to the teachers' language community as well as to students for understanding that men and women have different ways to express themselves and using their lexicon and facilitate the English learning process. In addition, this case study is useful especially to be footing for doing further and deeper researches about this sociolinguistics topic.

The present investigation is based on the main objective to determine some of the gender differences in the use of the English teachers' lexicon at PUCESE in order to recognize how gender influences the students' lexicon. To be accomplished, the main objective requires analyzing which gender uses a larger quantity of adjectives in its lexicon; to find out the differences in the preferred topics of conversation between females and males and identifying which gender uses more polite words in its lexicon. It was carried out at PUCESE University with teachers of General English. From a universe of 25 teachers a sample of ten teachers were chosen (five men and five women). It was a descriptive, bibliographical and investigation. In addition, some research techniques were applied such as the survey and a kind of interview. The collected data was summarized in chi-squares and percentage diagrams.

1.1. THEORETICAL BACKGROUND

1.1.1 Language Acquisition

The capacity of language acquisition is commonly attributed to children.

Chomsky and Skinner have proposed two theories respectively, in regards to the study of language acquisition.

1.1.1.1 Behaviorism theory

Child language acquisition is ruled by practice and repetition (Skinner, 1957). He contends that for children language acquisition is a learned ability through the child's raising, in that way, child learn the language because they imitate and repeat the language used by people around him.

1.1.1.2 Nativism theory

Since humans born, they have the natural ability to acquire language. (Chomsky, 1967). Children have the ability to produce language in the brain. According to Chomsky language is an organ like other organs that need to be developed. Language is developed on mind so, humans are intended to speak.

Pinker, 1994, a modern author seems to be agree with Chomsky. He claims language is not a cultural issue that we learn through the society's culture. Instead, it is a biological issue of our brains. Language is a complex, exclusive skill, which it's developed by children spontaneously, formal instruction or conscious effort. In other words. It's an instinct ability.

Pinker, 1994 also exposes two basic aspects of language acquisition.

- **Without explicit teaching:** Children are not taught the English rules. They make some mistakes on grammar even if they are corrected. In this case, parents cannot teach them the grammar rule; the only thing they can do is to encourage children to say the correct grammar form.
- **In a limited amount of time and under varying circumstances and in identical way:** Whatever language, children acquire it through stages. For example, from birth to about 6 months, it's called pre-linguistic stage. At around 6-8 months (first presentation of phonology) and by the age of 3, sentences are well structured, verbs are correctly inflected for present and past tenses and are used often.

1.1.2. English as a second language

According to Nordsquist, English as a second language (ESL) is the study of the English language by non-native speakers in an environment in which English is the first language (L1) or one in which English has an established role. English as a second language has an essential role in speakers of other languages who need English to communicate in specific speech communities such as job or school.

The term English as a second language is commonly referred to students who speak other languages and get to a country in which English is the native language so, they need to learn it. ESL also refers to specialized theories about language teaching performed for those whose primary language is not English. Not in all the cases people learn English as a second language. There are some cases in which English is the third, fourth and until fifth language, because of that a better adequate term is proposed: Teaching English for speakers of other languages (TESOL). This term would represent the reality of many English learners.

Kashru, 1988 exposed the theory of classification of English as a World Language as consisting of three circles: the inner circle, the outer circle and the expanding circle. ESL corresponds to the outer or extended circle. In these countries, due to the spreading of English in non-native contexts, it plays a second-language role. The language is part of the everyday communication among the citizens in the country for instance, India, Malawi, and other nations.

1.1.3 Teaching English as a foreign language

According to Broughton, 2003, Teaching English as a foreign language (TEFL) refers to the subject that is taught in schools, high schools, colleges and universities etc. In some countries, it is taught vastly though it does not play an indispensable role in the communicative skill. In Spain, France and China, for example, Spanish, French and Chinese are the usual mean of communication. Nordquist, 2010 acknowledges TELF as the appropriate term to define the teaching and learning of the English language by non-native speakers in places where English is not the general language used for communication”.

Coming back to Kashrus’s theory, 1998 the expanding circle defines the role of English as a foreign language. It comprises those nations where English does not represent a social, cultural or historical role, but where it is widely used as a foreign language or lingua franca. This includes the most of countries in the world for instance, China, Russia, Japan, most of Europe, South America.

English as a foreign language is taught people who do not need English or another foreign language to communicate in different contexts such as home, job or social life. In this case learners learn English because they want to travel, they want to be able to speak with native speakers or need to learn how to read in English, in other words they have different reasons to learn English.

1.1.4 Definition of lexicon

The definition of lexicon given by the Oxford Dictionary (OED), considers lexicon as the vocabulary of any individual, language or a subject to study. This author considers that lexicon is unique in people and may differ basing on external factors or situations as the gender role, which is the variable used in this research. Lexicon also refers to the set of words belong to any language and it's a subject focused in the linguistic study of words or meaning words.

All languages around the world are structured by a lexicon. The lexicon represents the linguistic richness of a language and it is an indispensable tool for any language learner. That is way, for English learners lexicon as well as grammar are seen such as basic requirements to develop the English competence and English performance. Speakers are not able to speak intelligibly if they do not use a correct lexicon and grammar.

The language's lexicon reveals part of the cultural and social identity of its speakers because language is intended to cover concerns, interests and experiences of speakers. Learning a language is beyond to learn its lexicon; it is also to know how to use the norms which direct the combination of elements (Syntax). Everyday situations are different; basically, the learning language is to understand the social rules that govern the use of it in diverse situations or contexts.

In the field of teaching English as a foreign language, lexicon is also known as vocabulary. Stahl (2005) cited in Diamond & Gutlohn (2006) stated: to know a word is not only about a definition, but also involves how that word sets into the world. The vocabulary of a language is something so rich that people cannot master it fully, rather than, it is something progressively gotten through lifetime. Learning vocabulary is not only to know the meaning of words without using a dictionary. It implies to know how to use the words taking into account the context in different sentences.

These concepts clear the importance of lexicon. English teaching lexicon allows students to use the foreign language. It is the most difficult part of teaching English; to teach vocabulary in order to get students involved in the particular culture of the English language.

Learning vocabulary requires enough time not just to memorize but to learn how to use those English words in different contexts and in that way to develop an accurate English performance. If students did not master enough vocabulary, they would not be able to communicate. . (Diamond & Gutlohn, 2006)

1.1.5 Gender's definition

Gender is a social variable which influences lexicon in human beings. It affects the way men and women use lexicon distinctively. Learning a new language is an own learner decision so men and women tend to learn language aspects such as vocabulary ,by themselves, depending on their own tastes or interests. For instance, men get to know vocabulary about soccer player because they like talking about this topic but women are not interested in this topic so they would prefer to get to know vocabulary about fashion.

The Foreign Affairs Office FAO (1997) defines gender such as the perceptual and material nexus among men and women. The Organization contends that the word gender covers the different between males and females from the physical and emotional points of view. Moreover, in the *article On Gender Difference in English Language and Its Causes* this definition is claimed: Gender mentions the social role, behaviors and wants to act in certain ways that make people are tagged as masculine or feminine by a determined speech community or social group. (Hailiang, Xue, & Fachun, 2010).

Ehrlich (1997) says gender is an active identity which is constructed progressively in the society, it means it can obey different behavior patterns depending on the social community within which it is expressed. Ehrlich was encouraged to

investigate about language and gender supported on other sociolinguistic researches which saw gender such as a progressive identity construction. Recent theories about gender distinguish it as the set of actions people do but not features they have. In other words, the gender of a particular person is perceived by the society depending on the way he acts; these acts let people around see him/ her as a woman or a man

Gender is more approached to a social issue rather than an anatomical. For Hailing, Xue, & Fachun (2010) gender is a “role” and Ehrlich defines gender as an “identity”, term that can be seen as a synonymous of “role”. The author prefers to conceive both concepts as complementary. If gender is a role it means the determined behavior or set of rules men and women should follow by the social expectation people exert, these expectations are in charge to mold a gender identity. This identity is not something innate in human beings, the gender identity is progressively constructed by the everyday events in which a human being develop particular roles within a social group. For instance, a community considers a boy or a girl not only for the way they look physically but mainly for the way they ac.

As mentioned before, gender expresses a social human being which is seen such as a man or a woman basing on the functions they fulfill in the society they live. Palan K (2001) thinks gender is a standard model established by a determined society about how should be the behavior considered such as “good” or “correct” in the two sexes. It should be emphasized that the gender standard model vary from society to society. Hence, the researcher accept the authors gender conceptions because the present research about lexicon in relation to gender does not have the purpose to study the anatomy of the human being but rather is a sociolinguistics issue. Consequently, this topic focuses on the social role and identity that a human being has within a speech community and how this identity influences the way of using lexicon.

