



**Sudan University of Science and
Technology**



College of Graduate Studies

**Investigating the Problematic Areas of
Linguistic Bias against the Women in
Society**

تقصى مشكلات التحيز اللغوي على المرأة في المجتمع

**A thesis Submitted in Fulfillment of the Requirements for
Degree of M.A in English Language (Linguistics)**

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Dedication

This work is dedicated to my family members especially my mother – the source of kindness and to my father whose care and guidance will never be forgotten.

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The Glory is to Allah the most Great and the most Merciful. By the willing of Allah I have done this research and by the great help and support of my supervisor Dr. Mahmoud to whom I gave my deepest gratitude. Also I would like to thank all the English department staff teachers for their true help during the course of my learning at Sudan University. My gratitude is to my colleagues who share their simple knowledge with me and help me achieve the research.

Abstract

This research investigates of the linguistic bias against women in terms of bias in using the language. The study focuses on the aspects of bias in the language of men against women and the inequality in the expression of some words that carry sexist dimensions. The researcher assumes language of men differs from the language of women and this difference creates a kind of bias against women in a society. The researcher uses the descriptive approach in analyzing the statement of problem and adopts the Scientific Package of Social Science (SPSS) to explain the results of the questionnaire. The researcher has found out that women are biased against in terms of linguistic bias in the society and that the linguistic bias is clear in the use of certain terms that characterize each of the two genders such as using terms like spokesman, *milkman*, *mankind* and many other words reflect the sexist language that show clear inequality between the two genders. The researcher recommends that women should be treated equally by men in terms of language and gender.

Abstract

(Arabic Version)

تقصت الدراسة مشكلة التحيز اللغوي من حيث التحامل على المرأة في استخدام اللغة. ركزت الدراسة على جوانب المحاباة والتحامل على المرأة وعدم المساواة فيما يخص استخدام عبارات ومفردات اللغة. إفترض الباحث أن لغة الرجل تختلف عن لغة المرأة وان هذا الإختلاف أوجد نوعا من التحيز في المجتمع. استخدم الباحث المذهب الوصفي لتحليل الدراسة وذلك باتباع التحليل الإحصائي لإظهار نتائج الإستبانة المقدمة للدارسين. وأوجدت الدراسة أن التحامل على المرأة يعدُ نوعا من التسلط اللغوي في المجتمع وذلك باستخدام عددا من المفردات والعبارات مثل الناطق الرسمي وبنائ اللين والبشر والتي تعكس نوعا من اللغة الخاصة بالرجل والنوع مما يظهر عدم مساواة بين الجنسين. وأوصى الباحث أنه يجب معاملة المرأة بنوع من المساواة في استخدام اللغة والنوع.

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

Women's status among men in any society is characterized by being less in terms of social stratification structure. Gender is one of the most important topics in sociolinguistics, because it determines the social roles of both men and women in the society. It is not that thing a person possess rather it is something that a person does.

This study deals with the different ways of speaking and the behavior of each gender and the extents to which some if not many of the terms used concerning the language include some sort of bias against women. The term is dealt with from within a sociolinguistic framework. It is part of the way in which societies are ordered around us, with each society doing that ordering differently.

One of the consequences of such a study is that there is now a greater awareness in some parts of the community those subtle, and sometimes not so subtle, distinctions are made in the vocabulary choice used to describe men and women. Consequently, we can understand why there is a frequent insistence that neutral words be used as much as possible, as in describing occupations e.g., chairperson, letter carrier, salesclerk, and actor etc.

In this study, the researcher will investigate some of the evidence that there are gender differences in language use whether linguistically and / or socially by providing examples that show the linguistics

imperialism against women in terms of giving an inferior position in the society.

1.1 Statement of the Problem

It is noticed that the concept of linguistic bias is wide spread in dealing with sociolinguistics. The problem of this study is highlighted in the way language is used by both genders; men and women. Men are considered to be more superior to women in terms of linguistic choices of words than women. The behavior of each differs fundamentally in social terms. There are so many terms that could justify the fact of inequality in using the language by these genders. This creates a kind of bias among them and leads to rise of sexist language and the call for neutral language that could achieve some sort of equality between the two genders.

