



Gender Characteristics of Individual's Linguistic Behavior in the Context of Future Translators' Professional Training

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Abstract

The article seeks to investigate the gender differences of individuals in foreign language learning and reveals the peculiarities of the implementation of linguistic behaviour in the context of a gender role approach in the process of foreign language teaching to future translators. The purpose of the article is to analyze the gender differences in the implementation of future interpreters' linguistic behavior, to develop and check the program of their foreign language skills development, and to make practical recommendations for improving the professional training, taking into account the gender peculiarities. Methods of research: theoretical, empirical, psychodiagnostic, and testing methods. The study reveals the main gender differences in the teaching of both male and female students, with a focus on the peculiarities of their perception, thinking, and foreign language abilities in general. The program and practical recommendations to foreign language instructors on the foreign language ability development of future interpreters are presented in the article based on a gender approach. The results of the research indicate that gender does affect foreign language learning styles. It has been found that considerable attention should be paid to overcoming the gender gap in the educational achievements of male and female future translators. Therefore, the authors consider it appropriate to teach a foreign language in mixed groups without dividing male and female students into separate subgroups.

Keywords:

Gender-Role Differentiation;
Philology Students and Cadets;
Future Translators;
Gender; Male; Female;
Foreign Language Speaking Abilities.

Article History:

Received:	05	August	2022
Revised:	12	November	2022
Accepted:	27	November	2022
Published:	19	December	2022

1- Introduction

Modern psychologists investigate the functional essence of the principles of personality development of philologists-translators according to the following criteria: age and individual characteristics of the participants in the interaction; development of the spiritual potential of the individual; ensuring the harmony of the mental and social development of the individual; focusing on the self-development of a person; specific socio-psychological factors of the educational and professional team: the educational interaction of male and female students in the academic group; psychological values, orientations, and norms, etc.

Using the concept of "gender" as a category of analysis, researchers conclude that, unlike sex, which involves purely physiological differences between men and women, it is associated with socio-cultural norms, the observance of which by representatives of one sex or another is determined by society [1]. Consequently, there is a distinction between the

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DOI: <http://dx.doi.org/10.28991/ESJ-2022-SIED-014>

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biological sex and the social gender. In this case, the former becomes insignificant in determining the role of the individual in society, whereas the latter is established by the social order of which every person is part of. In this regard, gender stereotypes in psychological and pedagogical literature are understood as standardized representations about predictable models of men's and women's behavior.

Today, gender stereotypes are becoming the subject of criticism, they are seen as a deterrent to the effective development and life of an individual. But in the context of the future interpreters' training, the question arises as to the extent to which gender differences affect the ability to learn foreign languages and to what extent they should be taken into account by the teacher.

2- Literature Review

At the present stage, the necessity of studying the speech behavior of male and female communicants from the standpoint of the theory of speech activity, intentions and activity categories determines the interest of the linguistic personality as the central object of linguistic research in the framework of socially significant interaction of the society members. The linguistic personality in modern linguistics is a three-level verbal-semantic, cognitive, and pragmatic unity, a set of speech abilities and personality characteristics that determine the creation and perception of texts that differ in terms of structural-linguistic complexity and the depth and accuracy of their reflection of reality [2].

Over the past decades, integrated education as a factor in successful foreign language acquisition has drawn the attention of many scholars. Furthermore, researchers and practitioners see foreign language skills as a useful tool to perform such extra-linguistic tasks while communicating with foreigners [3-5]. In our earlier study with the co-authors [6], we also focused on the necessity of providing foreign language training based not only on integrating professional tasks but also modeling the high-risk environment in which these tasks are performed.

Much attention to quality training of linguistic specialists in the border-related sphere was presented while performing the analysis of the border guard terminological units [7]. There is a long-standing debate in education between discipline-based and integrated approaches to teaching [8]. Development of translation memory, phonemic hearing, and the ability to linguistically forecast, use of audiovisual supports (pictures, screen images, texts, background conversation, etc.), speech reactivity, psychological stability, and the ability to "switch" from one language to another were substantiated in the article by Kyrda-Omelian et al. [9]. The issue of perception and comprehension of a text is complicated and versatile, relying on the scientific achievements of many sciences such as philosophy, physiology, psychology, psycholinguistics, linguistics, neurolinguistics, etc. [10]. Other scholars explored the creation of meaningful foreign language environments by means of content-based warm-up activities in mixed cadet groups [11].