1.1. 5.1 Gender or sex

Gender and sex are terms that commonly get confuse. Some authors consider gender and sex as synonymous words while others think gender and sex refers to total different concepts. In the 1950s, European and American psychiatrists differentiate the word sex from gender through the treatment to intersex and transsexual people. After that, the term gender is commonly related to a social identity while gender to a biological one. (Esplen & Jolly, 2006).

Sexologist Money (1955) was pioneer in claiming the terminological distinction between biological sex and gender role. These two terms were misunderstood for a long time. For the most of authors gender and sex had the same meaning. In another cases, the terms were believed to be inclusive; it means it cannot be possible to talk about one without mentioning the other. Nevertheless, Money's ideology did not convince until the 1970s, when feminist studies confirmed the idea of a distinction between biological sex and gender role.

Although the distinctive idea was taken, sex and gender are still conceived as the same. The *American Heritage Dictionary* (5th ed.), defines *sex* as a term which includes whatever the identity, female and male, by which most organisms are differentiated starting from their reproductive organs and functions, as well as, a social female or male identity ,but in the *Oxford English Dictionary* *sex* is defined as something different from *gender*. It explains, sex tends to refer exclusively to anatomical distinctions.

Moreover, in the *Oxford English Dictionary*, *gender* is defined as an innocuous word for the “offensive” term sex, which emphasizes social and cultural matters, as the contrary to biological ones, *The American Heritage Dictionary* (5th ed.), besides defining gender and sex as inclusive terms, also states that *gender* may be defined by identity as neither completely female nor entirely male. In conclusion, the sex and gender terminology distinctions are not totally standardized. Some dictionaries still provide different definitions while others accept the distinctive theory.

“The American Psychiatric Association” (2014) stated sex refers to a biological matter and it is commonly studied as male, female, or intersex. Sex is determined by some biological features such as sex chromosomes, internal reproductive organs, and external genitalia in contrast, gender comprises actions and behaviors men and women should have to fit in his/her social role in the society. Gender can be summarized in a code or group of rules men and women must follow.

The author recognizes the difference between the words sex and gender. Through an analyses and critical reading, she could conclude that sex refers to the biological and anatomical features of human beings. These are more stressed in the puberty period when children became teenagers and start having different changes for instance in body shape. These characteristics which are seen at a glance such as genitalia are obtained before birthing when the fetus is growing in the mother’s womb as a result of a sexual relation and the combination of mother chromosomes “XX” and father chromosomes “XY”. On the other hand, gender refers to the attitudes which are learned by human beings through the social expectation. They are constructed by the culture of a determined society. The behavior, feelings and attitudes are indicators which state if any individual is perceived by the social community he/ she coexists as a man or a woman

The researches about lexicon must consider evident the difference between the terms sex and gender, because the first one refers to the characteristics of reproductive organs, in contrast to the last which mentions just the roles men and women should fulfill in the social environment they live.

1.1.5.2 Gender in the classroom

Males and females are different in several aspects such as their appearance, behavior and the way they adapt to the environment surrounding. These differences occur because of hormones and genes they inherit since they born. Those hormones and genes also influence the way males and females learn (Grossman & Grossman, 1994). Males and females have different leaning styles. First it is essential to know what a learning style is.

Snipes, 2009 contended that learning styles are different manners that individuals learn or catch information after this definition another question arises: How learning styles are acquired by an individual. According to Snipes, 2009 there are three common learning styles: visual, auditory and, kinesthetic. Visual learners learn best by seeing information. Auditory learners learn best by hearing information. Kinesthetic learners learn best by tactile experience (Reading Master, 2009). Individuals, men as well women since they are born, look for exploring the world using senses (see, touch, smell, taste, and hear). Through their learning experiences they establish the learning style which works better for them.

Grossman & Grossman, 1994 say males seem to be better in fields such as mathematics. Females tend to outperform males in areas such as reading and language arts. Another observation between boys and girls is that boys are noted to be aggressive while girls are typically quitter and easygoing. Males are seen to be disruptive in the classroom. Eggen & Kauchak, 2007 contends females are more involved in extracurricular activities or social work and use to be active in school governments. In addition, often, females tend to be the firsts in class. It is important to emphasize that this is not an inherent rule. There are exceptions in both cases.

The hormones and *the lateralization and specialization* issue in the brain is the main responsible of gender differences men and women present in the way they learn Grossman & Grossman, 1994. The sex hormone testosterone is present in male brains. Grossman & Grossman 1994 claim that higher quantity of

testosterone in males influence them to behave differently in aspects such as emotions and assertive/aggressive behavior.in contrast to women.

1.1.5.3 Gender Bias/ Inclination in the Classroom

Does gender influence in the teacher's treatment in the classroom?

Take into account the current status of women in the society. Women are still discriminated and not taken as seriously, in spite of, the improvement and professional development in different science fields. This unequal power distribution could be the cause of the differences in teachers' treatment in the classroom.

Myra and David Sadker, 1994 agree that no matter the best teachers, their methodology in the classroom promote male dominance of classroom learning. Male learners take out the classroom interactions. For instance, teachers often plan discussions about the topics are being studied. These discussions are intended to encourage participation and ensure learning in class. Students have to raise the hand if they want to talk. In many times, teachers lose class management and the boys' screams are heard but when a girl wants to talk, they remember the class rule about raising the hand before participating allowing male dominance in the classroom. Nevertheless, another research in The United States through the application of a survey showed that the 44, 3% of men against the 32, 1 of women reported voluntary participation in classroom. Men and women commented that the teachers listen and respect all the comments they have regardless the students' gender. (Taunya Lovell Banks, 1984).

In the same research Taunya Lovell, 1984 in the applied survey showed that men and women believed that the teacher's gender make the difference in the frequency of students' participation. The 70, 8% of females and the 55, 4 of males think that female teachers encourage the students' participation regardless gender more in comparison to male teachers.

An English teacher at Florida State University videotaped her classes in order to analyze her own gender bias. Anderson, 2015 found that sometimes her performance in the classroom advantaged the boys, and at other times she advantaged the girls. Anderson was motivated to research about gender bias due to several articles she has read. Her interest in this topic led to find out about behaviors or acts which favored boys or girls. In that way, her main goal was looking for teaching strategies and methodologies in order to plan a more impartial teaching.

After seeing the videos, the findings were really interesting. For instance, she realized she used to start dialogues with boys more frequently in contrast to girls. She also observed that, the most of time, she was kinder to boys than to girl students. Regarding to the students' behavior, Anderson rarely mentions the bad behavior of girls but she often reprimanded boys.

Anderson reflected about her findings and she noted that the teacher's role in the classroom does not always allow teachers time to realize what they are doing in class; hence, the research is intended to analyze her own teaching and improve them. Gender is an issue that should be taken into account in education essentially in order to avoid gender bias in the classroom. According to some authors, men and women need to have the same leadership with the same frequency of participation in classroom conversations. To achieve it, teachers need to interact with boys and girls equally and they also need to be conscious of how they interact with students.

1.1.5.4 Gender differences in English as a foreign language (EFL)

Zhuanglin (1989) says that, it is commonly believed that male and female have distinct innate linguistic advantages, such as, female start producing speaking first than male, and female learn foreign languages quickly and better in comparison to male. In conclusion, the popular belief is that women have advantage in terms of linguistic abilities in contrast to men. But talking about adjectives, topic of selection and politeness are women and men really different?

Wenjing (2012) stated there are words that are typically used in women's vocabulary and for men these words are practically deleted of their linguistic performance. For example women has the ability to notice details or almost imperceptible characteristics in things, consequently, they can describe any situation precisely, in addition of using a significative quantity of adjectives in contrast to men. Men's vocabulary tend to be not so complex. They are not usually aware about details. This real fact uses to take place in the classroom when teachers develop the speaking in students trough describing pictures or any other material, women use more words specially adjectives while the quantity of adjectives in men's lexicon is more limited.

In regards to topic selection among men and women Bugel and Buunk (1996) proofed the theory they contended about the differences in topics of conversation in men and women, through the exams results of some United States immigrants. All the questions related to topics such as human relations, education, care and art were better performed by girl students while questions were about topics such as politics, sports, and violence were better performed by boys students. Of course, this is just the mentioned authors' appraisal about topic selection, it means for other authors appraisals can vary and allow exceptions in both cases.

Bugel and Bunk (1996) cited in Wenjing (2012) also stated that the topics choices of conversation are attributed to gender. In addition, these preferences make girls to answer better in questions related to particular science fields. It is relevant to emphasize that due to society and its issues, the researchers agreed that girls use

to choose topics that are tagged as feminine. The same happens to boys. Definitely the role of society is essential to establish gender preferences.

