



Variation in Language: The Most Common differences between Males and Females Language

Yasmine Falih Ahmed

Department of biology, Al-Farabi University College, Iraq

Email: yasminfalyh@alfarabiuc.edu.iq

Abstract: Basically, this paper shades the light on the differences between language and gender, moreover, it displays the dissimilarity from phonological, grammatical, vocabulary, into national, and syntactic perspectives in using language between males and females. As we know that language is a tool or means of communication that can be used by human beings to express their thoughts, feelings and to share their ideas. So that, language isn't only generated by humans but also it's used by them. Therefore, the most notable variation between humans is the gender differences. So, males and females are different form physiological and psychological state, and they have their own gender features in the terms of using language. In this paper many differences and reasons are inspected which lie behind the variations of the style of language with students of a private college in Baghdad. An electronic questionnaire sent to eighty-eight students for the sake of conducting their answers. It's been realized those pupils have many attitudes regarding the use of language variations betwixt males and females.

Keywords: language use, gender, difference.



الاختلاف في اللغة: الفروق الأكثر شيوعاً بين لغة الذكور والإناث

الخلاصة: يسلط هذا البحث الضوء بشكل أساسي على الاختلافات بين اللغة والجنس، علاوة على ذلك فإنه يعرض الاختلاف من وجهات النظر الصوتية والنحوية والمفردات في استخدام اللغة بين الذكور والإناث. كما نعلم أن اللغة هي أداة أو وسيلة اتصال يمكن للبشر استخدامها للتعبير عن أفكارهم ومشاعرهم ومشاركة أفكارهم. لذلك فإن الاختلاف الأكثر بروزاً بين البشر هو الاختلافات بين الجنسين. يختلف الذكور عن الإناث في حالتهم الفسيولوجية والنفسية، ولهما سمات جنسية خاصة بهما من حيث استخدام اللغة. في هذا البحث تم التحقق من العديد من الاختلافات والأسباب التي تكمن وراء الاختلافات في استخدام اللغة بين طلاب الدراسات الأولية في كلية خاصة في بغداد حيث تم إرسال استبيان إلكتروني إلى ثمانية وثمانين طالباً لغرض الحصول على إجاباتهم. لقد تبين أن هؤلاء الطلاب لديهم العديد من الأسباب فيما يخص الاختلافات اللغوية بين الذكور والإناث.

الكلمات المفتاحية: استخدام اللغة، الجنس، الاختلاف.



The issue of gender and language has been thoroughly studied for many years. The gender issues are become intertwined with the linguistic issues. According to (J Holmes :2008), the term of language and gender are one of the features that debated in the field of sociolinguistics. It is clear that women and men use language differently in all communities. The term of sex and gender has discussed briefly in sociolinguistics. Holmes employs the term of gender more than sex because gender is used to differentiate people from social and cultural behavior while sex refers to biological aspects. The studies of gender and the studies of language are both academic disciplines. The study of language returned to several decades ago unlike the gender's study. "The studies of gender have been evolved differently, causing a clear effect in the northern of America; the 'era of feminism' that started in the late 1960s and the public and academic life are highly affected by it. The work of feminist has widely impact on every academic discipline(Von Flotow : 2011).

It's obvious that men and women differ significantly in many fields. Physically, women are fatter than men and they have fewer muscles, they grow up quickly and they live for a longer period of time. Socially, females live longer than males, and females occupy different roles in community than males do, males have to bear more stressful occupations than females; therefore, the distinction in job's role may highly affect their way in using language in different ways. (Janet Holmes & Stubbe :1997) assert that females are deemed to be better listeners than males especially in the domain of communication by employing particular speech styles. In other words, more chances are provided by females to the addressees in participation in event of speech. According to (Yaeger-Dror :1998) females tend to use standard syntax more than males do. (Küntay et al., 1996) declares that emotional expressions are highly used by women than men.



An important interpretation is suggested by Slobin for this distinction, it is imputed to that fact that boys and girls treated distinctly during their infancy. In childhood, Girls are usually treated tenderly and softly by their families unlike boys, they are treated roughly.

