

Language of Adam and Eve: A Comparative Analysis on Linguistic Representation of Gender

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ABSTRACT

In the light of gender language analysis, this qualitative inquiry explored the comparison of male and female language learners, the ways on how male and female language learners present their ideas, and the insights of these learners on the power of language to represent a gender. Seven SHS students in a certain public school were interviewed while another seven for the focus group discussion. Corpus-based analysis, in- depth interview, focus group discussion, transcription translation, intensive review of related literature and thematic analysis were used to gather and validate data. Differences in linguistic features such as intensifiers, tag questions, rising questions on declarative, and adjectives were found in the essays. It was also found out that male learners are direct, present brief and concise ideas, and use personal experiences in presenting their ideas, however, female learners use lengthy sentences, emotional, address the subjects personally, and poetic in expressing their thoughts. Moreover, male learners had viewed that language must be used neutrally, language has a power to support a stand and a form of one's expression. Nevertheless, female learners perceived that language rejected the idea of gender-bias, frees oneself, and believed that gender fairness should be promoted in language use. Further it was recommended to know the different writing styles of our students most especially that gender was one of the factors to be considered in the written output of our students.

Keywords:- MAED-Teaching English, Comparative Analysis, Gender, Linguistic Representation, Philippines.

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CHAPTER 1 INTRODUCTION

Rationale

From the moment we are very small, we are surrounded by gender wisdom. For gender is so deeply rooted in our systems, our attitudes, our values and our expectations that it seems to us to be very normal. The world is swarming with gender ideas of which these ideas are so prevalent that we take it for granted that they are real, embracing popular proverb as scientific fact. However, it is our job to look beyond what seems to be in our common sense and discover not just what reality might be behind it, but how common sense came to be. It is mainly because gender appears normal, and gender assumptions seem to be universal facts, that we need to step back from a new perspective and analyze gender (Eckert & McConnell-Ginet, 2013).

Further, gender can be defined as the social roles which both genders, men and women play. It is also the power of relationships between gender which sometimes have a deep effect with a person and often with management aspect. Also, gender does not only talk with biological sex or with male and female biological distinctions; culture, social relations and the natural environments similarly shape gender. Therefore, people in different parts of the world have developed different gender roles based on their beliefs, cultural norms and rules. Women and men's gender roles include different labor duties, decision-making processes and information (Huisinga et al., 2001).

In the context of the 21st century or with the digital millennium, gender is often mistaken as the present situation to which women must be more socially active and must take an active role in different community-based activity and different sectors. While, on the other hand, it is still undeniable that there is certain community which women were treated as inferior compared with men. Further, in the late 1960s and 70s, the feminist movement gained momentum in the United States along with other groups who fight their human rights that in recent centuries promoted equal rights for all genders after witnessing women's gender being domesticated by cultural norms, religious beliefs, social marginalization showed great promise for the few women (Robson, 2016).

Gender roles in societies have recently changed with the fact that women now performing the same role as men did especially in the ownership of leading prestigious companies which involved skills in controlling personal businesses, managing and supervising big organizations as well as with the leading partisan groups. Also, women today have received higher academic recognition from all men's fields. Thus, it is undeniable to note that the 21st century illustrated a fair involvement of both genders from various activities as opposed to the early centuries that kept women behind by being responsible for domestic chores (Duflo, 2012).

In the language context of this study, language is often seen as a medium for thought, an expression mechanism that mediates the transmission of thought from one individual to another. Language also plays equally significant social and emotional roles in everyday life. The fundamental role of any language system is to connect meaning and expression to give thought and feeling verbal expression (Finegan, 2008).

Language is what helped civilizations to rise. The only way to understand the great minds of the past is through researching the current written documents of that period. Language is a medium by which concepts can be created and stored as representations of reality, and shared in the cycle of human relations. Language is social by definition and is therefore inseparably linked to people who are its creators and users; it evolves and develops together with society's growth. With the growth and creation of a society it emerges and evolves. It dies when the society dies.

Language is the principal form of human thought and self-expression. Language is the result of an objective world, and in exchange for shaping people's inner world. Several debates have been held on the aspect of sociolinguistic methods used in the study of genderlect in language. Further, it can be noted that language and gender refers to the relationship between the male and female languages. The difference of gender should not only be a reflection of both genders' words but also an identity and likeness of their different styles of living and attitudes. Language and gender study is divided into different fields, however, in this research, different language characteristics and how they express thoughts particularly of male and female learners will be focused (Gu, 2013).

Purpose of the Study

This qualitative corpus-based and phenomenological study aimed to explore the differences between male and female learners in the use of language, and the impact of gender on language used and expression of thoughts.

At this research stage, treating diverse learners with different perspectives with the language and gender preference is a social issue and a phenomenon which actually existed in the field of education. Teachers who treat these learners face several encounters that sometimes put them at risk, endanger them or make them frustrated and dissatisfied. By their contact, they will create a common familiarity with these everyday undertakings, enabling them to cope with various themes. Therefore, these themes became part of their daily lives; in their conversations they reflect socially on themes. This qualitative research,

phenomenological and corpus-based approach added the utility of the linguistic representation in researching language and gender issues to the growing body of knowledge. Through this research, we, as researchers, obtained an influential information that would help us understand how human beings establish perceptions about a social phenomenon such as language and gender issues. It also explores potential guidance for teachers with gender-sensitive teaching methods to promote learning within the classroom.

Furthermore, the research also analyzed the learners' corpora with the used of the different linguistic features as presented in the essay of the students. Also, the purpose of this study was to search, compare, document and understand the participants' varied views of the world as they put their personal point of views on several concepts into words. Moreover, the intent of this study was to seek, listen, and understand the unheard stories of the participants as they willingly shared their experiences during the interview within La Filipina National High School. Therefore, this thesis aimed to gain additional knowledge regarding language and gender in the field of research.

Research Questions

1. What are the differences on linguistic features of male and female learners' corpora?
2. How do male and female learners present their ideas as representation of their gender in writing?
3. What are the insights of male and female learners on the power of language to represent their gender through writing?

Theoretical Lens

This qualitative corpus-based and phenomenological study is anchored on the theory of Lakoff (1975) which mentioned that women's words of speech is distinctive with men with different characteristics identified. It is women who employed different forms that helped them convey messages with uncertainty as they are talking. As Lakoff says, some of the linguistic features like of the lexical distinctions, tag questions, speech acts of commands, linguistic expletives and question intonation are more correlated with women than men. It is analyzed that women who used these linguistic structures and features are considered vulnerable, inferior and helpless. Although some considered that male language is better as they are direct in describing things. However, on the contrary, women are verbose as they used more adjectives, adverbs, and intensifiers to create a better picture of what they are trying to describe. Through his work he represented the socially impotent language of women. These notions thus present the view that language and gender are inseparable.

As for Wardaugh (2016), men and women use a language in different ways. These variations that emerge from the structure, the shape, the vocabulary, the syntax, etc. He advocates that both genders have different voices in terms of features such as the disparity in the use of verbal abilities. For example, in terms of vocabulary, women tend to use colorful words and retain adjectives such as beautiful, sweet and beloved which are rarely used by men. In short, men and women have different ways of using a language, because they are educated differently and have different roles in society.

Further, Tannen (1990) also believe that men and women are part of the different subcultures. They have been raised differently since they were young, so the ways they use the language vary. Young children allocate most of their time playing with the other children having the same sex during their formative years. As a result, they have learned to use the language only that is suitable in that situation and context. Also, it is emphasized that men used the language of reporting compared to women. This only means that men mostly describe events or situations most of the time while women show more and greater understanding of the situation of someone. Thus, we can conclude that men like to talk about the facts and to avoid feelings. On the other hand, women are more likely to include feelings in their conversations to establish closer links and connections with the one they are talking with.

Lastly, the study is also fastened on the theory of Teubert (2005) which explained that linguistic corpus is a theoretical conceptualization and a language research approach. It is not a mere methodology but a claim that it works with the actual language data taken from the dialog in a compilation of principles into a corpus. Likewise, the theory is bound by the parameter in Leech's Theory (2005) that corpus linguistics identifies a new search for inventiveness and, in addition, a new philosophical approach to the topic that describes the characteristics of corpus linguistics as a new paradigm.

Significance of the Study

This phenomenological study would add to the importance of teaching the inseparable nature of language and gender to learners. It is through this research that we obtained details about the differences in presenting thoughts among these male and female learners on several concepts in the writing aspect.

In addition, the results and significant data that we got from this research would be useful in attaining the quality education as the main target of the Department of Education. So, this research is a premeditated and deliberate way of promoting our country's quality education through incorporating gender-sensitive language, images and approaches on teaching pedagogies. Further, the research would also make the students aware of their personal linguistic and gender relations through writing. Students will grasp the idea that although language and gender are linked, they create rooms for differences that are influenced by certain factors. The research, thus, help young people know their sexual rights and appreciate them.

Lastly, the study provides insights for teachers to give emphasis on each student equal value as a human being regardless of sex and gender. Therefore, teachers should not cause them to believe that one sex or gender is superior to the other in terms of instructional materials, classroom activities and addressing learners needs and attention. Thus, it is important to note that language and gender studies become a model for other sociolinguistic work. In which, to provide a more acceptable explanation between language and gender relationship, a more comprehensive study will be carried out.

Definition of Terms

Language. Language is mainly a means of communication, and contact takes place almost always within a social context of some kind. Language is inextricably linked to our notions of who we are on both the personal and broader levels of society. Our ideas of who we are on a personal as well as a wider level of society. We express our individual thoughts when we use words, as well as the cultural beliefs and practices of the cultures we are part of: our families, social groups, and other associations (Amberg & Vause, 2010).

Gender. The male - female biological differences is constant. But the social role they are expected to play in history varies from one culture to another, and at different times. Gender as a concept encompasses the material, financial, political, and cultural qualities and resources of being both male and female. Men and women in most societies differ in their practices, in access to and control of resources and in involvement in decision making. And women as a group have less access to resources, opportunities and decision-making than men in most societies (UNESCO, 1999).

Gender is acquired. If we say that women are biologically frail, passive or fragile, we say nothing about nature, which is the only natural thing, but our socialization is mirrored. Part of this is to find these characteristics as natural as if they emerged out of our biological sex (Andersen, 1983).

Linguistic Representation. Our ability to reason over utterances as intentional actions is an essential ingredient in language use. The underlying basis for such logic is the linguistic representations. Intention is a form of deliberation; thus, it abstracts from considerations that do not influence the preparation and choice. In the case of communication, abstracting from the conversation cooperative processes distills a communicative purpose that documents the utterance's grammatical definition, its ties to the context, and its contributions to the conversational record (Barker, 2002).

Delimitation and Limitation

This qualitative corpus-based and phenomenological research is delimited on the examination of the linguistic features given by Lakoff (1975) present on the different essays written by the senior high school learners of which these essays represent their insights and perspectives with the topic given. In the conduct of the study, we randomly selected three Grade 11 and 12 sections from La Filipina National High School. From the three sections composing with 50 plus learners, we purposively selected 50 samples consisting 25 male and 25 female as participants to write an essay subject for content-analysis which their essays will be used as the corpora of the study. Also, from the chosen 50 samples, we have chosen fourteen learners forming seven females and seven males which will be utilized as the participants in the conduct of the focus group discussion and in-depth interview. Lastly, this qualitative research inquiry was conducted from November 2019 to October 2020.

However, we recognized the limitation of this study to which this research may not able to achieve the generalizability required of this report. Because of the small sample that participated in the study, findings may not be generalized and statement of having reached valid conclusions cannot be fully supported. Furthermore, due to the fact that the real stories shared were past occurrences and were subject to human error in terms of memory. We cannot guarantee the complete recollection of all the participants' experiences. Also, since the analysis of the essay was our objective review of its linguistic feature, we acknowledged that other people and researchers may find another way of analysis.

Organization of the Study

Language and gender study also focuses on how the language varies from the gender viewpoint. However, in this research, our qualitative probe route began to describe the essays of the learners on several topics

Chapter 1 addresses the very essence that men and women exercise equal rights and opportunities today however, on the context of language, disparities are present. It accentuates that language and gender are inseparable.

Chapter 2 deals with a variety of studies and reading of language and gender, communication style and gender, linguistic features of language and gender, language and gender representation, and communication style and gender.

Chapter 3 deals with the study design, the role of the investigator and the participants involved. Includes data collection and analysis. The trustworthiness and integrity of the report and its ethical criteria are clarified together.

Chapter 4 presents the results of the study. The results have four main parts namely: the participants' data, the data analysis, steps and procedures in coding and evolving themes, the responses to the interview, and the synopsis of the responses.

Chapter 5 discusses the results. It explains further the most important findings relative to the literatures included in this study. This chapter also encloses implications of the study, suggestions for further observations in the field of research and on educational practices. The last part of this chapter is the concluding remarks of the researcher.

CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter presents the following studies, articles, concepts, and citations which are the supporting related facts that will give an insight about the understanding and analysis of the linguistic feature of language applied in context of the essay with considerations of gender.

Language and Gender

According to the study, language and gender is an interdisciplinary endeavor as it ranges from literary studies to psychology to sociology. It also includes anthropology, communication and linguistics. It is greatly emphasized by Lakoff (1975) during the nineteen-seventies that there are features in the speech of women that is distinctive compared with men. This article of Lakoff became a crucial part in the feminist movement (Eckert & McConnell-Ginet, 2013).

Further, another study emphasized different significant emerging themes in the aspect of language and gender at the end of the 20th century. One of which is that women found out to utilized different forms of language like hedges and fillers to express their uncertainty when talking. In Lakoff's point of view of language, some of this linguistic forms includes lexical distinctions, tag questions, strength of directive speech acts, expletives and question intonation of which these linguistic forms are more associated with women compared with men. Thus, authors concluded and gleaned that women who always used and utilized these features are considered to be not only weak but also inferior and powerless (El-daly, 2011).

Also, another author refers to the ideas of Lakoff suggested that both genders' language is interrelated. The speech of men is the unmarked standard form which sets the benchmark to which the female speech was considered to be a marked form which leads to the generalization that women speech is most likely powerless. Moreover, other authors criticized Lakoff's approach as a deficit theory since her analysis was not centered on empirical research and her finding assured that women's speech had uncertainty and lack of confidence on the part of women (Wardaugh, 2016).

Further, verbal communication also varies based on gender. Example, the male's characteristics tend to avoid personal stories, attempts to dominate the conversation and they are less likely to listen who are more aggressive and are more prone to interrupt a conversation. Moreover, the female's characteristics tend to share or offer personal stories and are concerned with equalized output, form groups, listen carefully and attentively, and allow themselves to be interrupted more. On the other hand, there are also non-verbal communication differences which is based on their body language, such as the facial expression, eye contact, posture, bodily proximity, and touching. Women shows more facial expressions compared to men. They prefer to have an eye contact to the person they talk to, whereas men tend to avoid doing so (Graham, 2016).

Lastly, women flourish on harmony in relating to others while men thrive to compete and achieve. Women use intuition, whereas men use analysis and reason. Women are more cooperative, while men are more assertive. When given a task or project, women ask many questions before starting while men want to begin working immediately. Women want to feel whereas men want to think (Graham, 2016).

Communication Style and Gender

In communication, women are more likely to talk to other women to share problems or need help in making a decision, while men keep their problems and personal issues to themselves. Women look for something in common and ways to connect with other women, making them more relationship-oriented. While men tend to assess a relationship based on status and dominance. Women share experiences and asks questions to build rapport, while men would rather tell and give information than ask questions. In terms of disagreements, women tend to let it affect all aspects of their relationship whereas men can disagree about one thing then move on to another subject like nothing happened. Women build relationships at work to get things done while men build relationships with each other as they work on tasks (Lieberman, 2016).

Also, in Psychological input, both genders differ by the way they act especially from the way they communicate and convey ideas and to the way they attempt to influence others. These specific difference in gender in terms of communication process influence another which also have implications as to how men and women respond and relate to others. The biggest difference in the style of communication between men and women can be traced down the fact that each group view the purpose of conversations differently. It has been supported by an academic research conducted that there is in fact a psychological difference between men and women that women regard communication as a tool to enhance and create social connections and relationships. However, men regard it as a tool to exert dominance and achieve tangible outcomes (Merchant, 2015).

Further, it is also emphasized that women are more expressive, hesitant, and well-mannered in the communication process while on the other hand, men are firm and power-hungry. Also, both gender differ on how they relate to others because women strive to be more social in interacting with others, while men value more their independence. In general, academic research showed that women, in their interactions with others, are more social emotional while men are more independent, unemotional or unattached (Basow & Rubenfield, 2003 as cited by Merchant, 2015).

In communication styles, theorists proposed that these gender differences place women at a lower side especially when communicating with other people compared to men. It is because, when speaking, women are timid whereas men are known to be more assertive making an impression that they are more confident and proficient leaders (Lakoff, 19753 as cited by Merchant, 2015).

Both genders are distinctive in their approach to communication. Furthermore, each gender has different needs, goals and values as to how they communicate. To maintain and create successful relationships, the key is understanding these differences and understand how each other communicates and also how they would adapt the style of the other. It is identified that the main differences in communication styles between men and women are as follows: men are goal-oriented making them achieve results while women, on the other hand are relationship-oriented where they always consider one's own feelings and emotion (Gray,1992 as cited by Merchant, 2015).

Meanwhile, when faced with resolving a crisis or coming to a mutual agreement or conclusion, men and women differ in communication style as well. These kinds of situation, talking about and resolving conflict, have the most common communicative style mistake made by both males and females. When attempting to resolve a problem, men have the urge to follow their natural tendency to offer a solution while women are most likely to seek empathy and understanding from the other party and are naturally inclined to offer and give unsolicited advice. These natural tendencies, since men and women approach conversations differently, often create a rift and disagreement between men when communicating with the opposite sex (Gray, 1992 as cited by Merchant, 2015).

Linguistic Features of Language and Gender

The linguistic features of language can be seen or observable or even measure in every single macro skill of the language. In speaking, in terms of speed on the average, while both genders exhibited almost the same behavior, men expressed more information than women at the same speech rate for men are more direct compared with women. However, it is added that women always consider the comprehension of their listeners and how they are going to interpret what they are saying. Thus, it is concluded that men are direct and concise which allows them to generate a lot of ideas (Priva, 2016).

In addition, another study experimented how the speech rates of both genders matters in doing different task like reading a passage and engaging oneself to speech or a conversation. The author of the study concluded that, male speakers speak more direct and faster and the only difference between genders is the articulation of words they are reading in the passage given. Also, the author mentioned that male speakers showed higher pitch and intonation during the first reading of the passage given but, however, the two tasks given seemed to have no significant effect (Lee & Doherty, 2016).

On the other hand, another study was conducted which investigated the significant relationship between two ways of communication: the speaking and interpretation which are believed to have a complex linguistic and neurological processes. Result of the study showed that there was no significant difference found between two genders regarding the quality of simultaneous interpretation and at the same time speaking. Moreover, with the aspect of the speaking speed and pace, a significant difference was found out of which male speakers opted to talk faster compared to female speakers (Hasanshahi & Shahrokhi, 2016).

