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| Part of the Paper | Research Studies | Key ideas and course book references |
| Language and Gender (AS Paper 2 Language Varieties 1hr 30 minutes).  Students will study the key concepts of audience, purpose, genre and mode and will explore language in its wider social and geographical contexts. Students will study varieties of English within the British Isles. This part of the subject content also requires students to study social attitudes to, and debates about, language diversity. | Robin Lakoff  ‘Language and woman’s place’ (1975) | Read page 176 in coursebook  Deficit model (male language forms are the norm and the language of others is ‘deficient’).  Key linguistic terms to revise: Hedges, empty adjectives, super-polite forms, tag questions, hyper-correct grammar, indirect requests, speak in italics, coarse/ taboo language |
| Pamela Fishman ‘Interaction the work women do’  (1983) | Read page 177 in coursebook  Dominance model – men are dominant in speech through speaking more, interrupting, holding the floor, initiating and changing topics.  Key linguistic terms to revise: questions, minimal responses, attention getters, topic initiation |
| Deborah Tannen  ‘You just don’t understand’ (1992)  Difference model (men and women speak differently)  Created table of opposites – see right.  Read page 177 in coursebook | |  |  | | --- | --- | | MEN | WOMEN | | Status | Support | | Independence | Intimacy | | Advice | Understanding | | Information | Feelings | | Orders | Proposals | | Conflict | Compromise | |
| Janet Hyde  ‘The Gender Similarities Hypothesis’ (2005) | Read page 178 in coursebook  Diversity model - There are many more similarities than differences between male and female language. Differences are due to other factors e.g. age, class, ethnicity, occupation, sexuality. Based on a meta-analysis of linguistic studies on gender. |
|  | Deborah Cameron  ‘The Myth of Mars and Venus: Do men and women really speak different languages’ (1998) | Read page 178 in coursebook  Challenged earlier research, revaluated stereotypes around male and female speech. Promoted diversity model - see above |
| Word | | Definition | |
| Genderlect | | Distinctive language differences attached to gender, as described and reported by linguists | |
| Stereotype | | Widely held view in society about the nature or behavior of a particular group or type of person | |
| Marking | | Identifying an item as different from the norm e.g. ‘single mother’, ‘family man’, ‘working mother’ Marked terms often foreground the gender of the person through a gendered pre-modifier or suffix e.g. male nurse, actress, usherette, | |
| Gender neutral pronouns | | Sweden created the gender neutral pronoun, ‘hen’ as a neutral alternative to ‘han’ (he) and ‘hon’ (she). | |
| Objectification | | The use of language to depict people as objects to be admired or derided. Many of these uses demean, belittle or infantalise women e.g. ‘sweetie’, ‘baby’, ‘tart’ | |
| False generics and generic pronouns | | The use of gendered nouns and pronouns to encompass both genders. Linguists argue that false generics exclude or marginalize women as they don’t truly represent both sexes eg. *Mankind* instead of *humankind*. *He* used instead of *he* or *she*. | |
| Patronyms | | Names that reflect male lines of inheritance (The English speaking world has traditionally used patronyms but in Icelandic and Nordic societies use matronyms (the mother’s first name plus the term for daughter or son). | |
| Lexical priming | | Some words or phrases appear to be ready-made for certain meanings, as a result of their habitual use in the same contexts e.g. would these terms be applied to men or women? ‘muscular’, ‘slender’ ‘angel’, ‘nags’ | |
| Collocation | | The regular occurrence of a word or phrase alongside others e.g. Ladies man, little old lady | |
| Vocal Fry | | A vocal effect where the speaker produces a rasping creaky sound by blowing air through the vocal cords – often linked to the speech of American celebrities like the Kardashians and Britney Spears. | |
| Connotation | | An idea or feeling which a word invokes for a person in addition to its literal or primary meaning | |
| Pejoration | | Process whereby words ‘slide down’ the scale of acceptability and pick up negative connotations over time e.g. Hussy – originally a shortened form of housewife – this has become much more negative. | |