According to Holmes' suggestion (Janet Holmes :2013), females tend to speak politely than males with a degree of reservation. Females tend to be more conservative than men, (Sadiqi :2003), moreover, women are better than men in language performance regarding many skills "speaking, listening, fluency and the sentence complexity" according to Holmes saying. It has been observed that males incline to employ marked language which results in a competitive communication while females have the tendency in using marked language that results in cooperative communication; all these differences have been discussed by (Rubin: 2013) & (Corson:2001)

1. Theories of language and gender

Mainly, many linguists including Cameron, Lakoff, and Taneen show the effect of gender differences on vocabulary, pronunciation and intonation, moreover, all these differences, developments, and changes have been analyzed by them (Wenjing:2012).

Robin Lakoff, and Deborah Taneen have presented their opinions about language and gender hypotheses which are relied on a number of prominent techniques. Four techniques have been discussed by Robin Lakoff concerning the issue of language and gender. Many linguists have involved the "Deficit, Dominance, Difference and Discursive" in their works, and the main purpose is to talk over these approaches and to show the weakness and strength of them which are based on linguists' opinions.

A. Deficit Approach

According to (Lakoff : 1973) the deficit approach is described by her that males' language is more prestigious, more desirable, and stronger than females'



language. The deficit approach is considered to be as a first approach of language and gender. It began in the seventies. This technique approved that women as discriminated language users. Robin Lakoff was the first supporter of this theory, and her work was analyzed by (Finch : 2017). According to Lakoff's study, it has been concluded that females' speech is inferior to males' speech.

Lakoff gives a full description to females' speech style; she mentions that their speech is marked with lack of confidence, uncertainty, and excessive politeness. Moreover, females tend to use more tag questions, hedges, and intonation than males do.

B. Dominance Approach

Language and Woman's Place was presented by Lakoff (Lakoff : 1973). In her work, Lakoff induced the approach of dominance that shows the discrepancy of language between males and females and displays the dominance role of males within society.

The dominance approach is the second approach of language and gender. This approach is highly criticized by (Mary : 1998) this approach is considered to be as "manifestations of a patriarchal social order".

C. Difference Approach

Tannen undertook this further study and so popularized the "Difference" approach with *You Just Don't Understand: Women and Men in Conversation* (Tannen : 1990). The "two-culture" model of "men" and "women" is developed by this approach, where children are socialized within two separate groups. A situation which Tannen suggests engenders "mis-communication". Tannen tries to distance herself from the Dominance approach by eliminating blame: "Taking a crosscultural approach to male-female conversations ... without accusing anyone of being wrong or crazy"(Tannen : 1990).



(Mary : 1998) claimed that “behavior previously perceived as men’s efforts to dominate women is reinterpreted as a “cross-cultural phenomenon”. As stated by (M. Crawford : 1995), “males and females...destined to misapprehend one another if they identify their socialized contrasts”. Crawford explains how the “basic distinctions between females and males influence how they talk”. This strategy places a lot of attention on how men and women develop within various subcultures.

D. Discursive Approach

Deborah Cameron, a linguist in the field of discourse on language and gender shows, from the feminist perspective, how different gender standard can alter in reaction to changes in the economic environment. She demonstrates how the interpretations of these changes and who interprets them, these changes have an impact on the spread of patriarchal ideology. Gender behaviors are created by patriarchal power system and are then explained by those power structures. As Sattel explains: the disproportionate dominance and status that accrue to males in this society as the beginning point for interpreting masculinity rather than its contrast with femininity. (Akhter : 2014). In Sattel’s comment, the discursive aspect of gender reading is revealed, signaling a shift away from the binary and towards a larger discussion.

Cameron points out that whereby previously females were viewed as unskilled communicators (as in the Deficit/Dominance approach) more lately men have been ascribed this characteristic. “male behavior has been re-framed as dysfunctional and damaging” (Cameron : 2003). Cameron’s essay demonstrates how the “Discursive” approach considers sociological factors within the study of language and gender. The three approaches: “Deficit”, “Dominance” and “Difference”, consider how gender variances expressed through language were visible within the physical manifestations of gender: of “men” and of “women”. The more recent “Discursive” approach looks at how gender is constructed through language within a cultural framework.



2. Women and men differences in language use

Generally, it's observed that many social, phonological, syntactic differences are reflected and transmitted in language. The majority of societies discriminate between males and females language in different ways. This paper will shade the light on the most common differences from the following features.

Phonological Differences

There are obvious phonological differences between males and females speech in various languages. Women tend to use better pronunciation than men for instance the –ing pronunciation. A case study was made by (Shuy, 1969), and Shuy observed that only 62.2% of males pronounced “–ing ”wrongly, while only 28.9% of women pronounced wrongly.