The emergence of a gender approach in psycholinguistics in general and in the teaching of foreign languages in particular should be understood as an extension of the living space for the development of individual abilities and capacities of philology students. True gender equality implies taking into account the specifics of the vital interests and psychological differences of female and male students in the educational process. Everyday speech influences the course of their thoughts, the type of thinking, and, of course, the peculiarities of their speaking abilities. Studies in the field of gender psychology have shown that the reception of young people, in particular, students of philology, is directly related to gender characteristics: the specifics of emotions, feelings, uncertainty of self-identification. Since gender influences linguistic behavior female and male students perceive information differently and learn in different ways [12, 13]. Therefore, it is necessary to take into account the gender differences of future interpreters. Undoubtedly, the study of a foreign language should be considered a predominantly communicative process. Mastering a foreign language is impossible without active communication, the form and effectiveness of which largely depend on the gender behavior of students. Kissau [14], and Seyyedrezaie & Vahedi [15] consider gender to be an important aspect of individual student differences; as a result, gender influences and is influenced by many other variables. Many researchers have been trying to reveal gender differences that affect learning styles and strategies. Males and females learn a foreign language differently [16, 17]. Several studies have shown that female students are more motivated to learn a foreign language than male students [18]. Certain researches noted that male students show higher levels of motivation to learn a foreign language at high school [19] or generally point to no significant differences in motivation based on students' gender [20].

Male students tend to be more visual in their learning, more peer-motivated, and learn less by listening than females. In contrast, female students tend to be auditory and learn better in quiet environments [17, 21–23]. On the one hand, researchers suggest that male students prefer doing learning tasks that involve talking in public settings more because they feel compelled to maintain their authority and position in the group. On the other hand, female students prefer talking more in private settings since they consider conversation to be an important way of maintaining relationships. Furthermore, females are better than males at language learning tasks relating to remembering verbal information, faces, names, and object locations [17]. Thus, gender differences have been reported to influence the use of language learning strategies, the frequency of interaction with speakers of the target language, and general language proficiency [24, 25].

3- Research Methodology

The purpose of the article is to analyze the gender differences of implementation of future interpreters' linguistic behavior, to develop and check the program of development of future interpreters' foreign language skills and to make up practical recommendations for improving the professional training of future translators, taking into account the gender peculiarities.

Methods of the research. In the course of the research, a set of research methods was used: theoretical methods – analysis, generalization and systematization of data, psychological and pedagogical analysis of gender peculiarities of linguistic behaviour of a person at higher educational establishments; substantiation of the information received (to determine the content and essence of the concept of “gender”); analysis and interpretation of the obtained data; empirical methods – observation, psycholinguistic survey, method of expert assessments, ascertaining and forming experiments (to analyze the state of the problem in the theory and practice of university activities, as well as to verify the effectiveness of the program of development of foreign language speaking skills of future translators, taking into account gender peculiarities); psychodiagnostic method—the personal test questionnaire of R. Kettell (to study the individual characteristics of future professionals as subjects of foreign language communicative activity); testing (“KOS-2” technique, methodology of researching the structure of Amthauer intelligence - A.I.T.). As mathematical and statistical methods of analysis of the results of the study, we used frequency and cluster analysis, the Fisher's ϕ^* multifunction criterion - angular transformation (to determine the reliability of the differences between samples by the level of the studied traits, to analyze and process the obtained results.

The main method of the study was an experimental one, in particular a psycholinguistic experiment aimed at identifying the basic differential features of communicative behaviour between men and women. The experimental study was conducted at the Bohdan Khmelnytskyi National Academy of the State Border Guard Service of Ukraine (NASBGSU) during 2018-2019. One hundred and thirty-eight senior linguistic students were involved in the experiment at different stages. Eight lecturers of the Foreign Languages Department of the NASBGSU participated in the research as the experts.

