

# CHAPTER ONE

## INTRODUCTION

This chapter consists of background of the study, statement of the problem, objective of the study, research questions, and significance of the study, delimitation of the study and operational definitions of the key terms.

### 1.1 Background of the Study

Language is a means of communication by which human being express their thought, feeling, emotion, ideas, experience and information. Varshanay (1999, p. 1) says, “Language is the specific and species-uniform possession of human. It is God’s special gift to mankind. Without language human civilization as we know it world have remind impossibility”. Thus language is the most powerful convenient and permanent means and form of communication.

According to Wardhaugh (2006, p.1), “A language is what particular societies speak”. Society is a source of a particular language. The study of language in relation to society is called sociolinguistics. Sociolinguistics is a branch of linguistics which studies all aspects of the relationship between language and society. Moreover, it is the study of how a language interacts with the society or various social norms values and maxims. According to Wardhaugh (2006), “sociolinguistics is concerned with investigating the relationship between language and society with the goal being a better understanding of the structure of the language and how language is functioned in communication” (p. 13). Similarly, Hudson (1981) writes sociolinguistics is “the study of language in relation to society” (p.4).

Language is the most widely used means of communication which is common to all and only human being. It is the unique gift of God that helps to share ideas, feelings, thought, desires, emotions, experiences among human beings. Every human being possesses at least one language in order to make a purposeful communication with other people. So, language is an inseparable part of human

communication. Language is the system of human communication which consist of structured arrangement of sound for their written representation in to larger units e.g. morphemes, words, phrases, sentences, utterances and so on (Richard, Heidi and Youngkyu 1999, p. 196). Similarly, Crystal (2003, p. 255) writes,“ Language is its most specific level refers to the concrete act of speaking, writing or singing in a given situation... the notion of a parole of performance... a particular variety or level of speech/writing may also be referred as language”. Hornby (2000, p. 721) defines language as “the system of communication in speech and writing that is used by people of a particular country”.

Language is a set of structurally related elements for encoding and decoding of the messages. It is also voluntary vocal system of human communication. There are so many languages spoken all over the world, which are studied scientifically and systematically. So, linguistics is the systematic and scientific study of language which studies language from different point of view. These different angles of studying languages are called branches of linguistics. These are theoretical linguistics and applied linguistics, synchronic linguistics and diachronic linguistics, general linguistics and descriptive linguistics, micro linguistics and macro linguistics, and psycholinguistics and sociolinguistics. Out of all above mentioned branches of linguistics, my main central focus is on sociolinguistics.

Sociolinguistics is the study of language in relation to society. Language is social, cultural, geographical, phenomena. There is an inseparable relationship between language and society. The language could be used in the society for different socio cultural perspectives. So, sociolinguistics tries to study the link between language and society. In this regard, Wardhaugh (2008, p. 12) suggests that we need to observe a considerable variety of ways in which language and society are related and function together. To become a competent language speaker we need to recognize the influence of language into society and that of society into language. In this context, Wardhaugh (ibid) defines sociolinguistics as:

Language is a discipline which is concerned with investigating the relationship between language and society with the goal of a better understanding of the structure and functions of language that are used in social contexts, setting and situation. It also studies how language and varieties of a language function in communication.

Similarly, sociolinguistics is generally defined as the study of how languages are used. So, how we speak signals and determines 'who' we are in our society.

Holmes (ibid) writes:

Sociolinguistics is study about the relationship between language and society. They are interested in explaining why we speak differently in different social context, and they are concerned with identifying the social functions of language and the ways it is used to convey social meaning, examining the way people use language in different social context provides a wealth of information about the way language works as well as about the social-relationship in a community, and the way people signal aspects of their social identity through their language.

Similarly, Firth (1973, as cited in Hudson, 2003, p. 4) defines sociolinguistics as the study of speech for communication. He argues that speech can also be the means of knowing the social groups. He states:

Sociolinguistics is the study of speech which has a social function as a means of communication and as a way of identifying social groups ...to study speech without reference to society is to exclude the real use language which is always influence by social structures.

Based on the above definitions, sociolinguistics can be defined as a branch of linguistics, which studies 'all aspects of the relationship between language and society' (Crystal, 2008). Sociolinguistics study matters as the linguistic identify of social groups, social attitudes to language variation and so on.

## **1.2 Statement of the Problem**

In the field of English language teaching, the male and female English language teachers have used their own varieties and styles of language. Male and female are differentiated in terms cultural norms, values, socio economic status, social prestige, social costumes or belief and traditions in the context of Nepal. The male and female teachers are also differentiated in terms of use varieties of discourse filters and hedges in same contexts of language use. On the other hand, Socio cultural factors and economic status between male and female teachers also helps to bringing the different varieties of language in the classroom. Even they are form same language context and background.

In this regard, the male and female teachers use different varieties or styles of language and linguistic terms in the classroom while in an interaction with students. This kind of linguistic variation and language is an impacting on the teaching and learning activities of the students. The students' perception might be different in language use in the classroom even in same situation. In this way, there are some problems to use the same variety of language in similar contexts in terms of turn taking, morphology, minimal response and politeness. In this regard, gender related issue affects in an interaction and communication of the students as well. So, students show the different behaviors through language that used by male and female teachers in the classroom interaction. In this way, different perceptions of students help at carrying the different varieties of language and linguistic terms in their daily life either in a case of classroom or in their general communication with friends. Therefore, every language learners grasp the language from same environment either in a case of male and female teachers too. In the context of Nepal, the teachers themselves also representing in the classroom differently as a

competent language speaker either in a case of male and female teachers. In the same vein, male and female teachers are differentiated in language use in terms of selection of words, using vocabulary items, politeness forms and so on. In this regard, I tried to finding the linguistic variation in English language that used by male and female teachers in terms of minimal response, morphology, politeness and turn taking in the English language teaching.

### **1.3 Objectives of the Study**

This study had the following objectives:

- (a) To find out variation of language used by male and female English language teachers in English language teaching and classroom interaction in terms of morphology, politeness, turn-taking, and minimal responses.
- (b) To suggest some pedagogical implications.

### **1.4 Research Questions**

This study was guided by the following research questions:

- (a) What are the variations of language used by male and female English language teachers in language teaching in terms of politeness and morphology?
- (b) What are the variations of language used by male and female English teachers in language teaching in terms of turn-taking and minimal responses?

### **1.5 Significance of the Study**

Language is a key tool of human communication. It is used in each and every arena. Languages help to resolve more difficult communicative activities in different situation. We couldn't imagine any activities without using the proper languages. It makes communicative activities too easier. Different functions and activities have been carried out by language use. As the nature, spirit, norms and

values of society, the each and every society and community have their own languages. The languages carried out different behaviors, social, norms and values of the people. Therefore, one may have easily identified society, culture, place, ethnic groups through language. In every societies and institutions have different identities and linguistic spirit. On the other hand, the male and female teachers have also use their own styles and varieties of language whether in a classroom environment or social institutions. So, in this study, I tried to find out the linguistic variation of male and female teachers in English language teaching at the secondary level.

Therefore, this study is important to all because it gives insight about the varieties of language and linguistic variation that used by male and female English language teachers' in the English language teaching. Similarly, it is also important because it gives the clear information to the informants about discourse filters and hedges which are used by male and female teachers in the English language teaching. So, this purposed study is too beneficial for language learners, teachers, language users and other different organizations who are directly or indirectly related to language and gender. It is also useful to all the people who wanted to carry out research work on the issue like language and gender.

## **1.6 Delimitations of the Study**

This study had following limitations:

- (a) This study was limited to the male and female language teachers of secondary level at Kathmandu district only.
- (b) This study also was limited to the 10 institutional schools of Kathmandu valley.
- (c) The data collection tools were class observation and dairy recording only.
- (e) This study also was limited to 5 male and 5 female secondary level English teachers of institutional school from Kathmandu district.

## 1.7 Operational Definitions of the Key Terms

The definitions of the specific terms used in the study for the investigation are known as operational definitions. Operational definitions of the key terms for this research are given below:

**Sociolinguistics:** Sociolinguistics is the discipline which is concerned with investigating the relationship between language and society.

**Language variation:** Language variation refers to the range of differences between varieties of language.

**Politeness:** The practical application of good manners and the style of using a language by respecting another person's face.

**Gender:** it is a social variable which shows that biological and physical difference between male and female and their language variation as well.

## **CHAPTER TWO**

### **REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

#### **2.1 Review of Related Theoretical Literature**

A theoretical framework is a collection of interrelated concepts like a theory. The study 'Gender and variation in language used by English teachers in secondary level' had based on the following theoretical framework or theoretical literature.

##### **2.1.1 Sociolinguistics**

Sociolinguistics is a descriptive study of the languages. This affects all the aspects of society, cultural norms, expectations, and contexts. Language is an effect all the sectors of the society as well. In this way, sociolinguistics is the study of how language interacts within a society. When we attempt to relate society with language, obviously there is occur particular types of negotiation between two phenomena. Sociolinguistics cannot therefore be the study of society and of purely languages. It is therefore, the study of language use in social, cultural, tribal and other similar situations and contexts. Sociolinguistics also is often defined as the 'study of language in relation to society.' In other words, sociolinguistics is the study of how language serves and shaped by the social nature of human beings. This vast field of inquiry requires and combines insights from a number of disciplines including linguistics, sociology, psychology and anthropology. It is the field which studies the relation between language and society, between the use of language and the social structure in which the uses of the language live. Sociolinguistics also studies how language varieties differ between groups separated by certain social variables e.g. ethnicity, religion, status or socio-economic classes.

Sociolinguistics is the study of relationship between language and society. It studies various forms and functions of a language and of languages used in various settings and situations within a society.



In fact, sociolinguists claim that human society is made up of many related patterns.