Concerning to the use of polite words Wenjing (2012) acknowledges that in learning EFL women use words which express wonder, like *Oh sweetheart*. It is vocabulary just used by women. Women use the politeness of formal words for instance *please* and *thanks*. They tend to use mild words to replace harsh expressions for example using the innocuous phrase “I have to go powder one my nose” and not “I need to use the toilet”. Women use to be soft and polite in interaction with others. In contrast, men prefer learning slangs as informal words: For instance, *with one's pants down*. It means to catch someone in an embarrassing situation. *You caught me with my pants down* is a typical men’s phrase even though, it is not polite for women who usually prefer not to use this kind of lexicon they believe no correct, no polite.

The collected information supports that gender differences also occurs in the classroom and agreed with former results in previous researchers. Hence, it is very important to research about gender differences at PUCESE in order to achieve the proposed objective in this investigation.

1.1.6 Historical antecedents

The investigation and findings about differences between men’s and women’s use of English lexicon date many years ago. Before 1944, there was no clear bibliography about the topic of gender differences. It was since this year that some researches interested in this topic did their first researches about it. (Nemati & Bayer 2007)

Gender is a variable used to research about sociolinguistics issues. Grey (1998), cited in Nemati & Bayer (2007) stated that in the 1970s that comparison between female and male in the linguistic skill was observed. Swallowe (2003) studied the

literature on differences among men and women in the use of technology to enter into world communication etc. The investigation about gender differences in the use of lexicon is a relevant matter in Sociolinguistics.

The problematic situation concerning to the gender differences topic registers extensive bibliography in former researches; even though it has been investigated by specialists in sociolinguistics matters recently. Robin Lakoff (1975), Janet Holmes (1986) Deborah Tanen (1990), Jennifer Coates (1996), Ulla Bunz & Scott W. Campbell (2003) has been some authors interested on this topic. Precedent researchers contributed important results about the differences in the use of determined linguistic items in men's and women's lexicon. The present investigation is mainly focused in adjectives, topics of conversation and politeness.

Robin Lakoff (1975) on her book *Language and Woman's Place* is one of the most prominent investigators in the gender differences topic related to lexicon. Almost all the researches in this field of study use bibliography based on her investigations' results. Referring to adjectives, and politeness she claimed that women use linguistic forms that men do not use. Women use polite words more frequently than men.

Whatever linguistic social group, lexicon seem to be different among men and women. For example, Holmes (1993) mentions the Amazon Indians' language as an extreme case, where in families men and women speak different language and their children speak the language depending on their gender. There are also less extreme cases in which women speak the same language, but they use linguistic features that make the distinction between the two genders. Holmes (1993) cited to Japanese people who use different words, with the same meaning in everyday communications.

In summary, all the researchers confirming the differences which occur among men and women using distinct linguistic items. In the Ecuadorian society people recognize men and women as human beings with a lot of physical and anatomical differences but they usually do not pay attention to real differences in speaking

and communication among them. That is why, Ecuador does not register any study about this sociolinguistic topic.

In regards with Teaching English as a foreign language community at PUCESE, English teachers have mixed groups in different classes but usually they are not aware about these differences. As an effect of these differences, there are specific words that women and men do not use or have a limited usage in their vocabulary. This research is intended to give important information to teachers and students about the differences among men and woman in the English language. This will help English teachers to be conscious about this phenomenon in the classroom and design strategies which allow men and women develop a varied and rich vocabulary.

1.1.6.1 Previous researches

Gender has been one of the most researched variables in relation to lexicon. Influenced by the Lackoff's ideas, Nemati; Bayer 2007 researched about the topic of gender in Iran but unlike Lackoff, their study was based on comparisons between the English and Persian languages regarding to gender. The research called *Gender Differences in the Use of Linguistic Forms in the Speech of Men and Women: A Comparative Study of Persian and English* basically supports that no matter language, gender is a contributing factor to induce gender differences in any context, culture or speech community.

Hailiang, Xue, & Fachun, 2010 in the article *On Gender Difference in English Language and Its Causes* expose an investigation done in Yantai, China about gender differences in several aspect including vocabulary and topic selection. They conclude saying male speakers use slang mostly in everyday conversations in comparison to female speakers, even though they belong to the same educational level. Regarding to topic selection, politics and economics are the most common topics in male conversations while education and family are chosen by female speakers as the most common in their conversations.

Subon, 2010 investigated about the gender differences topic in Malaysia; his study called “Gender Differences in the Use of Linguistic Forms in the Speech of Men and Women in the Malaysian Context” was carried out with ten participants (five men and five women). The findings regarding to adjectives, topics of conversations and politeness were the following: men prefer to talk about jobs, sports or doing things and frequently they get involved on the entrepreneurship topic. In contrast to women who focus on topics related to home, feelings and family. These differences occurred when men and women speak to the same gender people.

In the use of adjectives the study revealed then women used a larger quantity of adjectives than men. Women used approval adjectives 4 times more as compared to men who use adjectives just once

. In the present research, women used adjectives such as, pretty, beautiful and marvelous. Listening to the 40 minutes recording for each participant, it is found out that women used more polite words than men. Specially addressees and modal verbs; on the other hand men manifested they are not used to be polite neither with the same people gender nor with people are not close to them.

1.1.7 Related theories

1.1.7.1 Social theories

Men and women are different not only in characteristics regarded with physical aspects. They also have differences in social ones. As proof of that Uchida, 1992 formulated some theories about the different social roles of human beings according to gender and these are the *difference theory* and *dominance theory*. Difference theory explains the way males and females establish relationships with

their social environment is not the same. Both are social entities who are believed to act in particular ways inside the social group they coexist, therefore, they will use lexicon distinctively, though they coexist in the same speech community.

The most of societies around the world, stand out male as the stronger gender undervaluing the female gender. This prevailing belief promotes a lack of power quality among men and women. This inequality could have been established since the beginnings of the humanity's story. When the humans became sedentary, men and women had really exclusive roles whatever the community they live, in order to survive. Men's role was to feed family, due to this fact, they were dedicated to hunt and gather fruits. On the contrary, women's role was the family care. Because of that, they were limited to be housewives staying at home looking after children.

Nowadays, these roles seem have belonged throughout the years. Even though, the activities of some feminist groups to change this reality. Men's purpose is to represent the power in social, political, economic and cultural unlikely women who seem to be restricted to do activities involving family, and decoration.

Some empirical examples about this theory were collected through the observation. Usually, in conversations or dialogues men speak out of turn and do not respect woman's turns. In other cases, men do not listen carefully when women are talking about something. Gender differences in speech communities have effects on the way men and women use lexicon. Gender differences in the English language are originated by the weak status of women in the society and subordination. (Wenjing, 2012)

1.1.7.2 Psychological theory

Psychological research proves during the puberty period, women develop physical and psychological changes earlier in comparison to men. For instance, they are aware about the kind of relationships with individuals in her social environment, as well as, the meaning of commitment.

After pubescence, male and female's psychological features perform some differences. Men tend to be audacious, they like venturing, be determined and sometimes until neglected in personal life and academically. Women are tender, polite and friendly, but, undetermined and until a little dependent. Different psychological characteristics of men and women stimulate a particular use of lexicon in interactions with people around them. Another effect is the fact that women has the facility to show their emotions instinctively unlike men

Grey on his book *Women are from Mars, men from Venus* says men and women use different words which express the same meaning. It is like they speak different languages. The reason why many times women and men do not communicate each other effectively is psychological. Greys (1993) also claims the theory of the expression of feelings (women) versus the expression of information (men). This theory is summarized by the fact men and women express themselves differently. For instance, in general women use lexicon including exaggerated expressions to communicate the things they feel while men understand this words literally as pure information so that, women and men usually have problems in mutual communication.

A similar theory is supported by Hailiang, Xue, & Fachun, 2010, men think rationally, while women think affectively. This seem to be the explanation why facing problems or tragedies; men try to find the solution while women try to show solidarity. They also stated that women tend to use more refine expressions in their speeches. This could explain why women tend to be more educated and use polite word more frequently than men.

1.1.7.3 Physiological theory

Hugo Liaño on his book *Cerebro de hombre, cerebro de mujer* stated some gender differences determined by the brain's organ. The presence of testosterone when the fetus is growing in the uterus not only define the sexual characteristics in boys. Specifically, the most important function of testosterone in the uterus is setting a male brain; the lack of it would set a female brain (Liaño, 1998).

Brizendine, 2006 through her investigation published interesting findings about male and female's brain. She contended until eight weeks old the fetus in the mother's womb looks the same, even the brain. It is a natural feature at that age. Since the eighth week a flow of testosterone occurs and in the next weeks that unisex brain turns into a male brain. The testosterone destroy some cells in the brain's side in which is better developed the communication ability and increase the cell in the brain's side in which governs the aggression. If the testosterone never occurs, the fetus will have a female's brain.

In relation to lexicon and communication both authors agreed in the explanations about the brain differences between men and women. They coincide the communications center of man works just in the right side, unlike the woman. In women, this side is not only larger but also involves both sides. The women's division of functions between the two cerebral sides is less limited, both, the left and right sides are in charge of verbal and visual abilities.