1.2 Hypotheses of the Study

The study sets the following hypotheses:

1. There is some sort of linguistic imperialism in dealing with gender from a sociolinguistic point of view
2. The language of men differ from the language of women and this difference create a kind of bias against women in a society
3. A large sum of vocabulary reflects the inferiority of women in terms of linguistic inequality that could be described as a linguistic imperialism.

1.3 Research Questions

The researcher poses the following questions:

1. To what extents there is a linguistic bias against women in dealing with language?
2. In what ways the linguistic and social differences between men and women create bias among them?
3. What are the set of examples and justifications that could prove the existence of such linguistic bias?

1.4 Objectives of the Study

The study aims at:

1. Explaining the linguistic elements that could justify the foundation of linguistic bias against women
2. Showing some of the examples that reflect the bias against women in terms of sociolinguistic dimension
3. Finding solutions to some of the linguistic problems that can exist in dealing with language and gender

1.5 Significance of the Study

The significance of this study is clear in the fact that it handles a fresh and up – to – date topic that is the concern of most sociolinguists in our modern time. This is because women constitute the other axis of man and there should be a solution to the differences in terms of social position and linguistic elements used by the two genders. The study is also important because it tries to create a kind of understandable language that could be used without any type of bias between the two genders.

1.6 The Methodology of the Study

The study will be handled the qualitative descriptive approach via using a questionnaire that includes a number of statements that might answer the questions of the research and lead to the solution of the linguistic bias against women. Each a statement reflects the topic and states its validity and reliability when distributed to any other group

1.7 Limitations of the Study

The limitation of the study might focus of two of the factors that might delay the achievement of such a study; the first one is the time. In that, time might not be sufficient to search for information concerning this topic in different libraries. The second is the sources themselves, that is to say the primary sources. Meanwhile the libraries of our universities might not include such primary references.

1.8 Scope of the Study

The study focuses on the linguistics imperialism against women in terms of language and society and this will be achieved through identifying linguistic terms that could justify and verify the statement of the problem of this research.

1.9 The Structure of the Study

The study includes literature review and previous studies. In addition to the discussion, findings, the suggestions, and recommendations which will be set in the last chapter of this research.

CHAPTER TWO

LITERATURE REVIEW AND PREVIOUS STUDIES

2.0 Introduction

This part of the study defines the basic concepts of Gender, sexism and linguistic imperialism to clarify the topic under discussion. The chapter also includes literature review about the topic and the previous studies related to the study under discussion.

2.1 Literature Review

2.1.1 Definitions

2.1.1.1 *Linguistic Imperialism*

According to Phillipson (1992) defined the term linguistic imperialism is that 'the dominance of English is asserted and maintained by the establishment and continuous reconstitution of structural and cultural inequalities between English and other languages' (p. 84).

According to Pennycook (1995) *Linguistic Imperialism* refers to the deliberate English language usage and the cruelty it takes. (p.43)

2.1.1.2 *Language Gender*

According to Bem (1974) and is defined as the self-perception of maleness and femaleness given what it means to be a man or a woman in society. The common trend found among different societies considers men to be assertive, tough, and competitive and women to be modest, caring, and cooperative) p.125)

In terms of sociolinguistics, gender is also defined by (Jack & Richard 2002: p. 220) "in Longman Dictionary of Language Teaching and Applied Linguistics" *as a term that refers to sex as either a biological or socially constructed category. For example, the term genderlect can refer to the speech of men and women.*

In the same dictionary this term is defined grammatically as:

"a grammatical distinction in some languages that allows words to be divided into categories such as masculine, feminine, or neuter on the basis of inflectional and agreement properties, not limited to nouns with inherent gender. For example, in English, grammatical gender is limited to the distinction between he, she, and it in pronouns, and a small set of nouns that reflect the gender of the person referred to, for example actor: actress, waiter: waitress, chairman: chairwoman or the gender stereotypically associated with the noun, for example mailman. (Jack & Richard 2002: p. 220)

At the end of the 20th century, many such terms were replaced by gender-neutral forms (e.g. actor for both men and women, server instead of waiter or waitress, chairperson or chair instead of chairman, mail carrier instead of mailman) in a number of English speaking speech communities.

