



ENG527

Mid-Term (Solved)

ABSTRACT

This comprehensive collection of notes is accurately crafted to empower students to excel academically, ensuring they achieve a minimum of 80% marks in their examinations. The content is organized with clarity and precision, focusing on key concepts, critical analyses, and practical applications tailored to the syllabus. These notes serve as a reliable resource for both thorough preparation and last-minute revision. Designed to inspire confidence and mastery, this guide is an essential tool for students striving for academic excellence.

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Language and Gender

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1. Why did the author George Eliot choose to use a male pseudonym? (to be real and published, **to avoid societal judgement**, to distance herself from her work, to challenge gender stereotypes)
2. In a society, the right to talk depends on _____. (legal status, **social class**, gender order, urban dialect)
3. The classification of talk is based on gender _____. (symmetry, priority, **ideology**, democracy)
4. Practices of local communities improves our _____. (language, **connections**, religion, norms)
5. Social class differences are maintained through _____. (reinforces, feedback, **pronunciation**, recommendations)
6. Our view of gender emerges in communities of _____. (profession, gatherings, **practice**, suggestions)
7. We would like to be a member of informal schools and NGOs among these? (bigender, transgender, **females**, males)
8. Lexical communities are also called communities of _____. (personal grooming, youth, **practice**, entertainment)
9. Knowing different ways of doing things is knowing different ways of using _____. (languages, strategies, skills, **identities**)
10. Upper class people typically like to join _____. (**professional groups**, cricket teams, volunteer clubs, local unions)

Questions and Answers

1. What factors contribute to the cultural devaluation of women?

The cultural devaluation of women means treating women as less important or less valuable than men. Its main factors are:

- Patriarchy: Men hold greater power and authority.
- Gender stereotypes: Women are considered weak, emotional, or less intelligent.
- Traditional roles: Women are expected to manage the home and care for children.
- Economic dependence: Women may have fewer opportunities to earn money or own property.
- Unequal decision-making: Men often have more control over family and social decisions.
- Media and language: Advertisements, jokes, and proverbs may present women negatively.

2. What is gender ideology?

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Gender ideology refers to society's beliefs and assumptions about how men and women should behave. It assigns different roles, qualities, and responsibilities to each gender.

For example, men may be expected to earn money and show strength, while women may be expected to care for children and behave politely. These beliefs can maintain gender inequality.

3. What are the three principles of gender?

Gender can be understood through three main principles:

1. Gender is socially constructed: Society teaches people how men and women are expected to behave.
2. Gender is a social practice: People express and perform gender through their daily activities, language, and behavior.
3. Gender organizes social life: Gender influences access to power, resources, opportunities, and decision-making.

4. What are the aspects of face? Explain positive and negative face.

In politeness theory, face means a person's desired public image.

- Positive face: The desire to be liked, accepted, respected, and included by others.
- Negative face: The desire to have freedom, independence, and protection from unwanted interference.

Example: Complimenting someone supports their positive face, while saying "Could you please help me?" respects their negative face by making a request politely.

5. How has tradition affected women's participation in the workplace?

Traditional beliefs often assign men the role of breadwinners and women the role of homemakers. As a result, women may face:

- Limited access to education and employment.
- Unequal pay and fewer promotion opportunities.
- Restrictions on working outside the home.
- Family responsibilities that limit career development.
- Discrimination in leadership positions.

These traditions can make it harder for women to achieve professional independence.

6. What are the assumptions of the Gricean approach regarding male and female communication?

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Grice's approach is based on the idea that successful communication depends on cooperation between speakers. It assumes that speakers generally try to make their contributions useful and understandable.

In gender studies, communication has sometimes been described through stereotypes that:

- Women prefer polite, indirect, and relationship-focused language.
- Men prefer direct, information-focused, and competitive language.
- Differences in communication may cause misunderstandings between men and women.

However, these are generalizations, not universal rules. Communication also depends on context, culture, personality, and social relationships.

7. What are Grice's four conversational maxims?

Grice proposed four maxims that help explain cooperative communication.

1. Quantity: Give the required amount of information.
2. Quality: Say what you believe is true and have evidence for.
3. Relation: Keep your contribution relevant to the discussion.
4. Manner: Speak clearly, briefly, and without unnecessary ambiguity.