As to the preference of topic or argument, one difference is that women thought of men as arrogant whereas males thought females as highly emotional. This proposition may be supported with the idea that both genders consider conversation in different aspects. For women, conversation is the way to nurture and strengthen closeness while men consider conversation as the opportunity to contain power. The idea that differences of genders in choosing topics is the result of the different perceptions of both genders of styles in communication (Mahmud, 2010).

A study about the Facebook messages of males and females revealed that the language used during discussion inside Facebook by the female participant was more welcoming, sympathetic, well-mannered, and sometimes slightly more assertive of which the author claimed that females were more personal and personally affective speaker whereas the language used more by the male participants was unkind, antagonistic, and neutral. Thus, the author claimed that male speakers were more factual in speaking their thoughts and avoid simultaneous talks (Park et al., 2016).

When it comes to turn-taking, women take more turns in conversation that can be gleaned and analyzed that they are insensitive and full of assertiveness (Ghilzai & Baloch, 2016). However, on the other hand, men were found to be talkative and more active in class when the teacher is female while on the other hand, they opted to be passive and quiet when the teacher is boy and opted to talk only when asked directly a question by the teacher. Thus, author concluded that teacher's gender is a factor with the participation of the male students (Iqbal & Azhar, 2019).

One study about the turn taking of students in a gender-mixed classrooms revealed that having female teacher, male students were more ruling the class compared to the female students who hardly participated in the class. Male students eagerly participated in classroom discussion. In addition, the male students also interrupted the teacher and the female students'

complements when they tried to contribute and participate to the discussion. On the other hand, at the faculty of Economics, female students take more turns compared to male students. They ruled the classroom discussion as compared to the male students. Thus, the author concluded that the gender of the teacher played an important part in shaping the discourse taking place in the classroom (Iqbal & Azhar, 2019).

Further, another study about the turn taking system and repair strategies used by Iranian EFL learners in 10 EFL classrooms was conducted of which the result of the study revealed that the teacher opted and always choose the female students to take turn to talk in every classroom discussion especially with voluntary discussion while voluntarism was commonly used and utilized by the male students especially in choosing topics to discuss (Chalak & Karimi, 2017).

In speech, a different degrees of directness were identified which are analyzed and determined as part of the social and cultural conventions of which these degrees are identified in different degrees. Then, there should be a balance between directness and politeness when we are trying to communicate with our audience. Direct in speech is the quality of the speaker to be direct as possible in uttering specific points of the speech (Nordquist, 2020). Also, women used more an indirect communication pattern like in modest request which substantiates consideration and politeness with regard to others (Vaezi, 2015).

Furthermore, a study about the gender verbal communication behaviors of male and female revealed that a particular gender like of male and female displayed specific behaviors. Similarly, the author also pointed out that males utilized more vocalized pauses with concrete examples compared with females for their utterances manifest greater verbal fillers, questions, and qualifiers or adjectives than hedges than that of males. This consistency in the findings indicated that verbal communication behaviors of both genders influenced the directness of their speech (Opina, 2017).

A study about the level of intimacy and communication between couples was conducted and the data showed that women have the perceptions that they shared more personal information with their partners. But still, they were less trusting of and even more comfortable with their partners as compared with men (Ubando, 2016). Talking about emotion and intimacy, sexual satisfaction and relationship satisfaction, both genders are alike which they felt like their partner had a positive communication style led to greater feelings of intimacy as well as relationship satisfaction (Yoo et al., 2013).

In both conversational styles, it has been found out that negative feelings such as sadness was obtained by women, while on the other hand, the feeling of excitement and calm state was demonstrated by men. As it is to be based with the experiences and expression, women show more intimacy or emotion in delivering their thoughts and ideas in speech, as women take the conversation more personal. Further, experience-based studies supported and strengthened the fact that the differences with due regards with emotional expressivity between genders indicated that women are more emotionally expressive and intimate as compared with men (Latu, Schmid Mast & Kaiser, 2013).

Also, it was found out that the gender who are emotionally expressive and open with their emotions are women as compared with men. Similarly, it is women who are expected to smile more often who show more sadness, fright, and remorse. Further, each gender was linked with specific emotions and feelings, however, women are known to be self-reported experiencing more emotion who tend to be more expressive than men. As such, based from this propositions and findings, women are emotionally expressive and open with others while men active, firm and powerful when it comes to attitude and behavior (Simon & Nath, 2014).

In addition, it was supported that men dominate the discussions of topics by showing insistent mode and strategies. They have utilized different mode of strategies like interrogation with women's idea and concept, changing the discussion of topics, disapproving and appealing to conflict, and sometimes, men opted to be silent to hesitate women. Also. one speaking strategy of men is that they are asking question, though it is not frequent to shift the discussions of topic which they find ways to refuse the uncomfortable issues by challenging women and by controlling the conversation and maintained their dominance by ruling the conversation. Thus, from this technique, we can conclude that the person who controls the topic is the person who controls the interaction (Hellum & Olah, 2018).

Furthermore, studies also revealed that men and women have different orientation when it comes to conversation, men are self-oriented and women are more other-oriented. When speaking, men used speaker-oriented question that are used to look for and gather more information and details and to establish power and competence towards the listener and viewer. These strategies were used by men to overpower others from taking turns and occupying the central stage for the speaking activity (Tenorio, 2016).

Questioning is important in the communication process since it could be a way for the speaker to establish rapport with his audience and listener. In using question like tag question, women prefer to convey their thoughts less harmful and less forcefully than men which can be seen in the use of tag questions of which it can be associated as expressing tentativeness (Coates, 2016). Intensifiers are the linguistic element which modify the degree of an agreeable expression. Men use fewer intensifiers than women and that this has not changed fundamentally over time. However, intensifiers have come to be used more frequently which

is possibly due to the spread of a stereotypically feminine. Further, the author noted that female and male middle class speakers have also become more similar in their use of intensifiers unlikely those from the upper and working class (Fuchs, 2017).

There are two major types of fillers which second language users frequently used. These are the lexicalized and unlexicalized fillers. Lexicalized fillers include what do you call this, okay, yeah, right, actually, etc. In other words, these are the lexicon or words that were used by the speaker to fill certain pauses. While unlexicalized fillers include ahm, ahh, ey, etc. or those prolonged sounds that the speaker used in certain pauses during the speech production. However, in context of the study, it was found out that women often used more fillers compared to men. They used fillers to fill pause, mark of hesitation, holding turn, empathizing, mitigating, and interrupting (Navratilova, 2015). There are many types of hedges according to structure and this includes adverbial hedges, adjectival hedges, phrasal hedges, and generalized adjunct. In context of the current study, it is noticeable that women used more hedges compared to men speakers that we can say mostly, the speeches of women tend to be tentative. It is noticeable that female learners used hedges like, "I think" and "I'm sure", to a greater extent than male speakers. This observation is parallel with the proposition that the one who used and utilized more hedges in the communication process are women as compared to men (Engstrom, 2018).

There are many ways of which listeners and viewers can indicate affirmation with regards to the idea presented by the speaker. It can be a nod, smile, or waving of hands. However, in context of the current study, affirmation is observable in the conversation of both speakers by quoting reference from that person's idea. Further, authors believed that non-verbal cues and communication types greatly contribute an impact in the communication and conversation processes. For example, one study utilized this notion that when men are listening to others, they tend to remain still (Meier, 2018).

Language and Gender Representation

There are many ways of which language was used to represent the gender of a person of which one important points to be noted is that, language must be used neutrally. It must be used neutrally and fairly for all genders to prevent hurtful feelings and helps one being sensitive at all times, is one of the views shared by when they were asked about their insights about the language use which is supported by Sczesny, Formanowicz, & Moser (2016) on Gender-fair Language Theory. Furthermore, two major principles were known in making languages gender-fair and to treat both genders symmetrically: neutralization and feminization. First is the neutralization which is attainable by using generalized term like from policeman to police whereas feminization relies on the use of feminine forms to make female referents visible (Vervecken & Hannover, 2015).

Similarly, the use of sexist language is emerging knowing the fact that gender roles are also changing especially in the 21st century. For example, going back to the past, girl can be meant to both young peoples' gender while youth indicated only a young man. However, in today's era, the term girl only applies to young female persons, while youth can refer to both young persons of either sex. Thus, sexist language must be used at all times so that a gender-sensitive and gender-fair languages will be addressed at all times (Gustafsson, Lindholm & Sikstrom, 2014). In the concept of neutralization, from gender-marked terms present in all aspect of communication, it was replaced to gender-indefinite nouns to address equally and fairly both gender throughout the communication process of which, this idea and notion can be addressed in so many ways depending on the speaker's preference. Also, one common strategy in avoiding gender-biased languages is with the use of pronouns that is much considered as gender-sensitive like generic pronoun he/she and even with the use of they. It is now the technique of the speaker again on what pronoun he will be using (Paterson, 2014).

Further, one of the views of the male participants cited that one must cite his ideas based on the subject matter fairly and with the use of respectful language. The language must conform to its function which is to convey, inform, and to give information and it should avoid and reduce stereotyping and discrimination especially in giving address to women and men (Maass et al. 2013).

Moreover, women view language as it presents a stand and salient points of the essay firmly and solidly, put strong tone and command in writing, and make ideas more elaborate, constructive and directive which supports the claims of which stated that language is used to perform the function of letting other people know the thoughts, ideas or emotions when people wish to express your thoughts and feelings to the person talking to. Language helps express one's feelings, desires, and queries to the world which firmly supports a stand. Through the use of language, one can express what truly is in the mind and it supports the idea by using proper words to give emphasis to the ideas presented (De Valoes 2014).

Also, language supports a writer's position towards a certain subject which was construed by some authorities that language functions include conveying of information as well as inviting others like the listeners to engage themselves in the communication process. It is now the discretion of the speakers to choose specific and the exact words whether to align or dis-align themselves with the recipient of their speech or with their listeners and viewers for as long as they are following the basic and particular grammatical constructions. Thus, this only means that to support a stand and to strengthen the ideas presented, it always depending with the choice of words and the grammatical structures employed (Ahlsen, 2005; Armstrong & Ferguson, 2011). Social functions of language were ratified and that language is used to express oneself especially their thoughts, opinions and perspectives as well as their feelings and emotions towards certain subject, issue, event, etc. Further, another function of language

is to influence and even manipulate the listeners and the people around by giving emphasis on salient points to be understood. On the other hand, functional theories of language explain the very essence or purpose of learning the grammatical structures so that the speaker or the sender will be understood by its listeners and receivers for grammar was tailored to serve the communicative needs of its users. This serves as an important tool of language in communication wherein this supports a stand by using correct words to be conveyed among the receiver (Alqahtani, 2015).

Correspondingly, language is seen as a way to communicate with others like in conveying thoughts, ideas, concepts, or even a feelings. Also, if language is put into text, it not only makes the listener to do something, but the activities were consistent with what the speaker wants. This can be done by the speakers through sentences that express a command, direction, demand, or seduction which is congruent to the result of this study that in expression of their language, male writers view language as their means of expressing one thought and ideas (Beattie & Ellis, 2017).

Also, language is the ability to produce and comprehend both spoken and written words. The result of the study revealed that one of the insights of the male participants is to use the language as a form of expression. Human thought is certainly independent of language, in fact language is used to talk and think about the world. It is a communication tool used by everyone in their daily life as a means to convey information, and give arguments to others (Asoulin, 2013).

Moreover, one of the male participants construed that language serves as his personal or private identity which is congruent to Rabiah (2012) claims that speakers expressed their stand point on what they speak out. This means that the human personality reflects on how they speak out using their language, wherein they will not only express emotions through language, but also showed emotion through their writings. Therefore, the listener or the reader can understand whether the speakers in an angry, sad, or happy. Language that is used to express a mood or feeling is considered an expressive use of language. Expressive language can reveal a person's happiness, sadness, anger, or other state of emotion (Lassonde & O'Brien, 2013).

Further, the regulatory function of the language serves to control an event, such as approval, rejection, etc. This only means that language functions as one's avenue to express the ideas presented in the mind which is drawn freely based on one's experience. It allows people to communicate their thoughts to others by sharing their common ideas (Halliday, 1996). In sociolinguistics sense, language is considered as a means to communicate and to connect among the members of the community and society especially in expressing one's culture. This notion is connected to the very nature of language which to establish social relations and interdependency as well as mutual relations between language utterance and usage, society and culture (Sirbu, 2015). On the other hand, language must be used to express one owns feelings and emotions and to conveys the idea to be presented, thus, it should reject the gender bias even in writing. Speakers of different languages tend to share different perspectives and insights about the world; however, language sensitivity is considered to avoid stereotype that may lead to social and mental chaos (Hussein, 2012).

Moreover, having equality in gender through the use of gender-fair and gender-sensitive language is an essential nor effective way in communication wherein the main purpose of effective communication has to be conveyed. Also, in context of writing, gender is one of the features of language as interpreted by Stahlberg et al., (2007) as it is always utilized to label individuals. The problem arises when there is a gender-biased languages used in the written material, thus, it is the obligation and duty of the writer to utilized and used gender-fair languages to avoid this problem about gender representations in context of writing (Stout & Dasgupta, 2011).

Further, language as a form of one's expression tend to give freedom to express oneself from both negative and positive emotion a person may experience. This serves as an avenue to express ideas freely with consideration of norms in society as cited by the participants. They handle the tension that they were facing through the writing which were thought into text. One alternative solution with anger is to express one's feelings and emotions into writing. It can be a big relief of a person's agony by sitting down and jotting down what he feels. It surely helps a person feel relaxed. Putting all the thoughts on paper is amazing because sometimes you might even produce a great story (Craig, 2016).

Moreover, a person can be able to express ideas in mind without hesitations by utilizing the language into written text, in fact, the language is served as an outlet to free oneself from any problem that a person may encounter. In sociolinguistics, it suggests that the roles and the enjoyed rights of women reflect on how they express themselves into written texts. Their roles have a great effect on how intensified are their choices of words just too give emphasis on its emotion and the intention of the language expression. Language reflects both the individual characteristics of a person, as well as the beliefs and practices of his or her community (Mariani, Mu'in & Al Arief, 2019).

Lastly, gender has been prevalent in the world of research due to its cause of inequality in terms of rights and roles in the society. Even in the use of language in writing, there are tendencies wherein a male is distinguished from female writers due to its choice of words and delivery of sentences. The result of the study is supported by Gender-fair language Theory (GFL) that was introduced as a response to this structural asymmetry and as part of a broader attempt to reduce stereotyping and discrimination in language (Maass, Suitner & Merkel, 2013).

CHAPTER 3 METHODOLOGY

The approach used in this qualitative analysis is discussed in this chapter. This includes the research methods and design, the role of the researcher, study informants, data collection process, data analysis, trustworthiness and the ethical consideration of the study.

Research Design

This study was qualitative by design which utilized corpus-based approach and linguistic analysis. It was considered a qualitative research because it dealt with different procedures in analyzing and collecting of data needed in the conduct of the study which it was systematic and descriptive by nature. It focused on understanding a research problem in an ideal and humane way which was then used to understand and evaluate people's beliefs, experiences, attitudes, behavior, and interactions. In addition, it generated non-numerical data (Pathak et al., 2013).

In context of the current study, qualitative research design is fitted to its purpose which was to examine the linguistic feature of the essays written by male and female learners from a linguistic framework of Lakoff (1975). Also, this study examined the insights and representations of male and female learners about the influence of gender to writing. In addition, these essays were used as corpora of the study which were analyzed according to its contents' structure. Thus, the study did not involve numerical data which was the very nature of a qualitative study.

As defined, corpus-based approach is an empirical method of linguistic analysis, patterns, probabilities, elements and account of the language of which it used corpora as the main data to be analyzed and studied (Teubert & Krishnamurthy, 2015). In the study, the corpora subject for thorough analysis were the 50 essays written by the male and female learners.

Also, this study employed another form of qualitative study which was the phenomenological approach. This approach explained, simplified and described the meaning of the experiences of an individual about a certain phenomenon or problem (Creswell, 2017). In the phenomenological review, it examined the common questions of everyday experiences that are considered to be important phenomena of the average group of people in which it concentrated on explaining the events from the viewpoint of those who encountered them (Merriam et al., 2016).

In context of the current study, this approach was used in explaining the presentations of language as representations of male and female learners with regards to their gender. Also, this approach was used in analyzing, simplifying and categorizing the insights of both learners about the power of language in representing their gender through writing.

Lastly, in the conduct of the study, we noted comments and behavior of the participants to add further to the data provided by the participants. The participants had a series of focus group discussions and in-depth interviews based on the research questions of the study. Below is a description and explanation of the methodology, starting with participants. The procedures for collecting data and analyzing data are also described.

Role of the Researcher

The role of the researcher in a qualitative research is an essential subject and point that needs to be considered for a successful pursuit of any social study and analysis especially with a specific phenomenon. We are highly motivated, inclined and qualified to conduct this investigation in this study because we, as the researchers, are having different gender and teachers by profession and have experienced gender discrimination from which we can also contribute to our informants' feelings.

In addition, we have some writing skills and aptitude, acute intuition, much awareness in psychology, and profound concern to help our fellow mentors become guides for gender-sensitive advocates and to maintain a healthy school environment. Although we have some prejudices, particularly that we can feel what our subjects feel, but we do see that ideas and related studies are valued and taken into account.

Meanwhile, in a qualitative study, it was obligatory that the researcher explained clearly how the different methods was used and utilized. These methods may include but not limited to interviews, documentary analysis or focus groups discussions of which these included the participants complimenting each other during the data collection and data analysis processes (Drisko, 2005; Merriam & Tisdell, 2015). Since the research involves analyzing the linguistic feature of the essays, the researcher's responsibility was to analyze each linguistic feature that is present in the essay as presented by Lakoff (1975) since his framework was the basis of my linguistic analysis.

Moreover, the qualitative researcher should explain of their role whether he was an emic- an insider, who was personally involved in the study or if their role was more of etic- an outsider, more of an objective viewer (Punch, 1998). In this study, we considered ourselves as an objective reviewer who made a close reading and linguistic analysis on the linguistic features of the essays written by male and female learners.

Lastly, since we needed to have authentic and original corpora coming directly from the students, we became a facilitator in the conduct of the essay writing which was done for one and a half hours, half for the discussion proper and one hour for the essay writing. Then, as an encoder, we encoded the submitted output of the students to have my raw transcript of which in this case, I also functioned as transcriber. Finally, after the data were gathered, the analysis of the corpora followed of which it formed my major role of the study, as data analyst.

Research Participants

This part of the methodology specify the participants and sets out parameters for selection and number of participants, method of sampling and strategy for recruitment. One of the most important tasks in the design phase of the research was to find suitable participants because they were the very people who can best provide information about their perspectives, history, understanding, knowledge and expertise about the phenomena under investigation.

