



A Level AQA Comprehensive Course Companion

Language and Gender

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Teacher's Introduction

This resource begins with an introduction to gender: some initial questions around debate, encouraging an overview of what gender is and how it affects us. Next, we explore theories and consolidating these against a range of data. Stretch-and-challenge activities. Throughout, we will also develop all the relevant skills for examination practice, and there will be many instances where a 'discuss' or 'evaluate' question will be apt, or where we consolidate new concepts, so do feel dip in and out when teaching a theory.

This new specification for 2015 onwards takes an entirely synoptic approach. We ensure that theories are as conceptual as possible. For instance, Edelsky/Herring in an online context, thereby linking gender and technology, and Shaw's study of society and occupational groups.

Links to other key AQA language areas are made explicit with references throughout. It is advisable that teachers encourage their students reflect on how the key strands often contrast or overlap at these points. However, the main focus of this resource is students' examination answers when the data or concept is clearly 'gender' based.

There are 51 theories in total and these can also be found at the end of the resource. They can also be useful for revision and as a 'theory aide-memoire' which could be used as they are presented with new data. This will encourage them to bring in a range of theories and to choose the most apt theory rather than using a scattergun approach, which is not encouraged.

However, if you feel this amount of theory is unwieldy, please feel free to pick and choose what to be most relevant, interesting or appropriate for your groups.

Written by a long time teacher of A Level English Language, this resource pools together knowledge and experience into a handy resource where the busy teacher can find everything they need.

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Student's Introduction to Language and Gender

As an overview, for this module you will cover:

- levels of language (such as graphology, lexis, discourse structure, grammar) to which you will learn how to apply them to gender related issues
- theories to test out on different types of data. You should be confident enough to both agree and disagree with how these theories apply in different contexts
- data relating to gender. You will then apply your knowledge of levels of language to Examples of data include advertisements, current affairs and transcripts of drama. In many different contexts – in short, the wider spectrum of contexts you cover in the exam you will be.

What about the Exam?

Time to get started on Language and Gender. At this point, it is helpful to see the way, you can see where all the material is leading you.

The Question Paper

The examination is synoptic, which means everything is examined together. All students must prepare for each key type of question (shown below) for the following key areas:

- Social Groups
- Occupational Groups
- Language and Gender
- Regional and National Variations
- Language Change since 1600 (*A Level Only*)
- Children's Language Development (*A Level Only*)

There is also a requirement to cover electronic, spoken and written texts, which could include:

- transcripts
- advertisements
- magazine articles
- business documents, such as written warnings, contracts, etc. and other official documents
- educational documents, such as JCQ guidelines and school prospectuses.

The key questions are as follows:

AS only

Paper 1:

'Analyse how text A/B/AB uses language to create meanings and representations'

Paper 2:

Q1 or Q2 – Language and the Individual

Question on a short transcript or other data on a key topic of study, e.g. power, or to describe or evaluate the idea that...' (using the data as a springboard into a longer answer)

Paper 2:

Q3 – Language Discourses

'Write an article giving your own opinion to discuss issues relating to the topic...'

Full A Level

Paper 1:

'Analyse how text A/B/AB uses language to create meanings and representations'

Paper 2:

Q1 or Q2 – Language and the Individual

Question on a short transcript or other data on a key topic of study, e.g. power, or to describe or evaluate the idea that...' (using the data as a springboard into a longer answer)

Paper 2:

Q3 – Language Discourses

'Write an article giving your own opinion to discuss issues relating to the topic...'

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An evaluative question in Paper 1, Section B, e.g. 'Evaluate the statement' or 'evaluate the language change or acquisition')

Therefore, it is advisable to practise the following questions for each key area of study:

- How meanings and representations are created in A/B/AB (comparative)
- Typical question on short transcripts, e.g. how is power created / how are opinions created (using the data as a springboard into a longer answer)
- Opinion pieces with exemplars (e.g. 'Write an opinion article in which you discuss the language change for Paper 2 Q3 (needed for both AS and full A Level courses)
- Evaluative question (if studying the full A Level) – although these will be on the topic of language change/acquisition, the skills are very similar to the AS paper's 'discuss the impact of language change'

This resource will give options for all of the above 'tasks' on the key theme of language change.

Assessment Objectives

Here are the assessment objectives for your AS and A Level Language examination:

- AO1: use of language, clear written expression, ability to analyse
- AO2: to discuss issues, concepts
- AO3: context (e.g. form, audience, purpose – newspaper article, blog, persuasive text)
- AO4: connections (similarities, differences, use of comparative phrases such as 'in contrast to')
- AO5: creativity (e.g. ability to create an enjoyable, controlled narrative voice)

Make sure you know which AO you are being assessed on for each question.

AS Paper 1

	AO1	AO2	AO3
Q1, Q2 (A, B analysis)	✓		✓
Q3 (AB comparison)			

AS Paper 2

	AO1	AO2	AO3
Q1, Q2 (discuss)	✓	✓	
Q3 (opinion piece)		✓	

A Level Paper 1

	AO1	AO2	AO3
Q1, Q2 (A, B analysis)	✓		✓
Q3 (AB comparison)			
Q4 (lang acq)	✓		

A Level Paper 2

	AO1	AO2	AO3
Q1 (e.g. 'Write an opinion article...')	✓	✓	
Q3 (A, B analysis – lang change)	✓		✓
Q4 (opinion piece)		✓	

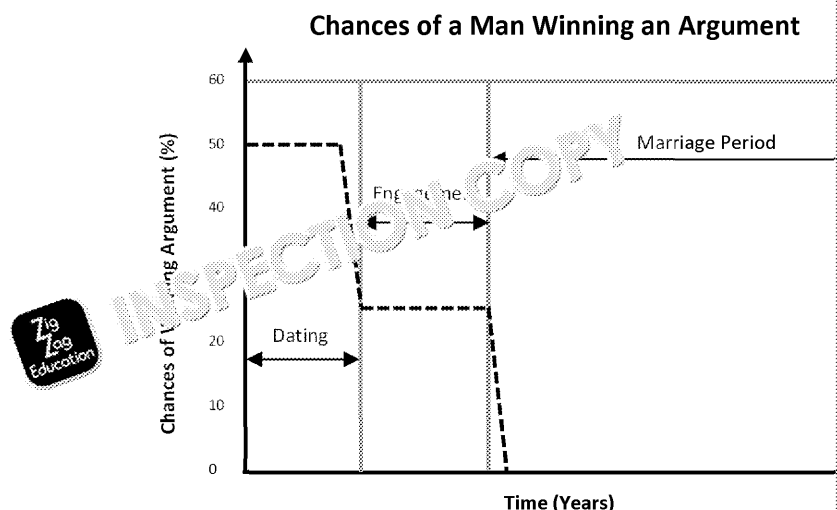
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Language and Gender: Initial Discussion

In pairs or small groups, discuss the following ideas and prepare to share your thoughts.

1. What is 'gender'?
2. How important is gender to us as individuals and as a society? Is it a useful concept? If inequality still exists, how can it be reduced?
3. Is your *idelect* (your own personal way of speaking) or *sociolect* (the way you speak as a member of a particular social group) more important? If so, what does this say about you? (Make a list of things you would say to people of the same sex that you would not say in mixed-sex conversations.)
4. When other people talk, how do you listen? Rate yourself on a scale of 1 to 10 (1 being 'totally zoning out', 10 being 'totally listening'). Does this change when you listen to people of the same sex?
5. How often do you use words such as the following?
 - fast
 - really?
 - like
6. How do you feel if people forget your birthday? What sort of language would you use to tell your friends/family? Does your language/approach change according to the situation? Compare some of the responses in your class (from males and females) to see if they are different.
7. How would you react in the following situations?
 - A friend of the same sex said 'You're not wearing that, are you?'
 - Your partner or friend of the opposite sex said the same.
8. How would you get your girl/boyfriend to do something they might not want to do (e.g. go shopping)? What sort of language would you use (including prosodic and paralinguistic features)?
9. How far do you agree with the theory in which the central idea is that a man's chances of winning an argument decrease the longer he has been married?



10. If someone asks you, 'What's wrong?', how often would you reply, 'Nothing'? Do you actually want to explain what's wrong? If so, what does this suggest?

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11. Are women more likely to apologise than men?
12. What are the differences in the connotations of these terms?

bachelor pad - *spinster pad* - *singles pad*

insurance man - *insurance woman* - *insurance salesperson*

man flu - *woman flu* - *flu*

man cave - *woman cave* - *personal space*

13. Can men also feel pressures about their gender? Do they feel that their bodies are being advertised or in film? Did you know, for instance, that there has been a hospital for eating disorders? How do men feel about the terms 'manorexia'?

Extension:

Read the article in the link below for further discussion points or similar articles.
<http://www.dailymail.co.uk/femail/article-2014293/Manorexia-rise-Experts-blame-eating-disorders.html>

14. What are your feelings about and understanding of newer terms such as 'gender fluid'?
15. Do you know what the new initialism 'LGBTQIA' means?

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Diachronic Language Study of Language

What do the nineteenth-century terms in the table mean? What do they show about time? What, if anything, has changed? Make notes on the gendered connotations.

Note: although language change over time is only assessed at A Level, this task does use gendered terms suitable for AS Level also.

1811 *Dictionary of the Vulgar Tongue* by Francis Grose, can be accessed at:
<http://www.gutenberg.org/files/5402/5402.txt>

Task

Word/Phrase	Nineteenth-century meaning	
Adam's ale		
Ace of spades		
Ape leader		
Apron-string		
Arch duke		
Baggage		
Brother of the blade		
Brother of the string		
Bull calf		
Crone		
Dangler		
Dapper		
Doodle		
Duke of limbs		
Evans		
Ewe		
Execution day		
Fly-by-night		
Gentleman of three outs		
Gigglers		
Gilflurts		
Gill		
Goat		
Greenhorn		
Grey mare		
Gunpowder		
Irish beauty		
Jack Adams		
Jolly dog		

Discuss how gendered terms for men and woman perhaps haven't changed that much. Imagery is much stronger and more positive for men even in the modern day.

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Gendered Terms Theory

Below is a selection of theorists who looked at gendered terms. Their theories can be used specifically for each gender, some with more positive connotations than others. This AO2 theory as it reveals how language can be used in a different way across the genders.

1

Theory 1: Schulz and Lakoff: Gendered Terms (1975)

Gendered terms at their simplest are words like 'lord' or 'lady' which are used between the genders. Gendered terms also include any lexeme with a gendered connotation which implies either that you belong to the male or are lesser than him/her. The female version of something male, according to linguist Muriel Schatz, is 'semantics of sexism'.

'Semantic derogation' or 'semantic devaluation' is the female equivalent also takes place. For example, 'stud' is the opposite (or feminine equivalent) of 'man' and 'bitch' is a negative term.



2

Theory 2: Holmes: Gendered Terms (1986)

Linguistic theorist Janet Holmes proposed that gendered terms discriminate against women. A high number of derogatory terms used to describe them (less so for men).

Holmes said that animal imagery is one area where women are portrayed negatively. For example, the terms 'stud' for a man and 'bitch' for a woman.

She also found that food imagery can be equally insulting, and gendered. For example, terms such as 'crumpet' or even 'sugar', which are restrictive.

Task 1

Discuss how you would feel if you were called any of the animal or food names above. Are they positive or negative?

Task 2

What about if a female is called a 'stud' or a male is called 'sugar'? Do the terms discriminate? Can this tell us about society? What about words such as 'player' or 'hottie'?

Task 3

Read this 2012 *Daily Mail* article which supposedly lists the top 20 most hated and accepted women (top most hated being 'babe' and top most accepted being 'gorgeous'). What do you think of the findings (which are not from a trusted linguistic site)?

- <http://www.dailymail.co.uk/femail/article-2196287/Dont-call-me-The-hated-pet-name-sweetcheeks.html>

Task 4

Which gender do you feel is discriminated against? To test your theory, list animal insults for both men and women. Next, do the same for food insults. Are you surprised by the differences in the number of expressions?



3

Theory 3: Stanley: Insults (1977)

Julia Stanley collated insults for both genders in 1977 and found that there were 40 for a promiscuous female and only 20 for a male. She found further differences in the connotations, whereas insults for a male sometimes had positive connotations, e.g. 'gay' or being called part of a team. There seems to be no male equivalent of the female insult.

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Task 5

In groups, write down as many slang, colloquial terms for men and women as you can think of (excluding terms already covered). Don't be shy – look at sexual imagery you can think of.

4

Theory 4: Tannen: Gendered Terms – the Male as Norm

One of Deborah Tannen's most influential ideas is that of the 'male as norm'. The terms 'man' and 'mankind' may imply this. The term for the species or people is for one sex only.

She wrote: 'If we believe that women and men have different styles and we are hurting both women and men. The women are treated based on the male norm. We speak to women as they would other men and are perplexed when they resent it. Finally, a woman invading the man's realm of speech is considered rude or bitchy.'

Tannen

Task 6

While you have been studying gender, have you noticed any instances of Tannen's theory where females in the group have been considered 'bitchy' or even called a feminist? Have any of you have been similarly put down because of their ideas?

Task 7

What about the word 'bossy'? Is this applied similarly to both males and females?

Read about the 2014 'ban bossy' campaign: <http://banbossy.com/>

Watch these videos on YouTube where the campaign is supported by stars such as Jane Lynch: <https://www.youtube.com/watch?v=6dynbzMICcw>

How well does this campaign fit with Tannen's 'male as norm' theory? Could there be the fact that young girls veer away from leadership?

Has this campaign changed your mind about the long-term effects of a simple word? Do you think that the word 'bossy' could mean so much to different people? Could this be a further language investigation?

Synoptic Opportunity

Electronic Texts

Task 8

Discuss gendered terms, gendered insults and the 'male as norm' in the genre of text and online gaming. Print off transcripts to annotate.

- Are the genders treated equally online?
- Why might the online form change language and gender?
- Does gaming encourage gender segregation?

Investigation Idea

If you've been interested in this area of language, gaming and gender, why not conduct an examination or assessment investigation?

Further Reading:

If you would like to read more to extend your studies, challenge your knowledge by reading the original research in greater detail. One good example is Schulz's 'The Woman', investigating the depths of linguistic chauvinism, which is explained in a video: <https://www.ukessays.com/essays/english-literature/semantic-derogation-of-women>

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Task 9

Gendered Lyrics

1. To what degree would you agree with this statement?
'It is fairly true to say that many of us are influenced in how we view our identity to some degree, by lyrics to songs we hear played on the radio or in our friendship groups.'
2. Do you believe that lyrics portray either the male or female gender, or being in-between? Make a mini-investigation in answer to this question, which you should write up. With, you could look at the following lyrics for a class discussion before wider research about different genres and time periods to make your investigation unique (to be used as a coursework piece).

Lyrics

Chas & Dave – 'Rabbit'

Gary Puckett – 'Young Girl'

Alexandra Burke – 'Broken Heart'

Green Day – 'Drama Queen'

Salt and Papi – 'I'm a Man'

TLC – 'No Love'



Task 10

Extension: Which theory about gendered terms could you link with your findings?

Synoptic Opportunity

Spoken Texts

Task 11

Discuss whether men and women are presented fairly in music? Are there any gender discrimination than others?

Investigation Idea

If you are interested in finding out more about these intriguing issues, why not carry out your non-exam assessment investigation, e.g. 'An investigation into the gendered presentation of women in lyrics over time'?



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Exam Practice: The 'Discuss/Evaluate' Question

AS Paper 2 Q1 or 2 / A Level Paper 2 Section A:

Question on a short transcript or other data on a familiar theme of gender, power variation. 'Discuss/evaluate the idea that...'

AS LEVEL

Paper 2, Section A, Language Diversity, Q1 or 2

Discuss the idea that... (gender differences).

AO1 – 10 marks

AO2 – 20 marks

A LEVEL

Paper 2, Section A Diversity and Change, Q1

Evaluate the idea that... (gender differences).

AO1 – 10 marks

AO2 – 20 marks

These questions are designed to show the examiner that at AS and A Level, you can:

- write a clear essay (AO1)
- demonstrate a clear overview of a concept (e.g. gender)
- bring in and develop a range of relevant theory (AO2)

For both AS and A Level, you are marked on AO1 and AO2 for this question. For A Level, AO2 is more heavily weighted.

Before we tackle the data, let's first take a look at the question.

What is the difference between 'discuss' and 'evaluate'?

Key differences are that AS = discuss and A Level = evaluate.

From the Ofqual list of defined command words, the two terms are defined as:

- 1) 'discuss' means 'to present key points', whereas
- 2) 'evaluate' means 'to judge from available evidence'

So, in a little more detail...

Discuss: A discussion involves examining the various reasons around, or for and against, a concept. A discussion of 'discussion' is a conversation between two or more people, and so a discussion of 'gender' from many angles. This involves much more than reciting facts or descriptions. You should write about the evidence for and against each theory and how they apply to each new context you are presented with. Since the data is only there on your exam, you should also write about wider issues (e.g. power, occupation, dialect, setting, age, class, etc.) related to gender. After all, human beings are complex and their language can very rarely be understood without context.

In short, discuss:

- the advantages and disadvantages of theories (as relevant to the data)
- awareness of opposing arguments
- awareness of other contextual issues outside of gender (e.g. age, class, occupation, etc.)

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Evaluate: An evaluation is similar in complexity to a discussion. The main difference is the use of criteria (e.g. higher-level application of gender theory) to decide whether one theory is better than another. Also, at A Level, there is no data to use as a springboard so you must already have a good general understanding) of the different types of gender theory and how these change (e.g. dominance, difference, socialisation). There is much more of a sense of argument and analysis which is fitting with the extra year of study and maturity expected from your answer. This also occurs because of the way the question is framed – a statement to evaluate.

In short:

- evaluate which theories are most relevant to the statement given on the exam
- use your educated opinion to assess what value you think the statement has
- be more forthright (rather than balanced for AS) with your judgement or verdict
- finish with a conclusion or a summing-up of your argument

How to use the 'discuss/evaluate' questions in this resource:

Since the difference between the two approaches is fairly subtle, you can use the following guidelines:

- not use the 'discuss' approach at A Level – instead, evaluate the statement
- use the 'discuss' approach for AS Level as a springboard into similar or different theories/concepts
- have an opinion on the statement for A Level and finish with a concluding judgement

For Questions 1 and 2 of Paper 2 you will...

- focus your answer around the area of study named in the question (e.g. gender theory)
- create a discussion that showcases your knowledge in this area
- show that you understand how one concept/issue/theory can be challenged



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Exam Practice 1

This following exam practice is suitable for the A Level Q1/2 'Evaluate' question:

Try it!

Evaluate the idea that sexual or taboo terms are used differently by men and women
more to do with gender than with context.

Planning Tasks

1. Try the question without any data for a springboard but try to use investigative theory, any of the gendered terms theories and any other theory you find appropriate.
2. Create a mind map with the words 'sexual and taboo terms' in the centre.
3. Create a branch for 'male' and a branch for 'female'.
4. Attach to these some examples of what constitutes male and female taboo.
5. From these examples, link in some relevant theory.
6. Create another branch for 'concluding argument'.
7. On this, summarise your opinion according to the statement. You could think of an answer to the question 'do you agree with the statement?'
8. This 'overall concluding argument' branch should form the introduction and conclusion.

Essay Tasks

1. Next, write the essay under timed conditions. Your plan and writing should take 45 minutes – the time allotted for this question in the examinations.
2. Remember to use a range of AO1 terms and AO2 theories, plus clear discussion (the examiner).

Assessment Tasks

1. Compare your answer to the exemplar (differentiated for AS and A Level). As a teacher, how would you give this? To do this use the AQA marking scheme which can be found at <http://www.aqa.org.uk/subjects/english/as-and-a-level/english-language-77>
2. Afterwards, use the mark scheme to self-assess your essay.
3. Lastly, set yourself targets on the areas you need to revisit and revise. You could use the teacher has marked your work – pay attention to the areas for improvement.

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Indicative Content for Exam Practice 1

Evaluate the idea that sexual or taboo terms are used differently by men and women, and how they have more to do with gender than with context.

A01

- Taboo language innate

A02

Hay:

- Men only use insults in m-m talk
- Both genders' 'banter' includes sexualised talk focusing on prowess in any area
- However, women would rather abuse men for things they can't do
- Women abuse men jokingly more than men abuse women
- Women seek support from others, men joke about people
- Men joke competitively
- Men joke about women's sexuality to gain power over them
- However, men who abused people lower down in the hierarchy were seen as driven)

Lakoff:

Women lack a sense of humour

Millet:

Men's humour is latently homosexual, narcissistic, sadistic and power orientated

Kuiper:

- Men's banter is aggressive and competitive
- Men's banter revolves around trying to make the others sound homosexual
- Men's banter is formulaic in this way
- Men's banter in rugby is more overt than in basketball (context-driven)
- The locker room is a safe space where such banter is expected (context-driven)
- The locker room is a safe space for committing face-threatening acts
- However, this 'safe space' is driven by fear (paradox)

Pilkington:

Male humour is a 'mateship culture'

Tannen:

- Status vs support
- Conflict vs compromise
- Independence vs intimacy

Cameron:

Male as norm

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Sample Answer for Exam Practice 1

Evaluate the idea that sexual or taboo terms are used differently by men and women, and more to do with gender than with context.

A word which has gained popularity in recent years is 'banter' and the meaning of particularly so when it includes sexual or taboo terms, both linguistic trends that implies good-natured teasing, something light-hearted which occurs between close friends and nobody really gets hurt. But is this possible between the genders?

Many theorists have shown that male and female language is very different, so banter between the sexes. To explore this issue, a good place to start seems to be the work of Tannen and her 'versus' theories, for instance status versus support, conflict versus intimacy. Tannen suggests that male language prefers status, conflict and competition. In her mind, we would imagine that a male style of humour is one which puts others down (to establish status), which is often derogatory, perhaps insulting (as men do not mind creating conflict) and takes into account the emotional response of the recipient (as men are happy to be hurt much about hurting the feelings of others).

However, if we look at the feminine style of language, we can see that women could not be joked with in this way. Tannen suggests that women prefer support, compromise and harmony. They could be wiped out in an instant should they become the butt of a masculine joke.

In this way, we could suggest that male humour would be best used solely on male friends, which backs up the largely outdated suggestions of Robin Lakoff that women lack a sense of humour. Deborah Cameron, such attitudes unfortunately also keep a gender imbalance with men and women. It were wrong to have their feelings hurt by a crude or suggestive joke at their expense.

