

Influential Factors Of Gender Differences In L2 Communication: A Correlation Study

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Abstract

The current research is based on the use of second language in our routine life and the gender differences in communication. The theory of Language and Gender by Robin Lakoff (1975) is used to highlight the gender difference in communication. Interviews by male and female of L2 users were taken from different posts by using a random convenience sampling technique. The interviews were used to check the role of L2 by categorizing them into 8 grammatical categories i.e. adjectives, adverbs, weasel words, transition words, stop words, filler words, hedge words and modal words. The usage of grammatical items helped to compile the results. They found with the help of results that the male uses a rich vocabulary as compared to the female. Females use more adverbs and adjectives. The researcher concluded that the English language has a vital role to communicate our ideas with someone else and different gender uses different vocabulary while communicating. This research also concluded that L2 has a vital role to highlight gender differences in communication. This study recommends that the use of a second language may be promoted in our living areas and at the country level as well. The use of a second language may be helpful for us to differentiate gender while communicating. The Robust test of the Equality of Means shows that the number of adjectives, weasel words, stop words, and hedge words used is a significant correlation with P-Values. 006, .028, .005, and .001, respectively. The ANOVA test results show that these same linguistic units are significant. While the values of adverbs, transition words, filler words, and modal words are in weak correlation in either ANOVA or Robust tests.

Keywords: Communication; Gender difference; Language & Gender; L2 Communication; Second language.

Introduction

There are three significant hypothetical ways to deal with First language obtaining. The mental hypothesis was given by Piaget (1896) it made sense that youngsters learn ideas and thoughts first and words later. Behaviorists made sense of that impersonation and encouraging feedback are answerable for L1 procurement. Chomsky and Halle (1968) accepted that the nature of specific etymological elements is liable for L1 obtaining. It made sense that the human brain is furnished with a language acquisition device (LAD) in this way, it is their characteristic capacity to become familiar with a language.

Second Language Acquisition (SLA)

Krashen (1981) depicts it as the method involved with learning a language after obtaining L1 (primary language, local language). Extra language in the wake of achieving one's native language is known as a subsequent language (L2) yet it very well may be a third, fourth, or 10th to be obtained by the person. For example, an individual who communicates in Urdu or Punjabi as a primary language can begin learning English for business or training purposes.

Foundation of SLA

Monolingual, bilingual, or multilingual people are conceivable. Monolinguals can comprehend, understand, and produce in only one language, as per Derrida (1998). For example, by far most Americans talk only English. The peculiarity of communicating in and understanding two dialects is called bilingualism (Romaine, 1995). For example, most Hindus can convey in both Hindi and their local lingo. Multilingualism, as per Edwards (2002), is the capacity to utilize beyond two dialects, very much like Pakistanis can talk and grasp Urdu and English, two of their provincial dialects. Albeit nobody can gauge the exact figure, a sensible estimate is that in some measure half of the total populace is multilingual (Saville-Troike, and Barto, 2016). L2 clients contrast from monolinguals in L1 information; high-level L2 clients vary from monolinguals in L2 information; L2 clients have different meta-semantic mindfulness from monolinguals; L2 clients have different mental cycles. These unpretentious contrasts thusly recommend that individuals with multi-skill are not just identical to two monolinguals but rather are an extraordinary blend (Cook, 1992, p. 557)

English as Second Language (L2)

A resulting language is a language that is spoken by someone anyway and isn't their most memorable language. Krashen (1981) portrays it as the most well-known approach to learning a language after the obtainment of L1 (essential language, nearby language). Additional language directly following accomplishing one's most memorable

language is known as a resulting language (L2) but it might be a third, fourth, or tenth to be acquired by the individual. For instance, a person who imparts Urdu or Punjabi as a local language can start learning English for business or preparation purposes.

Importance of L2 in Communication

During the time spent scattering coherent information, the language of choice is English because of its basic responsibility. There is no area of specialization where a language other than English is used. The primary works of a couple of conspicuous specialists, monetary specialists, researchers, and clinicians who were not familiar with the English language and didn't write in that language have been translated and made open in English. Thusly, a person who has solid areas for the English language approaches different kinds of information sources. As a language of science and development, the English language has unfathomable application and charm due to its general use.

Most of the destinations that can be found on the web are written in English and were spread out using that language. For sure, even locales written in various vernaculars as often as possible give an understanding of English as a decision. The English language goes probably a live channel for the dissipating of information from one side of the planet to the other. Accordingly, we can't eliminate ourselves from this arrangement of severe data by giving up the examination of English and cutting down the idea of our high-level training, which is predominantly drawn to us for its resources and its enthusiasm to oblige us. Face challenges. Of course, one can't misrepresent the significance of the English language in Pakistan. Since Pakistan is a non-modern country, it relies upon other western nations to give its mechanical prerequisites; yet, to use these imported developments, English is essential. The essential language for all codings is known as the base language. Students from Pakistan regularly go to the US, Canada, the Bound together Domain, and different other European nations searching for high-level training and award-expected open entryways. If they have serious solid areas for the English language, they will be better outfitted to deal with the various difficulties they could insight in their new country.

Gender Communication Differences

The likelihood that individuals have undeniably different limits as for correspondence is quite possibly of the most routinely held legend concerning qualifications in the sexual direction that persist in current culture. A couple of systems have been used to disentangle the qualifications among male and female correspondence styles, including language, way of talking, significant explanation, and non-verbal correspondence (Disch, 2009). Perhaps a given folks and females convey their contemplations remarkably as opposed to one another. Women are to a great extent outlandishly summed up as having a baffling, tangled, and vigorous style of talk than men. This is

normal for their weakness, bashfulness, and nonappearance of confidence in their abilities. Women are summed up as being less immediate than men because of the ordinary conviction that men will undoubtedly offer their certifiable viewpoints. Females could seem to have a less solid correspondence style, yet their capacity to relate and communicate with people makes them more fruitful at building an affiliation that motivates a reaction. This is because women ordinarily have more raised levels of the capacity to grasp people on a more profound level. Men's conversational styles will generally twirl around their necessity for independence, while women will as a rule revolves around their prerequisite for affiliation (von Hippel, Wiryakusuma, Bowden, and Shochet, 2011).

Unquestionable differences exist in the procedures in what individuals confer, with the degree of significant verbalization being one of the most striking. Kids learn gendered social guidelines, for instance, how to impart and convey their sentiments, from their family and their classmates during their beginning phases. Particularly, children's correspondences with their associates help them with getting sociocognitive data by showing reasonably significant responses for them. For instance, females will, for the most part, use more genial language while chatting with adults and friends the equivalent, however young fellows and men will by and large use more determined language (Tenenbaum, Portage, and Alkhedairy, 2011).