All lecturers who have acted in our research as experts have a scientific degree and sufficient experience in teaching specialty courses for students and cadets who major in Philology. All the experts had minimum of the 5-year work experience, the average age of the experts was 35 years. The forming experiment was carried out on the basis of the NASBGSU. The experimental group included 48 students (21 male and 27 female types of personality, of which 33 were females and 15 young males), the control group consisted of 50 students (18 males and 32 female types of personality, 37 of them were females, 13 young males). Therefore, the number of individuals in the experimental and control groups was almost the same. The singularity of the sample ensures the equality of the main qualitative subjects: approximately the same age of the students and cadets; approximately the same number of females and males in groups; the same average level of progress in the philological subjects.

4- Results

At the ascertaining stage of the experiment, we determined the initial level of development of foreign language skills as a whole and revealed the gender peculiarities of the language behavior of students and cadets. During the conduct of the experiment in order to determine the level of development of verbal intelligence of the respondents, we used the test of the structure of intelligence of Amthauer (A.I.T.) for defining the ability to abstract and manipulate verbal concepts, to concentrate and save the material in memory and for evaluating the ability to make judgments.

This test has high values of the exact and the predictive validity, determined by the method of contrast groups. The coefficient of retest reliability of A.I.T. (interval of repeated study - 1 year) – 0.83 ... 0.91. The reliability coefficients of the parallel forms are 0.95, and the reliability of the test parts (splitting method) is 0.97. Individual peculiarities of male/female students/cadets as subjects of communicative activity were studied with the help of A-factor “closeness – friendliness” of the personal test questionnaire of R. Kettell. To evaluate the level of development of foreign language communicative abilities, the KOS-2 methodology was applied. The distribution with the levels of development according to the “KOS-2” methodology and Kettel is as follows: high level – 20-17 points; the average level is 16-12 points; low level – less than 11 points.

The level of development of foreign language skills (high, medium and low) of future translators was determined with the help of specially developed test tasks. The tests consisted of five tasks (four points for the correct execution of each task). In this way, the high level of development of the professional skills of the respondents was estimated at 20-17 points, the average level – 16-12 points; low level – less than 11 points. The distribution of the levels of development of language skills of the respondents of all the above mentioned methods was consistent with the distribution of the levels of the Amthauer method: high 112-93 points; the average level is 92-76 points; low level – less than 75 points. For the consistency, the results obtained by the Amthauer method were transferred into the scale of the above methods by multiplying by a factor $k = \frac{20}{112}$ with a further rounding to an integer.

The individual level of the interviewee was defined as the arithmetic mean of the estimated methods:

$$R_{imj} = \frac{R_{1j} + R_{2j} + R_{3j} + \frac{20}{112}R_{4j}}{4} \quad (1)$$

where R_{imj} level of development of foreign language speaking skills of j respondent, R_{ij} is level of respondent according to the i -methodology.

In order to carry out the test experiment, a study was conducted on the basis of the above mentioned methods. We involved 70 males and 68 females from the cadets and students of NASBGSU. The results are given in Table 1.

Table 1. Level of foreign language skills at ascertaining stage of the experiment (gender aspect)

Respondents	Average rating	Distribution of persons of the appropriate level of development of foreign language skills					
		Low level (≤ 11) points		Medium level (12–16) points		High level (≥ 17) points	
		Number	%	Number	%	Number	%
Male	3,5	18	25,71	35	50	17	24,29
Female	3,9	17	25	33	48,52	18	26,48

The results obtained confirm that the level of development of foreign language skills of males and females is not significantly different. Thus, the average level of development was found in 50% of males and 48.52% of females. A high level of development was demonstrated by an average of 24.29% of males and 26.48% of female - students of NASBGSU. Low levels of development were found in 25.71% of males and 25% of females.