Further, selection decisions were based on the research questions and theoretical perspectives. Also, my participants were chosen using purposive sampling methodology as Creswell explained that purposive sampling may be used when the participants of the study is rare or difficult to gather and find. But, the researcher must not forget that they will only utilized this technique if it is the only remaining resource or option (Creswell, 2007; Creswell, 2013; Lingard, Albert & Levinson, 2008).

The participants in this qualitative study were taken from the La Filipina National High School representations of Senior High School learners. A focus group's size varies from 6-10 (sometimes 12) people. The potential of 'collective wisdom' would be limited by fewer than six people, while too large a size makes it difficult for everyone to participate. The two key technical questions to be decided when designing a focus group study are (a) whether homogeneous or heterogeneous people are in a group; and (b) how many groups to have (Dornyei (2007).

A purposive sampling of 14 individuals, 7 males and 7 female learners was used in the phenomenological study. The participants were divided in 2 groups with 7 males and 7 females since the study considered the comparison between the male and female learners' representations of gender in writing. Thus, in this study, the number of participants was within the suggested range of the number of participants (Raagas, 2010).

In a focus group discussion and in-depth interview, it was in immense consideration that there should be no right or wrong answers but only differing points of view where tape recording was needed to be able to capture every piece of discussion. Furthermore, only one person should speak one at a time. Also, the participants do not need to agree with others, but must respectfully listen as others share their views and the most important thing in focus group discussion and in-depth interview was that, the participants must talk to each other to establish rapport and mutual understanding (Krueger, 2002).

Data Collection

In collecting the data for the study, I used the step by step process of data collection given by Creswell (2002) as cited by Dave (2013) which was individually discussed below.

First, since asking permission was the primary step, we asked an endorsement letter from the Dean of the Graduate School of University of Mindanao – Tagum Campus to conduct the study. Next, we asked permission from the School Principal of La Filipina National High School, Davao del Norte to conduct my study within the school premises. With this, we informed first the students about the objective of my study which was to analyze the linguistic feature of their essays and to analyze and differentiate between male and female corpora before we asked their permission and consent that we used their written outputs as the materials of my study as well considered them as being my participants in the conduct of my interview and focus group discussion.

Second was the selection of the fifty random essays from the written output of the male and female learners. For us to establish a thorough analysis of the linguistic structure and the content of the data and to be guided in selecting the essays, we used these pre-inclusion criteria which include: the written output must have a three paragraph representing the introduction, body and conclusion as the basic structure of the essay; and it must be done writing within the time limit given which is one and a half hour.

Also, another method used was the conduct of the focus group discussion and in-depth interview guided with my interview guide. Likewise, for me to be guided in selecting the qualified participants of my study for the phenomenological part, these pre-inclusion criteria were established: the students must be a regular student of La Filipina National High School; must be aged 15-18 years old; and must not have failing grades from the previous grading period.

Third was the linguistic analysis of the linguistic corpora from the data collected utilizing a linguistic framework. The linguistic feature of the essay was identified according to the content of the essay from its introduction, body and conclusion that was based on the linguistic feature given by Lakoff (1975). Furthermore, this study also employed a thematic analysis for the research questions numbers two and three which was categorized according to core ideas and grouped under one emerging theme

for easier understanding and better display of the data being gathered from the focus group discussion and in-depth interview of the male and female learners.

Fourth was the peer-debriefing in which the outcomes of the analysis were tabulated to draw conclusions and recommendations for future researchers on the same topic. The results were validated and reviewed by experts in the field relating to Applied Linguistics which in turn to be my defrieyer to ensure the credibility and validity of my data as well as to reveal any form of biases, perspectives and assumptions taken by me as the initial data analyst or with the researcher's part.

Lastly, since the research materials and the data of the study were the intellectual property and output of the students, it was my prime obligation to secure its safety by any means to secure confidentiality of the written outputs. Thus, I put all the written outputs in one plastic envelope and were stored to my personal locker or private document shelf.

Data Analysis

According to Silverman (2016), the chosen data analysis techniques must describe how the process of analyzing the data conducted and how the conclusions are formulated. However, it is still an obligatory purpose that the researcher provide sufficient and clear information so that the reader can refer through the whole data analysis process and create their own conclusions about how fair the processes used in data analyzing was.

In the study, before analyzing the data, we gathered first the data needed from the male and female output which were the self-written essays and chose the best 50 outputs. Also, we have conducted with the fourteen (14) students the focus group discussion and in-depth interview get their thoughts and ideas about the power of language to represent their gender. Also, as to how gender affects their ideas in writing. With the data at hand, we then identified the linguistic feature of each datum through the lens of Lakoff (1975) to gauge better analysis of the linguistic feature that was presented in tabular form.

Further, with the analysis of each linguistic feature, we used content analysis since there is a need for a thorough analysis and examination with the content of the essays written by the students. Further, content analysis is a systematic, qualitative approach used to analyze the content or meaning of communicative messages. Further, it is used to describe and explain the communicative phenomenon and for analyzing communicative messages that follow a specific process (Allen, 2017).

In context of the current study, we used content analysis to analyze thoroughly the construct of every essay's linguistic feature that is present in essays written by the male and female learners. It is now the written discourses and written messages of the students, or the self-written essays that is considered the phenomenon under study. Further, we also used content analysis to analyze the move structure or sequence of each argumentative essay that is essential for the realization of the research questions of my study.

Additionally, after the conduct of the focus group discussion and in-depth interview, we categorized then the responses of male group and female group separately as to how gender influence their writing and what insights they could give as to the power of language in expressing their gender through writing. After the categorization of core ideas, we named it with one emerging themes aided with coding from the different participants. Later on, after we have analyzed the responses of both male and female learners, we utilized cross analysis of data to provide vivid and comprehensive comparison as to idea and insights between responses and themes of male and female learners.

Finally, the theoretical lens was then interpreted through inventory of related literature on the theme to expound, with a theory, the phenomenon being investigated, which we did ourselves with the help of two wide readers and expert on the interpretation of qualitative study to figure a team, which performed the triangulation. Triangulation can require the use of different methods; especially in focus group discussion and individual interviews and observation from the strategies of data collection (Nelson, 2013). This means that the quality of collecting the data improves with more than one person and thus provides accurate research results. It is easier for me to make an interpretation of my report if the results of diverse researchers turn up at the same decision. I considered many different interpretations before I formed a challenging and readable report, providing a sufficient description in allowing the reader to recognize and understand (Rogers & Campbell, 2015).

Trustworthiness of the Study

The trustworthiness of a qualitative research study is sometimes questioned by the perspectives of the quantitative researchers and part of the perspectives of some readers because it is part of the traditional concepts already that the validity and reliability of a paper are addressed differently between the two research approaches knowing the fact that each approach comes with different purpose, style and attributes (Shenton, 2004; Marshall & Rossman, 2014). Further, Lincoln & Guba (1985) as cited by Shenton (2004) proposed four issues of trustworthiness of a study that demand attention: credibility, confirmability, transferability and dependability.

Credibility of the study was address with the used of variety of methods and approaches upon gathering the data needed in the study such as interviews and focus group discussion or any appropriate methods within the qualitative research design which are

well-recognized research methods (Kreuger & Casey 2009; Padgett, 2016). Similarly, it is defined by Cohen and Crabtree (2008) as the confidence of the truth in the findings of the study. It is a thorough evaluation with the content of the paper whether or not the findings of the research reflect a credible conceptual interpretation of the data.

To address credibility, we used three techniques. First, we presented only the factual insights, accounts, ideas and beliefs of the participants with regards to the phenomenon under studied with the used of my interview guide. Second, in designing the research procedure, we conducted a focus group discussion which extracted the different ideas on how they used language in expressing their thoughts on gender sensitive topic. Third, we deliberately asked the informants to write their thoughts on gender discriminating topic of which in analyzing these data, I adapted the appropriate linguistic frame of analysis by Lakoff (1975).

Lastly, we also asked guidance and helped with my analysis of the essays from my colleagues in the workplace who were also holding a doctorate degree in Applied Linguistics as well as to my thesis adviser for me to ensure that I am in the right path in analyzing the written outputs of the students with due consideration to the main objectives of the study.

Transferability of the study can be defined or compared to which the findings of the study can be applied or transferred beyond the bounds of the project. This means that the findings have applicability on other contexts (Cohen & Crabtree, 2008). In other words, transferability may refer to how well the findings of the current study could fit outside the limitations of the study (Lincoln & Guba, 1985; Marshall & Rossman, 2014; Noble & Smith, 2015).

To address transferability in this study, we included in my appendices some of the data analyses that generated answers to the research questions which included the table of each linguistic feature of the corpora. In addition, the complete set of data analyses were placed on file and were made available upon request from people who need my data especially if they do the same research utilizing different approach. Further, these pertinent documents were labelled properly so that it would always be available and will be placed in a secured area.

Also, it is suggested that in addressing transferability, there must be access to the inquiry's "paper trail" of which the gathered data as well as the findings in the current study can be transferable when applied to other contexts, situations, or individuals that is somewhat synonymous with the context or situation of the present study (Richie & Lewis, 2003; Houghton et al., 2013). Therefore, future researchers may request the results of this study as their point of reference in using Lackoff's linguistic frame of analysis in analyzing essays or any other form of written out put which the framework may be applicable.

Dependability is important to trustworthiness because it is the stability of the research findings and the researcher's attempt to account whenever there are changes in the situations or conditions of the study, design, or methodology (Lincoln & Guba 1985; Houghton et al., 2013). On the other hand, some believed that dependability is hard to predict especially that the needs and situation of the world is always changing. Thus, to ensure dependability, the researcher must give lengthy and sufficient information that are needed to ensure that the research findings and result are highly dependable (Silverman, 2016).

Since dependability is an assessment of quality with the data collection process, data analysis, and theory generation, we ensured that my study was scrutinized by the experts related in the field of Applied Linguistics so that accurateness and validity were achieved and prioritized especially in analyzing the individual argumentative essay in terms of its move structure. Likewise, we always asked help from my panel members to review my manuscript. Also, the panel of reviewers regularly received progress of my study and have a large contribution to the whole process of conducting the study.

Finally, to address the dependability issue more straight and right, the different processes and conduct within my study were reported in detail specifically in the methodology. At the same time, all pertinent papers and documents were kept safely and stored in one place which enabled the future researcher to repeat the work with some sort of modification or maybe for them to gain the same results or at least use the findings of the study to generate another work of research to fill the gap that the current study fails to address.

Confirmability refers to a degree of neutrality or the extent to which the findings of a study are shown to be the objective and authentic result upon the conduct of the study and not only the product of the researcher's motivation or interest (Cohen & Crabtree, 2008). Also, it refers to the steps and guidelines that the researcher is doing to gather result and to explain the findings that emerged from the gathered data. Thus, the results is the product of the analyses of the different data taken and not by the own predispositions or judgments of the researcher (Anney, 2014; Shenton, 2004).

To address confirmability of the current study, we relied on an independent audit of my research methods with my competent reviewers since they were the ones who have competent knowledge about the different methodologies of research especially a qualitative research utilizing a linguistic analysis and phenomenological approach.

Lastly, after the completion of my data analysis, our data were thoroughly examined by my panel of examiners and even my thesis adviser from the original linguistic corpora and documents so that they would be able to assess the confirmability of my study as well as the completeness and availability of auditable documents.

Ethical Considerations

Ethical consideration is an integral part of the research design process. Ethical consideration can be clarified by consulting the ethical guidelines of one's professional association (Silverman, 2016). Researchers should endeavour to ensure that participation in research should be voluntary and that decisions about the participation are made from an informed position. According to Creswell (2014), researchers should anticipate ethical issues to arise during a qualitative research process. However, when one is prepared and ready to deal with the issues, it can easily be addressed.

Voluntary Participation. The Grades 11 and 12 GAS enrolled in La Filipina National High School were the core participants of this academic pursuit. Being the participants, they had direct control over their participation and I, being the researcher had no authority to give consequences over their withdrawal. Hence, their participation on this undertaking was voluntary and in accordance to their freewill.

Privacy and Confidentiality. To ensure confidentiality and anonymity, no information that could lead to the identification of the participants was divulge. Creswell (2015) pointed out that participants must be protected through anonymity since they have a reasonable expectation that their privacy will be guaranteed. Therefore, as one of the measures of identity protection, the name of the participants was hidden by letter and number codes. This was clear during the conduct of the interview. Thus, the participants were fully assured of the confidentiality of their responses.

Informed Consent Process. With the confidentiality of information in mind, an informed consent was sent to the participants. It stated the background of the study, purpose, benefits and an elaboration of some related information regarding the academic conduct. Prior to the process of interviewing, I obliged the participants to read the informed consent form and I explained it using their native language. It was on this manner that the students were fully informed of the task that they took part in.

Recruitment. To ensure the variety of participants' selection, I worked employing the purposive random sampling technique. The students currently enrolled as Grades 11 and 12 of the identified school were chosen as population. The participants were selected based on their written outputs. I personally asked for their participation and in the time that they have decided to decline, no harm was taken against them.

Risks. To avoid risk in any possible way, I as the researcher, ensured that the participants were not exposed to threatening condition, physical uneasiness, and psychological disturbance brought about by this study. Since research involves collecting data from people about people. Punch (2005) cited that researchers must protect the research participants by ensuring that they are not harmed, their privacy is maintained, and the participants have provided informed consent as it promotes the integrity of the research (Creswell, 2015).

Benefits. The primary benefactor of this study were the students since the results of this study would help them broaden their understanding on the inevitable presence of gender influence in discourse, especially in writing. Second, the teachers and the educational supervisors since they would become associated with the reality of differences, particularly in writing styles among the students. Through this, they should provide vast activities that nurture the writing abilities of students without downgrading a gender. Lastly, the Department of Education or other educational institutions where the results of this study could be extracted in implementing and improving practical writing situations in the curriculum.

Plagiarism. As part of ensuring the integrity of this research study, it would be guaranteed that any form of replication was avoided. Furthermore, the gathered literature reviews were all in line with the study and were published with proper citation and referencing. Hence, statements that were not from me were well-cited and were credited to its rightful owners.

Fabrication. With all carefulness, the output of this study was ensured to be free from any alterations. The act of intentionally modifying the gathered information and the conclusions was avoided.

Falsification. To stress, this research study was free from falsification of information and data. Intentional misinterpretation, excessive claiming and too much exaggeration of facts were prudently evaded.

Conflict of Interest (COI). With great emphasis, COI was carefully avoided. Personal judgment and views were set aside. Moreover, all information in this study purely relied on the gathered data from the participants. This study was not sponsored by any government and non-government organizations, thus, making results were purely objective and based solely on the data obtained.

Focus Group Participation Identification. It was assured that the knowledge from the participants were kept confidential and would only be common to the people who attended the interview. No information leaked outside the group or outside the premise of the interview hall. Therefore, the participants were reminded to keep the discussed information confidential.

Deceit. This study had no intention of deceiving the participants or the gains that they could get from their engagement aside from those that were mentioned as benefits. Moreover, every information that this study contained were kept private and it is only through the approval of the participants that it would be made public as part of ensuring secrecy and so as to avoid deception and dishonesty.

Permission from Organization/Location. For the formality of the conduct of data collection, I sent a letter to the Department of Education- Tagum City Division. I personally appeared to the concerned office to ask permission, to hand in my letter and to answer any of their queries regarding this study. Upon its approval from the DepEd-Tagum City office, I sent another letter to the concerned school where I intend to conduct my study. Likewise, I personally appeared to the institution to seek for permission and to formally express my endeavour. After its approval, I asked for the list of enrolled Grade 11 and 12 students and performed purposive random sampling. This process was done by the researcher alone. After the selection, I spoke with the target participants regarding the study where they were the vital sources of information. However, being a researcher who was governed by certain protocol, I had ensured to keep the confidentiality of the agreements done between the researcher, approving officers and research participants.

Authorship. We, as the researchers, was a graduate of Bachelor of Secondary Education major in English, making this study vertically aligned with our baccalaureate degree. Being an English teacher in a public school we were persistently into the welfare and development of my students in learning the English language which leads me to study their writing styles using the English language. This paper passed through series of scrutiny and revisions as deemed necessary by my adviser, validators and the board of the panel.

CHAPTER 4 RESULTS

This section of the study presents the result about the differences on linguistic features of male and female learners in writing by Lakoff (1975), which construed that women's use of the language had characteristics that were different from those of men, and how gender affects the students use of language as they expressed their ideas in writing which brings to light all causes that are responsible for differences in the use of language between male and female, and by extension how gender interferes with the use of language.

The focus of the result was primarily on the linguistic features employed by male and female learners introduced by Lakoff (1975) who emphasized that some of the language aspects consist of linguistic features such as intensifiers, hesitations, tag questions, rising questions on declaratives, and empty adjectives of sentences are more correlated with women than men. However, in this study, since the first research question is a corpus-based analysis of written essays, hesitation is not manifested in this study. Moreover, stipulated in this chapter is the representations and insights of male and female learners about the influence of their gender with their writing.

The 14 main informants were seven male and seven female learners who shared common interests in their conversation. The data were collected through in-depth interview and focus group discussion and the concepts were drawn for the qualitative research issue.

This chapter presents descriptions of the outcomes of qualitative analysis to answer the following research questions (1) *What are the differences on the linguistic features of male and female learners' corpora?*; (2) *How do male and female learners present their ideas as representation of their gender in writing?*; (3) *What are the insights of male and female learners on the power of language to represent their gender through writing?*

This chapter is broken down into four sections. The first section deals with the information from which the qualitative data are obtained from the participants. The second part covers the data analysis, procedures and the steps in the categorization of the emergent themes from the result of the in-depth interviews and focus group discussion. The third part deals with interview responses and FGD questions under each topic, and the last part includes a description of the answers.

Participants. The participants of my study were the SHS students of La Filipina National High School. As shown in Table 1, this study involved the 14 SHS students: seven for the discussion of the focus group and seven for the in-depth interview.

Key Informants. This research included 14 primary informants, 7 male and 7 female. Following the confidentiality, each participant for the in-depth interview was assigned with a pseudonym during the conduct of the interview as used by Villalba (2010).

Focus Group. The discussion was conducted to achieve more insights and to develop social constructions among the participants on comparison of their thoughts. The original names of the participants were not mentioned vividly, as a substitute the pseudonyms were used to make their identity obscure. They were presented on Table 1.

