



Gender Differences in Iranian EFL Students' Letter Writing

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Abstract

Studies regarding gender differences in EFL context have been done for many years. However, it seems that writing, which is a vital skill in academic issues, has gained much less attention in this area. In addition, not having enough knowledge of gender differences for teachers is one of the main barriers of language learning. The current study examines gender differences in Iranian EFL students' letter writing in terms of 13 linguistic features mentioned in Mulac, Bradac, & Gibbons (2001). The results of this study showed significant differences toward the use of some linguistic features. Female participants tended to use more "I" references, references to quantity, references to emotions, uncertainty verbs, sentence initial adverbials and judgmental adjectives. In addition, the results showed that women tended to be wordier than men in terms of total number of words. Men, on the other hand, exceeded women on a number of linguistic dimensions including locatives, mean length sentence and dependent clauses. Moreover, elliptical sentences were not used by female participants at all and few male participants used them in their letters. Therefore, this study demonstrated gender differences in Iranian EFL students' letter writing. These dissimilarities between genders in EFL can be contributed to many aspects such as educational instructions, teachers, and cultural differences. It also illustrated teachers' perspectives of gender regarding students' writing.

Keywords: Gender, Writing, Linguistic Features

1. Introduction

Writing is often considered as an integral essential element of life Swallowe (2003). It is a means both for understanding and learning. Besides, it can play a significant role in improving communication and connection among people of a society and nations. It develops self-expression and individual progress, and allows us to gather, refine, share, and preserve knowledge and understanding (Graham, 2006). Writing is considered as one of the most essential and effective tools for learning and presenting our knowledge since we start learning (Graham 2006). Those who deal with writing, frequently encounter significant obstacles in learning, work, and other life issues. Therefore, it is important to pay more attention to variables which affect writing skill including variables such as age, gender, and ethnicity.

Gender, as one of the main variables of learning, plays a vital role in writing. Halpern (2000) and Wood (2001), state that there is a link between language and gender. Therefore, men and women use language differently. The importance of knowing gender differences are even more salient in EFL context. Teachers, educators, and syllabus designers need to be aware of these differences in order to develop better teaching methods, tests, and course books.

Considering these issues, the current study is an attempt to investigate gender differences among Iranian EFL students' letter writing. 13 linguistic features mentioned in Mulac, Bradac, & Gibbons (2001) study will be investigated in the current study. The reason behind considering these linguistic features is that Mulac & Lundell (1994, p. 306) state the gender-link differences are more likely to be found in descriptive writing than philosophical writing. They found out that these features are used by men and women separately and differently. This study is an attempt to prove that these differences do exist in Iranian students' letter writing.

The linguistic features mentioned by Mulac, Bradac and Gibbons (2001) are as follows:



1.1 Elliptical Sentences

Crystal (1985) defines ellipsis as a sentence where “for reasons of economy, emphasis, or style, a part of the structure has been omitted, which is recoverable from a scrutiny of the context”. For example, “Gorgeous!” (a beautiful snowy setting).

1.2 Mean length sentences

The number of words divided by the number of sentences, defined as sequences of words beginning with a capital letter and ending with a period (Mulac, et al, 2001).

1.3 Sentence Initial Adverbials

Emerging adverbials at the beginning of a sentence. For example, “On Monday, they went to the church.”

1.4 Dependent Clauses

A group of words that has both a subject and a verb but (unlike an independent clause) cannot stand alone as a sentence. Also known as a subordinate clause. For example, “The crew could see the whale, which had surfaced only 50m behind them.”

1.5 Judgmental Adjectives

These indicate personal evaluation rather than merely description. For example, “distracting, nice, bothersome.”

1.6 Uncertainty verbs

The type of verb phrases indicating apparent lack of certainty (Mulac, et al, 2001). For example, “I wonder if..., I’m not sure..., It seems.....”

1.7 Intensive Adverbs

Adverbs which tend to give force or emphasis, such as, “very, really, quite.”