In addition to that, many results are shown by (Wardhaugh & Fuller: 2021) and (Yule: 2020) indicate an evident difference between females and males in their way of using the language in the domain of using sound system. In Chukchi (eastern Siberia), men don't pronounce /d/ and /n/ in intervocalic position (Janet Holmes & Wilson: 2017), (Wardhaugh & Fuller: 2015) like “nitvaqaat” while women pronounce /n/ like “nitvaqenat”. Men tend to use /tʃ/ or /r/ (Coates: 2015) like “ramkɪtʃɪn” while women tend to use /ʃ/ like “ʃamkɪʃɪn” ‘people’. In Yukaghir (north-east Asia), the differences between men and women are also shown in age-graded (Wardhaugh & Fuller: 2015), as shown below:

1. a. child M /ts/; adult M /tʰ/; old M /tʃ/.
- b. child M /dz/; adult M /dʰ/; old M /dʒ/.
2. a. child F /ts/; adult F /ts/; old F /tʃ/.
- b. child F /dz/; adult F /dz/; old F /dʒ/.

In Gros Ventre (Montana, USA), men incline to use palatalized dental stop while women tend to use palatalized velar stop (Coates: 2015), (Wardhaugh & Fuller: 2015), as shown below:



3. M dyatsa [d^jatsa] vs. F kyatsa [k^jatsa] ‘bread’

In Yana (American Indian, USA), when male word ends in short vowels /i/, /a/ or /u/, the short vowel is deleted and the preceding consonant becomes voiceless in case of female word (YAGUELLO, 1978), (Coates, 2015), as shown below

4. a. M [gagi] vs. F [gak'] ‘crow’

b. M [p'aɖga] vs. F [p'aɖɣ'] ‘snow’

It has been noticed that females’ forms symbolized lower social status, while males’ forms are associated with ceremonies and formality (Sapir :2021). Moreover, male s’ speech is associated with linguistics purism (Coates: 2015).

(Trudgill: 2000) assumes that in Darkhat Mongolian (Asia), males and females employ partly different sets of vowels, as shown below:

5. a. M central, rounded /ɤ/, /ə/ vs. F front, rounded /y/, /ø/

b. M back, rounded /u/, /o/ vs. F central, rounded /ɤ/, /ə/

Syntactic Differences

In spite of the fact, that there are no certain regulations that control the differences of gender who use different forms of grammar. These differences can be observed in each language. Female’s speech contains more hedges because they “are socialized to believe that asserting themselves strongly isn’t nice or ladylike, or even feminine” (R Lakoff: 1975). Hedges are forms which express the speaker’s certainty or uncertainty about a proposition such as I guess, I think, I’m sure, kind of, perhaps, sort of, you know.

a. Interrogative Sentences

Regarding the interrogative sentences, they highly used by women than men do because women consider interrogative sentences as a way of producing a high standard conversation.



(R Lakoff: 1975) mentioned that women tend to use an interrogative sentence more than men do for the sake of expressing their own thoughts, and females incline to use more tag questions than males because tag questions decrease the strength of assertions (R Lakoff : 1975), as shown below:

- 6 a. The crisis in the Middle East is terrible. (Male)
- b. The crisis in the Middle East is terrible, isn't it? (Female)

(Fishman, 1980) gathered a conversational cassette and he noticed that females employed three times of tag questions as males did. They were 370 interrogative sentences in this conversation, and women used 263 sentences nearly two and a half of times as men did. According to (R Lakoff, 1975) referred that females tend to answer a question with rising tone, but males incline to use falling tone to generate a strong sentence. There are many other differences concerning the use of imperative sentences.

b. Imperative Sentences

A study observed a group of boys and girls on one street in Philadelphia, and the study found that the imperative sentences that the boys and girls use were different. The boys used a lot of imperative sentences but the girls used more "let's patterns", as shown below:

Boy: Give me an apple!

Girl: Would you give me an apple?

Boy: It's time to go.

Girl: Let's go.

The research also found that girls prefer to use sentences with modal verbs, such as *can*, *could*, *may*. But they rarely use imperative sentences to give orders. To reduce the imperative tone, they use more adverbs like maybe, perhaps, probably.



c. Correctness of Grammar

According to (Robin Lakoff, 1975) women tend to use more a standard grammar of English than men do. It's an indication that women focus on more on the correctness of grammar by employing accurate grammar, as shown below:

Women: Good Morning, I *want to* introduce myself, my name is Farah as a tour guide. Welcome to Monument of Kudus.