In addition, there are contrasts between the sexual orientations to the extent that the value is put on reassuring someone rather than aiding their certainty while granting. One kind of help, known as "mental self-portrait support," happens when one individual aids another have an uplifting perspective on themselves and their accomplishments all through daily existence, while the other kind, known as "mitigating help," happens when one individual endeavor to ease up the near and dear persevering of another. Women, when in doubt, put more noticeable importance on these capacities, and they put an especially high worth on the ability to give one's opinions and perspectives clearly and momentarily. Men, on the other hand, regard dynamic sorts of correspondence as a story and impact more than women do (Mortenson, 2002).

How we are physiologically unquestionable suggests that we may all grant in genuinely different ways, which could intensify dissimilarity in settings like homerooms and workplaces. Characteristics like organization and boldness are tremendously searched for in senior circumstances in numerous organizations. Assumptions about men's certainty and independence and women's unremarkable abilities for regulatory jobs may be established solely on their direction. A possible explanation for this inclination is the largest part of men in conclusive positions. Women are a portion of the time normally thought to be a less helpful competitor for explicit occupations for certain reasons, and this is one of them. The capacities of women in managerial jobs may be undervalued in light of direction-based

speculations that support the likelihood that women are less skilled than folks (von Hippel, Wiryakusuma, Bowden, and Shochet, 2011). Various direction speculations lead to an approach to thinking that suggests individuals stay aware of specific features and characteristics, and that the characteristics that folks have are more extraordinarily regarded than the ones that females have. As a rule, the qualities that are connected with folks are the ones that are regarded most uncommonly regarding execution in school and the workspace. Examinations of sex-work speculations like these might potentially provoke changes in the wisdom that is inferable exclusively to a singular's direction, with the ultimate objective that a move made by a man is seen well while the undefined move started by a woman is seen unfavorably (Steckler, and Rosenthal, 1985). In the homeroom, for instance, a female who postures such countless requests may be seen as not sorting out the material, however, an individual who represents an unreasonable number of requests may be seen as restless to all the more profoundly concentrate on the point reachable. Dependent upon the singular's direction, they could see things the same way.

Certain people acknowledge there are no huge differences among individuals' correspondence styles, and that procedure with study into these demonstrated irregularities might be perilous since it could help with making inescapable results (Disch, 2009). It's plausible for our words, way of talking, and non-verbal correspondence to all add to a miscommunication between us. It's possible that qualifications in how the group sees the speaker and the beneficiary might be gotten from how individuals convey, whether verbally or nonverbally (Steckler, and Rosenthal, 1985). Understanding these qualifications could help with isolating limits to correspondence and better platform the direction hole. The plausibility that individuals have different limits concerning correspondence is perhaps of the most consistently held legend concerning differentiations in the sexual direction that continue in current culture. A couple of strategies have been used to unwind the differentiations between male and female correspondence styles, including language, way of talking, significant explanation, and non-verbal correspondence (Disch, 2009). Females could seem to have a less solid correspondence style, yet their capacity to relate and connect with people makes them more effective at building an affiliation that moves a reaction. This is because women typically have more raised levels of the capacity to figure out people on a more profound level. Men's conversational styles will as a general rule twirl around their prerequisite for independence, while women will as a general rule base on their necessity for affiliation (von Hippel, Wiryakusuma, Bowden, and Shochet, 2011).

Statement of the Problem

Pakistan is a multilingual country and the Pakistani people use different languages to communicate with each other. The English

language is used as an official language. It is the least spoken as compared to written here in Pakistan. Our officials use this language to write letters send an email, etc, and unofficially it is used to communicate there on social media. Even, educated persons use this language to reply to their messages. It is noted that males and females use different kinds of words while speaking and writing. It is explored what is the role of 2nd language communication to highlight gender differences and whether the interviewee is classified as positive, or negative at the word level. The researcher checked the gender differences in L2 Communication. The researcher tried to investigate the role of second-language communication. For this purpose, the interviews with different celebrities in showbiz were taken and analyzed by the researcher herself.

Significance of the Study

This research has significance as the role of gender has been explored for L2 but the role of L2 communication to highlight gender difference is never explored. This study is unique as we analyze adjectives, adverbs, hedge words, filler words, stop words, transition words, and weasel words. So it is research having a different perspective. The research has significance for L2 users as this research highlights the role of a second language in communication to highlight gender differences. Gender difference in communication is a big domain in a second language on which a lot of work has been done. But the readers of this research may come to know the new perspective of L2 communication to highlight gender differences in communication by using Lakof's theory.

Delimitations of the Study

This particular study is delimited to the interviews of only 10 people. The role of L2 to highlight gender differences has been explored in this research. The data used in this research is delimited to the social media platform only interviews of celebrities. 10 interviews were randomly selected as a sample and 5 by males and 5 by females in showbiz.

Literature Review

The orientation hole in understanding the worth of exchange in one's general public is quite possibly of the most remarkable distinction in how people communicate their thoughts to each other. This point of view is a vital disparity between the two. Scholastic concentrates on distinctions in sexual orientation and has shown that ladies are bound to utilize language to encourage connections and foster informal communities, while guys are bound to utilize it to state authority and advance their professions. Numerous creators (Maltz and Borker, 1982; Leaper, 1991; Wood, 1996; Bricklayer, 1994) have noticed the significance of this peculiarity. By and large, ladies are more personal, held, and affable than guys are while conversing with outsiders. In any case, guys are many times more predominant and forceful in

these circumstances (Basow and Rubenfield, 2003). Ladies attempt to be more amiable in their cooperations with others, though guys will generally focus on their freedom more. One more distinction between the genders is how they communicate with others in the public arena: while ladies for the most part attempt to be more amicable, guys will quite often focus on their freedom more (Chodorow, 1978; Dinnerstein, 1977; Eagly, 1987; Gilligan, 1982; Miller, 1976). Nonetheless, as famous works by John Deegan and Deborah Tannen show, ladies see discussion uniquely in contrast to men do, considering it to be a technique to shape and sustain a close connection with the other individual by examining significant worries and difficulties they are mutually facing. On the other hand, guys consider the conversation to be a way to state their power in friendly circumstances. Then again, guys esteem discussions for what they might add to laying out and keeping up with social standing and authority in their connections (Dark, 1992; Tannen, 1990).