1.8 Hedges

They are the modifiers that indicate lack of confidence in, or diminished assuredness of, the statement and also indicate lack of confidence in, or diminished assuredness of, the statement (Mulac, et al, 2001). For example, “sort of, kind of.”

1.9 References to Emotions

Any mention of an emotion or feeling (Mulac, et al, 2001), such as “happy, enticing, depressing”.

1.10 References to Quantity

Any mention of an amount (Mulac, et al, 2001), such as “6-8 thousand feet elevation, below 3”.

1.11. “I” References

First-person singular pronoun in the subjective case (Mulac, et al, 2001).

1.12 Locatives

The words that indicate the location or position of objects (Mulac, et al, 2001).

1.13 Words

Total number of words spoken or written (Mulac, et al, 2001).

The present study has the following research questions:

- 1) Are there any significant differences in Iranian male and female letter writing in terms of sentences (mean length sentences, elliptical sentences), clauses and phrases (sentence initial adverbials, judgmental adjectives, dependent clauses)? If so, do they support earlier studies?
- 2) Are there any significant differences in Iranian male and female letter writing in terms of verb phrases (uncertainty verbs), and modifiers (intensive adverbs, hedges)? If so, do they support previous studies?
- 3) Are there any significant differences in Iranian male and female letter writing in terms of references (references to emotion, references to quantity, locatives and “I” references) and total number of words?

2. Related Literature

There have been gender differences in language use since long time ago. Studying these differences can help us shape a better world of communication. Robin Lakoff (1975) is one of the researchers that presented theories



regarding women's language. According to Lakoff,(1975) using more hedges, super polite forms, tag questions, empty adjectives, direct quotation are of features of women's language. She also stated that women have a special lexicon, use question intonation in declarative statements, speak less frequently, overuse qualifiers, apologize more, avoid coarse language or expletives, use indirect commands and requests, use more intensifiers and lack a sense of humor. Some researchers (e.g., Mulac, Weimann, Widenmann, & Gibson, 1988) found that women tend to use more questions than men (e.g., "Does anyone want to get some food?"), whereas men tend to use more directives (e.g., "Let's go get some food"). In terms of mean length sentence, women are wordier than men in writing (e.g., Mulac & Lundell, 1994; Warshay, 1972) and speaking (Mulac & Lundell, 1986; Mulac et al., 1988; Poole, 1979).

In a study, Mulac, Seibold, & Farris (2000) compared 36 female and 50 male managers who gave professional criticism in a role play. They found that women use more words overall and they also use longer sentences than men. Robin Lakoff (1975) is considered as a pioneer in studying gender differences in language use. She specified two types of phrases as characteristics of women language; hedges (e.g., "it seems like,") and tag questions (e.g., "...aren't you?"). Other researchers have found that women use more uncertainty verbs and "I" references in writing (Mulac & Lundell, 1994) and speech (Hartman, 1976; Poole, 1979). However, their conclusion was based on only two studies: one representing analyses of 32 essays (4th-grader sample; Mulac et al., 1990), one representing 148 essays (Mulac & Lundell, 1994), and both used relatively impersonal writing tasks (essays and descriptions of photographs). Certainly, if the entire category of *personal pronouns* is considered, women frequently are the higher users (Gleser et al., 1959; Mulac & Lundell, 1986). Mehl and Pennebaker (2003) proposed that women tend to use more references to positive emotion, whereas men refer more to anger. This finding was in line with the study of Mulac, Bradac, and Gibbons(2001) in which men used more judgmental adjectives but women used more sentence initial adverbials. There have been very few studies regarding gender differences in EFL writing. Sunderland (2000) cited one study that was done by L.A. Morris. According to Morris (1998), female ESL writers surpass their male counterparts in writing. Morris also found that both genders' texts were comparable regarding accuracy and readability. Her study was conducted in a social context and she did not mention about classroom context.

