

SPEECH STYLES USED BY YOUNG FEMALE AND MALE TEACHERS IN TEACHING ENGLISH TO THEIR OLDER STUDENTS

Ronsumbre, F. N.¹, Kuntjara, E.H.²

^{1,2} English Department Faculty of Letters, Petra Christian University, Surabaya, East Java, INDONESIA
E-mails: fhebyronz@yahoo.com; estherk@peter.petra.ac.id

ABSTRACT

This study discussed about the speech styles used by a young female and a young male teacher in teaching English to their older students, the tendencies of using the features of each speech styles, and the use of opposite gendered speech styles. Through the classroom observation, the findings showed that the young female teacher applied six features of female speech styles and five features of male speech styles while the findings of the young male teacher showed that he only applied five features of male speech styles and applied six features of female speech styles. From the findings, it could be concluded that the most dominant speech styles used by the young female teacher is 'Female Speech Style' and the most dominant feature is 'Co-operative'. And, the most dominant speech styles used by the young male teacher is 'Male Speech Style' and the most dominant feature is 'Co-operative' feature of female speech style.

Keywords: Gender, Speech Style, Female Speech Styles, Male Speech Styles

Language is used by people to communicate or to interact with others. The ways people use the language to communicate are influenced by the roles, purpose, gender, etc. As Holmes states that "gender is potentially relevant in every social interaction" (p.2); that is why gender becomes one important part which influences male and female speech styles when they communicate with others. Based on gendered ways of talking, the ways of speech styles are divided into two types those are female and male speech styles (Baxter, 2010). "The differences between male and female speech styles have been a popular topic of study throughout the twentieth century" (Hill, 2009, p.163).

The speech styles used by female and male could happen everywhere including in the workplace context. One of the workplace contexts is educational setting or classroom in which interactions among male and female with different age, culture, social identity as feminine and masculine also happen in the way people interact and communicate with one and another (Litosseliti, 2013). Therefore, the study would like to observe the types of speech styles used by young female and male teachers in teaching English to their older students at four classes of private course in Jayapura-Papua. The young female teacher is 21 years old who taught English to two older male and two older female students. The young male teacher is 20 years old who taught English to two older male and two older female students.

In order to analyze the speech styles used by young male and female teachers to their older students in the teaching and learning process, the study was conducted based on the theory of female and male speech styles presented by Baxter (2010). In conducting the study, there were three following research questions which could help to find the purpose of the study: 1) What are the types and frequencies of female speech styles used by the young female teacher in teaching her older male and female students?, 2) What are the types and frequencies of male speech styles used by the young male teacher in teaching his older male and female students?, 3) What are the tendencies of young teachers' gendered speech styles in teaching their older students?, 3) What are the types and frequencies of the speech styles of the opposite gender used by the young teachers in teaching their older students?

The study used a theory from Baxter about 'Gendered Speech Styles'. "Gender is one of particular type of meaning or social identity conveyed by particular linguistic choice, which may also concurrently convey other meanings as well" (Holmes, 2006, p.6) while "speech style is language of females and males which contain feminine orientation such as focusing on the

relationship and connection and also masculine orientation such as focusing on self and separateness” (Baxter, 2010, 58). There are some aspects that could influence people way of communication or speech styles. According to Wagner (2012) one important aspect that influence male and female’s speech style is age. As Male and female get older, they will use appropriate or more standard elements of language such as grammar, vocabulary, and etcetera to be used when they speak to people especially when they speak with older people.

Baxter (2010) divided the speech styles based on gender or sex into two categories those are female speech style and male speech style. Baxter (2010) mentioned that there are five features of female speech styles. Those are ‘personal’, ‘compliant’, ‘polite’, ‘co-operative’, and ‘process-oriented’. Baxter (2010) mentioned that there are six features of male speech styles. Those are ‘matter of fact’, ‘assertive’, ‘aggressive’, ‘use of humour’, ‘ego-enhancing’, and ‘goal-directed’.

METHODS

This study was conducted in four classes of a private course in Jayapura, Papua. These four classes were taught by young teachers. The first two classes consist of two male students and two female students taught by a young female teacher. The other two classes consist of two male students and two female students taught by a young male teacher.

The participants of the study were two English teachers who are younger than their students. The young teachers are students of the English Department of Faculty of Teacher Training and Education in A University in Jayapura. They usually offer English private course for adults such as to government employees, foundation employees and bank employees.

The data were taken from the classroom observation done in 60 minutes for each class using video recorder to record the teachers’ talks, gestures and the activities during the teaching and learning process. During the observation in each class facilitated by one young female and one young male teachers, those two young teachers delivered some features of Female and Male speech styles in teaching English to their older students.

