



ENG527

Treasure for (Mid-Term)

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.

Maha Malik

Language and Gender

Lesson 1 (Sociolinguistic Background-I) Short Notes for Exam Preparation

1. Introduction to the Course

- Language and gender are closely connected.
- The course examines how language reflects and constructs gender identities.
- It studies the relationship between communication, society, power, and culture.

2. Central Concepts

- **Sex** refers to biological differences between males and females.
- **Gender** refers to socially and culturally constructed roles, behaviors, and expectations.
- Gender is not fixed; it is shaped through social interaction and communication.
- Language helps create and maintain gender identities.

3. Gender and Sociolinguistics

- Sociolinguistics studies the relationship between language and society.
- It investigates how factors such as gender, class, age, and ethnicity influence language use.
- Men and women may use language differently because of social experiences and expectations.
- Language reflects social inequalities and power relations.

4. Linguistics and Feminism

- Feminist linguistics examines how language can reinforce gender inequality.
- It challenges male-centered views of language and society.
- Feminists argue that language often reflects unequal power relations between men and women.
- The goal is to understand and reduce gender bias in communication.

5. Women's Language

- Early studies suggested that women's language is:
 - More polite
 - More standard
 - More expressive
 - More supportive
- Women's speech has often been associated with prestige consciousness and sensitivity toward others.
- Modern researchers argue that language differences depend on context rather than biology alone.

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6. Different Speech Styles

- Men and women may adopt different communication styles.
- Women's speech is often linked with cooperation and relationship building.
- Men's speech is often associated with competition, authority, and independence.
- These are social tendencies, not universal rules.

7. Women's Style of Interaction

- Women generally emphasize:
 - Cooperation
 - Support
 - Empathy
 - Maintaining social relationships
- They often use language to create solidarity and connection.
- Communication is viewed as a tool for building relationships.

8. Physical and Linguistic Violence

- Violence can be physical or verbal.
- Linguistic violence includes:
 - Insults
 - Humiliation
 - Threats
 - Discriminatory language
- Language can be used as a tool of power and control.
- Gender inequalities are often reflected through verbal behavior.

9. Class and Gender Inequality

- Social class and gender both affect opportunities and access to resources.
- Language often reflects social class differences.
- Higher social groups may use language forms that carry greater prestige.
- Gender and class work together to shape people's social experiences.

10. Women of Color

- Gender cannot be studied separately from race, ethnicity, and class.
- Women from different racial and cultural backgrounds have different experiences.
- Researchers stress the importance of considering multiple identities together.
- One model of womanhood cannot represent all women.

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Lesson 2 (Sociolinguistic Background-II) Short Notes

1. Implications of Different Views

- Different theories explain gender differences in language differently.
- Some views link differences to biology, while others emphasize social and cultural influences.
- Modern sociolinguists generally believe that gendered behavior is socially constructed rather than biologically determined.

2. Sex Stereotypes

- Society creates stereotypes about how men and women should speak and behave.
- Women are often stereotyped as:
 - Polite
 - Emotional
 - Cooperative
 - Supportive
- Men are often stereotyped as:
 - Competitive
 - Independent
 - Assertive
 - Dominant
- These stereotypes influence how language is interpreted.

3. Male Domination in Decision-Making

- Many societies place men in positions of authority and leadership.
- Men often have greater influence in political, economic, and social decisions.
- Language can reflect and reinforce these power differences.
- Feminist scholars argue that patriarchal systems maintain male dominance in society.

4. Radical Feminist Perspective

- Patriarchy is viewed as a system that benefits men and disadvantages women.
- Gender inequality is considered a root cause of many social inequalities.
- Language is one of the tools through which power relations are maintained.

5. Class and Gender Inequality

- Gender inequality is often connected to social class.
- Women in lower socioeconomic groups may face greater restrictions.
- Language reflects class differences and power structures.
- Critical Discourse Analysis (CDA) is used to study these inequalities.

