

# Gender Differences in Emotional Content of EFL Written Narratives

Shima Ahmadi-Azad

Islamic Azad University, Gowgan-Branch, Gowgan, Eastern Azerbaijan, Iran

**Abstract**—Gender’s trace in the use of language, although not evidently, is commonly present in all classroom situations. It is commonly believed that women are expressive and emotional, while men are self-asserting and power-oriented in the use of language. The present study, in adopting an empirically-supported approach to the negative and positive emotional content of the narrative autobiographical reports, concentrated on 103 female and 82 male graduate EFL students' writing. The collected written data were then analyzed by on-line language processing programs for emotional linguistic content. Although statistical analysis did not offer significant differences across genders, the data do show a slight tendency on the females' part to use a higher rate of emotional words. The results, while not very revealing in statistical terms, can point to a growing trend of equality, especially among the academically educated population in contexts like Iran as a Middle Eastern country. Implications of the study are discussed in the light of the literature, and theoretical background.

**Index Terms**—gender, autobiographical narrative, emotional content

## I. INTRODUCTION

Over the last four decades, researchers have provided evidence to suggest that the ways that individuals talk and write provide windows into their emotional and cognitive worlds (Gottschalk & Glaser, 1969, Rosenberg & Tucker, 1978, Stiles, 1992, as cited in Lee & Peterson, 1997, Pennebaker, et al., 2003, & Augustine, et al., 2011). Also, the way people express their emotions reflects some parameters like their gender, personality, the state of their mental health, education, upbringing, and professional affiliation along with cultural norms and values. Among these variables gender, as one of the most influential ones, has attracted the attention of many researchers in psycholinguistics and sociolinguistics, and affects many aspects of human behaviour and self-concept (Wolfson, 2005, Schwartz, et al., 2013). Theorists like Brody and Hall (2000) argue that males and females are socialized to adopt different cultural gender roles for emotion.

### A. Language and Emotion

Fundamental to being human is the ability to use language and the ability to experience emotion. Then, it is not surprising that questions about the relationship between language and emotion, as well as about possible differences in emotional expression across languages, have interested social scientists for years (Marian & Kaushanskaya, 2008)

In a research about emotion development, González, et al. (1998) stated that cognitive processes play a very important role in the elaboration of emotions which occurs during the development of the brain cortex and the evolution of the neurological system. So, in the human species the cognitive processes by means of the neocortex determine in great measure our emotions. But the fact that the cortex and neocortex participate in the elaboration of the emotions doesn't mean that they do it in a rational way. The elaboration of the emotions is an involuntary process, of which you can only be partially conscious.

As González, et al. (1998) reported, emotions are very complex experiences and, to express them, we use a great variety of terms, besides gestures and attitudes. In fact, as good poets show us, we could use all the words of a dictionary to express different emotions. Hence, due to the infinite extension of emotional phenomena, it is impossible to make a full description of all the emotions that we can experience. However, the usual vocabulary to describe emotions is quite reduced and so, it allows people with the same cultural background, to share them. In the following (table 1) are shown some examples of two main classes of emotions (positive and negative).

TABLE 1.  
SOME EXAMPLES OF POSITIVE AND NEGATIVE EMOTIONS

Positive Emotions	Negative Emotions
love	hate
well	uncomfortable
happy	unfortunate
healthy	sick
strong	sad
enjoy	weak
accompanied	lonely