Table 1. *Participants' Information*

Pseudonym	Gender	Location	Grade	Age	Study Group
FGD_M01	Male	La Filipina	11	16	FGD
FGD_F02	Female	La Filipina	12	17	FGD
FGD_M03	Male	La Filipina	11	16	FGD
FGD_F04	Female	La Filipina	12	17	FGD
FGD_M05	Male	La Filipina	11	17	FGD
FGD_F06	Female	La Filipina	12	18	FGD
FGD_M07	Male	La Filipina	11	17	FGD
IDI_F01	Female	La Filipina	11	16	IDI

IDI_M02	Male	La Filipina	12	18	IDI
IDI_F03	Female	La Filipina	11	18	IDI
IDI_M04	Male	La Filipina	12	17	IDI
IDI_F05	Female	La Filipina	11	16	IDI
IDI_M06	Male	La Filipina	12	18	IDI
IDI_F07	Female	La Filipina	11	17	IDI

Categorization of Data

In categorizing the data, the first step was to group the participants and identify the common answers to come up with the essential themes. These data were arranged and organized based on the common general concepts presented by the participants. Regroupings were done to reduce the essential themes into fewer items. The process finally generated four differences in linguistic features between male and female learners, three major themes for male learners' representation and four major themes for the female, moreover, both male and female insights generated 3 major themes. The important phrases that emerged from the transcripts and comments were identified as thematic statements. They were organized to come up with essential themes.

To address the questions about the differences of linguistic features employed in the writings between the male and female students, the following are presented below.

Research Question No. 1: What are the differences on linguistic features of male and female learners' corpora?

As quoted "the men have a great many expressions peculiar to them, which women understand but never pronounce themselves". The split between "masculine" and "feminine" is probably as old as language itself.

Table 2.A Comparative Analysis of the Linguistic Features employed by Male and Female Learners in Writing Essay

Linguistic Features	Comparative Analysis	
	Female	Male
Intensifiers	<ul style="list-style-type: none"> Shows the intention of emphasizing the expression of communicative intention. 	<ul style="list-style-type: none"> More direct expression of communication intention.
Tag questions	<ul style="list-style-type: none"> Frequent use of question and tag-question as strategy to structure sentences. Tend to show rapport by frequent use of question and tag-question as strategy to structure talk. 	<ul style="list-style-type: none"> Less frequent use of question and tag-question. Tend to show informative and authoritative information.
Rising Questions on Declarative	<ul style="list-style-type: none"> Use rising tone which is used to express consult. 	<ul style="list-style-type: none"> Select declarative and imperative sentences to express the tone of orders and requests.
Adjective	<ul style="list-style-type: none"> Used words with exaggerated significance. 	<ul style="list-style-type: none"> Used plain and direct words.

It is not surprising then, that the male-female dichotomy on the basis of their language pattern use, in general, constitutes two different categories. The question of male-female language differences has generated a considerable amount of thought and discussions.

Table 2 presents the linguistic features employed by both male and female students in writing essay. The result of this study was taken from corpora of essays to identify if there existed differences in linguistic features in writing styles. Also, table above shows the different linguistic features and the comparative analysis of the language use manifested by both male and female in writing essay. The result has shown that there exist some differences in the linguistic features in writing essay between men and women such as intensifiers, hedges, tag questions, rising questions on declarative, and the use of adjective. In this section, differences on how they use their language in writing are discussed in details.

Women used more Intensifiers in the expression of Communicative Intention than Men

Intensifiers are adverbs or adverbial phrases that strengthen the emotion of other expressions and also show emphasis on the intensity of the meaning of the text. In this study, after the data are analyzed, it is found that both men and women employed intensifiers in their writings, however the result shows that women used more intensifiers than men in the expression of their communicative intention.

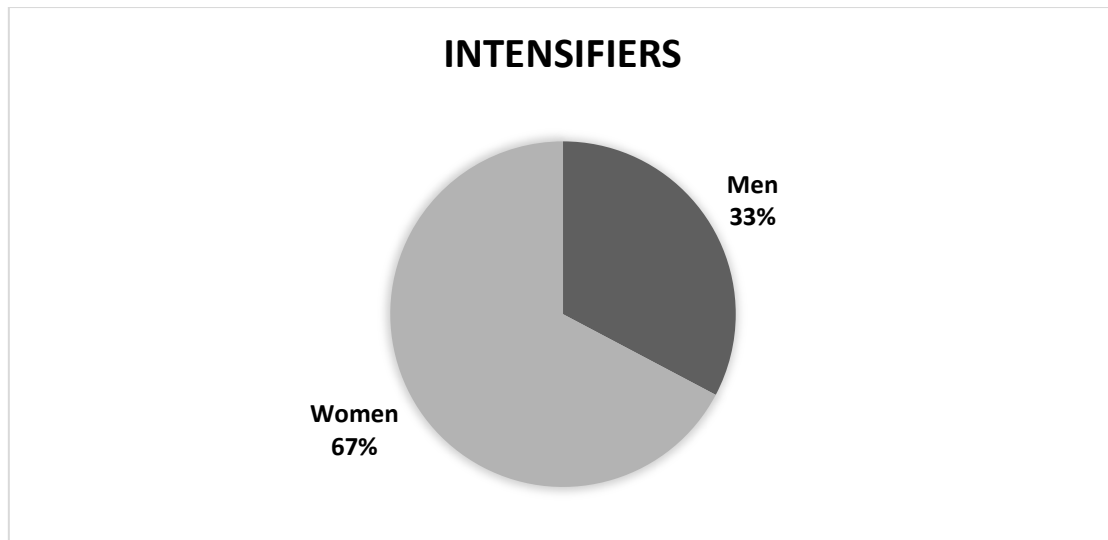


Figure 1. Percentage of Intensifiers according to Gender

The figure above shows the percentage of intensifiers used according to gender. The intensifiers used in the corpora were *very*, *so*, and *really* which give more emphasis to the emotion or expression exerted in the text. Upon identifying the number of intensifiers used by both men and women in writing essays, 67% of the words identified as intensifiers are employed by women in the expression of their ideas to the topic as indicated the corpora, and 33% of the intensifiers are identified from men as both are analyzed by the use of Antconc concordance. The following excerpt below shows the comparison of statement from both men and women to their essays taken from “The Expression of Myself” as a topic.

*Expression of myself is a big word for me, it is **really** not like I know how to express myself to anyone anyway. Maybe I am one of those people who live by pretending. Those pretenders that can **actually** make someone **very** happy but failed to make themselves **surely** happy. They see me smile, they have seen me jump in glee, they see **so** excitement in my face, and they see me as a person who radiates **definitely** positivity. But little did they know that every time they see me in that state, I am **really slowly** losing myself piece by piece.*

*How can I show who **truly** I am if the environment keeps telling me the things that I should do? It is like walking without knowing what direction I should cross. It is **very** stranger to me and it is **slowly** killing me inside. I **really** don't know what I should feel or what I **truly** feel in a certain situation.*

*Given this fact, I realize that somehow I expressed what I keep battling inside me, what I have gripped **too** long. Maybe I can find time for myself wherein I got to know myself more without minding other's being. Maybe I can start from loving myself because I know that I am more giving love that I did not realize there is nothing even a drop left in myself. (F21)*

It is noticeable from the excerpt above taken from the corpora of woman essay that the intensifiers *definitely*, *really*, *truly*, *slowly*, *too*, and *so* are repeated 13 times in the text. One of the participants used these intensifiers as her way of expressing her ideas which tend to be emotional in nature. Also, a sample text from corpora taken from the essay authored by one of male participants shows that intensifiers are less used in the text.

I maybe have a lot of attitude as the same as the other people that surround me. An attitude that is being displayed in different ways. It can be expressed through words, actions, and other forms. We share ourselves so that people will see the totality of who we are.

*I express myself in words and actions by just simply everything about myself **truly** to the people that surround me and act the way I behave so that I can express myself and people will know my attitude and will know who I **really** am. I sometimes express myself through drawing since it is my hobby and drawing helps me to express myself, my feelings and my ideas in an easy way.*

*Expressing ourselves is also a better way to connect to other people because you can convey to others on who you truly are. Express yourself **truly** and express yourself on who you **really** are. Being self-expressed means that people will see your spirit and true character so you should express yourself to others. (M08)*

From the given sample text from the corpora, a male participant utilized the intensifiers; *really*, and *truly*, in fourth times. Given the same topic “Expression of Myself”, the male participant was being direct in expressing his language of expression into

prints. Moreover, citing another topic taken from the corpora entitled “The Power of Idea”, in the same manner, one of the female participants used identified intensifiers more frequent than men do.

*Power of ideas is somehow what made our world in today's generation **absolutely** because of **so many** ideas that being contributed of most popular people it has a **really** big impact on what we believe until now, it **so very** powerful undoubt specifically ideas is what our mind and heart says every time we speak out in a lot of people. People nowadays **really** seem to use their own ideas as the capacity to accept and adopt their views of what to think and do through the use of ideational power.*

*In an addition, a lot of ideas **really** explode even in our history many revolution of ideas then may help us to find or look for the credibility of such particular things. It is such like we believe on what these we made us believe, we as humanity and equally created by God we have this opportunity to share our own perspective because even though we have this **very** different experiences and capability to do something in particular thing but still our ideas **really** made us as a whole being. It creates our whole personality, it is what other seem to be see on how the way they define intelligence on how does it, you able to contribute in our/your society whereas made you on what ideas **definitely** come out.*

It should be noted, that wherever ideas we learn and heard from; most importantly, we learn from it and it made us a whole being despite of different intellectual level we have but it clearly proves us the reality behind every idea exist. (F06)

The result has shown that the intensifiers; really, absolutely, so, definitely, and very were used in the sample essay taken from corpora. This emphasizes the expression of the idea that the author wanted to intensify which involved her way of expressing her feelings toward the subject. In the same manner, a sample excerpt from the male writer has shown that the male writer used intensifiers, but not so frequent as woman.

We human beings have different expressions and that expressions sign as our code to distinguish who we are. Expressions is the way someone's face looks that show emotions and feeling. Likewise, expression is your hidden power to recognize yourself that how you can manage everything.

However, expressions have different meanings and that how you control yourself. I, myself I have a lot of expressions that made others irritate but it doesn't mean that I am boastful but genuinely they made irritate with me because I am hardworking and perseverance and this kind of quality that I have made me successful.

*We, humans are unique from each other because God create us with full of love and it's up to you on how you manage yourself. Keep your expression be your power to handle and overcome many challenges because everything is **so** possible if you have **really** a trust with yourself. (M18)*

From the given sample above, it is noticeable that writer was so direct to his point about the subject, he only used the intensifiers *really* and *so*, once in the whole text which syntactically gives strength to the sentence structure.

Women used more Tag questions than Men

Tag questions are used as interrogative segments attached to an independent declarative clause, requesting confirmation or disconfirmation which meant to achieve certain communicative purposes, particularly in the domain of pragmatic efficacy, structures by means of which asking for agreement or agreement strategies are effected in everyday communication on the part of text producer. This is also an effective way to make connection between the reader and the writer, which is the main purpose of the writing.

In connection, tag question is a linguistic feature used primarily as the basis in the comparison of the differences in terms of language used between men and women. However, since this study focused on the written essay of the participants, tag questioning was not fully applied in writing. The result of the study has shown that women used more frequently tag questions rather than men in the expression of their communicative intention as presented in the following text from the corpora below.

*Ideas change the world. The power of a new idea is the engine that transforms the way we live and think. It was almost 50 years ago that the philosopher Thomas Kuhn coined the term paradigm shift. The moment when our worldviews fundamentally changes because of a new idea, as when people understood that the sun does not revolve around the earth of the climate change is altering the way we would all we have to live, **am I right?***

*For me, power of ideas, is you are free to share your own idea or express your idea, because every one of us has a freedom to speak by our own ways. And sharing of ideas is also important for you, **do you agree?** I hope that we have the same idea which is the best way to express your own knowledge and information, because I believe that every one of us has a different interpretation or understanding in many concepts. (F03)*

The sample text above shows that one of the female participants used at least two form of tag questions in delivering her thoughts about the Power of the Mind as a topic. Noticeably, this was her most effective way to connect to the readers about what she wanted to express in her idea, it is in a form of questions to solicit ideas from the reader politely if one confirms or negates to her idea. Stylistically, this is one of the best linguistic features to create connection to the readers which leave a message to their minds. Moreover, women tend to use tag question which serve to connect the speaker more firmly to others, even just in text, as shown below:

*People of different gender preferences, hobbies, ages, social status, and fashion styles may have various ways to express themselves as a person or as a component of the society, **do you like to see someone being bashed because of one's idea?** One's expression of his or herself must possess the freedom of expression.*

*As for me, I express myself through the way I dress up, **don't you do the same, too?** Yes, it is the way it is. Since I am aware that I am physically and naturally a female, I always wear feminine clothes. I also respect other people the way they express themselves because being different from others must not mean it would take away the respect that one person deserves.*

Aside from clothing consideration, I also express myself by the kind of words I speak. My language, or the tone of my speeches would affect how other people in my surroundings could interpret my personality. (F19)

The sample excerpt above shows that the female writer was trying in establishing such connections that may ultimately strengthen her position by enlisting social support for what she stands for. Further,

*All people have different ideas. It doesn't mean that you are still a child you don't have ideas, **do you?** Whoever you are wherever you are, you have an idea that God has given to you. Ideas have a powerful role in our daily lives without it we are nothing.*

*All things are created because of ideas of different people. People are not created without the plan of God using this idea that is what we call a power of ideas. Idea has a powerful role in our naked eye have made because of the power of ideas. Power of ideas means that idea has a powerful role in our life, **do you consider it as correct?***

Lastly, idea is one of the important factors in our life. We are all created because of idea. We can find the answer because of idea, we can plan because this is our idea those are the evidences that idea is powerful in this world. (F15)

F15 tried to collect ideas from the readers to create a rapport at the same time to leave a message to the readers about the importance of the utilization of the ideas in the mind. Tag questions were used twice in the text which only shows that there is a willingness to entertain many answers based on the experiences of the possible readers of the text. It was also shown that it intended to open up the conversational floor to other interlocutors, to provide a space for others' contributions.

Consequently, male writers were found to be assertive in expressing their ideas. As the data of the study are analyzed, the result showed that there was no indication that there was a willingness to entertain alternative positions beyond that which their ideas conveys manifested among the male writers.

We, humans, are the most intelligent creature made by God, and because of that we human have the ability to think powerful ideas that comes up in our mind.

For me the most powerful organ in our body is the brain. The brain is so powerful because humans can do impossible things because of the abilities of our brain. Because of the powerful ideas we can make things that hasn't been made before. And lastly powerful ideas have a big contribution to world and society.

I conclude that we should not stop thinking and creating new ideas that can change the future. Because already now you are changing the world. (M25)

The sample excerpts taken from the corpora of essays written by men show that one of the male writers manifested assertiveness in his writings. In fact, he used the descriptive words which are direct to the point. Also from the presented sample excerpt below taken from the corpora, male writer shows dominance in expressing his ideas as his language was put into text.

*It is not enough to have a good mind; the main thing is to USE IT WELL by Rene Descartes. **Do you really think that I used a quotation to start an essay and to express myself?** First is I love the ideals and thinking of Rene Descartes, Aristotle, Plato and some philosopher about having a great mind. In my own understanding about the power of idea is that you have the power to express your word and thinking that may help you to become a better version of yourself and to help who in needs. (M04)*

As the data were interpreted, if a woman writer used tag questions which open a chance to let the readers connect to the writing, the sample text above shows that one of the male writers used questions to support his writing style wherein he quoted a text from a philosopher, and not to engage directly to the reader specifically about their point of view about the writer's claim.

Men used Imperative Tone of Sentences while Women used Rising Questions on Declaratives

Intonational functions not only serve a variety of pragmatic acts, they also express a range of social meanings, especially for gender identity. The result of the study has shown that the corpus based study provides the evidence that female speakers have showed their tendency to use the rising tone in statement while male speakers, on the other hand, use more falling tones. It was determined after the data were gathered and analyzed. The following sample excerpts from the corpora show that the intonational functions of rising tone express speaker's feeling and display their deference to the hearer's assumed knowledge.

Do you believe in the power of ideas? How can you think of something you want to do if you have no idea in your mind? How can you plan with your friends without sharing each other idea?

In classroom setting sharing ideas is very much essential because you are learning. Ideas is connected to each other and by connecting those ideas we could create a good great conclusion. In a group setting, the leader shares his/her idea and also giving the chance members to share also their ideas to make a better plan for their performance.

Therefore, creating and molding ideas could create a great piece. (F14)

This is the utterance displayed by one of the female writers when she was tasked to write her thoughts about the power of ideas. Obviously, she started expressing her ideas in a form of a rising tone. These style of writing conveys that the reader must also share one's thought and ideas in order for him/her to engage in exchanging thoughts. Moreover,

*Power of ideas make us more reliable in many ways. Because the world idea is a very dependent word. **Why? Because without idea we can't make things complete. Do you think without idea we can easily determine things?** Without idea we cannot think properly or completely. For example, doing an essay. On doing essay of course were going to study our chosen topic. But also we need some ideas to gain more knowledge.*

Having great ideas is very important. You can't decide for something if you don't have any idea. From the word idea you will create some thoughts from your mind. For example, you are given a chance or a task to organize an event. Of course you need to create a plan to organize that event. You cannot do it without any plan, thoughts, suggestion, opinion or your own belief. (F09)

F09 also expresses her thought by engaging the readers into polite way of asking ideas that may also connect to what she expressed in her text. However, one of the female writers expressed her idea by relating her gender role in the society.

How can I show who truly I am if the environment keeps telling me the things that I should do? It is like walking without knowing what direction I should cross. It is a stranger to me and it is slowly killing me inside. I don't know what I should feel or what I truly feel in a certain situation. (F21)

The result has also shown that the female gender role has affected as well on how one thinks about herself and in her life decision. As the text was analyzed, it was found that the writer was experiencing a deprivation of ones feeling and reaction toward something because the environmental factor greatly affects how she was shaped into being. In the same manner,

*Sometimes I always question to myself. Is it significant? Is it a lesson or a mistakes? **When can we say that this challenge is just a lesson?** For example, when there is this challenge someone comes into your life then suddenly hurt you not knowing the reason and the essence. It is called lesson that someone wants to teach you want you to be awake of your doings.*

Second, when can we say that this challenge is am mistakes? For example, when someone comes again into your life then suddenly hurt but this time you know already the lesson when that someone leaves. (F25)

It is also indicated in the result that gender impliedly affects the language use as it shows either politeness or assertiveness in expressing their thoughts and ideas in writing. As the data of corpora of men's essay were analyzed, it show that men writers employed the falling tone with statements, wh-questions and commands all represent the speaker's dominance in respect to information and authority.

*But if the ideas are not recognized, it is useless. Because ideas are worth working on and **what is your ideas, you should make your ideas into real things.** Ideas helps us student for projects and other written printed compilation it also serves on the first source or instruction on what you should do. (M22)*

The sample excerpt from the male’s essay emphasizes that one of the male writers employed a falling intonation which shows dominance in giving information to the readers. It is not in the form of normal questions with rising intonation using a question mark but the statement will leave an answer about what he is pointing out. Likewise,

I am not just strong physically I am strong mentally and emotionally without them, I am not too strong to live because they make me stronger, they always motivate me, helping me and guide me. I am so thankful to them; I owe them a lot. Also I want to become stronger I will improve it. What will happen in our future, is not under our control. It is better to take ready than you’re not. (M18)

One of the male writers expressed their ideas to a topic “Expression of Myself” by using question of a declarative statement in a falling intonation. Same with the other data from the corpora, this represents the speaker’s dominance in respect to information and authority.