Example: If someone asks, "Where is the library?" answering "Next to the college gate" follows the maxim of relation and provides relevant information.

8. What are Robin Lakoff's five features of women's language?

Robin Lakoff identified linguistic features traditionally associated with women's speech. Five important examples are:

1. Hedges: Expressions such as "perhaps," "I think," and "sort of."
2. Tag questions: Questions added to statements, such as "It's beautiful, isn't it?"
3. Rising intonation: Making a statement sound like a question.
4. Polite forms: Using expressions such as "please" and "would you mind?"
5. Specialized vocabulary: Using precise color terms such as "lavender," "mauve," and "aquamarine."

Lakoff argued that such features could reflect women's lower social power. These features do not describe every woman, and men may use them too.

9. What is the difference between rapport talk and report talk?

According to Deborah Tannen:

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- Rapport talk: Communication focused on relationships, feelings, cooperation, and emotional connection. It is traditionally associated with women.
- Report talk: Communication focused on facts, information, status, and the communication of knowledge. It is traditionally associated with men.

These are proposed communication styles rather than fixed differences between all men and women.

10. What are the assumptions of Gricean communication about male and female speech?

This question repeats Question 6. The main point is that traditional explanations often associate women's speech with politeness and relationship-building, and men's speech with directness and information-sharing. Grice's maxims themselves apply to all speakers, regardless of gender.

11. How do men's and women's speech and behavior differ in gender-based activities?

Traditional gender expectations often associate men with competition, direct speech, leadership, and assertiveness. Women are often associated with cooperation, politeness, emotional expression, and relationship-building.

For example, boys may be encouraged to compete in sports, while girls may be encouraged to cooperate and support others. These patterns are socially influenced and are not true of every individual.

12. How does tradition affect women's workplace participation?

This repeats Question 5. Traditional gender roles can restrict women's employment, independence, promotion, and leadership opportunities by placing greater responsibility for domestic work on them and treating male behavior as the professional standard.

13. What is Mallspeak? Give three examples.

Mallspeak refers to informal expressions often associated with adolescents, especially in discussions of young women's speech. It has sometimes been criticized as unsuitable for formal speaking.

Three examples are:

1. Like: "It was, like, amazing."
2. You know: "It was difficult, you know."
3. I mean: "I mean, we should try again."

These expressions are not exclusive to women. They can serve useful conversational purposes, even though critics may consider them inappropriate in formal situations.

14. What are the two ideas behind "No Means No"?

The slogan "No Means No" expresses two main ideas:

1. Women should feel free to refuse unwanted sexual advances.
2. A clear refusal should be respected rather than ignored or treated as consent.

The slogan promotes consent and personal autonomy. Although some discussions emphasize direct refusals, hesitation or indirect language must not be treated as permission. Consent must be freely given.

15. How do children learn linguistic varieties during early development?

Children learn linguistic varieties through social interaction and observation. They listen to parents, family members, teachers, friends, and other people in their communities.

They gradually learn vocabulary, pronunciation, grammar, accents, politeness, and which expressions are suitable in different situations. Their language is influenced by their family, social class, culture, age group, and community.

16. In which five situations are women traditionally allowed to display tears or fear?

Traditional gender stereotypes often allow women to express tears or fear in situations such as:

1. Experiencing physical pain or illness.
2. Facing danger or a frightening situation.
3. Experiencing grief or the death of a loved one.
4. Facing romantic disappointment or relationship problems.
5. Experiencing family distress or emotional hardship.

These are examples of traditional expectations, not rules about how women should behave. Men can also experience and express fear, sadness, and grief.

17. According to Holmes and Meyerhoff, how can institutions display gender inequality without explicit discrimination?

Institutions such as schools, workplaces, courts, and government departments can maintain gender inequality through their everyday rules, practices, and expectations, even without openly discriminating against women.

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For example, an organization may favor traditionally masculine leadership styles, provide fewer promotion opportunities to women, or expect women to manage family responsibilities alongside work. Such practices can create unequal outcomes without an explicit rule against women.

