

Sex and Language Acquisition: Affirmed Perspectives

علاقة الجنس باكتساب اللغة: نظريات مرشحة للتثبيت

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Abstract:

In this research, a sex-based strategy has been used to investigate social disparities between men and women. To establish the most accurate perception of sex, findings from study have been merged to arrive at the most appropriate definitions. After conducting this investigation, researchers investigated the sex-based disparities in how men and women think and learn, in an attempt to understand why they differ. With this point of view, we examine sex role stereotyping and gender discrimination over time. Although gender and language are mentioned very briefly, these topics are examined in-depth. The study found that gender and sexual orientation have a significant impact on a person's choice of learning a new language, which will allow them to use that language for both everyday communication and in professional contexts.

Keywords: language acquisition; gender; psychology; cognitive abilities.

ملخص:

في هذا البحث، أستخدمت إستراتيجية قائمة على "الجنس" للتحقيق في الفوارق الاجتماعية بين الرجال والنساء. ومن أجل تحديد أدق تصور عن الجنس، أدمجت نتائج الدراسة للوصول إلى أكثر التعاريف ملائمة ودقة وشمولا. بعد إجراء هذا التحقيق، وجد الباحث ان هنالك العديد من الفوارق القائمة على اساس الجنس من حيث كيفية تفكير وتعلم الرجال والنساء، في محاولة لفهم سبب اختلافهم. ومن هذا المنطلق، يمكن لنا ان ندرس نمط واسلوب ودور الجنس والتمييز بين الجنسين على مر الزمن. وعلى الرغم من ذكر نوع الجنس واللغة بإيجاز شديد، فإن هذه المواضيع تدرس بتعمق. ووجدت الدراسة ايضا أن لنوع الجنس

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والتوجه الجنسي أثرا كبيرا على إختيار الشخص لتعلم لغة جديدة، مما يتيح له إستخدام تلك اللغة في الاتصال اليومي وفي السياقات المهنية على حد سواء.

كلمات مفتاحية: اكتساب اللغة، نوع الجنس، علم النفس، القدرات الإدراكية.

1. INTRODUCTION

Although linguistic barriers have separated men and women since the early 1990s, metaphorically speaking, men and women have had two distinct languages to use (Savickienė 2007:287). Many sources claim that women are gabbers, whereas males like to be hands-on. Speaking links women in a deeper emotional way than talking does for men. For women, it's important to master the ability to listen to others, establish strong connections, and solve conflict; for men, they are valuable skills since they enable them to face and comprehend the emotions of others (Gray, 1992: 21). Research published over the last several years claims that the results above are in fact linked to the differing ways in which male and female brains operate (Baron-Cohen, 2003; Brizendine, 2006). For younger students, the ideas of "Mars and Venus" are no longer being considered interesting or novel. The existence of women being able to acquire languages is certainly a biological possibility. Another perspective stated, "Girls are superb at speaking. It's what they do." Everyone, the ladies included, agreed that guys are dreadful communicators. being fearful of venturing outside established conventions. As you begin your language and gender studies, you will quickly see the radical differences between the approaches. A major question about gender studies is whether or whether researchers just discover different things between men and women. Men often speak in a certain way, whereas women generally speak in a different way.

CHAPTER ONE

LITERATURE REVIEW

The aim is to explore whether our information on these dialects may help answer the larger issue of social and linguistic structure.

1.1. Language acquisition

The process of acquiring linguistic skills is referred to as language acquisition. structural information is found by using language that is heard (Villiers 1978: 57). In principle, we can make as many sentences as we want. Early on, Empiricism had an opposition to Nativism. However, as most linguists (e.g. Pinker 1995:123) argue, infants that are exposed to a certain language learn about the values the language has for different characteristics very rapidly. Learning a new language will include a unique process for each age group. Pinker (ibid) illustrates the stages from babbling to multi-word sentences. To start, babies start talking at 9 months and a year of age. Not a single kid grows up to be a true multilingual beyond the age of seven. Stretching becomes apparent about the time when children start exercising (Ellis 1989: 128). General concepts lead to details. Natural language elements emerge first (ibid). At the beginning of phonetic terms is a list of syntactic categories. Throughout the teenage years, one develops a mastery of a second language; in earlier childhood, one gains fluency in the first language (the watershed for acquiring a language with native-like competence). Languages that are acquired without usage in an environmental context have limited application. the vast majority of children's information is unintelligible (Ellis 1989: 156). Another example of this would be a kid who cannot express their syntactic knowledge. This still allows him to compose sentences with this

information. The learning of a new language happens during the creolization process, which causes speakers to create a new language over time without exposure to outside influence. Features such as metanalysis in the history of English, such as moving words to different spaces in the sentence, persist even beyond childhood (Ibid). The Monitor Model and the Use of Other Factors are Crucial in L2 Production (The Discourse and Acculturation Models)