In sociolinguistics, the researchers study the relationship between language and gender in many aspects, such as gender and politeness, gender and language style. Most of the researchers believe that females

are more polite than males. The language of female is indirect and implicit; male's is direct to the contrary. Some scholars even hold that males and females come from different culture and the communication between them should be transcultural communication. So if failure in communication appears, it is nothing to be surprised at (ibid)

Language and gender, it can be seen that some of the researches overemphasize the role of gender and fail to take into account context, variation and other factors. They focus on differences and overlook similarities. In order to have an overall and objective explanation to the relationship between males and females, similarities between them should be concerned about for the reason that similarities between them play the same important part.(ibid)

2.1.2 Approaches on Male – Female Speech

2.1.2.1 Lakoff's Approach

Lakoff (1973) whose work confirmed that women's speech had some features that were different from men's speech. Women have tendency to use forms which help them express uncertainty related to what they are talking about. In Lakoff's view, some of language aspects consisting of lexical distinctions, tag questions, and strength of directive speech acts, strong versus weak expletives, question intonation with statement syntax are more associated with women than with men. Women using these features are considered to be not only weak but also inferior and powerless.

Lakoff (1975, as cited in Wardhaugh, 2010) suggested that the discussion of ‘Women’s language’ is related to ‘men’s language’. Male speech is the unmarked standard form and it sets the benchmark whereas female speech was considered to be a marked form. Therefore, female’s language is thought to be less powerful. However, Lakoff’s approach is referred to as ‘deficit’ theory (Wardhaugh, 2010, p. 347) since her analysis was not centered on empirical research and her finding assured that women’s speech had uncertainty and lack of confidence on the part of women.

2.1.2.2 Dominance Approach

The other commonly known approach is the ‘dominance’, which theorizes that male speech is dominant over the subordinate female speech since men are likely to use what power they have to dominate women, so language is one of the powerful tool which allows men to express their status of supremacy.

In other words, men are considered to have the great role in establishing the social norms, which causes the inequality in the behavior and treatment between men and women. Although the dominance approach does not come to the final conclusion that female speech is not accepted, it reflects the dominant position of man in society through their interaction with women.

2.1.2.3 The Social Constructionist Approach

Another approach used in the study of gender language is the social constructionist approach. It is said that culture is the combination of value

of material and spirit created by humans during a long period of history. Thus, language is one part of culture and it is also maintained by culture.

In other words, speech features are associated with social constructs. In order to make this principle understood, it is necessary to consider the concept of Communities of Practice introduced by Eckert and McConnell (cited in Wardhaugh, 2010, p. 348-349):

A community of practice is an aggregate of people who come together around mutual engagement in some common endeavor.

Ways of doing things, ways of talking, beliefs, value, power relations – in short, practice in the course of their joint activity around that endeavor. A community of practice is different as a social constructs from the traditional notion of community, primary because it is defined simultaneously by its membership and by the practice in which that membership and by the practice in which that membership engages.

2.1.3 Male and Female Linguistic Behavior

There are some reasons why women's linguistic behavior is different from men's are discussed in details by Holmes (1992). The first explanation belongs to the social status. More standard speech forms are used by women as they are more status conscious than men (p. 171). High social status is linked to standards speech forms, thus using more standard linguistic features is a mean which helps women acquire such status in society.

It is said that women without paid employment are more capable of using this form as they cannot be respected by people around when having no job, which also means that women with well- paid job will use fewer standard forms. Yet, there is not much evidence to support this idea.

Actually, Holmes mentions one study carried out in America with the result showing that women at home are more associated with non-standard forms in comparison with those at work whose jobs are nurses, doctors. So, the social status explanation is not widely accepted. The second explanation concerning with this issue is ‘woman’s role as guardian of society’s values’ (p. 172), which means that society expects better and more standard behavior from women.

That is also the reason why the young boy with misbehavior is easily tolerated than the girl. In addition, little girls are allowed less freedom than little boys. In each community, women are considered to have a role of modeling correct behavior so that they have the best influence on their children in term of daily communication.

Therefore, women are expected to speak more correctly and standardly than men. The third explanation is that women should not get exposure to vernaculars in order to not only save their ‘faces’ but also save their husbands’ ‘faces’.

2.1.4 Sexism and Language

Sexism is a social relationship in which males have authority and power over females. This relationship includes "behavior, policy, language or other action of men or women which expresses the

institutionalized, systematic, comprehensive or consistent view that women are inferior" (Spender 1980: p.411).