Furthermore, emotion words are chosen according to the situation in which emotion is aroused. They differ from other abstract words in a number of parameters and characteristics and should be treated as a separate group of words, distinct from both concrete and abstract words (Altarriba, Bauer, & Benvenuto, 1999). Psycholinguistic researchers suggest that the difference between emotion words and other words may stem, at least in part, from the fact that the affective valence of an emotion word is encoded in its semantic representation, and impacts its processing (e.g. Fazio, Sanbonmatsu, Powell, & Kares, 1986, Watson & Clark, 1992, Hermans, De Houwer, & Eelen, 1994, Cacioppo & Gardner, 1999, as cited in Marian & Kaushanskaya, 2008). So, not only do emotion words differ from other words in the lexicon, it appears that different types of emotion words are also processed differently. For instance, emotion words can carry positive valence (e.g. happy) or negative valence (e.g. sad), and the two types of valence can cause distinct styles of cognitive processing. Specifically, negative emotional experiences are associated with a more elaborate and detailed style of cognitive processing, whereas positive experiences are associated with a more general, script-based, less-specific style of cognitive processing (Schwartz, 1990, Schwartz & Bless, 1991, Schrauf Sanchez, 2004, as cited in Marian & Kaushanskaya, 2008).

In the English language, emotion vocabulary consists of abstract nouns denoting concepts (*anger*), some verbs (*enjoy*), some adverbs (*beautifully*), adjectives (*beautiful*), interjections (*Oh*), and adjectival participles denoting emotional states (*stressed, satisfying*) (Wolfson, 2005). In addition, according to Pennebaker and King (1999), positive emotion words include the broadest level of positive feeling dimensions (e.g. happy and love), positively valenced words (e.g. beautiful and nice), as well as words from the optimism-energy category (e.g. exciting and win). The negative emotion category includes a variety of negatively valenced terms (e.g. ugly and hurt), as well as words from the more specific categories of anxiety- fear, anger, and sadness- depression.

### B. Gendered Differences in Emotional Expression

Linguistic sex varieties arise because language is closely related to social attitudes. Men and women are socially different in that society lays down different social roles for them and expects different behavior patterns from them. Language simply reflects this social fact. (Trudgill, 1990, p. 27, as cited in Caplan, et al., 1997, p. 9)

Men and women use different cognitive strategies when coping with emotional situations. Culture impacts gender differences in the expression of emotions. It is well documented in research and history that women and men process emotions differently. Women are more emotional than men (Cameron, 2005).

Women are expected to be more relationship oriented than men, and men are expected to be assertive and even overtly aggressive if needed. Overall, women claim to be more emotionally expressive, more emotionally responsive and more empathetic. They express their feelings without constraint, except for the emotion of anger. Women express more love, fear, and sadness. Men are overwhelmed by women's expressions of emotion and express more anger. Men control their feelings and restrain from expressing their feelings (Gilligan, 1982, Jordan, Surrey, & Kaplan, 1991, Zahn-Waxler, Cole, & Barrett, 1991, Fivush & Buckner, 2000, as cited in Chaplin, et al., 2005, Brody & Hall, 2000).

According to Brody (2000) socialization of gender differences in emotional expression is a complex process, and orients girls and boys toward different roles in life. Even when parents socialize their sons and daughters in the same ways, such as with equal level of nurturance, their sons and daughters may respond with different patterns of emotional expression. Also, Chaplin, et al. (2005) stated that these socialization pressures may not always be obvious or overt (e.g., "big boys do not cry") but may be subtle, conveyed in the form of differential attention to boys' and girls' expressions during emotional events, attention that may subtly encourage the expression of certain emotions and discourage others. Moreover, according to Fivush (1998) men are usually, educated to be brave without showing their weakness and they get used to not expressing some negative emotions such as fear and depression. Women are more emotional than men so they have better conceptual knowledge in emotional terms. Males in individualistic cultures are especially likely to minimize emotional expressions, because expressing emotions might threaten the control that is critical to their status.