Hudson (2003, pp.3-4) defines sociolinguistics differently. In this regard, he writes:

Linguistics differs from sociolinguistics in taking account only of the structure of language to the exclusion of the social context in which it is learned and used. The task of Linguistics according to this view, is to work out ‘the rules of language x’, after which sociolinguistics may enter the scene and study any point at which their rules make contact with society- such as where alternative ways of expressing the same thing are chosen by different social groups.

In the above definition, Hudson presents sociolinguistics as ‘the study of language in relation to society’. In sociolinguistic studies we tend to correlate linguistic variation with social variation or social constructs. Here, sociolinguistics try to find out as much as it can about what utterances and elements of language can be appropriate in particular social contexts.

Language is essentially a set of items, what Hudson (1996, as cited in Wardhaugh, (2008, p.10) calls ‘linguistics item’, such elements as sounds, words, grammatical structures and so on. This only cannot make a language completely contextual. To make a language live we must know the relationship between linguistics and social variables. In this context, Wardhaugh (ibid) says, ‘social theorist, particularly sociologist attempt to understand how societies are structured and how a people manage to live together. To do so, they use such concepts as ‘identity’, ‘power’, ‘class’, ‘status’, ‘solidarity’, ‘accommodation’, ‘face’, ‘gender’, ‘politeness’ and so on.

### **2.1.2 Language Variation**

The term ‘language variation’ simply refers to the use of a language in different ways and forms. Language variation is one of the most worldwide issues for the

sociolinguistics study. It is also concerned with social and regional variation of language use. The social variation in language use is mainly influenced by the social factors and dimensions such as status, power, social distance, gender and so on (as cited in Wardhaugh, 2008, p. 322). On the other hand, the language forms used by male might be different than those used by the female. Thus, social variables influence on the variation of language use. This is what we mean by the term 'language variation'.

Similarly, language variation becomes due to having different culture and ethnicity. Here, the gender is characterized as socio-cultural and biological differences between male and female. In this regard, linguistic variation also contain in both male and female. So, women's feature of language use is different than the men's features of language use in different context. In this regard, many researchers found that in some instances male and female are differentiates in speaking events. Similarly, Lakoff (1975) found some differences between males and females in conversation. For example: women use hyperbole and make greater use of adverbs like: awful, pretty, terribly, nice, quiet, and so on.

Similarly, Pie (1969) observed that women use extravagant adjective such as: wonderful, heavenly, divinely, dreamy, and so on. In the same vein, Lakoff (1975) also listed some adjectives of male and female in her article 'women's language like:

Female adjectives	male adjectives
Adorable	Great
Charming	Terrific
Lovely	Neat

### **2.1.3 Gender**

Gender is the range of biological, physical, mental and behavioral characteristics pertaining to and differentiating between male and female. On the other hand, sex refers to biological differences between male and female such as chromosomes, hormonal profiles, and internal and external sex organs. Similarly, gender

describes the characteristics that a society or culture delineates as masculine and feminine. It is also social variable that refers to the male and female. Depend upon the context, the term may refers to biological sex (i.e., the state of being male, female and others roles) or gender identity. Gender is not ... a pool of attributes 'proposed' by a person but ... something a person 'does' (Wardhaugh, 1996, p. 13). Similarly, (Wodak, 1997, p. 4) writes, "What it means to be a woman or to be a man also changes from one generation to the next and varies between different realized ethnics and religious groups as well as members of different social classes".

On the other hand, sex refers to the biological and physical characteristics that indicate recognized the men and women. Sex refers is to a very large extent biologically determined whereas gender is a social constructed. So, the term 'gender' is social and 'sex' is biological variable. It is clear that the male and female are categorized into the sex whereas masculine and feminine are categorized into gender.

#### **2.1.4 Language and Gender**

Language and gender are the precious study area of the sociolinguistics, applied linguistics and related field that investigates varieties of speech associated within a particular gender or social norms for language use. A variety of speech associated with a particular gender is sometimes called a gender bias.

The study of gender and language in sociolinguistics and gender studies is often said to have begun with Lakoff's (1975), book 'Language and Women's Place', as well as some earlier studies by Lakoff. Lakoff (1975) identified a 'women's register', in which she argued serve to maintain women's (inferior) role in society. Lakoff (1975) argued that women tend to use linguistic forms that reflect and reinforce a subordinate role. These include tag question, question intonation (rising intonation) and 'weak' directives, among others.

- i. Women are more about things and facts, whereas women talk more about people, relationships and feeling.
- ii. Men's way of using language is competitive, reflecting their general interest in acquiring and maintaining status; women's use of language is cooperative, reflecting their preferences for equality and harmony.

Furthermore, Cameron (2007) claimed that women on average utter 20000 words a day, while men on average utter only 7000. It conforms that there are differences between men and women in language use.

Similarly, Tannen (1996) has written her book '*you just don't understand*' in which she represents men's and women's language use in a series of six contrasts which they are following:

**a) Status Versus Support**

Men grow up in a world in which conversation is competitive; they seek to achieve the upper hand or to prevent others from dominating them. For women, however, talking is often a way to gain confirmation and support for their ideas. Men see the world as a place where people try to gain status and keep it. Women see the world as a network of connections seeking support and consensus.

**b) Independence Versus Intimacy**

Women often think in terms of closeness and support, and struggle to preserve intimacy. Men concerned with status, tend to focus more on independence. These traits can lead men and women starkly different views of the same situation.

**c) Advice Versus Understanding**

Men focused on what he can do, whereas women want sympathy.

**d) Information Versus Feelings**

While talking men's concern is seeking information whereas women talk more about emotion or feelings.

### e) **Order Versus proposal**

Women often suggest that people do things in indirect ways –‘let’s’, ‘why don’t we?’ Or wouldn’t it be good, if we...? Men may use and prefer to hear, a direct imperatives.

Gender is defined with some male like or female like features. In a case of language use, we often observe that the men and the women do not in exactly the same way. They are varied in terms of linguistic features such as pitch, intonation, choice of words, discourse pattern, social and contextual features such as polite/rough, formal informal, and standard/vernacular varieties and so on. Generally it is assumed that the women use more, standard and polite forms and styles of language. Regarding to the difference between men’s and women’s language, Holmes (2008, pp. 157-158) views that:

The linguistic forms used by women and men contrast –to different degree- in all speech communities. There is other ways too in which the linguistic behavior of women and men differs. It is claimed women are more linguistically polite than men, for instance, and that women and men emphasize different speech functions... women and men do not speak exactly the same way as each other in any community.

Tannen (1990, pp. 24-25, as cited in Hudson, 2003) says that the general consensus seems to be that men are more concerned with power and women with solidarity. For men, conversations are negotiation in which people try to achieve and maintain the upper hand if they can and protect themselves from others attempt to put them down and push them around, life, then is a contest, a struggle to preserve independence and avoid failure. In contrast, for women, conversations are negotiations for closeness in which people try to seek and give conformation and support, and to reach consensus. They try to protect themselves from others, attempt to push them away. Life, then, is a community, a struggle to preserve

intimacy avoid isolation. Though there are hierarchies in this world too, they are hierarchies' move of power and accomplishment.

Similarly, according to McCormick (1994, p. 1357, as cited in Hudson, 2003, pp. 141-142), one such difference involves the preferred relations between speaker and addressee. Men are said to prefer to a one to many pattern, where a single speaker has the rest of the group as audience, while women tend to break a larger group in to a number of smaller conversation groups. One consequences of this difference which presumably has major implication for men's and women's career prospects is that the male style prepares the better for public speaking- asking questions after lectures, talking in committees, presenting verbal reports and so on while female style is more 'private', suitable for establishing rapport. Another difference in behavior is that females tend to put more effort than men in to keeping a conversation going by giving supportive feedback for example, yeah, mum and asking questions.

Most important and basic thing is that men and women are biologically and physically different. For Wardhaugh (2008), society gives different roles and attributes terms to the males and females according to the role they play in the society. He sees the bias on different attributes given to the men and women. Men's speech usually provides the norm against which women's speech is judged. Furthermore, Wardhaugh (2008), says that women's speech is trivial, gossip-laden, corrupt, illogical, idle, euphemistic, or deficient is highly suspect, nor it is necessarily more precise, cultivated or stylish and even profanes than men's speech. Men indulge in a kind of pathetic small talk that involves insults, challenges, and various kinds of negative behavior to do exactly what women do by their use nurturing, polite, feedback laden, cooperative talk.

Men's and women's language noticeably differs due to their biological dissimilarities, variation in social and cultural role to play, power and politics and so on.

### **2.1.5 Speech Practices Associated with Gender**

Not all members of a particular sex may follow the specific gender roles that are prescribed by society (Tannen, 1996). The pattern in gender and communication that follow are only the norms for each gender, and not every member of the corresponding sex may fit into this patterns.

#### **a) Minimal Responses**

One of the ways in which the communicative behavior of men and women differ is in their use of minimal responses, i.e. paralinguistic features such as ‘mum’ and ‘yeah’, which is the behavior associated with collaborative language use Carli (1990 as cited in Tannen, and 1996). Men, generally use them less frequently than women and where they do, it is usually to show agreement.

#### **b) Questions**

Men and women differ in their use of questions in conversation. For men, a question is usually a genuine request for information whereas with women it can often be a rhetorical means of engaging the others conversational contribution or of acquiring attention from others conversationally involved, techniques associated with a collaborative approach to language use Barnes(1971 as cited in Tannen, 1996). Therefore women use questions more frequently.

#### **c) Turn Taking**

According to DeFrancies (1991, as cited in Barrie & Nancy 2002), female linguistic behavior characteristically encompasses a desire to take turn in an interaction with others, which is opposed to men’s tendency towards centering on their own point or remaining silent when presented with such implicit offers of conversational turn-taking as are provided by hedges such as: you know, isn’t it, really, umm, yeah and so on.