It is noticeable that the above mentioned intonation patterns are more observed in conversation utterance, but the result of this study tells that it can also be found in reading essays.

Women utilized more Adjectives than Men

The way men and woman express their ideas and thoughts have different ways in using language from the aspects of vocabulary, attitudes, syntax, and non-verbal differences. The result of the study has shown that men tend to be more directive in expressing their thoughts while woman were more expressive and polite in using the language, in fact, women loved to play with words. The figure below shows the percentage of adjectives employed by both male and female in their expression of the language.

Table 3. *The Percentage of Adjectives Used by both Male and Female in Writing Essay*

Gender Words	Number of	Frequency of Adjective Used	Percentage
Male	12,022	905	7.53%
Female	16,549	1725	10.43%

The table above shows that both male and female writers utilized adjectives in the expression of their communicative intention. The result shows that male writers used 905 adjectives with corresponding 7. 53% of the total words counts, while female writers have 1725 adjectives used in the text with corresponding 10.43% out from 16, 549 total number of words in the corpora. The most used adjectives used by both male and female writers taken from the corpora are *powerful, good, better, different, strong and happy*.

The results of the study show that in the corpora of essays written by the female writers, one of the female writers employed numerous number of adjectives which intensified the word it modifies, as stated in the sample excerpt below.

Power of ideas is essential. It has a significant in our daily lives. Power of ideas it is what you have that is unique because we have our own perspective and own realization.

I myself, I have power of ideas, power of instincts and power of imagination. It can help you to manage your thinking skills. Like me right now I have power of ideas that dictate me what I am going to write and what powerful ideas I should tell. To have these things for me you should brainstorm yourself that ideas sink in your mind. So me, just now I want to expand my ideas in my own words, but how? I have so many better ideas insert in my mind and also many questions.

Therefore, if you expand your ideas you can come up with a beautiful and successful literary piece. (F25)

F25 discussed the topic of the “Power of ideas”. It is manifested in the corpora that one of the female writers utilized the adjectives; *essential, significant, unique, powerful, better, beautiful, and successful* in expressing her thoughts about the subject which correspond to the notion that women tend to use adjectives to show their language of emotion and empowerment. Moreover, the sample text below also shows that woman use adjectives to deeply express their emotions.

I always smile. Yes, I always do it. But behind that smile is a very painful and fragile personality that you don’t know. I always smile sweetly in front of everybody. I always laugh in a simple joke. I am easy to be with I can always be crazy if I am comfortable to anyone. But if I’m alone I will put off my mask and let my true emotions scattered. I want to tell the world that I’m tired but I can’t be joyful. I want to shout all my pains but I choose to be quiet. I want to tell them that I’m not ok but I just end up

*smiling like there's nothing **wrong** happened. So always remember that not all of the expressions you see is true because a person can hide their true emotions by just giving you a simple smile. (F09)*

The sample text shows that the purpose of one of the female writers in using adjectives is to show more of her emotion. By using the adjectives; *very painful, fragile, true, quiet, can't be joyful*, and *wrong*, her expressions of sadness are given deep emphasis.

In the same manner, the result also revealed that male writers also employed adjectives to deepen the emotion exerted in the text however, it is not that frequent than female, as shown below.

*Power of ideas helps me to provide information to my everyday living. Because having an idea we can express our emotion, feelings or experiences. Being a student it has a **big** impact by having an idea so that you can figure or answer the situation. Because of the power of ideas, it can change the world. Example of that Magellan conquer the Philippines. Magellan was trying to suffer, and the people of the Philippines because of the power of ideas people of the Philippines defeat Magellan because they are helping each other to defeat Magellan. Than can change their life and the people of the Philippines was **free** and thinking that they can use their ideas for the future. They can also use this to influence other and doing it for good. (M16)*

One of the male writers manifested to his writing the minimum number of adjectives used. It is noticeable the term *big* and *free* were used which are interrelated to masculinity. In the same manner;

*I am **strong** when the problem came to me. Life is not always the way you think what it is. Life like a mountain, so **hard** to climb and once at the top you realize how easy it is to fall. Tare your dreams, keep on dreaming. Stay the way you are but change for the better, turn you bad to your face and sacrifices. You need to be strong to face **difficult** problem because that problem you may easy to solve it. (M20)*

The adjectives *strong*, *hard* and *difficult* were utilized by one of the writers in writing essay based on the data gathered from the corpora.

The results have revealed that using more adjectives to describe things and their feelings can show that women are more sensitive to the environment and more likely to express their emotions with words, which found that women's language is more interesting than men's sometimes.

In our modern society, it would consequently come into view that women are equal with men. Yet the harsh reality is women are not considered as equal as men. Moreover, they do not get an equal chance even for discussion. That is because the two sexes respectively command different writing and linguistic styles in expression of their communicative intention. In other words, it can be said that the language which is used by women is different from the language used by men.

Research Question No. 2: How do male and female learners present their ideas as representation of their gender in writing?

The second research question of this study is the analysis as to how male and female learners present their ideas as a representation of their gender through writing. I, as the researcher, prepared one grand core questions which is supported with four sub-questions to get lengthy and thick data coming from participants. Also, I used follow-up questions whenever applicable to establish rapport and to make my participants feel comfortable and better.

Male Ideas and Representation of their Gender in Writing

Gender is one of the factors that influence one's writing for every gender has its own unique characteristics and ideas every time they are writing. It may influence the way the writer writes and expresses their ideas, the way they think about the topic as well as their consideration and perception to the future readers of their output. After a thorough analysis and the used of In-depth Interview and Focus Group Discussion, three (3) major themes emerged: (1) Male is Direct and Straightforward; (2) Male Present Brief and Concise Ideas; and (3) Male Used Personal Experiences.

Table 4. *Presentation of Male Learners' Ideas as a Representation of their Gender in Writing*

Major Themes	Core Ideas
Male is Direct and Straightforward	<ul style="list-style-type: none"> • Be clear and direct in presenting the message or content. • Be directive and conversational in writing salient points without compromising the idea. • Express ideas boldly by being straight to the point or content of the writing task.
Male Presents Brief and Concise Ideas	<ul style="list-style-type: none"> • Present ideas with less roundabout and more specific. • Have constructive way of presenting ideas from start to end. • Be simple in communicating and expressing thoughts and ideas.
Male Uses Personal Experiences	<ul style="list-style-type: none"> • Use personal experience that is right and accurate with the given topic. • Relate the topic with the current events and what is happening in the surrounding.

Male is Direct and Straightforward

It is innate in the nature of men that they are direct and straightforward when it comes to sharing their thoughts and ideas and also in giving opinions and judgment with something or someone. Also, they are known to be less emotional and less verbose. In the context of the current study, the male learners accounted that every time they are writing, they opt to be direct, bold, and straightforward especially in sharing thoughts and opinions about the given topic.

These results are supported by IDI_M01 who mentioned that:

(I just expressed my ideas through what my thoughts have come up. Regarding my gender? It just made me being creative). IDI_M01

Likewise, IDI_M03 claimed that:

(Maybe it's all about being straightforward and clear about your message.) IDI_M03

Also, IDI_M04 emphasized that:

(In a way of expressing my thoughts constructively. I tend to be more likely directive and conversational in writing salient points without compromising the idea. Moreover, I make sure to be sensitive, straightforward and constructive for the reader's perspectives). IDI_M04

Further, IDI_M05 elucidated that:

"I express my thoughts every time when I'm writing through kanang e relate nako akung idea nga nasulat sa akung surrounding. Kung unsa akung nakit an mao rapud akung i-express wala nag kulotkulot straight to the point na." IDI_M05

(I express my thoughts every time I write by relating it with my surrounding. What only I see will be the only thing I express. No more roundabouts, straight to the point).

Similarly, FGD_M03 mentioned that:

“I will agree to him. Pag magsulat ko, I tend to be direct to the point na. Dili na kayo ko hilig og flowering words para motaas lang akong essay. I will just explain directly what the topic is all about.” FGD_M03

(I will agree to him. When I write, I am direct to the point. I am not fond of flowering words to make my essay longer. I will just explain directly what the topic is all about).

Lastly, FGD_M06 concluded that:

“Every time I write, kuan lang, gina express nako akong thoughts by kanang kuan ba straightforward na. Dili na magpa ligoy-ligoy pa, kung unsa ang issue, mao ra sad akong I explain or I justify. Ana lang.” FGD_M06

(Every time I write, I express my thoughts straightforward. I do not have more roundabouts. I will just directly explain or justify the issue. That is all.)

Male Presents Brief and Concise Ideas

In writing, presentation of concise and appropriate ideas is in primary importance since it is the way that you can easily convey the message of your output with your readers. However, every writer matters as to the style of conveying their thoughts. Some would use many citations and adjectives while others opt to be brief and short in explanation. In the context of the current study, male learners emphasized that when they write, they choose to have brief, not lengthy explanations of the subject for as long as it is succinct and concise for their readers to understand and comprehend.

This result was supported by IDI_M01 who emphasized that:

(All too often, I am so idealistic and I express my ideas boldly. If I had something in mind or I had standpoint about something, I really defended it with facts and concise deliberation). IDI_M01

This was also elaborated by IDI_M03:

(I present my ideas by being less roundabout and more specific). IDI_M03

Also, IDI_M04 claimed that:

(As a man, I usually express my thoughts by describing objects and events. To be more creative and comprehensive. I like it to be organized as much as I can so the reader will understand the concept as well as the context. Further, I want it to have a connection to the reader's schema and experiences so it will not be a waste). IDI_M04

Likewise, IDI_M06 emphasized that:

(For me, as a real man my expression of thoughts the way I write something is very simple. I am just expressing it as simple as possible it is because, I do believe that the simpler it is, the more ideas could be expressed). IDI_M06

Lastly, FGD_M05 ended that:

“When I write, I am always concise for I always wanted my readers understood my thoughts and opinions. I want all of their questions about the topic be answered kanang parehas sa iya.” FGD_M05

(When I write, I am always concise for I always wanted my readers understood my thoughts and opinions. I want all of their questions about the topic be answered just like him).

Male Uses Personal Experiences

Empirical knowledge or schema is very much essential with every one especially when it comes to writing as well. This gives the writer the ability to integrate his experiences with the writing task he is doing. Also, this allows the reader to understand and comprehend more about the topic. Thus, regardless of gender, integration of empirical knowledge or experience is natural. Yet, in context of the current study, male learners accounted that they also integrate and used their experience in their essay especially those experiences that is related to the topic being discussed.

This result was supported by IDI_M02 who accounted that:

(As a man, I usually express my thoughts through my personal experiences, in my own point of view and I think that is the right and accurate thing to do every time I am writing an essay. I based it on my thoughts and personal experiences to enable me to elaborate more and I can explain it correctly and truthfully). IDI_M02

Also, IDI_M05 mentioned that:

“I express my thoughts every time when I’m writing through kanang e relate nako akung idea nga nasulat sa akung surrounding. kung unsa akung nakit an mao rapudt akung eexpress wala nag kulotkulot straighy to the point na. Through the events of your surroundings you I can create ideas -of what are solution of their problem. The importance of writing is to communicate other people. To express your feelings, ideas and opinion.” IDI_M05

(I express my thoughts every time I write by relating it with my surrounding. What I only see will be the only thing I write. Through the events of my surroundings, I can create ideas of what are the solutions of the problem. The importance of writing is to communicate with other people and to express your feelings, ideas and opinion).

Lastly, FGD_M02 concluded that:

“Kuan, as a man, every time I write, naa jud nay chance na I relate naka akong personal experience sa topic labi na if the topic has a connection with my experience. Bali my purpose ana is to give readers an insights pud ba as to what really the topic all about.” FGD_M02

(As a man, every time I write, there is a chance that I will relate my personal experience with the topic especially if the topic has a connection with my experience. My purpose of it is to give readers an insight as to what really the topic all about).

Female Ideas and Representation of their Gender through Writing

One factor that influences one’s writing is gender. It is because every gender has its own unique characteristics and ideas. It may influence the way the writer writes and expresses their ideas, the way they think about the topic as well as their consideration and perception to the future readers of their output. After a thorough analysis and the used of In-depth Interview and Focus Group Discussion, four (4) major themes emerged: (1) Female Use Lengthy Sentences; (2) Female is Emotional in Expressing Thoughts; (3) Female Address the Subject Personally; and (4) Female Express Ideas in Poetic Way.

Table 5. *Presentation of Female Learners’ Ideas as a Representation of their Gender in Writing*

Major Themes	Core Ideas
Female Uses Lengthy Sentences	<ul style="list-style-type: none"> • Have lengthy verbose sentences in expressing ideas or in making write-up. • Express the flow of ideas using lengthy sentences. • Have many flowering words and being not direct to the point. • Write long messages to fully express ideas.
Female is Emotional in Expressing Thoughts	<ul style="list-style-type: none"> • Be emotional in making essays. • Use personal experiences in writing essay to give the essay more emotion. • Have open mind-setting to express ideas through long messages.
Female Addresses the Subjects Personally	<ul style="list-style-type: none"> • Take questions personally by relating to personal experiences. • Relate the subject of the essay with the writer’s personal life. • Able to explain the essay easily because it has personal connection with the writer.
Female Expresses Ideas in Poetic Way	<ul style="list-style-type: none"> • Like to play with words when writing. • Use figurative language in writing essays.

Female Uses Lengthy Sentence

Writing seems to be an interesting task or activity especially those who love to write. It is in writing that they get the chance to share their thoughts, beliefs and ideas. In context of the current study, the female learners accounted that they tend to write

lengthy sentences if they know the topic and if so happen that they can use their personal experiences upon explaining and elucidating the topic.

These results are supported by IDI_F01 who mentioned that:

(Well, I do believe in this notion that gender influences the way we write and express our thoughts. In writing, as a woman, I tend to express my thoughts in precise way or in elucidated way. However, I am into juggling words and I am more comfortable in a lengthy and chunkily-verbose-write-up.) IDI_F01

Also, FGD_F02 accounted that:

“For me, as a woman, my writing could easily be, ahm, mailhan kung kinsa man ang mobasa nga babae jud ang writer, because on how they perceived woman to be. Ingon nila ang babae daw is over-acting or OA, and I guess makita na sa akong written output like hilig ko ug tag as nga mga sentences kay mas makaexpress ko unsa naa sa akong hunahuna or ideas.” FGD_F02

(For me, as a woman, my writing could easily be recognized with my reader that the writer is a woman because on how they perceived woman to be. They say, women are overacting and I guess, it is observable in my written output like I love lengthy sentences because I can express my ideas well).

Further, IDI_F02 emphasized that:

“In my opinion, women are usually more expressive than men. That may be the reason why I’m more expressive in writing and gina-express nako ako ideas through sentences that’s why mga lengthy or tag-as kaayo ang mga sentences.” IDI_F02

(In my opinion, women are usually more expressive than men. That may be the reason why I’m more expressive in writing through sentences. That is why my sentences are long and lengthy.)

Similarly, FGD_F06 accounted that:

“Moagree ko sa giingon nga ang babae expressive kaayo, ug kung ako mosulat, puro tag as na mga sentences. Mas makaexpress ko kung nindot ang flow sa akong ideas in the sentences, that’s why, when I write, I can express my gender well by using lengthy sentences, which nakita nako nga effective.” FGD_F06

(I agree that women are very expressive. When I write, the sentences are all lengthy. I can express more with the flow of my ideas in the sentence. That is why, when I write, I can express my gender well by using lengthy sentences which I see effective).

Similarly, FGD_F07 concluded that:

“I agree, kung iobserve ang akong mga sinulat, akong mg answers kung naay essay kay tag as jud, dghan kaayo ko ug flowering words, dili ko direct to the point kay ganahan ko maglaro sa English. Naay panahon nga magmemorize ko ug dghan nga mga adjctives para magamit nako, usahay mga pareha lang ug meaning, may synonyms pero ganahan ko magbasa, kay siguro mao pud akong pag express sa akoa idea.” FGD_F07

(I agree, if you observe my write-up, my essays were lengthy, there are lots of flowering words. I am not direct to the point because I love to play with words. There are times I memorized many adjectives that I may use sometimes. Sometimes synonymous, has antonyms but I love to read maybe because it is my way of expressing my ideas).

Lastly, IDI_F06 mentioned that:

“As a human being, I usually express my thoughts while writing in an open mindset. For it can boost my ideas and I write down long messages to fully express my ideas, mas nindot ug taas kay maingon nimo tanan unsay naa sa imohang mind.” IDI_F06

(As a human being, I usually express my thoughts while writing in an open mindset. For it can boost my ideas and I write down long messages to fully express my ideas. The longer the better because you can write everything what is in your mind).

Female is Emotional in Expressing Thoughts

Giving life with your essay is not an easy job. It is something to do with your passion to write and the dedication and willingness to inspire others or your readers for if you have these, it will go along with your essay. In context of the current study, the female writers always add emotions and feelings upon writing essays which made them write with heart. As a result, they have mentioned that they always write with lengthy and long sentences because they have a lot of ideas to share like their personal experiences that is in connection or relevant with the topic.

These results are supported by IDI_F02 who mentioned that:

“In my opinion, women are usually more expressive than men. That may be the reason why I’m more expressive in writing, I will tend to be emotional especially kung ang topic is about love, maka-relate ko sa topic.” IDI_F02

(In my opinion, women are usually more expressive than men. That may be the reason why I’m more expressive in writing, I will tend to be emotional especially if the topic is about love. I can relate).

Also, FGD_F05 emphasized that:

“Kung mag answer ko ug mga essays, usahay ang ako ipairal kay ang akong emotion, siguro kay mag makaexpress ko in emotional aspect ug makaanswer ko ug tarung.” FGD_F05

(If I answer essays, sometimes my emotion overpowers me maybe because I can express emotionally and I can answer well).

Further, IDI_F04 accounted that:

“Bilang tao, mas naipapahayag ko sa tuwing akoy nagsusulat ay dahil din sa mga napagdaanan sa buhay kung saan nagagamit ko ang mga iyon upang mas mabigyan ng emosyon yung sinulat ko.” IDI_F04

(As human, I can explain the topic because of my personal experiences in life of which I can use it to give my write-up more emotion).

Similarly, FGD_F07 pointed out that:

“I agree, emotional ko usahay pag magsulat ko, feeling nako akoa jud pag ingon ana then mas maexpress nako ako pagkababae.” FGD_F07

(I agree that I am sometimes emotional when I write because of that, I can express myself as a woman).