Men retain emotions in the right hemisphere, while the ability of verbal expression and feelings is situated on the left. As the two halves are joined by a smaller quantity of fibers in comparison to women, the data stream from one side to another of the brain is passive. For men is more difficult to express what they feel because information flows passively to verbal side. Women can express feelings in words as what they feel because the both sides are in charge of the communicative skill. In addition, the division of functions for each hemisphere is not limited or exclusive. For them, is more difficult to separate the emotion of reason because of the way their brain is designed.

Women produce 20.000 words in contrast to men who produce 7.000 at day (Brizendine, 2006) it means, women speak three times more than men. In summary, for women is easier express or communicate what or how they feel in words and this ability does not seem to be so developed in men.

1.2 OBJECTIVES

1.2.1 GENERAL OBJECTIVE

- To determine some of the gender differences in the use of the English teachers' lexicon at Pucese in order to recognize how gender influences the students' lexicon

1.2.2 SPECIFIC OBJECTIVES

- To analyze which gender uses a larger quantity of adjectives in its lexicon.
- To find out the differences in the preferred topics of conversation between females and males.
- To identify which gender uses more polite words in its lexicon.

2. METHODOLOGY

RESEARCH AREA

The Pontifical Catholic University of Ecuador in Esmeraldas (PUCESE) is 34 years of service. It was inaugurated on June 5th, 1981 with the only career of Pedagogy today Education. The other careers were added according to the city needs and throughout the years.

In order to graduate, students have to approve six or eight levels of general English. The General English area has 22 teachers.

METHODS

The method of investigation that will be used in the research is the **analytical** because the research look for studying a whole phenomenon (gender differences) but at the same time that whole phenomenon was divided into specific differences which were analyzed carefully.

The **inductive-deductive** method will be used because according to some authors and the studies they have done. They seem to be agree in the general idea that women and men have differences in the use of English lexicon so from this general idea the present research will be limited to a smaller field of study, in this case the students of Pucese university, in order to determine what are the differences that they have in the English lexicon.

On the other hand, the present research will be also use the **deductive- inductive** method it means that once the results of the investigation being gotten. These will be generalized and published as the first study of lexicon and gender at PUCESE University.

RESEARCH DESIGN

The investigation was **bibliographical** because it will be supported in books, articles and magazines by authors who have already done investigations about the gender differences in the use of lexicon and they have concluded with interesting results. It should be emphasized that the investigations mentioned before, had not been done in Ecuador neither in Esmeraldas. That is why, through a critical reading, this research was intended firstly to have a general vision or prediction of what could be the gender differences between man and woman in the use of lexicon at PUCESE. The investigation was also **descriptive** because its purpose is to describe aspects related to the real situation, characteristics and nature about the phenomenon of gender differences in the use of English lexicon at PUCESE University.

TECHNIQUES

Survey: To find out what the differences between male and female with regard to specific issues as their favorite topics, quantity of adjectives and politeness are.

POPULATION AND SAMPLE

The population will be of 30 English general teachers at PUCESE University, from which a sample of 12 will be taken.

MATERIALS

Tape Recorder

Papers

Printer

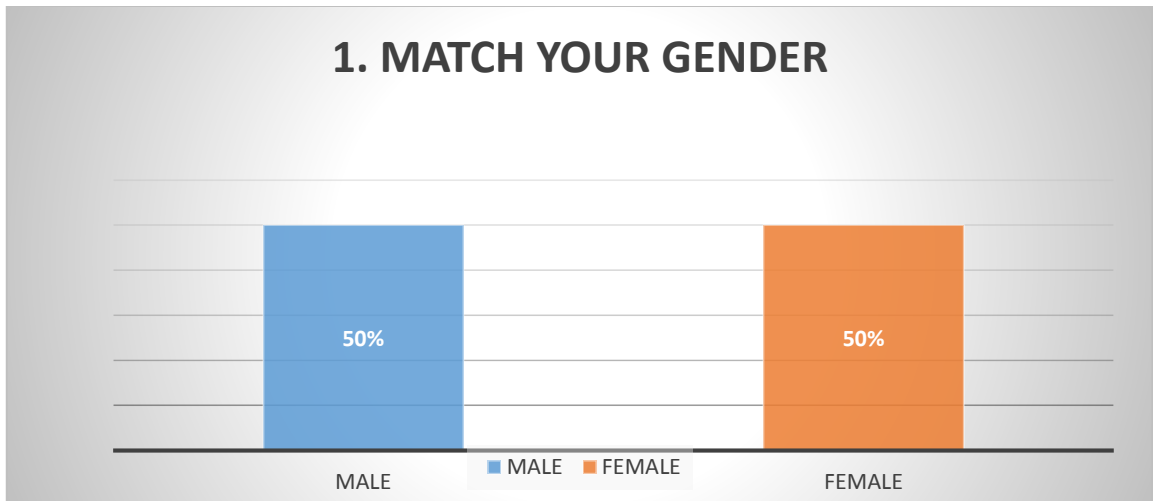
Computer

Folder

Thematic Pictures

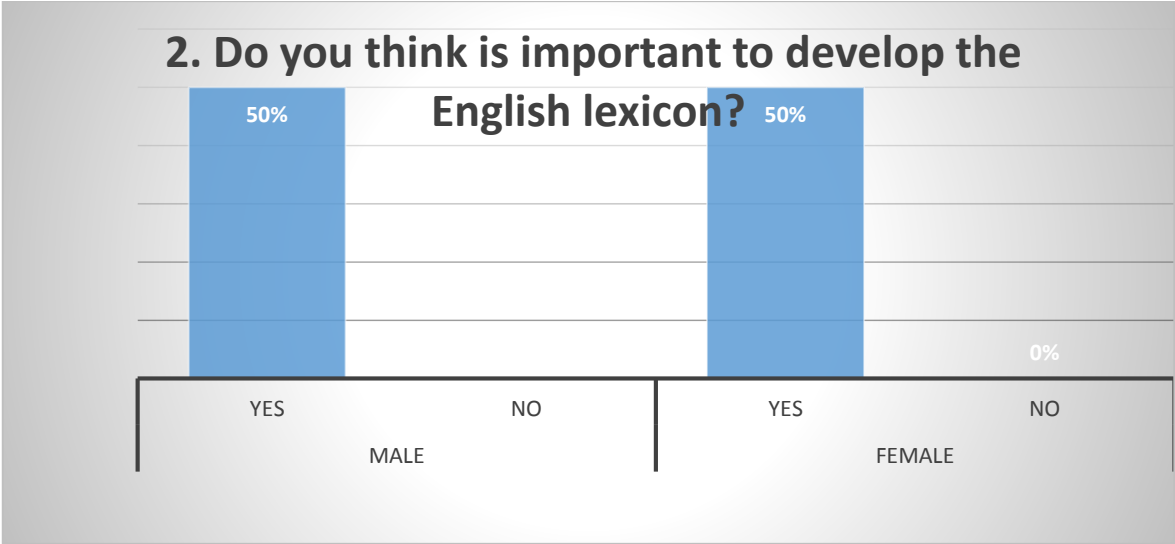
3.RESULTS AND INTERPRETATION PER RESEARCH QUESTION.

RESEARCH SURVEY



Source: General English Teachers at PUCESE

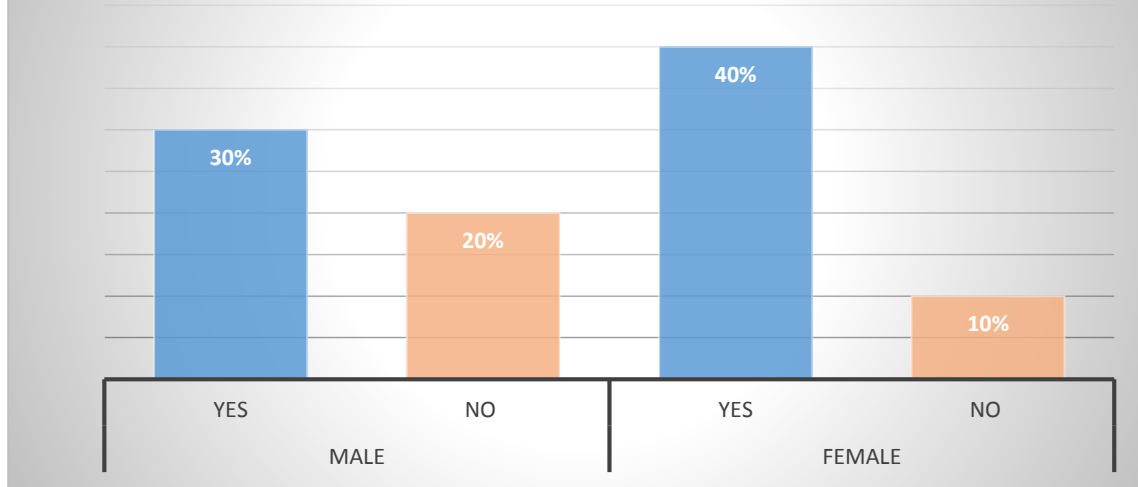
From a universe of 20 teachers, ten were chosen to do the research. Like Subon, 2013 in his investigation “Gender Differences in the Use of Linguistic Forms in the Speech of Men and Women in the Malaysian Context”, the present research took into account five male and five female participants in order to get impartiality in the results.



