
WOMEN HAVE PERPETUAL KNOWLEDGE IN LANGUAGE ACQUISITION THAN MEN

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Abstract: In the present scenario much attention has been given to the study of sex differences in language acquisition and learning. There are a series of factors which are effecting the relationship holding between sex and foreign language learning success. When compared to men, women have strong internal motivation in the foreign language learning. Women have thirst for gaining English knowledge. Women practice more strategies of learning than men. Many researchers have opined that women frequently use memory, cognitive and social strategies, self-direction strategies etc. Women are better at handling and restraining their emotions than their male counterparts. It is strongly said that women accept the prestigious or correct way of language use. Women can easily gain the standard form of a language than their men counterpart. Women use a language which is simple in vocabulary and grammar which can be understood by all sort of people and even kids. It is said that males prefer to use more visual learning styles whereas females prefer auditory learning styles. Many language educators and researchers concluded that attitudes and motions about language learning can differ according to the students' gender. Male and female learners have different approaches towards language learning and strategy use. Women are known for the multi-tasking and language is one of them. Hence, it can be said that women are better language learners than men.

Keywords: Gender differences, Language learning skills, Vocabulary, Grammar, Pronunciation

Introduction: Since the time when mankind first appeared on the face of Earth, languages have been spoken. People have used the language to fulfil their basic needs through communication and then express themselves and they found a system called writing to transmit their experiences to the next generations. Using language is a social practice which shapes other practices within the society. Language learning is elaborate process and the students require motivation to overcome this process for better command of the target language. Especially, learning English language is mandatory in this global world. As the time kept moving on, communities started to interact more and more and the need for learning other languages increased. Some of the world languages like English, French, and Spanish were noted among the others due to their stewardship in geographical explorations, technology and economic growth. Due to the dominance of British Empire around the world, English has become the lingua franca in many parts of the world. Many researchers have been investigating some methodologies to know how English is learnt looking from different angles. This paper makes an attempt to see that female learners are better language learners than their male counterparts.

Gender has been regarded as a key affective factor that plays a special role and influences second language acquisition. Females and males imbibe the appropriate behaviors and attitude from the family and overall culture they grow up with. Many educational researches have proven that the gender differences evidently influence students' academic interests, needs and achievements. It is a commonly held folk belief that girls are better at language learning than boys. Knowing on which dimensions of language learning motivation, girls and boys differ, supplies a

much needed starting point for intercession. Women's preponderance at language learning considerably dampens men's motivation to learn English. It seems that same preponderance might actually boost women's language learning motivation.

Women are considerably sure about their present and expected English skills. In the field of language learning there has been a long-standing idea that females are more skillful at languages than males by performing well in their mother tongue as well as in foreign language study. The theorists of Second Language Acquisition believe that female learners show possible superiority in their second language learning process (Burstall,1975;Boyle,1987;Ehrlich ,2001).Women have great language learning skills than men. It is reported that females use social language skills notably more than males. Foreign Institute concluded that when compared to males, females markedly use the language learning strategies in four areas of general study strategies, functional strategies, strategies for communicating meaning and self-management strategies.

Women are atop in integrativeness meaning that they have a more positive general outlook towards Second Language and its culture; they strongly favored accu-sative reasons for learning; they have more positive attitude towards target language speakers and their communities, they were willing to put in more toil than the males. Language learning motivation is identified as one possible contributor to gender differences in language learning achievements. But motivation does not exist in a vacuum and it is shaped by different factors on which girls and boys have often been shown to differ, most significantly language attitudes and achievement-related self-concept. Girls enjoy the English lessons very well and do not feel

over-burdened and less anxious to commit mistakes than the boys. It is undoubtedly desirable that boys enjoy their English lessons like girls but they are alleviated of their sense of burden and anxiety in the classroom.

In another way, women are better than men in human relations, recognizing emotional overtones in others and in language, emotional and artistic expressiveness, esthetic appreciation, verbal language and carry out detailed and pre-planned tasks. For instance women can recollect lists of words or paragraphs of text better than men. The father of Socio-biology, Edward. O. Wilson, of Harvard University, said that "human females tend to be higher than males in empathy, verbal skills, social skills and security seeking among other things, while men tend to be higher in independence, dominance, spatial and mathematical skills, rank-related aggression and other characteristics.

The language of women is simple in vocabulary and grammar, easy for babies and infants to acquire in their early years of language formation. They have the greater potentials to move closer to the native speaker of a language in the area of language learning. According to the language journal *Porta Linguarum*, studies from Europe, East Asia and Latin America have all concluded that female foreign language learners tend to use more varied study method than their male peers.