#### **d) Changing the Topic of Conversation**

‘Male tends to change subject more frequently than females’ (Tannen, 1996). This difference may well be at the root of the conception that women chatter or talk too much. Goodwin (1990 as cited in Tannen, 1996) observes that girls and women link their utterances to previous speakers and develop each other’s topics, rather than introducing new topics.

**e) Self-Discourse**

Female tendencies towards self-discourse, i.e. sharing their problems and experiences with others, often to offer sympathy (Dindia, & Allen, 1992) contrast with male tendencies to non-self-discourse and professing advice or offering a solution when confronted with another’s problems ( as cited in Tannen,1996).

**f) Listening and Attentiveness**

Women attach more weight than men to the importance of listening in conversation, with its connotations of power to the listener as confidant of the speaker. This attachment of import by women to listening is inferred by women’s normally lower rate of interruption, i.e. disturbing the follow of conversation with a topic unrelated to the previous one Fishmen (1980 as cited in Tannen, 1990) and by their largely increased use of minimal responses in relation to men.

**g) Dominance Versus Subjection**

A women’s communication will tend to be more focused on building and maintaining relationships. Men on the other hand, will place a higher priority on power; their communication style will reflect their desire to maintain their status in the relationship (Tannen, 2002).

**h) Politeness**

Lakoff (1975) identified three forms of politeness: formal, deference, and camaraderie. Women’s language is characterized by formal and deference politeness, whereas men’s language is exemplified by camaraderie. Women are to all intents and propose largely more polite than men.



### **2.1.6 Features of Women's Language**

Lakoff (1975, as cited in Holmes, 2008, p. 298) suggested some linguistic features of women's speech. They are:

- a) Women use more hedges than men do. The hedges are discourse fillers such as 'you know', 'sort of', 'well', 'you see'.
- b) Women use tag questions more than the men. They do so for the purpose of conformation and information. They check whether what they are saying is appropriate or not.
- c) Women use question intonation (i.e. rising intonation) on statements to express uncertainty.
- d) Women use 'empty' adjectives such as charming, divine, and nice. They use such adjectives though these are not contextually appropriate.
- e) Women use hyper- correct grammar so that their language would seem more standard, formal and prestigious like a higher status variant.
- f) Women's speech is more polite than men's; women use super polite forms of language.
- g) Women often avoid strong swear words, e.g. fudge, my goodness.

Discussing the above mentioned linguistic features of women's speech given by Lakoff (1975) we can conclude that women speak differently than men in terms of various linguistic items.

### **2.1.7 Explanations of Women's Language**

Holmes (2008, p. 164) suggests four explanations for women's distinctive linguistic behavior: social status explanation, social role explanation, social group explanation, social function explanation.

#### **a) Social Status Explanation**

Women's language is more standard and polite because they are more status conscious than men. The women are claimed to be more aware of the fact that the

way they speak signals their social status, class and background. So, they tend to use more polite and formal styles of language at least to show higher status and better background.

#### **b) Women's Role as Guardians of Societies Values**

It is assumed that the society expects the crucial role of women to preserve the societies' values. As a part of their social roles, the women show better linguistic behavior than the men, according to this explanation.

#### **c) Subordinate Group must be Polite**

Basically, women try to avoid possible offence from the male, and tend to save the face of self and others. It is also argued that women are the subordinate group, and they must speak carefully and politely.

#### **d) Vernacular forms Express Machismo**

The women generally understand that informal language is attached to masculine identity. So, the women's language is oriented to function for the responsible and serious topics.

### **2.1.8 Politeness**

The term 'politeness' is relatively complicated phenomenon related to the functions of a language. It is a way one speaks in order to make others feel better. Politeness is also a component of social interaction pattern of a language. Being polite involves understanding not just the language but also the social and cultural values of the community. The goal of politeness is to make communication smooth and comfortable to the parties involved in communication, these culturally defined standards at times may be manipulated to inflict shame on designated party. Yule (2008, p. 119), noted that in the study of linguistic politeness, the most relevant concept is 'face', i.e. a person's self-image. This is the emotional and social sense of self that everyone has expects everyone else to recognize. So, politeness can be defined as showing awareness of and consideration for another person's face.

### **2.1.9 Morphology**

Morphology is the study of words how they are formed and their relationship with other words in the same language. It analyzes the structure of words and part of words, such as stem, root words, prefixes, and suffixes. Morphology also concerned with speech, intonation and stress, and the ways context can change a words pronunciation and meaning. Similarly, many researchers found that there have been morphological differences between male and female in communication and others types of interactions. According to Lakoff, (1975) being based on special vocabularies male and female used different varieties of language like: nice, cute, love, good, great, fantastic, super, pretty, and so on.

### **2.2 Review of Related Empirical Literature**

Many researchers have conducted research work on sociolinguistics. The sociolinguistics consists of different areas like language and gender, speech acts, language and identity, language and politics and so on. Among them, language and gender is the main concerned area of my study. This study is especially focused on language used by male and female teachers in same classroom environment. So, this study is beneficial for male and female English language teachers, students, researchers and different organizations that are related to language and gender.

In this regard, many researchers have conducted research works on sociolinguistics under the Department of English Education, T.U. but few numbers of researchers have been carried out the research works on issue like language and gender. The language and gender is an important part of the sociolinguistics. So, this research work is centralized on language and gender that mainly analyzing the classroom language of male and female English in teachers in same contexts. In this way, the research works on sociolinguistics will be also helpful and supportive to completion of the review of related empirical literature. Likewise, Lakoff (1975) in her book 'Language and women's place' and Dale Spender's 'man made

language' and other linguistics has been given contribution to complete the review of empirical literature as well.

Likewise, Lakoff (1975) and published an article on 'women's language'. The major objectives of her article were that differences between men's and women's language, the quality of men's and women's language in terms of phonological, morphological and stylistic language features of language. She also presented the basic characteristics and feature of women language. The findings were the women used more polite language than men, women used more hedges, tag questions empty adjectives, color words, raising intonation, in declarative statements. Furthermore, women used special lexicon for color, wh-imperatives. In addition, women are too much apologizes than the men and women used more intensifiers or having lack of sense of humor than the men as well.

Likewise, Tran Hong and Thu (2010) published an article on 'Gender and language use in the ESL classroom'. The main objective of this article was biological and physical differences between men's and women's language and its effects on the second language learners in terms of language use. It was also found the features of classroom language used by male and female teachers in terms of pronunciation, vocabulary and grammar. In this article, also presented men's and women's language in various situations of English language teaching. Furthermore, women's speech is more politeness than men's one. Similarly women used empty adjectives, more questions, correct grammar, didn't tell jokes etc. Research has also looked at differences in pronunciations between male and female. Female used variant 'ing' more often whereas males used 'in' more often. Likewise, female used standard features at greater frequency than men.

Similarly, Ning Dai and Zhang (2012) carried out a research on, 'Gender differences in English language and its causes'. The main objective of this study was different characteristics of male's and female's language in English language teaching. It is also found the causes of language variation due to gender differences. In this study, it is presented about the English language as a study of

the linguistic variable. Furthermore, language used by male and female is differentiated due to gender differences. They used survey research method for data collection. The findings of the study were the qualities and behaviors of the male and female have been different. It has also affected in such an educational and academic arena as well. They also found the English language teaching is differentiated in terms of vocabulary, selection of the topic, giving order, Request patterns, amount of talk, intonation and so on.

Likewise, Dhimi (2015) carried out a research on 'Gender differences and language variation in English produced by Nepali learners'. In his study, he focused on non- native male and female language learners or speakers. The major objectives study were to find out the quality of non-native men's and women's language speakers in English, differentiate their speaking in various social setting, and differences between men's and women's language in terms of pronunciation and turn taking and so on. In the study, he used survey research method for data collection. The collected data analyzed qualitatively with descriptive approach. The major finding of this research was non-native male and female English speakers produced varieties of linguistic features and items due to gender variation even in same context. Furthermore, male and female language is differentiated in terms of biological and social factors in a same situation.

Similarly, Monefi and Yaser (2016) carried out a research on ' Male and female EFL teachers' politeness strategies in oral discourse and their effects on the learning process and teacher student interaction'. The main objective of this study was politeness strategies of male and female teachers in EFL classroom interaction. The study found that politeness strategies of male and female teachers in the EFL classroom environment in terms of instruction, motivation, evaluation, and classroom management. Classroom observation and audio recording tools used for data collection. Furthermore, this study found that female teachers used more politeness form of language rather than male teachers. Similarly, female teachers used would, could, may and might modal verbs for politeness. Furthermore, it also found that female teachers used more discourse hedges, empty

adjectives, interruptions, than the male teachers. The main finding of this study was female teachers used more polite language than the male teacher in same EFL classroom contexts.

Likewise, Ali (2016) published an article on ' Gender differences in using language in the EFL classes: from teachers view'. The major objective of this study was found that variation in language used by male and female teachers in the EFL classroom. In this study, female teachers are less active much shyness than the male teachers in the EFL classroom context. These types of conditions happened due to the cultural norms and values, rules and regulation or social status. Therefore, female teachers used diffident language than the male teachers in EFL classroom environment. The survey research design was used for data collection. The major findings of study were that cultural background, social status. This study also found that male and female teachers are also differentiated in terms of biological and socio cultural variables.

### **2.3 Implications of the Review for the Study**

In literature review, our central focus was to examine and evaluate what had been done before on a topic and established the relevant on this information to our own research. This view of the study is obtained from the varieties of sources like individual books, journals, articles, report etc. These entire sources are being helpful to bring the clarity and focus on the research problem, improve methodology and conceptualize the findings.

