

The Analysis of Female English Teachers' Utterances in Using Women's Language Features of Presenting Mispronounced Words Materials by Using YouTube

Helena Gracya Lunaeldira
Lampung University, Indonesia

Abstract. *The objectives of the research were to find out which women's language features used by female English teachers in delivering the materials about mispronounced words and what impact affected the results of students' acceptance. The approach of the research was qualitative by using document analysis. The participants were 3 female English teachers who actively use YouTube to teach particular materials. Data reduction, data display and conclusion drawing were used to analyze the data. The result showed that there are 4 women's language features used by female English teachers consistently.*

Keywords: *female English teachers, mispronounced words, women's language features*

Date of Submission: 20-03-2021

Date of acceptance: 04-04-2021

I. Introduction

There are many differences which are presented by females and males in the communication activity (Ning, Dai, & Zhang, 2010). There are, first, in choosing the vocabulary in the sentences they use while having conversation. Sarcastic and aggressive one belong to males' way of choosing the words to express their thought when female tend to avoid strong language as reflection of politeness (Morikawa, 2018). Then, in the way they choose the topic discussion to be included in the conversation between one and another. Gossiping is much related to the females' topic discussion when they are having time together. Furthermore, the differences of women and men in using the language emerge the different linguistic features which can be a mark for the person who use it (Lakoff, 2004). The most popular topic discussion which mark the linguistic features is about women's language features.

Lakoff (1975) states that women have specific languages feature and those features are different from language used by men because women have more linguistic sensory in their brain than men's, so it becomes a factor which emerges the women's language features. Moreover, in society women are placed in the lower position than men and it gives impacts to the differences of language used by women and men (Adachi, 2002). Moreover, Lakoff (1975) classifies those features become 10 types, which are lexical hedges or fillers, tag questions, rising intonation on declaratives, empty adjectives, precise colour terms, intensifiers, hypercorrect grammar, superpolite forms, avoidance of strong swear words, and emphatic stress. Those features are used mostly or generally by women in the communication process which can be characteristics of women. It reflects the uncertainty of women in speaking caused by their weak position in the society.

There are many research give evidences that women and men have different features of language use, however usually those research are focus on pure linguistic study on how females use their language in daily life situation which reflect women's language features which become an identity of women's way of communication. Therefore, this research is aim to discover the use of women's language features and if it has relation with learning and teaching process. So, it will be more useful not only for linguists but also for teachers or people who have interest in language teaching. Because language can touch and reach wider are which are not only in its area. Then, it will have wider functions which can gain the readers' knowledge.

Talking about linguistic studies means talking about language learning which will be done by people (Kartashova, 2015). Not only can communicate, people also have to be able to deliver their messages well by learning how to use it well. People are forced to learn languages not only from their mother tongue, but also another languages around the world. Learning foreign language will give many benefits for the learners, it will improve the learners' memory, develop the critical thinking and perception, also gain their imagination (Kartashova, 2015). Moreover, Kartashova (2015) states that foreign language especially English is very important to be mastered nowadays because English is international language and used all over the world by very large number of people. Mastering English also brings people to the higher level or status in the society and in the communication (Aliakbari & Amiri, 2018). Therefore, based on those reasons, people are more aware about the importance of learning English and bring English to the language learning and teaching.

To sum up, the English learning and teaching process is not always done in the classroom, it can be served online by using YouTube as the platform to play the video made by English teachers. Then, because the research is talking about women's language features, the utterances are taken from female English teachers which will be analyzed. English teachers are mostly forced to use English language in the whole process and activities. Besides, to help gaining students' knowledge, it also provides real example for students on how those English teachers speak, master, and deliver their thoughts confidently by using English in their utterances.

Some of women's language features are assumed as the expressions of uncertainty and lack of confidence. Women tend to express their uncertainty in the utterances in delivering their thoughts and it can be used directly or indirectly. Moreover, when having learning and teaching activities, English teachers use some or all women's language features in their speaking. Whereas, for being professional, those teachers are demanded to be able to deliver or teach the materials and serve the learning process confidently. It is very interesting to be discussed deeper about the use of women's language features by female English teachers in online learning and teaching of presenting the materials through YouTube as the media.