Lesson 3 (Gender and Socio-Cultural Anthropology) Short Notes

1. Introduction

- Early researchers studied gender mainly in male-female interactions.
- Modern studies examine gender in wider social and institutional contexts.
- Gender should not be limited to biological sex or heterosexual relationships.

2. Gender as Persona

- **Sex** = biological differences.
- **Gender** = social and cultural roles attached to sex.
- Gender is learned through society and culture.
- People perform and express gender through behavior and language.

3. Gender and Community of Practice (Most Important Topic)

- A **Community of Practice (CoP)** is a group of people who share activities, goals, values, and ways of speaking.
- Examples:
 - Families
 - Schools
 - Sports teams
 - Workplaces
 - NGOs
- Gender identities develop through participation in these communities.
- Different communities create different ways of speaking and behaving.

Definition for Exam

A Community of Practice is an aggregate of people who come together through mutual engagement in a common activity and develop shared practices, beliefs, values, and ways of communication.

4. Gender as Organizer of Social Institutions

- Gender influences the organization of:
 - Schools
 - Workplaces
 - Courts
 - Political institutions
- Institutions often favor behaviors associated with one gender over another.
- Gender affects recruitment, promotion, authority, and opportunities.

5. Looking Gender Locally

- Gender should be studied within specific communities.
- People's language and gender identities vary across different groups.
- Researchers should focus on real-life social practices rather than broad generalizations.

6. Is Gender Always Relevant to Language?

- Gender is important but not the only factor affecting language.
- Other factors include:
 - Social class
 - Age
 - Ethnicity
 - Occupation
 - Education
- Language choices result from the interaction of many social identities.

Lesson 4 (Socializing with Cultural Gender) Short Notes

1. Constructing Natural Gender

- Children actively learn gender roles while growing up.
- Society teaches boys and girls different behaviors, expectations, and identities.
- Gender is not simply biological; it is learned through socialization.
- Boys and girls learn what is considered "appropriate" behavior in their culture.

2. Deconstructing Natural Gender

- Gender is not completely natural or fixed.
- Many gender behaviors are socially created and reinforced.
- Researchers challenge the idea that all gender differences come from biology.
- Gender identities can vary across cultures and historical periods.

3. Reconstructing Natural Gender

- Individuals continuously reshape and negotiate gender identities.
- Gender is produced through daily interactions and social practices.
- People may accept, modify, or challenge traditional gender expectations.

4. Asymmetric View of Gender

- Society often treats masculinity and femininity unequally.
- Masculinity is frequently viewed as the norm, while femininity is treated as secondary.

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- This creates unequal power relations between men and women.

5. Asymmetry in Dressing

- Society places stricter dress expectations on women than men.
- Clothing is often used to signal gender identity.
- Gender norms influence how people are expected to present themselves.

6. Asymmetry in Names and Public Behavior

- Naming practices often reflect social power structures.
- Expectations about public behavior differ for men and women.
- Women are often judged more strictly regarding appearance and behavior.

Lesson 5 (Gender Construction & Gender Order) Short Notes

1. Gender Reconstruction via Peer Cultures

- Peer groups strongly influence gender identity.
- Children learn gender norms from friends and classmates.
- Peer approval and rejection shape behavior.

2. From Peer Cultures to Social Markets

- Social interaction works like a "market" where individuals gain status and acceptance.
- People use language, appearance, and behavior to gain social recognition.
- Gender identities are negotiated within these social networks.

3. Developing Desire

- Society influences ideas about attraction, relationships, and gender roles.
- Cultural norms shape what people consider desirable or appropriate.
- Gender expectations influence personal choices and relationships.

4. Gender as Learning

- Gender is learned throughout life.
- Family, school, media, and peer groups all contribute to gender learning.
- Individuals continuously adapt their gender identities in different situations.

5. Gender and Other Social Categories

- Gender interacts with:
 - Social class
 - Race

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- Ethnicity
- Age
- Occupation
- Gender cannot be studied in isolation.

6. Principles of Gender

- Gender is socially constructed.
- Gender is dynamic and changeable.
- Gender is performed through language and behavior.
- Gender is connected to power and social organization.