Within the research a general psycholinguistic survey of the subjects of training was conducted to determine the gender characteristics of speech behavior. More than 3500 statements of male and female students/cadets have been analyzed with the attention to the level of development of their speech operations.

Students and cadets were offered topics for discussion such as “*Science and its development in the 21st century*”, “*Foreign language as a global means of communication*”; “*Modern fashion*”; “*Globalization*”; “*Advertisement*” to explore their language features. Time allocated to discuss each topic was 1 minute. The results of the conversation were recorded and then analyzed by the experts.

Observing the gender linguistic behavior of males and females we noticed that male speech is characterized by the most straightforwardness, conciseness and transferring some superiority. The female speech was characterized by softness (36%), complacency (34%) and greater emotionality (30%). Women’s speech is realized through specific linguistic means: abundance of evaluative words (26%) – *kindness, pride, wild heart*; interjections (22%) – *how, why, oh, well, ah* - and modal verbs (14%) – *could not endure, will take, should follow*; exclamations (19%) – *I’m not scared!* inductive sentences (18%) – *Come on then!* - and questions (11%) – *What should I do with him?* – in comparison with male speeches, full of assertive statements (52%) – *She’s wrong. I think ... I know ...* One of the major differences in male and female speech is that men have been found to dominate conversations through the use of interruptions and overlaps, and that the amount of these conversational irregularities that took place rose significantly when men were talking to women.

Male speech is direct, firm, sometimes sharp and somewhat rough, straightforward. It is characterized by restraint (42%) and reasoning (58%). The results of a general psycholinguistic survey of the main gender peculiarities of the respondents are presented Table 2.

Table 2. Gender learning characteristics

Females	Males
The quantitative approach to learning dominates	The qualitative approach to learning dominates
Concrete thinking	Abstract thinking
Algorithms, templates	Creativity and independence
Well-developed intuition, able to analyze emotionally	Able to make decisions rationally
Monologues and long stories	Dialogues and discussion
The lower concentration in critical situations	The high concentration in critical situations
Good short-term memory	Average short-term memory
Tiredness: the right hemisphere is affected faster	Tiredness: the left hemisphere is affected faster
Clear articulation, special attention is paid to the pronunciation of consonants	Less clear articulation, more attention is paid the pronunciation of vowels
New tasks are solved faster	Similar tasks are solved faster

Our observation at the NASBGSU proves that students and cadets – future translators show certain gender characteristics: females are more successful in foreign language learning; males better understand the intricacies of their future specialty.

The gender differences observed in the linguistic behavior of students and cadets – future translators during a general psycholinguistic survey are shown in Figure 1.