18. What are three traits traditionally associated with men's language?

Three traits traditionally associated with men's language are:

1. Directness: Expressing opinions clearly and directly.
2. Assertiveness: Speaking confidently and expressing authority.
3. Competitiveness: Using language to debate, challenge, or establish status.

These are traditional stereotypes and do not apply to all men.

19. What are the three types of speech acts in J. L. Austin's Speech Act Theory?

J. L. Austin identified three types of speech acts:

1. Locutionary act: The act of producing an utterance with a literal meaning. Example: "It is cold here."
2. Illocutionary act: The action performed through speaking, such as requesting or warning. Example: "Please close the window."
3. Perlocutionary act: The effect of speech on the listener. Example: The listener closes the window after hearing the request.

Which speech act is used to persuade or influence others?

The answer is the perlocutionary act, because it concerns the effect of an utterance on the listener, such as persuading, frightening, or encouraging someone.

20. What are the two underlying assumptions about gender in heterosexual relationships?

Two common assumptions are:

1. Gender is closely connected to biological sex and heterosexual relationships.
2. Gender is treated as a personal characteristic of individuals rather than something shaped by social practices and institutions.

These assumptions have been criticized because gender is also influenced by schools, workplaces, cultural norms, and power relationships.

21. According to Janet Holmes, how do men and women differ in the use of compliments and arguments?

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According to Janet Holmes, women in the groups she studied tended to use and receive compliments more frequently than men. She also found that women used apologies more often.

Compliments help create positive relationships and show appreciation. Gender differences in arguing depend on the situation and the purpose of the conversation; it is not accurate to say that all men argue more or all women avoid arguments.

22. How do men and women differ in language use according to Janet Holmes?

Holmes suggested that women often use language to build relationships, maintain social connections, give compliments, and express politeness. Men have traditionally been described as using language more to exchange information and achieve practical goals.

However, these patterns depend on the culture, social context, and individuals involved. They should not be treated as universal gender differences.

23. How does boys' masculinity and gender identity develop through school activities?

Schools help shape boys' masculinity through sports, classroom interaction, peer groups, competitions, and teachers' expectations.

For example, boys may be encouraged to show strength, compete, take risks, and avoid displaying fear. Peer groups may reward boys who follow these expectations and criticize those who do not. Through these experiences, boys learn and perform socially accepted forms of masculinity.

24. How does language affect the self?

Language helps people develop their identities, beliefs, and understanding of themselves. Through conversations and social interaction, people learn how others see them and how they should behave.

For example, repeatedly calling a child intelligent may encourage confidence, while repeatedly calling the child weak may damage self-esteem. Language can therefore reinforce or challenge social identities and stereotypes.

25. How do institutions display gender practices without being exclusively male or female?

Institutions are not inherently male or female, but their everyday practices can become gendered. Their rules, communication styles, division of labor, and expectations may favor certain forms of masculinity or femininity.

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For example, a workplace may value aggressive competition as a sign of leadership. This can disadvantage employees whose communication styles do not match that expectation, regardless of their actual abilities.

26. What is language and identity?

Language and identity are closely connected because the way people speak helps express who they are and which social groups they belong to.

Language can communicate a person's age group, culture, region, social background, professional role, and gender identity. People may change their language according to the situation to express different aspects of their identity.

For example, a student may use informal language with friends but formal language with a teacher.

27. What is Janet Holmes's general view of gender and language?

Janet Holmes argues that language is important for maintaining relationships and communicating information. Her research found that women often used compliments and apologies more frequently in the communities she studied. She also emphasized that politeness depends on social context and cultural expectations.

28. What is the relationship between language and gender identity?

Language both reflects and helps construct gender identity. People communicate gender through their word choices, pronunciation, conversational styles, and everyday activities. These patterns are influenced by society rather than being determined entirely by biology.

29. What is the difference between gender ideology and gender identity?

- Gender ideology: Social beliefs about how people of different genders should behave.
- Gender identity: A person's understanding and experience of their own gender.

For example, the belief that men should be strong is gender ideology. How an individual understands and expresses their gender relates to gender identity.

30. What is the main purpose of studying language and gender?

The main purpose is to understand how language interacts with gender, identity, culture, and power. It helps identify stereotypes, explain differences in communication, and understand how everyday language can maintain or challenge gender inequality.

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