Lastly, IDI_F05 concluded that:

(Actually, I don’t have any thought that because I am a woman, I have to be emotional in my writings. It just happened that I love to express my thought emotionally using descriptive or the lay-man’s term flowering words. Aside from I have a lack of vocabularies, I always feel that if I used adjectives, that’s enough already.) IDI_F05

Female Addresses the Subjects Personally

Essay is a type of prose which may be classified as formal or non-formal of which formal essays need thorough discussions and factual information as supports in the body of the essay. Meanwhile, non-formal essay is an essay which is free-verse and writers may include personal accounts of their own experiences. In context of the current study, female learners mentioned that every time they write, they opt to be personal by owning the subject and relating it to their personal experiences.

This result was supported by IDI_F05 who mentioned that:

(I observed that boys are direct to their points in their answers in essays or even when they are asked with questions during interviews, but I don’t know with women, that majority of us take the questions that we encountered personally, and we relate it to our experiences that’s why it becomes emotional.) IDI_F05

Also, participant IDI_F06 accounted that:

“Gender by writing can be doubted if you are pertaining of having a gender bias. In writing it is important to know what you are fighting and where to stand, as a woman, when I write essays or kanang tag as nga mga answeranan, ganahan ko mosulat kung makarelate ko kanang nahitabo sa akoang personal life. As babae, akong gender nakaapekto sa akoa sa pag express sa akong idea through writing by how society treated us, like naay inequality sa mga trabahuon, makarelate man ko sa makaanswer jud ko.” IDI_F06

(Gender by writing can be doubted if you are pertaining of having a gender bias. In writing, it is important to know what you are fighting and where to stand. As a woman, when I write essays or answer questions, I love to write when I can relate it with my personal experience. As woman, my gender influences me in expressing my idea through writing by how society treated us like the presence of inequality in tasks. I can relate it, thus, I can answer).

Further, FGD_F03 emphasized that:

“Siguro lahi-lahi man ang tao, pero sa akoo ang akong pagkababae maexpress nako in writing through relating the subject to my personal experiences, I am like an emotional kay nahitabo man gud sa akoo, ganahan lang pud ko kay naa koy ma answer, kung wala palang lage nako na na experience, maglisod jud ko ug express sa akoo idea in writing.” FGD_F03

(Maybe people are different. But for me, I could express my gender in writing through relating the subject with my personal experiences. I am emotional because it happened to me that is why I like it because I can answer it. If I have not experience it, I will be having hard time to express my idea in writing).

Similarly, FGD_F05 said that:

*“Yes, ma’am, mo agree ko kay ***** nga ma express nako akong idea sa panahon nga mag-answer ko ug mga essay nga quiz or naa sa exam kung ako siya irelate sa akong experience, feeling nako ako ang gihisgutan sa mga pangutana, murag nahitabo sa akong personal life. Ganahan ko mag answer man gud kung ang mga pangutana kabalo ko, pero usahay maglisod ko ug sabot kay lisod mag-English pero ganahan lang ko kung amoang mga teachers ibisaya nila tapos ma kanaswer na dayon ko,ahhh, mao na akoo pag express sa akong idea isip isa ko ka babae.” FGD_F05*

(I agree that I can answer essays or express my ideas in essays if I can connect it with my experience. I feel like I am the topic of the essay for it happen in my personal life. I really like to answer if I know the question but sometimes I find it difficult because I find I am having hard time to express my thoughts in English. But I like my teachers because they translate the question to Visaya which enables me to answer).

Likewise, IDI_F03 mentioned that:

“Ma express nako akong pag kababae? Actually, wala mana nako gihunahuna maong maglisod ko ug sabot sa mga pangutana nimo maam, pero kung basehan nato ang akong pag express ug idea nako in writing considering nga babae ko, well, mas gina personalize nako, si maam man gud kay kung mangutana bisan pag lisod ang mga topic mas mosayon kay iyaha man gud iexample sa amoang personal life, nakita namo sa among mga classmates nga okay ang strategy ni maam, tapos kung mo share pud ko siyempre kana pong pabor sa akoo, kay babae man ko ma’am ba.” IDI_F03

(In expressing my gender in writing, well, I take it personally because even though the discussion of our teacher is difficult, the examples are taken from our personal experiences which I find this strategy effective. Then if I will share, I take those which favors me as a woman).

Lastly, IDI_F04 concluded that:

“Bilang tao, mas naipapahayag ko sa tuwing akoy nagsusulat ay dahil din sa mga napagdaanan sa buhay kung saan nagagamit ko ang mga iyon upang mas mabigyan ng emosyon yung simulat ko.” IDI_F04

(As human, I can express my thoughts in writing because of my life experiences which I can use to give my essay emotion).

Female Expresses Ideas in Poetic Way

Idioms and figurative language are essential components in writing especially in creative writing. It is the way that give writers the avenue and way to give more color and oddity with their write-up. In context of the current study, the female learners accounted that they used figurative language in their writing for it made their essay more creative and colorful. They love to play with words and they like to convey meaning and thoughts of the subject in a different way. They also believed that being poetic is the same with being creative. Thus, it made their written output effective.

This result was supported by IDI_F05 who mentioned that:

“In writing, it is the ideal way to write what are your specific thoughts about the topic. Especially in fitting the right amount of details that matter. Your gender can influence your ways of writing for it is your main base of what your opinions will undergo, and sa akoo unconsciously, nahimo ko nga poetic sa akong ways pagsulat.” IDI_F06

(In writing, it is the ideal way to write what are your specific thoughts about the topic. Specially in fitting the right amount of details that matter. Your gender can influence your ways of writing for it is your main base of what your opinions will undergo, and for me, I became unconsciously poetic in my ways of writing.)

Also, IDI_F05 accounted that:

(I love to play with words, at some point I am poetic.) IDI_F05

Further, FGD_F01 emphasized that:

“Ako, ganahan man gud ko magsulat, so usahay ganahan ko mogamit ug mga figurative languages, kanang usahay gani ako ray nakasabot sa akong gisulat, siguro kay ang babae over man daw moacting ingon pa nila, Makita pud nila sa akong sinulat nga naay rhyming maam, mas makahunahuna ko nga naa koy comparison and contrast sa palibot like ikumapara nako sila sa mga planets, dahun, or sa nature ug sa mga hayop, hehe, mas magamit nako akong kaOA maam.” FGD_F01

(I love to write and sometimes, I used figurative language. Sometimes, I’m the only who can understand my write up for women are overacting as they say. They can see with my writings it has rhyming and also comparison and contrast with planets, leaves, nature or with animals).

Lastly, IDI_F03 concluded that:

(I write what my mind says, but in a poetic way. Like, I let my hands write what my mind imagines which for me is an effective way to express what is in my mind.) IDI_F03

Comparative Analysis of the Presentation of Male and Female Learners’ Ideas as a Representation of their Gender in Writing

After the thematic analysis of the data taken from the in-depth interview and focus group discussions, separate themes from male and female responses emerged. These themes are illustrated above in tabular form and are supported with direct responses from the participants in the displayed data.

Further, with the emerging themes, it was found out that male and female learners varies with their presentations of ideas, thoughts and beliefs every time they write if we will consider their gender. It was found out the male learners are direct and straightforward in presenting ideas while female learners use lengthy sentences in explaining the subject. Also, male learners are brief and concise in illustrating ideas while female learners address the ideas in poetic way and also, they are emotional in expressing their thoughts which made their written output lengthy and verbose. Lastly, one significant result that I found out is that, both learners, male and female, use their personal experiences or they address the subject personally in writing essays. In the first row in the table, it shows the two comparison of both genders as to how they express their thoughts and ideas in writing essays. It shows that male is directive and straightforward in giving their thoughts and ideas while female choose to explain and elucidate more the topic which made them right lengthy and long sentences. Below were the sample responses taken from male and female participants:

Table 6. *Comparative Analysis of the Presentation of Male and Female Learners’ Ideas as a Representation of their Gender*

Male	Female	Sample Responses from Both Gender
<ul style="list-style-type: none"> • Direct and Straightforward. 	<ul style="list-style-type: none"> • Uses Lengthy Sentences. 	<p>In a way of expressing my thoughts constructively. I tend to be more likely directive and conversational in writing salient points without compromising the idea. Moreover, I make sure to be sensitive, straightforward and constructive for the reader’s perspectives. <i>IDI_M04</i></p> <p>Well, I do believe in this notion that gender influences the way we write and express our thoughts. In writing, as a woman, I tend to express my thoughts in precise way or in elucidated way. However, I am into juggling words and I am more comfortable in a lengthy and chunkily-verbose-write-up. <i>IDI_F01</i></p>

• Presents Brief and Concise Ideas. • Emotional Expressing Thoughts; and in I present my ideas by being less roundabout and more specific. *IDI_M03*

• Poetic Expressing Ideas. in As human, I can explain the topic because of my personal experiences in life of which I can use it to give my write-up more emotion. *IDI_F04*

I love to write and sometimes, I used figurative language. Sometimes, I'm the only who can understand my write up for women are overacting as they say. They can see with my writings it has rhyming and also comparison and contrast with planets, leaves, nature or with animals. *FGD_F01*

• Male Uses Personal Experiences. • Female Addresses the Subject Personally.

As a man, I usually express my thoughts through my personal experiences, in my own point of view and I think that is the right and accurate thing to do every time I am writing an essay. I based it on my thoughts and personal experiences to enable me to elaborate more and I can explain it correctly and truthfully. *IDI_M02*

Maybe people are different. But for me, I could express my gender in writing through relating the subject with my personal experiences. I am emotional because it happened to me that is why I like it because I can answer it. If I have not experience it, I will be having hard time to express my idea in writing. *FGD_F03*

From the first sample taken from *IDI_M04*, the male learner accounted that they express their thoughts constructively and they choose to be direct and straightforward upon giving the salient points without compromising the thought or the idea of the essay. In other words, they include less roundabout about the subject matter. On the other hand, female learners are in contrary with the presentations of male learners as they elucidate and explain their ideas thoroughly and verbosely. Thus, as a result, female learners always have a lengthy and long sentences in their essays. Below were the sample responses taken from male and female participants:

In a way of expressing my thoughts constructively. I tend to be more likely directive and conversational in writing salient points without compromising the idea. Moreover, I make sure to be sensitive, straightforward and constructive for the reader's perspectives. IDI_M04

Well, I do believe in this notion that gender influences the way we write and express our thoughts. In writing, as a woman, I tend to express my thoughts in precise way or in elucidated way. However, I am into juggling words and I am more comfortable in a lengthy and chunkily-verbose-write-up. IDI_F01

In the second row in the table, it shows the comparison of the two genders as to their style in organizing their thoughts and ideas in writing an essay. It can be noted that male learners present in their ideas briefly and concisely. They tend to use lesser words in explaining the thought or the subject. Moreover, female learners are in contrast with this style of organizing thoughts and ideas for their style of addressing the subject is in poetic way like with the use of figurative language. Also, female learners are emotional, thus, they tend to write verbosely.

Below were the sample responses taken from male and female participants:

I present my ideas by being less roundabout and more specific. IDI_M03

As human, I can explain the topic because of my personal experiences in life of which I can use to give my write-up more emotions. IDI_F04

I love to write and sometimes, I used figurative language. Sometimes, I'm the only who can understand my write up for women are overacting as they say. They can see with my writings it has rhyming and also comparison and contrast with planets, leaves, nature or with animals. FGD_F01

From the first sample, it is taken from the male learner responses while the second and last two samples are from female learners' responses. From the sample taken from IDI_M03, we can conclude that male learners are direct to the point and they are specific as well in expressing their thoughts. Thus, it can be noted that male learners are brief and succinct in explaining the topic.

Meanwhile, from sample IDI_F04, we can observe that female learners are emotional or somewhat being attached in the essay by relating the topic with their experience. Likewise, it can be noted from the responses of the female learners that they utilized figurative language which is in congruence to the way of expression of idea and thoughts with the male learners.

Lastly, in the last row in the table, this comparison shows that both genders, male and female, used their personal life experiences to elaborate and elucidate more the idea or the subject being discussed. It is now in their personal experiences that they were able to explain the subject well since they have their personal experiences about the subject already.

Below were the sample responses taken from male and female participants:

As a man, I usually express my thoughts through my personal experiences, in my own point of view and I think that is the right and accurate thing to do every time I am writing an essay. I based it on my thoughts and personal experiences to enable me to elaborate more and I can explain it correctly and truthfully. IDI_M02

Maybe people are different. But for me, I could express my gender in writing through relating the subject with my personal experiences. I am emotional because it happened to me that is why I like it because I can answer it. If I have not experience it, I will be having hard time to express my idea in writing. FGD_F03

From the first sample taken in IDI_M02, the male learner emphasized that he used his personal experience and contextualized it in context to the subject being discussed in the essay. Also, he pointed out that we the used of his personal experience, he was able to explain the essay correctly and truthfully.

Meanwhile, the female learner, FGD_F03, also mentioned that she was able to explain the subject of the essay by relating it with her personal experience. Writing seemed to be an easy task for her because she was able to experience it. As a result, she was able to share a lot of thoughts about the subject.

Research Question No. 3: What are the insights of male and female learners on the power of language to represent their gender through writing?

The third research question of this study is about the insights of male and female learners about the power of language to represent their gender. To answer this question, I used in-depth interview and focus group discussion to gather data and direct responses from the participants of which, the participants of the study have revealed their insights about the power of language in representing their gender.

Male Learners' Insights on the Power of Language to Represent their Gender through Writing

For male learners, three (3) insights were emerged: (1) Language Must Be Used Neutrally; (2) Language is a Form of One's Expressions; and (3) Language Firmly Support a Stand.

Table 7.

Male Learners' Insights on the Power of Language to Represent their Gender through Writing

Major Themes	Core Ideas
<p>Language Must Be Used Neutrally</p> <p>There are my forms of language of which it matters according to its context. That is why, the study of pragmatics is in great importance. Also, there are forms of languages that vary according to culture for there are some language that is good with one culture but taboo with another culture. Thus, everyone must be careful in using language especially for writing and communication. In context of the current study, male learners accounted that in writing, they always do checking with the use of words so that they would not offend others especially other gender. They always check their choice of words if it is sensitive, fair, inoffensive and safe to use with their written output so that they would not hurt other people.</p>	<p>Language Must Be Used Neutrally</p> <ul style="list-style-type: none"> • Use language neutrally and fairly to prevent conflict. • Think of others' feelings and emotions when writing. • Be more sensitive and more inclusive in writing. • Write based on the subject matter fairly and with the use of respectful language.
	<p>Language Firmly Supports a Stand</p> <ul style="list-style-type: none"> • Present stand and salient points of the essay firmly and solidly. • Put strong tone and command in writing. • Make ideas more elaborate, constructive and directive.
	<p>Language is a Form of One's expression</p> <ul style="list-style-type: none"> • Be able to express one's own opinion and ideas. • Have a clear portrayal of ideas and make way for a concrete perception of thoughts. • Language in writing is a reflection of one's personality.

This result was supported by IDI_M01 who pointed out that:

(Language must be used neutrally and fairly for all genders to prevent hurtful feelings and helps you being sensitive at all times.) IDI_M01

Also, IDI_M02 claimed that:

(I will use my language carefully and think of others feeling because it is not easy to be downgraded by others and a true educated person never step onto others reputation. For example, the topic is all about same sex marriage and you are not favor on it, then you should minimize your tone and write your point why you are not favor on them without hurting them and you can criticize them but not the point that you are stepping their lives.) IDI_M02

It was further supported by IDI_M03 that:

(It is by being more sensitive and more inclusive in your writing.) IDI_M03

Likewise, IDI_M04 mentioned that:

(I just need to write according to its subject matter constructively. Normally, I take it to the account that there are numbers of readers, therefore, I need to be sensitive in all aspects. To avoid any downgrading, I make sure to select euphemistic words to cover up any offensive words. On the other hand, I provide descriptive words as well as to be more specific to refrain misunderstanding perceptively.) IDI_M04

FGD_M05 emphasized that:

(By writing a correct, understandable and respectful language so that no one can be hurt. Also, to understand someone's opinion by communicating with and teach them how to write or to speak and also I beg them to teach me also if I have mistaken.) FGD_M05

Lastly, FGD_M06 concluded that:

(I can use my language in writing to present my gender by writing it fairly, and free from any biases. No discrimination, no isolation and bullying. By this, downgrading other people will be prevented.) FGD_M06

Language Firmly Supports a Stand

Language is powerful. This is a cliché that supports the first insight of the male learners. Language is powerful in such a way that it can form or break a relationship, it can create war or peace and language is a foundation of communication. In context of the current study, male learners accounted that they used bold, strong, firm and straightforward languages to support their stand for they believed that men should present ideas straight to the point.

This result was supported by IDI_M01 who pointed out that:

(I think, by presenting every point in my writings firmly and solidly. Also, I didn't change my stand about something instead I supported it with facts. As what a man act, strong and firm.) IDI_M01

Also, IDI_M02 emphasized that:

(In writing, I used my language to represent my gender in putting a strong tone, stand in one side and never doubt my thoughts and ideas. I usually overpower them and make them to listen to me but putting strong voice in writing so that they will know.) IDI_M02

Similarly, IDI_M05 pointed out that:

(In writing, language help me to represent my gender by express it the way of what I understand others feelings and thought. It helps me to express my feelings and thoughts as a man. Language help me to express my feeling and thoughts by communicate other people and to socialize with them.) IDI_M05

Lastly, FGD_M06 concluded that:

(Language is very important, for communication, interaction and even for creating a connection. But in presenting my gender, I used my language to express who I am and what kind of gender I have.) FGD_M06

Language is a Form of One's Expression

Language helps every individual to express themselves and share their thoughts with others. It is the avenue that helps everyone to be understood. Thus, language is a reflection of one's gender, culture, beliefs, attitude and feelings. In other words, language is a reflection of one's personality and expression. In context of the current study, male learners share an insight that their language is a reflection of their own expressions. It is in their language that they are able to express their thoughts and opinions, their feelings and emotions, and also their perspectives of life.

This result was supported by IDI_M03 who emphasized that:

"Siguro ma'am, it's the fact nga kuan, na you get to express your own opinion. Murag ana gud." IDI_M03

(I guess it's the fact that you get to express your own opinion).

Then, IDI_M04 claimed that:

"I think there will be a clearer portrayal of ideas. Tapos kanang kuan ma'am ba, in a way that by describing objects and events, language and gender, it makes their way for a concrete perception of thoughts. Language helps to create a conceptual and concrete subject matter in which these express the idea or about the gender to solidify the concepts." IDI_M04

(I think there will be a clearer portrayal of ideas. Then, it could be in a way that by describing objects and events, language and gender, it makes a way for a concrete perception of thoughts. Language helps to create a conceptual and concrete subject matter in which these express the idea or about the gender to solidify the concepts).

Lastly, FGD_M04 concluded that:

“Simply lang, my writing can represent my worldview. Mao na siya. Whatever it is or it was, basta mao na akong opinion.”
 FGD_M04

(Very simple. My writing can represent my worldview. Whatever it is or it was, that is still my opinion).