Brody (2000) believed that parental socialization influences may be partially driven by different characteristics of the infant boys and girls themselves, as well as by cultural values and social norms that dictate the acceptability of those characteristics by each sex. He pointed to some evidence that parents, particularly fathers, may show differential attention to boys and girls in ways that reinforce gender role-consistent emotions. In some other research, we can find the parents' effects on the emotional development of children of different genders, although their differential treatment of daughters and sons often may be outside of awareness and subtle in appearance (Fivush, 1998, Aldrich & Tenenbaum, 2006). Vainik (2006, p. 183) states, "in bringing up girls, mothers always use more positive emotion words, turning a lot of detailed attention to their emotional states, whereas with boys the focus tends to be on causes and consequences". According to the reporting of Holm (2001), with the exception of anger, girls are encouraged to learn to express their feelings through words and facial expressions, while boys are discouraged from doing so. That is, boys learn to act on their feelings rather than to talk about them. Other empirical evidence shows that parents are more responsive to boys' disharmonious emotions and to girls' submissive emotions. Parents, implicitly, use more anger-related words with boys than with girls and refer more to sadness and happiness (although the type of happiness was not specified) with girls than with boys (Adams, Kuebli, Boyle, & Fivush, 1995, Fivush, Brotman, Buckner, & Goodman, 2000, as cited in Chaplin, et al., 2005, Fivush, 1998).

## II. REVIEW OF THE RELATED LITERATURE

A growing body of research suggests that we can learn a great deal about people's underlying thoughts, emotions, motives, and other variables by counting and categorizing the words they use to communicate (Pennebaker, et al. 2003, Augustine, et al., 2011).

The link between word use and gender, as one of the most important demographic variables, has been extensively studied. Differences in women's and men's language have received widespread attention within the scientific community as well as in the popular media. For example, in 2007, Newman, Groom, Handelman, and Pennebaker examined gender differences in language use. By performing a MANOVA on all of the LIWC categories it was found that females' language was more likely than men's to include pronouns and social words, a wide variety of other psychological process references, and verbs. Also, in a research on students' use of French language, Herring and Paolillo (2006) showed that women's speech appears markedly less formal, i.e. more context-dependent, than men's speech. This seems to confirm general sociolinguistic observations, according to which women pay more attention to feelings and to personal relationships, whereas men focus more on external, objective problems. Other researches (eg. Heylighen & Dewaele, 2002, Colley & Todd, 2002) supported these findings.

Lakoff (1990, as cited in Cameron, 2005) claimed that women's lack of power in society results in their using a less assertive speech that manifests itself in a higher degree of politeness, less swearing, more frequent tag questions (e.g., "It is cold, isn't it?"), more intensifiers (e.g., really, so), and more hedges (e.g., perhaps, maybe).

A large number of recent studies have shown that having individuals write or talk about deeply emotional experiences can improve their mental and physical health (e.g., Fratteroli, 2007, Lepore & Smyth, 2002, Pennebaker, 1997, as cited in Pennebaker & Graybeal, 2001).

Bamman et al. (2013) examining 14,464 Twitter users found that in most cases, it's possible to predict a user's gender based on the language he/she includes in public tweets. Specifically, women are more likely to use words that describe emotion (love, sad, annoyed), family terms (mom, sis, hubby), emoticons, and expressive lengthening (riiiiiight?). Men, on the other hand, are more inclined to use swear words (we don't have to give you examples), as well as words associated with technology and sports.

With regard to intensity and kinds of emotions, Wolfson (2005) in his study reported that women used greater intensity of both positive and negative emotions than men. They reported a more intense and more frequent experience of affect, joy, love, embarrassment, guilt, shame, sadness, anger, fear, distress, as well. Also, Gross and John (1998, as cited in Brody & Hall, 2000) factor-analyzed six frequently used self-report measures of emotional expression and identified five factors: positive expressivity, negative expressivity, the intensity of emotional expression, expressive confidence (such as enjoying acting), and masking or emotional regulation (such as suppressing anger). Women rated themselves significantly higher on the first three of these factors.