In our patriarchal society there is still evidence of inherent sexism in every aspect of life. The discrimination in English and the marginalization of women in literature. All of this has a profound effect on women in society and girls in schools. It is important for ESL teachers to be conscious of sexism in English (as this is the language we teach), to stop contributing to it, and in turn to use and support nonsexist language.

Spender (1980) concludes that "women could learn to speak exactly like men and yet still be evaluated as less successful-even hesitant and tentative-precisely because it is not only the language which determines the evaluation, but the sex" (p. 79). Because women's speech is not considered assertive, it is often assumed that they are lacking something.

However, we must be aware that this does not mean that women do not speak well, it just means that they do not speak like men. English language enshrines ancient biases and prejudices against women. Men are the influential force in shaping our world by having the power to create the symbols. The English language as a set of symbols "represents man's image of himself and of ourselves and the world as his creation" (Kramarae 1985, p. 225).

Thus language serves men and is only a tool that women have borrowed to be able to communicate with them, the dominant group. In *The Feminist Critique of Language* (Cameron 1990:14) suggests that

language could be seen as a reflection of sexist culture; or ... it could be seen as a carrier of ideas and assumptions which become, through their constant re-enactment in discourse, so familiar and conventional we miss their significance.... Thus sexism is not merely reflected but acted out and thus reinforced in a thousand banal encounters.

Stanley (Kramarae 1985) defines sexist language as "one of the most powerful means of perpetrating masculinist interpretations of the world, including the view that women are inferior, passive, and, by definition, subordinate to males" (p. 412). Stanley also found that "many of the words for women had sexual overtones and despite ... the smaller sample (usually) assigned to women there were 220 words for a sexually promiscuous female and only 20 for a sexually promiscuous male" (Cameron, 1992, p. 84).

The English language is sexist because it is constructed with a bias that always favors males. In English semantics, or in the meanings available in English, males not only have more words but they have more positive words.

The assumption of women as an already constituted, coherent group with identical interests and desires, regardless of class, ethnic or racial location or contradictions, implies a notion of gender or sexual difference or even patriarchy (as male dominance-men as a correspondingly coherent group) which can be applied universally and cross-culturally. The context of analysis can be anything from kinship structures and the organization of labor to media representations.

In contrast to the (implicit) self-representation of Western women as educated, modern, as having control over their own bodies and sexualities, and the freedom to make their own decisions. The distinction between Western feminist re-presentation of women in the third world, and Western feminist self-presentation is a distinction of the same order as that made by some Marxists between the "maintenance" function of the housewife and the real "productive" role of wage labor, or the characterization by developmentalists of the third world as being engaged in the lesser production of "raw materials" in contrast to the "real" productive activity of the First World. (ibid)

2.1.5 Relationship between Language and Gender

The relationship between language and gender (the latter understood to mean a biological and a cultural category) has a longer tradition than feminist linguistics and critique, within which they are most often positioned. The first extensive studies on language- gender relations were conducted in the mid-1970s.

When talking about gender in the English language, one must look at the masculine-feminine dichotomy that arises in the vocabulary. Gender is determined by meaning, not form; therefore, in seemingly neutral terms a sex is assigned. Consider gender in the following adjectives: aggressive, arrogant, charming, confident, dependent, emotional, flirtatious, gentle, logical, nagging, rational, stable, submissive, talkative, and tough. Cameron (1992: 87)

Therefore, we need to consider gender connotations if we choose to include opposites in our lesson planning such as tough-weak and active-passive, because a lesser value is placed on the feminine as it is opposed to the masculine. Names such as Sir-Madam and bachelor-spinster that do denote male and female in their definitions are clear examples of the feminine taking negative or inferior connotations.

"Gender seems to be a conceptual component in many unrelated lexical items; and that oppositions often function covertly as hierarchies, which means it may not be a neutral fact that this system represents women as the negative of men" .(Nemiroff, 1987)

The same author concludes that lithe use of male terms for generic purposes constitutes a sexist practice that has two major flaws: for one, the male terms are not experienced as truly generic. For the other, to use terms that have two quite different meanings is highly confused and confusing".

The existence of correlations between language and gender has been noticed practically from the very start of systematic reflection on language and speech, though they were interpreted differently in different periods of history. For example, Cicero believed women's speech to be the main carrier of linguistic tradition, as it was the women's task to teach children to speak properly, though – paradoxically – women's ways of speaking were considered a rather inferior counterpart of men's speech (Baron, 1986: 19).