Various scholastic examinations' outcomes have shown striking contrasts in how men and females approach the discussion. Men are more disposed to involve language in a way that supports their place of social predominance, while ladies are supposed to involve language in a manner that fortifies social associations and connections (Leaper, 1991; Mulac, Bradac, and Gibbons, 2001). Ladies' language is much of the time more touchy, held, and respectful than men's when pressures are intense; this is especially obvious in aggressive settings (Basow and Rubenfield, 2003). In any case, it's not unexpectedly held that guys are bound to give replies to issues than ladies are, maybe because they'd prefer not to sit around discussing issues that would stay put. Therefore, men expect that females are more averse to answering inquiries with clear responses (Baslow and Rubenfield, 2003). As indicated by concentrates on looking at people's correspondence designs, guys are bound to be immediate and to utilize converses to gain material benefits, similar to power or status of some sort. Be that as it may, females are more disposed to consider conversations to be a method for working on their social capacities. As a contradiction, ladies are more probable than guys to consider discussions to be a way to manufacture new connections (Maltz and Borker, 1982; Wood, 1996; Bricklayer, 1994). On the opposite side, ladies are bound to focus on collective endeavors; this public accentuation "includes a focusing on others, thoughtfulness, and a craving to be at one with others" (Bricklayer, 1994). Also, it's not unexpected information that ladies will generally try to ignore the edges of their connections and more consideration focus of their personalities, which are themselves characterized by their connections. One more trademark frequently connected with ladies, this one is shown by their ability to shuffle many undertakings on the double. Notwithstanding the associations it works with, ladies put a top-notch on correspondence due to the significance they put on correspondence itself. This is because the relational connection is

exceptionally esteemed by females (Chodorow, 1989; Hartmann, 1991; Statham, 1987; Surrey, 1983).

Overall, females utilize milder language than guys. Ladies are much of the time more respectful than men, utilize fewer obscenities, and are bound to ask and use intensifiers and label requests (Lakoff, 1975). Studies have shown that ladies are less inclined to hinder than guys are; this might be because ladies are viewed as having a lower societal position. For instance: (Thorne and Henley, 1975). Social guidelines add to the support of this orientation status delineation, which is one of the potential explanations behind this event. A similar finding, that ladies will generally utilize more code words, was reached by Pearson (1985). Since they need trust in the thing they are communicating, it is possible that they don't accept what they are talking about and are alarmed by being erroneous. Possibly adding to these concerns is the agreement that female directors are viewed as less legitimate than their male partners in the working environment. A few examinations have shown that ladies are bound to sincerely put resources into their discussions with others, while guys are bound to be independent, disconnected, or associated (Chodorow, 1978; Dinnerstein, 1977; Eagly, 1987; Grilligan, 1982; Mill operator, 1976). A few scholars contend that females face extra hindrances to progress in friendly circumstances because of orientation varieties in correspondence styles. This is because guys are characteristically viewed as additional certain and equipped pioneers than ladies since they are bound to talk confidently while ladies are bound to talk with more noteworthy delay (Lakoff, 1975). Orientation disparities in correspondence will generally cause ladies to appear to be more agreeable than guys, which is one manner by which they are seen as sub-par compared to men. This has repercussions for the orientation hole in authority styles as well concerning how people lead suddenly. Accordingly, ladies are frequently neglected for positions of authority or elevated to bring down degrees of staff in light of the generalization that they are less skillful than guys in the calling.

In his smash hit book "Men are from Mars, Ladies are from Venus: a Functional Aide for Further developing Correspondence and Getting What You Need in a Relationship," John Dim digs into the basic qualifications among male and female methods of correspondence. Most researchers concur that Dim's book is among the most fundamental chips away at the subject of orientation disparities in composed correspondence delivered in the 20th hundred years. Featuring the distinctions between manly and female methods of expression were made. He reasons that sex is a changeless organic contrast among people and contends that this makes sense of why people appear to begin from independent universes, each with its arrangement of correspondence standards, assumptions, and needs. He is alluding, all the more barely, to the truth that guys and females have profoundly various methods of collaboration (Dark, 1992). It is essential to the most common way of creating and supporting sound

connections to know about the distinctions in how people of various sexes collaborate and to as needs change one's methodology. Here is a fast overview of probably the most notable qualifications Dim attracts how people articulate their thoughts in discussion: The achievement or disappointment of an undertaking drives a man, and he determines his feeling of himself from his achievements (Dim, 1992). The nature of the connections ladies develops and the profundity of their profound encounters shape who they are, making them association-centered. Men, then again, really like to manufacture their characters separated from others (Dim, 1992). At the point when under pressure, guys will quite often pull out from the circumstance or conversation, while ladies are bound to connect with others and talk about what's annoying them. One way that guys and females handle pressure is exceptionally unmistakable from the other (Dim, 1992). As indicated by prevalent thinking, "Men retreat to their caverns and ladies talk" was authored by Dim to feature the intrinsic mental distinction between how people manage pressure (Dim, 1992). The two genders need to be preferred and needed, yet men esteem appreciation and responsibility more. All men need to be valued, treasured, and wanted. Men need to feel fundamental, respected, and esteemed. They search for a feeling of regard (Dark, 1992). While attempting to determine an issue or arrive at a goal that might fulfill all interested parties, people utilize very various methods of correspondence. The way that the two systems are different in this regard is one more wellspring of conflict. People are similarly in danger of causing the most regular sort of correspondence mistake about talking about contradicting viewpoints and figuring out something worth agreeing on. This could agree to fabricate serious testing. To find an answer, ladies are more disposed to look for sympathy and understanding, though men are bound to follow their normal tendency to answer. When given an issue, men are more disposed to propose a response that they think will fix it (Dark, 1992).

Research Methodology

This quantitative study implemented a Correlation research design. Correlation research, according to Fraenkel and Wallen (2009), is a study that seeks to determine the link between two or more variables as well as their cause and effect. Furthermore, according to Creswell (2012), "a correlation is a statistical test used to detect the propensity or trend for two (or more) variables or two sets of data to fluctuate consistently." The goal of Correlation research is to discover the link between two or more variables. This is a Correlation study and the data is presented in tables and graphs. After the presentation, the data is also discussed and the objectives are achieved after the discussion of the data so it is a quantitative cum qualitative research. The relationship between language and gender is also discussed and the role of second-language communication in highlighting the gender difference is discussed. So this is a correlation between a

second language and gender. This study explores, how the second language highlights the gender difference in communication.