Reading List for Language and Gender

Articles – listed by subject area

Difference model

* Chaudhuri, Anita (2000) ‘Vocal Discord’ <https://www.theguardian.com/world/2000/jul/18/gender.uk1>

Diversity Model/ Deborah Cameron

* + - Cameron, Deborah (2007) ‘What language barrier? Do men and women speak the same language?’ Guardian <https://www.theguardian.com/world/2007/oct/01/gender.books>

Dominance model

* + - Gordon, Briony (2012) ‘Women must rip off the gag and speak up’ The Telegraph

<http://www.telegraph.co.uk/women/mother-tongue/9562830/Women-must-rip-off-the-gag-and-speak-up.html>

Marking/ gendered language

* Kay, Eve (2007) ‘Call me Ms’, Guardian

<https://www.theguardian.com/world/2007/jun/29/gender.uk>

* + - Nunn, G (2015), ‘Is it time we agreed on a gender-neutral singular pronoun’ The Guardian

<https://www.theguardian.com/media/mind-your-language/2015/jan/30/is-it-time-we-agreed-on-a-gender-neutral-singular-pronoun>

* + - ‘Dunn, Francesca (2015) Why do we even need gender specific titles anymore? *i-D Magazine*

[*https://i-d.vice.com/en\_gb/article/why-do-we-even-need-gender-specific-titles-anymore*](https://i-d.vice.com/en_gb/article/why-do-we-even-need-gender-specific-titles-anymore)

* Shariatmadari, David (2016) ‘Eight words that reveal the sexism at the heart of the English language’ Guardian

<https://www.theguardian.com/commentisfree/2016/jan/27/eight-words-sexism-heart-english-language>

Vocal Fry

* + - Quenqua, Douglas (2012) ‘They’re like way ahead of the linguistic currrrve’ The New York Times <http://www.nytimes.com/2012/02/28/science/young-women-often-trendsetters-in-vocal-patterns.html>
    - [Wolf](http://www.theguardian.com/profile/naomiwolf), Naomi (2015) - ‘Young women, give up the vocal fry and reclaim your strong female voice’ Guardian

<https://www.theguardian.com/commentisfree/2015/jul/24/vocal-fry-strong-female-voice>

Language and power

* Nunn, Gary (2016) ‘Winning words the language that got Donald Trump elected’ (Guardian)

<https://www.theguardian.com/media/mind-your-language/2016/nov/11/winning-words-the-language-that-got-donald-trump-elected>

* Blair, Gwenda, ‘Inside the mind of Donald Trump’ (2016) Observer.

<https://www.theguardian.com/us-news/2016/nov/12/inside-the-mind-of-donald-trump-biographer-gwenda-blair>

Websites

Robin Lakoff’s website <https://robinlakoff.com>

Deborah Tannen’s website – has links to videos and interviews with Tannen <http://www.deborahtannen.com/>

Deborah Cameron’s University profile – has links to interviews and recordings with Cameron <https://podcasts.ox.ac.uk/people/deborah-cameron>

Useful links to resources for AS English language <http://www.bethkemp.co.uk/english_alevels.html>

Videos

[Paula you’re fired! – The Apprentice Series 5 – BBC One](https://www.youtube.com/watch?v=EvbFiaUe1qg) What factors might influence the way each speaker communicates?

<https://www.youtube.com/watch?v=EvbFiaUe1qg>

Other resources

Gender Similarities Hypothesis Janet Hyde

* + - [Table on Gender differences in verbal/communicative behaviour adapted from Hyde, ‘The Gender Similarities Hypothesis’.](http://image.guardian.co.uk/sys-files/Guardian/documents/2007/10/01/genderdifferences.pdf) <http://image.guardian.co.uk/sys-files/Guardian/documents/2007/10/01/genderdifferences.pdf>