In second language contexts, differences in native speaker status and cultural background frequently reach into the classroom; often the teacher is a native speaker and does not share the students' cultural background, whereby the students themselves may represent a culturally (and perhaps even socio-economically) diverse group. In foreign language classrooms, by contrast, many teachers share the first language and cultural background of a generally quite homogeneous student body. Therefore, special care must be taken not to combine issues of gender, native speaker status, pragmatic competence and students' culture (or to combine them very carefully). These requirements lay further emphasis on how desirable it may be to distinguish between second and foreign language settings. Gender may be observed more easily as a distinct variable in a foreign language context. There, issues of native speaker status and biculturalism (at least at the earlier stages of learning) are less prominent. Clearly, studies of second language acquisition serve as valuable sources to help identify the direction of research in foreign language learning, but at the same time, they cannot speak clearly of gender issues in the foreign language classroom. Also in foreign language settings, learners depend much more on the classroom for interactional opportunities, i.e., the chance to use the language in a meaningful and contextual manner. As Brooks (1993) summarizes: "The formal classroom setting is, in many cases, the only place where any kind of social interaction in the foreign language is made available. It is in this environment that the language and communication are to be learned".

3. Methodology

3.1 Participants

For this study, 64 Iranian EFL learners (30 males and 34 females) were selected randomly. Participants were MA students majored in English. The students were all at the same major, same level, and had passed similar courses in writing. They were all native speakers of Farsi. In order to avoid generation-related differences, participants were between 24 to 30 years of age. Finally, factors such as social class and ethnicity which could not be established, from the contents in the letters, were disregarded.

3.2 Instruments

The instruments employed in this study were a standard proficiency test (Oxford Placement Test to find homogenous students based on proficiency level and Roebuck's analytic scoring Rubric modified by Maftoon & Rabiee (2006) for rating students' paragraphs.



3.3 Procedure

OPT will be administered to ensure the participants' homogeneity. The proficiency test, OPT, was run and participants at the intermediate level were selected. A questionnaire was administered to collect background data of students' writing. In the next session, the researcher asked selected students to write a letter of complaint (complaining about poor facilities of a hotel). Complaining letter was chosen according to these factors and criteria: a) it should be far from gender bias. It is based on the level of students' knowledge; b) it should be based on students' experience in writing; c) The students need to be interested in writing about the topic.

Also, the topic was chosen because it involved description, which implies the use of adjectives. Letters written by male and female students were collected in order to compare the students' writing and also to get material that could be used in the questionnaires.

3.4 Data analysis

All the linguistic features used in this study by the researcher are Elliptical sentences, Mean length sentences, Sentence-initial adverbials, Dependent clauses, Judgmental adjectives, Intensive adverbs, Hedges, Uncertainty verbs, References to emotion, References to quantity, Locatives, "I" references, Total number of words. As stated in the introduction, these features have been chosen in this study because according to Mulac and Lundel (1994) these features are more likely to be found in descriptive writing. These features are specified and counted by the researcher according to the letters and all of them were observed by a linguist. All the identified features were revised by an expert in relevant field to make sure of accuracy of the selected features.

4. Results and Discussion

In order to answer the first research question of the study, the differences between male ($n = 30$) and female participants ($n=34$) in 64 letters were analyzed based on 13 linguistic features. Therefore, thirteen t-tests were performed as follows:

Table 1. Independent Samples Test on gender of participants and number of words in writing

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tail ed)	Mean Difference	Std.Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Number Of Words	Equal variances assumed	1.214	.275	-1.44	62	.154	-48.38039	33.48432	-115.31460	18.55382
	Equal variances not assumed			-1.48	57.36	.144	-48.38039	32.64073	-113.73326	16.97247

The first t-test was performed to show whether there is any significant difference between males and females regarding the total number of words. The results in Table 1 indicated that there is no significant difference ($t = -1.44$, $p = .15$, $sig = 0.275$) between males and females regarding this linguistic feature. These findings are not consistent with the study of Mulac, Bradac and Gibbons (2001), which revealed that women are wordier than men in terms of total number of words. The present study shows that male participants used more words than female participants. This can be due to more knowledge of vocabulary.