Female Learners’ Insights on the Power of Language to Represent their Gender through Writing

For female learners, three (3) insights also emerged: (1) Language Rejects the Idea of Gender-Bias; (2) Language Frees Oneself; and (3) Gender Fairness Should Be Promoted in Language Use.

Table 8.

Female Learners’ Insights on the Power of Language to Represent their Gender through Writing

Major Themes	Core Ideas
Language Rejects the Idea of Gender-bias	<ul style="list-style-type: none"> • Language is use to express one owns feelings and emotions. • Language is for communication and it is use to convey ideas with the readers. • Be responsible in using words in writing to avoid miscommunication between genders. • Having equality in gender through the use of gender-fair language.
Language Frees Oneself	<ul style="list-style-type: none"> • Be able to express ideas freely with consideration of norms in society. • Be able to express ideas in mind without hesitations. • Be able to express in words the problems being encountered. • Be able to express one’s own gender in writing.
Gender Fairness should be Promoted in Language Use	<ul style="list-style-type: none"> • Have equality of gender in writing. • Be able to express gender equality in writing especially with the use of gender-fair words or language. • Have positive mode and attitude in writing especially in addressing gender fairness.

Language Rejects the Idea of Gender-bias

Language is a complex process of processing thoughts and ideas and it is as well a complicated area of specialization to be studied. In context of the current study, female learners accounted that there is no specific gender that is perfect with the used of English especially with grammar. Also, they have pointed out in writing, no gender is deemed to be perfect for what they write is a reflection of one’s own personality. It is their own idea after all.

This result was supported by IDI_F01 who mentioned that:

“I believe that language is our own unique way of communicating since we have different methods in using it, therefore it reflects our personality and gender. So, my language helps me to represent my gender through using more kanang bisan unsa nga way para maexpress nako ako mafeel.” IDI_F01

(I believe that language is our own unique way of communicating since we have different methods in using it. Therefore, it reflects our personality and gender. So, my language helps me to represent my gender through using more varied ways to express my feelings).

Also, FGD_F04 mentioned that:

“Bisan dili nato iingon, pero nindot ang way sa pagsulat kay mawala ang gender-bias. Naay mga babae og mga lalaki sad nga nindot mosulat, or nindot ang style nila pagsulat. Dili ka makaingon kung babae or lalake ang nagsulat, depende nalang kung kabalo ka kinsa nag auhor ana.” FGD_F04

(Even we will not say, it is really beautiful in writing because gender-bias is not observe. There are women and men who are good in writing or having a good writing style. You could not recognize the gender of the writer unless you personally know the author).

Similarly, FGD_F07 pointed out that:

“Yes, moagree ko, tungod sa use of language in writing, mawala ang discrimination. Language is our way to communicate with one another, and ang nakaninidot kay in writing, wala nay importance kung babae ba o lalaki ang nagsulat basta kay makaconvey ug ideas sa mga readers.” FGD_F07

(Yes, I agree because the use of language in writing, discrimination will be alleviated. Language is our way to communicate with one another and good thing in writing is that gender has no importance for as long as you are able to convey ideas with your readers).

Further, IDI_F03 emphasized that:

“Para sa akoo, through the use of language in writing, mawala ang kalahian sa babae og lalaki, example sa grammar, pareha ra man dili perfect ang paggamit.” IDI_F03

(For me, through the use of language in writing, there is no difference between male and female. Example in grammar, both are not perfect in using it).

In the same manner, IDI_F04 pointed out that:

“Kung mararapatin, ang maling paggamit ng mga salita ay nakakapagdulot ng hindi pagkakaintindihan. Ito ay magiging daan sa pagkakaroon ng mga kaguluhan lalo pa at ang paggamit ng mga salita ay siyang pinaka importante sa komunikasyon. Sa madaling salita ang pinaka kailangan kung ipapahayag ang sarili na walang naapakan ay ang pagiging responsable sa anu man sulating ginagawa. Ang pagkakaroon nito ay magiging daan upang maiwasan ang maling pagpapahayag na maaaring makasakit sa iba.” IDI_F04

(Misused of words causes misunderstanding. It gives a way to conflict especially that the use of words is the most important in communication. In other words, what we need in expressing ourselves without hurting others is being responsible with the use of words. Having this is a way to prevent hurting others in expressing own thoughts).

Lastly, IDI_F06 concluded that:

“Language does really play a role in expressing ideas. Proper use of language will result to effective representation of gender, and through English language, para sa akoo fair ang treatment in terms of gender. There is equality in gender through the use of language.” IDI_F06

(Language does really play a role in expressing ideas. Proper usage of language will result to effective representation of gender. Also, through English language, for me, the treatment is fair in terms of gender. There is equality in gender through the use of language).

Language Frees Oneself

Language enables everyone to express their ideas, thoughts and opinion about something. It is the tool that paves a way for each person to speak for themselves. In connection with the current study, the female learners accounted that it is the language that made them frees themselves especially in writing because they were able to express their thoughts and opinions about the subject. They also mentioned that, in writing, they could feel that they have the freedom because they can express their self freely and so with expressing their gender.

This result was supported by IDI_F03 who pointed out that:

(Proper use of words and clear presentation of ideas considering the norms in every aspect would be an effective move, and I can freely express what is within me.) IDI_F03

Also, IDI_F04 accounted that:

“Sa pamamagitan ng paggamit ng Wika, marepresent nako kung kinsa ko without any hesitation. Kung mag answer me sa amoang mga quizzes, walay magbuot unsa akoo isulat kay akoo man to copy ba.” IDI_F04

(By using language, I can express who I am without hesitation. If we answer our quizzes, no one dictates me because it is my copy).

Likewise, FGD_F02 claimed that:

“Para sa akoo, ang akoang gender dili man makaapekto kung unsaon nako pagsulat, pero siguro dahil babae ko mas makaexpressed ko sa akong feeling towards something, and because of language makaexpress ko sa akong ideas same thing nga akoo maingon ang unsa ang naa sa akoo hunahuna. Nindot kaayo sa paminaw na maexpress nako unsa may naa sa akong hunahuna, kung magsulat ko. Mura kog mahuwasan sa akoang gibati.” FGD_F02

(For me, my gender can't affect my ways in writing, but maybe because I am a woman, I can better express my feelings towards something, and because of language I can express my ideas, same thing that I can say what is in my mind. It is very nice to think that when I write, it would ease what is in my mind.)

Further, FGD_F03 mentioned that:

“Yes, pareha me, pinaagi sa pagsulat, mapagawas nako kung unsa man galing ako kabug-aton kay wala man gud koy maistoryahan kung naa koy problema, so akoo nalang gipangsulat ug because ana mas maexpress nako ako gibati, then mawala ang unsay burden nga akoang gipas-an. Medyo OA pero maoy akoo experience in Language sa pagsulat.” FGD_F03

(Yes, we are the same, through writing, I can express my burden, since I have no one to talk with in times when I become problematic. So, I just wrote down where I could express what is in my mind, and it is effective, it will lessen my burden. It may sound Over Acting, but that was my experience putting thought in words).

Lastly, IDI_F07 concluded that:

“Tungod sa akong pagsulat, maexpress nako kung unsa ko nga pagkatawo, syempre apil ang akoang pagkababae.” IDI_F07

(Because of writing, I can express who I really am, and this of course include my femininity).

Gender Fairness should be Promoted in Language Use

Language may form or destroy relationship. If properly used, it may strengthen peoples' bond and commitment. However, if used inappropriately, it may destroy peoples' mutual understanding and commitment. It may create chaos nor may create peace. Thus, language must be used carefully. In context of the current study, the female learner emphasized that in writing, writers must use gender-fair language so that they would not hurt anyone. The writer must choose language that is good for everyone and they must be responsible also in presenting their thoughts, opinions and ideas.

This result was supported by FGD_F05 who mentioned that:

“Sa atoang society, ang babae ginadiscriminate kay lage mas superior ang man, that is their level of thinking, pero atleast man lang sa writing walay bias nga mahitabo.” FGD_F05

(In our society, women are being discriminated since men are perceived as superior, in the level of their thinking, but just atleast in writing, there is no gender bias.)

Also, FGD_F04 emphasized that:

“Yes, moagree ko, dili nato malikayan nga naa jud gender inequality, akoang lantaw ani, isip isa ka babae, and a student, I hope that there is equality in treatment sa gender ug nakita nako na sa ilang gipang ingon gaina nga bahalag sa mga sinulat, Makita nag gender equality.” FGD_F04

(Yes, I agree, we can't avoid that gender inequality, my view as a woman, and as a student, I hope that there should be inequality in gender treatment, and I've seen that perspective in their statements, that even just in writing, gender equality must be manifested.)

Further, IDI_F03 emphasized that:

“Sa akoang pagsabot, ang gender kinahanglan mapromote pinaagi sa wriiten outputs. Gender equality and fairness unta bahalag sa mga sinulat lang makita na.” IDI_F03

(In my understanding, gender should be promoted in writing. Gender equality and fairness should hopefully be seen even just in writing.)

IDI_F07 further claimed that:

“Para sa akoo, nindot unta nga wala nay gender bias, mas maapektuhan man gud me nga mga babae ba, so sa imo pangutana maam makaingon ko nga unta walay bias sa gender.” IDI_F07

(For me, it is better if there is no gender bias, because women are greatly affected, so in your question, ma'am, hope there is no gender-bias.)

Lastly, IDI_F04 concluded that:

“Honestly, for me, gender is not being recognized in writing, dili man gani mahibal-an kung kinsa jud nag nagsulat, pero kung ikaw ang author unya ginapagawas nimo nga babae jud ka, unta dili na siya mahimoan ug negative nga feedback sa tanan nga mobasa sa iya sinulat, wala untay inequality bisan sa mga sinulat man lang, mao lang maam.” IDI_F04

(Honestly, for me, gender is not being recognized in writing, one can't even identify if who wrote a certain piece, but if you are the author, then you would show off that you are a woman, hopefully it won't gain negative feedback from those you will read it, and there should be no inequality even just in writing.)

CHAPTER 5 DISCUSSION

This chapter contains the different linguistic features of both men and women found in the learners' essays which are the corpora of the study. Also, it is supported with significant discussions which explain its importance in context of writing with due consideration of the gender of the writer. Also, this chapter explains the different themes gathered from two research questions of the study: (1) presentation of male and female learners' ideas as a representation of their gender in writing; and (2) insights of male and female learners on the power of language to represent gender through writing.

Further, the different gathered data which are the different linguistic features of the essay writing of the learners, their responses from both in-depth interview and focus group discussion discussing different topics guided by grand core questions and sub-questions are the basis of the discussion and summative deliberations that would form the conclusions of this research.

Linguistic Features employed by Male and Female Learners in Writing Essay. The linguistic features employed by male and female learners introduced by Lakoff (1975) emphasized that some of the language aspects consist of linguistic features such as intensifiers, hesitations, tag questions, rising questions on declaratives, and empty adjectives of sentences which are more correlated with women and men. However, in this study, since the first research question is a corpus-based analysis of written essays, hesitation is not manifested of which this linguistic feature is present as well in Lakoff's model.

Intensifiers are the linguistic element which modify the degree of an agreeable expression. Thus, despite of the term intensifier, they include both elements increasing and decreasing intensity. However, in the context of the current study, men and women writers used intensifiers to show emphasis of their thoughts and arguments of which it is also noticeable that female writers used more intensifiers compared to men writers.

This result is synonymous to the study of Rasekh (2015), which attempt to investigate the differential usage of intensifiers in male and female written output using Persian language. Result of the study showed that women were found to use intensifiers more than men keeping in mind their less powerful status in social interactions. Women might resort to using intensifiers to give more emphasis to their talk, impress their interlocutors and enhance the likelihood of being accepted and confirmed.

Lastly, this finding is in parallel to the proposition Fuchs (2017), that men use fewer intensifiers than women and that this has not changed fundamentally over time. However, intensifiers have come to be used more frequently which is possibly due to the spread of a stereotypically feminine. Further, the author noted that female and male middle class speakers have also become more similar in their use of intensifiers unlikely those from the upper and working class. Thus, the author suggested to have future research which will show and explain as to how social classes influence the used of intensifiers between genders.

Questioning is important in the communication process since it could be a way for the speaker to establish rapport with his audience and listener. Further, in context of the current study, questioning is both used by men and women writers of which one of the purpose of both writers in using it is to establish rapport with their readers which allow them to think about the subject and be indulged in the written task.

However, the conducted studies of Coates (2016) have explained that in using question like **tag question**, women opt to express themselves less forcefully than men which can be seen in the use of tag questions of which it can be associated as expressing tentativeness. In that study, the participants were asked to decide whether a specific utterance was made by a male or a female and the results revealed that tag questions is mainly used by women.

Lastly, some authors reported some reasons as to why questioning is related to gender. It has been mentioned that there are two ways why women ended up asking a fewer question than men: either they put their hands up less frequently to ask questions and they are overlooked when they do so (Booluck, 2018). Further, the survey data suggested that raising of hands by the women plays a major role – women report asking questions less frequently than men.

Establishing authority in speech is important as it gauge a way to write with conviction and confidence. In this case, once it is fully established, it is easier for you to write and elucidate your thoughts and easier for you to let your audience and readers believed in you. However, in the context of the current study, it is observed that women frequently used **rising questions on declaratives** as strategy to engage readers while men opt to less use questions and tag questions.

Further, this result is in parallel to the study Wardhaugh & Fuller (2015) about the courtroom speeches which showed that it was not women who used the features identified by Lakoff which includes questions, adjectives, intensifiers, fillers and affirmatives but those people who has less institutional power. Thus, the findings of the study refuted the idea of tag questions as being the typical female language. But, it confirmed the idea of Lakoff that the ways of speaking which are associated with women are associated with a lack of power and authority.

Lastly, result confirms the study which found out that certain types of questioning are used more by men than by women like modal tags and certain other types are used more by women like facilitative tags. Moreover, one study was conducted of which it was found that men used more facilitative and modal tags than women did. The results of this study showed that women used questions more frequently than men did. Also, according to Cameron et al. (2017), the result of the independents t-test showed that there was significance difference between male and female with regard to tag questions.

In the context of the current study, women have the tendency towards weakening of communicative intention and they are more indirect as they are using flowering words or **adjectives** upon giving samples, definition and example about the topic. On the other hand, men are more direct in expression of communication intention and they are less indirect speech use because men speakers tend to write and explain the subject succinctly and briefly.

Moreover, Nordquist (2020) mentioned that in writing, directness is the quality of being straightforward and concise by stating the main point early and clearly without embellishments or flowering words. It contrasts with circumlocution, verbosity, and indirectness. Also, the author added that there are different degrees of directness which are determined in part by social and cultural conventions. In order to communicate effectively with a particular audience, a speaker or writer needs to maintain a balance between directness and politeness. Lastly, this result conforms to the study of Vaezi (2015) which concluded that women used more an indirect communication pattern like in modest request which substantiates consideration and politeness with regard to others. Also, it is indicated that men have a strong preference of using the answer as a direct communication of request. Furthermore, result of the study explained that women believed that implicit requests are popular, if not more popular, than the explicit ones.

Presentation of Male and Female Learners' Ideas as a Representation of their Gender in Writing. Writing is an essential skill since it allows writers to express their thoughts, ideas and opinions about the subject, idea or concept based on their own understanding. Meanwhile, language and writing has an integral part and mutual know-how since writing requires careful usage of language as you are to spread your viewpoints to everyone. Thus, you, as a writer, you must know how to use sensitive words especially so that you will not offend anyone like their culture, beliefs, traditions and even gender.

Men were innately direct and straightforward when it comes to sharing their thoughts and ideas and in giving opinions and judgment with the topic. Also, they are known to be less emotional and less verbose. In the context of the current study, the male learners accounted that every time they are writing, they opt to be direct, bold, and straightforward especially in sharing thoughts and opinions about the given topic.

Moreover, in writing, directness is the quality of being straightforward and concise by stating the main point early and clearly without embellishments or flowering words since the writer's primary purpose is to convey and elucidate the topic or subject. Thus, it contrasts with circumlocution, verbosity, and indirectness. Also, Nordquist (2020) added that there are different degrees of directness which are determined in part by social and cultural conventions. In order to communicate effectively with a particular audience, a writer needs to maintain a balance between directness and politeness in order to make the written output more meaningful and worth to read by the readers.

Lastly, this result conforms to the study Vaezi (2015), which concluded that women used more an indirect communication pattern like in modest request which substantiates consideration and politeness with regard to others. Also, it is indicated that men have a strong preference of using the answer as a direct communication of request. Furthermore, result of the study explained that women believed that implicit requests are popular, if not more popular, than the explicit ones.

Presentation of concise and appropriate ideas is in primary importance since it is the way that you can easily convey the message of your output with your readers. However, every writer matters as to the style of conveying their thoughts. Some would use many citations and adjectives while others opt to be brief and short in explanation. In the context of the current study, male learners emphasized that when they write, they choose to have brief, not lengthy explanation of the subject for as long as it is succinct and concise for their readers to understand and comprehend.

In connection with this, the study of Basow & Rubenfield (2003) as cited by Merchant, (2015) emphasized that women are more expressive, tentative, and polite in expressing thoughts and ideas while men are assertive, brief and firm. Also, it found out that men and women differ on how they relate to others because women strive to be more social in interacting with others while men value more their independence. Thus, in general, academic research showed that women are more social, verbose and emotional while men are more independent, firm and direct especially in expressing their thoughts and opinions.

Lastly, in evaluating the directness of men, in speaking, in terms of speed, it was found out that on the average, while both men and women exhibited the main trend, men conveyed more information than women at the same speech rate. However, it is added that women may tend to be more concerned with making sure their listeners understand what they are saying. Thus, Priva (2016) concluded that men are direct and concise which allows them to generate a lot of ideas.

Empirical knowledge or schema is very much essential with every one especially when it comes to writing as well. This gives the writer the ability to integrate his experiences with the writing task he is doing. Also, this allows the reader to understand and comprehend more about the topic. Thus, regardless of gender, integration of empirical knowledge or experience is natural. Yet, in the context of the current study, **male learners accounted that they also integrate and used their experience** in their essay especially those experiences that is related to the topic being discussed.

This is also supported by the proposition which emphasized that as writers mature, their content and style are increasingly influenced by their life experiences, which can become a crucial part of the writing process. Whether it's a scene or location that you long to recreate, a nuance of someone's personality that is just what your character needs, or the recall of a hurtful feeling that helps portray emotion of which each could be valuable.

Lastly, this result is in parallel with the study of Baral (2016), who studied the argumentative essays of male and female students which concluded that male students use more nouns related to certain social and economic activities and scientific phenomena associated with a topic. They tend to focus on the particular aspects of the things or events, or on the particular time and places where the activities happen. **Female students, on the other hand, use more personal pronouns** and certain words related to psychological cognitive processes. They tend to use certain intensifiers and modifiers to convey fuzzy and vague information as well as some phrases that can function as hedges. Female students are likely to try to show their concern about others or people around them, and try to soften and mitigate the impact of the argument they are writing by including their personal experience even when they are writing to anonymous readers.