Similarly, Lackoff's (1975) work was on 'Women's Language'. Through her work, as a researcher I benefited for completion of review of the related empirical literature of my study. Her research work had delivered the features of women's men's language in terms of phonological, morphological, and turn taking.

Likewise, Tran Hang and Thu (2010) carried out a research on 'gender and language use in the ESL classroom'. This study was also helpful for me because it also given some terms about biological and physical differences between men's and women's language variation. the effectiveness of different varieties used by

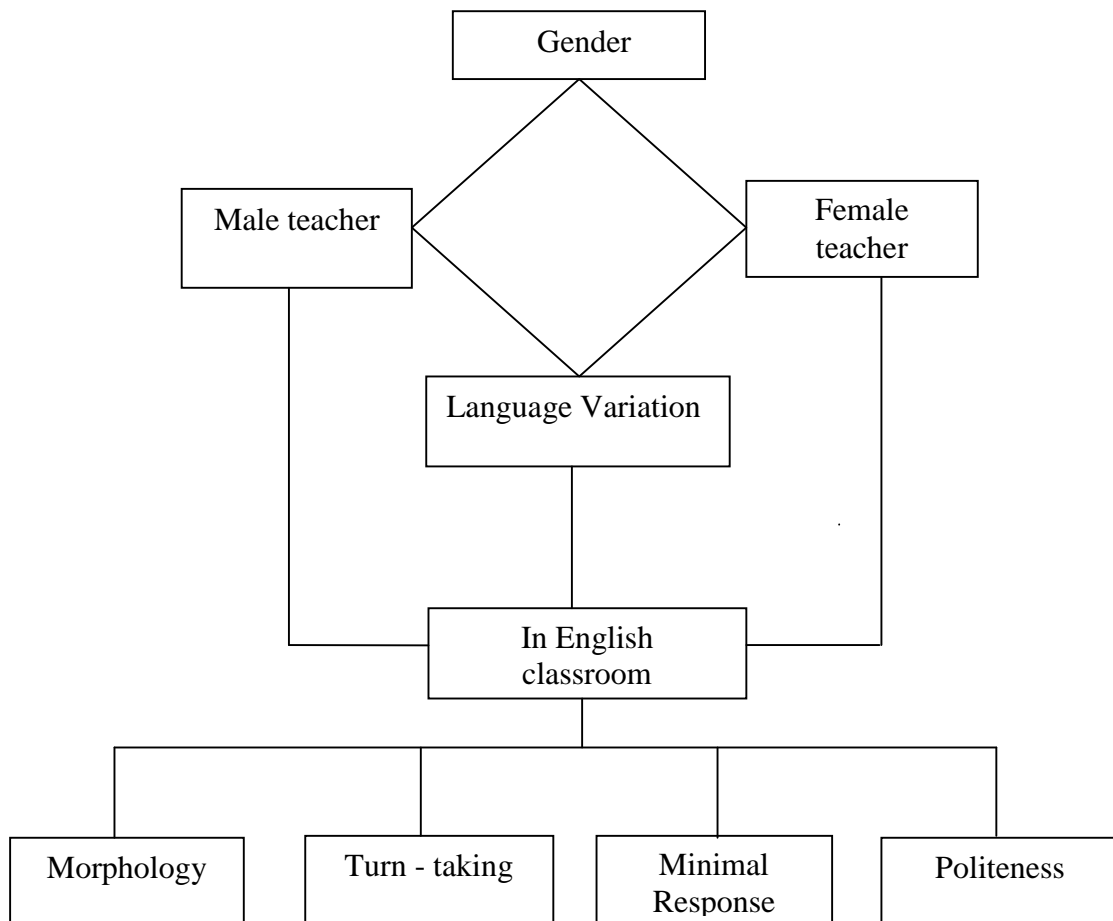
male and female teachers in second language learning. It also refined the theoretical background, methodology and so on. Therefore, this research was helpful for me to find out the terms used by male and female teachers in English language teaching.

Likewise, Ning Dai and Zhang (2012) through it, I got the more ideas about the characteristics of male and female language in English language teaching. So, this study was helpful for me to completion of my research work. Likewise, Dhimi (2015) from which, I got some ideas about the gender difference and language variation of non-native Nepali English speakers to produce the English language differently in a same context. The research found that language varieties of language quality of non-native male and female language speakers in English. So, this study was also helpful for me to completion of my study and review of the empirical literature as well.

Similarly, Monifi and Yaser (2016) carried out a research on 'Male and Female EFL teachers' politeness strategies in oral discourse and their effects on the learning process and interaction'. Through it, I got about the politeness strategies of male and female teachers in the EFL classroom context. This study also presented about the politeness forms of male and female teachers. So, this study was also helpful for me which I got different qualities of politeness of male and female teachers in the EFL classroom. Therefore, this study was much helpful for completion of my research work. Likewise, Ali (2016) from which, I got about the male and female teachers' different qualities of speaking in the EFL classroom. It shows that female teachers are more shyness and discursive due to socio cultural and biological differences. So, this study was also much helpful for completion of my present study.

## 2.4 Theoretical and Conceptual Framework

A conceptual framework is a graphic diagram of a research topic. The study on 'Gender and variation in language used by English and Nepali teachers in secondary level' will be based on following framework:





## **CHAPTER THREE**

### **METHODOLOGY AND PROCEDURE OF THE STUDY**

This chapter deals with methodology which was adopted in the study. This chapter consists of design and method of the study, population, sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures, and ethical considerations.

#### **3.1 Design and Method of the Study**

I adopted survey research to achieve the objectives of this study and to find out variation in language used by male and female English teachers and to list some pedagogical implications. It is a type of research which tries to study the both large and small population by selecting and studying samples in order to find out the present situation or present activities. Specially, it is carried out in large number of population in order to find the teacher's attitudes, opinions, and the specified behavior on certain issues, phenomena, events and situations. Survey research design was selected because such study is carried out to address the large population by selecting samples which are the representative of the study population as a whole. In this regard, Cohen and Minion (1985, as cited in Nunan, 1992, p. 140) write:

Surveys are the most commonly used descriptive method in educational research, and may vary in scope from large scale governmental investigation through to small scale studies carried out by a single researcher. The purpose of survey research is generally to obtain the snapshot of conditions, attitudes, and/or events at a single point of time.

In the same vein, Nunan (1992, p. 140) states, "Survey are widely used for challenging data in most areas of social inquiry from politics to sociology, from educational to linguistics." Likewise, Cohen et al. (2010) write that survey

research in which researcher gathers data at a particular point of time especially to describe the nature of existing situation or to identify most standard one against the existing situation. In the word of Hutton (1990), “Survey research is the method of collecting information by asking a set of pre- formulated questions in a pre- determined sequence in a structured questionnaire to a sample of individual so as to be representative of a defined population.” From above mentioned definitions we can conclude that survey research is a type of research which studies large and small population by selecting sample population chosen from study population. Survey is also carried out in educational sectors to obtain snapshot of conditions, attitudes and events at a single point of time.

Survey research is carried out to study certain issues, events, situations or phenomena. The survey research is carried out with various purposes. To find out public opinion, beliefs, etc. on certain issues, to assess certain educational program, to find out behavior of different professionals, to assess certain activity, to study certain trends and existing state of certain institution at single point of time, to compare the findings with the standard one, to forward some suggestions for improvement of the program and many others can be the purpose of the survey research. According to Nunan (1992, p. 140), “the main purpose of survey research is to obtain a snapshot of conditions, attitudes, and or event at a single in point.” Surveys are the most commonly used descriptive method in educational research and may vary in scope from large scale government investigation through small scale studies carried out by a single researcher (as cited in Nunan, 1992, p. 140). A survey research usually addresses the large group of population, sampling is necessary to carry out investigation. The concern here is to ensure that sample should be representative of the study. Sampling of the whole population is done to obtain practicability of the study. Nunan (1992, p. 141) presented the following eight procedural steps of survey research:

- Step 1: Define objectives
- Step 2: Identify target population
- Step 3: Literature review
- Step 4: Determine sample
- Step 5: Identify survey instruments
- Step 6: Design survey procedure
- Step 7: Identify analytical procedure
- Step 8: Determine reporting procedure

The above discussion entails that survey is one of the important research method which is used in educational investigations. It mainly carried to find out people's attitudes, opinions and specified behavior on certain issues, phenomena, event or situations. The findings of survey research are generalized to the whole group. In my research, I selected some samples from whole study population, collect data from selected samples and analyzed and interpreted it. And finally, the result/findings have been generalized to the whole study population. For this reason, I adopted survey research in my study.

### **3.2 Population, Sample and Sampling of Strategy**

Population of the study consisted to all secondary level English language teachers from Institutional Schools at Kathmandu valley. I used purposive non- random sampling procedure for sampling the population. The total population samples consisted 10 secondary level English teachers from institutional schools of Kathmandu valley. The sample was selected from the 5 male and 5 female English teachers respectively.

### **3.3 Research Tools**

For the fulfillment of this study, I used class observation and diary recording tools for the data collection from the informants. Observation was used to observe the four classes of each male and female teacher in different 5 institutional schools at

Kathmandu valley. So, I selected 5 male and 5 female English language teachers from different institutional schools.

### **3.4 Sources of Data**

The following sources had used to apply for the data collection:

#### **3.4.1 Primary Sources of Data**

The primary sources of data collection were 5 male and 5 female secondary level English language teachers from institutional schools of Kathmandu valley.

#### **3.4.2 Secondary Sources of Data**

The secondary sources of data collection had remained in books, journals, articles, thesis, and web service.