To detect the difference between males and females regarding the use of hedging, another t-test was performed. The results in Table 4.4 indicated that there is a significant difference between males and females regarding this linguistic feature ($t = -2.91$, $p = .005$, $sig = 0.017$). Female participants used more hedges than male participants. Similarly, Mulac, Bradac and Gibbons (2001) in their study stated that women tend to use more hedges than men. According to Lakoff (1975), using hedges is an index of apology. Women do not want to force their ideas on another person.

Table 2. Independent Samples Test on gender of participants and Hedge in writing

		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower		Upper
Hedge	Equal variances assumed	6.053	.017	-2.91	62	.005	-1.00000	.34263	-1.68490	-.31510
	Equal variances not assumed			-2.99	57.577	.004	-1.00000	.33414	-1.66895	-.33105

Table 3. Independent Samples Test on gender of participants and “I” references in writing

		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower		Upper
“I” Reference	Equal variances assumed	.004	.950	-3.98	62	.000	-4.71765	1.18380	-7.08402	-2.35127
	Equal variances not assumed			-4.05	60.53	.000	-4.71765	1.16306	-7.04369	-2.39161

The result of t-test on the use of “I” references for the male and female participants showed that they were significantly different ($t = -2.91, p = .005, sig = 0.950$) from each other in this linguistic feature at the level of .01 (see Table 3). Women used more “I” references than men. Findings of this study were in contrast with the study of Mulac, Bradac and Gibbons (2001). Bucci & Freedman, (1981); Rude, Gortner, & Pennebaker, (2004); Weintraub, (1981) stated that depressed people use more first-person singular pronouns. Therefore, using more “I” references by women can be due to this fact.

Table 4. Independent Samples Test on gender of participants and Sentence Initial Adverbial in writing

		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	t	Df	Sig. (2-tailed)	M. D.	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower		Upper
Sentence Initial Adverbial	Equal variances assumed	.352	.555	-2.801	62	.007	-1.16863	.41719	-2.00259	-.33467
	Equal variances not assumed			-2.815	61.84	.007	-1.16863	.41515	-1.99855	-.33870

Another t-test was performed to show whether there is any significant difference between males and females regarding the use of sentence initial adverbials in letters. The results in Table 4 revealed that there is significant difference ($t = -2.80$, $p = .007$, $sig = 0.555$) between males and females regarding this linguistic feature. Female participants used more sentence initial adverbials than male participants. Similarly, Mulac, Bradac and Gibbons (2001) in their study found out that women tend to use more sentence initial adverbials than men. As Chafe (1987:38), Fries (1981/1983, 1995), Daneš (1974), Enkvist (1981, 1984), Virtanen (1992), Ventola (1995), Mauranen (1996), Svensson (2000) stated, using sentence initial adverbials at discourse level means that the writer wants to fit the sentence in its situational or textual context .

Table 5. Independent Samples Test on gender of participants and Elliptical sentences in writing

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Elliptical Sentence	Equal variances assumed	67.550	.000	3.208	62	.002	.33333	.10390	.12564	.54102
	Equal variances not assumed			3.010	29.000	.005	.33333	.11073	.10687	.55980

The results of t-test on the males and females' letters regarding the use of elliptical sentences showed that there is a significant difference ($t = -3.20$, $p = .002$, $sig = 0.000$) between males and females. (see Table 5). Male participants used more elliptical sentences than female participants. Similarly, Mulac, Bradac and Gibbons in their study stated that men tend to use more elliptical sentences than women.

Table 6. Independent Samples Test on gender of participants and length of sentences in writing

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Mean Length Sentence	Equal variances assumed	.328	.569	-.978	62	.332	-1.01306	1.03567	-3.08334	1.05722
	Equal variances not assumed			-.960	53.007	.341	-1.01306	1.05495	-3.12902	1.10291

The results of t-test on the males and females' letters regarding mean length sentence showed that there is no significant difference ($t = -.97$, $p = .332$, $sig = 0.569$) between males and females. (see Table 6). The findings of this study is inconsistent with the study of Mulac, Bradac and Gibbons (2001) which stated that women are wordier than men in terms of mean length sentence. Longer sentences indicate higher proficiency level and knowledge of grammar. In the present study both male and female participants' sentences had almost the same length.