Female learners employ more skills (LSRW) than males, who engage with only a handful of study methods. Language learning site Busuu has reported that female users of the site are four times more likely to chat with native speakers of their target language. This finding confirms the well-known concept among linguists that women are socially conditioned to build links through talk and they use talk usually to ask questions and impelling conversation. Having conversations with native speakers of a language helps learners to practice listening and speaking skills and also improves pronunciation, develops knowledge of grammar, vocabulary, and pick up colloquialisms.

Gender is one of the most appropriate factors used in SLA research to discriminate among learners. A great number of studies have been devoted to researching gender differences in several areas of second language acquisition such as reading comprehension (Brantmeier, 2003; Young & Oxford, 1997), learning strategies (Jiménez, 2003; Young & Oxford, 1997) or error production (Agustín Llach et al., 2006; Jiménez, 1992;).

From a qualitative perspective, Jiménez (1992) claimed differences in favor of females in productive vocabulary in written compositions. Likewise, Jiménez (1997) provided evidence of women outperforming men in the election of word topics related to social matters. Furthermore, Jiménez and Ojeda (2007)

found understated differences in the use of conventions in letter writing with girls preferring to use conventions in openings and closings. In a quantitative study of the same data, these authors (2007, 2008) also found out that female learners produced pointedly more tokens than their male counterparts, and nearly significantly more types in their written compositions. However, there were very minor differences in the most mutual words used by girls and boys and the semantic fields to which these belong.

Females are good at acquiring vocabulary relating to story characters. In the same line of specific vocabulary areas are the results of Yang's (2001) study, which clearly pointed to a female superiority in size and accuracy of color vocabulary. Many authors said that girls like to talk about colors, and kinship, whereas boys prefer the topic of sports and use numbers more frequently. It is opined that females are not only more constant but also make up a more homogeneous group than their male peers. But in male groups modifications and internal differences are bigger.

Women have very good pronunciation than men and the reason behind this is women choose language as their major interest. There are differences between men and women while using adverbs during the English language acquisition. For instance women use the adverb 'so' very often while speaking. Females frequently use interrogative sentences to express their ideas than males. They mostly use tag questions during their conversation in English.

Women show more concentration towards the correct use of grammar. They use precise grammar while making their utterance clear for expressing their thoughts. When a conversation is going on women always play the role of patient listener. They do not interrupt anybody's talk and they encourage others to talk. In fact women are tend to be more efficient readers and writers than men.

In some foreign countries a study has concluded that women are very much interested to learn English where second language class is not compulsory. "I'm not surprised because girls are very creative ----- sometimes more creative than men. We're spunky," Podcast host and Website creator Martina Butler told *The New York Times*.

Girls generally underestimate their abilities and so they work harder to compensate. And this makes them more able to talk about their emotions than male. The emotional sensitive right brain passes more information to the analytical linguistically talented left brain which in turn allows the emotions to be incorporated more easily into speech and thought process. Neuroscientists from Georgetown University Medical Center say that boys and girls use different parts of their brains to process some basic aspects of grammar. Their study published in the journal "De-

velopmental Science,” suggests that gender is an important factor in the acquisition and use of language. It seems that women substantially use a system based around memorizing words and associations between them. While boys primarily depend on a system that governs the rules of a language. Many researchers examined brain activity around phrases like “Now I caught a bird.” They assumed that girls are better than boys at remembering irregular past tenses of verbs like catch, teach, and hold, creep etc., since these words are memorized in declarative memory. Girls should commit less errors like caught. There is an experiment in a group of boys and girls who used regular and irregular past tense forms in their normal speech. To the researcher’s astonishment, they discovered that girls over-regularized far more than boys.

Females are better at rejecting improper forms of language. But males stick on to the incorrect forms of

language. Females are more concerned with input (Listening). Females are good at listening skills. In contrast, males are more concerned with output (Talking). Females are more sensitive in every aspect of learning whereas males are less sensitive. Males ponder more logically than females. Some female students are comfortable while discussing issues. They are very much interested in expressing themselves in English language than language one.

Conclusion: Hence, there are a number of differences between women and men in language learning. Women’s speech is more polite, redundant, formal, more clearly pronounced and more elaborated and complex, while men’s speech is less polite, more indirect, more informal, less clearly pronounced and simpler. It is obviously observed and known fact that women are good at multi-tasking skills of which language learning happens to be one.

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