The explanations of the differences were mythological, sociological or biological, depending on the viewpoint of the time. The type of relationship is also greatly influenced by the way we speak, stylistically correlated as it is with the “cultural gender,” which does not mean that it is unequivocally determined as the attitude toward the opposite sex – an attitude that is in fact an attitude toward another person’s separate identity..

2.2 Previous Studies

A study conducted by Seyyed Ali Kazemi (2017) at Ahar Branch, Islamic Azad University, Ahar, Iran. The study is entitled "Manifestations of Globalization and Linguistic Imperialism in English Language Teaching and Materials Preparation: Ideology in the International ELT Textbooks".

This study intended to investigate the imposition of values and ideological patterns of particular societies affecting learners' identity as a result of globalization and linguistic imperialism in the internationally distributed textbooks which are developed to meet the English language needs of international learners and are broadly used in Islamic countries like Iran.

The findings of this study represented that these ELT books are by some means unfair and inclined to signify a specific discourse type, that is, the Western culture discourse, ideological patterns, and consumer

societies, which can impose the Western view and have different effects on students' identity in Islamic countries.

Another study is conducted by Lihong Gu Under the title "Language and Gender: Differences and Similarities. The study shows that the relationship between gender and language has been studied with main focus on differences between the language of male and female from different angles with different methodologies.

The research findings lay different emphasis on the differences, but there are some problems in the researches. Finally the study proposes that researchers should pay more attention to the similarities between the language of both genders, the similarities play the same important part as well as differences.

CHAPTER THREE

METHODOLOGY

3.0. Introduction

The chapter includes the population and the data needed for the analysis of the topic. It also includes the tools and procedure used by the researcher to analyze the statement of the problem and the methodology of data collection. The study also shows the validity and reliability of the questionnaire distributed to the subject population.

3.1. Method of Data Collection

The data collected in this study is by using questionnaire. The respondents of this study are under-graduate students at Sudan University of Science and Technology, college of languages. This descriptive method aimed to describe the extents to which women are biased against by men in terms of sociolinguistic view in the society.

3.2 Population Sample

The subjects of the study are selected randomly; both males and females at Sudan University of Science and Technology. The ages of the subjects of the study range between 18 to 22. Based on the different ages, gender of the respondents, the researcher is able to collect the data that are helpful in the analysis. The number of the students is (20) students.

3.3 Questionnaire

The sexism and bias against women in terms of language gender is identified through using a questionnaire submitted to the under graduate

students at the college of language, Sudan University of Science and Technology. The questionnaire consisted of (10) statements and each statement reflects in one way or another the topic or relates to the topic directly or indirectly. The researcher uses multi choice questions in the form of (agree _ disagree _ neutral). The choices made by the respondents help and facilitate the analysis of the study.

3.4 Validity of the Questionnaire

The study focuses on the discrimination and bias against women in terms of language and gender. The questionnaire's validity is achieved due to the fact that every item chosen has something to do with the statement of the research and discussed the topic thoroughly. It is argued that the study is valid if and only if the tool used in collecting the data covers all the aspects of the study under discussion.

3.5 Reliability of the Questionnaire

The questionnaire is distributed to two groups of respondents. The first group is an experimental one. This group has similar scores to the second group. So, it could be said that this questionnaire is reliable due to the fact that the same scores achieved by the population sample of the study is achieved another different group and this indicates clearly the reliability of the questionnaire.

3.6 The Procedure of the Study

The researcher adopted the qualitative research by using the Statistical Package of Social Science (SPSS) method to analyze the statement of the problem. This tool of questionnaire aims to give exactly

the correct percentages of the respondents who agree or disagree with the questionnaire's statement.

3.7 Summary

The chapter shows the way the study is handled and carried out by the researcher to justify the statement of the problem of the bias against women in terms of gender and to show the imperialistic view on women's language.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.0 Introduction

This chapter includes the analysis based on the results of the questionnaire submitted to the undergraduate students learning English as a foreign language at the college of language at Sudan University of Science and Technology. The questionnaire is distributed randomly to give true results that concern language and gender and the bias as well as discrimination between the two sexes. The chapter also includes the discussion and testing the hypotheses mentioned in the very beginning of the research.