### **3.5 Data Collection Procedure**

The sample of my study comprised institutional schools of Kathmandu valley. At first, I prepared observation form for the secondary level males and females English teachers as mentioned in appendix I. Similarly, I visited to the selected schools of Kathmandu valley. Then, I built up the rapport with concerned authority of the schools. Then, I introduced myself with the teachers and stakeholders. Similarly, told them to major objectives of my study. I observed 4 classes of each 5 male and 5 female English teachers. Along with it, I used diary recording as well. Finally, I expressed thanking to all informants and concerned authority for their kind help, coordination and cooperation completion to this study.

### **3.6 Ethical Consideration**

The data were collected and publicized with caring of respondent's ethics. The researcher did not copy exactly from the others works with giving proper and

appropriate reference. The research did not use fake data and collected data were limited to particular areas of the research.

### **3.7 Data Analysis and Interpretation Procedure**

The researcher analyzed, transcribed, interpreted and presented collected data qualitatively and descriptively.

## **CHAPTER FOUR**

### **ANALYSIS AND INTERPRETATION OF DATA**

This chapter deals with the analysis, evaluation and interpretation of data. As a researcher, I tried my best to discover the linguistic variation in the language used by male and female English language teachers. All the English language classes have been analyzed systematically and accurately as clear as possible. Some classroom interactions have been described and special items also tabulated for analysis, evaluation and interpretation to make the study objective, accurate, effective and reliable as far as possible. The researcher has been applied descriptive approach and simple statistical tool, i.e. percentage.

#### **4.1 Analysis of Data and Interpretation of Result**

The analysis and interpretation of data has been carried out under the following headings.

##### **4.1.1 Analysis of the Classroom Interaction in Terms of Morphology**

Under this heading, I discussed the variation in language used by male and female teachers in terms of morphological aspect. Especially, morphology means the study of words, how they are formed, and their relationship to other words in the same language. It also analyzes the structure of words, stems, root words, prefixes and suffixes. Furthermore, morphology is also concerned with parts of speech, intonation, stress and the ways context can change a word's pronunciation and meaning. Here, morphological aspect means the major word class or vocabularies like nouns, verbs, adjectives, adverbs with suffixes and prefixes or suffixes as well. As the collected data from diary recording the vocabulary produced by female teachers in the classroom are as follows:

Nouns	freq	Verbs	freq	Adverbs	freq	Adjectives	freq
Events	3	learn	3	Carefully	5	repulsive	3
Politics	2	lie	2	brutally	4	neat	3
Success	4	make	5	loyally	2	like	4
entertainment	5	read	9	Really	7	depressed	5
distribution	6	Ring	4	wishfully	3	distinct	3
addition	4	show	5	quietly	6	angry	6
Moment	7	slide	6	actually	5	doubtful	4
attention	4	sneak	4	beautifully	7	attractive	5
introduction	7	spoil	7	fairly	4	eager	6
appearance	3	stick	3	briefly	4	elegant	3
mood	4	swim	4	usually	3	better	8
depression	2	think	8	always	5	stormy	5
connection	2	wear	5	closely	6	successful	8
memory	4	shake	4	cleverly	7	magnificent	9
version	7	write	5	colorfully	6	faithful	6
steak	3	swear	1	more	8	fantastic	7
difficulty	3	tear	7	daily	6	fine	6
anxiety	2	stride	3	fondly	8	clean	6
program	5	swell	6	justly	5	cleaver	6
exhibition	3	stand	4	nearly	9	friendly	5
exportation	6	lose	5	utterly	5	upset	4
ambition	4	prefer	3	gently	4	incapable	3
exposure	4	decrease	5	often	9	unequal	6
contradiction	3	disagree	3			absurd	5
love	5	disappoint	6			demoralize	8
green	5	disappear	4			pretty cool	5
		exhale	4			super	7
		mislead	3			cute	

Above mentioned table shows the numbers of vocabularies and special words produced by female teachers from all 40 observed classes. It has also portrayed the frequency of special words and vocabularies produced by female teachers in the classroom in English language teaching. As the above mentioned table, in which I got the female teachers used 24 noun, 28 verbs, 23 adverbs, 24 adjectives. All together, the frequencies of words were 98, 129, 128, and 124 respectively. Similarly, as the above mentioned table the total numbers of suffixes and prefixes used by female teachers in the classroom are as follows:

Total prefixes	frequency	Total suffixes	frequency
Repulsive ( adjective)	3	Entertainment (noun)	5
Distinct (adjective)	2	Distribution (noun)	6
Elegant (adjective)	3	Addition (noun)	4
Upset (adjective)	6	Attention (noun)	4
Depressed ( adjective)	6	Introduction (noun)	7
Incapable (adjective)	5	Connection (noun)	2
Unequal (adjective)	4	Difficulty (noun)	3
Absurd (adjective)	4	Anxiety (noun)	2
Demoralize (adjective)	3	Carefully ( adverb)	5
Decrease (verb)	6	Brutally (adverb)	4
Disagree (verb)	5	Loyally (adverb)	2
Disappoint (verb)	5	Really (adverb)	7
Disappear (verb)	3	Wishfully (adverb)	3
Exhale (verb)	6	Quietly (adverb)	6
Mislead (verb)	4	Beautifully (adverb)	7
Program (noun)	4	Fairly (adverb)	4
Exhibition (noun)	3	Briefly (adverb)	4
Exportation (noun)	5	Usually (adverb)	3
Ambition ( noun)	3	Always (adverb)	5
Exposure (noun)	6	Closely (adverb)	6
Contradiction (noun)	4	Cleverly (adverb)	7



Appearance (noun)	4	Colorfully (adverb)	6
Depression (noun)	3	Fondly (adverb)	8
		Justly (adverb)	5
		Nearly (adverb)	9
		Utterly (adverb)	5
		Gently (adverb)	4
		Doubtful (adjective)	6
		Attractive (adjective)	4
		Eager (adjectives)	5
		Successful (adjective)	5
		Magnificent ( adjective)	8
		Faithful ( adjective)	9
		Cleaver ( adjective)	6
		Friendly ( adjective)	6

Likewise, above table shows the numbers prefixes and suffixes produced by female teachers in the classroom. All together, the female teacher used 25 prefixes and 37 suffixes in the classroom. Furthermore, frequencies were 87 and 183 respectively.

On the other hand, the special items or vocabularies produced by male teachers in the classroom are as follows:

Nouns	Freq	Verbs	Freq	Adverbs	Freq	Adjectives	Freq
Confusion	6	Sad	6	Lovely	8	Grateful	3
chill	5	thankful	6	cutely	7	excited	2
professional	5	excited	8	quietly	6	hopefully tried	3
horrible	5	crazy	6	actually	5	thoughtful	5
irritate	4	fantastic	9	beautifully	9	fresh	4
love	9	wonderful	7	fairly	5	drained	5
guidance	3	Begin	4	briefly	5	pretty	6
classroom	9	Bring	5	usually	6	cool	3
connection	5	Built	6	always	6	exhausted	3
response	4	Burn	5	closely	5	confident	5
memory	6	cleave	4	cleverly	5	glad	4
imbalance	4	come	6	powerfully	7	fabulous	3
nonviolent	4	dream	7	soon	5	worse	5
dictation	4	drink	7	really	9	comfortable	4
restructure	5	fling	6	rapidly	7	great	5
consent	3	forbid	4	madly	5	cute	4
reunion	3	forget	6	merely	5	amazing	3
semifinal	6	hear	6	mostly	7	adorable	5
resent	5	heave	3	slowly	6	super	5
rejection	4	know	8	kindly	4	delighted	6
inscription	4			simply	5	relaxed	5
rewrite	5			barely	6	beautiful	3
rewarded	3			badly	4	favorite	4
						precious	3

Above mentioned table shows the numbers of special vocabularies produced by male teachers in the classroom. It also portrayed the frequency of special words and vocabularies produced by male teachers in the classroom in English language teaching. As the above mentioned table, which I got the male teachers produced 23 noun, 20 verbs, 23 adverbs, 23 adjectives. The frequencies of words were 116, 119, 134, and 107 respectively.

Similarly, as the above mentioned list the total numbers of suffixes and Prefixes used by male teachers in the classroom are as follows:

Total prefixes	Frequency	Total suffixes	Frequency
Confusion (noun)	6	Horrible(noun)	5
Professional(noun)	5	Connection(noun)	5
Irritate(noun)	4	Dictation(noun)	4
Guidance(noun)	3	Rewarded(noun)	3
Classroom(noun)	9	Thankful(verb)	6
Imbalance(noun)	4	Excited(verb)	8
Nonviolent(noun)	4	Wonderful(verb)	7
Response (noun)	4	Bring(verb)	5
Restructure(noun)	5	Cleaver(verb)	4
Consent(noun)	3	Flying(verb)	6
Reunion(noun)	3	Lovely(adverb)	8
Semifinal(noun)	6	Cutely(adverb)	7
Resent(noun)	5	Quietly(adverb)	6
Rejection(noun)	4	Actually(adverb)	5
Inscription(noun)	4	Beautifully(adverb)	9
Rewrite(noun)	5	Fairly(adverb)	5
Fantastic(verb)	9	Briefly(adverb)	5
Begin(verb)	4	Usually(adverb)	6
Forbid(verb)	4	Always(adverb)	6
Forget(verb)	6	Closely (adverb)	5

Confident(adjective)	4	Cleverly(adverb)	5
Exhausted(adjective)	5	Powerfully(adverb)	7
Experience(adjective)	4	Really(adverb)	9
Delighted(adjective)	7	Rapidly(adverb)	7
Relaxed(adjective)	7	Madly(adverb)	5
Festive(adjective)	7	Merely(adverb)	5
Favorite(adjective)	9	Mostly(adverb)	7
		Slowly (adverb)	6
		Kingly(adverb)	4
		Simply(adverb)	5
		Barely(adverb)	6
		Badly(adverb)	4
		Excited (adjective)	6
		Grateful(adjective)	6
		Hopefully(adjective)	6
		Tried(adjective)	5
		Thoughtful(adjective)	4
		Drained(adjective)	6
		Pretty(adjective)	9
		Comfortable(adjective)	5
		Amazing(adjective)	5
		Adorable(adjective)	5
		Super(adjective)	6
		Beautiful(adjective)	7

Likewise, above table shows the numbers prefixes and suffixes produced by female teachers in the classroom. The male teachers produced 27 prefixes and 44 suffixes in the classroom. Furthermore, the frequencies of words were 140 and 255 respectively.