Theoretical Framework

The theory of language gender by Lakoff (1975) was used in this study as a theoretical framework. *Language and Woman's Place* was first published in 1973 by Robin T. Lakoff, and it has since gained a great deal of notoriety for the allegations it makes about language gender differences and the role such differences play in maintaining gender inequality. Lakoff proposed that women use a separate manner of speaking that he referred to as "women's language." According to Lakoff, this kind of speech includes linguistic characteristics that reflect and maintain women's lower status in society. This provides a critical assessment of four pieces of research that was prompted by the work of Lakoff and explores whether there is empirical evidence to support the idea that women make use of tentative language to a greater degree than males do. The researcher focused their attention, in particular, on tag questions to draw attention to one uncertain characteristic. After discussing the methodologies and conclusions of each study concerning Lakoff's assertions, the researcher went on to examine general gaps and difficulties that were observed in the studies. In the discussion of the four studies, the term "women's language" was referred to as "tentative language," which is consistent with the terminology used by modern experts.

Lakoff's Model

This study is restricted to the following grammatical items to check the competence level of the L2 speakers. i. Adjectives, ii. Adverbs iii. Hedge words, iv. Modal Verbs. The other grammatical item has been devised by the researcher are filler words, stop words, transition words, and weasel words.

Data Analysis

This section investigates the data compiled by the researcher. Data analysis is crucial to research because it makes data analysis considerably simpler and more precise. The researchers benefit from being able to directly examine the data so they don't overlook anything that could provide them with new information. Large-scale data analysis is a technique for researching and evaluating data. Wading through mountains of data is a common part of research, and the amount of data available to researchers is growing every second. Therefore, understanding data analysis gives researchers a significant advantage nowadays, which increases their efficiency and productivity. The process of examining data in various forms is called data analysis. Although there is a lot of data accessible today, it is dispersed across many sources and comes in diverse forms. All of this data must be transformed into a clear and consistent format via data

analysis to be analyzed successfully. Data may work miracles after it has been cleaned up, converted, and made suitable for use. It not only contains a range of helpful information but also exposes subtle patterns and subtleties that would otherwise go unnoticed by reviewing the data as a whole. So, it is clear why it plays such a significant part in the research. Understanding patterns and trends is the first step in developing and testing a hypothesis in research. Ample facts are provided to back up anything.

Frequencies

Statistics

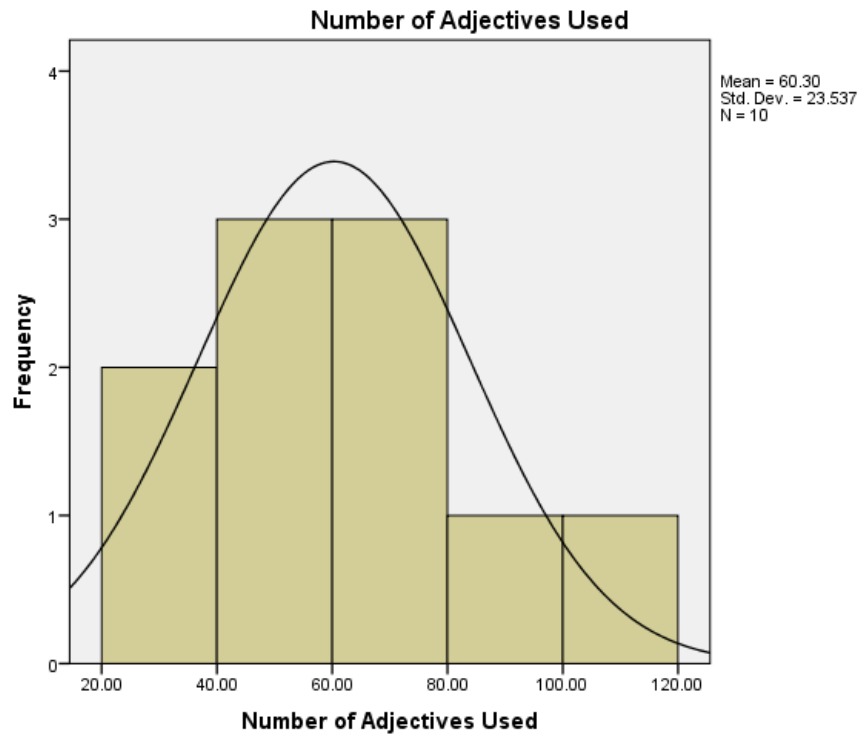
	Gender	Vocational Qualification	Number of Adjectives Used	Number of Adverbs Used	Number of Weasel Words Used	Number of Transition Words Used	Number of Stop Words Used	Number of Filler Words Used	Number of Hedge Words Used	Number of Modal Words Used
N	Valid	10	10	10	10	10	10	10	10	10
	Missing	0	0	0	0	0	0	0	0	0
Mean	.50	.2000	60.3000	66.3000	37.9000	23.9000	304.4000	17.2000	21.4000	10.3000
Sum	5	2.00	603.00	663.00	379.00	239.00	3044.00	172.00	214.00	103.00

The study's interviews with 10 participants were tested, according to the statistics table. Eight linguistics courses were taken to evaluate the level of language utilized in L2 communication. The four units were adapted from Lakoff's theory, and the remaining four were created to assess language users' proficiency. Ten celebrities, split evenly between men and women, with educational backgrounds ranging from intermediate to bachelor degrees, participated in the test. For adjectives, adverbs, weasel words, transition words, and stop words, respectively, the mean scores for the first five linguistics units were .50, .2000, 60.3000, 66.3000, and 37.9000. Filler words, hedge words, and modal words received mean scores of 17.2000, 21.4000, and 10.3000 in the other three linguistics units, respectively.

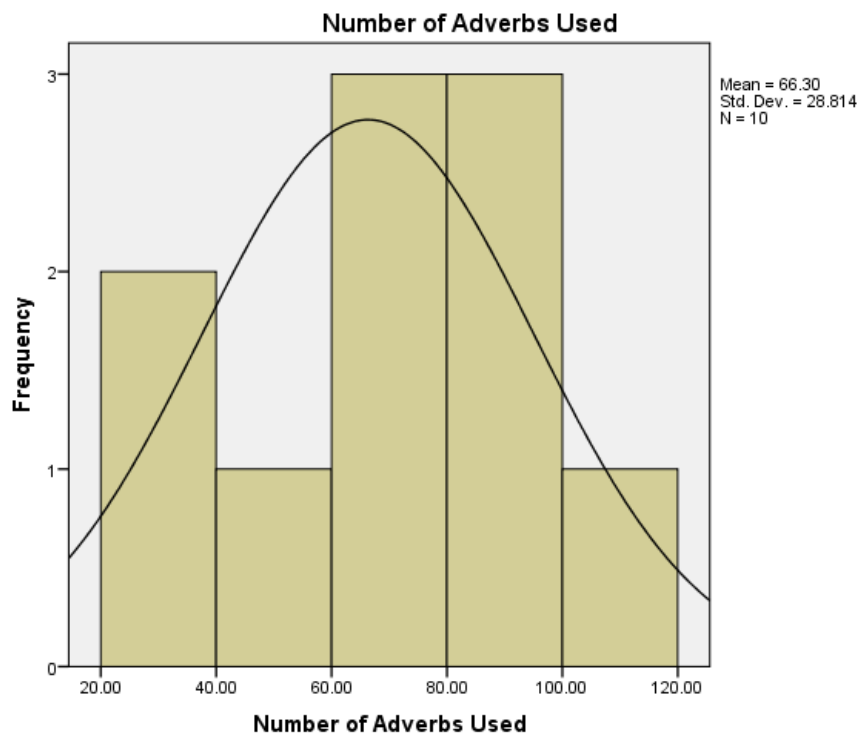
Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	5	50.0	50.0	50.0
	Female	5	50.0	50.0	100.0
	Total	10	100.0	100.0	