4.1 Analysis and Results

Language and gender is a sociolinguistic issue that should be dealt with in a scientific way. For this reason, the researcher adopted the Statistical Package of Social Science (SPSS) to discuss this study scientifically. In this sense, the study introduces the items of the questionnaire before showing the results of the questionnaire in the tables below:

Here are five statements of the questionnaire alongside with the results of the respondents to the questionnaire:

1. The language spoken by men is different from the language spoken by women in terms of phonology

2. The gender differences is influencing on establishing and maintaining the imbalance power between the two genders
3. There is linguistic imperialism and superiority on female language
4. Vocabulary like spokesman, mankind and chairman include some sort of biased against women
5. Women's language is related to men's language

Table (4.1) shows the results of the respondents to the questionnaire:

Question No	Percentages					
	Positive Variables			Negative Variables		
	Agree	Strongly agree	Neutral	Disagree	Strongly disagree	Total
1	40%	30 %	12%	10 %	8 %	100%
2	40 %	30 %	10 %	5 %	15 %	100%
3	35 %	40%	--	20 %	5 %	100%
4	30 %	42 %	5 %	8 %	15 %	100%
5	25%	20%	15%	19%	21 %	100%
Total	170%	160 %	44 %	62%	64 %	500%

Table (4.1) shows that 70% respond positively and 18% of the students give negative responses to the first statement. Only 12% are neutral. The second statement, 70% positive and 20% have negative responses and 10% neutral. The third statement has 75% of the respondents give positive answers, while 25% give negative. The fourth statement in the above table represents 72% positive and 23% of the respondents have negative responses and 5% represents the neutral sample. The last statement shows 45% agree, 40% disagree and 15% neutral.

The other five items are introduced in the following section:

6. There is no inequality between man and women in terms of language
7. male speech is dominant over the subordinate female speech
8. the social norms cause the inequality in the behavior and treatment between men and women
9. Sexist language and linguistic discrimination resulted from the gender differences between men and women
10. Gender language has been proven to be present in language

Table (4.2) Shows the results of the respondents to the questionnaire:

Question No	Percentages					
	Positive Variables		Neutral	Negative Variables		
	Agree	Strongly agree			Disagree	Strongly disagree
6	40%	50 %	2 %	2 %	6 %	100%
7	30 %	40 %	10 %	5 %	15 %	100%
8	45 %	50 %	0	2 %	3 %	100%
9	56%	33%	0	8%	3%	100%
10	33%	35%	2%	20%	10%	100%
Total	204%	208 %	14 %	37 %	37 %	500%

Table (4.2) shows that 90% give positive responses 8% give negative answer and 2% remain neutral in the 6th statement. However, 70% of the respondents positively dealt with the 7th statement, 20% of the sample of study as provides negative responses and only 10% of them are neutral to this statement. The 8th statement shows 95% respond positively, 5% negatively. The 9th statement shows 89% respond positively. However, 11% of the respondents show negative attitude to this statement and 2% of them are neutral. The 10th statement shows 68% with positive response, 30% negative and 2% neutral.

4.2 Discussion

Different people speak differently because they think in different manners, and the reason why they think differently is because their language presents them with different ways of expressing the world around them. The aim of this study is to reveal and compare the dominant gender over the other in terms of language vocabulary. It could be clear from the responses to the questionnaire submitted to the under-graduate students, that there is a clear superiority of male against female gender in general. This could be noticed in the language spoken by these two genders.

The majority of the participants namely 70% to 80% of students agree that there is no inequality between man and women in terms of language and that men language show clear bias against women in terms of vocabulary. the study also shows that between 70% to 75% of the respondents agree that the language spoken by men is different from the language spoken by women in terms of phonology. Although many linguists stated that the language spoken by women is said to be more prestigious than the one spoken by men, but men tend to use terms that show domination over women.

This gender biased creates gender difference which is influencing on establishing and maintaining the imbalance power between the two genders. This makes the supremacy of men clearer in the language used in society.

The linguistic bias against women is clear in the sex language and linguistic discrimination resulted from the gender differences between men and women. The use of words like chairman, mailman and cowboy and many other words show the sexist language. This leads to the emergence of neutral language that gives both genders equal terms in the use of language.

To sum up the discussion about this topic, it could be said that language bias was there in any society long ago. This sort of bias the researcher seeks to assert is a current issue that could be dealt with a new look. There should be a sort of equality between the two genders in terms of language use.