Accordingly, Vainik (2006) reports that women have better competence in emotion with higher productivity in emotion words. Bauer, Stennes, and Haight (2003), also, state that women tend to provide narratives that are longer, more detailed and vivid. They tend to include more emotional content in their autobiographical memories. Women also recall more emotional memories and need less time to report their memories than men. Accordingly, Chentsova-Dutton and Tsai (2007) and Schwartz, et al. (2013) say that examining the emotional behaviour and self-reports of emotion of women, it is clear that they are more emotional than men, even for emotions like anger, for which men are suggested to be more emotional than women. O'Kearney and Dadds (2004) and Chraif and Anitei (2013) suggest that females more frequently report or express emotion terms and also more intense positive and negative feelings. Also, in a Study by Seidlitz and Diener (1998), women recalled more positive ( $p < 0.1$ ) and more negative ( $p < 0.5$ ) life events than men. While in 2007, Wang and Hsieh showed that boys expressed more sadness and anger than girls who were more concerned with harmonious relationships.

However, Fischer (1995, as cited in Wang & Hsieh, 2007) and Cuming (2013) stated that although the female's emotion words are more active, no significant differences were found between male and female participants' use of positive and negative emotional words. Accordingly, in a recent study led by Chaplin and Aldao (2012) it was revealed that boys and girls have very different emotional tendencies, but these fluctuate depending on age and context. They suggest that there are small but significant gender differences in emotion expressions, with larger gender differences emerging at certain ages and in certain contexts.

Consequently, according to the previous related literature females are generally more emotionally expressive than men, are also men use more negative emotional words than women. The present study addressed the following questions:

1. Is there any significant difference in the autobiographical narratives written by Iranian females and males EFL learners in terms of negative emotional content?
2. Is there any significant difference in the autobiographical narratives written by Iranian females and males EFL learners in terms of positive emotional content ?
3. Is there any significant difference in the autobiographical narratives written by Iranian females and males EFL learners in terms of overall emotional content?

hypothesizing that: 1. males use more negative emotional words, 2. Females use more positive emotional words, and 3. females are more emotionally expressive.

### III. METHOD

#### A. Participants

A total of 103 females and 82 males, with a mean age of 24 majoring in English Teaching from and Tabriz University and Tabriz Azad University participated in this study. They were chosen according to their field of study and their proficiency to write in English.

#### B. Instruments

All participants were asked to provide three hand-written letters, each in one week interval, with the following topics (modelled by Oberlander and Gill, 2006):

"Imagine you haven't seen a good friend for quite some time, and in order to keep him/her up to date with your news you decide to write her/him a letter. In the message you should write about *what has happened to you, or what you have done in the past week*, trying to remember and write down as much as possible, as quickly as possible."

The second and third tasks were similar: participants were instructed to write *about their plans for the week ahead and what happened to them during the past year*, respectively.

#### C. Design

The independent variable of this study is gender (female/male), and the dependent variables are the degree of positive emotional words, and negative emotional words, and also, the overall degree of emotionality.

To determine whether there is a significance relationship between gender and using positive emotional words, negative emotional words, and also overall level of emotionality, a T-test method was conducted by using SPSS program. This approach is well-established in various sociolinguistic analyses of spoken and written language and is so flexible and powerful technique that can be applied to much more complex research issues.

#### D. Procedures

The participants, at the end of their classes, were asked to write a letter to a friend on the given sheets with the following instructions (modelled by Oberlander & Gill, 2006):

"Your message should be written in normal English prose (that is, standard sentences, but don't worry if your grammar is not perfect). Once you have started writing a sentence, you should complete it and not go back to alter or edit it. Also, don't worry too much about spelling, and don't bother addressing it to anyone or signing it. Just write down the main body of the text. You should spend 10 minutes on this task."

They were asked to write either their names or whatever name they liked by determining their gender. Also, they were asked to remember the written name to maintain their identities in the next papers.

#### E. Data Analysis

In this paper we investigate the relationship between gender (males vs. females) and emotional words (positive vs. negative).

The number of the texts written by the two groups was 392 ones. Sixty two of the participants refused to take part in the second writing task (writing about the next week), and one hundred and one of them did not take part in the third one (writing about the past year). The texts written by the participants, after being transcribed into two computer text files were classified into two groups and analyzed separately. Some samples are shown in Appendix 1.