Here, the researcher analyses women's language features that appeared when female English teachers explained the materials about mispronounced words taken from electronic media, called YouTube. Pronunciation is the most important things to be mastered to avoid misunderstanding in delivering or transferring the information and it becomes main problems for foreign English learners. Moreover, female tend to pay more attention on the vocabularies they use in the communication intercourse (Ning, Dai, & Zhang, 2010).

This research then focuses on the use of women's language features by English female teachers in the online teaching process of presenting mispronounced words by using YouTube as teaching media. Because, YouTube is a media which serves several videos can be watched freely by many people cross the universe to get some entertainment or useful content. The findings of this research are expected to contribute to the study of women's language features of sociolinguistics in EFL classroom interactions. It might also serve as beneficial inputs for practitioners of classroom interaction especially female English teachers and students in order to create an effective EFL classroom interaction.

II. Literature Review

There are some characteristics in women's language and the way they are using the language in speaking found by Lakoff (1975), there are:

a. Lexical Hedges or Fillers

According to Lakoff (1975) women use lexical hedges to show their uncertainty at something, for example you know, well, um, uh, I think, I guess, and kind of. The function of hedges is to add tentativeness to the statements and tell that the speakers are less assertive (Neary-Sundquist, 2013). The example of using hedges in the sentence are: "President Obama is kind-hearted, you know" or "Umm, actually I do not like physics". The words "you know" and "umm" do not contribute much to the utterance and if it is erased it will not change the meaning of the utterance. However, this features also can used by women to make their words or utterances become more polite. The politeness of the words can be reflected on the use of lexical hedges because some of them are used to make the meaning of the utterances not too offensive.

b. Tag questions

Tag questions are the signal of speakers' lack of confidence. Women usually use tag questions for asking an agreement from other people about the thing that they are thinking about (Herk, 2012). Tag questions can be "don't you?", "really?", and "haven't we?" These are some examples of tag questions in the sentence: "The test is easy, isn't it?" or "You went to the book store to buy a new novel, didn't you?" The speaker is already predicting the answer but need confirmation from interlocutors. Furthermore, women use this feature to get a confirmation of her claim from the addressee (Lakoff, 1975).

c. Precise Color Terms

Women have some specific terms of color that are not familiar with men. They have some vocabularies of color that describe the color specifically and those colors come from one basic color (Zhu, 2019). Some specific color terms are maroon and burgundy from red, baby pink from pink, aquamarine from green, and mustard from yellow. Women tend to precise color terms because it has relation with their interest in their work on home decorating. Detail in classifying the color shows the feminists of women and the color-blindness of men shows the masculinity of them. (Lakoff, 1975).

d. Intensifiers

The aim of intensifiers is to strengthen the intended meaning of a statements. Intensifiers imply intense sentences of what speakers say for decreasing or increasing it (Lakoff, 1975). There are so, very, really, and such. As seen in the example of the use of intensifiers in the sentence, "I like learning English so much", shows that the word so explains that the speaker has strong feeling of like. Intensifiers are classified as women's vocabulary because women use it more than men.

e. Avoidance of Strong Swear Words

In language, using strong swear words usually used by men. It is known widely in the society that women must not talk roughly. It has been a mindset for people that women should not swear. If they swear, they can be considered as unladylike. Women and men have very different ways in swearing, for example:

Women: "Oh My God, I don't bring my homework."

Men: "Shit! I don't bring my homework!"