1.2. Sex or Gender

Giddens (1989) says that sex differences exist because of variations in men and women's biology, whereas gender differences include a difference in how men and women see and experience the world. Sex is a hereditary characteristic that each person has. While gender is learned or formed by individuals, societal norms and prohibitions are inherent in people. This isn't about men and women, but how people present their gender (Butler, 1990: 302). Compare the activity level of a four-year-old with that of his father. In an attempt to imitate his father, he is channelling his own swagger and chest puffing. Even if the parent lacks self-confidence, the child is trying to act like an adult role model. Girlish habits like wearing high-heeled shoes, applying makeup, and flirting are carried through to daughters, who resemble their mothers. Posture and gestures can remain with the youngsters throughout their adulthood. Additionally, the girl will acquire a self-assured swagger from time to time, although this is unlikely to be considered "cute." by adults. Choosing the tough profession of mincing leads in his coworkers calling him "unattractive" Gender-inclusive performances are open to everyone, although there are certain restrictions.

1.3. Language and Sex

It is to be expected that males and females have distinct ideas (Haier & Jung, 2008). With this finding, it's possible individuality will be transformed. Another way to state this is to say that sexual brain research considers each person as an individual rather than trying to predict anything about them based on previous outcomes. Concerns have been raised in the research community that doing studies on gender disparities may help uncover more information about factors that influence gender discrepancies in the learning capacities of boys and girls. men, on the other hand, have lower amounts of hormones, making them better at the use of declarative memory (Hartshorne & Ullman, 2006).

These data are supported by Shimamura and Squire (1992) who found that women had higher levels of oestrogen, which helps in the recall of information and knowledge. Sex may be useful for reducing the amount of variation that occurs in study, claims Hartshorne and Ullman (p. 30). This is something that is known about the capability of both men and females to learn and speak other languages. This decade may prove to be the most significant one for researchers because long as it is shown that sexual and nonsexual brains can be scientifically examined. Due to the paucity of previous research, few in-depth studies have been done on this topic. While it's unclear exactly why certain people learn fast, much cognitive psychology is still left to be discovered.

However, the question of whether female and male sex differences are purely biological or societal in origin remains unanswered. The main conclusion is that it is obvious that both biological and social viewpoints on the brain are linked. linked together through social ties It is thought that the overall level of research is low since there has been no study on whether or not

gender affects language learning. Sex does not seem to affect language abilities. However, since the writers are in the process of attempting to simplify the distinctions between men and women in the brain, they use language acquisition, learning, and development as a way to illustrate the points

CHAPTER TWO

SEX AND PSYCHOLOGICAL PROCESS OF ACQUISITION

In this chapter, the goal is to investigate the assumption that boys and girls tend to utilize distinct regions of their brains to comprehend certain fundamental elements of grammar, indicating that sex is a significant role in the learning and use of language.

2.1. The cognitive abilities of Male/Female

The study, published in *Frontiers in Neuroscience*, shows that mistakes such as stating, "Yesterday I held the rabbit," use different brain networks for males and girls. Young girls have an enhanced ability to retain and recall words and the connections that hold them together. On the other hand, older males have a keen grasp of how language works (Kagan 1964:44).

Sex has largely been ignored in these studies of the acquisition, representation, processing, and neurological foundations of language (Edelbrock et.al 1978:26). This study reveals that gender-related variation may have a major role in cognitive processes. Additionally, Edelbrock added that the systems of the brain analysed in this research are also responsible for nonverbal capacities such as memory, motor ability, and emotion processing, and so their findings lend credence to the

notion that “men and women may process different abilities differently from one another. Another theory he speculates on is the hormone oestrogen, which is prevalent in females, which is suspected to have an impact on brain functioning. A study co-authored by Joshua Hartshorne, in which they examined the rate of sensorimotor skill learning, was published in *Developmental Science* in March of this year.