The frequency of positive and negative emotional words was determined by on-line processing of Linguistic Inquiry and Word Count Program (Pennebaker, et al., 2001, <http://www.liwc.net/liwcresearch07.php>). So, by connecting to internet, each text was copied to a designed box in LIWC program and was analysed in terms of content. LIWC for each text gave a chart (e.g. table 2). In this research only the scores related to the positive and negative emotions were needed.

TABLE 2.  
AN EXAMPLE RESULT OF LIWC ANALYSIS

LIWC dimension	Your data	Personal texts	Formal texts
Self-references (I, me, my)	13.82	11.4	4.2
Social words	8.15	9.5	8.0
Positive emotions	3.47	2.7	2.6
Negative emotions	1.50	2.6	1.6
Overall cognitive words	7.05	2.6	5.4
Articles (a, an, the)	5.04	5.0	7.2
Big words (> 6 letters)	13.19	13.1	19.6

The text you submitted had 76 words in total.

Accordingly, for each text two numbers (e.g. Positive emotions: 3.47 and Negative emotions: 1.50) are given. The overall emotional words were calculated by adding positive emotional words and negative emotional words (e.g. 3.47 + 1.50 = 4.97). All the texts written by males and females were separated from each other and analyzed in this way.

### IV. RESULTS

The results showed that for females' use of negative emotional words  $M = 1.07$ , and positive emotional words  $M = 3.75$ , whereas for males' use of negative emotional words  $M = 1.14$ , and positive emotional words  $M = 3.21$ . In addition, for females' use of overall emotional words  $M = 4.82$ , and the same score by males is  $M = 4.35$  (Table 3).

TABLE 3.  
DESCRIPTIVE STATISTICS FOR THE EFFECT OF GENDER ON USING EMOTIONAL WORDS (NEGATIVE AND POSITIVE)

		N	Mean	Std. Deviation
Negative emotional words	female	103	1.0720	1.83385
	male	82	1.1399	1.37591
Positive emotional words	female	103	3.7550	2.69712
	male	82	3.2135	1.65653
Overall emotionality	female	103	4.8270	3.05148
	male	82	4.3534	1.97032

Comparing the mean scores of negative emotion words, positive emotion words, and overall level of emotionality for females and males shows that there are very partial differences between two groups. The percentage of negative emotional words used by males is more than females ( $1.13 > 1.07$ ), and the percentage of positive emotional words used by females is more than males ( $3.75 > 3.21$ ), and overall, females use more emotional word than males ( $4.82 > 4.35$ ).

To, precisely, explore the effect of gender on the use of emotional words (positive and negative) in writing, a T-test method was conducted. The results are shown in Table 4.

TABLE 4.  
T-TEST RESULTS OF THE EFFECT OF GENDER ON USING EMOTIONAL WORDS (NEGATIVE AND POSITIVE)

	Sig.	Mean Difference	Std. Error Difference
Negative emotional words	.781	-.06785	.24375
Positive emotional words	.113	.54141	.33973
Overall level of emotionality	.225	.47358	.38900

The result of the research on the effect of gender on Iranian's EFL learners' expression of emotional words in their writings is not as expected.

T-test results shows that for negative emotional words  $P = 0.781$ . So, it is not significant ( $P > 0.05$ ). Also, for positive emotional words  $P = 0.113$  and again it is not significant ( $P > 0.05$ ). Moreover, in the case of overall level of emotionality,  $P = 0.225$ , and it is not significant as well ( $P > 0.05$ ).

V. DISCUSSION

It is clear, according to figure 1, that in contrary to what was predicted, the difference between mean scores of negative emotion words (1.07, 1.14), positive emotion words (3.75, 3.21), and also overall emotional words (4.83, 4.35) used by females and males is not high or, statistically, significant.