Other theorists have looked at this area of communication. For instance, Koenraas looked at locker-room banter in New Zealand rugby clubs. He found that male banter did indeed exist. Tannen, that their jokes would be very sexualised and use large amounts of explicit language. His findings, however, also suggested that context played a large part in determining whether a joke was safe space where jocular insults were expected, where the players needed to support each other. It would be hard to imagine some of these insults being used outside the locker room and expecting this to be seen as funny is presumably very unlikely).

Another theorist called Jennifer Hay expanded on Koenraas's findings and also found that men and women behave differently when people formulated humour. She looked at the way that female players recruit with harsh humour until they are ingratiated into the group lest they are seen as aggressive or bitchy. However, there is also a gender imbalance since we can assume that men receive the same actions. This is not exactly the same actions.

In summary, it seems that speakers do make choices surrounding what type of humour to use in a given context. People do seem aware that jokes can create face-threatening acts or social awkwardness. Idiosyncratic humour also seems linked to gender, as Tannen's difference theory would suggest. It is struck between our own impulses with what we find amusing and with whom we might share it.

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Exam Practice: Questions 3/4

Questions 3 and 4 make up Section B of the A Level Language Paper 2. These two questions will follow the same theme but will test very different skills. Q3 is evaluative and comes in the form of a question (the same AOs apply to the first three questions of Paper 1, and the same AOs apply). Q4 is more creative and comes in the form of an article – this will follow the theme and issues raised in texts A and B from Q3.

Question 3 (Analyse and compare)

Question 3 of Paper 2 will have two themed texts to look at

You will be marked on the following assessment objectives (AOs) for Q3:

- AO1 – apt and accurate terminology and clear written expression
- AO3 – context (form, audience, purpose, production, reception, who, what, when, where)
- AO4 – compare and contrast

The mark allocation is as follows for Q3:

- AO1 – 10
- AO3 – 10
- AO4 – 10

Question 3 will begin:

Text A is... [information about form, audience, purpose]

Text B is... [information about form, audience, purpose]

Explore how language is used in Text A and Text B to reveal views about [theme]

- investigate what is the same and different about both texts
- assess how successfully the texts reveal their views

Exam Practice 2

Here is an A Level Paper 2 Q3 question to try.

Text A is... *Ban Bossy* (see next page)

Text B is... *Generic Man and Female Airmen* (see next page)

Try it!

Write an opinion article in which you discuss the issues surrounding the changes in language over time in this online article and are continuing to change. Before writing your article, you should state your intended audience, form and purpose.

Planning Tasks:

1. Choose your form, audience and purpose

Form:

Audience:

Purpose:

Although in exam conditions you will have already annotated the texts as part of your preparation, spend 15 minutes to annotate both Text A and Text B which follow. This will be mostly for AO2 (theories, concepts and issues) but always include some AO1 (form, audience, purpose).

Pick out of your notes what you feel the main two arguments are and summarise them.

- Text A's main argument is:
- Text B's main argument is:

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Now decide what your article will include. Will you be for or against the main issue? Consider both sides?

Plan out three or four main sections of your essay below:

1. Introduction (stating whether you agree or disagree with the main issue)
2. Section 1:
3. Section 2:
4. Section 3:
5. Section 4:
6. Conclusion: summarise your argument

Essay Tasks

1. Next, write the essay under timed conditions...
2. Remember to use:
 - the exam board for your OWN essay, not an evaluation of the exam board
 - clear topic sentences
 - a clear line of argument
 - extensive vocabulary
 - a range of AO2 theories, concepts or issues but suitable for a non-specialist audience
 - creativity and a strong sense of individual voice (that matches your state)

Assessment Tasks:

1. Self-assess your work against the exam board's mark scheme.
2. Annotate the exemplar and give this a mark.
3. Compare your piece to the exemplar.
4. Compare your work to that of other students. What can you learn from them?
5. Set yourself targets for improvement.

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TEXT A

The following text is taken from the front page of the Ban Bossy campaign's web page. The share #banbossy link.

When a little boy asserts himself, he's called a 'leader'. Yet when a little girl does the same, she's branded 'bossy'. Words like bossy send a message: don't raise your hand or speak up. Girls are less interested in leading than boys—a trend that continues into adulthood. Girls get less airtime in the classroom. They are called on less and interrupted more.

The confidence gap starts early. Between elementary and high school, girls' self-esteem drops more than boys'.

Bossy holds girls back. Girls are twice as likely as boys to worry that leadership is 'bossy'.

Girls get less airtime in the classroom. They are called on less and interrupted more.



Read the full article here: <http://www.banbossy.com/>

TEXT B

This text is from The Economist's web page called 'Johnson Language' where they discuss the use and abuse of language.

Generic Man and Female Airmen

Oct 16th 2012, 19:48 by R.L.G. | NEW YORK

Last week's post on 'guys' inspired some thoughts on the tricky landscape of gender. It's clear that feminism and social solidarity between young men and women had made it difficult for women to be addressed as 'dude' or 'you guys'...

Other traditional terms are in similar disarray. Female Hollywood types are 'actresses'. Many women of the serious New York stage call themselves 'actors'. No self-respecting poetess calls herself a 'poetess' anymore. 'Waitress' is holding its own against 'server'. 'Flight attendant' quickly yielded to 'flight attendant'. 'Hostess' is harmless but 'mistress' is tainted.

Read the full article here: <http://www.economist.com/blogs>



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Indicative Content for Exam Practice 2

Write an opinion article in which you discuss the issues surrounding the changed over time in this online article and are continuing. Before writing your article, you should state your intended

Overarching argument:

- Decide whether you feel that the use of gendered terms has changed over time or if there still is a gender bias whereby females suffer from being put down or subjected to in modern times?
- Look back to the diachronic language task earlier in the resource where terms were deemed acceptable. Can you think of any taboo words which have lost their power or have ameliorated? Which taboo words 'get weaker'?
- Then look at your notes from class discussion on about marked or gendered terms. Are there still many more derogatory terms for women rather than for men?
- What about new gendered terms such as 'bossy'? What could this reveal about language use?

Theorists you could use:

- Kuiper – the sexualised insults used by men both to bond and to bring down others
- Cameron – men and women are not inherently different but become different through socialisation differently. You could link this to Loki's 'mewling quim' quip. *The Avengers* has particularly shocking insults about male genitalia. Why could this be? Holmes has more derogatory terms about their sexuality or their appearance – see the resource to support this claim.
- Cameron – men need to be the antithesis of feminine in order to find a place in the world. The 'quim' insult chosen because he is an 'unstable' character or is this just casual sexism to make himself seem more masculine?
- Any of the socialisation theories that might try to explain why such terms for women are used. You will learn about these in the next section. You could even explore why language is more appropriate for a young audience – how far are teenagers desensitised to offensive language which focus on female genitalia?

A02 – you could have used:

- Germaine Greer's insight into the etymology of the 'c' word and how she wishes it would weaken, at least in its negative connotations.
- The diachronic study looking at seventeenth-century words and how today they are used in a casually sexist way, showing, as the article says, for example, that insults do not change but will always exist. For example:
 - The 'Ban Bossy Campaign' is a good example to show a move into better connotations.
 - Maybe Loki's use of 'mewling quim' was to make him seem more ancient and out of touch with today's more enlightened society.
 - Schulz and Lakoff – Terms such as 'mistress' and 'cunt' as a form of derogation. How people are more aware of sexism and terms like 'police officer' and 'head teacher' are more often used for men.
 - Holmes – There are more derogatory terms for women than men, especially with female genitalia.
 - Stanley – There is still more negativity surrounding female promiscuity and more names for female in a derogatory way.

A05:

- Your marks here will be awarded according to your creativity and whether you have justified your chosen form, audience and purpose.

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Sample Answer for Exam Practice 2

Write an opinion article in which you discuss the issues surrounding the language used to describe women, which has changed over time in this online article and are continuing to change. Before writing your article, you should state your intended audience and purpose.

Form: tabloid news article (sensationalised)

Audience: tabloid readers (lower reading age, working-class outlook)

Purpose: to inform and entertain

OK Err You Guys ... Err ... Everyone

What are we meant to call people nowadays? Asks C Smith for The Mirror

Tabloid-like colloquial language e.g. 'bunch' and semi-sexist terms like 'the legs'. The article starts with a provocative, non-feminist stance.

It's sometimes it can be hard to know how to talk about women without causing offence. I mean, are we allowed to say 'the legs'? I certainly wouldn't suggest calling a group of women 'the legs' that's just asking to get a swift kick by a 'lady' cause offence?

A02 – Theory suitable for non-specialists.
Tabloid style – argumentative tone.

The subject has become such a hot topic that even the Queen has had to look into the situation. One of the first to do this was Schulz and Lakoff. They decided that the language we use has less power for women because they belong to a lower class. Possibly, but these ideas have taken hold.

A05 – Tabloid style continued – female celebrity's looks are a focus rather than the language issue. Poor metaphor of 'war' is used against the language issue. Women's views are belittled.

Have you heard about the Ban Bossy campaign? Even super diva Beyoncé, this is about as close as you can get to a woman. Even with her outspoken views, it's hard to be a woman. Bee when she tells us, 'I'm not bossy, I'm a woman'. Even first lady Michelle Obama has been criticised for being too bossy. While her husband is busy, she is waging her own battles against words.

Examples given to support the argument.
A02 – Non-specialist introduction of language change over time.
A05 – Inclusive 'our' armed forces – typical tabloid style, first person, inflammatory opinion.

Conversations in the workplace have become so complicated that we are unsure whether to describe a 'policewoman' or 'mistress' as being in charge of a school. The word 'mistress' has been used as an example of a word that has developed negative meanings over time. Is it better to say 'mistress' than 'airman' or 'airwoman'? The answer is no. The forces right now when I imagine they have to worry about.

A02 – Holmes' ideas used well for non-specialists.

For many language professors, the issue is not the words but the insults. Professor Holmes has suggested using more negative words to insult a woman who is not a woman. Words like 'bitch' do with animals or food. Words like 'bitch' are used nowadays. However words like 'stud' are used for men and 'spinster'.

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This is not a new fight. Back in the 17th century, words like 'grey mare' described a nagging woman but a drunken man was called 'a jolly dog'. To call a man a 'dog' nowadays does have a different meaning than if it was used towards a woman. Perhaps there is something about words that can be more hurtful than you might at first think?

Some feminists have tried to reclaim words as their own. Similar to the way African Americans reclaimed the 'n' word, so feminist Germaine Greer has tried to reclaim the 'c' word as a word of power and beauty. That's a tricky one but good on her for trying.

So if in doubt, use a word that is gender neutral. Something like 'folks' rather than 'ladies' or 'everyone' rather than 'you guys' if you want to save yourself a headache, I hope 'everyone' found this article useful. If not, 'everyone' up - it's only words after all.

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Deficit Theory

Deficit implies some sort of weakness or that something is lacking. These theories are inherently weaker than male language.

5

Theory 5: Lakoff: Deficit Language (1975)

Robin Lakoff published her language and gender theories in 1975. Her 'model' and shows how female language is seen as 'deficient' when compared to male language due to an inequality of power. Lakoff claims that women's language shows

1. Hedges: using phrases such as 'sort of', 'kind of', 'it seems like', and 'I think'
2. Super-polite forms: 'Would you mind...', 'I would appreciate it if...', 'I'm sorry'
3. Tag questions: 'You're going to the cinema, aren't you?'
4. Speak in italics: intonation has emphasis equal to underlining words
5. Empty adjectives: 'It's nice, lovely, adorable'
6. Precise colour names for colour: e.g. mauve, magenta, lilac
7. Perfect grammar and pronunciation: English prestige grammar
8. Direct quotations (whereas men paraphrase or sum up more often)
9. Have a special lexicon: women use more precision in words for colour and more detail in language for sports
10. Questioning intonation in declarative statements: women make declarative statements by raising the pitch of their voice at the end of a statement, often expressing uncertainty. For example, 'I think I might get that new dress' (which occurs as part of the Australian accent – high rising tone).
11. Use 'wh-' imperatives: e.g. 'Why didn't you ask me first?'
12. Speak less frequently than men
13. Overuse qualifiers: e.g. 'I think that...'
14. Apologise more: e.g. 'I'm sorry, but I disagree that...'
15. Modal constructions: e.g. can, would, should, ought – 'Should we go?'
16. Avoid coarse language or expletives
17. Weak expletive terms (less swearing), e.g. 'oh dear'
18. Indirect commands and requests: e.g. 'My, isn't it cold in here?' – 'Please turn on or close a window'
19. More intensifiers: especially 'so' and 'very' (e.g. 'I am so glad you came')
20. Lack a sense of humour: according to Lakoff, women do not tell jokes and do not understand the punch line of jokes

Task 1

1. At first glance, how far do you agree with her theories? Are there any that you thought were completely untrue? Or any you thought were very insightful?
2. Which would you say was the most correct and least correct? Does this opinion vary according to gender, e.g. do the males in the class agree with point 20 and the females? Rank the points in order from most to least correct?

Task 2

Expletive Investigation: Make a note of the way you and others use swear words. Is it true that women use weaker expletives (points 16 and 17)?

Synoptic Opportunity

Social Groups, Occupational Groups

Task 3

How does this vary according to context, e.g. who you are with, where you are? Do males and females (e.g. do any men use weak expletives in any context)? What about when playing games? Or during lesson time? Or when trying to impress people of the same or different social groups? Or during competitive sports?

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Task 4

Colour Investigation: Lakoff states in point 9 that women have a special lexicon for colours. Ask a selection of people (of different ages and genders) to describe a few colours. Choose a person to make the test fair. This could be a pencil crayon, a shade of exercise book cover or a colour chart (which are free in DIY shops).

Record your findings and discuss them at the next lesson. Was it true that women

Synoptic Opportunity**Occupational Groups, Language and Sexuality**

Although this could be considered a niche market (!), can you think of any other occupational groups whose use of masculine/feminine colours could be used?

Task 5

Your Opinion: From what you have tested so far, how far do you agree with Lakoff's findings since your initial opinion?

Further Reading

In order to learn more about Lakoff's theories and to avoid 'sound byte' understanding of 'Language and Woman's Place', an extract from which is available here:

- http://web.stanford.edu/class/linguist156/Lakoff_1973.pdf

Challenges

To reach the higher marks, it is useful if you can sensibly challenge theories. This involves questioning the data you are presented with or the argument you are making and should not be for

Here is a challenge to Lakoff's findings on modals being part of a weaker, deficit language. This is a challenge on hedges.

Modal Constructions

There are different types of modals:

Epistemic Modality

Example: 'might' as in 'it might be possible for me to do that'.

This is used as a marker of possibility.

Deontic Modality

Example: 'can' as in 'you can sit down now'.

This is used as a marker of certainty and is used to control the object of the sentence.

Dynamic Modality

Example: 'can' as in 'he can speak Spanish'.

This is used as a marker of certainty and is used to describe events.

Looking at these, how does this compare with Lakoff's view of modal constructions? Are there any modals which might seem more part of a masculine style of speech?

6

**Activity 6: Holmes: Deficit Language (1984)**

Janet Holmes' research revealed that a feminine use of fillers and hedges is associated with deficit language. Holmes states that language is multifunctional and not

For instance, she cites the feminine use of the hedge 'you know' as being a speaker's positive politeness strategy, to mitigate a strong opinion being expressed, to show agreement or understanding, whereas a deficit reading would show the speaker's lack of confidence or underconfidence of the speaker. On the contrary, Holmes' reading of the data shows that women are attuned to their listener.

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Gendered Language in Speech

Using the knowledge gained about gender so far, conduct a short investigation into differences within spoken language.

Use the table below to investigate gendered spoken language. The areas listed in the table are about how the different genders use language. We will compare these to various contexts.

You could find data from real life (which would be the better option) by listening to radio programmes. If not possible, you could use TV shows, but be sure to mention in your findings that the data is for purpose to entertain, and so may not be realistic.

Mark the 'men' or 'women' column with a tally and make notes of any specific utterances or particular characteristics of gendered language (or what might be the norm).

To ensure your data gathering is as useful as possible, be careful to be useful:

- do not tell your subjects what you are doing as this may affect their utterances
- to protect privacy, do not use names in your feedback
- make notes of age differences, length of utterance, number of times per person

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Social Groups, Occupational Groups

Task 6

In the notes column, explore whether context changes language use. For example, does the common room make a difference to gendered language as opposed to the same in a classroom?

	Men	Women	
Interruptions			
Topic change			
Vague language			
Use of 'like'			
Apologies			
Loud volume			
High pitch			
Upwards convergence (speaking more like being well spoken)			
Downwards divergence (speaking more slang than others)			
Upwards divergence (speaking posher than the rest)			
Downwards convergence (all using slang, etc.)			
Other			

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7

Theory 7: Jespersen: Deficit Model (1922)

Otto Jespersen also put forward a deficit model of female language in *Development and Origin*. However, this was published in 1922 and was based on evidence that was not put together by less-than-scientific evidence such as word of mouth (many of the subjects were presumably male). Therefore, many of his findings could be deemed unreliable. He believed that men were more skilled verbally and that women spoke with non-fluency features or left sentences unfinished. He also believed that women were slower to process information because they were soaking up the information properly – read Deborah Cameron about historical views on gender here: <https://www.aqr.org.uk/a/2017/01/01/170101>

8

Theory 8: Onnela, Pennebaker, Lazer, Length of Utterance

Do women talk more than men? This has become part of folk linguistics. However, Onnela's recent (2014) study of Master's Degree students found that the length of utterance (MLU) was very similar. What differed was the context in which they had conversations.

Read more of her study here:

- <https://www.hsph.harvard.edu/news/features/do-women-talk-more/>

Pennebaker, a renowned psychologist, made a similar study and found that there was really no significant difference in MLU.

Finally, Professor David Lazer conducted an experiment in Boston in which he used a 'sociometer' similar to a smart phone which collected data about their conversations with employees and students. He found, similarly to Onnela, that context was important. Men spoke more when in larger groups (six or more) whereas women spoke more in groups of two or three. In collaborative tasks, women were slightly more talkative, but, during lunch breaks, there was no difference.

Read more about this study here:

- <https://www.sciencedaily.com/releases/2014/07/140715214323.htm>

What is your opinion on the question of who talks more? Is this an outlier or do you find that it is actually true?

Investigation Idea

A possible investigation title would be to look more closely at this intriguing and controversial question. You could spend time making transcripts in different contexts, e.g. school, common room, home, work, etc. You could also look at how far occupation affects language use – men are often renowned for taking care of themselves, but how far is this actually true?

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Theory 9: Hall, Cameron, Barrett: Building on Lakoff (1990)

These three theorists (Kira Hall, Deborah Cameron, Rusty Barrett) suggest that these findings may be outdated or simplified, her findings are often made up of men post-sex-change.

Phone sex workers told Hall that they made use of feminine shades such as 'peach, or black lace, or charcoal-coloured lace not just black.' Lakoff says that they use 'powerlessness; politeness, self-effacement, eagerness to please'. Cameron with comments such as, 'Most men do not call a sex-line hoping for a serious economic policy'.

Cameron shows that male-to-female transsexuals also 'learn to use words of gender reassignment. They learn to let their voice 'rise and fall', let their mouths more than men' and 'smile more'.

Rusty Barrett shows the language of African-American drag queens in which they mix masculine swearing with feminine styles and juxtaposition on stage creating humour.

Synoptic Opportunity**Language and Sexuality****Task 7**

Watch an early clip of Bruce Jenner, followed by a clip from *Keeping Up with The Kardashians* becoming Caitlin, and then on his post-sex-change 'I Am Cait'. Does his language change? Cameron and Barrett's findings hold true in this instance?

Please note that you are reviewing the language change based on a desire made by transgender women) that they wanted their voices to sound more feminine. This is not necessarily about sexuality (even though the initialism LGBTQIA links many characteristics together) but about gender identity.

- <https://www.youtube.com/watch?v=2itrOlVLUDU>
This clip is of Bruce Jenner in 1976 being interviewed for Kids TV when he was a child star. Unfortunately the sound quality is not great.
- <https://www.youtube.com/watch?v=2p5Xel30Qz8>
This clip is from *KUWTK* when Kris and Bruce have separated but he has not yet changed his name. He is getting his hair cut at the insistence of his then wife, Kris Kardashian.
- https://www.youtube.com/watch?v=8_mVOvny_m
In this clip is from E!'s 'I Am Cait', Cait is with her friend. She is in the early stages of her transition and asks many questions about her new identity.

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Synoptic Opportunity

Occupational Groups, Language and Sexuality

Task 8

What are your opinions on the pitch of a voice? Margaret Thatcher was taken less to be more masculine. Would this be the same for a male politician with a teacher of either gender? What does this say about society?

Try to use theory to assist your answers. For example:

- If Lakoff says that it is to women's detriment that they speak in italics, could Thatcher have had to change her prosodic features?
- On the same hand, is a woman with a deep voice considered 'masculine' or 'feminine' or a lesbian?
- Again, furthering Lakoff, are women expected to be less and apologise more for being 'unfeminine' when in dominant roles, such as prime minister?
- Did Thatcher have to make herself more masculine in line with the gender expectations 'norm'?
- If gender is seen to be the traditional 'norm', should Thatcher actually have been more feminine?



10

Theory 10: O'Barr and Atkins: Social Class Model (1980)

William O'Barr and Bowman Atkins' 1980 study challenged much of Lakoff's deficit features. From various courtrooms, they discovered that lower-class men used more 'powerful' language than those that she spotted in female speech. Their study evidenced a 'powerful' social status. No longer linked to a deficit model, social background is

Synoptic Opportunity

Social Groups

Task 9

Think about the classroom context, where there is a hierarchy between teacher and student. Do Lakoff's deficit features do you use when you are in the subordinate position? Do you use more 'powerful' language than those that she spotted in female speech? Do females or is, in fact, the social hierarchy more influential upon language choices? Conduct a study (or a mini-investigation) by noting down language use among your peers, perhaps in a common room or English Language to avoid the observer's paradox – gather examples but do not use them in your lessons. People are particularly confident amongst their peers (e.g. in the common room) during lessons.

You can read more about this study in *Linguistic Evidence: Power and Strategy in Language*. An interesting read for anyone considering studying Law or Social Work at university.

Investigation Idea

This could form an interesting investigation for your non-examination assessment. An investigation into different teaching styles of male and female teachers'.



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Exam Practice 3

You will need this for AS Paper 2, Q3, or full A Level Paper 2, Section B. The form is for AS:

Write an opinion article in which you discuss the issues surrounding
Before writing, state your intended audience.

And like this for A Level:

Write an opinion article about [chosen theme] in which you assess the issues
raised in Text A and Text B* and argue your own view.