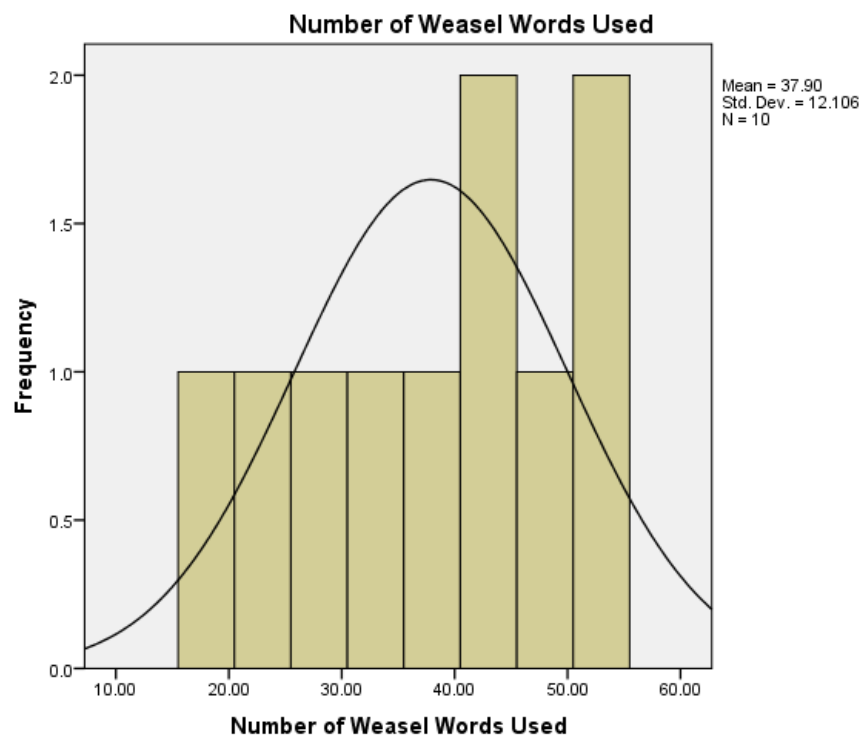
Out of 10 participants, the gender table reveals that there were 5 male and 5 female participants, and no individuals were absent during the SPSS evaluation procedure.



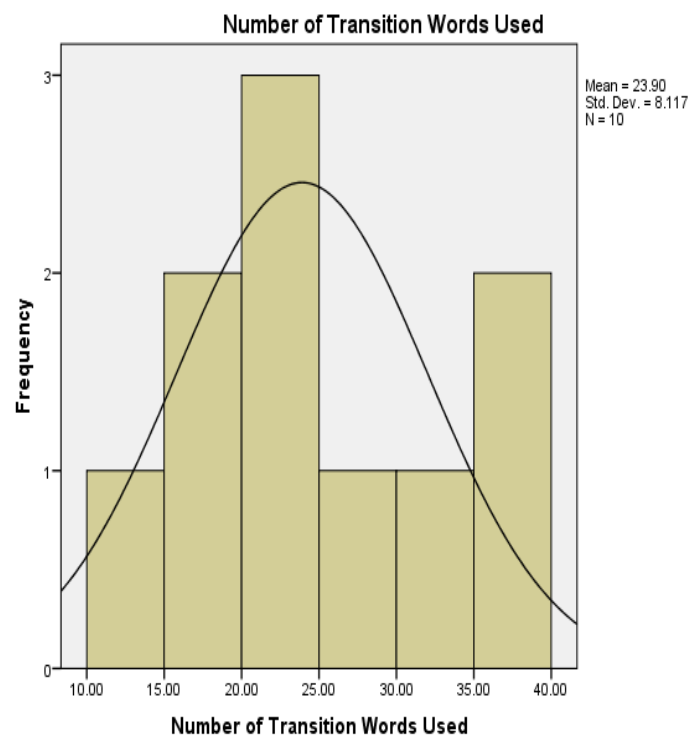
First came "adjectives" in linguistics. A total of 10 participants, with a mean score of 60.30 and a standard deviation of 23.537, used adjectives excessively. The curve displays a regular frequency distribution up to a height of 60.30 between 20.00 and 120.00.



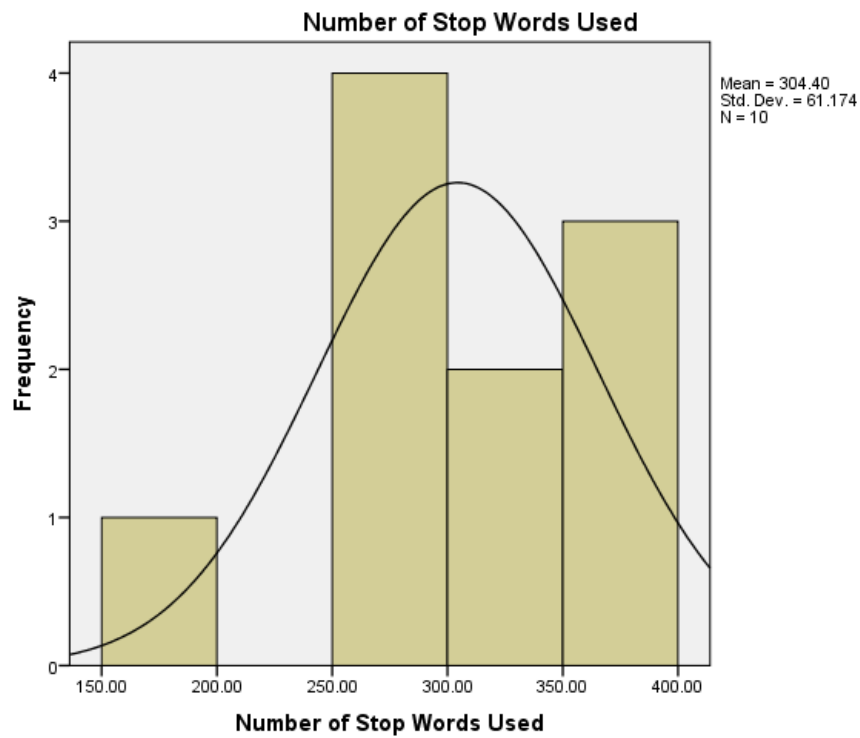
The distribution frequencies for the usage of adverbs range from 20.00 to 120.00, with a mean score of 66.30 and a standard deviation of 28.814.