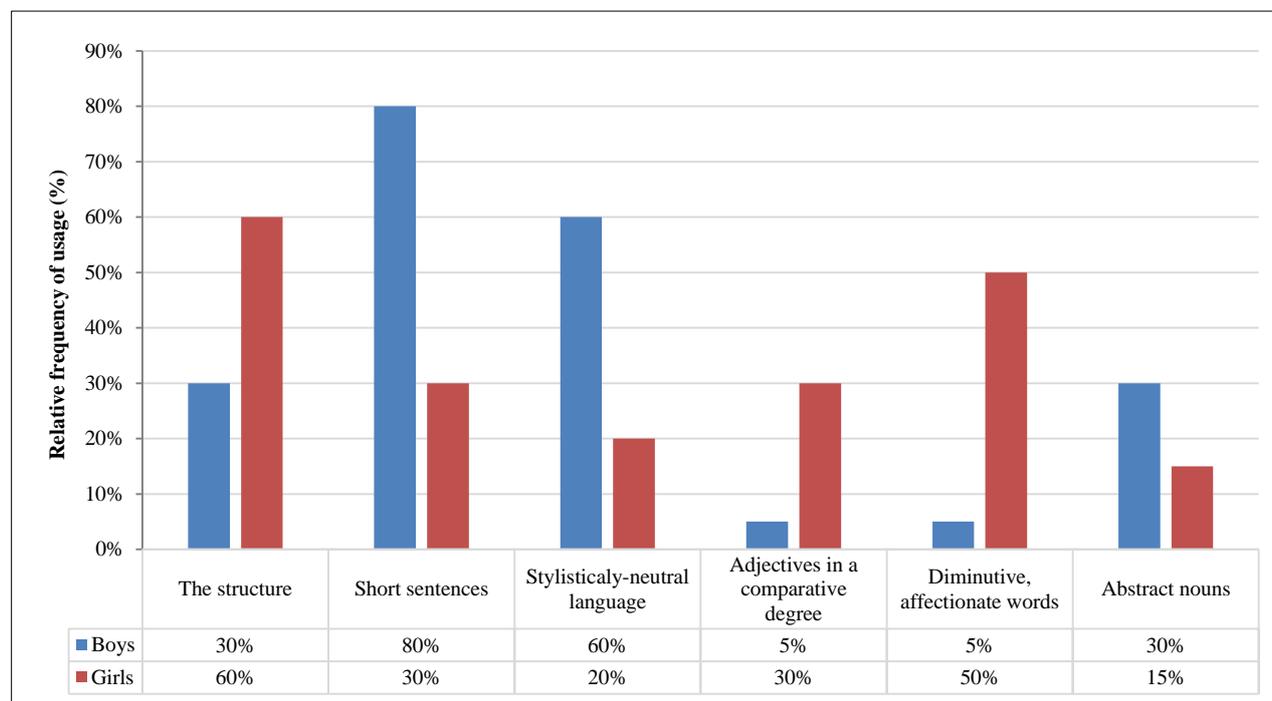


Figure 1. Comparative analysis results of linguistic behavior (gender aspect)

To prove the validity of the results obtained in the course of the experimental study, we used the methods of mathematical statistics, in particular Fisher statistical criterion. At the beginning of the forming experiment, the application of the above mentioned research methods (the personal test questionnaire of R. Kettell, testing “KOS-2”, methodology of researching the structure of Amthauer intelligence - A.I.T.) allowed us to identify and establish approximately the same level of development of foreign language speaking skills of males and females of experimental and control groups. We have created and experimentally tested a program for the development of foreign language speaking skills based on gender, which is designed for 40 hours of practical training, 1 lesson per week for five months.

The basic conditions for the program implementation are defined, in particular: 1) personality of the teacher (development of his/her professional tolerance, sociability, formation of an individual style of pedagogical communication, improvement of the level of psychological preparation through the use of social-psychological trainings); 2) student's personality (development of such qualities as openness, tolerance, purposefulness, perseverance, activity, ability to self-regulation, etc. thanks to his active involvement in participation in psycho-art-oriented educational program of self-realization, execution of large volumes of self-searching work, self-search participation in scientific circles, training of tolerance development; 3) communicative approach to mastering a foreign language (maximum immersion of the student in the foreign language process due to the removal of the mother tongue from the process of learning a foreign language; the use of authentic texts and communication exercises); 4) modeling of educational problem-dialogical situations taking into account the social context of educational tasks and gender peculiarities.

The purpose of the program developed by the authors is psycho-diagnosis and purposeful development of all speech skills of students/cadets (listening, speaking, reading, writing and translation); development of creative foreign-language thinking as a forming basis of ideology and creative approach to solving problems of foreign language activity. The program consists of a logically complete system of exercises and covers a wide range of tasks that contain the elements of difficulty and require the enhanced intellectual activity of the subjects of training. The program considers the uniqueness of the perception and assimilation of a foreign language by males and females. They perceive material in different ways, and therefore they use the acquired knowledge differently.

The program developed by the authors consists of a set of exercises for the development of a foreign language speaking skills, reflects the specifics of the gender characteristics of students and includes exercises that take into account the differences between males and females. In the process of training future translators at the NASBGSU, we took into account the characteristics of young men: they are included in the work more slowly, they tend to be most active in the

middle of the lesson; they are characterized by a high activity of mental work, therefore, an appropriate pace of material presentation is necessary, active teaching methods (search activity mode, brainstorming, logical conclusions, building an algorithm) and changing activities are advisable. Research results indicate that female students demonstrate a higher level of self-efficacy, assessment of competences, self-esteem and self-determination; while male students show a higher level of expectation of success. Female students show more interest and involvement, they like more difficult tasks, and the ability to control is rated better than male students. At the same time, females show more interest in academic achievement.