Source: General English Teachers at PUCESE

The graphic shows the 100% percent of the population in the survey answered “yes”. All the surveyed teachers agreed in how important is to develop the English lexicon in their students due to different reasons such as the improvement the language performance, the communication to other people and the use of vocabulary in different contexts.

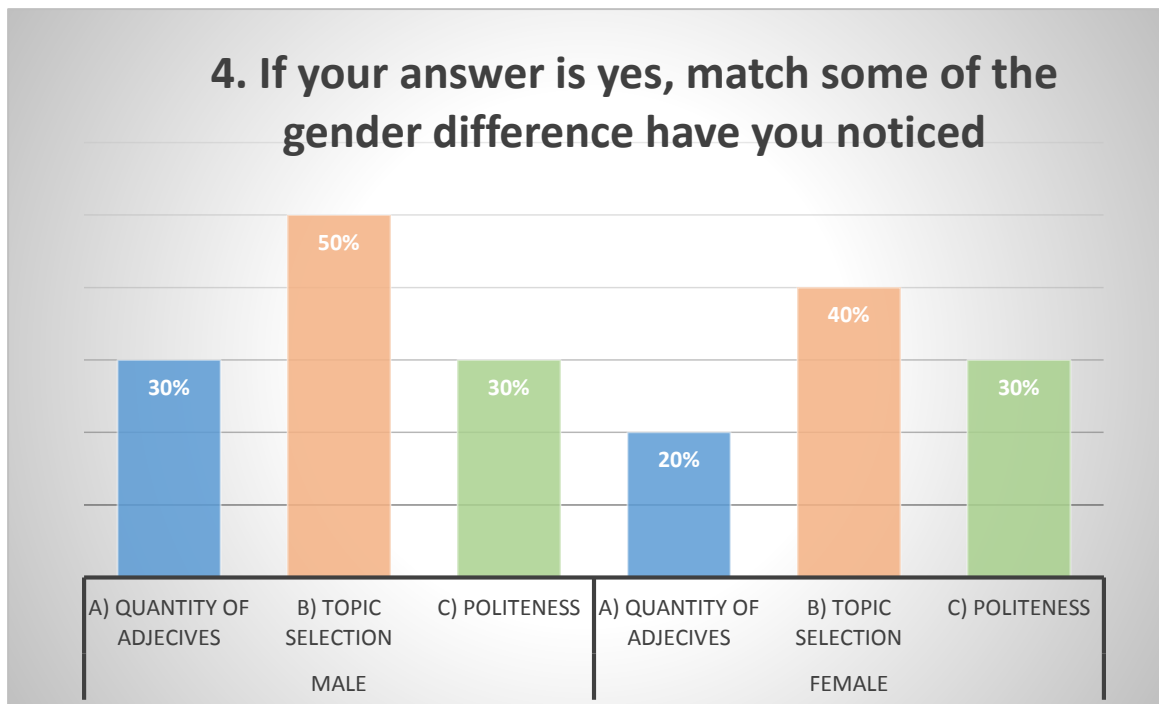
3. Have you noticed difference between women and men's lexicon use?



Source: General English Teachers at PUCESE

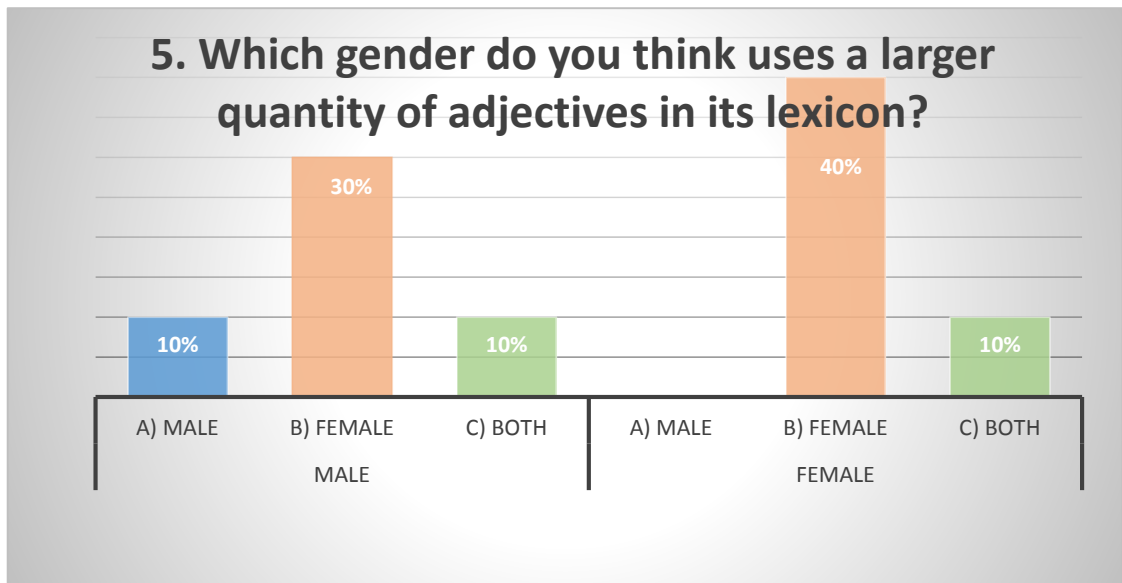
This graph demonstrate the 30% percent of male teachers and the 40% of female teachers have noticed gender difference in the use of English lexicon against the 20% percent of male teachers and the 10% percent female teachers agreed not to have noticed gender difference in lexicon between male and female. The most of teachers are aware about this phenomenon, however it is essential to highlight that gender difference in an abstract topic and frequently when teachers are working tend to not to pay attention to gender issues.

4. If your answer is yes, match some of the gender difference have you noticed



Source: General English teachers at PUCESE

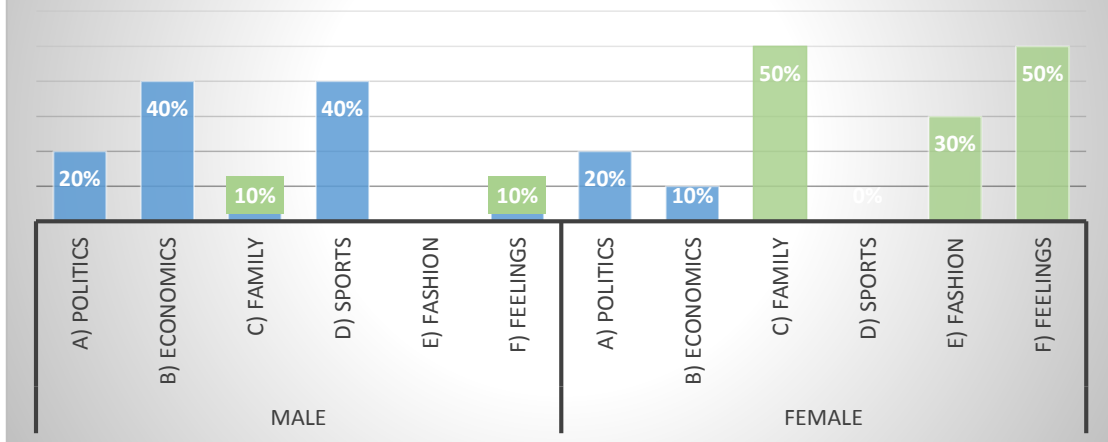
Among the three basic aspects in which the present research is supported, this graphs shows the most of the teachers have noticed the gender differences in topic selection, it means the difference among the topics men and women prefer to talk about, followed to those teachers who have noticed gender difference in politeness, it means the difference in the frequency men and women use polite words such as please, thank you and modal verbs. Finally a less quantity of the teachers have noticed gender differences in the quantity of adjectives men and women use at the moment to speak.