Try to write an opinion piece about Lakoff and her deficit theory (available on page 10). The theme in this instance is 'language and gender – the deficit theory'. However, first think about how to study for and write the best opinion piece possible.

* In the A Level exam, you will have to look at other texts to look at. However, for this practice, we have used the deficit theory.

AS Marks Available

AO2 – 20 marks (concepts and issues surrounding language used, theory)

AO5 – 20 marks (creativity and expertise)

A total of 40 for Q3 (the other question on this paper is worth 30 marks so the opportunity to score more on AS Paper 2).

A Level Marks Available

AO2 – 20 marks

AO5 – 10 marks

Background Needed for Writing Your Opinion Piece

To make sure you can state your intended audience and gain marks for writing in a style that is to be widely read in a range of opinion-type columns. You will need this knowledge to write your opinion piece.

Each week, you should read a different published opinion piece. For example:

1. A blog (considering whether the audience is teenage, middle aged or older),
2. Broadsheets (e.g. *The Guardian* 'comment is free' or 'Bridget Christie')
3. Tabloids (e.g. *Daily Mail*, *The Sun* – Frankie Boyle's columns circa 2013, *The Sun*)
4. Local newspapers
5. TV (e.g. *ITV Tonight*, *Newsnight*, Jeremy Paxman, *The Andrew Marr Show* or *RT*).
6. Websites (e.g. boredpanda.com, theday.co.uk, huffingtonpost.co.uk, debate.co.uk)

Discussion options:

1. Discuss your findings with the class, perhaps in a small group or plenary.
2. You could even share something you have watched or read and become the focus of discussion.
3. Talk about what you have researched with other students in your class.
4. This way you will be contributing, gathering a range of different opinions – all the better for the exam!
5. As a bonus, universities and employers have stated that students often know how to write an opinion piece so this type of task will also benefit you in your future careers.

Writing options:

- Write down the styles of language used in each of the opinion pieces you have read.
- Keep these in your file to revise. Use the proforma if you wish.
- Part of the exam is AO5 (creativity) so your writing must show similar persuasiveness to the published pieces. The examiner will be looking out for these. He/She will be looking for similar styles of writing and will be expecting a similar style to the audience/genre you are writing for.

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Proforma: Background Reading for the Opinion Piece

Aim: Ensuring a range of different opinion pieces have been read, analysed and discussed

Date:

Opinion Piece Watched or Read:

Theme:

Form, e.g. TV, blog, tabloid, broadsheet:

Linguistic Style:

Technique	Quotation	
First, second, third person		
Purpose (e.g. persuade, advise, entertain, inform)		
Balance/ratio of opinion vs fact		
Sentence types		
Sentence structures		
Use of figurative language or a less florid style		
Register (formal or informal, colloquial or standard English, any use of dialect, etc.)		
Opinionated phrases, e.g. 'This is why...', 'I don't believe...' or 'I had hoped...'		
Tone, e.g. witty, conversational, judgemental		
Structure – how the text begins		
Structure – how the line of argument is maintained		
Structure – how the piece concludes		
How has a non-specialist audience been catered for?		

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Five Easy 'Before-writing' Planning Tips for Approaching the Opinion Piece

1. For AS Level, read the article (in this case Lakoff's deficit theory) carefully, highlighting about the chosen theme the first time round (that can be easily missed the second time). Summarise the writer's opinion in as few words as possible. For A Level, identify the deficit theory that you can utilise in your opinion piece.
2. Think how these issues can be linked to what you have studied so far, e.g. the theory of language. Make annotations bringing in these issues (theory and terminology) – these could either agree or disagree with the source text.
3. What is your opinion? Take an overview and decide on a strong opinion that this issue disproves a theory you previously believed, whether you agree or disagree – 'agree' or 'disagree' against points in the article. You could even rank these points as strongly agree or disagree.
4. Consider the context. Who wrote the article – could it be biased, what is its purpose? When was it written – is it up to date, is it speculating about the future? Now you will write for and where will it be found? Draw from your wider reading to support your opinion pieces.
5. Once you have decided on your opinion, form, audience and purpose, begin your regular writing of the article and write about your opinion regarding them. Remember, ensuring you are expressing your opinion throughout, not simply explaining. Avoid phrases such as, 'I agree with', 'I disagree with', 'this does not seem possible' – instead, 'an overview'. Remember you are writing for a non-specialist audience.

Try Writing the Opinion Piece!

Your piece needs to be planned and written in the 50 minutes suggested on the exam paper.

The examiners are not looking for a long piece – rather, a well-crafted piece, so for A Level, One side of A4 will be about right.

Planning Task

1. Read the article (Lakoff's deficit theory) and follow the first four 'before-writing' tips as you are doing so. Focus mostly on lexis, syntax and discourse structure in the article – you think are the form, audience and purpose of the data.
2. Stop and discuss what you have written with the class. Share your ideas and make useful notes.
3. Set yourself targets to cover areas you did not discuss, e.g. not enough context, not enough terminology.
4. Have a go at writing the opinion article. Ensure you are showing your opinion throughout – number 5 of the 'before-writing' section. Draw from a wide range of gender and social issues for a non-specialist audience.
5. After writing, assess your work using the 'post-writing' checklist for success criteria.
6. Lastly, self-assess your work against the exam board's mark scheme. Set yourself targets for improvement to reach the next band or to become more secure within your band.

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'Post-writing' Checklist for Success Criteria (Opinion Piece)

A02

- ◇ Have you used a range of theories?
- ◇ Are the theories well chosen or simply bolted on?
- ◇ Have you included a range of terminology applicable to the theme?
- ◇ Are the theory and terminology suitable for a non-specialist audience?
- ◇ Have you developed the theory and terminology as an integral part of your argument?
- ◇ Have you developed your ideas into arguing and exploring a range of different perspectives?

A05

- ◇ Have you created a clear line of argument and opinion?
- ◇ Is there an effective opening, clear development and a succinct ending?
- ◇ Does your writing style match the style for an opinion piece for the genre/purpose you state?
- ◇ Have you linked your writing to the assessment criteria?
- ◇ Is all the above sustained throughout your essay or is it just successful in parts?
- ◇ Are the theories and terminology relevant for a non-specialist audience (the one you are writing for)?

Developing your Answer

- In a different coloured pen, extend your opinion piece in light of the success criteria.
- Remember where these areas for development in your writing style are.
- In future attempts (and in your exam), ensure you focus on these areas, integrating them into your writing.

Self-review

Write yourself some notes as reminders for ways to improve your essay-writing skills.

Self-assessment

- Using the exam board's mark scheme, award yourself a mark for both A02 and A05.
 - Where does your average score fall? What level are you currently working at?
 - Write yourself some notes about how to make that level more secure or how to move to the next level.
- Look for which Assessment Objective needs further attention.

More Practice

Working on this question will help to consolidate your knowledge of Lakoff and your understanding of the deficit model.

AS: Section B, Language Discourses, Q3

A Level: Paper 2, Section B, Language Discourses, Q4

AS:

(Imagine you have been presented with Lakoff's 20 deficit findings above in your lesson. Write an opinion article in which you discuss the issues surrounding deficit language and gender, using your own knowledge and the findings above. You should state your intended audience and purpose.)

A Level:

Write an opinion article about language and gender, in particular 'Lakoff's deficit model'. Discuss the ideas and issues raised in Text A and Text B* and argue your own position.

* Use Lakoff's deficit theory on p. 21 in this instance.

- Compare your answer to the exemplar that follows.
- Self-assess your work using the mark scheme.
- Set yourself a target for improvement and make changes to your piece.

Extension

Choose another of Lakoff's theories to test as part of a mini-investigation, and present your findings.

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Would you mind reading this article? It's really is
somebody turns past this page, it's so like you're
room, sticking your nose up in the air and, like, to
makes me feel damn good as well as sad. I've won
(hope you like the pink font) and feel like I
a little bit, don't you?

Thanks, I'm glad you've stayed. I'd like you to tell me what you think of my article. Support me. Give me some advice if you can.

Now let me tell you somethin'. Listen up! Sit down. Sixth formers don't know you're born. Especially in English Lang. That's right, you heard me. Problem is I dare criticise me. You just don't know anythin'.

Wow. Alright. Personality disorder over. Phew.

Well done! You've just survived English Language class. You have to put up with several times a week, no joke. You learn the language we use and what our friends say (unfortunately, sorry). We figure out who sounds girly and who sounds like a guy. You hear you what they said about your language - you read

Maybe you can figure it out for yourself? If you
with a question that doesn't need to be there, if
refuse your requests, if you are very descriptive
speak like a girl. According to the theorist in the
could read it and see how many I've tried to squeeze
paragraphs. Only, it doesn't really sound like me.

On the other hand, you aren't afraid to confront
misconduct. In a group that disrupts a lot, that means you speak

But hang on a minute. The language that is supposed to be the language of every conversation I ever hear among my friends, my girlfriends, my girls who are very confrontational. All my gfs use that language a lot. That's why I interrupt a lot. Sorry, Lakia.

That said, there are plenty of other language theories for example, sees key differences between men and women almost conclusively.

Whichever way, English Language rules. You serious

Exam Practice 4

Here is another A Level Question 4 Paper 2 question for you to try.

Write an opinion article in which you discuss the issues surrounding gender issues in the workplace.

Planning Tasks

1. Download the entire article from the link below to ensure you have enough context for a better sense of the argument.
2. Summarise the main points in precisely 15 words.
3. Stop and discuss what you have written with the class.
4. Choose your form, audience and purpose:
Form:
Audience:
Purpose:
5. Plan your essay. You should do this by annotating the data with ideas you want to include in your essay plan.
6. Compare your plan with the indicative content (tick off those ideas you include).

Essay Tasks

1. Have a go at writing the opinion article, under timed conditions.
2. Remember this data is just a springboard.

Assessment Tasks:

1. Peer mark* another opinion piece using the exam board mark scheme. Note areas for improvement. Pass back the work and discuss your mark with the author.
* Ask yourself whether the opinion piece covered both assessment objectives: enjoyable, creative narrative voice with a firm point of view for AO5? Did the piece do with jargon that would be understood by non-specialists for AO2?
2. Self-assess your work against the exam board's mark scheme.
3. Annotate the exemplar and give this a mark.
4. Compare your piece to the exemplar.
5. Set yourself targets for improvement.

Text A

How Speech and Language Determine Success in the Workplace

Why can't a woman be more like a man? So sang Rex Harrison in the 1964 film 'My Darling Clementine' 'training' Eliza Doolittle to be more presentable in high society...

Wolf argues that one sixth of British women are on the 'fast track', busy smashing it. They have a strong interest in 'power, influence, respect and money'. These women love the status part of their identities, not just a way to get money. They also work hard outside the office. Wolf says, 'They go to the gym, they spend serious money at the hairdresser. The message she argues, is that like men, they are engaged in serious competition to compete with men, and even superior.'

Read full article here: <http://www.theguardian.com/women-in-leadership/2013/jul/11>

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Indicative Content for Exam Practice 4

Write an opinion article in which you discuss the issues surrounding gender issues in the workplace.

Lexis

Statistics and facts are used to create a strong argument, e.g. 'one sixth'. Quotation from *The XX Factor*.

Register is mixed, e.g. 'love their jobs', which is fairly informal, and 'engaged in serious' which is polysyllabic and of a higher register. This finds a good balance between readability and formality between creating a serious narrative and delivering important information.

Pragmatics

An analogy with popular culture (*The XX Factor*, *My Fair Lady*) makes the argument more relatable to the audience. Using quotations from a published book suggests that more than just the author's opinion is being presented on the issues raised.

Semantic Fields

Language and gender semantic fields are present which helps to make the argument more cohesive in a linguistic study. The author builds on members' resources (Fairclough, theory 14) to discuss gender imbalance.

Discourse Structure

Opens with a powerful hook that suggests gender inequality still exists and, in a way, goes on to describe how women are changing. The author explains why, using an analogy from film, *My Fair Lady*, and a strengthened argument from a linguistic text. These are less 'assertive' as the author quotes her own findings. These seem positive, promoting a new type of powerful woman.

Syntax

A couple of interrogatives are then answered by robust declaratives.

Starts with simple sentences and builds to complex sentences as the argument becomes more complex. The subordinate clauses are focused on how women are changing for the better, which is the main purpose (to inform women of important changes for their gender).

Form, Audience, Purpose

Since the text is from *The Guardian* section of 'women in leadership' we can assume it challenges the 'male as norm' and argue from a feminine/feminist stance. It persuades about modern-day injustices that some readers, particularly males, may not be aware of (Judith Baxter, professor of Applied Linguistics at Aston University) so could be biased. The majority of readers will be women because of the page and issues which celebrate female empowerment.

Theory

- Accommodation theory – some downwards convergence is used (e.g. the analogy from film) so not overly formal. Also some upwards divergence (e.g. the polysyllabic words) as *The Guardian* readership expects the higher register of a broadsheet in comparison to the low register of tabloids.
- Roberts and Sarangi – we have multiple discourse identities at work. Fairclough's theory of the imposition of language rules is part of the dominant bloc which serves the interests of the employers rather than the employees.

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Tag-question Theory

Tag questions, such as 'didn't we?' or 'isn't it?', are part of stereotypically feminine and others. The following theorists discuss Lakoff's initial findings about tag questions.

11

Theory 11: Dubois and Crouch: Tag Questions (1975)

Betty Dubois and Isobel Crouch in their 1975 study also challenged Lakoff's findings. They found that men at times used more. However, they used them in different ways. Men used tag questions to express uncertainty (e.g. 'This year, didn't we?'), whereas women used them to facilitate conversational jobs, haven't you? – this 'you' is aimed at And... in order to draw him in.

12

Theory 12: O'Leary: Tag Questions (Occupation) (1989)

Kathy O'Leary researched tag questions in professional settings, e.g. radio doctors. She found no difference in gendered use of tags. In fact, she found a range of contexts that encouraged use of tag questions. She found that professionals (e.g. radio doctor, teacher) used them to check understanding or seek confirmation.

Investigation Idea

Tag questions could form the basis for your language investigation non-examination.

Synoptic Opportunity

Social Groups

Gather as much data as possible before your next lesson on who uses tag questions. You have a range of data from different genders, ages and contexts. If you have been able to gather some excellent data from the workplace. Share your findings – to Dubois and Crouch? Or with O'Leary?

13

Theory 13: Holmes: Tag Questions (1995)

Janet Holmes identified four types of tag question in 1995.

- Epistemic modal tags to express uncertainty, usually in a high rising intonation, e.g. 'isn't it?'
- Facilitative tags, which politely invite another person into the conversation, e.g. 'You've been there, haven't you?'
- Softening tags, which soften the bluntness or face-threatening nature of negative politeness, e.g. 'isn't it?'
- Challenging tags, which are confrontational and face-threatening.

For the lesson that follows, you should make a note of who uses these tag questions. How does the use change by gender, age, context, purpose, etc.? Feed back to the class.

You can read more from Holmes in her book *An Introduction to Sociolinguistics*.

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Investigation Idea

Make a mini-investigation, possibly using the data you gathered for the Dubois and Dubois text. Which gender uses which type of tag question. Share your findings with the class.

Synoptic Opportunity

Written Texts / Social Groups / Occupational Groups

Task

Find an article from a magazine (e.g. *Cosmopolitan*, *Men's Fitness*) which has an interview. What questions are used? Does this differ between the genders or is hierarchy more important? Interviewer/interviewee? Holmes' book *Power and Politeness in the Workplace* would be a good starting point if you wish to increase your wider reading in this area. It is also available as a useful tool for work post-16.



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Dominance Theory

Studies of language and gender often make use of two models: dominance and difference. Both theories claim that men use language as a form of domination or control.

14

Theory 14: Zimmerman and West: Interruptions (1975)

Don Zimmerman and Candace West looked at gender differences in interruptions. They suggest that in mixed-sex conversations men are more likely to interrupt than women in other ways than women.

Since men interrupt more often, Zimmerman and West claim men are more dominant. Their investigations found that men were responsible for 96% of the interruptions.

Interestingly, they found that, in same-sex conversations, interruptions are more related to personality traits. They stated, 'interruptions are idiosyncratic in same-sex conversations but not in cross-sex conversations'.

But this need not follow, as language theorist Beattie goes on to show. Do interruptions necessarily reflect dominance? Can interruptions not arise from other factors? Do interruptions not reflect interest and involvement? You can see more of how to challenge Zimmerman and West in the following theory.

They also coined the term 'doing gender', which implies that we talk and act in certain ways as a behaviour rather than being innately hardwired to talk in certain ways. Our language and actions are constructed to meet expectations of society, to be successful rather than just participating in conversations, gender being omnipresent and constantly assessed subjectively.

Some people criticise Zimmerman and West's theories for only being based on studies with a narrow ethnographic range (all white, middle-class people).

You can read more of Candace West's work on gendered language in her book *Gendered Language: Difference: Social Inequality, Power and Resistance*.

Quotations from: <http://web.stanford.edu/~ed>

15

Theory 15: Beattie: Interruptions (1981)

Geoffrey Beattie's studies showed that women and men interrupted with similar frequency. His corpus analysis was much larger and recorded 100 times as many interruptions as Zimmerman and West (557 compared to 55) yet his findings are not as widely known as Zimmerman and West's. Why could this be?

Cameron (who you may remember from her 'male as norm' theory) claims that where studies of gender difference presuppose or presume they will find a difference, this is 'less likely to be published'. In this way, theories that are more shocking or help us to explain away difficulties in language are more likely to be published than 'folk linguistics' (myth rather than fact).

(Cameron, The

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16

Theory 16: Anderson and Leaper: Interruptions (1998)

Their 1998 study of interruptions found that the gender difference was noted due to context. For example, more interruptions were found by three or more people were talking.

Task 1

Discuss how far you agree with these theories.

Task 2:

Make your own mini-investigations by looking at interruptions and the reasons for the common room, at home, in class, at work or a mixture of all of these. Report it using a PowerPoint presentation and any helpful materials that can apply.

Investigation Idea

This could form the basis of your language investigation non-examination assessment.

17

Theory 17: Spender: Male Power (1980)

Dale Spender is an Australian feminist who, on her website, describes campaigning to remove inequalities in the language that discredit women.

She took a radical view of language (in her 1980 book *Man Made Language*) that sustain male power (so male language is seen by society as the norm, patriarchal power). She claims that it is especially difficult to challenge the way that we think of the world is part of, and reinforces, this male power.

Deconstructing patriarchal order is not tantamount to eliminating male power. Feminist criticism which justly maintains that consciousness-raising does not occupy influential positions in society nor does it provide women with equitable power and consensus which must accompany power and at the moment too many people see power and dominance as reasonable, and natural. Too many people resist the realisation of this power.

This is a perfectly understandable reaction, for when a society has developed a meaning, those who do not abide by it are being unreasonable – in its own terms.

When we begin to select, pattern and interpret according to the rule that men construct a very different reality, we will make very different ideas 'common sense'. Superiority will no longer seem reasonable and the male monopoly in power will become problematic.

(<http://www.marxists.org/reference/subject/feminism/spender.htm>)

The RBC Voiceless website makes some interesting points about Spender's theory.

Spender argued that our social world is described using language which is based on male experience. It is believed that, by being more active in public life than women, men have their opinions heard. As we use language to speak our views, Spender argues that male experiences, acceptable and commonplace are more likely to express male experience.

(<http://www.bbc.co.uk/voiceless>)

Task 3:

Discussion: What are your thoughts on Spender's theories? Do you think that language is a male monopoly? Discuss in groups and feed back to the rest of the class.

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18

Theory 18: Fishman: Female Interactions (1983)**Interaction: The Work Women Do, 1983**

Conversation between the sexes sometimes fails, not because of any talk, but because of how men respond, or don't respond. This is some to do the 'shitwork'.

In *Conversational Insecurity* (1990) Fishman questions Robin Lakoff's theory that women are weaker for using more questions or tag questions. Where Lakoff suggests women's insecurity and hesitancy in communication, Fishman looks at conversational interactions: women ask questions because of the power of these, not their weaknesses, e.g. to maintain discussions, be polite, ensure understanding.

Fishman also claims that in mixed-sex interactions, men speak more directly than women.

She also claims that women do the support work (sometimes called 'stalling') in conversation (supportive noises, e.g. 'mmm' or 'yes', to show active listening). One of these linguists sees backchannelling as interruptive but rather as a way of showing that backchannelling or minimal responses 'display continuing interest'.

Task 4:

Discussion: How do men and women view backchannelling – as an interruption or a continuation of mini-investigations. Ask questions to a range of gender and ages. Also note other conversational features – do they keep talking or hold the floor? Do they look annoyed or supported?

Synoptic Opportunity**Electronic Texts****Task 5**

Look back through the texts on your mobile device. Is there a difference in how men and women respond? Share your findings (as long as your texts are classroom appropriate!).

19

Theory 19: Shaw: Dominance in Politics (and the Public Sphere)

Sylvia Shaw sees how male politicians treat women as 'interlopers' (having no right to be in the unwanted minority, where people are hostile to their presence). British women are often treated as interlopers for talking, such as going through the speaker rather than talking directly to the speaker, or using other unparliamentary language. However, this obviously isn't always the case.

In 1997, over 100 female MPs were introduced to the House of Commons. Some said the women would 'civilise' the House of Commons, less shouting, more listening. Sylvia Shaw investigated whether this happened.

She also studied the topic when the Scottish Parliament was opened in 1999.

Her findings were very interesting. What do you think she discovered? (at least five) and compare your hypotheses with the findings that follow. What would you do?

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Shaw's Findings

Shaw found that women very rarely used unparliamentary language, and posited that this was because, being in a minority, you 'observe the rule' as a way of showing that you are worthy to belong. Paradoxically, however, it is the insecurity of those who use it. Real insiders have the confidence to use it.

In the Scottish Parliament, women did jeer and break the linguistic rule that they are not interlopers there. Both gender MPs are new to the institution as well.

Therefore, it is not innate gender that stops women MPs from being as powerful as men.

Cameron mentioned Shaw's research in her book *The Myth of Mars and Venus* by writing, 'it is not because we have a different style, but because the style is different' (Cameron, *The Myth of Mars and Venus*).

For more on this, read more about this in the book Shaw co-authored with Cameron, *Political Speech: Women and Language in the 2015 UK General Election*.



Synoptic Opportunity

Social Groups

Task 6

If you participate in online gaming, how does your use of language compare to Shaw's findings? Is your language 'correct' or standard language when you first begin gaming and are in the minority? Do you use the sociolect as fluently? Is there a difference between the genders in this case?

Synoptic Opportunity

Occupational Groups

Task 7

Do you find yourself using more standardised language at work? Is this because of the sociolect of your workplace? Or because of hierarchy? Or because of your gender?