Above mentioned vocabularies were used by male and female teachers in the classroom. All the suffixes, prefixes, noun, verbs, adverbs and adjective also

included. In this regard, from the analysis point of view of all observed 40 classes the female teachers used special vocabularies like adorable, beautiful, thanks, good, fantastic, grateful, excited, crazy, blissful, silly, positive, hopefully, tried, thoughtful, fresh and so on. Similarly, the male teachers used entertainment, distribution, addition, role, slide, sneak, spoil, stick, swim, think, wear, shake, attention, introduction, appearance, attractive, eager, awful, elegant, better, and so on.

Similarly, the lists of spatial vocabulary produced by male and female teachers in the classroom interaction are as follows:

S.N	Morphology (spatial Vocabulary used by Male Teachers)	S.N	Morphology (Spatial Vocabulary used by Female Teachers)
1.	Good work	1.	It is good
2.	Nice thinking	2.	You have superb talent
3.	Those are fantastic scenarios	3.	That's nice
4.	That's precious work	5.	It is an inspired one
5.	Fantastic job	6.	You are looking so happy
6.	Nice work	7.	It would be great inspiration
7.	What a precious time spent with him	8.	Very nice job
8	Nice done	9	That's pretty cool
9	I think it is a nice brand	10	It is nice point
10	That's wonderful job	11	Beautiful handwriting
11	Fantastic job was finished yesterday	12	Interesting event happened before
12	Love those students who does hard	13	Great job
13	I like to take cold drink in summer Season	14	I like to teach intellectual students Only
14	That's calm situation	15	That's super
15	These sounds are too cute	16	Very good
		17	Lets enjoy

16	It is admirable quote	18	Having joyful situation
17	Great inspirational ideas	19	Very nice performance
18	Feeling fantastic	20	Great one
19	Interesting one	21	I like also eat delicious food
20	Wow well done	22	Nice hand writing
21	Feeling excited	23	I like Pokhara rather than other places
22	That's huge moments for us	24	Be cool
23	That is cool and quite scenario	25	That's favorite meal I had eaten
24	Be positive every step in your life	26	Festive one
25	Good attitude	27	Lets enjoy with telling jocks
26	Are you sure about your homework	28	You need to motivated your self
27	This is superb performance expect Dancing	29	It is very big opportunity
28	That is too better	30	I am delighted to have money in Every time
29	Too despaired	31	I'm very good
30	You have warm welcome	32	Do you have craze to read out novel?
31	Heart is broken	33	Nice your participation will be Beneficial
32	Are you looking furious?	34	Well done
33	Looking so pathetic	35	You are looking nice so far
34	Old pictures are alive still	36	Let's be fresh for a moment
35	Found nice job	37	I'm too confused
36	I knew very well	38	What a stupid?
37	He was rusted	39	Are you feeling shy?
38	You have studied more	40	loves everybody
39	It is fantastic job	41	So good
40	No doubt but good hand writing	42	I like to take latest brand every time
41	It is really nice	43	Fantastic opinion
42	Good job		
43	Indeed too strong		
44	Amazing plan		
45	Fantastic performance		

46	Superb and classic music was existed even now days	44	Terrible condition was happened
47	Who is blessed?	45	Be safe forever
48	Fantastic scenes	46	So nice
49	Superb work guys	47	You all are looking happy
50	It was great pleasure	48	love it
51	This would be better moment	49	It is my favorite brand
52	Have a enjoy	50	I like to play football
53	Great work	51	Great work
54	Fabulous performance	52	Nice, it was also involve in same time
55	Seems to be cute today	53	I prefer it as much as possible
56	Nice done	54	I like to watch English dramas
57	That's superb performance	55	Very nice
58	It is favorite songs	56	We should too curious
59	That's cool	57	You are super cool
60	I am enjoying in the football game so much.	58	Nothing spatial in this lesson
61	Oh! My favorite player is Ronaldo and yours?	59	Superb hand writing
62	I like Messy, his style is super!	60	Well done
63	Feeling relaxed	61	Felling irritated today
64	Favorite_teacher	62	It is superb day for me
65	An guy does noisy activities	63	Good performance
66	ugly_Fabulous_work	64	Looks quite beautiful
67	He might be successful	65	Romantic movie I was seen before
68	It is appreciable	66	Cute one
69	He is much tried	67	Precious handwriting
70	She is elegant	68	Fair job
71	Grateful thought	69	Be quite forever
		70	I mean she is so pretty and cool
		71	Charming one
		72	Superb skill to write poem

		73	Gentle man
		74	Sarcastically spotted
		75	Well gathered
		77	Goofy one
		78	So funny
		79	That's pretty cool. What color is
		80	the piercing?
		81	It's a green gem on a silver bar.
		82	Really yes / I love computers
		83	That's cool, what sites do you
		84	like to visit?
			Yeah, off course it may be
		85	fantastic
		86	These sounds are cute.
		87	That was favorite meal
		88	I never like bad people
		89	That was superb performance
		90	I prefer it as much as possible.
		91	Nothing special
			Precious handwriting.

Likewise, the some examples of (morphology) spatial vocabularies used by female teachers are as follows:

- ) That's **pretty cool**. What color is the piercing? ( calm situation in the classroom)
- ) It's a **green** gem on a silver bar. ( teacher replying question asked by student)
- ) Really yes **I love** computers. ( teacher expressing about the computer to students)



- ) That's **cool**, what sites do you like to visit? (teacher asking about the educational excursion)
- ) Yeah, off course it may be **fantastic**. (student giving positive response on asked questions )
- ) These sounds are **cute**. ( teacher has taught the melody poem to students)
- ) That was **favorite** meal. ( teacher sharing his/her previous memory with students )
- ) I never **like** bad people. ( teacher tilling about trust worthy behavior and moral lesson to the students )
- ) That was **superb** performance. ( students doing well in the classroom )
- ) I **prefer** it as much as possible. ( teacher describing about things or goods for like or dislike with students)
- ) Nothing **special**. ( students asking something to the teacher)
- ) **Precious** handwriting. ( teacher showing positive response towards handwriting )

The examples of special vocabularies used by male teachers in the classroom are as follows:

- ) I am **enjoying** in the football game so much.
- ) Oh! My **favorite** player is Ronaldo and yours?
- ) I like Messy, his style is **super**.
- ) Feeling **relaxed**. ( teacher talking about journey of life)
- ) **Favorite** teacher. ( students telling about the teacher)
- ) An **ugly** guy does noisy activities. ( teacher getting angry with students)
- ) **Fabulous** work. ( teacher praised towards student's performance)
- ) He might be **successful**.( teacher inspired to the students)
- ) It is **appreciable**.( teacher positive response towards on students' views)
- ) He is much **tried**. ( teacher feeling guilty in the classroom )
- ) She is **elegant**. ( teacher admire on students' performance )

**Table no. 1**

**Status of Special Vocabularies produced by Female and Male teachers**

Special Vocabularies Used By			Percentage	
Female teacher	Male teacher	Total	Female teacher used	Male teacher used
91	71	162(100%)	56%	44%

The above table shows that total special vocabularies used by male and female English teachers in the classroom. The total special vocabularies produced by female teachers were 162. Out of them, female teachers used 91 (56%) and male teachers used 71 (44%). The special vocabularies used by male and female teachers were; nice, cute, pretty and fantastic, super, well, great, beautiful, interesting and so on. According to the diary recording and class observation, I got same varieties of language spoken by EFL male and female English teachers in some cases. It means, qualitatively they were not differentiated but quantitatively they were differentiated in same context of language use. Here, an initiation of the classroom and an ending of the classrooms teaching were same. Only the female teachers used more adjectives than male teachers. Overall, female teachers used more major words and special vocabulary in the classroom. As a foreign English language speaker, only quantitatively variation found in between the male teachers and female teachers in terms of special vocabularies in the study.