Swearing word is not suitable for women (Lakoff, 1975).

f. Emphatic stress

Emphatic stress is often founded in the spoken language used by women. The function of emphatic stress is to specify what women words are and also emphasize the words that are important based on women's opinion. So, they did assimilation to the words so that the words that they said would be considered as important words (Lakoff, 1975). They would get more attention from other because their words sounded serious. The aims of emphatic stress are to strengthen their words. Women also avoid not being taken seriously by their interlocutors. The examples of the use of emphatic stress are seen in these sentences:

- 1) This novel is MORE INTERESTING than other novel in its sequel.
- 2) I think you guys did a GREAT job!

g. Empty Adjective

Empty adjectives are expression of admiration of something, women use this feature to specifically admire something. Empty adjectives are the reflections of feminism because they are commonly used by women (Jin, 2018). However, there are also some empty adjectives that are used only by women and if men use this, it may create wrong perception and they can be considered as a feminist (Lakoff, 1975). These empty adjectives are listed below:

Women only	Neutral
Loveable	Great
Charming	Wide
Gorgeous	Nice
Dear	Terrible

h. Rising Intonation on Declaratives

Women use rising intonation in speaking and its aim is to seek for a confirmation and ensure the accuracy of an information they are not sure about (Lakoff, 1975). Rising intonation on declarative is the way of changing a positive sentence becomes interrogative. The form of the sentence is still a positive but the way it is spoken turn into question. The examples of those sentences are, *we have a speaking test? we can go now?, ohhh... around eight o'clock?, and the dinner is ready?*

i. Hypercorrect Grammar

In the past time, women were placed in the lower position in society than men. Eckert and McConnell-Ginet (2003) state that women needed symbol to be considered in the society. Because of that, women made a self-defence in case of using language. Women tend to use hypercorrect grammar, it shows that women will have higher position in the society. Furthermore, women tend to use hypercorrect grammar in their speaking because it is related to politeness. When someone is talking in grammatically order it is considered as polite and women tend to be polite than men. Hence, not only grammatically correct, but hypercorrection also includes the right way of pronouncing the words and also the using of standard forms (Lakoff, 1975).

j. Super polite Forms

Super polite forms are used when the speakers request, command, or even respond to their interlocutor's statements. It is used to make their words sound polite because this is the way for women to show their elegance by softening their statements (Eckert & McConnell-Ginet, 2003). It can be considered as super polite forms features when the utterances show avoidance of strong swear words, use euphemism, and add more particles in request sentence (Talbot, 2010). Since women are required to talk softly and to show their ladylike-ness, super polite forms have important role in women's talking. Furthermore, women like to soften their words or choose softer dictions to express something. For example, the use of word passed away rather than die, *Her father passed away two years ago* sounds more polite than *Her father died two years ago*. Lastly, in making the words more polite, women will add some particles in their sentences, for example the word please behind their utterances. Moreover, it is very rare that men use this feature because please sounds un-masculine.

III. Methods

In conducting this research, the researcher used document analysis. According to Hancock (2006) document analysis focuses on studying and analyzing the documents about human behavior. Because this research was conducted in studying human behavior and the purpose was to explain human behavior, so the

Then, the researcher did thematic analysis to see the consistency of using each features by female English teachers and answer the research questions. Aronson (1995) states that thematic analysis focuses on identifiable themes and patterns of behaviour. Then, the final step is conclusion drawing of the results analysis which was guided by some theories about women's language features. In order to increase the authenticity and credibility of the results so theories triangulation is used (Setiyadi, 2018).

IV. Results and Discussion

Results

There are some conclusion presented below related to the findings of women's language features used by the three female English teachers in describing the materials about mispronounced words. The findings are seen from the data based table and also coding which is done by the researcher in the first stage or data reduction.

Table 3.3 The consistency of the use of women's language features by female English teachers in describing the materials about mispronounced words by using YouTube

No	Women's Language Features	Is it used in female English teachers in describing the materials?	
		Yes	No
1	F	✓	
2	TQ		✓
3	PCT		✓
4	I	✓	
5	ASSW		✓
6	ES	✓	
7	EA		✓
8	RID		✓
9	HG	✓	
10	SF		✓

Discussion

In analyzing the results, there is a main theory about women's language features by Lakoff (1975). Lakoff (1975) states ten types of women's language features, however the researcher did not find all of the women's language features in mispronounced words videos. In presenting the findings, the researcher used thematic analysis. There are 4 themes in this research based on the findings or consistency of the three female English teachers in using women's language features.

a. Emphatic Stress

Emphatic stress is the most used features by the three female English teachers in their presentation in total or even individually. It is used 113 times in total, 40 entries by Emma, 28 entries by Lisa and 45 entries by Hadar. It shows that there is consistency of those female English teachers in using emphatic stress. These are some application of using emphatic stress:

- a. You have to turn the **French** sounds into **American** sounds.
- b. **College** is a place where you study, **colleague** is the person you work with.
- c. Next one is **rough**.