Source: General English teachers at PUCESE

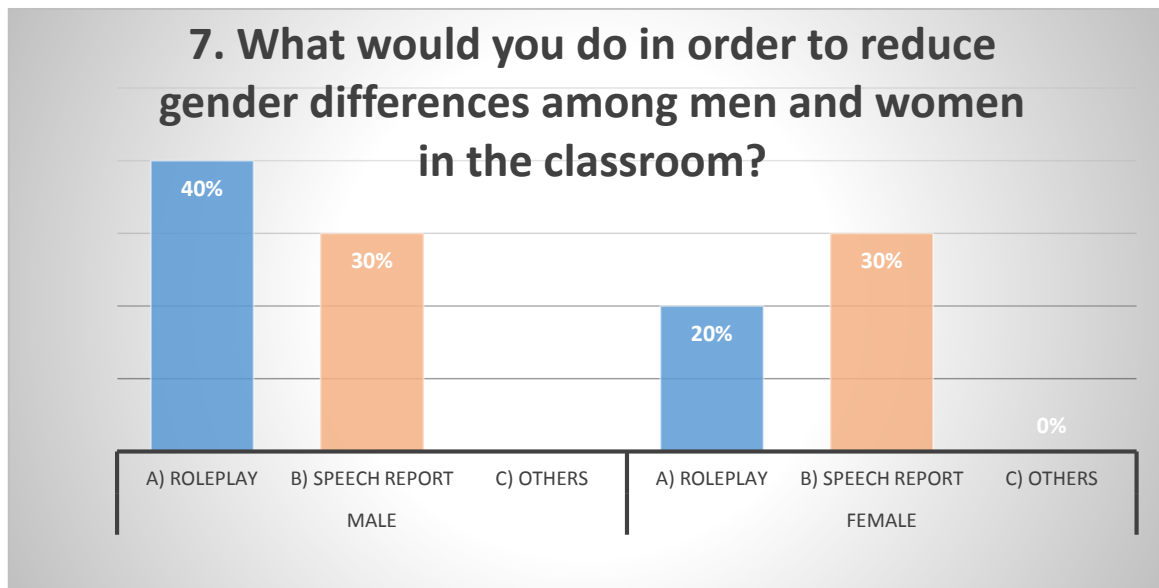
According to this diagram the highest result gets the 30% percent in men and the 40% percent in women. It shows that women uses more adjectives in their speech in comparison to men, followed by the 10% percent in men and women who say both uses a lot of adjectives at the moment to speak. On the other hand the lowest result gets the 10% in male and the 0% in women who say male uses a larger quantity of adjective in its lexicon. All the previous researches about the topic of gender differences states women have the verbal and communicative abilities more developed in comparison to men who have advantage in their visual abilities. This is because of brain's design is different between men and women. Consequently, according to Brizendine, 2006 woman speak three times more than men.

6. What topics do you prefer to talk about to your friends?



Source: English General Teachers at Pucese.

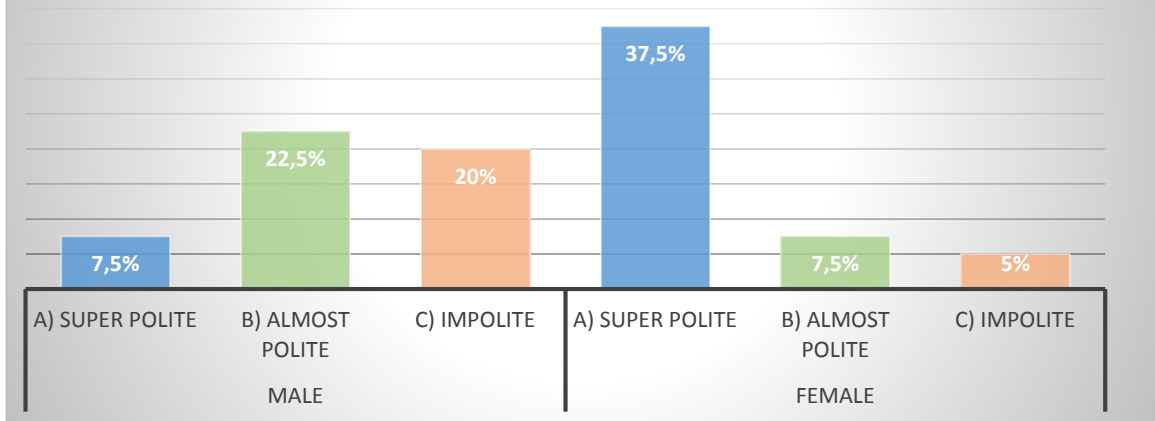
A set of topics were chosen for this question, three of them commonly are considered like male topics (blue color) while three more are considered like female topics (green color). The graph illustrates that the male topics such as politics, economics and sports are highly scored by the male participants. On the other hand, the female topics such as family, fashion and feelings are highly scored by the female participants. Nevertheless, people cannot be stereotyped, all rule has exceptions and it's notable that in the male side some topics like family and feelings has some score and the same occurs in the women side with topics such as politics and economics.



Source: English General Teachers at PUCESE

Some classroom techniques were advised by the investigator and these were widely accepted by the surveyed teachers. The 40% percent of male teachers agreed, they would use the “role play” technique making male and female students interchange roles. On the other hand, female teachers agree they would use the “speech report” in order to make male students use and understand female vocabulary and vice versa. The choice “others” gets the lowest percentage 0%.

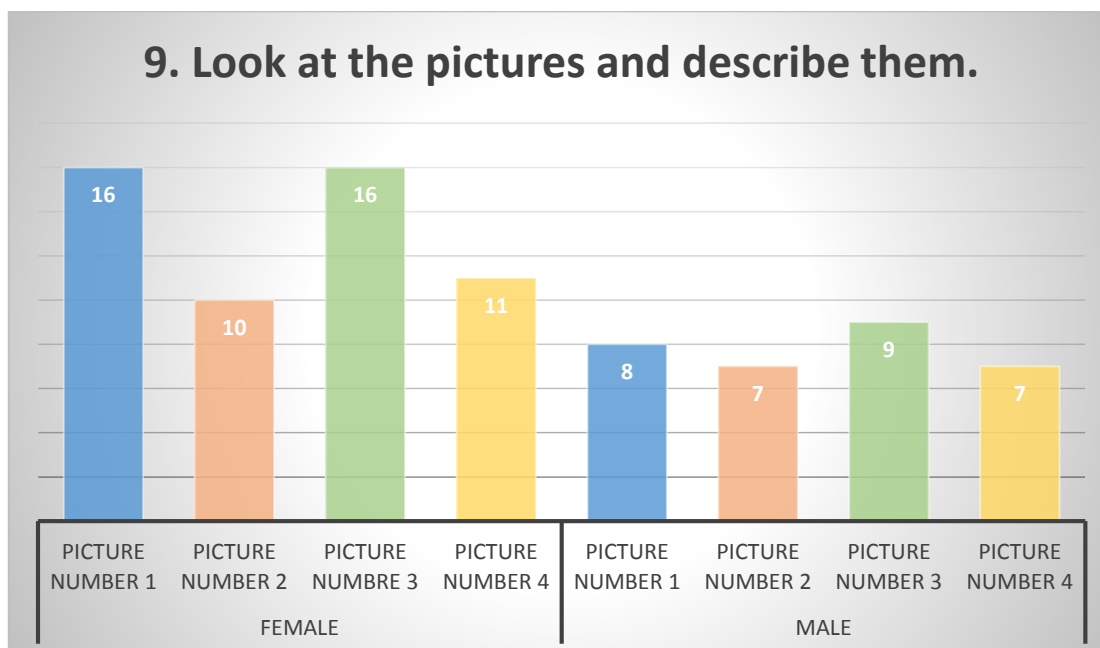
8. Read the items below and match a choice according to you.



Source: English General Teachers at PUCESE

This question was structured of four items related to everyday situations, each one with three choices. Among the choices “a” was the most polite using a lot of polite words and modal verbs, “b” was almost polite with less quantity of polite words and “c” was impolite using informal ways to ask for something. The graph shows that the 37, 5% of female teachers says to be super polite while in the male teachers just the 7, 5% match these choices. The 22, 5% of male teacher against the 7, 5 % affirm to be almost polite. Finally, the 20% of male teachers in contrast to the 5% of female teachers say to be impolite. In summary, female teachers are more polite than male teachers at PUCESE.

9. Look at the pictures and describe them.



Source: English General Teachers at PUCESE

According to the diagram, women teachers use a larger quantity of adjectives at the moment to speak in comparison to men teachers. Four thematic pictures were chosen and the diagram shows that in picture number one women used 16 adjectives against two men who used 8. In the second picture the result was not so dramatic, women used 10 adjectives and men used 7. In the third picture women used 16 adjectives unlike men who used 9 and finally in the fourth picture women used 11 pictures while men just used 7. In summary, women teachers use almost the double of adjectives at the moment to speak in comparison to men teachers at PUCESE.

4. DISCUSSION

This gender differences research had the main objective to determine some of the gender differences at PUCESE in order to recognize how gender influences in students' lexicon. The studied population were the teachers of general English at PUCESE. A group of five men and five women who answered a questionnaire and participated in a descriptive activity.