4.3 Testing the Hypotheses

To prove the statement of the research, it could be true to say that the study has proven the first hypothesis stated by the researcher in the very beginning of the research which states that "There is some sort of linguistic imperialism in dealing with gender from a sociolinguistic point of view". This is clear in that the majority of the respondents agree this hypothesis.

The study also proven to be achieved due to the fact that the study meets the second hypothesis that says" The language of men differ from the language of women and this difference create a kind of bias against women in a society". This is justified by the terms linked to males rather than females.

The last hypothesis is also met in that there are vocabulary which make some sort of bias against women in our everyday language within the society. This hypothesis stated that " A large sum of vocabulary reflects the inferiority of women in terms of linguistic inequality that could be described as a linguistic imperialism".

CHAPTER FIVE

MAIN FINDINGS, CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

5.0 Introduction

This chapter includes the main findings of the investigation of linguistic discrimination and bias against women in society, and the recommendations. It also contains the suggestions for further studies. It concludes the overall research. The chapter is based on the analysis made in the previous chapter. The studies main aim is to confirm the linguist imperialism against women in societies.

5.1 Findings

The investigation of the topic of linguistic imperialism and bias against women is a sociolinguistic concern that is urgent in our modern time. The aim of this study is to show what makes such bias and inequality between men and women in terms of language.

Based on the discussion in the preceding chapter, the researcher found the following results: :

1. Women are biased against in terms of linguistic imperialism in the society
2. The linguistic imperialism is clear in the use of certain terms that characterize each of the two genders.
3. Terms like spokesman, milkman , mankind and many other words reflect the sexist language that show clear inequality between the two genders
4. The linguistic imperialism negatively affects the status of women in the society in terms of superiority and inferiority.

5. Language which is used differently by genders is a tool which makes certain gender more superior than the other within any community.

5.2 Conclusion

The investigation of the question of linguistic imperialism is one of the most important issues in modern time due to the need of the people to have an equal society individuals.. This phenomenon is pervading the world in modern time.

It could be true to say that language and gender play a major role in differentiating between the language spoken by men and women. Some of these terms create a kind of bias, because the men think themselves to be of a higher status than women and hence control the existence of the new vocabulary. women tend to be weaker in terms of defending their status.

The majority of the gender – influenced terms relates to men and hence appears the linguistic bias and inequality between the two sexes in the community. Men strive to be more prominent and women fight for linguistic equality as to have words like : spokeswoman, chairwoman or at least have neutral language like chairperson, humankind that relate to both sexes to let them feel that they are in the same position of men in any community. The bias and discrimination against women is something unavoidable and inevitable in everyday life. This bias led the women to feel inferior and caused them to be marginalized by men in many aspects of life.

5.3 Recommendations

Based on the analysis and discussion, the researcher presents some of the recommendations to the readers below:

1. Women should be treated equally by men in terms of language and gender
2. They should also be cared for by linguists in preserving their rights to keep them away from such linguistic imperialism and bias.
3. Neutral language should be developed among the individuals of the society and men should try to avoid their imperialistic look to women as inferior individuals
4. Sensitive terms should be changed by terms that are in effecting and more equalizing

5.4 Suggestions for Further Studies

The readers and researchers are suggested to widen their knowledge about the concept of language and gender.

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Questionnaire

Subject: Investigating the Problematic Areas of Linguistic Imperialism against Women in Society

Grade

Gender: *Male* *Female*

The statements are part of Master Degree in linguistics. Tick [√] in front of the column below to help collecting the data about this topic.

Statement	A	St. A	N	D	St. D
The language spoken by men is different from the language spoken by women in terms of phonology					
The gender differences is influencing on establishing and maintaining the imbalance power between the two genders					
There is linguistic imperialism and superiority on female language					
Vocabulary like spokesman, mankind and chairman include some sort of biased against women					
Women's language is related to men's language					

There is no inequality between man and women in terms of language					
Male speech is dominant over the subordinate female speech					
The social norms cause the inequality in the behavior and treatment between men and women					
Sexist language and linguistic discrimination resulted from the gender differences between men and women					
Gender language has been proven to be present in language					

Keys:

A = Agree **St. A** = strongly agree **N**= Neutral **D**= Disagree **St. D** = strongly disagree