Writing seems to be an interesting task or activity especially those who love to write. It is in writing that they get the chance to share their thoughts, beliefs and ideas. In the context of the current study, the **female learners accounted that they tend to write lengthy sentences** if they know the topic and if so happen that they can use their personal experiences upon explaining and elucidating the topic.

In addition, when it comes to sentence length, there is limited evidence that girls produce longer sentences than boys but that in adulthood the reverse may be true which contradicts the result of this study also the claims of Mullac (2016) in his study The Gender-Linked Language Effect found that woman used longer and "more mature sentence structure than man". Girls also begin to use sentences earlier than boys. Gender differences in language usage reflect different and unequal roles and status. The low status of women and the social pressure on them to talk like a lady, women as compared to men tend to use more hedges, intensifiers, super polite forms, question intonations, doubt expressions, in expressing their thoughts that may come with lengthy sentences.

Lastly, the result of the study revealed that women express ideas beautifully, which tend people see the woman behind the letters since women want to express everything that would describe what they feel about a certain issue or subject. They **prefer to choose grammatical terms that refer to personal relationships** to highlight their point of view which resulted to lengthy sentences since this also reflects their roles to the community. This means that women have many things to be shared and one of their means of expressing themselves is through writing. This corresponds to the claims of Hicks et al. (2015) that the roles of women especially in household has a larger share on how they express their thoughts through written texts.

Making essay with life is not an easy job. It must be done with passion to write, dedication and willingness to inspire others or your readers for if you have these, it will go along with your essay. In the context of the current study, the **female writers always put emotion and feelings upon writing essays** which made them write with heart. As a result, they have mentioned that they always write with lengthy and long sentences because they have a lot of ideas to share like their personal experiences that is in connection or relevant with the topic.

Further, the study of Yoo et al. (2013) explored the connection between communication, intimacy, sexual satisfaction and relationship satisfaction of which the result of the study indicated that for women are greatly more emotional than men. They had a positive communication style which led to greater feelings of intimacy as well as relationship satisfaction. This proposition is observable especially when women write as they have shared personal experiences and choose to have long sentences.

Finally, a study about the level of intimacy and writing communication between couples was conducted of which the data showed that women felt they shared more personal information with their partners yet they were less trusting of and comfortable with their partners than men (Ubando, 2016). Further, in general conclusion of the study, women were found to be more emotional compared men, thus, authors concluded that when women indulge in writing, they to be more self-expressive.

Idioms and figurative language are essential components in writing especially in creative writing. It is the way that give writers the avenue and way to give more color and oddity with their write-up. In the context of the current study, the **female learners accounted that they used figurative language in their writing** for it made their essay more creative and colorful. They love to play with words and they like to convey meaning and thoughts of the subject in a different way. They also believed that being poetic is the same with being creative. Thus, it made their written output effective.

This result is supported by the study of Corney et al. (2012), which explained that women's language makes more frequent use of emotionally intensive adverbs and adjectives that their language is more punctuated with assertions, apologies, questions and personal orientation and support. In these means, the sentence structure would tend to be lengthy due to insertions of emotionally intensive adverbs and adjectives. On the other hand, language used by male expresses independence and assertions of power.

Lastly, the study of Mirzapour (2016) concluded that female authors used more figurative language than male authors in expressing their claims and ideas and male authors had much tendency to use possessive adjective “our” in Chemistry articles than females. This suggested that females used figurative devices more than men in their writings. Also, the creation of an appropriate authorial identity by means of self-mention resources is critical for article writers in any discipline in order to present themselves as competent member of the discipline.

Insights of Male and Female Learners on the Power of Language to Represent Gender through Writing. Men and Women have different ways and strategies when talking in different context as well as in writing in different purposes. In the context of writing, men and women learners shared different insights as to the power of language in gender representation as explain below supported by the direct observation and empirical knowledge of the researcher as well as citations from synonymous studies.

There are many forms of language of which it matters according to its context. That is why, the study of pragmatics is in great importance. Also, there are forms of languages that vary according to culture for there are some language that is good with one culture but taboo with another culture. Thus, everyone must be careful in using language especially for writing and communication. In the context of the current study, male learners accounted that in writing, they always do checking with the use of words so that they would not offend others especially other gender. They always check their choice of words if it is sensitive, fair, inoffensive and safe to use with their written output so that they would not hurt other people.

Language must be used neutrally and fairly for all genders to prevent hurtful feelings and helps one being sensitive at all times, is one of the views shared by when they were asked about their insights about the language use which is supported by Sczesny, Formanowicz, and Moser (2016) on Gender-fair Language Theory which aims at reducing gender stereotyping and discrimination among genders. Vervecken & Hannover (2015) employed two principle strategies to make languages gender-fair and to treat women and men symmetrically: neutralization and feminization. Neutralization is achieved, for example, by replacing male-masculine forms (policeman) with gender-unmarked forms (police officer), whereas feminization relies on the use of feminine forms to make female referents visible (i.e., the applicant... he or she instead of the applicant... he).

Neutralization is the elimination of gender references within language and the addition of gender-neutral nouns and pronouns. Methods of neutralization include using male and female pronouns together as generic referents (“he/she”), using “they” as a singular generic pronoun, and creating gender-neutral alternatives for nouns (e.g., fireman into firefighter, chairman into chairperson, and mankind into humankind as construed by Khan & Daneman (2011). It was added by Lassonde & O’Brien (2013) that this reduces gender asymmetry and allows individuals to picture the gender to which they are inclined without priming or cognitive interference.

The use of sexist language as to the words of Gustafsson, Lindholm & Sikstrom (2014), is part of the society’s increased awareness that the perceived meanings of some words have changed in response to the changing roles of men and women in the society. For example, girl once meant a young person of either sex, while youth indicated only a young man. Now, girl applies only to young female persons, while youth can refer to young persons of either sex. Just as a person would not use girl with its outdated meaning, one should not use other words connoting gender that do not accurately represent the people behind them.

In the framework of neutralization, gender-marked terms are replaced by gender-indefinite nouns like policeman by police officer or there are different strategies that can be used to make language gender-fair and avoid detrimental effects of masculine generics: neutralization, feminization and a combination of the two. To avoid gender biased language, Paterson (2014) suggested the use of pronouns is to be much considered. Thus, neither generic pronoun *he* nor the combination *he/she*, but “singular *they* is the dominant epicene pronoun in modern written British English. However, despite its use, singular *they* has never been endorsed by institutions of the English language, such as major dictionaries and style guides.

Further, one of the views of the male participants cited that one must cite his ideas based on the subject matter fairly and with the use of respectful language. The language must conform to its function which is to convey, inform, and to give information as congruent to the claims of Maass, et al. (2013) that in using language, it should avoid and reduce stereotyping and discrimination especially in giving address to women and men.

Language is powerful. **It firmly supports a stand.** This is a cliché that supports the first insight of the male learners. Language is powerful in such a way that it can form or break a relationship, it can create war or peace and language is a foundation of communication. In the context of the current study, male learners accounted that they used bold, strong, firm and straightforward languages to support their stand for they believed that men should present ideas straight to the point.

The result of the study has revealed that women view language as it presents a stand and salient points of the essay firmly and solid, put strong tone and command in writing, and make ideas more elaborate, constructive and directive which supports the claims of which stated that language is used to perform the function of letting other people know the thoughts, ideas or emotions when people wish to express your thoughts and feelings to the person talking to. Language helps express one's feelings, desires, and queries to the world which firmly supports a stand as supported by De Valoes (2014) that through the use of language, one can express what truly is in the mind and it supports the idea by using proper words to give emphasis to the ideas presented.

Moreover, language supports a writer's position towards a certain subject which was construed by Armstrong and Ferguson (2011) that language is purposefully used to engage others as well as simply convey certain types of information. The authors can construe their own identity and authority and choose to align or dis-align themselves with potential conversation partners through their choice of words and particular grammatical constructions. This only means according to Ahlsen, (2005) that to support a stand and to strengthen the ideas presented depends upon the choice of words and the grammatical structures employed in the texts).

Social functions of language as emphasized by Alqahtani (2015) ratified that language is used to express oneself and to manipulate objects in their environment through giving emphasis on salient points to be understood. Functional theories of grammar explain grammatical structures by their communicative functions, and understand the grammatical structures of language to be the result of an adaptive process by which grammar was "tailored" to serve the communicative needs of its users. This serves as an important tool of language in communication wherein this supports a stand by using correct words to be conveyed among the receiver.

Language helps every individual to express themselves and share their thoughts with others. It is the avenue that helps everyone to be understood. Thus, language is a reflection of one's gender, culture, beliefs, attitude and feelings. In other words, language is a reflection of one's personality and expression. In context of the current study, male learners share an insight that their language is a reflection of their own expressions. It is in their language that they are able to express their thoughts and opinions, their feelings and emotions, and also their perspectives of life.

Language is a tool to interact or tools to communicate, in a sense, means to convey thoughts, ideas, concepts, or even a feeling. Also, if language is put into text, it not only makes the listener to do something, but the activities were consistent with what the speaker wants (Beattie & Ellis, 2017). This can be done by the speakers through sentences that express a command, direction, demand, or seduction which is congruent to the result of this study that in expression of their language, male writers view language as their means of expressing one thought and ideas.

Also, language is the ability to produce and comprehend both spoken and written words. The result of the study has shown that one of the insights of the male participants is to use the language as a form of expression which is supported by Asoulin (2013) that human thought is certainly independent of language, in fact language is used to talk and think about the world. It is a communication tool used by everyone in their daily life as a means to convey information, and give arguments to others.

Moreover, one of the male participants construed that language serves as his personal or private identity which is congruent to Rabiah (2012) claims that speakers expressed their stand point on what they speak out. This means that the human personality reflects on how they speak out using their language, wherein they will not only express emotions through language, but also showed emotion through their writings. Therefore, the listener or the reader can understand whether the speakers in an angry, sad, or happy. Language that is used to express a mood or feeling is considered an expressive use of language. It was stressed by Lassonde & O'Brien (2013) that expressive language can reveal a person's happiness, sadness, anger, or other state of emotion.

Further, the regulatory function of the language as defined by Pranowo in Halliday (1996) serves to control an event, such as approval, rejection, etc. This only means that language functions as one's avenue to express the ideas presented in the mind which is drawn freely based on one's experience. It allows people to communicate their thoughts to others by sharing their common ideas.

In sociolinguistics, Sirbu (2015) exemplified that language is essentially a means of communication among the members of a society, especially in expressing one's culture. This function is strongly related to the social nature of a language, whereas there are interdependency and mutual conditionality relations between language occurrence and a society with its inherent culture. The need to communicate triggers both the occurrence and the development of a language and this need arises and becomes stronger and stronger when one has someone else to communicate with.

Language is a complex process of processing thoughts and ideas and it is as well a complicated area of specialization to be studied. In the context of the current study, female learners accounted that there is no specific gender that is perfect with the used of English especially with grammar. Also, they have pointed out in writing, no gender is deemed to be perfect for what they write is a reflection of one's own personality. It is their own idea after all.

Language as stated by the female participants must be used to express one's own feelings and emotions and to convey the idea to be presented, thus, **it should reject the gender bias** even in writing. This thought is supported by Hussein (2012), speakers of different languages will perceive the world differently; however, language sensitivity is considered to avoid stereotype that may lead to social and mental chaos.

Moreover, having equality in gender through the use of gender-fair language is an essential and effective way of communication wherein the main purpose of effective communication has to be conveyed. Also, in writing, gender is often a grammatical feature of language as construed by Stahlberg et al. (2007), it is frequently used to describe individuals. As explained by Stout & Dasgupta (2011), the problem arises, then, when gender biased language serves to repeatedly prime representations of one gender over another, reinforcing gender bias and influencing subsequent judgments.

In connection, Heinzl (2016) stressed that the use of vocabularies also is a factor that promoted language gender bias, but with the use of proper vocabularies it promotes effective communication that rejects the idea of gender bias. Consequently, multiple studies have found that participants produce more images, pictures, and descriptions of male individuals than female individuals when given descriptions or prompts that contain masculine generics – and when the language is modified to either be gender-neutral or to include both men and women, these effects are greatly diminished.

Language enables everyone to express their ideas, thoughts and opinion about something. It is the tool that paves a way for each person to speak for themselves. In connection with the current study, the female learners accounted that it is the language that made them free themselves especially in writing because they were able to express their thoughts and opinions about the subject. They also mentioned that, in writing, they could feel that **they have the freedom** because they can express their self freely and so with expressing their gender.

Language as a form of one's expression tend to give freedom to express oneself from both negative and positive emotion a person may experience. This serves as an avenue to express ideas freely with consideration of norms in society as cited by the participants. They handle the tension that they were facing through the writing their thought into text. This is supported by the claim of Craig (2016) that the best way to handle anger is by expressing it on a paper. School can be overwhelming, but it can be a big relief by only sitting down and jotting down something what a person feels. It sure helps a person feel relaxed. Putting all the thoughts on paper is amazing because sometimes you might even produce a great story.

Moreover, a person can be able to express ideas in mind without hesitations by utilizing the language into written text, in fact, the language is served as an outlet to free oneself from any problem that a person may encounter. In sociolinguistics, as cited by Mariani, Mu'in & Al Arief (2019), it suggests that the roles and the enjoyed rights of women reflect on how they express themselves into written texts. Their roles have a great effect on how intensified are their choices of words just too give emphasis on its emotion and the intention of the language expression. Language reflects both the individual characteristics of a person, as well as the beliefs and practices of his or her community.

Language may form or destroy relationship. If properly used, it may strengthen peoples' bond and commitment. However, if used inappropriately, it may destroy peoples' mutual understanding and commitment. It may create chaos nor may create peace. Thus, language must be used carefully. In the context of the current study, the female learner emphasized that in writing, **writers must use gender-fair language** so that they would not hurt anyone. The writer must choose language that is good for everyone and they must be responsible also in presenting their thoughts, opinions and ideas.

Masculine forms are used to represent all human beings is in accord with the traditional gender hierarchy, which grants men more power and higher social status than women (Ridgeway & Correll, 2004); which becomes the basis of one of the views of the participants why they want that gender fairness should be promoted in language use. This difference in accessibility as mentioned by Bosak, Sczesny & Eagly (2012) should decrease and more gender-balanced mental representations should emerge and linguistic asymmetries prevent women from aspiring to male-dominated roles should be reduced.

According to Maass, Suitner & Merkel, (2013), gender has been prevalent in the world of research due to its cause of inequality in terms of rights and roles in the society. Even in the use of language in writing, there are tendencies wherein a male is distinguished from female writers due to its choice of words and delivery of sentences. The result of the study is supported by Gender-fair language Theory (GFL) that was introduced as a response to this structural asymmetry and as part of a broader attempt to reduce stereotyping and discrimination in language.

Implication for Teaching Practices

This qualitative, linguistic analysis and phenomenological study is intended for the English teachers for the reason of, findings of the study gave the English teachers a wider understanding and deeper consideration about the classroom activity, participation and cooperation of both male and female learners. It gave now the explanations and reasons to the perspectives of the teacher as to why their students behave in certain way, write this way and communicate with their classmates this way. Further, with the findings of the study, it helped now the teacher to develop and strategize varied and differentiated instruction that is not

gender-biased and thus, would cater the needs of both male and female learners that will surely ensure the learning of the students to the optimum level of development.

In addition, since results showed that men and women writers excelled in different level as to the different linguistic features found in an essay, it is now the opportunity of the teacher to make use of this advantages in order for them to inculcate the enthusiasm of the students towards learning English as their second language. The teacher may provide activities that will boost more the confidence of the learner, and thus, conducive and welcoming learning atmosphere will be guaranteed to all of the learners.

Lastly, the result taken from the in-depth interview and focus group discussions give now an idea for the English teacher that male and female writers are expected to have a written output that is incomparable between genders. Example, there is a short, direct and concise for male learners and a lengthy, poetic and creative for female learners. Thus, English teachers must know how to consider written output nor written task to be given to his learners.

Implication for Further Research

This study used the essays written by the male and female learners which was analyzed through the linguistic framework given by Lakoff (1975). Also, this study used phenomenological approach to examine different representations and insights of the learners about the influence of gender to writing. The corpora used in this study is quiet difficult to examine based from the linguistic framework since the essay discussed different subjects and there are no limitations as to the number of words that the learners need to write. It allows us to observe directly different viewpoints of the learner as to the subject of their essay but, on the other hand, it find us difficult to exactly observed the difference between genders as to their writing skills since they have discussed different topics in their essay. Thus, we recommend that further research will be conducted about the linguistic features of an essay written by male and female learners of which, topics will be given by the researcher to have vivid comparison of the learners' written output having gender as one of the moderator or variable to be observed.

Further, this study as well utilized a phenomenological approach of which it compares male and female learners' insights and representation about the influence of gender to writing of which thematic analysis was utilized in analyzing data. However, we have observed that there is a minimal data gathered as we observed since it only involves in-depth interview and focus group discussion. Thus, we recommend that future research will be conducted of which it will go cross analysis between the responses of male and female learners so that there will be a close comparison between genders. Also, we recommend that future research will utilize a multiple case study research design so that a close and in-depth analysis will be gathered which may give wider scope of results that may add to the growing body of literature about gender and writing.

Lastly, as researchers who have tried to explore discourse analysis, we were able to see opportunity and research ideas of doing research related to gender and language. We can see that the weakness of this study is focusing only on the set linguistic framework given by the author. Thus, we recommend that future research will be conducted which will scrutinize and analyze the written output of male and female learners of which it is now the researcher who will identify the different linguistic feature and technicalities. It is now expected from the researcher then to create framework of analysis that compares the written output of male and female learners.

Concluding Remarks

From the results of the study, it is evident that women writers are more verbose and indirect when it comes to writing and sharing their thoughts and ideas about the subject since results have shown that women writers write lengthy and poetic sentences compared to men writers. However, it is also another conclusion that amidst of the verbosity of the women speakers, they are the ones who are more emotional when it comes to writing of which they opted to share more of their personal experiences as it is noticeable that women speakers are the ones who are emotional as they incurred more personal experiences and reasons in explaining and elucidating the subject of the essay.

On the other hand, men are the ones who are direct in writing, they are concise in giving their thoughts and ideas and also, they opted to be succinct in writing essays. However, even though women writers opt to use more of their personal experiences than men writers, but, I can say that the purposes of both writers upon using such is to elucidate and explain further their thoughts and ideas.

Moreover, conducting this research study has absolutely helped us understand as a teacher how important it is to know the different writing styles of our students most especially that gender is one of the factors to be considered in the written output of our students. We have been awakened to the magic and enigmas of writing and it gives light to me as a teacher to develop more and more the writing skills of both my male and female students. At the moment, we have fabricated an eagerness to it as we long to apprehend more of its secrets. It is then with inevitable relief and glory that we stand by these conclusions and draw this qualitative study to end.

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