Investigation Idea

Examining gender differences at work could be an interesting investigation for the course. (if you have a part-time job, you have access to some great data). Titles could include 'Gendered language in the workplace'.



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Difference Theory

These theories believe that men and women are simply different, not necessarily deficit.

20

Theory 20: Tannen: Difference (1992)

Professor Deborah Tannen proposed the following pairs of approaches males/females:

status vs support
independence vs intimacy
advice vs understanding
information vs feelings
orders vs proposals
conflict vs compromise

Status versus support

Men grow up in a world in which conversation is competitive – they seek to prevent others from dominating them. For women, however, talking is a way to seek confirmation and support for their ideas. Men see the world as a place to conquer and keep it. Women see the world as 'a network of connections seeking

Independence versus intimacy

Women often think in terms of closeness and support, and struggle to maintain it. Men, concerned with status, tend to focus more on independence. These two groups have starkly different views of the same situation.

Advice versus understanding

Deborah Tannen claims that to many men a complaint is a challenge to

When my mother tells my father she doesn't feel well, he invariably offers advice. Invariably, she is disappointed with his reaction. Like many men, he is concerned with status, whereas she wants sympathy.

Information versus feelings

Tannen suggests that men give 'bald' factual information and women give information with feelings surrounding that utterance. For example, a man would simply say 'My mother's birthday is on Tuesday, and as a couple, they needed to buy something for her. The mother liked, if she already had certain things and consider, say, the possibility of buying clothing in a size too large.

Orders versus proposals

Women often make suggestions, whereas men give imperatives. Women often use indirect ways of making requests, e.g. 'why don't we?' or 'wouldn't it be good if...'. Men use modal auxiliaries, e.g. should, could.

Conflict versus compromise

'In trying to prevent fights,' writes Professor Tannen, 'some women resist something vocally, while others may resist something afterwards.

Theories and speed-dating ideas taken from Deborah Tannen's book, *Y*

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Speed Dating

Each time the males move on, a new topic should be discussed within the new group. 5-10 minutes per topic / per group should be plenty.

You will need to make notes on how the different genders respond to each scenario. Tannen's theories (that men prefer independence and status, and that women prefer

At the end, you will find out what Tannen discovered and see to what extent you

Intimacy vs Independence

Scenario 1

Imagine you've lost your job (or been kicked off a course). A couple of weeks later, a friend (or a former employer) asks if you've managed to find a job/course and how you feel about this? Is there any difference between asked by a man or a woman? Do

Intimacy vs Independence

Scenario 2

Picture a happy relationship, and a domestic scene in which something in the house cannot use a drill so asks her male partner to fix the problem. Does the husband fix it? Why? What about if roles were reversed, i.e. the man needs the woman to help immediately?

Status vs Support

Scenario 3

At work, there is a promotion available. You have been there for the longest and hardest. However, you are worried that someone else will be promoted over you.

Status vs Support

Scenario 4

You are in a car with your partner. The female is driving. When the female has to arm to protect her passenger, as this is what she's been used to seeing within her reaction. What is your opinion on this scenario? What might you say? Would the would the women feel? Protected or overprotected?

Status Vs Support

Scenario 5

You have moved to a new country. Your new home has some problems and you discover that the receptionist is from the USA, from the same home town, since you think this fact will enable you to get a plumber sooner?

Tannen's Findings

On this page, discover how Tannen analysed the findings of her activity.

Scenario 1: INTIMACY VS INDEPENDENCE

Man: they are reminding me of my weakness; they have a job and are, therefore, puts me in a low status position and I don't like it.

Woman: they are concerned about my welfare; this expresses human connection and value their asking about me.

Scenario 2: INTIMACY VS INDEPENDENCE

Man: if I do as she asks straight away, it's like she's ordering me around. I value my job when I am ready, of my own free will. I don't like being nagged to do the job and controlled. Therefore, each time I'm nagged, it will take longer to do it.

Woman: if he doesn't do his job, it feels like he doesn't place importance on it. If he forget or he doesn't realise how important this is to me.

Scenario 3: STATUS VS SUPPORT

Man: I let the situation bother me; I lose sleep. I will not ask my boss if I will get to say no, that puts me in a low status position and I feel threatened. This means that I'm in someone else's hands and I lose my valued independence. By not asking, I limit their authority.

Woman: I would ask my boss. I would rather know than worry. I don't like having an inferior position doesn't bother me to the point where I wouldn't ask. If I don't ask, I don't get support from others.

Scenario 4: STATUS VS SUPPORT

Man: I dislike being saved by a woman; that is not a man's position. To show my independence, I'm taking both hands off the wheel and, therefore, gain the upper hand once more.

Woman: This was just an automatic gesture, meant to alert him that I was stopping. It has a symbolic meaning of status or control.

Goffman's framing. You position yourself (frame yourself) as either dominant or subordinate.

Scenario 5: STATUS VS SUPPORT

Man: I don't use emotional connections in this way. I am focused on whether I am in a position where another person is trying to gain dominance over me.

Woman: I would be happy to make this relationship a connection. I am focused on whether I am in a position where another person is trying to gain dominance over me or pull away. I see this as an opportunity to build a bond and perhaps get preferential treatment.

FINAL DISCUSSION

How far do you agree or disagree with each of Tannen's difference theories so far? Which one do you think is more accurate than the others?

Investigate Tannen's theories at home or with friends. Feed back the results of your group.

Consolidating Tannen's Findings

Working on this question will help to consolidate your knowledge of Tannen and her difference model.

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Report talk and rapport talk (Tannen)

Deborah Tannen's distinction of information versus feelings is also described as report talk (of men). The differences according to Tannen are listed in the table below.

Task 2

Put a tick where you think either gender matches the difference in this table:

	Men	
Talk too much		
Speak in private contexts		
Build relations		
Overlap		
Speak symmetrically (together)		
Get more air time		
Speak in private		
Negotiate to avoid failure		
Speak one at a time		
Speak asymmetrically (alone, apart)		

Check your answers by using this table as part of a mini-investigation at home or in class.

Synoptic Opportunity

Social Groups, Electronic Texts

Task 3

Can you think of a context – either social (e.g. in the common room, at work) or technological (e.g. in gaming) – which would significantly change the styles of report or rapport?

Interruptions (competitive overlap) and overlapping (Tannen)

Tannen shows that interruptions are not the same as overlapping. Interruption is when one person starts speaking while another is speaking. Backchannelling sounds can be supportive and affirming – 'uh-huh', 'yes', 'right', or an attempt to take control of the conversation – an interruption or 'cutting in'.

High involvement and high considerateness (Tannen)

Professor Tannen describes two types of speaker as high-involvement and high-considerateness. High-involvement speakers are concerned to show enthusiastic support (even if this means interrupting). High-considerateness speakers are, by definition, more concerned to be courteous and not to impose on the conversation.

Tannen suggests that high-involvement speakers are ready to be overlapped because they see it as an intrusion, being more accepting of others' involvement, or ignore it to give way.

Task 4

Discussion: Which gender, if either, is more likely to be high involvement and why?

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21

Theory 21: Trudgill: Social Class (1970)

Peter Trudgill studied language in terms of gender, social class and accent. His subjects were grouped by social class and sex. He wanted to find out whether there was a difference in register (formality) between the genders and whether or not this was influenced by nature of being male or female.

Task 5

Conduct a mini-investigation as per Trudgill.

1. Transcribe the same number of utterances from men and from women. Keep two to five sentences from each person.
2. When you have enough data, analyse the language used for register:
3. Which gender is using more prestige forms, e.g. correct grammar; no 'h'- or 'r'-class' accent; a wider vocabulary; more monosyllabic words; very little, if any, slang?
4. Which gender is using more covert forms, e.g. abbreviations, dropped consonants, stronger accents, etc. in taboo language?
5. Share findings with the class. Ensure you can explain your findings with transcriptions.
6. Which gender used overt prestige (clearly speaking in a higher register) and/or downwards convergence (clearly speaking in a lower register, trying to fit in)?
7. Did this vary according to who they spoke to, e.g. did women become more formal (therefore, upwards convergence) or more so with men (therefore, upwards vary your findings? Why did the different genders speak this way – what were their choices and did it have anything to do with social class?
8. Do you imagine that Trudgill found the same in the 1970s, or what might have been different?
9. Now read what Trudgill found and compare this to your own findings.

Trudgill's Findings

In Trudgill's difference theory investigations, he found that men were less likely to use overt prestige pronunciation of certain speech sounds. In aiming for higher prestige (above their class) the women tended towards hypercorrectness.

The men would often use a low-prestige pronunciation – thereby seeking covert prestige (‘tough’ or ‘down to earth’).

Trudgill asked his subjects about their speech. This supported the view of men as aspirational. They claimed to use lower-prestige forms even more than the observed. Women claimed to use high-prestige forms more than they were observed to do.

Synoptic Opportunity**Language and Society****Task 6**

Discuss whether you feel that gender or social class has more influence upon your language. Debate on one side of the class for ‘gender has the most influence’, the other side for ‘social class has the most influence’ or in the middle for ‘you cannot separate the two’. Try to persuade others to your side.

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22

Theory 22: Jones: 'House Talk' (1990)

Deborah Jones coined the term 'House Talk', which has three main strands:

Scandal: judging the behaviour of others, and other women in particular, as judgemental about domestic morality (e.g. keeping house, relationships, etc.). Housewives are considered guardians.

Bitching: Jones believes that women bitch as an outlet for their anger and inferior social status. They express this in private and to other women. It changes because of their bitching – it is simply an outlet. They bitch to a safe arena where they believe their anger will be understood and even expected. In contrast to Tannen's advice vs understanding (where a man would try to only want to let off steam).

Chatting: according to Jones, this is the most intimate form of gossip, a transaction where women use their nurturing skills to advantage.

Jones also states that gossip is often returned to in light of updates, like a story that never ends.

Task 7

1. How far do you agree that women use house talk?
2. Do men ever indulge in house talk?
3. Look more closely at bitching: do women ever bitch in public? Do other women understand bitching? How do men feel when women bitch around them?
4. Why do women bitch? (see Cameron below for one idea)


Synoptic Opportunity

Electronic Texts

Task 8

Look at this short transcript commenting on a YouTube parody of 'Let It Go' expressed on an online forum. Please note, the parody does use taboo language.

1. What elements of 'house talk' are present?
2. Do you think 'stupidpeopleandimeanyou' is male or female and why? Write a sheet of A4 to be revealed all at the same time in class.
3. Lastly, why or how does the online forum change the way the people are interacting? What does the form allow and its constraints, and the genre-typical symbolism.



November 5, 2015

stupid people and I mean you @ 9:43 am

What did you do to let it go? kids are going to see this

Reply

stupid people and I mean you @ 9:47 am

You people are super drunk if you think this is funny. :[:[I'm not liking this. I can get and start saying the bad words.

:[:[

<http://lybio.net/frozen-song-about-final-exam>

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23

Theory 23: Coates: Gossip (1990)

Jennifer Coates believes all-male and all-female groups converse differently. In all-male groups, conversation is more competitive (in agreement with Tannen), she believes men take it in more

Coates (1990) also examined tag questions (see Lakoff, 1975). She believes that tag questions are more supportive and cooperative between women only. However, she does believe that tag questions or negotiation is continued into mixed-gender talk.

Coates also stated that gossip is positive, including those not present in the conversation. In other words, when we talk about people in their absence, it is not necessarily negative. For example, 'Have you seen Maria lately? Isn't she lovely?' This belief seems to be that people talk negatively about others when they are not present. Coates challenges this assumption.

You can read more about Coates' gender theories in her texts:

Gender and Language: A Reader

Men and Everyday Talk

Women, Men and Language: A Sociolinguistic Account of Gender Differences

Synoptic Opportunity**Written Texts****Task 9**

Choose any tabloid article about a celebrity or sports personality (which you could find online). How much of this could be considered 'gossip' (Coates) or 'house talk' (Jones)?

If time permits, Blu-Tack your article to your desk. For one minute, use a board marker to write down elements of Coates' or Jones' theories you can find onto the desk. Carousel around the room and look at other desks. Look for patterns among the tabloids. If it is not possible to write on the desk, use a board marker.

What might this tell you about the purpose of a tabloid newspaper?

** Board marker is easily removed from most desks with baby wipes but you should always take a photograph using any device for revision purposes before the end of the lesson.*

24

Theory 24: Pilkington: Gossip (1992)

In 1992, Jane Pilkington found that in same-gender talk women were more likely to use positive politeness strategies. However, men were more likely to use less supportive and more competitive strategies. Her theory ('Don't try and make your friend nice!') proves that the context changes the way we speak.

In particular, she found that gossip (like Coates and Jones). She found that men and women reacted to it in different ways. In 1998, she studied groups of female friends, all white, aged between 20 and 40, and found that they talked about gossip, if not ethnicity. However, she only analysed same-gender conversation.

Task 10:

Discussion: How do you think men and women indulge in gossip differently? Are there any similarities? Write down and discuss your opinions then read Pilkington's findings.


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Synoptic Opportunity

Spoken Texts

Task 11

Watch an episode of *The Jeremy Kyle Show*. Look for gossip between same-sex and opposite-sex participants. Does this change or confirm Pilkington's theory – are women more collaborative than men? Does this change your view of men less complimentary to other men? Copy and complete the table below to what you wish. Lastly, discuss how the form of this TV show could be altering the language. Remember its purpose is to entertain. Is it based purely on gossip? Could it be considered a host treat any gossip – does he indulge it or try to stop it?

Female-to-female Gossip	Male-to-male Gossip	
		

Pilkington's Findings

When women gossip, they:

- have short turns, often not more than 35 words per utterance
- make short pauses
- use backchannelling and supportive questioning
- mutually extend topics
- disagree politely and actively avoid disagreement
- talk together (polyphonic)

When men gossip, they:

- have longer silences and long pauses (sometimes several minutes long)
- lack supportive response
- will continue to talk even without support or feedback from others
- will disagree by open challenges, including telling the speaker they are wrong
- can be critical and negative frequently, with criticism or abuse often directed rarely at the speaker – verbal sparring
- verbal sparring can become physical (but, again, rarely taken seriously)

Similarities are:

1. Gossip tends to be context bound, e.g. family setting = family gossip, work setting = work gossip.
2. Topics can be about the participants or those absent from the conversation.
3. Topics are more often private rather than public.
4. It is regarded as trivial and low prestige but still valued.
5. You need at least two people to gossip but it tends to be done in small groups.
6. The smaller, closer the group, the more probing is the gossip.
7. Age and educational background tend not to change the style of gossip.

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25

Theory 25: Cameron: 'Dominant Behaviour' (2007)

Deborah Cameron believes that girls bitch because, 'overtly dominant females than for males ... That is the reason why girls often go about their business in this instance by criticising others behind their backs and spreading rumours ...' (Cameron, 2007)

Synoptic Opportunity

Spoken Texts, Language and Technology, Language and Society, Language and Society

Task 12

Watch this clip (or any other similar clips) about Khloe Kardashian speaking to the media about her relationship with Kris Jenner. There have been some awkward texts between them too, with Khloe insisting that she is not the cause of any media furore. <https://www.youtube.com/watch?v=qxdyTpeukol>

Also, Urban Dictionary describes Khloe as 'a loud disgusting whore with anger issues who is always talking about other people's business'.

Is Khloe 'overly dominant'? Discuss some of her language and apply gender theory to it. (Cameron, 2007)

How has texting affected this interchange? How might the TV coverage be changed? What about their family links, their past and Caitlyn's recent transition?

Make three mind maps (one for texting, one for TV and one for family) – explore each context, and how.

26

Theory 26: Harness-Goodwin: Gossip (2008)

As always, there is a counter-theory! Marjorie Harness-Goodwin studied women's language for three years and found plenty of evidence of supposedly masculine language, e.g. direct orders, challenging behaviour, boasting about skills and weaknesses.

Task 13**Discussion**

- How far do you agree with Cameron's theory?
- How can this fit with Kuiper and Hay's findings?
- What about Goodwin's theory – what is your opinion on whether (or how often) women use 'masculine' language? Or is this something that is socialised out of feminine speech?

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27

Theory 27: Hyde: The Gender Similarities Hypothesis

Janet Hyde suggested in 2005 that there are more similarities than differences between the genders. This is an idea against the difference model. She carried out a substantial study to come to this conclusion.

Although this is a recent study, Hyde was not the first to suggest this. Earlier, such as Thorndike (1914) and Stetter Hollingworth (1918). However, to look at the differences between the genders and this is what often comes to the general public.

Maccoby and Jacklin's (1974) book *The Psychology of Sex Differences* is a study of gender differences in a wide variety of domains and dismisses many linguistic beliefs such as:

- girls are more 'emotional' than boys
- girls are better at simple tasks, whereas boys are better at higher-level tasks
- girls lack ambition

Maccoby and Jacklin concluded that gender differences did exist in only a few areas: visual-spatial ability, mathematical ability, and aggression.

However, Hyde's more recent study showed almost no gender differences in problem-solving and computational skills. She did find that this fluctuates over time; boys became a little more successful during high school years, but this was not significant.

Hyde worries that the difference approach is harmful to both genders. It socialises people into believing that they cannot, or should not, be nurturing. It also discourages the use of feminine language. Also that women who do not fit the stereotype of traditional occupations and relationships.

Read more of this fascinating study here:
<http://www.apa.org/pubs/journals/releases/amp-606581.pdf>

28

Theory 28: Cameron: Verbal Hygiene, Socialisation, Power (1995)

Deborah Cameron looked at the different ways men spoke and agreed that the ideal of a "man" in Western culture still is "not being a woman". Further, that men constitute themselves as masculine, linguistically, by avoiding forms of language associated primarily with women/femininity.

Moreover, in the young men's talk, 'being a man' was defined using 'toughness' and 'heterosexuality'. What is being socialised as 'shared' here is a view of gender that is based on what you learned earlier in 'gendered terms' where male insults tend to be more 'masculine' and 'feminised' are part of the difference theory.

Read more about this in Deborah Cameron's book *The Myth of Mars* and *The Myth of Venus*.
<http://www.uk.sagepub.com/upm-data/6241> Chapter 5 Krolokke 2nd

Cameron also coined the term (and wrote the book) 'verbal hygiene', where both genders are socialised into 'proper' ways of talking that match and uphold traditional gender roles. She said women's language was, 'really symbolic expressions of deference and lack of authority to say this' [hedges]. If they did not use "women's language", they were judged as unfeminine and were therefore unfit to occupy positions of power.
 (Cameron, *The Myth of Mars*)

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Cameron disagreed with Tannen and other difference theorists. She says that the theory makes, 'men come off as bullies, petulant toddlers, or Neanderthals'. Cameron says that some men, 'have realised that a reputation for incompetence is a social advantage. Like the idea that they are no good at housework' and, 'the housework to get it right.

(Cameron, The

Synoptic Opportunity

Spoken Texts:

Task 14

Watch the clip below of Karl Pilkington talking about his wife, Suzanne, and how

Does Karl 'come off as' a bully, a 'petulant toddler' or a 'Neanderthal sulking in his assertions about the difference theory)? Write down your evidence.

More importantly, does Pilkington, as Cameron suggests, use gender stereotypes to his benefit? Does this clip prove or disprove Cameron's theory? Remember that Pilkington's medium is the media. Write a paragraph to explain your views.

https://www.youtube.com/watch?v=gv_V2ySZUHW

(Caution: there is a taboo word at 2:24 in the last four seconds of the clip)

Task 15

DISCUSSION: How far do you agree with this statement of Cameron's about the difference theory being oversimplified (in essence, that men often seem 'petulant' or sulky) or did you find

Cameron also claims that the most important factor in our language choices is not the individual contexts. She wrote, 'the relationship between the sexes is not only about difference but the fact that we live in a male dominated society is like an elephant in the room that we don't notice'. She creates this excellent paradox: 'Rather than being treated unequally by men and women may become different because they are treated unequally'.

(Cameron, The

Task 16

Discussion: Do you agree that it is harder for men to accept any 'femininity' (e.g. as defined by Lakoff) in their language, including suggestions of homosexuality, than it is for women to accept it in their language (e.g. Kuiper's bonding through insults and swearing)?

Do you feel that you have been socialised into a gendered way of talking?

29

Theory 29: Maltz and Borker / Reid-Thomas: Back-channeling

All these theorists studied minimal responses (short utterances that do not have a clear object) and backchanneling (short affirmative noises that overlap the main

Daniel Maltz and Borker were the first to suggest that men and women use different backchanneling strategies. They suggested women would interpret them as 'I agree'.

Helen Reid-Thomas took this idea and tested it by asking male and female participants to respond with 'yes' or 'mhm'. She found that Maltz and Borker's hypothesis was wrong. The difference. Each gender judge interpreted the backchanneling in a different context.

It has become part of folk linguistics (myths) that men find indirectness in language. There is very little evidence to prove this. Why this is so important will become clear in Susan Ehrlich's.

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30

Theory 30: Ehrlich: How to Say No (1990)

The proceedings of a rape trial against a male Canadian university student investigated for a linguistic research project by Susan Ehrlich and was written by Cameron in her book *The Myth of Mars and Venus*. Two women had named the male suspect of the same nature: he had sexually assaulted them at the trial.

His defence centred on whether or not he believed the sex to have been consensual.

Both women were cross-examined at length with questions that implied consent, e.g. 'did it occur to you maybe your signals were not coming across?' and 'did you not want to have sex?' questions were not put to the defendant.

The defendant did say that the women had said they were tired but not 'no' or 'stop'.

Task 17

Discuss why this trial was deemed an unfair trial? Are the questions relevant/fair?

In Cameron's words, 'You don't have to be a rocket scientist to work out that someone who is unconscious while in bed with you probably doesn't want to have sex ... the responsibility for avoiding miscommunication is not a shared responsibility, but specifically a female responsibility.'

The defendant was found guilty.

Cameron goes on to explain that advice to keep messages in such a situation should be clear but highly questionable. Many women said they would never just say no for fear of rape (Kitzinger and Frith).

Cameron uses the context of refusing a drink at a pub with friends to prove her point. She would never just say 'no' when someone asks you to have a drink. You ameliorate with 'maybe,' or inventing excuses like having to be elsewhere. This saves face. It is a social norm that should be taken into consideration in **sexual** assault trials when there is much more to consider (Cameron, *The Myth of Mars and Venus*).

31

Theory 31: Kuiper: Male Bonding, Taboo, Insults M-M

In 1991, Koenraad Kuiper found that all-male talk resulted in less saving face and swearing to express solidarity.

In particular, he found that certain sports involved more of the above and the locker room became a prime setting for this behaviour.