FINDINGS AND DISCUSSIONS

Female Speech Styles Used by Young Female Teacher

Based on the observation done in the classroom facilitated by a young female teacher, the number of each feature of female speech styles applied in her class would be shown in the table below:

Table 1: The summary of types and frequencies of female speech styles used by the young female teacher in teaching her older male and female students

	Female Speech Styles									
	Per		Com		Pol		Co		Pro	
	FS	MS	FS	MS	FS	MS	FS	MS	FS	MS
Number	6	4	12	19	4	5	22	37	18	24
Percentage	7,3%		20,39%		5,92%		38,81%		27,63%	
The Most Dominant Female Feature of Speech Styles: Co-operative										

Notes: **Per:** Personal; **Com:** Compliant; **Pol:** Polite; **Co:** Co-operative; **Pro:** Process-oriented

According to the findings shown above, the young female teacher used all of the features of female speech style in teaching English to her older female and male students.

The data below are the examples of female speech styles used by the young female teacher:
 F.M.6 Okay, **I** have given **you** the handout.

- F.M.15 Okay (head nodding)... thank you and we go to the question number two **why do we sleep? Why do we sleep Mr. Jack?** (eye contact)
 Comp F.M.17 **Let's start!**
 F.M.3 hmm,..I'm fine too. Thank you. (smile) **I'm so happy today because I can meet you again and we can learn about new topic.**
 F.F.16 Yeah, so far, **you did a good job.**

In (F.M.6), the young female teachershowed one characteristics of 'co-operative' feature that is personal pronoun by using **I**. 'Co-operative' feature is the most dominant feature of female speech styles used by the young female teacher to show that she wanted to have good cooperation with the students. In (F.M.15), the young female teacher show 'process-oriented' feature by asking the students used open -ended question, the open-ended question was signed by the use of **why** question to help students to have a process of critical thinking during the learning process.In (F.M.17), the young teacher used the use of mitigated directives from 'compliant' feature, she tried to mitigate directives to the students to do the activity by saying **Let's start!**.In(F.M.3),the young female teacher used expressive of feelings from 'personal', she showed her feelings by saying **I'm so happy** to show that she was personally happy that she could meet the students again and they could learn new topic. In (F.F.16),the young teacher gave compliment to the students by saying **you did a good job**to show politeness that the teacher valued the students' answer, explanation or work.

Male Speech Styles Used by Young Male Teacher

Based on the observation done in the classroom facilitated by a young male teacher, the number of each feature of male speech styles applied in his class would be shown in the table below:

Table 2: The summary of types and frequencies of male speech styles used by the young male teacher in teaching his older male and female students

	Male Speech Styles											
	Mat		Ass		Agg		Uoh		Ego		Goa	
	FS	MS	FS	MS	FS	MS	FS	MS	FS	MS	FS	MS
Number	23	30	9	19	9	11	0	0	12	11	5	4
Percentage	39,84%		21,52%		15,03%		0%		17,29%		6,76%	
The Most Dominant Feature of Male Speech Styles: Matter of Fact												

Notes: **Mat:** Matter of fact; **Ass:** Assertive; **Agg:** Aggressive; **Uoh:** Use of humour; **Ego:** Ego-enhancing
Goa: Goal-directed

From the table above, the young male teacher only used five features out of six features of male speech styles. The young male teacher only applied matter of fact, assertive, aggressive, ego-enhancing and goal-directed in teaching English to their older students.

The data below are the examples of male speech styles used by the young male teacher:

M.F.2 **So**, how are you today?

M.M.3 **Before we start our lesson today, I would like to share my motivational quotes.**

M.F.21 Yes, **good job sister.**

M.M.28 **Now, try to read it.**

M.M.33 **What is the conversation about?**

In M.F.2, it was considered involving discourse markers from 'matter of fact' feature, it was signed by the use **so** in the beginning of the sentences. In M.M.3, the young male teacher tried to show his assertiveness by the use of declarative sentences to start the class or the lesson at the day. In M.F.21, the young male teacher usually used boasting to appreciate the students by saying

good job. In M.M.28, the utterances showed the young male teacher used verbs of action from 'aggressive' feature to show his aggressiveness by saying **try to read it** to ask the students to do the activity. In M.M.33 shows the example of 'goal-directed' feature, the young male teacher showed that he really focused on the goal that is to know the students' answer by always asking the students about the answer.