Such courses as “Practical Course of English” and “Theory and Practice of Written and Oral translation” were defined for implementing the authors’ program. It was necessary to improve the content of the educational material, which was primarily related to the improvement of scientific and methodological support of the “Practical Course of English” and “Theory and Practice of Written and Oral translation”. Improvement of the content of the educational material was due to the development of programs of the academic course, which led to changes in the curriculum of the course “Practical Course of English” (topic 24 “Problems of education and formation of the personality of the officer”, topic 29 “Problems of Modern Society” (Lesson 3. “Gender Policy”). The following assignments were defined: performing two-way translation (from–into foreign language), oral consecutive translation of speeches, at sight translation, conversations, negotiations, etc., conducting telephone conversations in foreign language and translating business correspondence.

The training in the control group was carried out according to the traditional method, in the experimental group, in addition to the traditional method, a program of developing the foreign language activity skills of future translators was used. The results obtained were processed with the help of Fisher angular transformation. The changes that occurred in the levels of development of skills of foreign language activity of participants of the experimental group at the beginning and at the end of the forming experiment in comparison with the participants of the control group are presented in Figure 2.

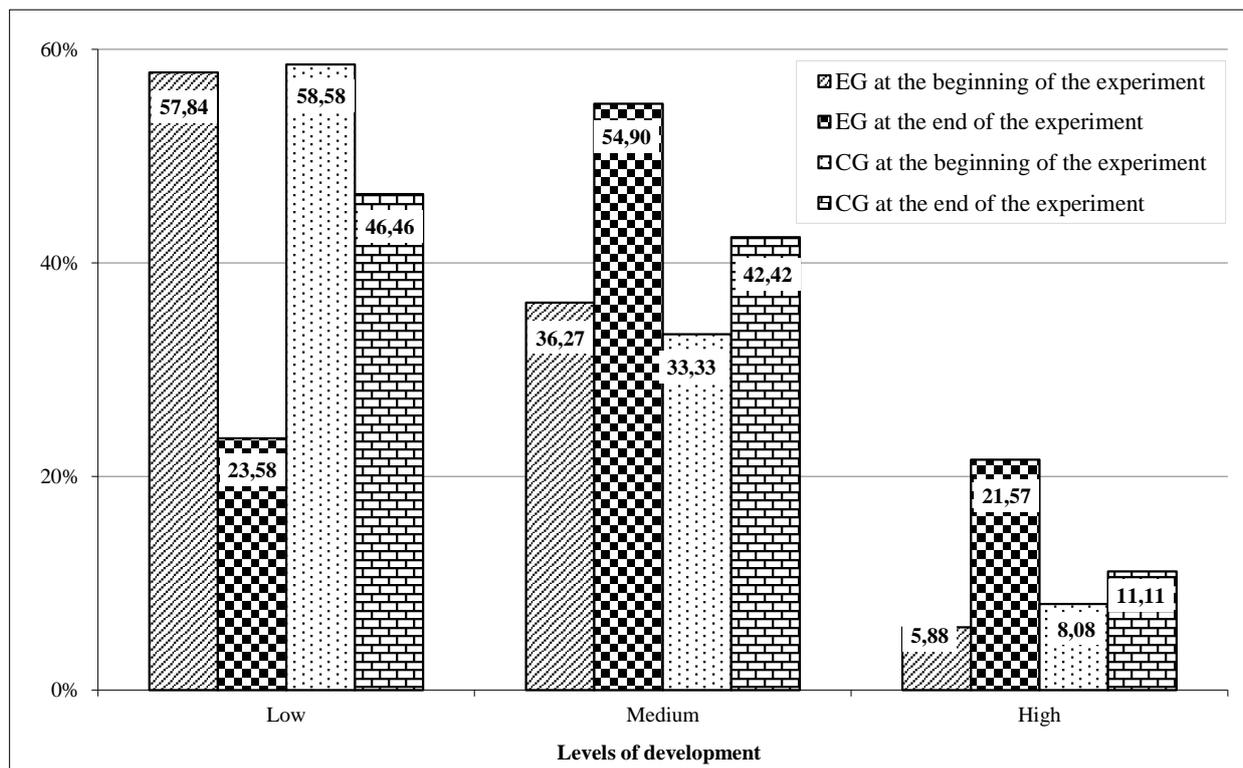


Figure 2. Results of the Forming Experiment on the Development of Foreign Language Activity Skills of Future Translators (based on Gender Approach)

From the histogram, it is evident that changes in the distribution of the respondents by the level of development of foreign language abilities occurred both in the experimental and control groups, but in the experimental group, these changes are more considerable. Concerning the experimental group, the results obtained at the end of the forming experiment testify to a qualitative change in the level of development of the skills of foreign language activity of future translators due to specially developed authors’ program. Thus, when performing the test tasks, it was recorded that the number of subjects of training of the experimental group with a high level of development grow by 15.69% compared with the data obtained at the beginning of the experiment. The number of students/cadets of the experimental group who, at the beginning of the experiment, had a low level of development of foreign language speaking skills, significantly decreased (by 34.26%). The number of respondents with average level of development tended to increase by 18.63%.