**4.1.2 Analysis of the Classroom Interaction in Terms of Turn Taking**

Under this heading, I investigated the variation in the language used by male and female English teachers in terms of turn taking. Here, turn taking means the type of organization in the interaction and discourse where participants speak one at a time in alternating turns. It involves processes for constructing contributions, responding to previous comments, and transitioning to a different speaker, using a variety of linguistic and non-linguistic cues. In other words, the turn taking means when the speakers may have in deep confusion he or she could change the context in discourse. In this regard, Nepalese male and female English language teachers

used turns in classroom interaction with students in different controversial, agreement, facilitative, responsive and suggestive situations and deep confusions as well. So, as I collected all the data from diary recording and class observation. The lists of turn taking used by male and female teachers in the classroom are as follows:

S.N	Turn-Taking used by Male Teachers in the Classroom	S.N	Turn-Taking used by Female Teachers in the Classroom
1	Umm...it might be possible but a bit change over there inside	1	I don't like it umm... I felt to worse mum...
2	Umm...I think so but what might be the result too confused	2	I think, whether it is good or bad dilemma
3	Umm...not interested I would like to go through next chapter	3	Umm...they are good I don't think what your opinion towards them
4	But I m thinking...umm harmony is better than the clash	4	Nothing but I am not more laborious than you
5	For what? I would like to go home.	5	Not sure but thinking about your future
6	I think Pokhara is a tourist destination area but other areas are occupied in Nepal better	6	Nothing spatial I needless like to take
7	Really! I had chosen science but unfortunately missed out.	7	Umm...for what?
8	Umm... I m thinking to write an interesting dramas inn upcoming days	8	I'm thinking whether this or that too confused
9	Yes...videos listening music but at least I completed two films in a day	9	Me to yes umm...Rabina for what? Confused?
10	I think, it will not be beneficial for you but I m unclear as well	10	Umm...really I go back then...
	But I don't like to spent leisure time we need to utilize	11	I mean...it would be better for you not conformed
11	It is going to be right...but dilemma	12	Umm...didn't think so...but confused.
		13	Umm...I saw you somewhere, you may be buying clothes at market.

	is playing in my mind	14	umm...I like to study poem but
12	Hum...but for what? confused		unable to separate writers as well
13	It is also good umm...whether it is	15	I think it is more valuable for you
	appropriate or not confused?		in upcoming days
14	Umm I like but in a small amount.	16	Umm...I don't think whether it is
15	I think umm...it looks like unnatural		apparent or not
	and healthy	17	I think it might be appropriate for
16	Confusing...for what?		you but not 100% conformed
17	Umm...you did well but answer	18	Umm...I would to go retail market
	might become differently		last money
18	Yeah, Pokhara is a tourist destination	19	I think...but Real Medriet have
	area of Nepal umm...huh... other		won the match last Monday
	places might be located in Nepal	20	May be whether to go to cinema or
19	umm I'm thinking about lyrics of		picnic
	Laxmi Prashad Devkota but we have	21	People are enjoying in their daily
	need to do another work	22	life but I don't think so
20	umm I like to provide...but difficult	23	Hum...maybe I should get
	to get firstly	24	Get Pierced while we're at the
21	Umm...I like to check your		mall. What do you think?
	homework or not due to time	25	I think Umm... it looks unnatural
22	It is going to be right...but dilemma	26	Confusing...for what?
	is playing in my mind	27	Hum...But what? All the classes
23	I wanted to go but I couldn't to do		are boring.
	like that and felt uneasy now	28	Boring? Isn't there any period for
24	Umm...I don't know what you are		entertainment?
	telling?		Hum / ...? Your own business?
25	Umm...am going to change passive	29	Hum... may be whether I like to
	voice rather than active voice.		check homework or not dilemma.
		30	I think umm... it looks smart.
			Hum... but for what?

Similarly, some examples of turn-taking used by female teachers in the classroom interaction are as follows:

- ) **Hum...** maybe I should get my nose pierced while we're at the mall. What do you think? ( teacher talking about soaping complex )
- ) I think **umm...** it looks unnatural. ( teacher talking about student' dress up)
- ) **Confusing...for what?** ( teacher confusion about what to do or what not to do )
- ) **Hum...But what?** All the classes are boring. ( teacher feeling worse in the classroom )
- ) **Boring...** isn't there any period for entertainment?
- ) **Hum...?** Your own business? ( teacher asked about business activities)
- ) **Ohm...** may be whether I like to check homework or not dilemma. (teacher showed laziness to check the homework while starting the classroom )
- ) I think **umm...** it looks unnatural. ( teacher changed his/her ideas on particular object )
- ) **Hum but for what?**\_( teacher showed aggression behavior with students in noised classroom environment )
- ) **Umm ...** I like but in a small amount. ( teacher changed his/her expression spontaneously with students )

Likewise, some examples of turns taking used by male teachers in the Classroom interactions are as follows:

- ) **Confusing...for what?**( teacher too much confused on subject matter and unable to get the ideas and views of students and asked frequently to the student again and again )
- ) **Umm...** you did well but answer might become differently. ( teacher didn't support to the answer of students)
- ) **Yeah,** Pokhara is a tourist destination area of Nepal umm...huh... other places might be located in Nepal. ( while students given priority to

Pokhara as a most valuable tourist destination area but teacher cut down the view delivered by students)

**Table no. 2**

**Status of Words Used in Turn Taking in Classroom Interaction**

<b>Total observation classes 40</b>	<b>Male teacher used</b>	<b>Female teacher used</b>
Words used in turn taking	25 (54%)	30 (46%)
Total	55(100%)	

As shown in above table 2 in total 40 classes (613 exponents), the total words used in turn taking were 55(100%). Among them, male and female teachers used 25 (46%) and 30 (54%) respectively. Here, female English language teachers taken more turns in classroom interaction with students than male teachers did.

Especially, turn taking means the interaction and discourse where a participant speaks one at a time in alternating turns. According to the diary recording, both male and female teachers were gone for turn when they felt uneasy and too confused to give the answer of the questions on the students. In the same way, the both male and female teachers used alternative language and contextual language in the classroom while in an interaction with students. As the diary recording, female teachers used more turns than male teachers in the English language teaching context of Nepal.

**4.1.3 Analysis of the Classroom Interaction in Terms of the Use of Minimal Responses**

Under this heading, I investigated the variation of the discourses hedges used by male and female English language teachers in terms of the use of minimal responses. Here, minimal response means the where respondent responded by discourse hedges like umm, yeah, alright, you know, absolutely, sort of, okay, etc in interaction. In this regard, in Nepalese classroom context male and female teachers also used minimal response and discourses hedges. As I received all the

data through diary recording and class observation the lists of minimal response used by male and female teachers are as follows:

S.N	Minimal responses used by male teachers	Freq.	S.N	Minimal responses used by female teachers	Freq.
1	Okay	9	1	Okay	11
2	Uh-huh	9	2	Uh-huh	8
3	Yeah	8	3	Yeah	7
4	No	7	4	No	8
5	Ok	8	5	Ok	7
6	Ouch!	2	6	Ouch!	4
7	Really?	5	7	Really?	8
8	Oh!	7	8	Oh!	6
9	My god!	3	9	My god!	7
10	All right	7	10	All right	5
11	That's right	6	11	That's right	4
12	That's true	6	12	That's true	7
13	I agree	8	13	I agree	8
14	Surely	4	14	Surely	9
15	You know?	9	15	You know?	7
16	Off course	8	16	Off course	6
17	Uh-uh	5	17	Uh-uh	4
18	Umm	6	18	Umm	9
19	Right	5	19	Right	9
20	Exactly	7	20	Exactly	8
21	Absolutely	3	21	Absolutely	8
22	Hey!	2	22	Hey	5

Similarly, some examples of minimal responses used by female teachers in the classroom are as follows:

- ) **Yeah**, I was free. ( teacher sharing with students about previous day)
- ) **You know**, what do you asked before? ( remembering the things something lost by students)
- ) **I know** all things. ( talking about questions with students)
- ) **Umm** awesome. ( teacher feeling positive)
- ) **All right**. ( teacher agreed opinions of the students )

Similarly, some examples of minimal responses used by male teachers in the classroom are as follows:

- ) **Umm** it's related with our culture. (teacher keeping supportive view with students )
- ) **No**. ( teacher strictly neglecting the opinions of students )
- ) **Right** I agree. ( teacher playing supportive role )
- ) **Yes**, there is. ( teacher accepting expression of students )
- ) **Yeah**. ( teacher supporting student's ideas on any particular subject )
- ) **Exactly**. ( teacher supporting to the students on in comparing two object)
- ) **Absolutely**. ( teacher keeping the his/her views on clarity of students )

**Table no. 3**

**Status of the use of Minimal Responses used by Male and Female English Teachers in the Classroom**

Minimal Responses Used in the Classroom			Percentage	
Total	Female teacher used	Male teachers used	Female teacher used	Male teacher used
287 (100%)	156	131	54%	46%

The above table shows all the minimal responses or lexical hedges used by male and female teachers in the classroom interaction. Male and female teachers used minimal responses on the basis of some issues like agreement, facilitative,



responsive and suggestive ways. The total numbers of minimal responses were 287 in numbers. Among them, female teachers used 156 and male teachers used 131. In the percentage, female teachers used 54% and male teachers used 46%. Minimal responses or hedges used by male and female teachers in the class room interaction were: **yeah, umm, you know, absolutely, exactly, okay, yes, alright, oh, ok** and so on.

In sum 287 minimal responses used by both male and female English language teachers, only female teachers used 54% male teacher used 46% respectively. To conclude that fact, while in classroom teaching female teachers used more lexical hedges/minimal responses rather than the male teachers used.