Men : Excuse me, sir. My name is Ali. I wanna go to Museum Kretek. Do you know the way to go there?

Vocabulary Differences

Mainly, the main objectives of females and males speech are mentioned by(J. Crawford :1997), the aim of female's speech is to generate and sustain relations of nearness and fairness, in order to criticize others in indirect way, and to explain the correctness of other female's speech. While the aim of male's speech is to show the dominancy which is highly reflected in their language. (Mulac, Bradac, & Gibbons: 2001) referred that males tend to use brief sentences, commands, judgmental adjectives, and quantitative references.

(Wardhaugh & Fuller: 2021), (Lakoff: 1973) mention that females use their vocabulary differently. It has been noticed that females incline to use color words more than males do, these words are adopted from French to modify things, for example *azure, mauve, magenta, etc.* In everyday life, females tend to use empty adjectives like *divine, charming, cute, adorable*, but males rarely use them (R Lakoff: 1975). Females tend to employ specific words in order to concentrate on themselves in terms of lexical emphasis like *fantastic, so good, etc.,*.

(Poynton: 1989) mentioned that males incline to use more slang words, they also use swearing more than females do, in addition to that, males use



fewer adjectives in their speech, and fewer intensifiers, while females incline to use more tag questions, more intensifiers, more adjectives, more euphemism than swearing, and they also use more polite markers like, “thank you”, and “please”, (Poynton: 1989).

There are also some distinctions between females and males language in terms of using of adverbs. According to (Lakoff: 1973) compared to men, women utilize more intensifiers, such as “so”, “awfully”, “pretty”, “terribly”, “quite” while men like to use very, utterly, really. In (1992, Jespersen) found that women use more so than men do, such as, “It was so interesting” is often expressed by a woman.

Furthermore, women use expletives less than men. They tend to use expressions such as, goodness, oh dear, in other words, they avoid slang or coarse language while men incline to use strong expletives such as *oh daman*, *shit* (R Lakoff: 1975), as shown below:

7. a. Shit, you put the cake in oven again. (Males)
- b. Oh dear, you put the cake in the oven again. (Females).

4. An electronic questionnaire in collecting data from students in a private college in Baghdad

Mainly, this questionnaire is composed of multiple choices items, they were sent to the students of a private college in Baghdad. The main objective of this questionnaire is to show that students at private college in Baghdad utilize language differently depending on their gender. It has been observed that young people use language differently, in other words, students’ language use varies depending on the genders of each other. The participants of this study were eighty eight students; they were from a private college in Baghdad. Among the participants, fifty six were girls, and thirty two of them were boys. Regarding their age, they were from 20 to 22 years.



As it has been mentioned, the participants were sent an electronic questionnaire by the researcher for the sake of conducting their answers. The questions were flexible, clear and understandable.

In table no.1 the percentages of formal language are higher with girls than with boys, while the percentages of informal language are higher with boys, as shown below:

Table 1. Use of formal and informal language

	Boys	Girls	Total
Formal Language	15 (47%)	28 (50%)	47%
Informal Language	17 (53%)	28 (50%)	49%

It has been investigated the occurrence of formal and informal language use, and the following results came up: that 47% of the total participants employed formal language in using language. The boys were 47% while the girls were 50%. On the other side, it can be observed that 49% of the total participants used informal language. The boys were 53% while the girls were 50%. This table displays the use of formal and informal language among the students of a private college in Baghdad.

In table no.2 the percentages of talking loudly are higher with boys than with girls while the percentages of talking softly are higher with girls, as shown below:

Table 2. Tone of Talk

	Boys	Girls	Total
Talk loud	9 (28%)	5 (9%)	15%
Talk soft	23 (72%)	51 (91%)	81%

It has been investigated the occurrence of talking loudly or softly in using language, and the following results came up: that 15% of the total participants talked loudly with each other. The boys were 28% while the girls were 9%. On the other hand, it has been noticed that 81% of the total participants talked softly with each other. The boys were 72% while the girls were 91%. This table shows



various tones of talk in using language among students of a private college in Baghdad.