2.2. Who acquires the language first?

Researchers, like Edelbrock (1978), Ullman (2004) and Huston (1985), have discovered that women tend to do better than males on verbal memory tasks, such as recalling word lists, and that this skill is dependent on declarative memory. Declarative memory is comprised of a "mental lexicon," which is a collection of word forms that are learned and retained. Memory for “procedural” information is required for the grammatical rules that enable us to join words in sentences. This mechanism, which is dependent on a different region of the brain than declarative memory, has been discovered to be equally effective in both boys and girls, according to the research.

Accordingly, in order to arrive at appropriate criteria, and to establish a solid ground or other identical theories, many hypothetical assumption has been introduced:

Hypothesis 1: In light of Durkin's claim, this offers us an array of conflicting hypotheses. The first of them is the theory that it presents by (Durkin 1985: 66). Incorrectly recalling irregular past tenses of verbs, such as "held," is what women excel at more than men. Therefore, a lower rate of occurrences of blunders like "helded," or a girl who walked would do, would be seen.

Hypothesis 2: *"girls over-regularized far more than boys"* (Nungesser1980). After doing research on 10 boys and 15 girls

ages 2 to 5, Nungesser discovered that regular and irregular past-tense forms were both in use. They were taken aback to see that women were heavily controlled, much more so than the males, whom they assumed would be over-regulated. He used the Internet to look for commonly-used past tense verbs and discovered a correlation between the amount of similar-sounding verbs and over-regularization of one specific word. A notable example is that females choose words that rhyme like folding, moulding, and flowing, whereas the majority of other rhyming verbs use the typical past tense form (for example, holding, moulding, and flowing) (such as folded, molded, and flowed, rowed, stowed, respectively).

Hypothesis 3: *"Both men and women have the same cognitive abilities to acquire first language" Ullman (2004)*

Other findings point to the notion that women are more reliant on declarative memory when it comes to their use of language, according to Ullman. Ullman asserts that while the two sexes are performing the same things and doing them with equal competence, they are using two very different neural cognitive brain processes to get what they want. This is an important and fascinating finding."

2.3. Discussions

On the basis of hypotheses mentioned above, it seems important to mention the following:

1. As far as the anatomy of the brain is concerned, men and women have a same fundamental design, but not all brains function in the same manner. We use this to learn more about the connection between sex and language acquisition. There appears to be a little overall advantage

to one sex over the other in particular due to the amount, quantity, and density of certain brain regions.

2. Although many studies demonstrating the difference between girls and boys as to how they produce have been published, the goal is that it is very difficult for them, on the basis of assumptions, to avoid increasing their differences and instead to concentrate on their similarities. But, since the gray matter of men includes more dendritic cells than females, it is anticipated that males have a greater link to the outside world, however study has shown that the superiority on the part of females is more or less fiction. In short, women's brains handle linguistic activities easier, sooner and faster than men's brains, whereas males' brains are more readily involved in spatial and large engine tasks than women's brains.
3. Gurian and Stevens (2004) come to this conclusion, suggesting that these variations explain why women outperform children in the field of reading and writing, whereas boys tend to gravitate to physical behaviour. Furthermore, because of the vast amount of white matter in the corpus callosum, that acts as a bridge between two hemisphere and unites the two hemisphere, the female brain benefits from bilateralization. Since then, their communication abilities have improved. In this article we investigate the gender disparities in the learning of languages from an etiological viewpoint.

Conclusion

An increased density, an increased amount, and an increased level of activity of certain brain regions seems to help explain why one sex is superior to the other. According to the present paper, males have more dendritic cells in their grey matter than females, and this difference seems to be more or less permanent. By this token, it may be said that women have better language-related brains, as opposed to men, who have better spatial and gross motor abilities. In addition, one possible explanation for why females outperform men in reading and writing and why males prefer to participate in physical activity is that males and females have different abilities, interests, and dispositions. Also, females' brains seem to rapidly pick up the language because of their cognitive skills and structure. Now they're great communicators. searching for a solution for the gender gap in communication is further complicated by the different biological structure of male and female brains.



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