Table 7. Independent Samples Test on gender of participants and dependent clauses in writing

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower		Upper
Dependent Clause	Equal variances assumed	7.451	.008	2.812	62	.007	1.17647	.41835	.34019	2.01275
	Equal variances not assumed			2.697	39.395	.010	1.17647	.43621	.29444	2.05851

A t-test was performed to show whether there is any significant difference between males and females regarding the use of dependent clauses in letters. The results in Table 7 revealed that there is a significant difference ($t = -2.81$, $p = .007$, $sig = 0.008$) between males and females regarding this linguistic feature. Men used more dependent clauses than women. The findings of this study were not consistent with the study of Mulac, Bradac and Gibbons (2001).

Table 8. Independent Samples Test on gender of participants and adjectives in writing

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower		Upper
Judgmental Adjective	Equal variances assumed	2.806	.099	-1.93	62	.058	-1.42745	.73824	-2.90317	.04827
	Equal variances not assumed			-2.03	39.606	.048	-1.42745	.70011	-2.84287	-.01203

In order to see the difference between males and females' letters regarding the use of judgmental adjectives, another t-test was performed. The results in Table 8 indicated that there is no significant difference between males and females regarding this linguistic feature ($t = -1.93$, $p = .05$, $sig = 0.099$). Mulac, Bradac and Gibbons, in their study stated that men tend to use more judgmental adjectives than women.

Table 9. Independent Samples Test on gender of participants and adjectives in writing

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Locative	Equal variances assumed	.256	.615	2.422	62	.018	.87059	.35945	.15206	1.58912
	Equal variances not assumed			2.404	58.542	.019	.87059	.36213	.14585	1.59532

A t-test was done to show whether there is any significant difference between males and females regarding the use of locatives in their letters. The results in Table 9 indicated that there is a significant difference ($t = -2.42$, $p = .01$, sig = 0.615) between males and females regarding this linguistic feature. Male participants used more locatives than female participants. The findings of the present study were in line with the study of Mulac, Bradac and Gibbons (2001).

Table 10. Independent Samples Test on gender of participants and reference to quantity in writing

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Reference To Quantity	Equal variances assumed	.163	.688	-2.29	62	.025	-1.50980	.65783	-2.82480	-.19481
	Equal variances not assumed			-2.35	57.684	.022	-1.50980	.64168	-2.79441	-.22520

Another t-test was calculated to show whether there is any significant difference between males and females regarding the use of references to quantity. The results in Table 10 indicated that there is no significant difference ($t = -2.29$, $p = .02$, sig = 0.688) between males and females regarding this linguistic feature. The findings of this study were in contrast with the study of Mulac, Bradac and Gibbons (2001) which stated that men use more references to quantity than women.

Table 11. Independent Samples Test on gender of participants and reference to emotion in writing

		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Reference To Emotion	Equal variances assumed	1.161	.285	-4.42	62	.000	-1.09804	.24802	-1.59383	-.60225
	Equal variances not assumed			-4.52	59.416	.000	-1.09804	.24289	-1.58398	-.61210

T-test was performed to show whether there is any significant difference between males and females regarding the use of references to emotion. The results in Table 11 indicated that there is a significant difference ($t = -2.29$, $p = .00$, sig = 0.285) between males and females regarding this linguistic feature. Women used more references to emotion than men. The findings of this study were consistent with the study of Mulac, Bradac and Gibbons (2001).

Table 12. Independent Samples Test on gender of participants and reference to emotion in writing

		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Intensive Adverb	Equal variances assumed	5.431	.023	-3.018	62	.004	-1.41176	.46780	-2.34688	-.47665
	Equal variances not assumed			-3.117	53.509	.003	-1.41176	.45290	-2.31996	-.50357

The result of t-test on the differences between males and females regarding the use of intensive adverbs, as is shown in Table 12, indicated that there is a significant difference ($t = -3.01$, $p = .004$, sig = 0.023) between males and females regarding this linguistic feature. Female participants use more intensive adverbs than male participants. The findings of this study were consistent with the study of Mulac, Bradac and Gibbons (2001).