The Tendency of Speech Styles used by the Young Female and Young Male Teachers

Based on the data collection of the young female and young male teachers with the findings and discussion above, the writer would like to see the tendencies of speech styles used by the young female and young male teachers. Based on the above findings, for the young female teacher's tendency in using the female speech style was she mostly used 'co-operative' feature of female speech style (38,81%) to show that the young female teacher wanted to have a good cooperation in teaching the older students that she included the students into the discussion, she agreed with the students' opinion, answers and works, and also she listened or paid attention to the older students when the students were talking. Moreover, it is interesting because based on the findings, the young female teacher showed that she tend to be more co-operative when she talked to her older male students than when she talked to her older female students. It might be caused by some factors such as gender differences between the young female teacher and the older male students, she might think that she should be more co-operative with older male students because older male students are more aggressive and very goal-oriented in learning about something; or another factor is because of their social relationship that the young female teacher and the older male students are not really close to one another because they only meet on the day based on their schedule's of private course in order to make the teaching and learning process run well she should be more co-operative with her language when she taught her older students. However, the young female teacher was very rare in using polite feature of female speech style (5,92%). The young female teacher might still think that she was the leader of the class and she did not need to show polite feature frequently to the older students such as compliments or terms of endearment.

Based on the above findings, for the young male teacher's tendency in using the male speech style was he mostly used matter of fact (39,84%) in teaching his older students to show that he is as a male teacher tend to be more factual through giving informative sentences such as factual information, transactional and also referential information to the older students in the teaching and learning process. Moreover, it showed that the young male teacher used more 'matter of fact' feature of male speech styles when he taught to older male students than to older female students. It might be caused by the sex of the male students that the young male teacher might think that the young male students might be more goal-oriented and they need factual information when they were learning something. However, the young male teacher had never used one of the features of male speech style that is use of humour (0%) because the situation when the teacher spoke was in a teaching and learning process and the young male teacher might think that was inappropriate to use humor in teaching and learning process. Furthermore, to show that the young male teacher is a factual and serious teacher, the young male teacher tend to more use 'matter of fact' feature and he never used 'use of humour'.

The Types and Frequencies of Opposite Gendered Speech Style used by the Young Teachers

In this study the writer was also interested in analyzing the opposite gendered speech styles used by the young teachers to know whether the young teachers wanted to use the opposite gendered speech styles or not when they taught older students

The Types and Frequencies of Male Speech Styles Used by the Young Female Teacher

From the data collection, the types and frequencies of male speech style as the opposite gendered speech style used by the young female teachers in teaching English to her older students would be shown in the table below:

Table 3: The summary of types and frequencies of male speech styles used by the young female teacher in teaching his older male and female students

	Male Speech Styles											
	Mat		Ass		Agg		Uoh		Ego		Goa	
	FS	MS	FS	MS	FS	MS	FS	MS	FS	MS	FS	MS
Number	12	18	2	7	8	18	0	0	4	4	8	5
Percentage	34,88%		10,46%		30,23%		0%		9,30%		15,11%	
The Most Dominant Feature of Male Speech Styles: Matter of Fact												

From the table above, the young female teacher only used five features out of six features of male speech styles as the speech style of the opposite gender. The young male teacher only applied ‘matter of fact’ as the most dominant feature of male speech style applied by the young female teacher, ‘aggressive’, ‘goal-directed’, ‘assertive’ and ‘ego-enhancing’ as the least feature of male speech styles used by the young female teacher in teaching English to her older students.

The Types and Frequencies of Female Speech Styles Used by the Young Male Teacher

Based on the data collection, the types and frequencies of male speech style as the opposite gendered speech styles used by the young male teachers in teaching English to his older students would be shown in the table below.

Table 4: The summary of types and frequencies of the female speech styles used by the young male teacher in teaching his older male and female students

	Female Speech Styles									
	Per		Com		Pol		Co		Pro	
	FS	MS	FS	MS	FS	MS	FS	MS	FS	MS
Number	0	3	7	1	4	4	23	45	1	5
Percentage	3,22%		8,6%		8,6%		73,11%		6,45%	
The Most Dominant Female Feature of Speech Styles: Co-operative										

According to the findings shown above, the young male teacher used all of the features of female speech style as the speech styles of the opposite gender. The young male teacher used ‘co-operative’ feature of female speech styles as the most dominant feature, ‘compliant’, ‘polite’, ‘process-oriented’ and ‘personal’ as the least feature of female speech styles applied by the young male teacher in teaching English to his older students.