#### **4.1.4 Analysis of Classroom Interaction in Terms of Politeness:**

Under this topic, I investigated the politeness status of politeness form used by male and female English language teachers that used by male and female teachers in English language teaching. The both male and female teachers were used politeness forms with students in the classroom interaction. As I received all the data from diary recording and class observation the lists of polite forms produced by male and female teachers are as follows:

S.N	Politeness forms used by Male Teachers	Freq	S.N	Politeness form used by Female Teachers	Freq
1	Good morning everybody	5	1	Good afternoon all of you	9
2	Me too fine	3	2	Me to fine and you?	7
3	How do you all?	5	3	Thanks to all	5
4	Thanks see you	5	4	Fine what about you?	9
5	It would be better for you	6	5	Nice cooperation	6
6	Please go through it	3	6	Fine work	4
7	let's stop here	4	7	Praiseworthy handwriting	9

8	thanks to all	2	8	Would you mind please	7
9	Thanks for Your precious cooperation	4		give Me your book	
10	Would you mind please	7	9	let's stop here today see you	5
11	Please go out	4	10	Shall I start for today	5
12	Beg your pardon	4	11	Could I borrow your paper?	3
13	Don't mention it	2	12	Please don't make noise you	6
14	May i?	4	13	You are welcome	5
15	Not at all	4	14	If you don't mind me saying so...	6
16	To seems...	7	15	I would it if...do you mind?	7
17	No problem	6	16	Excuse me	9
18	Pardon me please	5	17	May I?	5
19	Of course	4	18	I m very grateful...	7
20	certainly	3	19	If I may say so...	5
			20	Certainly	4
			21	I'm not sure that is a good idea	5
					2

Likewise, the some examples of politeness forms produced by female teachers in the classroom are as follows:

- ) Good morning. ( expressing on students' greeting)
- ) Would mind please give me your pen? ( teacher requesting for pen politely)
- ) Would you like to help me? ( teacher requesting to students for help)
- ) Thanks to all. ( after checking students' homework)

- ) Thanks for supportive cooperation. ( expressing before ending the classroom)

Likewise, some politeness forms used by male teachers in the classroom are as follows:

- ) Me too fine. ( teacher expressing on greeting of students )
- ) Thank you. ( teacher giving thanks on student’s supportive role )
- ) Would you mind telling me please? ( teacher asking question politely to the students )
- ) Fine and you? ( teacher replying on student’s greeting politely )
- ) Thanks classes see you. ( teacher politely telling to the students )
- ) Most welcome. ( teacher heartily accepting)

**Table no. 4**

**Status of Politeness Terms used by Male and Female Teachers in the Classroom**

Politeness terms Used in the Classroom			Percentage	
Total	Female	Male	Female	Male
214 (100%)	127	87	60%	40%

Here, in all 40 classroom observation the total 214 number of exponents were used by male and female English teachers. Out of them, 60% politeness forms used by female teachers and 40% politeness forms used by male teachers in the classroom. The female teachers used more politeness form of language rather than the male teachers used. But male teachers didn’t produce more politeness forms as seem as produced by female teachers in the same situations or classroom contexts.

The total number of 40 classrooms observation male and female teachers used 214 exponents. I got very few numbers of more politeness exponents used by both male and female English teachers. As a researcher, I investigated the female teachers used relatively more polite form of language rather than male teacher did. I also found that female English teacher’s language was biologically soft, polite

and clear than male teachers did. The male and female teachers were used similar initiation in the classroom. When entering in the classroom male teachers also used polite forms like good morning class, fine and you, how do you?, as like as female teachers used. Similarly, in a same situation or context female teachers also used more polite linguistic forms as well. But only variation was found that female teachers used more numbers of politeness forms rather than male teachers in the class room interaction.

Over all 40 classes, I used observation form and along with it kept the diary recording as well. As a result, the male and female English language teachers used similar discourse filter and hedges. As the received data of this study, female teachers used more exponents rather than male teachers in terms of morphology, turn taking, minimal response, and politeness. There was not any differentiated between them in language use except gesturing, body movement, and teaching methodologies and so on. But quantitatively they were varied in language use even in a same context.

## **CHAPTER FIVE**

### **FINDINGS, CONCLUSION AND RECOMMENDATIONS**

Based on the analysis of data and interpretation of result, the findings of the study were derived. The findings of the study led to some conclusion and recommendations based on the study. So, findings, conclusions and recommendation of the study have been presented as a part of this thesis.

#### **5.1 Findings**

The study mainly concentrated on investigating language variation of English teachers. It was only focused on the language used by male and female teachers in terms of morphology, turn taking, minimal responses and politeness. So, the major purpose of the study was to find out the variation in language used by male and female English teachers in the same classroom interaction.

This study was also limited to the variation in language used by male and female English teachers in terms of morphology, turn taking, minimal responses and politeness.

The present study has the following findings:

1. While doing comparison between male and female English teachers in terms of the using of special vocabularies (morphology), the total 162 numbers of special vocabularies were found. Out of them, the female teachers used 56% words and male teachers used 44% words.
2. While in classroom interaction, the male teachers used fewer words that indicate the turn taking rather than female teachers did. Out of 55 words, male teacher used 46% and female teachers used the 54% respectively.
3. In the classroom interaction, female teachers used more minimal responses or lexical hedges rather than male teachers did. Out of 287 words, female teacher used 54% and male teacher used 46% respectively.

4. While analyzing the politeness, in all 40 classroom observation a few exponents (only four) were found more polite components spoken by female teachers. Out of 214 words, female teachers used 60% and male teachers used 40% politeness forms of language. Comparatively, female teachers used more politeness forms of language rather than the male teachers did.

## **5.2 Conclusion**

On the basis of findings, the conclusion of this study is based on the results shown in above findings. While in the English classroom interaction, female teachers used special vocabularies like; cute, love, nice, cool beautiful, fantastic, more than man did. Normally, both male and female English teachers waited for their turn in the interaction with the students. In this way, female English teachers used more turn taking than male English teachers in classrooms interaction with students. While in interaction, the male and female English teachers used 287 of minimal responses. Out of them, female teachers used 54% and male teachers used 46%. Based on this fact, the female teachers used more minimal responses or lexical hedges such as hum, yeah, ok, yes, alright, and oh, than the male teachers did. Based on the findings no. 4, not always but sometimes or comparatively the female teachers used the more polite forms of language rather than the male teachers in the classroom interaction with students.

## **5.3 Recommendations**

On the basis of findings and conclusion of the study both policy and practice related recommendations have been made here:

### **5.3.1 Policy Level Implications**

The policy level implications of this study are as follows:

- a) The topics like 'language and gender' should be included in the curriculum and syllabus from basic level to upper level. For example,

School Level, Intermediate Level, Bachelor Level and Masters Level as well.

- b) The course book should be constructed for the students and teachers which must be related with the field of language and gender.
- c) The government can make policy to enhance the both male's and female's varieties.
- d) The government or the related authority should develop the both (male and female) varieties of language separately.

### **5.3.2 Practice Level**

The practice level recommendations of this study are as follows:

- a) It recommended for the students and teachers of sociolinguistics as a useful manner mainly who are related to the issues like language and gender.
- b) It consulted to the all teachers for providing the trainings issues like language and gender based topics.
- c) This research work recommended for the researchers who are interested to conduct research work on like a language and gender issues.
- d) The people who interested to study they can understand about the linguistic terms or varieties that are used by male and female teachers in classroom interaction.
- e) It is recommended to all the people for applying the findings of this study in their own practical life.

### **5.3.3 Further Research**

In this study, the researcher tried to find out the language variation between the male and female teachers in the classroom in terms of morphology, turn taking, minimal responses and politeness. It has broad area for conduct the research on language and gender. Several researches have completed under this topic. If any people who interested to conduct research activities on the issues like language

and gender. Intended to completion the study they will get the detailed information about linguistic variation of male and female teachers in same context. Some researchers can conduct the research activities on issues like language and gender viz: 'An Analysis of Gender Difference in Minimal Responses', 'An Analysis of Gender Difference in Turn Taking, Turn Shifting and Interruption' and 'Gender Difference and Politeness in English language and so on in the days to come.



## REFERENCES

- Ali, H.O. (2016). *Gender differences in using language in the EFL classes: from teachers view*. International journal of humanities and cultural studies: faculty of education English department of Koya university Iraq: Vo.no.2.
- Barrie, T. & Nancy, H. (2002). *Language and sex: Difference and dominance*. Rowley, Mass: New burry House.
- Cameron, D. (2007). *Verbal hygiene*. London: Rutledge.
- Crystal, D. (2008). *A dictionary of linguistics and phonetics* UK: Blackwell.
- Dai, N. and Zhang, F. (2010). *In gender differences in English language and its causes*: Asian Social Science Journal, 6, 26-29.
- Dhami, L. (2015). *Gender differences and variation in language used by Nepali learners in English*. An Unpublished M.Ed. Thesis, T.U, Kirtipur, Kathmandu.
- Holmes, J. (2008). *An introduction to sociolinguistics* .London: Longman.
- Hornby,A.S. (2000). *Oxford advance learner dictionary*. Oxford: Oxford University Press.
- Hudson, R.A. (2003). *Sociolinguistics*. Cambridge: CUP.
- Lakoff, R. (1975). *Language and women's place*. New York: Harper and Row.
- Monifi, M. & Hadidi, Y. (2015). *Male and Female EFL teachers' politeness strategies in oral discourse and their effects on the learning process and teacher-student interaction*. International journal on studies on English language Literature University of Tabriz Iran: Vo. No.3.
- Nunan, D. (1992). *Research methods in learning language*. Cambridge: CUP.

- Pei, M. (1969). *Words in sheep's clothing*. New York: Hawthorn.
- Richard, J.C., Richard, S., Heidi, K. & Youngkyu, K. (1999). *Dictionary of language and applied linguistics*. London: Longman.
- Tannen, D. (1990). *You just don't understand*. New York: William Morrow.
- Tannen, D. (1996). *Gender and conversational Interaction*. Oxford: Oxford University Press.
- Thu, H.T, et al. (2010) *Gender and language use in EFL classroom*: Alliant International University, San Dieg California.
- Varshnay, R.L. (1998). *An introductory text book of linguistic and phonetics*: Suneat Prienters Barley, India.
- Wardagh, R. (2008). *Introduction to sociolinguistics*. New York: Basil Blackwell.
- Wodak, R, (1997). *Gender and discourse*, London: Sage.
- Yule, G. (2008). *The study of language*, Cambridge: CUP.

## **Appendix 1**

### **Observation Form for Teachers**

This observation schedule had been prepared to draw out data for the research work which was entitled “**Gender and Variation in Language used by English Language Teachers in Secondary Level**” which was prepared under the guidance of **Mr. Khem Raj Joshi**, teaching assistant, Department of English Education, T.U., Kirtipur. I got that all the required data by your supportive role, co-operation, and your trust worthy suggestions that made me reliable and authentic to accomplish this research work effectively.

Researcher  
Dhan Bahadur Khati  
T.U., Kirtipur