Synoptic Opportunity**Social Groups****Task 18**

1. Write down which sports you think would use the most taboo language and explain why.
2. What sorts of face-threatening acts might be made by men to other men?
3. Write down an explanation as to why the locker room (or school changing room) is where much of this behaviour takes place.
4. Do you agree with Kuiper's findings? Do men bond through sports? What can you learn from his experiences – compare locker-room talk between males and females in your school changing rooms.
5. Read the following notes about Kuiper's findings and compare them to your own.

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Kuiper's Findings

Kuiper found that NZ rugby teams used a large amount of taboo language (comp including that of sexual humiliation (e.g. w***er), insinuating teammates had sim c**), hinting at effeminacy and lack of prowess.

This sort of locker-room 'banter' becomes formulaic and, therefore, expected, of and lack of hierarchy within the group.

The locker room, therefore, becomes a safe space. There will be no women there come to expect this formula to be replayed, and their presence and lack of speaking subconsciously becomes submission to this type of communication.

'Each team member knows they can both use the formulae and be the object of because team members know they can face-threatening acts to one another.

However, this solidarity is also founded on fear: fear of being humiliated, especially a mistake during a game, to be later punished with banter. Therefore, involvement of object is to make men conform to group requirements' and helps to discipline the team to perform better. Kuiper calls this 'the dark side' of politeness.

Generally, the range of vocabulary used in this banter is of a low register and, the prestige that men are known to seek.

Further Reading:

Further reading can be found in Kuiper's paper, 'Sporting Formulae in New Zealand Solidarity' at zzed.uk/7186-kuiper

32

Theory 32: Pilkington: Mateship Culture (1992)

Pilkington calls the insults of male solidarity the 'mateship culture'. He way cements friendships and has become part of masculine identity.

33

Theory 33: Millet: Men's House Culture, Sadism (1977)

Millet, in 1977, declared that, 'the tone of men's house culture is sadis latently homosexual, frequently narcissistic in its energy and motives' banter, similar to Kuiper's findings that such banter emanates from a feminine should a male refuse to partake in such linguistic play.

34

Theory 34: Hay: Taboo, Insult and M-F (1994)

Jennifer Hay expanded on Kuiper's findings by looking at jocular (joking) women.

She conducted a mixed-gender group of seven role players, during their meetings. They knew they were being recorded but not with video. The corpus and there are only 15 hours of data recorded.

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Synoptic Opportunity

Social Groups

Task 19

- Do you joke differently in mixed-gender and same-gender groups? How?
- Does the context (e.g. role-playing) make a difference to the language used?

Compare your findings to those of Hay.

Investigation Idea

This could make an excellent language investigation as part of your non-examination investigation into jocular language between teenage males and females' or 'An investigation into the language used by gamers and how this may be linked to gender – that the best gamers are male or female'.

Task 20

Why is the word 'cunt' avoided, hinted at, shied away from? Watch an episode from *Balderdash* (a comedy game show) which explores the etymology of words. In a search engine search for 'cunt' for a discussion of the C-word.

Greer is a feminist – do you think she will like or hate the C-word? Watch the show.

What are your own feelings surrounding this word? Did Greer make you think differently?

Hay's Findings

Hay's findings, based on a corpus from New Zealand, found that both genders use the word and group membership. They also both used it to highlight gender differences.

The main differences were that men used it for competition, status negotiation and to insult women (but over women by drawing attention to their sexuality). Insults seem to be more common between men.

Joking between the genders tends to take a sexualised turn, being rather suggestive.

Contrast this to Lakoff who claimed that women lacked a sense of humour.

Hay found 60 instances of m-f jocular abuse, 40 of mixed gender, 20 of m-m and 0 of f-f.

However, abuse was not as simple as just being gendered. Most abuse occurred in a context where the relationship was already bonded, showing that any loss of face incurred could be easily repaired.

Another variable was that between a new female member who abused an established male member even though there was not a solid bond already established. The female member might be trying to ingratiate herself by taking on a male member, proving herself to be fearless and confident. If she had abused someone less certain of their place in the group, she could have been seen as a threat.

So the men abuse the women more often than the men in the group, and 27% of the women abuse the men (always comes second'). This is perhaps unexpected. Men are abused for things like being stupid, but women are abused for things like being too emotional. The reasons were different. Men would rather insult men about their abilities that are not theirs.

Both genders used insults that showed their desire for the opposite sex to be attracted to them. Men used insults either in the kitchen or during the game.

Hay also found that men were competitive and women were collaborative. Women were more likely to be abusing others, asking for their help or agreement. Women abuse men more than men abuse women.

Further Reading:

Full details on Hay's findings can be found in a paper by Janet Holmes here:

- <http://www.victoria.ac.nz/lals/resources/publications/www/WWP1994v06.pdf>

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Task 21

Below is a sample answer to the following exam question about Tannen:

Write an opinion article in which you discuss the issues surrounding Tannen's of gender.

Sample Answer**'WHAT I'M REALLY THINKING'**

The Woman Who Can't Get a Word in Edgeways'

After being married for quite some time now, I'm finding that the age-old differences between men and women are becoming more marked. I suppose this is because we're more comfortable with our own ways of old slippers, or, more sadly, because we now feel we have to try so hard to be different. I've definitely been noticing the gender gap in our lives. It's like we're from different planets.

Funnily enough, I've been researching this topic and found a book by Deborah Tannen, *Men and Women of the House*. She's not on my own after all. She coined what I like to call, or, more accurately, the difference theories. That's right, our differences are so great that we need theories to explain them.

After reading her theories, I find that I can cope with my husband's odd ways. It's not those days when a friend has said something which upset me, just an off-the-cuff remark, a parenting style, all I want from him is an, 'I understand' or a 'Don't worry'. It's not what I should say in return, how I can fix it if I follow his advice. Professor Tannen's 'status vs support' versus understanding'. The man feels it's his job to fix things. The women want to be understood. Difference at its annoying best.

Something else which annoys me is his know-it-all attitude. We like to watch him work, but he will quite often shout his answer over mine. When I try to converse about something, he gives me a one-word answer louder. It's like he thinks I can't be right. Yet Tannen comes up with just men being men. I cite her 'status vs support' or 'conflict vs compromise' as evidence. He's just wanting to be the clever one and doesn't think about how this might affect me.

Difference. It's a funny old word. It's a funny old world.

- Think about what the student could have chosen for their form, audience and purpose.
- Annotate the exemplar for AO2 (theory and concepts) and AO5 (creativity).
- Give the exemplar a mark using the exam board's mark scheme. Discuss with the student what came to this score.
- Self-assess your work using the mark scheme.



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Exam Practice 5 (Additional Materials for Paper 1)

The following question is suitable for AS Paper 1, Language and the Individual, Q1.

Try it!

1. Analyse how Text A uses language to create meanings and representations.
2. Analyse how Text B uses language to create meanings and representations.
3. Compare and contrast Text A and Text B, showing ways in which they achieve their language use.

Text A

Frank Lampard vs James O'Brien – transcript from the digital radio channel 'Leading' where the interviewer is asking Lampard some difficult questions about recent reports surrounding his character. Please use the link below to reproduce the full transcript, or use the shortened version below.

- James O'Brien:** The criticism is as you know, in the newspapers over the years you've been painted as a bit of a rat. I'd just like to offer you the chance to defend yourself first...
- Frank Lampard:** I'm not sure about maybe being painted in the papers as a rat. The first time I was calling in is my sister just phoned me up and said she had been watching the show and she was slightly distressed particularly by your comments about my character. Is that right? I missed the show.
- James O'Brien:** No I didn't call you scum. I suggested that any man that could afford to have his children to live in circumstances inferior to his own would be a bit of a rat. Of course what you have now is the opportunity to tell us what you think.
- Frank Lampard:** First of all you're incorrect to say that anyway, my situation is not unique. A lot of people do that across the board, regardless what profession you're in. You're a footballer or whether you work in a bank or whatever.

Read full transcript here: <http://forum.ybig.com>

Text B

This is a transcript on Reddit, a social networking site, of a young man struggling to decide whether to stay at his current university or to transfer to a different one. He is looking for information and support on his chances. Please use the link below to read the full transcript, or the shortened version below.

- Me:** Hey, sorry if I seem to appear out of the blue, but would you like to talk? I'm not going to Tech this semester and I'd like to remain in touch with you. I haven't even hung out this summer!
- Her:** I'm not sure how my schedule is going to be because I haven't received my schedule yet. I will try and make some time and let you know I've just been so busy with my classes. Why aren't you going to Tech??
- Me:** I don't want to risk sinking my GPA lower than it already is. I'm going to stay at my current university [Tech] and see how it goes. If I like it enough I may stay there until the end of the year. But I'd like to come back to Tech after a semester. But that's exactly what my schedule is so jacked most of the time.
- Her:** Aww I'm sorry :(It'll all work out for you.

This was about an hour-long conversation, I was trying not to rush my texts... I was a bit of a mess shot with this girl?

Read full transcript here: <http://www.reddit.com/r/texttranscripts/comments/2b...>

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Essay Tasks

1. Annotate the data.
2. What is the main argument you can find?
3. What theorists can you apply or disprove?
4. Discuss the indicative content to add to your notes.
5. Write your essay.
6. Self-assess using the exam board's mark scheme.
7. Set yourself targets for improvement, e.g. use more AO1 terms, use AO2 the data.



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Indicative Content for Exam Practice 5

AO2 is referred to here although only AO1 and AO3 are examined. However, if this question involves issues, it would be advisable to cover a couple of AO2 points as these could form part of AO3.

Overarching Argument

Here are some initial thoughts to help you into the transcript and the sorts of topics to consider:

- Two males so focus on male type of language vs female
- Choose theories that back up this evidence or challenge accepted theories
- Context: how are the two men different, e.g. age, type of conversation, context
- How typical are these men according to what we already know about language

Data Set A

- Lampard shows many male traits; for example:
 - 'Is that right?' (direct challenge, aggressive, confrontational, using interrogative)
 - 'No that's what they do for. At the moment, I don't know what made you think that.'
- He also holds the floor and talks the most.
- However, this could be because he's lost face in a public arena so will be angry at the top of the social hierarchy.
- Lampard matches Maltz and Borker's findings that males show a constant need for competition for leadership, with many imperatives, and use language to keep asserting themselves when others have the floor.
- He also illustrates Pilkington's theory of 'verbal sparring'.
- The interviewer is also very challenging (however, this is part of his role to make a show) but uses some female traits; for example:
 - 'as a bit of a rat' (hedging, Lakoff)
- Perhaps this is done to keep Lampard involved in the show. If the interviewer was more direct, the show might hang up.
- This is an interesting context. If Kuiper's theories were seen, e.g. abusive talk is not able to be aired and Lampard could end up being quoted and with an even worse reputation. These two are not likely to be bonding due to their opposing roles.
- Tannen's difference theories of: status vs support (conversation is competitive on the one hand); advice vs understanding (Lampard sees the complaint and creates his own interpretation); information vs feelings ('I have split up' with no reference to the cause of the conflict vs compromise (Lampard does not shy away from face-threatening acts) vs declarative). Lampard seems to prove Tannen's theories correct.

Data Set B

- Female seems to meet Tannen's difference approach, being supportive; for example:
 - Her: Aww I'm sorry :(It'll all work out for you
 - Her: I don't think people understand how hard it is to be a server (hedging, Lakoff)
- However, so does the male. Perhaps this is because he's encouraging her to continue talking. For example:
 - Well I'm sorry for what happened, you up?
- He also shows more female traits; for example:
 - So, what do I do? Do I have a shot with this girl? (asking questions, revealing vulnerability, seeking help and support – lacks the advice which men usually can give themselves)
 - Me: Oh gosh (weak expletives, Lakoff)
 - Me: You're gonna make sooo much money in tips! (intensifiers, Lakoff)
 - Me: It just made me upset, and I don't really know if I could hold it all in
- Maybe he feels able to show a less-superior face since this is an online context and he would not talk like this to his friends, and then this makes sense why he would bond with the female.
- However, this challenges Edelsky and Herring's findings that, on mixed-gender conversations, men use more masculine language.

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- He does show some male traits:
 - we'll have fun, just don't forget about me ;) (direct imperatives)
 - Me: Are they? Well, if you ever quit, just step on their toes before you w bond, ameliorated without taboo for his female audience)
- Both use slang and covert prestige / downwards convergence according to T Perhaps in mixed gender, because of their age and the informal setting, this is
- Tannen's difference theories of: status vs support (he uses the 'female' approach making connections); independence vs intimacy (again, a female approach, re vs understanding (he wants both but from others so not independent); informal advice for his feelings but does want a solution); orders vs proposals (quite 'first' and asks outright for opinions, although this is a blog so we would expect

Compare and contrast:

- Both interestingly reveal female traits in male language, even in confrontational characters such as 's' and 'r'. Perhaps this proves Cameron right that context
- However, the difference theory proves Lampard to seem much more male
- However, female traits could reveal some sort of inferiority (of language) used, the men are trying to ameliorate situations, e.g. to not seem over pushy with them.



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Exam Practice 6

The following exam practice is suitable for Q1/2 of either AS or A Level Paper 2.

Try it!

Discuss (AS) / evaluate (A Level) the idea that men and women gossip differently using the following texts as a starting point.

* Remember that A Level papers do not give any data for this style of exam question. At A Level, try this question without the texts provided.

Planning Tasks for AS

Firstly, annotate the transcript. Secondly, read the indicated content to see what issues you found.

- Tick off any of these issues that you found.
- Revise any areas you did not include. Use more AO1 terms, more theory.

Planning Tasks for A Level

1. Create a mind map with the word 'gossip' in the centre.
2. Create a branch for 'male' and a branch for 'female'.
3. Attach to these some examples of what constitutes male and female gossip.
4. From these examples, link in some useful theory.
5. Create another branch called 'overarching argument'.
6. On this, summarise your opinion according to the statement. You could then answer – 'how far' do you agree with the statement?
7. This 'overarching argument' branch should form the introduction and conclusion.

Essay Task for Both AS and A Level

8. Next, write the essay under timed conditions. Your plan and writing should take 30 minutes for AS or 45 minutes for A Level which is the time allotted for this question.
9. Remember to use a range of AO1 terms and AO2 theories, plus clear discourse markers (the examiner).

Assessment Task for Both AS and A Level

10. Afterwards, use the mark scheme to self-assess. <http://www.aqa.org.uk/subjects/language-7701-7702/assessment-resources>
11. Lastly, set yourself targets on the areas you need to revisit and revise. You can then ask your teacher has marked your work – pay attention to the areas for improvement.

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Gossip Transcript 1

- O: Amy's like *god* I want to have so much sex [with him], I was like [inaudible]
- J: [yeah] ((laughs)) her track record
you're just like
- O: please don't
- J: Yeah
- O: ... she does *really* like him it's not just like a (1) () kind of thing
- J: Yeah but at the same time she will find someone else
- O: Yeah this is what I said to her erm
- J: Yeah
- O: Oh she was telling me all about it today
- J: Why what did she say? Telling me all the gossip.
- O: (2) Basically I'm on the other side now because on Thursday apparently
he had a long conversation with her like a 45 minute long conversation
with her erm and was basically he told her everything he was like I really
Amy I'm really sorry for like what happened between us but like she's
obviously not that into him anyway because
- J: she's mo[re after Jamie]
- O: [she was she w]as after Jamie *that* night
- J: Yeah
- O: Erm
- J: and also when she came back in from like that conversation she didn't say
- O: Well this is the thing like Nick and Amy were being all over each other all
night and on Saturday night as well cause they went to Disconnected.
- J: What's that?
- O: Well I thought it would be really good but Amy says it was crap erm but
apparently it's supposed to be a really good night I'm not sure where it is
bit a bit of town. I also really want to go to Warehouse
- J: Yeah, but it's quite far away but

Read full transcript here: <http://www.nottingham.ac.uk/english/documents/innervate/>

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Gossip Text 2

Discuss the idea that men and women gossip differently (using this Daily Mail article)

The nattering classes! Women gossip for FIVE hours every day

It will come as no surprise to their often less talkative male counterparts.

The typical woman spends five hours a day – more than a third of her waking hours – gossiping, a study has revealed.

Whether at home or work women natter for about 298 minutes every day, it found.

....

The report also found women spend 124 minutes a day discussing their weight.

What Women Like to Talk about and with Whom

1. Shopping
2. Diet and exercise
3. Holidays
4. What they would do with a lottery win
5. Health worries
6. Lunch
7. Who's seeing who
8. Other people's relationship problems
9. Children
10. Recipes

Husbands are most likely to get the brunt of work talk with a daily update on how they've gone and who has annoyed them.

Read more: <http://www.dailymail.co.uk/femail/article-2025905/Women-spend-hours-gossiping.html>

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Indicative Content for Exam Practice 6

Discuss (AS) / evaluate (A Level) the idea that men and women

- Tick off any of these issues that you found.
- Revise any areas you did not include, e.g. more AO1 terms, more theory.

Indicative Content for Gossip Transcript 1

- ◇ Neither woman takes the floor from the other.
- ◇ They backchannel and support one another, making a mutually safe environment.
- ◇ Backchannelling is emphasised, presumably in a friendly tone or one that encourages the speaker.
- ◇ Minimal responses are also used as support and acknowledgement.
- ◇ The intimate talk suggests a close friendship.
- ◇ They have a system of shared values ('it's all right') not asking for a change of subject.
- ◇ House talk – gossip, scandal ('what's that?') – is a key part of the conversation.
- ◇ Short turns and pauses – building on previous information by mutually extending the conversation (Pilkington).
- ◇ Also see deficit theory fits, e.g. weak expletives, intonation, intensifiers.
- ◇ Would you say this was gossip to ostracise others, as girls learn to do in the past (Goodwin) or harmless, supportive gossip (as according to Coates)?
- ◇ Evidence of high involvement and cooperative overlap (Tannen). Also evidence of speaking in private contexts, building relations, overlapping, symmetrical speaking.

Indicative Content for Gossip Text 2

- ◇ Form is *Daily Mail*, a tabloid, so does tend to sensationalise findings (e.g. 'more than 10 hours') for an audience who will look primarily for entertainment rather than information. This could be said to be the secondary purpose.
- ◇ Agrees with Pilkington's findings that women like to gossip in private ('one of the most common forms of communication published in a non-specialist form, it does not extend theory into looking at, for example, the role of gossip in the workplace').
- ◇ The semantic fields that women talk about are domestic related and agree with the idea that women are guardians of the domestic.
- ◇ Mention of male gossip is non-existent, perhaps because tabloid newspapers are patriarchal with their topics and presentation of women, e.g. Page 3 models. The text aims to introduce Pilkington's findings about male gossip and how this differs from female gossip.

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Exam Practice 7

The following exam practice is suitable for the AS Q1/2 'Discuss' Question.

Try it!

Discuss the idea that spoken interactions between men and women are marked by differences in communication.

In your answer you should discuss concepts and issues from language study, supporting examples and the data in Text A below.

Planning Tasks

1. Firstly, annotate the transcript for AO1 terms and AO2 theory.
2. Remember to include other contextual factors which could complicate the issue.
3. Secondly, read the indicative content to see what you could have included.
4. Tick off any of these issues that you could include.
5. Revise any areas you didn't include, e.g. more AO1 terms, more theory.

Essay Task

1. Next, write the essay under timed conditions. Your plan and writing should take 20 minutes for AS, which is the time allotted for this question in the examination.
2. Remember to use a range of AO1 terms and AO2 theories, plus clear discourse (the examiner).

Assessment Tasks

1. Afterwards, use the mark scheme to self-assess. To do this use the AQA mark scheme here: <http://www.aqa.org.uk/subjects/english/as-and-a-level/english-language-770>
2. Lastly, set yourself targets on the areas you need to revisit and revise. You can then ask your teacher has marked your work – pay attention to the areas for improvement.

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Text A

Text A is from The Big Bang Theory (Series 4, Episode 5).

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- Sheldon:** Are you still depressed because you're alone?
- Leonard:** I don't know. Maybe.
- Sheldon:** I want you to know that I'm genuinely concerned.
- Leonard:** Thank you.
- Sheldon:** You're welcome. But it's still no reason to have a pity party.
- Amy (on webcam):** May I offer an observation?
- Leonard:** What the hell? How long has she been here?
- Sheldon:** Since we got home from the comic bookstore.
- Leonard:** That was... well, hours ago.
- Sheldon:** Well, by your suggestion, we're hanging out. Okay, all the hoopla's about. Go on, Amy.
- Amy:** From a neurobiological standpoint, Leonard, your psychological state is causing an actual desperation.
- Sheldon:** Did you know that, Leonard?
- Leonard:** No.
- Sheldon:** I did.
- Amy:** I understand that some people find mates in bars or taverns. Have you tried a bar or tavern?
- Leonard:** No, I'm not gonna try to pick up a woman in a bar.
- Sheldon:** Wise decision. You see, Amy, success at a bar requires attributes such as height, strength, attractive features, liquor and throw darts, separately or together. Leonard lacks all those attributes, right, Leonard?
- Leonard:** Right.
- Amy:** That's not true of all bars. Juice bars, for example.
- Sheldon:** Oh! Good point, Amy. Yeah, building on your point, Amy, frequent sushi bars, salad bars, oyster bars, etc. What are you doing?
- Leonard (exiting the apartment):** Keep going. I'm listening.
- Amy:** That was rude.
- Sheldon:** He does it all the time. He's a cornucopia of rudeness.
- Amy:** Cornucopia. What a... mellifluous word.
- Sheldon:** Let's make that word of the day.
- Amy:** Okay. And we'll use mellifluous tomorrow.
- Sheldon:** Well, I have to void my bladder. It was nice seeing you.
- Amy:** Wait. I have a request.
- Sheldon:** Yes?
- Amy:** I'd like you to meet my mother.
- Sheldon:** I see. Can I get back to you on that?
- Amy:** Certainly. Good night.

Read more here: <http://www.bigbangtheory.com>

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Indicative Content For Exam Practice 7

Overview of misunderstandings:

- Leonard's loneliness is shared but not in a totally supportive way, more so in an impersonal way, such as the way in which Leonard's personal attributes are discussed.
- Leonard's exit from the conversation is judged to be rude rather than him needing to leave.
- The type of 'bar' is misunderstood.
- Amy wants to take the relationship further; Sheldon politely plays for time.

Theories that could be used:

Tannen – advice versus understanding

Leonard just wants sympathy but Amy and Sheldon give him some hard to hear advice (desperation). This is typical of males but less so for the female character of Amy, which makes her less 'feminine' and more robotic.