Table 5: The Summarized Results of Gendered Speech Style Used by The Young Female and Young Male Teachers

The Speech Styles used by Young Female Teacher																						
Female Speech Styles												Male Speech Styles										
Per		Com		Pol		Co		Pro		Mat		Ass		Agg		Uoh		Ego		Goa		
FS	MS	FS	MS	FS	MS	FS	MS	FS	MS	FS	MS	FS	MS	FS	MS	FS	MS	FS	MS	FS	MS	
Number	6	4	12	19	4	5	22	37	18	24	12	18	2	7	8	18	0	0	4	4	8	5
Percentages	7,23%		20,39%		5,92%		38,81%		27,63%		34,88%		10,46%		30,23%		0		9,30%		15,11%	
Total	152 (63,86%)											86 (36,13%)										
The Most Dominant Speech Styles: Female Speech Style																						
The Most Dominant Feature: Co-operative																						
The Speech Styles used by Young Male Teacher																						
Male Speech Styles												Female Speech Styles										
Mat		Ass		Agg		Uoh		Ego		Goa		Per		Com		Pol		Co		Pro		
FS	MS	FS	MS	FS	MS	FS	MS	FS	MS	FS	MS	FS	MS	FS	MS	FS	MS	FS	MS	FS	MS	
Number	23	30	9	19	9	11	0	0	12	11	5	4	0	3	7	1	4	4	23	45	1	5
Percentage	39,84%		21,52%		15,03%		0%		17,29%		6,76%		3,22%		8,6%		8,6%		73,11%		6,45%	
Total	113 (57,94%)											82 (42,05%)										
The Most Dominant Speech Styles: Male Speech Style																						
The Most Dominant Feature: Co-operative Feature of Female Speech Style																						

From the summary of the findings above, the writer could conclude that the most dominant speech styles used by the young female teacher is ‘Female Speech Style’ and the most dominant feature is ‘co-operative’. And, the most dominant feature used by the young male teacher is ‘Male Speech Style’ and the most dominant feature is ‘co-operative’ feature of female speech style.

CONCLUSION AND SUGGESTIONS

Based on the observation that the writer conducted for the young female teacher's classes, the writer found that the young female teacher showed herself as female speech styles user. She applied all the features of female speech styles. The most dominant feature of female speech styles used by the young female teacher was 'co-operative' to show that the young female teacher wanted to have good cooperation in teaching her older students, followed by 'process-oriented', 'compliant', 'personal', and the least was 'polite'. Moreover, the young female teacher also applied features of male speech styles as her opposite sex speech styles but only applied five features of it. The most dominant features of male speech styles used by the young female teacher was 'matter of fact' followed by 'aggressive', 'goal-directed', 'assertive', and 'ego-enhancing' but she never used 'use of humour' feature of male speech style when she taught her older students. It could be interpreted that the young female teacher tend to be more factual and serious when she taught/talked to her older students to show her seriousness in teaching her older students.

From the young male teacher's classes, the writer found that the young male teacher showed himself as male speech styles user. But, he only applied five features of male speech styles those were 'matter of fact' as the most dominant feature to show that the young male teacher tend to be more factual in teaching his older students, followed by 'assertive', 'ego-enhancing', 'aggressive', and the least was 'goal-directed' but never used humour feature. It showed that the young male teacher might think that as a teacher, he was expected to be more factual and serious when he taught/talked to older students in the teaching and learning process. Based on the findings, the young male teacher applied all features of female speech styles as the opposite gendered speech style. The most dominant features of female speech styles used by him was 'co-operative' followed by 'compliant', 'polite', 'process-oriented' and the least feature of female speech styles used by him was 'personal'. It could be interpreted that the young male teacher also wanted to show his good cooperation when he taught/talked to the older students.

In the conclusion of the data collections and findings, the uniqueness appeared on the number of each feature, it showed that both the young female and young male teachers more used almost all the features of female and male speech styles to the older male students than to the older female students. They tend to use more 'co-operative', 'process-oriented', 'compliant', 'polite', 'factual', 'aggressive', 'assertive' features of gendered speech styles to their older male students than to their older female students. For the young female teacher, it could be influenced by her gender and age which is different from her older male students so that she tried to be more serious and sometimes aggressively in teaching her older male students. But, for the young male teacher, it could be influenced by the same gender so that he wanted to be more polite or to be seen serious or enthusiast in teaching his older male students.

By conducting this study, hopefully, the findings could give benefits for the readers regarding how language, gender and age were related in influencing male/female's speech styles. Especially, for readers who are male and female teachers, the writer hoped this study may help them to be more aware in choosing the most appropriate feature of speech styles to use in teaching students. Finally, the writer also hoped that more research on a similar topic with more number of participants or different age group could be carried out in the future.

REFERENCES:

- Baxter, J. (2010). *The language of female leadership*. London: Palgrave Macmillan.
- Hill, E. (2009). Do mothers and fathers differ in their speech styles when speaking to their children? Are there speaker gender effects on parents' language behaviour?. *INNERVATE Leading Undergraduate Work in English Studies*, 2(2009-2010), 163-182.
- Holmes, J. (2006). *Gendered talk at work*. Oxford: Blackwell.
- Litosseliti, L. (2013). *Gender & language theory and practice*. New York: Routledge.
- Wagner, S. E. (2012). Age grading in sociolinguistics theory. *Language and Linguistics Compass*, 6(6), 371-382.