

IMPACT OF GENDER IN ENGLISH LANGUAGE ACQUISITION

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ANNOTATION:

Learning English is becoming the crucial aspect for every nation day by day. English acquisition happens in different level in males and females. Some people believe that males are better than females in that area while others contradict with certain statistics. This paper devotes to review certain literatures and identify which gender is dominant learning foreign languages and what are the main reasons for successfully being dominant.

Keywords: gender, dominance, males, females, acquisition, superior, interaction.

Аннотация:

Изучение английского языка становится важнейшим аспектом для каждой страны день ото дня. Владение английским языком происходит на разном уровне у мужчин и женщин. Некоторые люди считают, что мужчины лучше женщин в этой области, в то время как другие противоречат определенной статистике. Эта статья посвящена обзору определенной литературы и определению того, какой пол является доминирующим при изучении иностранных языков и каковы основные причины успешного доминирования.

Ключевые слова: Пол, господство, мужчины, женщины приобретение, начальство, взаимодействие

INTRODUCTION:

The topic of relationships between language and gender is one of the controversial

topics of 21st century. Language is way of communication that is used by people of certain area or country. All the time gender influences the process of language learning around the world. The question of whether females are better in language learning or males are dominant in this area is the main issue of linguistics. That is why it requires core study and observation. The main aim of this literature review is to look through previous written works and to find an answer to the questions of which gender is dominant in language learning and in which aspects gender difference seen clearly. Moreover, the studies and researches of different scientists about female and male language acquisition and use of language in communication mentioned in it to prove given ideas. Last but not least, it also defines which gender are more successful in English acquisition. It includes most recent works of different writers and draw conclusions about them. This work consists of introduction, literature review, conclusion as well as references.

LITERATURE REVIEW:

Language learning and gender are connected to each other tightly that can not be separated. Rate of language acquisition is up to gender of learners. Because it goes differently in both genders due to differences in way of thinking, construction of brain as well as how to interact with others. First of all, difference between the terms gender and sex should be clarified. The term "gender" is used to distinguish female and male from their socio-cultural behavior while the term when it comes to biological differentiations, the term "sex" is commonly used (Holmes, 2001).

According to some theories, performance of both gender at school for all subjects is totally different. Boys attitude towards school and education in it are totally negative. They consider school as boring and they feel reluctant about doing homework. Marks and Flaming (1999) states that the proportion of early school leaving is 3:2 (males: females). Moreover, Murni Mahmud (2018) founded that boys perform lower in literacy skills at school. When I worked at school last year, I saw that more than half of boys tend to be less productive during the lesson and they have lack of problem solving skills. On the other hand, girls always have strong interest for reading comprehension and they read more all the time.

According to Wang Qian (2015), women left hemisphere is stronger than men which make them better in language expression and short-term memory. On the other hand, right hemisphere of men develops earlier than men. This gives strengths to men in spatial perception, analysis, comprehensive ability and experimental observation. He also noted that women have more developed sound and pronunciation organ which makes them able to be good at speaking aspect of language which is essential for English language acquisition. American psychologist Michael Bryant (2015) claimed that men are more talented in style of learning based on visualization in which they gain new information by the help of visual aids while women tend to be dominant in an auditory perception. That is why girls listening comprehension ability is better than boys. Additionally, females are good at in logical thinking which is one of essential requirements of English language acquisition especially in grammar and reading comprehension. That makes women more successful than men.

When it comes to communication, women use different way of speaking than men. women will use many positive politeness

strategies than men in verbal communication. (Hobbs.2003). In addition, Griffin at.al (1999) found out that women also dominant in non-verbal communication: more than half of females establishes more eye contact than men do while some of them use more gestures and nearly all of them typically smile more often than a male does. Females are good not only at communication but also at memory tasks. Women superior in verbal memory and fluency. According to Murni Mahmud's (2018) opinion, differences of men and women in communication can be seen in non-verbal communication as well. Griffin et al (1999) mentioned that females apply more non-verbal communication than males. He also noted that in communication style of females there are a lot of eye contacts, gestures as well as smiles.

Successfully language learning comes because of well-designed plan and strategies that learners utilize. There is no universality for this topic. According to investigation of Chang (2003) on a group of high school learners in Taiwan who were learning English, females significantly surpassed males in the using strategy types namely cognitive, compensation, metacognitive, and social strategies. Lan's (2005) observation in Taiwanese elementary school learners indicated a significant difference between boys and girls in the frequency of strategy use. In this study, again girls are dominant in using strategies for learning English than boys. Moreover, In the study of Embi (2000) observing the LLS of secondary school learners learning English language, it is also proved that men are behind women in acquiring strategies while learning. It also showed that females use more classroom and out of classroom strategies, and exam language strategies when males rarely apply for them. Furthermore, Simin Zeynali (2012) also studied LLS use of 149 Iranian students at institute in Tabriz. Zeynali's results show that females have

significantly higher affective scores (M=22.0097) than males (M=19.5435) in use of language learning strategies.

On the other side of coin, males have great interest to use strategies in comprehending language especially among learners of higher education. As an example, Wharton (2000) investigated learning strategies of university learners learning Japanese and French as foreign language in Singapore. Result showed that males follow language learning strategies significantly higher than females.

CONCLUSION:

To sum up, language learning and gender are correlated topics and one of the important topics of recent studies. This area of study is developing day by day towards confirming changes and stability. For that reason, I tried to make literature review on this debatable topic. The main focus of this literature review to investigate recent works of linguistics on the question of which gender is dominant in language learning. It was crystal clear that females are better than males in the areas of memory because of high-developed left hemisphere. That makes them be successful in expressing language and short-term memory. In communication, the sound and pronunciation organs of females developed better than males. That means that they have dominance in interacting with others. Moreover, women tend to use strategies more when they are acquiring new language. Paradoxically, men have also strength in using strategy use in some parts of the world. It means that both genders are good at using strategies. It is important to note that before making a research I was tend to think that males are good at learning language and they have stronger memory when it compared to females. But, for sure it can be seen that women are dominant in this area with higher

rates which are mentioned above. Last but not least, my further works will be associated with making real experiments and case studies about this controversial topic among Uzbek learners especially among school children

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