Table 13. Independent Samples Test on gender of participants and using uncertainty verb in writing

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Uncertainty Verb	Equal variances assumed	.931	.338	-5.377	62	.000	-1.29804	.24140	-1.78060	-.81548
	Equal variances not assumed			-5.401	61.791	.000	-1.29804	.24035	-1.77853	-.81755

Finally, the t-test between the gender of participants and their use of uncertainty verbs were calculated. The results in Table 13 showed that there is a significant difference between males and females in terms of this linguistic feature (sig = 0.338). Female participants used uncertainty verbs more than male participants. The findings regarding this t-test are in line with the study of Mulac, Bradac and Gibbons (2001). This can be due to lack of enough self-confidence in women.

5. Conclusion

Based on the results, it was found that there are gender differences in Iranian EFL letter writing, but only some of them are significant. The stereotyped picture of women regarding them using emotional language was depicted in their writing in this study. One reason can be due to the fact that in the present study, the genre of writing was descriptive. Both genders used almost all of the features more or less. But elliptical sentences were not used by female participants at all and few male participants used them in their letters. Also, dependent clause is one of the linguistic features that were not applied as much as others.

Researchers (Lakoff, 1975; Tannen, 1990; Holmes, 1993; Mulac, Bradac, & Gibbons, 2001) have proposed the idea that there are some differences between male and female language. These differences were mentioned in the literature review. The findings from the current study supported what they proposed regarding the existence of these differences in EFL writing. Therefore, this study demonstrated gender differences in Iranian EFL students' letter writing. These dissimilarities between genders in EFL can be contributed to many aspects such as educational instructions, teachers, and cultural differences. It also illustrated teachers' perspectives of gender regarding students' writing.

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Appendix 1



**Oxford University Press
and
University of Cambridge Local Examinations Syndicate**

Name:

Date:

**quick
placement
test**

Version 1

This test is divided into two parts:

Part One (Questions 1 – 40) – All students.

Part Two (Questions 41 – 60) – Do not start this part unless told to do so by your test supervisor.

Time: 30 minutes

Part 1

Questions 1 – 5

- Where can you see these notices?
- For questions 1 to 5, mark one letter A, B or C on your Answer Sheet.

1 **Please leave your room key at Reception.**
A in a shop
B in a hotel
C in a taxi

2 **Foreign money changed here**
A in a library
B in a bank
C in a police station

3 **AFTERNOON SHOW BEGINS AT 2PM**
A outside a theatre
B outside a supermarket
C outside a restaurant

4 **CLOSED FOR HOLIDAYS**
Lessons start again on the 8th January
A at a travel agent's
B at a music school
C at a restaurant

5 **Price per night: £10 a tent**
A at a cinema
B in a hotel
C on a camp-site

Questions 11 – 20

- In this section you must choose the word which best fits each space in the texts.
- For questions 11 to 20, mark one letter A, B, C or D on your Answer Sheet.

Alice Guy Blaché

Alice Guy Blaché was the first female film director. She first became involved in cinema whilst working for the Gaumont Film Company in the late 1890s. This was a period of great change in the cinema and Alice was the first to use many new inventions, (11) sound and colour.

In 1907 Alice (12) to New York where she started her own film company. She was (13) successful, but, when Hollywood became the centre of the film world, the best days of the independent New York film companies were (14) When Alice died in 1968, hardly anybody (15) her name.

11 A bringing B including C containing D supporting
12 A moved B ran C started D transported
13 A not B once C immediately D recently
14 A after B down C behind D over
15 A remembered B realized C reminded D repeated

UFOs – do they exist?

UFO is short for 'unidentified flying object'. UFOs are popularly known as flying saucers, (16) that is often the (17) they are reported to be. The (18) 'flying saucers' were seen in 1947 by an American pilot, but experts who studied his claim decided it had been a trick of the light.

Even people experienced at watching the sky, (19) as pilots, report seeing UFOs. In 1978 a pilot reported a collection of UFOs off the coast of New Zealand. A television (20) went up with the pilot and filmed the UFOs. Scientists studying this phenomenon later discovered that in this case they were simply lights on boats or fishing.