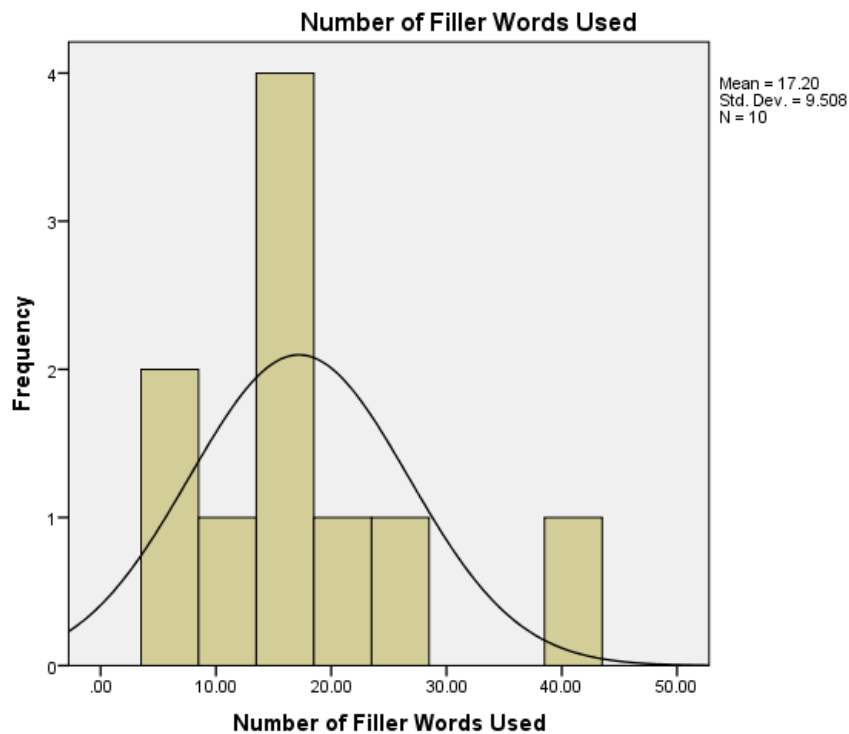
Participants who used weasel words achieved a mean score of 37.90 and a standard deviation of 12.106 in the range of 10.00 to 60.00.



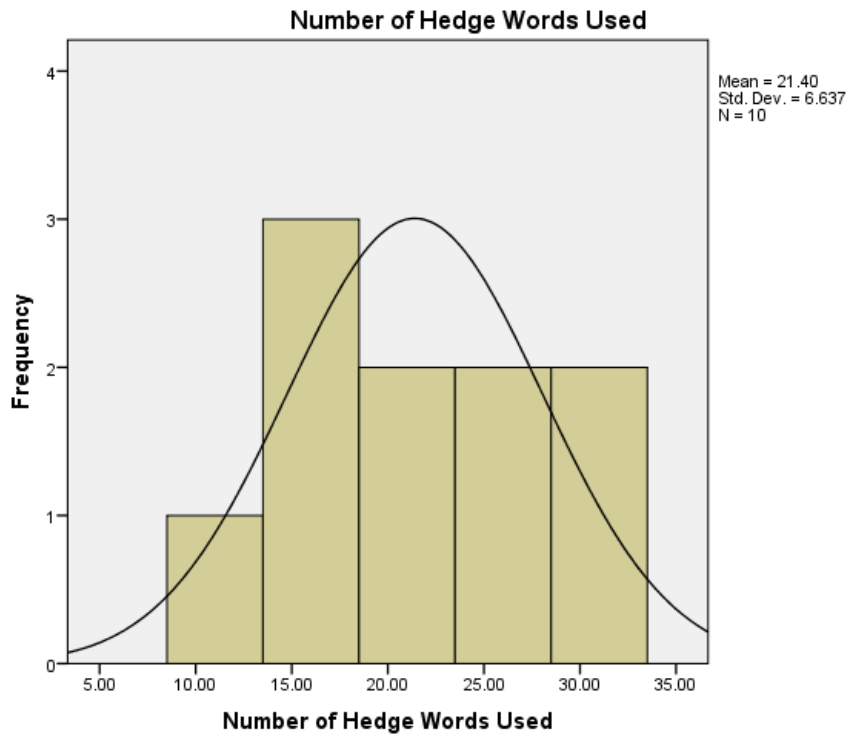
All the participants who made good use of transition words gained a means score of 23.90 and a standard deviation of 8.117.



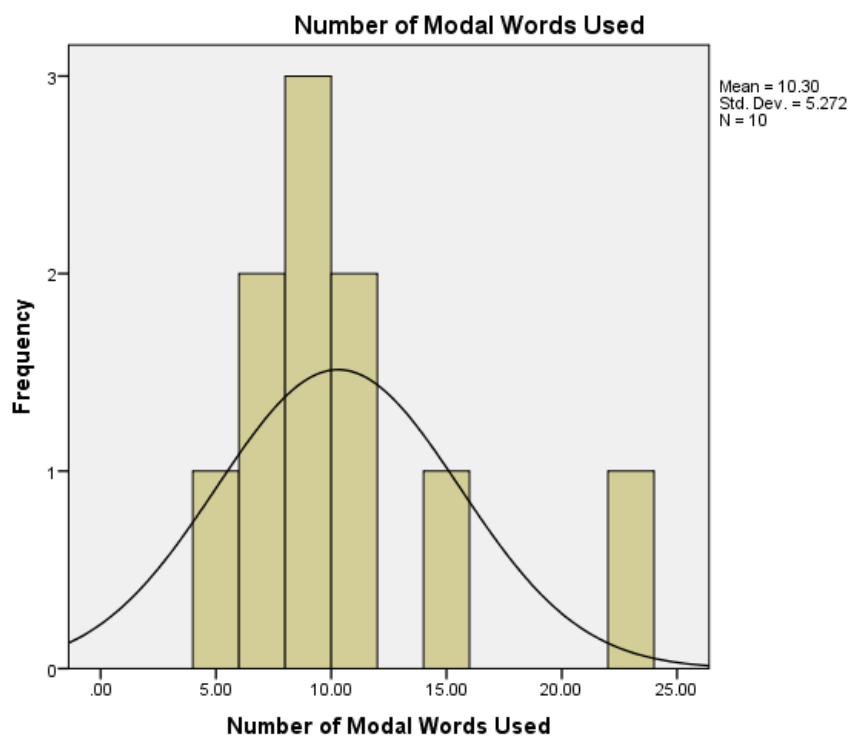
Within the scattered limits of 150.00 and 400.00 for the usage of stop words, there was a mean score of 304.40.