In the control group, where the training was conducted according to the traditional methodology, there were also changes in the distribution of subjects of training by the level of development of foreign language speaking skills, but these changes were insignificant: the number of future professionals with high and medium levels of development grew by 9.1%, and the number of students and cadets with low levels of development of foreign language speaking activity decreased by 12.12%.

Therefore, according to the results of the formation experiment, it can be stated that the developed scientifically grounded program of foreign language skills development according to the gender approach is effective. Application of mathematical statistics methods allowed us to confirm the validity of the changes that occurred in the distribution of participants in the experimental group in terms of the level of foreign language speaking activity skills development at a sufficient level.

5- Discussion

Summing up the above-mentioned results of the research, we note that in the process of teaching students, gender differences should be taken into account:

- When selecting the content of training (subjects, language, and speech material), consider the following: transformation of subject material into the context of universal problems; reorientation of the content of the material, determining its place and role in the sociocultural aspect; integration of knowledge around the problems of interaction between people and nature; profiling in the aspect of life-professional plans of students;
- When defining the individual psychophysiological features, consider the following: the initial level of knowledge and skills; the perceptual channel; the amount of incoming information; and the dominance of the cerebral hemispheres;
- When choosing methods and forms of training, those must correspond to different types of information perception by males and females and meet the needs of both in relation to study.

On the basis of the analysis, we can conclude that:

- Females use more complex grammatical constructions while speaking a foreign language, in particular gerundial, infinitive, and participle-transmitted complex and compound sentences;
- Males use simpler, shorter sentences, omitting adjectives in their descriptions of events. They avoid long sentences, giving preference to short and concise utterances;
- In terms of stylistics, the vocabulary used by the males-philologists is usually non-emotionally colored, deprived of living emotions, but rich in terms and constructive thoughts;
- Male philologists almost never use diminutive words, while the language of female philologists is rich in diminutives;
- Both males and females do not often use abstract nouns while speaking English.

Based on the study of the gender characteristics of the learning material, we have developed practical recommendations for foreign language instructors on the organization of the educational process for males and females.