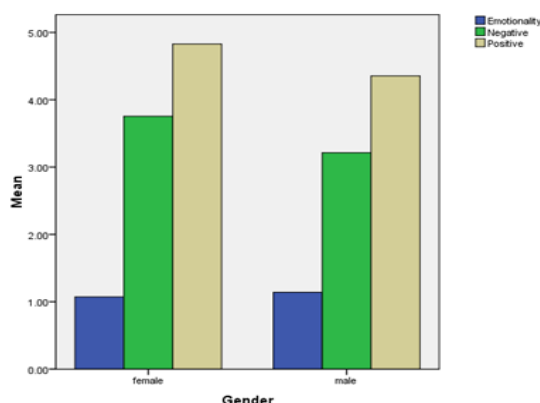


Figure 1. Difference between Females' and Males' Mean Scores of Overall Emotionality, Negative and Positive Emotional Words

Regarding hypothesis 1, the results of this research showed that, in agreement with the results provided by Wang and Hsieh (2007) and Chaplin, et al. (2005), males, at an insignificant level, use more negative emotional words than females (by overall difference of 0.7 points). Moreover, concerning hypothesis 2, the results of this study showed that in agreement with the results provided by Gross and John (1998, as cited in Brody & Hall, 2000) and Wolfson (2005), females use more positive emotional words than men (by overall difference of 0.54 points). And ultimately, regarding hypothesis 3, the results of this study showed that in agreement with the results provided by Buck, Miller, & Caul

(1974), Brody & Hall, 2000, Bauer, et al. (2003), O’Kearney and Dadds (2004), Wolfson (2005), Cameron (2005), Vainik (2006), Chentsova-Dutton and Tsai (2007), Bamman et al. (2013), Schwartz, et al. (2013), Chraif and Anitei (2013), and many others, although partially, women are more emotionally expressive than men (by overall difference of 0.48 points). It must be noted that although all these findings are statistically insignificant, they are in accordance with the study done by Fischer (1995, as cited in Wang & Hsieh, 2007).

To discuss about the results it must be confessed that some other factors like age and culture, which were not considered in this study and according to some researchers like Nisbett & Masuda, 2003, Masuda et al., 2008, Ko, et al., 2012, & Chaplin and Aldao (2012) are two other important factors in interpretation and expression of emotion, might have overshadowed gender influences on emotional expressions. For example about age factor, Gross, et al. (1997) investigated age differences in emotional expression and found a consistent pattern. Compared with younger participants, older ones reported fewer negative emotional expressions and greater emotional control. Furthermore about culture influence, Mesquita and Frijda (1992) and Wilkins and Gareis (2006) in their study reported the significant effects of cultural variations in emotion expressions. At the present study, the age of the participants and also their culture, were supposed to be at an approximate range without any sharp difference.

Another issue which was ignored in this study and might have influenced emotional expression is gender of the addressee. In 2013 Mohammad and Yang found that although women use and receive a relatively larger number of joy and sadness words, and men use and receive a relatively larger number of negative and non-emotional words, there is a markedly higher difference in cross-gender communication (men to women and women to men) than in same-sex communication. They claimed that negative and positive emotional words are used differently according to the addressee’s gender. When writing to women, both men and women use more positive words than when writing to men. On the other hand, women tend to share their worries and negative emotions with other women more often than men with other men, men with women, and women with men.

Several other factors can affect emotional development and expression in childhood including family support, education and play, family income level, and genetic abnormalities or other illnesses, but the last issue pointed out here is the fact that along with other changes in society, women roles do so. Today’s women are taking part in the military, in mechanics, and all other fields that were limited only to men. And men are too enjoying cooking and baking. So, Women are able to overcome gender barriers. They are able to achieve this through the education. For example, with education women over the world are able to work and enjoy the things that men are able to do. Therefore, there needs to be a further emphasis on educated young women and men about the issues associated with gender equality, and the use of language is certainly one of those issues, due to the fact that language reflects society. So, because of the women’s although partially reformed portrayal in the developed world, discrimination between genders has been to some extent weakened and this clouded on their using emotion in writing. Since this research was done among a number of educated members of society of Iran, the insignificant results of the study can, to some extent, be justified.