Gender differences has been a topic researched in recent years. The present research achieved its main objective and the gotten results were the following: Women teachers use a larger quantity of adjectives in its lexicon than men; women use almost the double of adjectives in its lexicon at PUCESE. In addition, the most common adjectives used among women are "lovely", "wonderful" and "beautiful" while for men are "nice", "upset" and "good". Men and women are different in topic selection at PUCESE. The most of men teachers prefer talk about topics such as politics and sports on the contrary, women teachers are good talking about topics such as family, fashion and feelings. Finally, in different kind of situations women teachers used polite words more frequently in comparison to men. Words such as please and thank you as well as, modal verbs are highly used by women.

The gotten results agreed with Lackoff, 1975 results, definitely men and women are not only different from the biological point of view but also in the use of lexicon and this claim is supported by authors such as Tannen, 1990 and Subon, 2013 .For some authors the differences in politeness does not exist, they contend ,men and women react in a polite way depending on the situation which makes sense, however in the questionnaire some everyday and specific situations were exposed and men accepted to be not so polite when they talk to the same gender people.

Unluckily the population of this research was limited due to the low presence of men English general teachers at PUCESE. The present study was not intended to solve a problem but to describe a phenomenon and characterize it. One of the difficulties had to do with the availability of the teachers and the fact that gender differences is not the typical issue referring to English teaching. However, some teachers thought it was a new and interesting topic.

This sociolinguistics topic could be investigated deeply. Some aspects such as the causes why men and women are different or the creation of strategies to reduce the phenomenon of gender difference in English learning inside the classroom would be subjects of new researches.

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

- ✚ Teachers at PUCESE acknowledged the importance of developing the English lexicon in students and the presence of gender differences issues inside the classroom.
- ✚ Gender influences English performance in three basic aspects such as topic selections, quantity of adjectives and politeness
- ✚ Women teachers use a larger quantity of adjectives in its lexicon than men; women use almost the double of adjectives in its lexicon at PUCESE. In addition, the most common adjectives used among women are “lovely”, “wonderful” and “beautiful” while for men are “nice”, “upset” and “good”
- ✚ Men and women are different in topic selection at PUCESE. The most of men teachers prefer to talk about topics such as politics and sports on the contrary, women teachers are good talking about topics such as family, fashion and feelings.

5.2. RECOMMENDATIONS

- ✚ Teachers should pay more attention to gender differences issues in the classroom. The ability to learn a new language is more developed in female brains than male brains, therefore teachers need to have special attention for men in teaching English.
- ✚ Even though there are not information about techniques to reduce gender differences in the classroom, techniques such as role plays interchanging roles and speech report in pairs (man and woman) proposed in this project should be put into practice by teachers at PUCESE.
- ✚ The difference in topic choice is a natural characteristic among men and women so it should not be seen like a negative issue inside the classroom. On the contrary, teacher should use this difference to enrich vocabulary of both genders using the speech report technique in pairs.
- ✚ The topic of gender differences should be studied deeply. From the present research other useful investigations could be gotten.

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6.2. APPENDICES

6.2.1. QUESTIONNAIRE FOR TEACHERS

SURVEY

Dear Teachers: The following questionnaire is intended to collect data in order to research about the lexicon's area in teachers and students at Pucese. The data will be essential to get the required information. I will appreciate your collaboration to answer the questions you will find below and it is worthwhile to emphasize that the data you expose will be treated with professionalism, discretion and responsibility.

Match your answers **with an x**

1. MATCH YOUR GENDER.

MALE ()

FEMALE ()

2. DO YOU THINK IT IS IMPORTANT TO DEVELOP THE ENGLISH LEXICON? WHY?

YES ()

NO ()

3. HAVE YOU NOTICED DIFFERENCES BETWEEN WOMEN AND MEN'S LEXICON USE?

YES ()

NO ()

4. IF YOUR ANSWER IS YES MATCH SOME OF THE GENDER DIFFERENCES HAVE YOU NOTICED.

Difference in the quantity of adjectives they use. ()

Differences in the topics they prefer to talk about. ()

Differences in the frequency of using polite words. ()

5. WHICH GENDER DO YOU THINK USES A LARGE QUANTITY OF ADJECTIVES IN ITS LEXICON?

Male ()

Female ()

6. WHAT TOPICS DO YOU PREFER TO TALK ABOUT TO YOUR FRIENDS?

Politics ()

Sports ()

Economics ()

Fashion ()

Family ()

Feelings ()

7. WHAT WOULD YOU DO IN ORDER TO REDUCE THE DIFFERENCES AMONG WOMEN AND MEN IN THE USE OF ENGLISH LEXICON IN THE CLASSROOM?

- Role play: (Switch Roles) ()

- Speech Report: Work in pairs (men and women), they will talk about any topic, the female student talks about the male topic and vice versa. ()

- Others ()

If you matched the choice *others*, write the techniques you would use

8. READ THE ITEMS BELOW AND MATCH A CHOICE ACCORDING TO YOU.

8.1 If you are talking to a same gender friend how would you ask for a favor?

- a) Excuse me I wonder if, would you like to do me a favor? ()
- b) Hey, Could you do me a favor? ()
- c) Hey, do me a favor. ()

8.2 If you are in a restaurant with a friend how would you offer something to him/her?

- d) Do you want a bottle of water? ()
- e) Would you like a bottle of water? ()
- f) I want a bottle of water for you ()

8.3 If you are talking on the phone with a friend, how would you invite him/her to any place?

- a) I wonder if, you'd like to come with me to the premiere ()
- b) Come with me to the premiere, right ()
- c) I'd like to come with you to the premiere. ()

8.4 How often do you use words such a please and thank you to your same gender friends?

- a) Always ()
- b) Sometimes ()
- C) Never ()

PICTURE NUMBER 1.



Picture used to find out which gender uses more adjectives in descriptive activities.

PICTURE NUMBER 2.



Picture used to find out which gender uses more adjectives in descriptive activities.

PICTURE NUMBER 3.



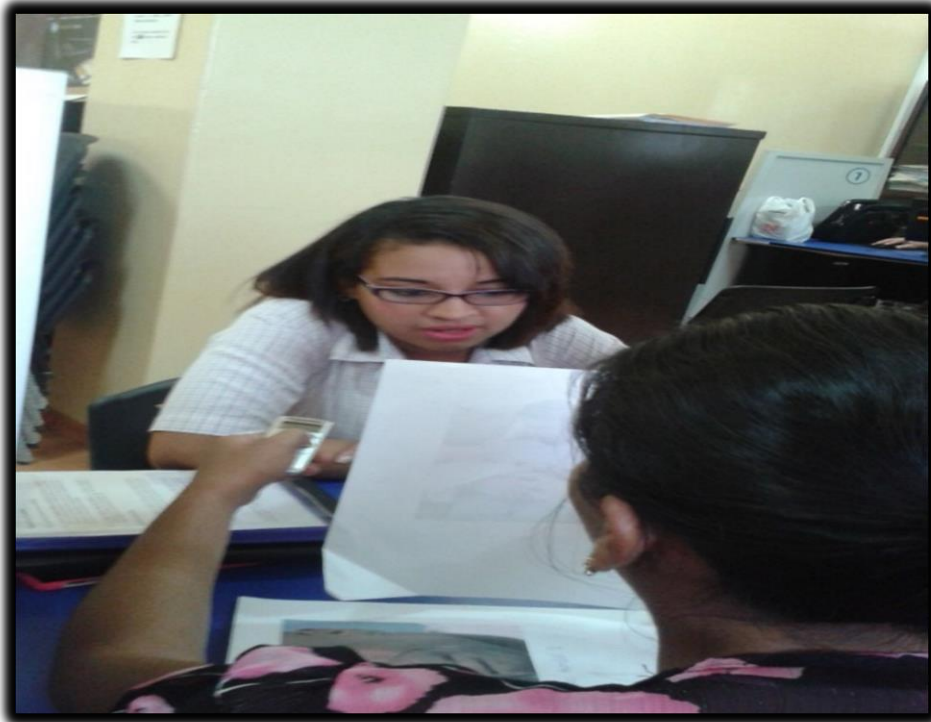
Picture used to find out which gender uses more adjectives in descriptive activities.

PICTURE NUMBER 4.



Picture used to find out which gender uses more adjectives in descriptive activities.

PICTURE NUMBER 5.



Descriptive activity

PICTURE NUMBER 6.



Descriptive activity

PICTURE NUMBER 7.



Descriptive activity

PICTURE NUMBER 8.



Descriptive activity

PICTURE NUMBER 9.