The participant's mean score while utilizing the filler words was 17.20, while the minimum and maximum scores were .00 and 50.00.



When the participant employed hedge words, the score ranged between two extremes of 5.00 and 36.00, with an average of 21.00.



Using modal terms resulted in a standard deviation between the two extremes of 5.272 and a means score of 10.30.

ANOVA TEST

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Number of Adjectives Used	Male	5	42.4000	13.79493	6.16928	25.2713	59.5287	23.00	56.00
	Female	5	78.2000	15.97498	7.14423	58.3644	98.0356	65.00	101.00
	Total	10	60.3000	23.53744	7.44319	43.4623	77.1377	23.00	101.00
Number of Adverbs Used	Male	5	51.0000	16.26346	7.27324	30.8063	71.1937	25.00	63.00
	Female	5	81.6000	31.91081	14.27095	41.9775	121.2225	28.00	110.00
	Total	10	66.3000	28.81377	9.11171	45.6879	86.9121	25.00	110.00
Number of Weasel Words Used	Male	5	46.0000	6.70820	3.00000	37.6707	54.3293	37.00	54.00
	Female	5	29.8000	10.98636	4.91325	16.1586	43.4414	18.00	46.00
	Total	10	37.9000	12.10555	3.82811	29.2402	46.5598	18.00	54.00
Number of Transition Words Used	Male	5	27.4000	6.22896	2.78568	19.6657	35.1343	21.00	35.00
	Female	5	20.4000	8.87694	3.96989	9.3778	31.4222	12.00	35.00
	Total	10	23.9000	8.11651	2.56667	18.0938	29.7062	12.00	35.00
Number of Stop Words Used	Male	5	351.2000	34.14235	15.26892	308.8067	393.5933	300.00	390.00
	Female	5	257.6000	42.17582	18.86160	205.2318	309.9682	187.00	290.00
	Total	10	304.4000	61.17407	19.34494	260.6387	348.1613	187.00	390.00
Number of Filler Words Used	Male	5	20.8000	10.89495	4.87237	7.2721	34.3279	14.00	40.00
	Female	5	13.6000	7.23187	3.23419	4.6204	22.5796	6.00	24.00
	Total	10	17.2000	9.50789	3.00666	10.3985	24.0015	6.00	40.00
Number of Hedge Words Used	Male	5	27.0000	3.16228	1.41421	23.0735	30.9265	23.00	31.00
	Female	5	15.8000	3.27109	1.46287	11.7384	19.8616	11.00	20.00
	Total	10	21.4000	6.63660	2.09868	16.6525	26.1475	11.00	31.00
Number of Modal Words Used	Male	5	7.6000	2.07364	.92736	5.0252	10.1748	5.00	10.00
	Female	5	13.0000	6.32456	2.82843	5.1470	20.8530	7.00	23.00
	Total	10	10.3000	5.27152	1.66700	6.5290	14.0710	5.00	23.00

Adjectives were the first linguistic units to be measured. According to descriptive data, male participants scored between 23 and 56, while female participants scored between 65 and 101. The male and female mean scores were 42 and 78, respectively. The minimum and maximum scores for adverb use were 23 and 101, respectively, with a mean score of 60 for male participants. Female participants achieve a mean score of 51 for 25 and 63 limits. The lowest and highest mean scores for the use of 'weasel words' were 28 and 110, respectively. In the case of 'transition words,' the minimum and maximum points for male and female participants were 21, 35, and 12, 35, respectively, and the means scores were 27 and 20. The male and female mean scores for stop words were 351 and 257, respectively. The minimum and maximum scores were 300, 390, and 187, 290, respectively. The averages for 'filler words usage' were 20 and 13. For male and female users, the limits were 14, 40, and 6, 24. The average scores for using 'hedge words' were 27 and 15. The lowest possible scores were 23, 31, and 11, 20. The limits were 5, 10, and 23, and the means scores

were 7 and 13, respectively, for the use of 'modal verbs' by male and female participants.

ANOVA Test

		Sum of Squares	df	Mean Square	F	Sig.
Number of Adjectives Used	Between Groups	3204.100	1	3204.100	14.384	.005
	Within Groups	1782.000	8	222.750		
	Total	4986.100	9			
Number of Adverbs Used	Between Groups	2340.900	1	2340.900	3.650	.092
	Within Groups	5131.200	8	641.400		
	Total	7472.100	9			
Number of Weasel Words Used	Between Groups	656.100	1	656.100	7.919	.023
	Within Groups	662.800	8	82.850		
	Total	1318.900	9			
Number of Transition Words Used	Between Groups	122.500	1	122.500	2.083	.187
	Within Groups	470.400	8	58.800		
	Total	592.900	9			
Number of Stop Words Used	Between Groups	21902.400	1	21902.400	14.877	.005
	Within Groups	11778.000	8	1472.250		
	Total	33680.400	9			
Number of Filler Words Used	Between Groups	129.600	1	129.600	1.516	.253
	Within Groups	684.000	8	85.500		
	Total	813.600	9			
Number of Hedge Words Used	Between Groups	313.600	1	313.600	30.300	.001
	Within Groups	82.800	8	10.350		
	Total	396.400	9			
Number of Modal Words Used	Between Groups	72.900	1	72.900	3.291	.107
	Within Groups	177.200	8	22.150		
	Total	250.100	9			

The value of F is 14.384, which is highly significant with a p-value of .005 (which is less than the .05 alpha level). This means that there is a statistically significant difference between the means of the different levels of L2 Communication while using adjectives (3204.100 and 222.750 between groups and within groups, respectively).

The value of F is 7.919, and the p-value is .092 (which is less than the .05 alpha level). This means that there is a statistically significant difference between the means of the different levels of L2 Communication while using adverbs (2340.900 and 641.400 between groups and within groups, respectively).

With a p-value of .023, the value of F is 7.919, which is very significant (which is less than the .05 alpha level). This indicates that there is a statistically significant difference in the means of the various levels of L2 Communication when using weasel words (656.100 and 82.850 between groups and within groups, respectively).

F is 2.083, which has a p-value of .187 and is negatively significant (which is less than the .05 alpha level). This indicates that there is a

statistically significant difference in the means of the various levels of L2 Communication while using transition words (122.500 and 58.800 between groups and within groups, respectively).