16 A because B therefore C although D so
17 A look B shape C size D type
18 A last B next C first D oldest
19 A like B that C so D such

Questions 21 – 40

- In this section you must choose the word or phrase which best completes each sentence.
- For questions 21 to 40, mark one letter A, B, C or D on your Answer Sheet.

21 The teacher encouraged her students to an English pre-dread.
A should write B write C wrote D to write

22 They spent a lot of time at the pictures in the museum.
A looking B for looking C as look D to looking

23 Shirley enjoys science lessons, but all her experiments seem to wrong.
A turn B come C end D go

24 from Michael, all the group arrived on time.
A Except B Other C Besides D Apart

25 She her neighbour's children for the broken window.
A accused B complained C blamed D denied

26 As I had missed the history lesson, my friend went the homework with me.
A by B after C over D on

27 Whether she's a good actress or not is a of opinion.
A matter B subject C point D case

28 The decorated roof of the ancient palace was up by four thin columns.
A built B carried C held D supported

29 Would it you if we came on Thursday?

<p>A cross B clear C do D wipe</p> <p>33 Although our opinions on many things , we're good friends. A differ B oppose C disagree D divide</p> <p>34 This product must be used two days of purchase. A by B before C within D under</p> <p>34 The newspaper report contained important information. A many B machine C an D a lot of</p> <p>35 Have you considered to London? A move B to move C to be moving D moving</p> <p>36 It can be a good idea for people who lead an active life to increase their of retirement. A upon B input C output D intake</p> <p>37 I thought there was a of jealousy in his reaction to my good fortune. A piece B part C shadow D touch</p> <p>38 Why didn't you that you were feeling ill? A advise B mention C remark D tell</p> <p>39 James was not sure exactly where his best horse was A stood B rested C lay D ceased</p> <p>40 He's still getting the shock of losing his job. A across B by C over D through</p>	<p style="text-align: center;">Part 2</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"><p><i>Do not start this part unless told to do so by your test supervisor.</i></p></div> <p>Questions 41 – 50</p> <ul style="list-style-type: none">In this section you must choose the word or phrase which best fits each space in the texts.For questions 41 to 50, mark one letter A, B, C or D on your Answer Sheet. <div style="border: 1px solid black; padding: 10px;"><p style="text-align: center;">The tallest buildings - SKYSCRAPERS</p><p>Nowadays, skyscrapers can be found in most major cities of the world. A building which was many (41) high was first called a skyscraper in the United States at the end of the 19th century, and New York has perhaps the (42) skyscraper of them all, the Empire State Building. The (43) beneath the streets of New York is rock, (44) enough to take the heaviest load without sinking, and is therefore well-suited to bearing the (45) of tall buildings.</p></div> <p>41 A stages B steps C storeys D levels</p> <p>42 A first-rate B top-class C well-built D best-known</p> <p>43 A dirt B field C ground D soil</p> <p>44 A hard B stiff C forceful D powerful</p> <p>45 A weight B height C size D scale</p>
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SCRABBLE

Scrabble is the world's most popular word game. For its origins, we have to go back to the 1930s in the USA, when Alfred Butts, an architect, found himself out of (46) He decided that there was a (47) for a board game based on words and (48) to design one. Eventually he made a (49) from it, in spite of the fact that his original (50) was only three cents a game.

- 46 A earning B work C income D job
 47 A market B purchase C commerce D sale
 48 A took up B set out C made for D got round
 49 A wealth B fund C cash D fortune
 50 A receipt B benefit C profit D allowance

Questions 51 – 60

- In this section you must choose the word or phrase which best completes each sentence.
- For questions 51 to 60, mark one letter A, B, C or D on your Answer Sheet.

