**SAP Essay Process #2**

**Step #1: Thesis Statement**

**Thesis Statement**

Although many differences and similarities exist between the communication styles of males and females, they can be understood through explaining the needs and biological differences of both individuals.

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| **Communication Differences** | **Communication Similarities** | **How do we acquire language?** |
| -1975:Don Zimmerman and Candace West (linguists) conducted a study and discovered men were more likely to interrupt women specifically than women (96% vs 4%)🡪(slide 2.1, Nelson) -why men interrupt/overlap has to do more with dominance and power -women on the other hand tend to overlap to support/express self interest on the topic🡪done to build relationship and connect -women are more descriptive when speaking (uses more adjectives and adverbs) -men are more analytical and literal (e.g. “that was nice” vs that was *awfully* nice”)-adverbs make message sound less credible/weaken speech (2.1, Nelson) 🡪why women’s speech are often undermined b/c excess adjectives trivialize what is being said -men tend stay away from descriptive use of language because they don’t see it as important -men use declarative sentences more often -their pitch goes down at the end of the sentence which shows sense of finality and conclusiveness (slide 2.1, Nelson)-declarative sentence + pitch results in a persuasive knowledgeable tone therefore they are less likely to be questioned -women communicate to try and connect with each other🡪often engage in conversation to reinforce the understanding that a relationship exists between them and is regarded as important “No wonder men often think that women talk on and on about nothing. No wonder women often think men’s relationships are superficial. What’s going on here? It’s not that women are insecure chatterboxes who have nothing better to do than carry on long, pointless conversations because they need relational reinforcement...What’s going on here is that, in general, women and men use communication for different purposes to get their ‘relational goodies’ in different ways.” –Dana Ivy and Phil Backland (slide 2.1, Nelson) -men tend to talk more about ‘safe’ topics like sports or work🡪external things rather than inner thoughts/feelings  | -Janet S Hyde published an article called “The Gender Similarities Hypothesis” after discovering the commonalities between men and women’s speech -Hyde=psychologist specializing in “meta-analysis” which means she analyzes various research findings and draws overall conclusions from them-used this technique to study cases in male-female differences and discovered the following (Cameron, 2007)

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| Gender Diff in Verbal/Communicative Behaviour |
| Focus of Research | #of Studies analyzed | Size of overall gender diff (d) | Effect Size |
| Vocabulary  | 44 | -0.02-+0.06 | Close to 0 |
| Verbal Reasoning | 5 | -0.02 | Close to 0 |
| Conversational Interruption | 70 | +0.15-+0.33 | Small |
| Talkativeness | 73 | -0.11 | Small  |

Neg ‘d’ values=female ahead of male Pos ‘d’ values=male ahead of female 🡪interesting to note that the overall differences were generally small/close to 0 -data suggests that perhaps men and women share more similar verbal patterns than one might think -1988-Hyde and colleague Marcia Linn conducted a meta-analysis concerning differences in verbal ability between genders -concluded that the difference between men and women were “about one-tenth of one standard deviation”(Cameron, 2007) 🡪ie negligible -Mark Liberman (phonetics professor) predicted “Whatever the average female versus male difference turns out to be, it will be small compared with the variation among women and among men.”  | -B.F. Skinner (Behaviouralist) believed language develops when we associate words w/ things, imitate the sounds made by others, and are positively reinforced by those who care for us-Noam Chomsky believed that reason why children learn words at such a fast rate cannot solely be explained by their own basic learning 🡪instead we are “biologically prepared” to learn language/ words-Elizabeth Bates (psycholinguistics researcher) showed that the brain is pretty flexible when it comes to learning languages (e.g. infants born w/ brain damage can still learn and acquire knowledge like everyone else -discovered language processing is able to occur anywhere in the brain (H. Winner, 88) -scientists have found a gene that is related to how vocalization and language evolves in humans and rodents🡪 this gene has been found to make more of its proteins in girls (Balter, 2013) -J. Michael Bowers (psychologist) and Margaret McCarthy (neuroscientist) of the University of Maryland School of Medicine conducted a study to test if FOXP2 was related to how girls often learn language faster and earlier than boys (these differences eventually disappear though as they age so it is difficult to see whether reasons for this happening is due to nature or nurture-after, the researchers did a study on five boys and girls ages 4-5 who died in accidents 24 h previously -analyzed amount of FOXP2 in left frontal cortex of the brain (Brodmann area) which is linked to language development -compared to the rats, 30% more protein found in girls than boys -researchers for the journal *Neuropsychologia* found that girls had greater activity in their brains that dealt with language encoding and deciphering information when they were given a task related to linguistic ability (Swaminathan, 2008)-boys had more activity in the parts of their brain that dealt with visual and auditory functions -the team of researchers monitored the brains of 31 boys and 31 girls ages 9-15 using fMRI (functional magnetic resonance imaging) while they were given language tasks -two words were shown or spoken to them and they had to decide whether the two words were spelled similarly or if they rhymed (e.g. pine and line vs jazz and list)-Doug Burman (study coauthor and research associate in North Western University communication sciences and disorders department) said that there was more activity in the language aspects of the girls’ brains than the boys -these areas are the superior temporal gyrus (helps decode heard words), inferior frontal gyrus (speech processing), and the fusiform gyrus (helps spell and determine meaning of words) (Swaminathan, 2008)  |