## VI. CONCLUSION

The study began with the hypothesis that gender affect Iranian EF learners' writing style in terms of emotional words (positive and negative). The narrative autobiographical reports written by females and males were analyzed in terms of emotional content (positive, negative, and overall emotional words), by using LIWC program. Although the results are not significant, they, partially support the previous findings. Males use more negative emotional words than females, females use more positive emotional words and also, they are more emotionally expressive than men. The results shows that some other factors like age, culture, and other ideological factors like equality of females and males in terms of power and human rights among the academically educated population, might be more effective.

### APPENDIX 1. EXTRACTS FROM THE TEXTS WRITTEN BY FEMALES AND MALES

Female	Male
<p>1. Next week I should try to get ready for the final exams. I should ask one of my friends to help me for the French language exam. Then I should try to be as much hard working as I can. I should try to avoid doing anything except studying lessons.</p> <p>You know how I like my French class. I had gone to the class and although every time we had exam, it was very interesting for me. I had to prepare for my lecture but I have not spent any time for that. My sister's friends had come to our house.</p> <p>2. I haven't seen you for a week and many things happen to me. I have lecture last week and I'm busy worked on it. And I have exam in literary prose and I didn't do it well and my professor said to me it is incomplete. And I give my lecture and it didn't last 2 minute because we didn't have so much time. I went camping on Friday and play volleyball and have much fun.</p> <p>3. Next week I am going to Tehran with my parent to see my uncle who is ill. After that, we will go Gom and Jamkaran and at the end, we will come back here. In coming back we will go Astara. When I rest for a days, I will go to one of my friend's marriage ceremony. I think you know her. Her name is sara and I hope you to come there and we see each other there. At the end of the week, we have a party at home and I invite you to come and be with us. It will be a good time and you will get familiar with new friends.</p> <p>4. I want to let you know what I have done in the past week. I have done a lot of things. Because I have research exam I have don a lot studies in this case. Another works that I did last week were I went to picnic on Friday with my friends.</p> <p>5. If you wonder about the party I should say that you were really lucky not to attend the party since it was really boring. Every one asked about you and I had to explain each. By the way, Raha invites us to her birthday party on Friday. Please tell me about your plan.</p>	<p>1. I had a wonderful week. Last week at last I began writing my research and that was a relief for me because starting was difficult for me. I also finished my classes in the institute. The results were good but I feel a little bit sorrowful because I failed only one of my students. I don't like dong it but it was his own fault. He was very naughty. We are getting closed to the end of the course.</p> <p>2. Watching the TV in my store last week, someone called me and asked me whether I remember him or not? I thought for a while and I said I am sorry. He told me that he was my classmate in the school 17 years ago and said that we sat on the same bench those years. Getting some clue, I remembered him finally. I was very happy. He has changed so much that I could hardly know him. He was now an oft student and also a barber.</p> <p>3. Last week wasn't much different than the other past week for me. The only thing to mention is that I bought a book and a lovely doll as the birthday gift for my girlfriend. I posted it to her today. Nothing special I can remember as outstanding.</p> <p>4. For the next week I want to prepare myself for the term's exam and especially to write my research and find some article and criticize them. Also for the next week I plan for going to Tehran to have a visit with my friend.</p> <p>5. I really miss you. I dreamt about you, our sweet memories. I have been working on a bird but unfortunately got nowhere. She was very conservative. She was thinking of herself as intellectual but we managed to convince her that she was just a guy. Here, I have some plans to do. Frankly, I need your resourcefulness sense of humor and emeriti. By the way, I met with another decline in my attempted proposal. Nobody likes me. Dear Hadi, I have decided to end my life. Come on boy. Pay a visit to me. We have a lot to do. We have a long to go.</p>

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**Shima Ahmadi-Azad** has got her B.A in English Literature from Tabriz University and her M.A. in English Teaching from Tabriz Azad University.

Her main research area is psycholinguistics and discourse analysis.

Ms. Ahmadi-Azad is a full-time member in Gowgan Azad University and has a 7-year experience in teaching English to Iranian EFL learners.