Tannen – information versus feeling

Humour occurs because the audience can tell that this is an opportunity for the female character to reveal the quasi-autistic nature of the 'nerds' means they miss the situation and do not regard Leonard's feelings. He is more of a project rather than a friend.

Tannen – independence versus intimacy

Sheldon sidesteps Amy's invitation to meet her mother. His character is stereotypically male, valuing autonomy and fear of commitment.

Tannen – conflict versus compromise

Leonard rudely exits the room midway through their conversation. He is not concerned with feelings and openly invites conflict. He does not try to compromise by explaining his feelings.

Jones' House Talk

Scandal – Leonard's relationships and behaviour are judged.

Chatting – mutual self-disclosure on an emotive topic.

Trudgill – Prestige

Sheldon seeks overt prestige by using low-frequency vocabulary, e.g. 'mellifluous' instead of 'smooth' or 'soft'. This is more of a feminine trait. However, we know this is not the case (which Tannen said is a masculine trait).

Pilkington – Gossip

Male gossip can be overtly critical and does not have to be mutually supportive, so they can continue to discuss Leonard's 'social awkwardness'.

Lakoff – Deficit model

Sheldon uses euphemisms, e.g. 'hoopla' instead of 'crazy'. Leonard seems to lack a sense of humour, although his feelings are hurt). Both of them exhibit feminine language traits, which perhaps are used to characterise them as 'nerds'.

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Indicative Content For Exam Practice 8

Discuss the idea that interactions between men and women are characterised by power.

Lexis

- 'Distractingly' suggests that women, as a whole, are offputting in a place of work. It is a subjective judgement of view.
- The adjective 'sexy' is also a diminutive which completely objectifies women. It reduces women to their physical attributes. It makes the 'male scientists' seem superior and in a position to lecture. It is a condescending way (when he should have been referring to their colleagues by the noun 'scientists').
- The term 'a nobel laureate' suggests the man is well educated and should know better. It also apportioning some direct blame upon him, as though he should have acted more responsibly. 'Laureate' is a term suggesting he is one of the intellectual elite, who is respected and in a position of grace. There could also be a pun on the homophone 'noble/nobel', i.e. Hunt's noble manner towards his female colleagues.
- Hunt used the third-person plural pronouns 'them' and 'they' to describe his female colleagues. This is quite cold and distant, suggesting that all women act in the same negative, emotional way.

Semantic Field

Hunt talks about women in terms of romance, 'they fall in love with you', and emotion. This suggests that he should be seeing them in terms of their scientific role.

Tone

You might expect the tone to be angry. However, it is mocking and sarcastic 'wasn't it a bit graphic in the slightest', which ridicules Hunt's reaction to women's presence in the lab. It is a tone of superiority. Perhaps this is because the online reaction was so swift, sardonic and supportive (e.g. tweets in a matter of hours) that anger became a redundant emotion in this case.

Context

- In this context, we can accept the term 'female scientists' but under any other circumstances it might be seen as a marked term, e.g. lady doctor.
- The hash tag helped his faux pas to trend and to be addressed immediately. It was a way of empowering for 'female scientists', or any woman who has struggled to find a role in a traditionally male environment. It is an example of casual sexism ('male as norm').
- The context of the feminist website *Vagenda* alerts us that the man who uttered the comment was a 'task' ('*Vagenda*' being a neologism made from eliding 'vagina' and 'agenda').
- This even provoked some new Twitter names such as 'babesofscience' and 'sciencebabes'.
- We should ask ourselves what would happen if a woman made the same comment on a website and consequent Twitter debate about this?
- However, Hunt made these comments in a public space.

Theory

- Cameron's male as norm – that women in a lab are some sort of romantic aside from being effective scientists. She also suggested that women in a lab spoke in a masculine way. Perhaps this is also the same for women in other male-dominated areas of work? Are they consequently, liable to be targets of sexism because their gender marks them as different?
- Cameron's theory about men and women using 'feminine language' could also be applied to the 'distracting' comment. Are these innate personality traits be what Hunt is focusing on?
- O'Barr and Atkins found that class changed language. Perhaps if 'female scientists' were to use the same language and act on equal terms with their male colleagues, Hunt's comment would be 'distracting'? Something he would not normally expect from females? Are they challenging this uncomfortably?
- Perhaps Hunt was also confused by the female use of tag questions? Is this, a way of seeking approval and made Hunt feel that they needed his assistance when, in fact, they may have just been including him in their conversations?
- Or perhaps Spender's view is correct – that Hunt could be subconsciously worried that the inclusion of females in traditionally male roles is 'tantamount to eliminating male power'. He might seem to feel as if he sees 'male power and dominance as reasonable and natural'.

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Language and Laughter

The theorists discussed in this section suggested that men and women laugh differently.

Task 1

Before you read their actual theories, discuss the following:

1. Do you agree with Lakoff that women lack a sense of humour? Put your answer on a piece of A4 / electronic device and be prepared to defend your answer.
2. Do men or women laugh more? Again, answers on a whiteboard.
3. Do you laugh more with people you like or dislike?
4. How many reasons can you think of for laughter?

Investigation Idea

Is there a difference between male and female humour? This could lead to an investigation into male and female stand-up comedians, e.g. 'An investigation into gender differences in humour: Russell Howard and Jo Brand'.

Task 2

Now watch a clip of a comedy show suggested within the group (classroom approach) and discuss whether female comedians are 'as good' as male comedians. Of course, this is a subjective idea. However, for this purpose, we are not looking at what a 'good' or 'bad' laugh is, but laughter within the group.

Fill in the table below with your findings – unfortunately, as you are all language students, it is impossible to avoid (where language use will change since you know what results you want). Add more rows if you can think of other ways to create a corpus analysis of laughter.

	Male Students	
Who laughs more?		
Who laughs at coarse humour, e.g. taboo topics or swearing?		
Who joins in laughter to be sociable or supportive?		
Who laughs more loudly?		
Who uses laughter to be provocative or argumentative?		

Compare your findings to those below. How far is laughter in your classroom typical of the stereotypes?

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Theory 35: Hakulinen: Laughter (1994)

In 1994, Auli Hakulinen suggested that laughter is part of gender display. It is used for a specific masculine or feminine purpose, as part of the conversation subconsciously. Nonetheless, laughter does seem to be used in stereotypical ways. Theory suggests that men and women use laughter for different reasons in socialised interaction. Laughter could be used to support (by females)

36

Theory 36: Jefferson: Laughter (1994)

Also in 1994, Gail Jefferson build on Hakulinen's initial findings. When a man laughs, a woman will laugh. However, this is not reciprocated. In mixed gender conversation, a woman's laughter will not automatically do so.

Therefore, women laugh more than men. This difference between the sexes is actually quite small. 30% of women join male laughter while 47% of men join female laughter. Do not apply these findings as a generalisation.

Jefferson wrote about her participants using the metaphor of the legerdemain (called them, Janes) are more receptive to laughter and men (Tarzans) laugh at male laughter even though they cannot see what is amusing. If a female is laughing, he will not reciprocate.

However, Janes will not laugh if a man is using jokes to be difficult or to show off.

A Tarzan will join in a Jane's laughter if he is trying to be gallant.

Janes will laugh at themselves but not at a Tarzan's troubles, even if he is laughing. However, a Tarzan will laugh at a Jane's troubles.

You can read more about the actual case studies here:
http://www.liso.ucsb.edu/liso_archives/Jefferson/Laughter_in_male-female

Also *Laughter in Interaction* by Phillip Glenn is a useful text which has sociolinguistic laughter theories.

37

Theory 37: Glenn, Hoffman and Hopper: Laughter (Contemporary)

In 1996, these three theorists (Phillip Glenn, Katherine Hoffman and Robert Hopper) built on initial findings with a larger corpus. They split participants into 'non-conversational' and 'relevant' pairs which, unfortunately, again made the sample small.

Some of their findings contradict the previous ones. Outside a relationship, men and women do the 'laughter invitations' about the same. However, inside a relationship, men do less. Within a relationship, they found that women laughed more in a conversation (at themselves and their mistakes).

38

Theory 38: Schegloff: Interactional Purpose of Laughter

Emanuel Schegloff believes that neither males nor females use laughter for a specific purpose. It also serves an interactional purpose, e.g. being sociable, showing solidarity, or to soften down an offensive remark, relief. This is often a more feminine trait.

Read more in his book *The Handbook of Conversational Analysis*.

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Theory 39: Partington: Laughter and Superiority (2006)

Alan Partington wrote that laughter is used to create and express superiority, to threaten face or ameliorate a threatening act, for example play-fighting, and is related to personality and idiosyncrasy than gender.

Read more in *The Linguistics of Laughter* by Alan Partington.

40

Theory 40: Reiss: Cartoons (2005)

Allan Reiss is a psychiatry professor specialising in behavioural science. He rated cartoons and rated them on a scale of 1 to 10. What he found was the difference between males and females:

The females in his study had much more activity in the left inferior frontal gyrus (Broca's area) which is known for the production of language. This region is 'more active' when processing humour. Reiss thought that women were more receptive to the dopamine reward triggered by humour (when eating chocolate). Reiss found men's response to be just for the visual aspect of the cartoon.

He asked the important question:

'Is it possible that women approach humour with a more open mind because they laugh at all their jokes? Or could it be that they laugh more because men are funnier to them?' (Reiss, 2005)

He also showed subtlety in reading Lakoff's findings, which was not that women laugh at humour per se but that they laughed more often to reduce discrimination against women.

41

Theory 41: Provine: Who Laughs More? (2000)

Psychologist Robert Provine found that women laugh more than men (in single-sex groups), which is in direct conflict with Lakoff's statement that women laugh more often than men. He also found that women laugh more with other women than men in single-sex groups. However, in mixed-gender conversation, making them the gender that laughs more often.

Read more about Reiss and Provine in a 2014 article by Scott Weems on Salon.com, a liberal politics and current affairs website:
http://www.salon.com/2014/03/15/louis_c_k_or_tina_fey_gender_science_n_or_women_funnier/

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Try it!

For AS, use the following article: 'Louis CK or Tina Fey?'

These data reveal that women do indeed laugh and enjoy a good joke, though for reasons than men. Laughter isn't offered easily among men. Perhaps it's a male trait by nature more reserved, but men are far likelier to elicit laughter from the people around them than laugh themselves. Put two women in a room and they'll soon share a laugh, but it's the men who are the clowns and the women who are the audience.

Planning Tasks For AS Level

1. Firstly, use a Venn diagram to show how males and females use humour differently. Do you have middle ground.
2. Around this, note down what other contextual factors affect humour use, e.g. gender, age, social class, etc.
3. Annotate the transcript.
4. Read the indicative content to see what you could have included.
5. Tick off any of these issues that you found.
6. Revise any areas you did not include, e.g. more AO1 terms, more theory.

1. Firstly, use a Venn diagram to show how males and females use humour differently and how they have middle ground.
2. Around this, note down what other contextual factors affect humour use, e.g. age, social class, etc.
3. This 'complicating argument' brought up in step 2 should form the introductory paragraph of your essay.

- Next, write the essay under timed conditions. Your plan and writing should take 30 minutes for AS and 45 minutes for A Level, which is the time allotted for this question.
- Remember to use a range of AO1 terms and AO2 theories, plus clear discourses (the examiner). Bring in theories from Lakoff, the laughter theorists or the gender theorists.
- For AS only, remember to refer to the data extract and then out to other contexts.

- Afterwards, use the mark scheme to self-assess. <http://www.aqa.org.uk/subjects/language-7701-7702/assessment-resources>
- Lastly, set yourself targets on the areas you need to revisit and revise. You can use the mark scheme to help you. Your teacher has marked your work – pay attention to the areas for improvement.

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Indicative Content for Exam Practice 9

AO1 (the structure of the essay)

- Your essay will presumably start with an introductory premise setting out the differences in the way the two genders speak – differences that appear so obvious that it does seem to be evidence for either an innate or a socialised distinction between the genders.
- The majority of your essay will then give several examples of these key differences to show the examiner what you have learned. Choose from the most interesting examples. To really reveal the differences, you should contrast male and female speech.
- Conclude your essay by summing up once more that there are many well-respected instances and patterns of difference in speech between the genders.

AO1 (terminology you could include)

- Lexis: linking to Lakoff, you could cite a range of special lexicon for, e.g. colour terms and expletives. You could contrast this with the male tendency for overt prestige language as found in Kuiper and Hay. Question whether this is innate or socialised (see the 'Louis CK or Tina Fey?' article).
- Structuralism: linking to the laughter theorists, you could look at laughter as gendered (see Jefferson et al.) and how this has some scientific basis supporting innate gender differences. This raises questions about socialisation (pleasing others).
- Pragmatics: animal terms used more negatively for women (e.g. bitch vs stud). Are these terms you have heard or used yourself? Could you imagine using the 'bitch' used for a male implies homosexuality perhaps). Also, those linked to professions often for women – as are casually sexist terms such as 'female doctor', as if the adjective 'female' being included.

AO2 (theory you could include)

- Lakoff's deficit language vs Kuiper/Hay's overt use of taboo / sexual insults
- Laughter theorists
- Gendered terms theories, e.g. Holmes, Stanley, Schulz and Lakoff
- Also referring to the 'Louis CK or Tina Fey?' article

If you were unsure of how to use any of these key theories, make sure you revise them in your essay again.



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Language and Sexual Identity

Can a person's language, including prosodic features (e.g. tone, pitch, volume) and facial expressions, body language) reveal their sexual identity? These areas are looked at in terms of diversity: Queer Theory, Lavender Linguistics and Gender Performativity.

Write down what you might list as stereotypical traits of heterosexual females, heterosexual males and homosexual males, using these four categories as subheadings. Look at paralinguistic features.

These theories look at homosexuality, i.e. what is homosexual language? Can it be used to reveal sexual identity? Do we change our linguistic identities in order to reveal our sexual identity?

Discuss with the group before reading the following interesting studies.

Investigation 1

This would be an interesting language investigation with many possible topics: 'Can you tell if someone is homosexual just by the way they speak?' or 'An investigation into the language of homosexuals' or 'The treatment of homosexuals in the media' or 'The language of homosexuals with celebrities before and after they came out' or 'The treatment of homosexuals in the media'.

42

Theory 42: Valentova and Havlicek: Perceived Sexual Orientation Based on Vocal and Facial Stimuli Linked to Self-Rated Sexual Orientation

An excellent theory you can use when looking at language and sexual identity. Jaroslava Varella Valentova and Jan Havlíček. Or put more simply, can you tell if someone is homosexual based on their voice or looks? You can read their open-access paper for more detail:

<http://journals.plos.org/plosone/article?id=10.1371/journal.pone.0082417>

They began their investigation because of the 'widespread belief that people can accurately judge solely on the basis of limited information, such as appearance and behaviour'. They wanted to examine the existence of the 'gaydar' and 'lesbianism' markers of belonging to the given social group'. They focused on how people judge based on initial impressions, which is 'one of the most important mechanisms by which we quickly and effectively classify the social world'.

Interestingly, studies have shown that listeners could in fact distinguish between male and female speech from video clips and still photographs of fully clothed people. Areas, e.g. eyes, hair, mouth, and this was the same across different cultures. People deemed to have 'feminine' qualities to their looks.

This 'feminine quality' was the same for both male and female participants, e.g. higher pitch, expanded vowel /i/.

Even so, context played a part; those who were more familiar with homosexuals were more accurate with their guesses, with female participants guessing wrongly more often than male participants.

43

Theory 43: Bent, Munson et al.: Vowel Production (1999)

This study into the influence of sexual orientation on vowel production found that there was no difference at birth but that homosexuals selectively adopt (choose) the characteristics of the group into a particular social group (which fits Trudgill's convergence theory). Findings that homosexual men and women do not have higher or lower pitch. They found that prosodic choices were more to do with sounding emotional than with being simply higher or lower pitched innately (which matches the feminine language versus theories).

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44

Theory 44: Kulik: 'Spotting' Homosexuals (2000)

Like many others, Don Kulik believes the impression that homosexuals language is part of folk linguistics and, as such, is an outdated view. No one speaks in the same way, and speech patterns cannot be called gay or lesbian because lesbian people use them.

When the pop star George Michael came out in the 1990s (following his admission to using a toilet), there was immense shock – many people claimed never to have known he was homosexual (we will examine some media reports on this later):

- Watch a Wham! video (e.g. 'Wake me up before you go-go')
- Go back to your list of stereotypical homosexual traits – did you spot any in the video?
- Then read this blog on 'funnyordie': <http://www.funnyordie.com/articles/george-michael-being-gay-so-surprising>

Task 1

1. Do you believe, like Kulik, that homosexuals cannot be spotted and identified by their language? Why or why not?
2. Like Valentova and Havlicek, that you could probably have guessed George Michael was gay just from watching this video?
3. What do you think about the blogger's choice of phrase 'Rock Hudson was gay'? Make some comments about shared knowledge and labelling.

45

Theory 45: Travis: Pitch (2011)

Lee Edward Travis claims that being an early adolescent male is a distressing experience because their voice remains high pitched, like a woman's, when their peers have deep voices. This builds on social anxiety theories already seen, e.g. Cameron's 'male as female' which involve homosexual terms.

46

Theory 46: Motschenbasher et al.: Lancaster University (2014)

How would you feel if somebody said you had qualities of the opposite sex? Is there a difference between the males and females?

Read and discuss this blog by D S Bigham on whether or not he feels it is a good thing to be 'opposite sex' http://www.slate.com/blogs/lexicon_valley/2014/11/24/sounding_gay_puns_about_your_social_identity.html?wpsrc=sh_all_dt_tw_top

Researchers in the department of Linguistics and English Language at Lancaster University are studying gender performativity (the way we feel we have to 'perform' our gender identity according to our gender, e.g. being 'masculine' or 'feminine'). They claim that sex determines their gender identity, i.e. that males identify as masculine and females as feminine. Also that 'males will not only identify as masculine, but also experience a sense of being 'opposite sex' and this also crucially comes to be seen as a defining characteristic of being male. In other words, the gender we are born with must be performed in the 'correct' manner.

Therefore, they claim that 'a non-normative gender performance is seen as evidence of a non-normative sexual identity, in that an insufficiently feminine gender performance by a female is evidence of her alleged homosexuality'. In other words, if you are a female and your voice and body language, or if you prefer to stay single, then people will see you as 'opposite sex' (vice versa for males).

Do you feel that people are often wrongly labelled? Is there pressure to conform to certain norms, e.g. for girls to wear pink and to put on make-up?

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47

Theory 47: Butler: Gender as ‘Prescriptive’ (2007)

Marilyn Butler has written that gender is ‘never merely descriptive but means that we are assigned a gender at birth and expected to act in a same as the Lancaster University findings). She states the midwife’s for setting the whole linguistic determinism in play, as if our gender then us from the minute we are born. If we wish to fit in with cultural expectations’ in that we speak and act as we are expected to.

How far do you agree with these statements? Can you be a masculine without this being evidence of homosexuality? For instance, do heterosexual men dance ballet? Do heterosexual women speak face-threatening acts? Are heterosexual men interested in emotions of

Heterosexist, Homophobic and Heteronormative terms

Heterosexist terms are those with negative connotations for anything female or any insulting phrase that uses female genitalia as an insult (which links to Starling about patriarchy and Cameron’s ‘male as norm’). It also includes overtly positive masculine, such as the positive spin on being able to do something ‘like a man’ or

These build into heteronormative terms – anything which supports heterosexuality

Homophobic terms are negative about homophobia, for example a woman being a man she isn’t attracted to or a man being called ‘gay’ because he’s not good at sports

Task 2

Think about your use of language. Review this for 24 hours. How many heterosexual homophobic terms do you use, either subconsciously or otherwise? Share these with your class at the end of the lesson. What about older members of your family or wider use across the sixth form? How does this compare between the way each gender uses these?

Gay Code-switching

Gay slang was important when homosexuality was illegal, and an early gay lexicon was compiled by Legman in 1941, *The Language of Homosexuality: An American Glossary*. A more recent work is *The Queen’s Vernacular* from 1972. As the liberal 1970’s and the decriminalisation of homosexuality led the way to the 1980s, the onset of AIDS meant that there was a fresh rise in homophobic oppression. As an oppressed minority group, this secret language was both a part of belonging (inclusion) and surviving (exclusive language – divergence from ‘the norm’). These secret languages were used where homosexuality is illegal, like the Gayle language of South Africa or Bihasa Batak in Indonesia.

In today’s more accepting society, switching to a ‘gay code’ is more part of asserting identity and way, resisting gender norms. However, a more heteronormative style may be chosen in a formal environment, since homosexual speech can sometimes be associated with being unprofessional and exclude the speaker.

Polari

Polari is a form of a ‘gay code’ which can be switched on or off linguistically depending on the context. It originated between other secretive groups in the nineteenth century: Jewish street performers, thieves who wanted to speak in secret, and members of the LGBTQ+ community. Today, there is even an iTunes app for translating into Polari. We use words like ‘acdc’ to describe somebody who is bisexual, ‘barney’ for a fight and the more secretive language for secret encounters in public toilets. This language has drawn from Cockney rhyming slang but also has influences from Romany gypsy languages.

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48

Theory 48: Baker: Gay Slang (2004)

Paul Baker has collected a list of gay slang in his book *Fantabulosa: A Dictionary of Gay Slang*. See if you can guess what the following terms mean and make notes.

Task 3

Term	Meaning	
Daddy		
Granola lesbian		
Riot grrrl		
Lipstick lesbian		
Whorella		
Arctophil		
grrrl		

- Baker sees these labels as stereotypes but not necessarily negative 'roles' and part of belonging to a social group. What is your opinion?
- Why might these terms to do with sexual identity be more acceptable than those looked at by Holmes and Stanley, e.g. 'bitch' or 'crumpet'?
- Also think about whether the label 'gay' is positive or negative and why.
- Finally, what about the word 'cis'? It is an abbreviation for 'cisgender' meaning with the gender you were born with. Some transsexuals call people who don't feel about being labelled in this way?

49

Theory 49: Ashley: Lesbian Language (1982)

Leonard R N Ashley said in his book *Dyke Diction: The Language of Lesbianism* that female genitalia was similar to that used by nuns! If this is true, then we have a language of gender but of minority groups, so are contextual rather than innate.

How far is this true of other minority groups? Think about different social groups formed around taboo or sensitive topics. Do you ever change your language when talking about a sensitive subject? If so, how? For instance, how might a police officer talking to a victim about a sexual assault?