Emphatic stress is used to emphasize the words that are important based on someone's opinion and in this case it is used specially by women (Lakoff, 1975). When someone is talking, sometimes they make indirect emphasis to the words that they think it is important and want other people pay more attention to their words. Women tend to do assimilation to their words that they consider it as important words. By stressing some important words, women will get more attention from other who listen and pay attention to them (Lakoff, 1975).

There are many words in the videos which are emphasized by female English teachers. It is used by them because they think it is important information that should be known by their audiences. Hence, their audiences will know the important thing or part that they should understand. They usually emphasize some words which become the focus topic in the presentation which is pronunciation. It shows that they are confident persons who do not hesitate to emphasize what is correct way to state particular words (Chandra & Yulia, 2018). When the teachers serve the materials confidently, the students can also boost their confidence in copying what the teachers do. The teachers' confidence make the students are sure with what is served that it is the correct way of pronouncing words in the language use in the daily life. Moreover, the intonation also gives colours to the utterances, later the students can express their utterances using ups and downs rhythm.

b. Hypercorrect Grammar

Hypercorrect grammar is mentioned by all teachers many times. The first teacher states it 32 entries, followed by second teacher that mentions it 28 entries, then the third teacher says the sentences in grammatically correct 37 entries. There are presented below:

- | | |
|----|--------------------------------------|
| a. | It is rough. |
| b. | How many syllables am I pronouncing? |
| c. | The next word is 'croissant'. |

Hypercorrect grammar seems to be functional to be used for avoiding misunderstanding, showing the speaker's position, and expressing politeness (Eckert & McConnell-Ginet, 2003). Hypercorrect grammar is the use of a standard form of English sentence, right and well pronunciation of each words in speaking, and also avoidance of harsh utterances. Women tend to use standard form in speaking and it has relation with politeness because when someone is talking in grammatically correct it means that they appreciate their interlocutors and also the relation between them (Lakoff, 1975).

Here, the teachers use this feature because they want their words to be understood by the students, they do not want create misunderstanding. If there is misunderstanding, it will affect the students' outcome in pronouncing the words. This feature is used mostly because they are teachers who should teach the students in a correct way because female are far more sensitive to the correctness of grammar than men (Zhu, 2019). Their way of using hypercorrect grammar is not only to present the materials but will also increase students' comprehension on grammar. They will indirectly learn how to arrange their words correctly and how to use it in such situation and conditions.

d. Intensifiers

Intensifiers appear many times in the video presentation and all female English teachers use it. Intensifiers function is adding some words in front the main word to emphasize it or to make it becomes more meaningful (Lakoff, 1975). The first teacher states this feature in 7 entries, the second teacher says it 8 entries, and the third one mentions intensifiers 3 entries. Therefore, using intensifiers by female English teachers is consistent. Here are some intensifiers that appear:

- | | |
|----|---|
| a. | That's <i>very</i> important to know. |
| b. | The first syllable is <i>really</i> short and the second syllable is long. |
| c. | Next one is crisis, also a simple word that people <i>really</i> want to use but then they're like is it the creases or something else. |

The aim of using this features because the teachers want to strengthen their explanations. Some words are added to emphasize another word or to make the meaning of another word become deeper. It also has relation with emotional massage, the speakers who use this features usually want to deliver the way they feel about something more and well. Intensifiers aim to strengthen the meaning and the purpose of some words (Lakoff, 1975).