In table no.3 the percentages of using tag questions are higher with girls than with boys while the percentages of don't use them are higher with boys, as shown below:

Table no.3 Using tag questions

	Boys	Girls	Total
Yes	13 (41%)	33 (59%)	51%
No	19 (59%)	23 (41%)	45%

It has been investigated the occurrence of tag questions in using language, and the following results shown: that 51% of the total participants used tag questions in their language. The boys were 41% while the girls were 59%. On the other hand, it can be seen that 45% of the total participants didn't employ tag questions. The boys were 59% while the girls were 41%. This table shows the employment of tag questions among students of a private college in Baghdad.

In table no.4 the percentages of using hedges are higher with girls than boys do while the percentages of don't use them are higher with boys, as shown below:

Table 4. Using of hedges

	Boys	Girls	Total
Yes	20 (63%)	45 (80%)	71%
No	12 (37%)	11 (20%)	25%

It's been investigated the occurrence of using hedges, and the following results came up: that 71% of the total participants employed hedges in their language. The boys were 63% while the girls were 80%. Contrarily, it's evident that 25% of all participants didn't employ hedges in language. The boys were 37% while the girls were 20%. This table shows the employment of hedges among students of a private college in Baghdad.



In table no.5 the percentages of using taboo words are higher with boys than girls do whereas the percentages of don't use them are higher with girls, as shown below:

Table 5. Using of slang and taboo words

	Boys	Girls	Total
Yes	8 (25%)	4 (7%)	13%
No	24 (75%)	52 (93%)	83%

It's been investigated the occurrence of using taboo words, and the following results came up: that 13% of the total participants employed taboo words in their language. The boys were 25% while the girls were 7%. However, it can be seen that 83% of all contributors didn't employ taboo words in language. The boys were 75% while the girls were 93%. This table displays how taboo words are used by students of a private college in Baghdad.

In table no.6 the percentages of using direct language are higher with boys than girls do whereas the percentages of using indirect language are higher with girls, as shown below:

Table 6. Ways of using language

	Boys	Girls	Total
Direct Language	17 (53%)	20 (36%)	40%
Indirect Language	15 (47%)	36 (64%)	56%

It's been investigated the occurrence of using direct or indirect language, and the following results came up: that 40% of the total participants employed direct language. The boys were 53% while the girls were 36%. Nevertheless, it can be seen that 56% of all participants employed indirect language. The boys were 47% while the girls were 64%. This table shows ways of using language among students of a private college in Baghdad.



In table no.7 the percentages of using supportive language are higher with girls than boys do while the percentages of don't use them are higher with boys, as shown below:

Table 7. Using supportive language

	Boys	Girls	Total
Yes	16 (50%)	39 (70%)	57%
No	16 (50%)	17 (30%)	35%

It's been investigated the occurrence of *supportive language*, and the following results came up: that 57% of the total participants employed *supportive language*. The boys were 50% while the girls were 70%. On the other hand, it can be seen that 35% of the total participants didn't employ *supportive language*. The boys were 50% while the girls were 30%. This table illustrates the use of *supportive language* among students of a private college in Baghdad.

In table no.8, the percentages of using minimal responses such as "yeah", "mmh", and "right" are higher with girls than boys do while the percentages of don't use them are higher with boys, as shown:

Table 8. Using of minimal responses

	Boys	Girls	Total
Yes	15 (47%)	32 (57%)	51%
No	17 (53%)	24 (43%)	44%

It's been investigated the occurrence of *minimal responses*, and the following results came up: that 51% of the total participants used *minimal responses*. The boys were 47% while the girls were 57%. On the other hand, it can be seen that 44% of all contributors didn't use them. The boys were 53% while the girls were 43%. This table shows the employment of *minimal responses* among students of a private college in Baghdad.



In table no.9, the percentages of using expressions like “*I think*”, “*You know*”, “*I really*” are higher with girls than boys do whereas the percentages of don’t use them are higher with boys, as shown below:

Table 9. Use of “*I think*”, “*You know*”, “*I really*”

	Boys	Girls	Total
Yes	28 (87%)	50 (89%)	85%
No	4 (13%)	6 (11%)	11%

It’s been investigated the occurrence of expressions “*I think*”, “*You know*”, “*I really*”, and the following results came up: that 85% of the total participants used those expressions. The boys were 87% while the girls were 89%. Contrarily, it can be noted that 11% of the total participants didn’t use those expressions. The boys were 13% while the girls were 11%. This table shows the employment of “*I think*”, “*You know*”, “*I really*” among students of a private college in Baghdad.