50

Theory 50: Leap: Lavender Linguistics (1993)

Beyond the Lavender Lexicon is a book by William Leap. He wrote about the language of homosexuals. This term is used to describe the language of the gay social group. Leap also says that homosexuals will use TV shows such as *Under the Influence* to teach themselves the latest 'code'. Some of Leap's ideas can be controversial. He says that homosexuals speak differently from heterosexuals and declares that there is a 'gay language'. However, Leap is not homophobic and is quick to give lurid details about homosexual life in the news. He brands as vicious especially tabloids, give 'salacious information about a gay person ... that they're criminal'.

- <http://www.cnsnews.com/news/article/university-conference-focuses-gay-linguistics>
Listen to this great radio interview where Leap talks about lavender linguistics on a radio station. Make notes about some of his comments to discuss after.
- <https://www.wbez.org/shows/wbez-news/what-gay-sounds-like-the-linguistics-of-gay-communities/07f00b12-406c-4be7-ae3f-916207e6d414>

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Task 4

Read this article about George Michael in British tabloid the *Daily Mail*. Annotate and break this down into word classes (e.g. nouns, verbs, adjectives, pragmatics). The AO2 that the media uses 'salacious information about a gay person' which implies of this tabloid?

George: I'm Not Ashamed of Cruising

The singer, who lives with long-term partner Kenny Goss, 48, in a £5 million mansion which is less than a mile from Hampstead Heath also compared the man he encountered to a Bernard Manning lookalike.

Ridiculing his actions, Michael said: 'As much as I don't want to be ageist or fatist, it's not that dark.'

...

However, following Michael's latest encounter he confirmed that his 'marriage' to Goss has been postponed indefinitely, his first time being, as the *Daily Mail* revealed on Tuesday.

...

His new shame echoes the incident which revealed his sexuality to the world – and millions of fans – when he was caught trying to have sex in a California public toilet in 1998.

Read full article here: <http://www.dailymail.co.uk/tvshowbiz/georgemichael/article-1301111-George-Michael-not-ashamed-cruising.html>

Task 5

Now compare the tabloid article to this broadsheet from *The Guardian* written by Michael O'Keefe. Look at the same word classes and apply Leap's theory:

George Michael: 'I'm surprised I've survived my own lewd act'

Even when he was struck by disaster, he turned it to his advantage. In 1998, he was charged with a 'lewd act' after a sting by the Beverly Hills cops, and sentenced to 80 hours of community service. It extinguished most careers, but Michael went on television, explained himself in a candid interview, and wrote *Outside*, a cheeky song about al fresco sex – 'I'd service the cops'. The video featured urinals with silver disco balls and kissing policemen.

Read full article here: <http://www.theguardian.com/music/2009/dec/05/george-michael>

Task 6

Extension: Use these two texts to answer question 1 A/B/AB comparison question.

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51

Theory 51: Sheffield: Sexual Terrorism (1995)

Carole J Sheffield coined the term 'sexual terrorism', which is a feminist theory of differences in society. It looks at rape as an exercise in male power, patriarchy, eroticisation of women and calls into question any area where men fear women.

52

Theory 52: Kelly: Sexual Terrorism (1987)

Liz Kelly furthers the concept of sexual terrorism by claiming that all women experience violence at some time in their lives. This could be due to verbal abuse or 'slut', which is in part harassment and, as such, has links to criminal behaviour.

Do you agree with Kelly's ideas that everyday sexism like this exists? Do you experience resentment towards women in society? Are women more frightened of the backlash they might receive if they act freely?



Take a look at a possible case of modern-day sexual terrorism. Read the article from the *Huffington Post* about Donald Trump's sexist remarks and an extract from the article: http://www.huffingtonpost.com/entry/18-real-things-donald-trump-has-said-about-women_us_55d356a8e4b07addcb442023

You could also spend some time in lessons and at home reviewing YouTube videos about Donald Trump and his attitude towards women. You should look for a balanced view as Donald Trump has not been sexist.

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Socialisation Theories

Socialisation theories look at the difference between nature and nurture. In linguistics, we ask whether a certain way of speaking is innate (we are born that way) or will this be taught to us as we grow and are influenced by our environment.

Synoptic Opportunity

Children's Language Development

Often of interest to linguists is the very difficult-to-answer question, when do gender differences in language use emerge? Is the difference created by society? If so, when? Or is the difference innate (we are born that way)?

In this section are some studies that could help you to decide.

53

Theory 53: Maltz and Borker: Age (1982)

Daniel Maltz and Ruth Borker studied children to investigate whether gender differences in language use were present at an early age.

54

Theory 54: Goodwin: Socialisation (1990)

Their colleague, Marjorie Harness Goodwin, studied a group of African American children in Philadelphia in 1990 (approximate age 8–11).

55

Theory 55: Eckert: Split Hierarchies (2013)

Penelope Eckert also studied socialisation but in girls in the 5th and 6th grades (ages 8–11). They did find that the children played differently.

Task 1

Speculate on what these differences might be, drawing from your own experience.

- Did the children play in same-sex or mixed-gender groups?
- In male-only groups, how might language have been used?
- What about in female-only groups?
- And in mixed-gender groups?
- When do language changes start to occur between the genders?

Discuss what you think will happen, and then read the findings that follow to see if you were right.

Maltz and Borker Findings

Daniel Maltz and Ruth Borker found that:

- the children split into same-sex groups
- male-only groups were based on hierarchy, constant negotiation of status and use of direct imperatives and bald commands, and used language to keep themselves on top when others had the floor.
- female-only groups used language to form bonds in small, non-hierarchical groups with very little status-negotiation and used indirect imperatives often ameliorated with hedges.

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Goodwin Findings

Marjorie Harness Goodwin extended these findings to show how girls were also involved in ostracising boys. She coined the 'he-said-she-said' theory in which girls ostracise others in order to resemble supportive forms of collaboration described elsewhere as characteristic of adult women. <http://www.uk.sagepub.com/upm-data/6241> Chapter 5 Krolokke 2nd Rev Final Pdf

Read more of her work in these texts:

The Hidden Life of Girls: Games of Stance, Status and Exclusion

He-Said-She-Said: Talk as Social Organization Among Black Children

Eckert Findings

Penelope Eckert found that Y5 and Y6 was a time of significant change. Goodwin

Eckert commented that the girls used to play like boys up until this point, with more physical activity, etc. She said that in 6th Grade they stop running, start monitoring their facial expressions, adopt dramatic poses, boys learn to subdue their facial expressions, spread out their legs, become tough or at least more so, consciously deepen their voices ... As boys take over play, girls move from physical activity to observing'.

She claims that both genders are 'beginning to participate in an emerging heterosexual social order, overriding social imperative among children: the need to demonstrate maturity by distancing themselves from the past.'

Eckert explains that girls go through the most change and see this as a 'rite of passage' to her that they no longer played but instead just talked about boys. Girls, she claims, talk about boys by having boyfriends as a kind of linguistic currency and this is how girls' hierarchy is based on top if you are at ease with romance.

She continues to speculate that the 'girls' behaviour is a response to being marginalised from previously open to both sexes' (e.g. sports, playing). They choose to become experts in a new domain.

Unfortunately, at such an early age, Eckert reveals girls have already, 'grasped the rules of the public arenas, and are preparing themselves to take leading roles in the private domain.'

So, girls are still concerned with power but its focus has shifted to this new arena of social interaction. (Cameron, The Myth of the Girl's World)

Task 2

Discussion: Are Eckert's claims true? How do you feel about this? Can you remember any behaviour occurred during your own childhood (or that of your siblings)? Highlight the features of Eckert's argument and see which you agree or disagree with.

Synoptic Opportunity

Children's Language Development, Language Investigation

Task 3

When do you think you began to change the gender of who you played with as a child? Do you remember if and why you felt any social pressure to form same-gender groups? Do you think this will change again at any time in the future?

If you have the opportunity to study young children (e.g. if you do work experience in primary schools, or if you have younger siblings, or if you can visit a school with your class), apply the socialisation theories.

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Evolutionary Theories

These theories suggest that language characteristics are mostly affected by physical characteristics inherent due to evolution (as opposed to socialisation theories). These theories look at

56

Theory 56: Millar: Evolutionary Psychology (2015)

Geoffrey Millar's theory sees men as having the more dominant language for courtship and that 'women evolved into the proverbial good listener' to attract a suitable mate.

Task 1

If you are in a relationship or know people who are, how far do you believe Millar's theory? Do you think men do the 'courtship' while women do the 'listening'?

Synoptic

Electronic 1

Task 2

Do you think the same is true with texts between people in a relationship? Or do people show their emotions when texting rather than face-to-face? Are women more able to listen face-to-face? Discuss these interesting ideas.

57

Theory 57: Dunbar: 'Lekking' (2000)

Robin Dunbar agrees with Millar, saying that men had to talk more about their status, 'lekking', which he compares to a peacock's display with his tail.

Task 3

How far do you agree with these claims by evolutionary psychologists? Put yourself on a scale from 1 to 10, with 1 being 'I do not agree at all' and 10 being 'I am in total agreement'. Discuss your class.

58

Theory 58: Katz: Alpha Male (1972)

Jerrold J Katz wrote about the language of the alpha male which can be a response such as 'anytime' when they are thanked for doing a job or someone who pragmatically shows dominance as if they were saying, 'I am equipped to do this; you need my presence and I can do this any time whenever required'.

Task 4

Do you think this is true? Do you think men give more self-deprecating or supportive responses when they are thanked for their help, or do women?

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59

Theory 59: King, Jacquet, Bergstrom and West: Self-citation

Molly M King, Jennifer Jacquet, Carl T Bergstrom and Jevin D West found that men are more likely to indulge in 'self-citation' or, in colloquial terms, to 'boast' about their findings (31% of males in their study group did so in comparison to 21% of females). These findings were drawn from references to their own work in academic papers (from an electronic library of academic papers). In other words, the male authors cited their own findings they had found, thereby proving their own intellect and importance. This may represent the lower number of women in certain academic fields, e.g. STEM, as a gendered difference.

Another reason could be that self-confident females are often judged less favourably for suitability for a leadership position, they often experience backlash from colleagues. Though self-promotion enhances competence assessments, it also reduces perceived likability.

For more detail on this, read 'Men Who Admire Their Own Work' by Scott Brundage.

- <https://www.ignited.com/news/2015/08/25/study-finds-men-are-more-likely-to-self-cite>

**Task 5**

How far do you agree with these findings? Discuss in pairs and feed back to the class.

Synoptic opportunity**Occupational Groups**

This theory will also be useful when you study the concepts above.



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Gender, Media and Technology T

These theories look at the impact of various media upon language use such as em

60

Theory 60: Edelsky (1981)/Herring (1993): Gender Dif

Carole Edelsky focused on gendered language as having two 'floors' (o mostly male participants, F2 collaborative with a mix of both genders. ideas in a new context: online forums.

Anita Sarkeesian launched a series of YouTube clips about misogyny in video game abuse including death threats and rape threats. This has been known as the neologism with the suffix 'gate' to mimic the political scandal of 'Watergate'. In itself, this neologism is a reflection of the hatred she met with for simply being a woman voicing her opinions about a tradition or gaming world.

Her channel 'femfreq' ran a series entitled 'Tropes Versus Women in Games' which explores the representation of women in games. From the start, she makes it clear while also examining them in sociolinguistic terms. The tone of her channel is erudite. Topics such as construction of the damsel-in-distress figure, including a game with a damsel, were later released with her in the damsel role.

Her videos are not rants, unlike the backlash she experienced. Sarkeesian has been called 'feminists are a waste of air' and that 'more games should have girl characters half of her haters hopes she 'gets cancer' while another wants to see intimate parts of her. These responses here (warning – explicit content):

- <http://femfreq.tumblr.com/post/109319269825/one-week-of-harassment-on>

Task 1

Make a mind map with 'Gamergate' in the middle. Surround this with theories that you have studied.

Task 2

Read this *Guardian* article in which Sarkeesian claims that 'troll' is not a replacement for 'abuse'. This page also includes the introductory part of 'Tropes Versus Women in Games'.

- <https://www.theguardian.com/technology/2015/aug/29/anita-sarkeesian-gamergate>

Now write an opinion piece that shows your thoughts on the Gamergate scandal. Consider a gaming magazine article, an audience of gamers and a purpose to inform and persuade.

Synoptic Opportunity

Electronic Texts

Task 3

Do you think women and men speak differently online from the manner in which they speak in conversation?

Write down some ways in which you think they might differ.

- Consider context as well as gender, e.g. male-oriented websites, female-oriented websites.
- Consider who writes more posts, who answers and how, who is more likely to be a troll.
- Read Edelsky/Herring's findings and compare your thoughts.

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Edelsky/Herring's Findings

Edelsky and Herring found that women used more female-style language when on Mumsnet (similar to styles you have already learned from Lakoff and Tannen's female style).

They found that men used more masculine-style language when on male-oriented rooms, discussing stereotypically male hobbies such as BMX or gaming, or on sports like football or other stereotypically male sports.

On sites or forums which attract both genders, women were seen to talk (write) in a more masculine style. So women's online style varies according to whether it is single-gender. Language will become more competitive and assertive when in a forum with men.

The quotations below are from the following article by Herring, who built on the findings of Spender (1980):

- <http://www.languageatinternet.org/article/1.01/1225>

One obstacle to women's participation in public online forums is the perceived masculine style (Spender, 1980). On a mixed-sex discussion list on the web, both men and women perceived women to be dominant because of their posting more than one-third of the messages in one extended thread (DiBenedetto, 1998).

'However, in women-centered forums (Korenman and Wyatt, 1996), women typically post more messages, and this is seen as normal.' So, in this context, it seems to be accepted that women are dominant. Otherwise, women are dominant. This seems to suggest that women should give way to men's opinion.

More generally, Herring (1996) found that men tend to communicate in a more masculine (more contentious and assertive) style in male-predominant forums, and women in a more feminine (supportive, more hedged) style in female-predominant forums.

So this shows us that both genders are aware of our different styles. Also, that we choose to use the dominant number rather than the dominant gender. Do you agree that the choice of different styles of language to choose from to suit the context is more about the context than the gender?

Herring tested her findings in a new context. The results from a forum on the topic of a course were as follows (according to Herring):

'There was one change in who took the floor about half-way through the "men's" discussion. A struggle takes place between participants (mostly male) who want to discuss with men's literature. This seems in keeping with Tannen's status versus support theory. Men make face-threatening acts.

'At a certain point, the females take control of the discussion. This occurs when a male participant threatens to unsubscribe from the list. During this period, the number of women's messages doubled, while the number of men's messages decreased.' This is a clear example of status versus support (e.g. House of Cards, Jones, information versus feelings and status versus support (vs. status, perhaps, asking why people feel they should leave).

However, the men always made longer posts than the female participants, about 100 words vs. 50 words.

Males also received more messages per post, even on the female-oriented sites, suggesting that they were holding the floor in a similar manner to conversations. It seems that male input is valued more than female contributions as it garners more response.

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This could be because male participants are more likely to baldly disagree, there Men were more likely to flame (also according to Hall, Herring and Sutton). However, men are less likely to seek conflict (see Tannen's conflict versus compromise), so male participants are more likely to respond to those who respond.

Conversely, female participants are more likely to agree with posts on either most forums. Again, this is in keeping with conversational traits (that women agree more, also with compromise).

Each gender starts a new topic thread equally on forums associated with their own gender (e.g. threads on female-oriented sites, men start more on male-oriented sites). This supports findings in conversation, where women are more likely to start new topics in mixed-gender conversations, suggesting that women feel more empowered online as their gender is more represented.

Roles can be an exception to the generalization. For example a female scholar at the top of a list of asked questions of more than 100 females. She was obviously considered a powerful figure. This is similar to findings by O'Barr and Atkins with their courtroom and



61

Theory 61: The Bechdel Test: Gender in Media (1985)

The Bechdel test is used as a criterion for gender bias in works of fiction (specifically of films).

The test is named after American cartoonist, Alison Bechdel, who published a comic strip in 1985 about how difficult it can be to find movies that treat women respectfully or realistically.

About 50% of contemporary films fail the test. This could be due to poor representation of women about audience expectations or because film/media is often a male-oriented industry.

Bechdel Test Criteria

1. Two or more women must be present (who should be named).
2. They have to talk to each other.
3. Their topics cannot be men.

These frustrations are not a new idea. In her work *A Room of One's Own*, Virginia Woolf discusses this about characters often seen in works of fiction:

They are now and then mothers and daughters. But almost without exception they are related to men. It was strange to think that all the great women of Austen's day, not only seen by the other sex, but seen only in relation to men. What small a part of a woman's life is that?

'According to a 2014 study by the Geena Davis Institute on Gender in Media, only 31% of characters were female worldwide from 2010 to 2013, only 13% of characters were female protagonists or co-protagonists, and only 16% of directors are women.'

Source: <https://www.geenadavis.org/research> from research by OMICS Group (published 2014)

There is a website that logs films as judged against the Bechdel test: (<https://rgsfilmclub.wordpress.com/bechdel-test/>)

In November 2013, it listed 56% of these films as passing all three criteria, 23% as failing one (the women's conversations are about men), 23% as failing two (the women don't talk to each other), and 10% as failing all three (there are not two named female characters). <https://rgsfilmclub.wordpress.com/bechdel-test/>

Only around half of the top grossing films of 2013 would have passed the Bechdel test. Sources: <https://www.rogerebert.com/features/the-bechdel-test-what-it-is-and-why-it-matters>

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Synoptic Opportunity

Spoken Texts

Task 4

- How far do you agree that the Bechdel test is something to be taken seriously?
- Can films that subjugate women be deemed overly influential on society?
- What might be the limitations of the Bechdel test?
- What might be the male alternative to the Bechdel test (e.g. where men don't talk to each other)?

Task 5

Choose some clips to watch and see if they pass the Bechdel test. See if you can find a film that will fail. Collate your findings and see if there are any patterns according to genre. Which films passed? How might you feel about this?

Can your class correctly guess, just from the title, whether the film passed or not?

Language Investigation

You could conduct an in-depth investigation into this subject using the Bechdel test. For example, 'An investigation into gender representations in *Game of Thrones* – are female characters given as much power in the same way as men?'.
Zig Zag Education

62

Theory 62: Komarovsky: Matrimony (1964)

Mirra Komarovsky examined gendered language in the 1960s and, in her book *Blue Collar Marriage*. She found that men and women occupied 'different' spaces. Women's talk often centring on the domestic.

Is this true of females you know? Is there an age difference? For example, obviously men and women have at least English Language in common but would this be true of older women?

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Gender and Advertising

Has it ever struck you that advertising seems sexist? Males could be said to be portrayed as masculine or extremely wimpy and lethargic. Women could be said to be portrayed as a nagging wife.

Task 6

Discussion: How far do you agree with the above statement? Discuss in pairs then share your ideas. Feel free to change your opinion if anybody in your group presents a different view. You should bring in examples from adverts you have seen on the TV, in magazines or elsewhere.

63

Theory 63: Matud, Rodriguez and Espinosa: Sexism to 2010)

Research into magazine and television advertising conducted in many countries has found evidence of sexism towards women. For example, Matud, Rodriguez and Espinosa (2010), and Arima studied Japanese television advertisements and found that they were presented either in a degrading or demeaning fashion or in stereotypical ways.

64

Theory 64: Yang: Language Use (1993)

According to Coates (1993), women are believed to be verbose. Female advertisements designed by females and for female customers (ideal audience). There are more adjectives in female advertisements tend to be longer than those in male advertisements. However, the style of magazines in which advertisements are considered.

In female magazines, nouns and adjectives refer to colour, relationship, and appearance, however, in male magazines words relate to quantity, superiority, achievement.

65

Theory 65: Willemsen: Adjective Use (1998)

Willemsen believes that adverts targeted at females have more adjectives, while those targeted at males have fewer to seem tougher and more straightforward. In male advertisements, adjectives have connotations of strength or manliness.

66

Theory 66: Habiba: Sociolinguistics (approx. 2006)

Habiba examined sociolinguistic differences between British and Moroccan women as confident, independent and more assertive. A skin protection product for skin protection depicts the woman as naked, with her thighs exposed, and a childish look. The woman's image is compared to "what they call baby-sitting" in the Moroccan magazines.

Advertisements regarding women's beauty maintenance take up a large proportion of magazine space. They all have a picture of a beautiful woman who seems to have positive effects. Habiba quotes Olay advertisements with phrases such as 'noticeable', 'radiant', which are words a woman likes to hear from others. They suggest that women use products to please others. Could this also be true for men's products?

You can read the full paper here:

- [https://repositorium.sdum.uminho.pt/bitstream/1822/7921/3/Theory 66.pdf](https://repositorium.sdum.uminho.pt/bitstream/1822/7921/3/Theory%2066.pdf)

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Task 7

Discussion: How far do these theories fit with the adverts you have looked at so far?

Task 8

Bring in a sample of three adverts from a magazine which have male and females in the table with a focus on the way genders are presented.

	Advert 1	Advert 2
Lexis		
Semantics and pragmatics		
Graphology		
Syntax structure and type		
Grammar (tenses)		
Audience		
Related theory, e.g. Tannen, Lakoff, Spender, as well as the newer media-specific theories		

Compare your findings with the rest of the class.

Write down a list of stereotypical attributes for each gender:

Adverts present males as...	Adverts present females as...

Now make a full annotation of the advert. In particular, look at lexis and pragmatics.

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Task 9

Extension: Look at a range of logos and see what these reveal about gender.

Another area of interest is the type of adverts aimed at children – this links well to how early the notion of ‘gender correctness’ is transmitted through society.

67

Theory 67: Conrick: Gender Stereotyping in Advertising

Maevie Conrick believes that ‘gender stereotyping in the media is a well-known example of the ‘authoritative male voice over’ is a regular feature. List what you notice about the voices used? Is there a particular male voice presented to listeners?

You can read her full article here:

- http://www.ucc.ie/publications/ed/womenstf/3_conrick.htm.

Synoptic Opportunity

Social Groups / Electronic Texts

These ideas will fit well with language and social groups, and language and media.

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Cultural Evolution Theory: Individualism vs

One school of thought compares our actions and language by how far we are individual or part of a collective (a community, working together, cooperative, intimate) – so you can find parallels already with Deborah Tannen's work.

68

Theory 68: Cultural Evolution Theorists (1995, 1982, 1988)

Yamaguchi believes that 'collectivism is the tendency to place the group above the individual. For example, Gilligan believes that women are more relational than men (people who are part of a collective, are more cooperative and intimate).

However, there are also parallels with 'Masculinity' as theorists have found that differences are not only affected by gender but also by culture. For example, 'self-construal' (how we see ourselves in society) and found that Europeans are more individualist in outlook and expectations but people from Asian countries are more collectivistic.