Descriptive activity

PICTURE NUMBER 10



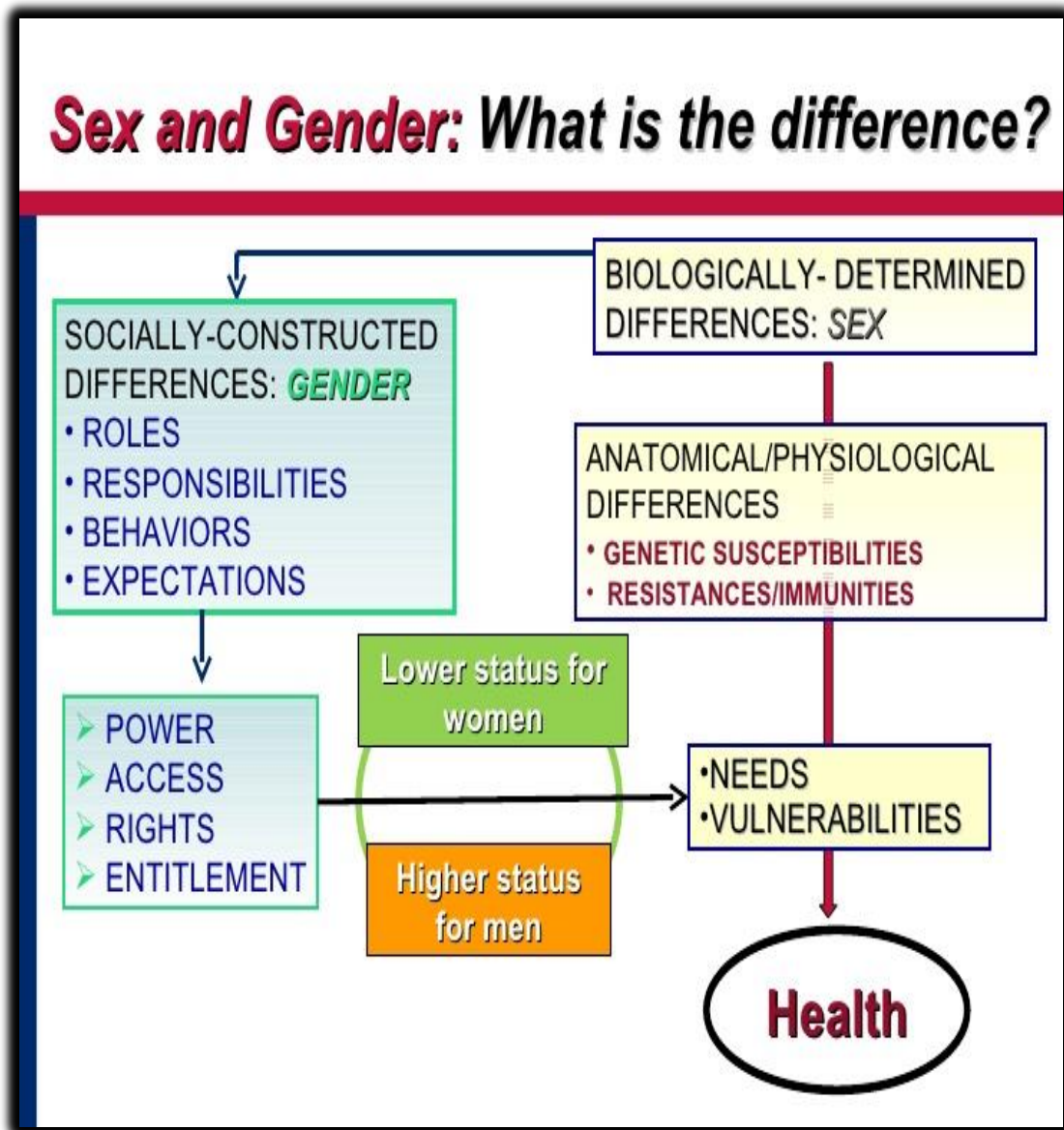
Descriptive activity

PICTURE NUMBER 11



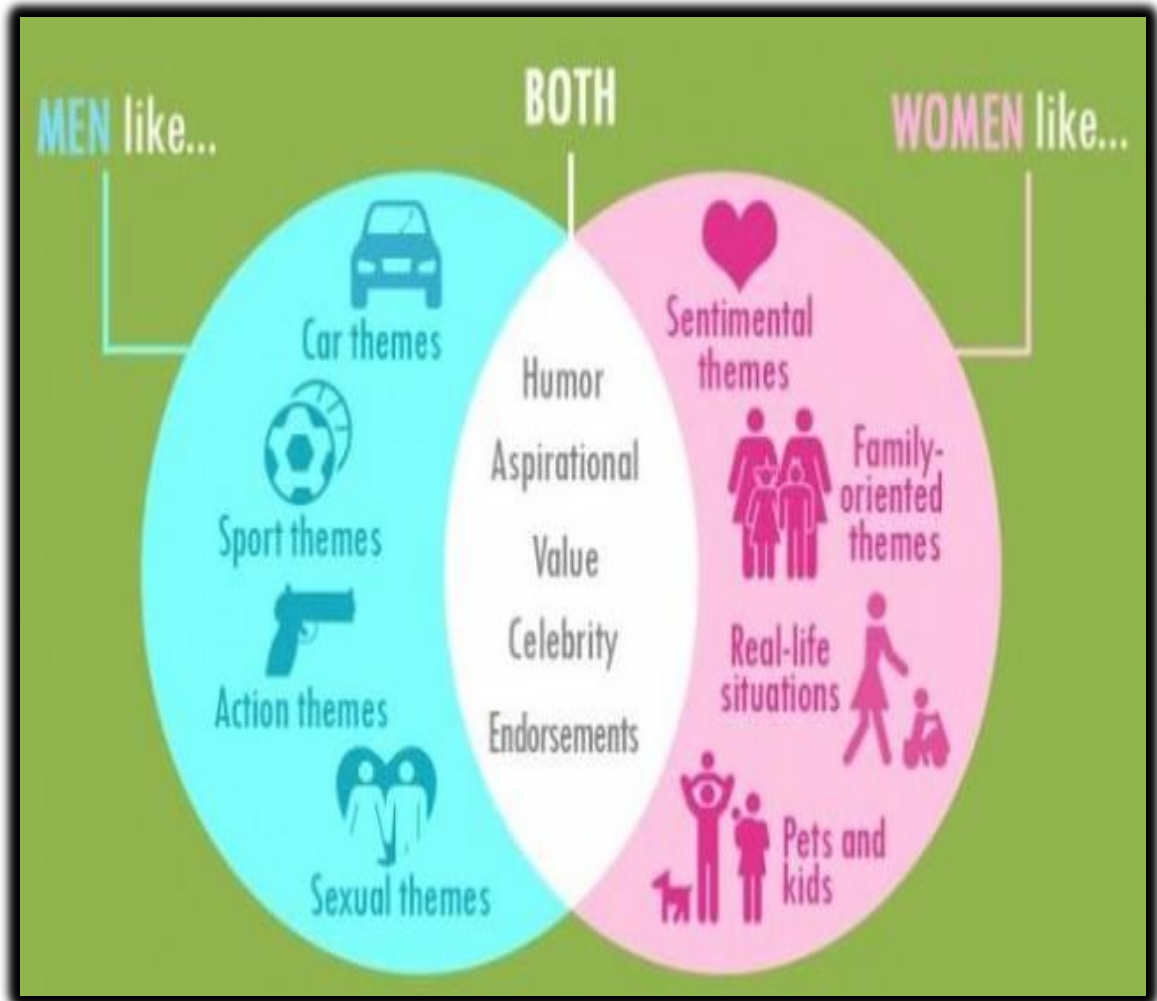
Descriptive activity

GRAPHIC NUMBER 1.



Differences between the sex and gender

GRAPHIC NUMBER 2.



Basic gender differences among men and women.

GRAPHIC NUMBER 3.

PARTICIPANTS	CHOICES	FREQUENCY	PERCENTAGE
MALE	a) Politics	2	20%
	b) Economic	4	40%
	c) Family	1	10%
	d) Sports	4	40%
	e) Fashion	0	0%
	f) Feelings	1	10%
FEMALE	a) Politics	2	20%
	b) Economic	1	10%
	c) Family	5	50%
	d) Sports	0	0%
	e) Fashion	3	30%
	f) Feelings	5	50%

Frequency and percentage of males and females in topic selection.

GRAPHIC NUMBER 4.

PARTICIPANTS	USED PICTURES	QUANTITY OF USED ADJECTIVES
FEMALE	Picture number 1	16
	Picture number 2	10
	Picture number 3	16
	Picture number 4	11
MALE	Picture number 1	8
	Picture number 2	7
	Picture number 3	9
	Picture number 4	7

Quantity of adjectives participants in each thematic picture.

GRAPHIC NUMBER 5.

PARTICIPANTS	CHOICES	FREQUENCY	PERCENTAGE	FINAL PERCENTAGE
MALE	a) Super polite	3	30%	7,5%
	b) Almost polite	9	90%	22,5%
	c) Impolite	8	80%	20%
FEMALE	a) Super polite	15	150%	37,5%
	b) Almost polite	3	30%	7,5%
	c) Impolite	2	20%	5%
TOTAL				100%

Frequency and percentage about politeness in men and women.