- 51 Roger's manager to make him stay late if he hadn't finished the work.
 A insisted B warned C threatened D announced
- 52 By the time he has finished his week's work, John has hardly energy left for the weekend.
 A any B much C no D some
- 53 As the game to a close, disappointed spectators started to leave.
 A led B neared C approached D drew
- 54 I don't remember the front door when I left home this morning.
 A to lock B locking C locked D to have locked
- 55 I to other people borrowing my books: they always forget to return them.
 A disagree B avoid C dislike D object
- 56 Andrew's attempts to get into the swimming team have not with much success.
 A associated B concluded C joined D met
- 57 Although Harry had obviously read the newspaper article carefully, he didn't seem to have the main point.
 A grasped B clutched C clasped D gripped
- 58 A lot of the views put forward in the documentary were open to
 A enquiry B query C question D wonder
- 59 The new college for the needs of students with a variety of learning backgrounds.
 A deals B supplies C furnishes D caters
- 60 I find the times of English meals very strange – I'm not used dinner at 6pm.

Schlüssel

1 B	16 A	31 A	46 B
2 B	17 B	32 A	47 A
3 A	18 C	33 C	48 B
4 B	19 D	34 D	49 D
5 C	20 A	35 D	50 C
6 B	21 D	36 D	51 C
7 A	22 A	37 D	52 A
8 C	23 D	38 B	53 D
9 B	24 D	39 C	54 B
10 A	25 C	40 C	55 D
11 B	26 C	41 C	56 D
12 A	27 A	42 D	57 A
13 C	28 C	43 C	58 C
14 D	29 B	44 A	59 D
15 A	30 C	45 A	60 B

Auswertung

Punkte	Kursstufe	Niveau entspricht etwa	Abschlüsse allgemeines English	Abschlüsse Business English
0-17	A 1			
18-29	A 2	Hauptschule Klasse 9-10	KET Key English Test	
30-39	B 1	Realschule Klasse 9/10 mittlere Reife	PET Preliminary English Test	BEC F Business English Certificate Preliminary
40-47	B 2	zwischen mittlerer Reife und Abitur	CEI First Certificate in English	BEC V Business English Certificate Vantage
48-54	C 1	Abitur Gesamtkurs	CAE Cambridge Advanced English	BEC H Business English Certificate Higher
55-60	C 2	Abitur Leistungsstufe	CPE Cambridge Proficiency	

Sie können uns anrufen und sich beraten lassen

Bitte wenden Sie sich an:

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Appendix 2

Roebuck's Analytic scoring Rubrics modified by Maftoon&Rabiee (2006)

Scoring Rubric for composition

I. Vocabulary	1	2	3	4
Comments for improvements				
▪ Completely accurate and appropriate, no errors				
▪ Usually accurate and appropriate, few minor errors				
▪ Frequently accurate ,occasional inaccuracies				
▪ Not extensive enough, frequent inaccuracies, limited vocabulary				
▪ Completely inadequate and inaccurate , lots of major errors				
II. Grammar	1	2	3	4
Comments for improvement:				
▪ Complete mastery over grammar, variety in sentence structure and lengths, no errors				
▪ May contain few errors that do not interfere with comprehensibility				
▪ Some minor errors that may interfere with comprehensibility, some control of major patterns				
▪ Many errors that interfere with comprehensibility, little control of major patterns				
▪ Almost all grammatical patterns incorrect, lots of major errors leading to complete in comprehensibility				
III. Organization	1	2	3	4
Comments for improvement				
▪ Relevant, fully informative; adequate level of creativity and detail; well-organized, logical				
▪ Generally informative, may lack some creativity and detail				
▪ Usually informative; occasional lapses in organization and/or coherence				
▪ Incomplete; lacks important information and creativity; poorly developed, lacks coherence				
▪ Not informative, provides little or no information, lacking key components, organized incoherently				
IV. Mechanics	1	2	3	4
Comments for improvement:				
▪ Completely accurate and appropriate, no errors				
▪ Generally accurate, few minor errors				
▪ Usually accurate, frequent inaccuracies not interfering with comprehensibility				
▪ Usually inaccurate , interfering with comprehensibility				
▪ Completely inaccurate, lots of major errors				

Note:

- 5. No errors
- 4. 1-3 errors
- 3. 4-6 errors
- 2. 7-9 errors
- 1. 10 and over