From the utterances they use, the teachers want to show that the audiences should pay attention more to the words they are explaining. Moreover, the intensifiers emphasize the meaning of a word become deeper and more meaningful (Zendedel & Ebrahimi, 2013). When the teachers emphasize their utterances, directly the students will pay attention more and be focus to the presentation itself. For example, the words 'very important', the topic is not only important but it is beyond important and more important than usual. Therefore they can learn the materials better.

d. Fillers and Lexical Hedges

Neary-Sundquist (2013) states that filler seems to be functional for showing speaker's uncertainty. All teachers say it several times, first, Hadar, uses it 5 entries. Second, Lisa, states it 6 entries and the last one, Emma, says fillers 1 entry. It shows the consistency of saying fillers is seen from the videos, some of them are:

- | | |
|----|---|
| a. | Even intermediate and upper intermediate students make a mistake in pronunciation <u>umm</u> they try to pronounce it just how it's written and that's not the way. |
| b. | Colleague, colleague, this is not the same as college, which a lot of people pronounce it <u>like</u> college. |
| c. | I think it sounds more <u>like</u> French. |

In talking about something, sometimes there will be uncertainty in the speaker's utterances. This can be an expression shows that the speakers are less assertive (Lakoff, 1975). There is filler, such as 'umm' used by Emma, it is because lexical hedges or fillers are related to the topic which is mispronounced words. The use of this features is showing uncertainty of saying something. Emma tries to find the correct way of delivering the information and it takes time to do that. Even the postponement is not too long but it gives enough time for her to complete her sentences (Namaziandost & Shafiee, 2018). She is aware with the topic that she is talking about

and she tries to be careful with what she says because she does not want students misunderstand her words because it can affect to the outcome.

Moreover, there are lexical hedges, such as like appear in the teachers' utterances. However, the word 'like' here does not show the uncertainty of the teacher but moreover to give an example that close to the pronunciations itself. So that, the students can imagine how to duplicate the pronunciations well because fillers or lexical hedges make the statements sound less assertive and flexible (Neary-Sundquist, 2013).

The use of fillers and lexical hedges can both give negative and positive effects towards students' acceptance. When the teachers use fillers in their utterances, it shows that they are uncertain by postponing their words to find the right one. The students will also feel unsure about what they watch and listen, they will doubt whether the teachers really understand the materials or not. Furthermore, the lexical hedges used by the teachers want to widen their examples and the information itself, it will make the students widen their knowledge because they are referring to their background knowledge and the knowledge outside the discussion, for example the words pronunciation which are similar with the words being explained. By using lexical hedges the teachers want to mitigate their utterances in order to show their concern about topic so that the students can receive the information well (Namaziandost & Shafiee, 2018).

V. Conclusions and Suggestions

Conclusions

In line with the findings and discussion, the conclusions can be drawn as:

1. The researcher found four women's language features that are used consistently by female English teachers in presenting the materials about mispronounced words. There are emphatic stress, hypercorrect grammar, intensifiers, and fillers or lexical hedges.
2. The teachers emphasize some words which become the focus topic in the presentation which is pronunciation. It is used by them because they think it is important information that should be known by the students, so that they will know the important part they should understand. Therefore, the students will pay attention more and receive the information well. Also, the teachers' confidence make the students are sure with what is served that it is the correct way of pronouncing words.
3. The teachers use hypercorrect grammar because their words should be understood by the students and avoid misunderstanding. If there is misunderstanding, it will affect the students' outcome in pronouncing the words. Their positions as teachers who should give correct example also play role. This tendency is not only for presenting the materials but will also increasing students' comprehension on grammar. They will indirectly learn how to arrange their words correctly and how to use it in such situation and conditions.
4. Some words are added to emphasize another word or to make the meaning of another word become deeper and more meaningful. The meaning will be beyond the usual. When the teachers add intensifiers to their utterances, directly the students will pay attention more and be focus to the presentation itself. Therefore, the students can learn the materials better.
5. Fillers are used to postpone the teachers' utterances to find the correct way of delivering the information. When the teachers use fillers in their utterances, it shows that they are uncertain. The students will feel unsure about what they watch and listen, they will doubt whether the teachers really understand the materials or not. Lexical hedges are used to give an example that close to the pronunciations itself. So that, the students can imagine how to duplicate the pronunciations well because they are referring to their background knowledge and the knowledge outside the discussion.