Williams and Best believe that there is a 'near universality' of gender differences. A gender divide exists across almost all cultures.

How far do you believe these statements to be true in your own experience?
How far are you an individualist or a collectivist? Is there a difference between you and your class?

Task

Let's put this to the test!

Sinha and Triandis (1995) developed a test for 'allocentrism' (collectivism or how we relate to others) and 'ideocentrism' (individualism, or putting your own ideas and feelings first) following 'yes or no' questions truthfully.

Question
Would you ask your elderly parents to live with you?
Would you think twice about living far away from your parents?
Would you put your parents in an old people's home?
Would you call your friends before visiting them?
Would you stay with your friends rather than in a hotel if you were visiting them?
I openly disagree with opinions in my friendship groups.

Hold up a sheet of A4 paper with 'yes' and 'no' on different sides (or on a whiteboard) for each question. Was there any difference in the answers given by the genders of your class?

Look to see which you are more 'A' or 'I' – the A's or the I's – to see if you are allocentric or individualistic in your own view before the test?

Kashima et al. did similar tests across cultures and found that women were more collectivistic in Australia, the US and Korea. However, men were more collectivist in Japan and Korea. They found that culture has a very small impact on collectivism or individualism. In fact, differences stem mainly from how you view yourself (self-construal) so offer a model of gender differences. Where culture does have an impact on self-construal, this can have a huge impact on gender identity, which they see as much more personal.

You can read more of their study here:

- <http://www.gelfand.umd.edu/kashimaetal1995.pdf>

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Language and Gender: Theory Aide

Here is a handy list of theories available in this resource. For AO2, you will need to 'evaluate' them in detail. You do not need to know all these theories but your text 'range' covers.

At the very least, you should understand at least a couple of deficit, dominance and difference theories and should apply theories carefully to the data by choosing the most relevant, rather than a one-size-fits-all approach.

Gendered Terms Theory

1. Schulz and Lakoff – gendered terms and titles
2. Janet Holmes – gendered terms
3. Julie Stanley – gendered insults
4. Deborah Tannen – male and female communication

Deficit Theory

5. Lakoff (deficit model)
6. Challenges to Lakoff: Holmes (modals and hedges)
7. Jespersen (deficit model)
8. Onnela, Pennebaker, Lazer (length of utterance)
9. Laughter theorists: Hall, Cameron, Barrett (building on Lakoff)
10. O'Barr and Atkins (social class model)

Tag-question Theory

11. Dubois and Crouch (tag questions – gender)
12. O'Leary (tag questions – context)
13. Holmes (tag questions)

Dominance Theory

14. Zimmerman and West (interruptions)
15. Beattie (interruptions)
16. Anderson and Leaper (interruptions)
17. Spender (male as norm)
18. Fishman (male as norm)
19. Shaw (language in the public sphere)

Difference Theory

20. Tannen (differences: report vs rapport, high involvement or considerateness)
21. Trudgill (social class: prestige, divergence and convergence)
22. Jones (house talk)
23. Coates (gossip)
24. Pilkington (gossip)
25. Cameron (gossip)
26. Goodwin (gossip)

Gender Similarities Model

27. Hyde

Difference Theory (Continued)

28. Cameron (verbal interaction against difference)
29. Maltz and Borker
30. Ehrlick (how to say)
31. Kuiper (male bond)
32. Pilkington (mateship)
33. Millet (men's house)
34. Hay (taboo, insults)

Language and Laughter

35. Hakulinen (laughter)
36. Jefferson (laughter)
37. Glenn, Hoffman H
38. Schegloff (interaction)
39. Partington (superiority)
40. Reiss (cartoons)
41. Provine (who laughs)

Language and Sexual Orientation (Queer Theory, Lavender Performativity)

42. Valentova and H
43. Bent and Munson
44. Kulik ('spotting' ho
45. Travis (pitch)
46. Motschenbacher
47. Butler (gender as
48. Baker (gay slang)
49. Ashley (lesbian lan
50. Leap (lavender ling
51. Sheffield (sexual te
52. Kelly (sexual terror

Socialisation Theories

53. Maltz and Borker
54. Goodwin (socialisa
55. Eckert (split hiera

Evolutionary Theories

56. Millar (evolutiona
57. Dunbar (lekking)
58. Katz (apha male)
59. King, Jacquet, Ber

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Gender, Media

60. Edelsky, J
61. Bechdel
62. Komarov
63. Matud, R
(women)
64. Yang (lan
65. Willems
66. Habiba (s
67. Conrick

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1. Remember
 - Level
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2. For AS – U
For A Level
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4. Use a rang

Cultural Evolution Theory (Individualism vs Collectivism)

68. Yamaguchi, Gilligan, Singelis, Williams and Best, Sinha and Triandis, Kashima

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Revision Section

General Terminology Quiz

1. Name as many of the levels of language you will need to apply in your exam

.....
.....

2. Explain pragmatics.

.....
.....
.....

3. What is semantics?

.....
.....

4. What is syntax?

.....
.....

5. What is idiolect?

.....
.....

6. What is a subordinate clause?

.....
.....

7. Name and explain the three sentence structures.

.....
.....
.....

8. Name and explain the five sentence types.

.....
.....
.....

9. What are denotation and connotation?

.....
.....
.....

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10. Name and explain three techniques an advertisement uses to persuade.

.....

.....

.....

11. What is a noun?

.....

.....

12. What is an adverb?

.....

.....

13. What is a modal auxiliary verb?

.....

.....

14. What is a modal auxiliary verb?

.....

.....

15. What is a conjunction?

.....

.....

16. What is a preposition?

.....

.....

17. What is a euphemism?

.....

.....

18. What is a dysphemism?

.....

.....

19. What is a collocation?

.....

.....

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Gender Quiz 1

1. Name three of Tannen's versus theories.

.....

.....

.....

2. What taboo word forms Fishman's theory?

.....

3. In the difference theory of Pilkington, what two things did she say women did

.....

.....

4. In Pilkington's gossip theory, did women have long or short turns when gossiping?

.....

.....

5. Whose theory involved bitching as a covert means of achieving dominance?

.....

.....

6. Who found evidence of masculine-style language in girls aged 9–12, such as swearing?

.....

.....

7. Complete this phrase by Deborah Cameron: 'being a man in Western culture is about ...'

.....

.....

8. Complete this phrase by Maltz and Borker: 'Women interpret backchannelling as ...'

.....

.....

9. What was the setting of Leach's study about male banter?

.....

.....

10. Who claims that men's banter is latently homosexual and masochistic?

.....

.....

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Gender Quiz 2

1. Complete the versus theory: information versus...

.....
.....

2. Complete the versus theory: orders versus...

.....
.....

3. Which three theorists could explain why male and female banter is different?

.....
.....
.....

4. Which theorist claims that laughter is used by women to support and by men to mock?

.....
.....

5. Who believes it is impossible to discover someone's sexuality based on their appearance?

.....
.....

6. Who takes a prescriptivist view that gender (and the corresponding style of language) is determined at birth?

.....
.....

7. What is the name for gay slang that was popularised in the nineteenth century?

.....
.....

8. Where would you find the definition of a 'dandy' and a 'lipstick lesbian'?

.....
.....

9. Which theorists examined sexual terrorism?

.....
.....

10. Who coined the term 'lekking', and what does it mean?

.....
.....

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Gender Quiz 3

1. Which type of theory covers Millar's idea that women became good listeners?
.....
2. Whose language was studied by Jerrold J Katz?
.....
3. Name one of the theorists who claimed men are more likely than women to aggrandise their achievements?
.....
4. Which theorist claimed that the 'mother' is used by women to support and by men to aggrandise?
.....
5. Which test measures the feminist nature of films?
.....
6. Which cultural evolution theorist claims that women are more likely to want to be mothers?
.....
7. Who believes that gender divides exist internationally?
.....
8. Which theorist claims there are more derogatory names for women than men?
.....
9. Who claimed that women use more modal auxiliaries such as 'should' or 'might' than men?
.....
10. What type of theory do Tannen's 'versus' theories come under?
.....

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Bingo

- Draw a table three columns wide and three rows deep (3 × 3) or use the template
- Fill in the boxes at random with the following terms:
 - Marked terms
 - Leap
 - Tannen
 - Lakoff
 - Deficit theory
 - Male as norm
 - Bossy
 - Rapport
 - Jespersen
 - Onnela
 - Barrett
 - O'Barr and Atkins
 - O'Leary
 - Intergenerational
 - Becoming
 - Fishman
 - Politics
 - Compromise
- Listen to your teacher's clues and cross off the answers when you know them
- The first to get a row or column of three wins, then the first to get a full house

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Teacher's Bingo Sheet

- Use these prompts when playing revision bingo.
- When a student wins, ask them to explain their answers, e.g. 'What is legitim

Answers

Marked terms	When labels have a hidden meaning, such as belonging to a m
Leap	Theorist who invented the term 'lavender linguistics'
Tannen	Theorist famous for her 'versus' theories
Lakoff	Theorist famous for her deficit theory
Deficit theory	Type of theory which claims women use weaker expletives tha
Male as norm	A women speaking in a masculine way or about masculine thin
Bossy	What word does Beyoncé want to ban?
Rapport	Report ver
Jespersen	What is the folk linguistic view that women spoke before thi unrefined?
Onnela	Who found that women and men had the same MLU?
Barrett	Who studied African-American drag queens in Texas who code and feminine speaking styles to create humour?
O'Barr and Atkins	Who claim that powerless language is more affected by social
O'Leary	Who found that tag questions were used in a powerful way rat radio phone in by experts)?
Interruptions	Zimmerman and West found that men used more of these in m
Beattie	Who challenged Zimmerman and West's findings?
Fishman	Who said that men don't always respond well to women in cor
Politics	What occupation did Shaw study?
Compromise	Conflict versus?



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Answers

Language and Gender: Initial Discussions

These initial questions are meant for open-ended discussion so student answers will vary.

Diachronic Language Study of Language and Gender

Task

Word/Phrase	Nineteenth-century meaning	Gender
Adam's ale	water	Implies that men are part of their gender
Ace of spades	widow	Black clothing to
Ape leader	widow (punished for not having children by leading a lion and a bear)	Shows how misadventures, controlling
Apron-string hold	to be held by a man when marrying a woman	Implies woman
Arch duke	a funny man, a joker	Elevates men to
Baggage	derogatory term for a woman (or child)	Implies heaviness
Brother of the blade	Blade – soldier	Implies solidarity non-domestic, etc.
Brother of the string	String – fiddler	
Brother of the quill	Quill – author	
Bull calf	a clumsy man	Man compared to
Crone	old woman	Why is there not? Implies old women despised.
Dangler	an unattached man who is fond of many women	Encouraging pro
Dapper	a smart man	No similar term derogatory
Doodle	a silly man	Flippant term for
Duke of limbs	a gangly man	Elevated to regal
Evans	nickname for a she-cat, linked to the familiar of a famous witch (Mrs Evans)	Implies older woman
Ewe	a beautiful woman	Women compared
Execution day	washing day	Implies women
Fly by night	calling an old woman a witch / using broomstick references	Implies older woman
Gentleman of three outs	man out of money, wit and manners	Flippant about men
Gigglers	wanton women	Suggests women 'wanton' or 'easy'
Gilflurt	wanton women	Suggests women
Gill	girlfriend, every Jack has his Jill	Women seen in relation to men
Goat	lecherous man	Flippant about men to gilflurts)
Greenhorn	male	Flippant about men
Grey mare	woman in charge of her husband	Suggests strong women should be dominant (mocked)
Gunpowder	an old woman	Implies nagging
Irish beauty	a woman with two black eyes	Flippant about women
Jack Adams	a fool (link to Jack and Jill)	Implies being in a
Jolly dog	a drunken man	Flippant and positive

Gendered Terms Theory

Tasks 1–6

These are open-ended discussion tasks so student answers will vary.

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Task 7

This perfectly fits with Tannen's ideas and links could also be made to Cameron and, in particular, she definitely has different pragmatic associations between the genders and could be a reason for her leadership in case they do not fit the socialised idea of a 'nice' woman.

Tasks 8–9

These are open-ended discussion tasks so student answers will vary.

Task 10

Students could have included Holmes, Schulz and Lakoff, Stanley and Tannen.

Task 11

This is an open-ended discussion task so student answers will vary.

Deficit Theory**Tasks 1–3**

These are open-ended discussion tasks so student answers will vary.

Task 4

Occupational groups using colours could be in clothing or fashion (both buying and selling) or the niche market of sex workers (see Cameron, Hall and Barrett).

Tasks 5–6

These are open-ended discussion tasks so student answers will vary.

Task 7**a. Bruce Jenner In 1976****AO1**

- Lexis and pragmatics – the connotations of 'being called Superman for the rest of his life' suggest a later day.
- Syntax – Bruce uses many declaratives, possibly in response to the context of being asked to perform.

AO2 Theory

- Gendered terms – the term 'Superman' suggests Bruce is the epitome of masculine. The compound word into its two component parts.
- Tannen's status vs support – Bruce is the expert in his athletic field and has great status. He is also supportive of Kourtney's decision.
- Tannen's information vs feelings – Bruce shows both the masculine 'it takes a lot of time to get it right' and the feminine 'I don't get frustrated'.

b. Separated But Not Transitioned**AO1**

- Syntax: mostly declarative (e.g. 'She is very opinionated') and some imperative ('I want you to be allowed here') can be heard from Bruce, typical masculine language (e.g. 'I want to get rid of the pony tail') which also uses fairly aggressive auxiliary verbs ('I want you to'). He also uses interrogatives, 'Do you think that looks good?'.
- Lexis: non-specific lexis (e.g. 'I haven't had my hair cut in a year and something') and specific lexis (e.g. 'long layers') to the hairdresser. This could be indicative of his hidden sexuality.
- Pragmatics: Bruce is 'we're what society tells you to do it' when Kourtney says 'I want you to tweeze her eyebrows again, perhaps a link to his latent femininity.'
- Register: Bruce uses low-register language (e.g. 'Let's go check it') with the context of being in a hairdresser's. The conjunction 'and' and the colloquial phrase 'check it' with the possible connotation of 'check out'.

AO2 Theory

- Trudgill's covert prestige with Bruce's low-register choices.
- Bruce commits many face-threatening acts (Brown and Levinson) towards the hairdresser. He's not taking too much off' and his wife 'We're not worried about Kris'.
- Lakoff: Bruce often uses feminine tag questions (e.g. 'okay?') but this could be a way of seeking support from her and approval.
- Tannen's Status vs support: he is supportive of Kourtney's eyebrow problems. He is seeking support from her and approval. Also when the other hairdresser says baldly, in a gruff tone 'fine' with no further elaboration or reciprocation 'man of the house'.

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- Tannen's information vs feelings: he gets upset (Khloe notices he seems about to have his pony tail cut off (an ironic metaphor?).
- Orders vs proposals, conflict vs compromise – telling Khloe to watch the hairdresser.

c. **I Am Cait**

AO1

- Lexis: Compare Cait's greeting to her friend to that towards the second hairdresser 'honey' and reciprocates with 'How are you?' in a higher, much more pleasant tone.
- Pronouns have changed – Cait is called 'she' or 'her' now.
- Syntax: she seems to now use more interrogatives (e.g. 'Why not?' and 'Who's down to the context of her being a guest at a friend's home.
- Backchannelling: Cait seems to backchannel more than Bruce (e.g. 'Yeah' and 'Mhm').

AO2 Theory

- Cait seems much more polite (Trudgill) and feminine (Barrett, Hall, Cameron). Also, use of the food imagery names (Holmes, etc.) seems, perhaps, more appropriate than from a male?
- Tannen's status vs support: Cait's increase in backchannelling perhaps reveals a change in language use.
- Tannen's information vs feelings – Cait talks more about feelings (e.g. 'I'm worried about my hair').
- Labov's theory: Cait seems to laugh more mid-sentence, as part of the conversational strategy, possibly.

Tasks 8–9

These are open-ended discussion tasks so student answers will vary.

Tag-question Theory / Dominance Theory

These are open-ended tasks so student answers will vary.

Difference Theory

Tasks 1–2

These are open-ended discussion tasks so student answers will vary.

Task 3

One example could be a student who is friendly in the common room (rapport) but becomes more formal in the report talk – gets more air time).

Tasks 4–7

These are open-ended discussion tasks so student answers will vary.

Task 8

Stupidpeopleandimeanyou seems to be 'scandalised' by the parody and sets themselves up as a moral authority. It is interesting to see how a child be traumatised by watching this clip and start saying 'bad words'.

They seem to then 'bitch' (insulting people and 'dick') perhaps as they feel of inferiority with their worries and to those who are not in the clip in the first instance.

Due to the online nature of the clip and subsequent support for her post, the online forum has become a space where voices can be heard (a constraint). Therefore, the 'gossip' moment, rather than being a monologue. However, the forum is open for others worldwide to contribute further house talk (a benefit).

Tasks 9–11

These are open-ended discussion tasks so student answers will vary.

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Task 12

Khloe's language – is it dominant?

- 'We don't care' is a strange way to show support for Caitlyn's transition, even if Khloe uses it as a bald declarative showing status over support (masculine style).
- 'Let's focus on the actual cause here' – an ameliorated imperative but still a face-threatening act as the problem. It shows conflict vs compromise (masculine style).
- 'I would think you'd come from a place with more compassion' is a direct FTA from Khloe's feelings (masculine style) where Khloe's declarative overwhelms any sort of feelings support.
- However, Khloe also hedges, 'I just said' which is a female, less face-threatening style.
- Khloe is overtly dominant and, in this context, is defensive of her mother. Perhaps this is why she is 'loud' and 'full of anger'. Yet we should ask ourselves if the same would be said of Caitlyn if she were in Khloe's position.

Texting	TV	
'tough texts' (Caitlyn shows her feelings)	It is from 'I Am Cait' it is presented as a favour of Caitlyn (towards the show's star).	'we don't care' uses the imperative second person are behind so quite
'We don't care' seemed harsh. Khloe tried to explain meaning they were concerned about the transition to Caitlyn. However, this was not clear on texts without face-to-face explanation.	This could be true as Khloe does rant and accuse, whereas Caitlyn seems unable to get a word in. This presents Khloe as argumentative and aggressive.	She calls Caitlyn both possible Caitlyn friend

Tasks 13–20

These are open-ended discussion tasks so student answers will vary.

Task 21

Students may have noticed that the form seems to be an article, perhaps from a Sunday paper. The audience would, therefore, be readers of the paper and according to the tone, likely to be of an older age. The purpose would be to explain and inform about relationship issues. What sort of AOQs will vary but the AQA mark schemes can help them fill in the gaps.

Language and Laughter**Tasks 1–2**

These are open-ended discussion tasks so student answers will vary.

Language and Sexual Identity**Tasks 1–2**

These are open-ended discussion tasks so student answers will vary.



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Task 3

Term	Meaning	Language
Daddy	An older guy, perhaps with money	Diminutive form, sounds like a slur, builds on the heterosexual model
Granola lesbian	Stereotypical 'earthy' woman who does not shave her body hair, wears sandals, etc.	Playful word but line of insults noted by Homophobia being 'earthy' crunched
Riot grrrl	Punk-type anarchist or, as Urban Dictionary states, 'the name for anyone with a vagina who starts a band'	Sounds masculine, plays with femininity as these are models
Lipstick lesbian	Feminine lesbian attracted to other feminine lesbians	Connotations of make-up
Whorella	'A Cinderella princess who is a whore' – according to Urban Dictionary	Neologism by eliding 'ella'. A focus on sex
Arctophile	A gay man who likes 'bears' – hairy, muscular men	From a non-sexual teddy bears which fits meaning of the noun
Hag-fag	Homosexual man with lots of female friends	An inversion of the word 'fag' using rhyme which is

Task 4

Homophobic language is ever-present in this article, which backs up Leap's claim.

Adjectives

- 'latest' – this deictic marker suggests Michael is some sort of sexual predator who can't move on
- 'sordid' suggests grim sexuality

Nouns

- 'shame' is a troubling word, suggesting homosexuality is to be ashamed of
- 'incident' suggests something illegal

Verbs

- 'ridiculing'
- 'losing [millions of fans]' suggests shame again to the extent that fans would turn on him
- 'gloss over' makes Michael seem like a manipulator with little moral fibre

Pragmatics

- 'it's dark out there' suggests gay men do not care who they have sex with (as does the reference to the minor celebrity 'Bernard Manning'). It also has connotations of trying to hide something
- 'marriage' being in quotation marks suggests a sarcastic tone, as if homosexuality is not spiritual involved (even though this was written before gay marriage was legalised)

Task 5

Homophobic language is less common in this broadsheet article and it is less focused on sexual theory still applies somewhat as the content is still sexualised (although this is the context of the tone is tongue in cheek here.

Adjectives

- 'brilliantly [unapologetic]' – shows respect for the artist
- 'cheeky [song]', 'silver disco [ballad]' and 'corresco' – sees the humorous side, even gives an Italian phrase

Nouns

- 'advantage' – shows respect and resilience of the artist
- 'sting' – suggests Michael was set up unfairly by the police

Verbs

- 'struck [by disaster]' – sounds as though Michael has survived a trauma (more heroic)
- 'explained himself' – a great contrast with the shaming of the *Daily Mail*; this verb suggests a human and explain like a human being!

Pragmatics

- 'a lewd act' is in quotation marks, implying sarcasm (contrast the use of quotation marks in the *Daily Mail*)

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General Terminology Quiz

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Gender Quiz 1

1. Possible Tannen theories:
 - Status vs support
 - Advice vs understanding
 - Information vs feelings
 - Orders vs proposals
 - Conflict vs compromise
 - Independence vs intimacy
 - Report vs rapport
2. Shit (as in shitwork)
3. Collaboration and politeness
4. Short turns
5. Cameron
6. Marjorie Harness-Goodrich
7. 'being a woman'
8. 'I agree'
9. The locker room
10. Millet

Gender Quiz 2

1. Feelings
2. Proposals
3. Millet (masochistic and homosexual), Kulik, sexual put-downs or female genitalia) don't, all use sexualised banter, women's banter can be seen as bitchy)
4. Hakulinen
5. Kulik
6. Butler
7. Polari
8. In Paul Baker's *Fantabulosa: A Dictionary of Gay Slang*
9. Sheffield and Kelly
10. Robin Dunbar, and it defines the male tendency to show off like a peacock

Gender Quiz 3

1. Evolutionary theory
2. The alpha male
3. Either King, Jacquet, or Bergstrom and West
4. The Bechdel test
5. Komarovsky
6. Gilligan
7. Williams and Best
8. Holmes (but also accepts insults)
9. Lakoff
10. Difference theory

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