With a p-value of .005, the value of F is 14.877, which is very significant (which is less than the .05 alpha level). This indicates that there is a statistically significant difference between the means (21902.400 and 1472.250, respectively, between groups and within groups) of the various degrees of stop-word-using L2 Communication.

With a p-value of .253, the value of F is 1.516, which is weakly significant (which is less than the .05 alpha level). This indicates that there is a statistically significant difference in the means of the various levels of L2 Communication while using filler terms (129.600 and 85.500 between groups and within groups, respectively).

F is 30.300 with a p-value of .005, which is very significant (which is less than the .05 alpha level). This indicates that there is a statistically significant difference between groups and within groups in the means of the various levels of L2 Communication when hedge words are used, which are 313.600 and 10.350, respectively.

The value of F is 3.291, which is weakly significant with a p-value of .107 (which is less than the .05 alpha level). This demonstrates that there is a statistically significant difference between the means of various levels of L2 Communication when adjectives are used (3204.100 and 222.750 between groups and within groups, respectively).

Robust Tests of Equality of Means

		Statistic ^a	df1	df2	Sig.
Number of Adjectives Used	Welch	14.384	1	7.834	.006
Number of Adverbs Used	Welch	3.650	1	5.947	.105
Number of Weasel Words Used	Welch	7.919	1	6.619	.028
Number of Transition Words Used	Welch	2.083	1	7.170	.191
Number of Stop Words Used	Welch	14.877	1	7.668	.005
Number of Filler Words Used	Welch	1.516	1	6.952	.258
Number of Hedge Words Used	Welch	30.300	1	7.991	.001
Number of Modal Words Used	Welch	3.291	1	4.850	.131

a. Asymptotically F distributed.

The Robust test is used to evaluate the normality of means. The Robust test of the Equality of Means table shows that the number of adjectives, weasel words, stop words, and hedge words used is a significant correlation with P-Values. 006, .028, .005, and .001, respectively. The ANOVA test results show that these same linguistic units are significant. While the values of adverbs, transition words, filler words, and modal words are in weak correlation in either ANOVA or Robust tests.

Conclusion

The results of the data compiled by the researcher show that L2 has a vital role in communication. The countries which have been the colonies of another dominant as subcontinental. There they leave their vocabulary and their culture as well. Here in the subcontinent, the English have left their norms, values, language, and even their culture. Our rich people have adopted their culture as well. Even the middle class also pretends to follow them. Here, the English language is used as our second language as it is the language of the legislative as well. The researcher took the results from the compiled data regarding the role of L2 in our routine life communication, the difference of gender in communication, and the role of L2 communication to highlight gender differences.

The objectives of the study were to check the hypotheses: i. there is no significant correlation between L2 communication regarding the use of adjectives and positive attitude toward gender, ii. There is no significant correlation between L2 communication regarding the use of adverbs and positive attitude toward gender, iii. There is no significant relationship between L2 communication regarding the use of weasel words and the positive attitude toward gender, IV. There is no significant relationship between L2 communication transition words and the positive attitude toward gender, v. there is no significant relationship between L2 communication stop words and the negative attitude toward gender, VI. There is no significant relationship between L2 communication filler words and the positive attitude toward gender, vii. There is no significant relationship between L2 communication hedge words and the negative attitude toward gender, viii. There is no significant relationship between L2 communication modal words and the negative attitude toward gender. Lakoff's (1975) model of language and communication was used to achieve the objectives of the study. ANOVA test was run in the SPSS to evaluate the interviews of the showbiz personalities. The interview was collected from different internet sites. After the evaluation, the following are the finding.

- i. The value of F is 14.384, which is highly significant with a p-value of .005 (which is less than the .05 alpha level). This means that there is a statistically significant difference between the means of the different levels of L2 Communication while using adjectives (3204.100 and 222.750 between groups and within groups, respectively).
- ii. The value of F is 7.919, and the p-value is .092 (which is less than the .05 alpha level). This means that there is a statistically significant difference between the means of the different levels of L2 Communication while using adverbs (3204.100 and 222.750 between groups and within groups, respectively).
- iii. With a p-value of .023, the value of F is 14.384, which is very significant (which is less than the .05 alpha level). This indicates that there is a statistically significant difference in the means of the various levels of L2 Communication when

- using weasel words (656.100 and 82.850 between groups and within groups, respectively).
- iv. F is 2.083, which has a p-value of .187 and is negatively significant (which is less than the .05 alpha level). This indicates that there is a statistically significant difference in the means of the various levels of L2 Communication while using transition words (122.500 and 58.800 between groups and within groups, respectively).
 - v. With a p-value of .005, the value of F is 14.877, which is very significant (which is less than the .05 alpha level). This indicates that there is a statistically significant difference between the means (21902.400 and 1472.250, respectively, between groups and within groups) of the various degrees of stop-word-using L2 Communication.
 - vi. With a p-value of .253, the value of F is 1.516, which is weakly significant (which is less than the .05 alpha level). This indicates that there is a statistically significant difference in the means of the various levels of L2 Communication while using filler terms (129.600 and 85.500 between groups and within groups, respectively).
 - vii. F is 30.300 with a p-value of .005, which is very significant (which is less than the .05 alpha level). This indicates that there is a statistically significant difference between groups and within groups in the means of the various levels of L2 Communication when hedge words are used, which are 313.600 and 10.350, respectively.
 - viii. The value of F is 3.291, which is weakly significant with a p-value of .107 (which is less than the .05 alpha level). This demonstrates that there is a statistically significant difference between the means of various levels of L2 Communication when adjectives are used (3204.100 and 222.750 between groups and within groups, respectively).
- Finally, it is concluded that robust test and ANOVA test the Equality of Means table shows that the number of adjectives, weasel words, stop words, and hedge words used is a significant correlation with P-Values. .006, .028, .005, and .001, respectively. The ANOVA test results show that these same linguistic units are significant. While the values of adverbs, transition words, filler words, and modal words are in weak correlation in either ANOVA or Robust tests.

Recommendations

This research recommends that the use of a second language may be promoted in our living areas and at the country level as well. The use of a second language may be helpful for us to differentiate gender while communicating. We can relate the different grammatical items to a different kind of gender. All the recommendations are given according to the results taken from the data compiled by the

researcher. This research has been done by using interviews as written material. Others may do the same research by taking voice notes. The results may differ from the voice notes. This research has been done by taking data from interviews. Others may do the research by taking data from other social media platforms. The researcher delimited this research to highlight the gender difference in communication. Others may find out the specific words for different genders as well.

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