Suggestions

Based on the conclusions above, the suggestions can be served as follow:

1. English teachers or pre-service teachers should pay attention to the use of words in their utterances, simple words can give a big impact to the students' acceptance of the materials delivered. Wherefore, some features in language use can indicate the uncertainty. However, some features can show the wide knowledge of the teachers.
2. For the future researchers in the same field, it will be better to add more methods of conducting the research, such as observation. So that, the researchers can directly know the students' input such as feelings in learning with the teachers and output of accepting the materials.

References

- [1]. Adachi, N. (2002). Negotiation of Speech Style in Japanese Women's Language: Vantage Theory as Cognitive Sociolinguistics. *Language Sciences*, 575-590.
- [2]. Aliakbari, M., & Amiri, M. (2018). Foreign Language Identity and Iranian Learners' Achievement: A Relational Approach. *System*, 80-90.
- [3]. Aronson, J. (1995). A pragmatic view of thematic analysis. *The Qualitative Report*, 2(1), 1-3.
- [4]. Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*, 27-40.

- [5]. Chandra, D., & Yulia, M. F. (2018). Nicki Minaj's Comments in American Idol Season 12: An Analysis of Women's Language Features. *International Journal of Humanity Studies*, 185-193.
- [6]. Cohen, L., Manion, L., & Morrison, K. (2011). *Research method in education*. New York: Routledge.
- [7]. Eckert, P., & McConnell-Ginet, S. (2003). *Language and Gender*. Cambridge: Cambridge University Press.
- [8]. Hancock, B. (2006). An introduction to qualitative research. *Qualitative Research*, 4th, 504. <https://doi.org/10.1109/TVCG.2007.70541>
- [9]. Herk, G. V. (2012). *What is sociolinguistics?* Chichester: Wiley-Blackwell.
- [10]. Jin, D. (2018). Research on Female Language in Modern Japanese. *Atlantis Press*, 406-409.
- [11]. Kartashova, V. (2015). Developing Foreign Language Teaching: Regional Experience . *Procedia Social and Behavioral Sciences*, 614-618.
- [12]. Lakoff, R. (1975). *Language and Women's Place*. New York: Harper Colophon.
- [13]. Lakoff, R. (2004). *Language and Woman's Place: Text and Commentaries*. (M. Bucholtz, Ed.) New York: Oxford University Press.
- [14]. Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: an expanded sourcebook*. Thousand Oaks: Sage Publications.
- [15]. Morikawa, N. (2018). #YesAllWomen's Language: Women's Style Shifting in Feminist Discourse on Twitter. *Discourse, Context and Media*, 2-9.
- [16]. Namaziandost, E., & Shafiee, S. (2018). Gender Differences in The Use of Lexical Hedges in Acedemic Spoken Language among Iranian EFL Learners: A Comparative Study. *International Journal of Research in English Education*, 63-80.
- [17]. Neary-Sundquist, C. (2013). The use of hedges in the speech of ESL learners. *Elia*, 13(1), 149-174.
- [18]. Ning, H., Dai, X., & Zhang, F. (2010). On Gender Difference in English Language and Its Causes. *Asian Social Science*, 126-130.
- [19]. Setiyadi, A. B. (2018). *Metode Penelitian untuk Pengajaran Bahasa Asing*. Yogyakarta: Graha Ilmu.
- [20]. Talbot, M. (2010). *Language and Gender*. Cambridge: Polity Press.
- [21]. Zendedel, A. A., & Ebrahimi, S. (2013). Gender Differences in Language Use: An Analysis of Simin Daneshvar's Savushun. *European Scientific Journal*, 1857-7431.
- [22]. Zhu, L. (2019). Woman Language: Features and Historic Change. *Journal of Language Teaching and Research*, 161-171.

Helena Gracya Lunaeldira. "The Analysis of Female English Teachers' Utterances in Using Women's Language Features of Presenting Mispronounced Words Materials by Using YouTube." *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 11(2), (2021): pp. 16-23.