Practical recommendations for male students and cadets are the following:

- Visual information should be placed in a column;
- More abstract judgments are admissible;
- The method of deduction is effective in conducting classes;
- It is important to achieve understanding of the educational material, especially the logic of the presentation is appreciated;
- Summaries and conclusions are essential at the end of the lesson;
- Organization of dialogue, use of discussion methods;
- Organization of pair work;
- Male students are by nature more objective, so they can be trusted with self-assessment of their work;
- Appropriate topics for discussion are: *Films, Latest Technology, Environment, Space etc.*

Practical recommendations for female students and cadets are the following:

- Visual information must be located horizontally;
- Specific written or oral examples that excite emotions are studied quicker;
- The method of induction is more appropriate for conducting classes;

- Work in microgroups is effective as females are able to work in team more productively;
- Use of interactive lectures: work in the question-answer mode;
- Use of vivid visual materials;
- Difficulty with self-assessment of their work, therefore the teacher's comments are essential;
- Appropriate topics for discussion are: *Family Life and Values, Beauty and Fashion, Education, etc.*

Considerable attention should be paid to overcoming the gender gap in the educational achievements of males and females - future translators. Despite gender differences, we consider it inappropriate to divide male and female students into two different subgroups, as this might prevent peer learning among students and cadets as well as the formation of cooperative skills.

6- Conclusion

The article describes the main stages and trends of the development of foreign language abilities considering the gender approach to education, the main factors and strategies for its implementation in the context of psychological and pedagogical research. It scrutinizes the development of foreign language communicative abilities of future translators while determining the peculiarities of the content, forms, and methods of implementation of the gender approach in the higher educational establishments, considering the linguodidactic principles of their professional and speech training. The up-to-date linguodidactic principles within professional and speech training of the future specialists in the field of translation are analysed. The results of the investigation of the program for the development of the foreign language speaking abilities of students and cadets of the NASBGSU have attested to its effectiveness based on a gender approach. Thus, in the process of implementing the developed program, it was possible to create a set of conditions for determining the gender peculiarities of linguistic behavior of students / cadets and effectively apply them in teaching the "Practical course of English" and "Theory and Practice of Written and Oral Translation". As a result, cadets/students have developed cognitive interest, improved independent, creative, and professional tasks solving skills.

According to the results of our research, it can be argued that males and females have the use of two opposing styles of speech. Males' speech is straightforward, rigid, and to some extent coarse, while females have, in some cases, naive, soft, and calm speech. Gender features play an important role in the process of communication; they are often the leading criterion for communicative behavior and give rise to stereotypical perceptions of the communicative roles of male and female students. The use of a gender-based approach to the training of translators involves two key positions. First, the development of the student's personality, the future translator, should not be limited to traditional ideas about the role and purpose of women and men. Secondly, this approach is seen as a tool for improving the effectiveness of foreign language speaking activities. The professional training of future translators according to the gender approach in higher education institutions is in its initial phase and needs further improvement. In the long run, it is necessary to improve, supplement, and implement the gender-based approach to the practice of other educational institutions in Ukraine, the purpose of which is the formation of professionally important personal qualities in philologists capable of successfully fulfilling communicative tasks.

7- Declarations

7-1-Author Contributions

Conceptualization, I.B. and H.B.; methodology, L.N.; software, I.I.; validation, L.T., K.S., and S.P.; formal analysis, N.M.; investigation, V.Y.; resources, O.H.; data curation, I.M.; writing original draft preparation, I.B. and H.B.; writing—review and editing, I.I., L.T., K.S. and S.P.; visualization, L.N.; supervision, N.M. and V.Y.; project administration, I.I. and O.H. All authors have read and agreed to the published version of the manuscript.

7-2-Data Availability Statement

The data presented in this study are available on request from the corresponding author.

7-3-Funding

The authors received no financial support for the research, authorship, and/or publication of this article.

7-4-Institutional Review Board Statement

Ethical review and approval was not required for this study on human participants in accordance with the Bohdan Khmelnytskyi National Academy of the State Border Guard Service of Ukraine (NASBGSU) requirements.

7-5- Informed Consent Statement

Written informed consent from the patients/participants was not required to participate in this study in accordance with the Bohdan Khmelnytskyi National Academy of the State Border Guard Service of Ukraine (NASBGSU) requirements.

7-6- Conflicts of Interest

The authors declare that there is no conflict of interests regarding the publication of this manuscript. In addition, the ethical issues, including plagiarism, informed consent, misconduct, data fabrication and/or falsification, double publication and/or submission, and redundancies have been completely observed by the authors.

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