In table no.10 the percentages of interruptions are higher with boys than girls do while the percentages of non- interruptions are lower with girls, as shown below:

Table 10. Occurrence of interruption

	Boys	Girls	Total
Yes	21 (66%)	22 (39%)	46%
No	11 (34%)	34 (61%)	50%

It’s been investigated the occurrence of interruptions, and the following results came up: that 46% of all members interrupt while utilizing language. The boys were 66% while the girls were 39%. On the other hand, it can be seen that 50% of the total participants didn’t interrupt while using language. The boys were 34% while the girls were 61%. This table shows the occurrence of interruption among students of a private college in Baghdad.



In table no.11 the percentages of using adjectives like “lovely”, “pretty”, “adorable” are highly used by girls than boys while the percentages of don’t use them are higher with boys, as shown below:

Table 11. Use of adjectives “lovely”, “pretty”, “adorable”

	Boys	Girls	Total
Yes	21 (66%)	40 (71%)	66%
No	11 (34%)	16 (29%)	29%

It’s been investigated the occurrence of adjectives like “lovely”, “pretty”, “adorable” , and the following results came up: that 66% of the total participants use them. The boys were 66% while the girls were 71%. On the other hand, it can be seen that 29% of the total participants didn’t use them. The boys were 34% while the girls were 29%. This table shows the occurrence of adjectives among students of a private college in Baghdad.

The aim of the researcher is to concentrate on the gender differences in the use of language among the students in a private college in Baghdad. The research contains the participants’ responses. Variations of these responses prove the gender differences in the use of language.

Regarding the style of conversation, 47% the total participants used formal language style, and the majority of them were girls, while the use of informal language, the majority of them were boys. So, from these results, it can be mentioned that there are gender differences while using language in terms of a conversational style.

In terms of using tone of talk, 15% of the total participants talked loudly, the boys were 28% and the girls were 9% while in case of talking softly, the boys were 72% and the girls were 91%, the results show that there is a significant difference between both genders concerning the tone of talk, and gender difference is obviously observable.



Regarding the use of tag questions, according to (Janet Holmes: 1986), specific kinds of tag questions are highly employed by males comparing to females such as modal tags, moreover, modal tags show the speaker's desire for conformation. The study's findings show 51% of all members used tag questions in using language, and the majority of them were girls while 45% of the total participants didn't use tag questions, boys were 59% and girls were 41%. In a nut shell, the results of the research show the use of tag questions generate gender differences.

According to (Lakoff: 1973) hedges are highly used by females than by males (Nemati & Bayer: 2007). The results of the study show that 71% of the total participants employed hedges in their language, boys were 63% and girls were 80% while 25% of the total participants didn't use hedges. The results of this study indicate that girls employ hedges more than boys do.

In terms of using taboo words, 13% of the total participants used taboo words, the boys were 25% and the girls were 7% while 75% the total participants who didn't use taboo words. The results of this study show the highest percentages of taboo words may create gender differences.

According to (Haas: 1979) "males are more assertive and directive than females", the results of the study show that 40% of the total participants employed direct language, the boys were 53% and the girls were 36% while 56% of the total participants used indirect language, the girls were 64% and the boys were 47%. The percentages show that there is a vast gender differences in using the language directly or indirectly.

In terms of using supportive language, according to (Haas: 1979) "Comparing to men, women are more supportive", the study's results show that 57 of all members used supportive language and the majority of them were girls while 35% of the total participants who didn't use supportive language, the boys were 50% and the girls were 30%, these results indicate that there is a huge gender differences in the use of language.



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prestigious way than males do for the sake of accomplishing specific social status, consequently, females incline to use a more formal language than males do, moreover, females tend to use better pronunciation and a hyper correctness of grammar than males do. In the same vein, females' speech is more emotional than males and this imputed to that fact how girls and boys treated in their childhood. By studying and inspecting the implication of gender variations in language and the social origin of it, it's been concluded that both genders use language differently according to certain perspectives. On one hand, males tend to be more directive in their way of communication, while women incline to be politer and expressive in their way of communication. Furthermore, females tend to use a more tag questions than males do because using such kind of questions is an evidence of uncertainty and politeness that females usually tend to do.

Finally, this research shows how young people are using language and generating some differences in the domain of language especially when their language is uttered in different ways, these differences create gender differences. In a nutshell, when a language is used differently many distinctions are created in communities.

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