Lesson 6 (The Gender Order and Social Organization) Short Notes

1. The Gender Order

- Gender order refers to the social system that organizes relations between men and women.
- It determines roles, responsibilities, and access to resources.
- Gender order influences institutions such as family, education, and workplaces.

2. Convention and Ideology

- **Conventions** are accepted social practices and customs.
- **Ideologies** are systems of beliefs that justify social arrangements.
- Gender ideologies shape how society views men and women.

3. Features of Conventions/Customs

- Learned through socialization.
- Shared by members of society.
- Guide behavior and social expectations.
- Change slowly over time.

4. Gender Ideology

- Gender ideology consists of beliefs about appropriate roles for men and women.
- These beliefs influence language, behavior, and opportunities.
- Gender ideology often supports existing power structures.

5. Essentialism

- Essentialism assumes that men and women naturally possess different characteristics.
- It views gender differences as biological and fixed.

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- Feminist scholars often criticize essentialist views.

6. Functionalism

- Functionalism argues that different gender roles help society function efficiently.
- Men and women are viewed as performing complementary roles.
- Critics argue that this perspective can justify inequality.

7. Division of Labor

- Different tasks are assigned to men and women.
- Traditionally:
 - Men = public and economic roles.
 - Women = domestic and caregiving roles.
- Modern societies show increasing overlap in these roles.

8. Gender Discourses

- Discourses are ways of talking and thinking about gender.
- Language helps create and maintain gender norms.
- Gender discourses influence how people understand masculinity and femininity.

9. Ideology and Power

- Powerful groups use ideology to maintain social control.
- Language often reflects dominant beliefs about gender.
- Power influences which voices are heard and valued.

10. Ideology, Power, and Hegemony

- **Hegemony** means dominance maintained through consent rather than force.
- People often accept gender norms as natural.
- Language plays an important role in maintaining hegemony.

Lesson 7 (Category-Internal Gender Variations) Short Notes

1. Masculinities and Femininities

- There is not one single masculinity or femininity.
- Different societies and groups create different ways of being masculine or feminine.
- Gender identities vary according to class, age, ethnicity, occupation, and culture.

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2. Why Generalizations?

- Statements such as “women are emotional” or “men are competitive” are oversimplifications.
- Not all men or women behave in the same way.
- Gender differences should be studied in real social contexts rather than through stereotypes.

3. Gender Practice

- Gender is something people **do**, not something they simply **have**.
- Everyday actions, language choices, dress, and behavior construct gender identities.
- Gender is continuously produced through social interaction.

4. Communities of Practice (CoP)

- A Community of Practice is a group of people engaged in a shared activity.
- Members develop common ways of speaking, behaving, and interacting.
- Examples:
 - Family
 - School
 - Workplace
 - Sports team
 - Friendship group

5. Looking Gender Locally

- Gender should be studied in specific communities and situations.
- Language and gender are jointly constructed in everyday practices.
- Researchers should avoid broad generalizations about all men and women.

Important Exam Points (Lesson 7)

- Masculinity and femininity have many forms.
- Gender is a social practice.
- Community of Practice is a key concept.
- "Think practically and look locally."

Lesson 8 (Gender Construction & Community of Practice)

Short Notes

1. Features of Community of Practice

A Community of Practice has:

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- Mutual engagement
- Shared goals
- Common values and beliefs
- Shared language practices
- Long-term interaction among members.

2. Choice of Community of Practice

- People belong to different communities.
- Different communities influence language use and gender identity.
- Access to communities may depend on age, class, gender, and ethnicity.

3. Constructing Meaning, Constructing Selves

- People create meaning through interaction.
- Language helps individuals construct their social identities.
- Identity changes according to social situations.

4. Constructing Selves in Communities of Practice

- Members learn acceptable behavior through participation.
- Gender identities are developed through involvement in community activities.
- Individuals may display different identities in different groups.

5. Reinforcing Selves Through Language Choices

- Language choices strengthen identity.
- Vocabulary, tone, style, and interaction patterns signal group membership.
- Repeated language practices reinforce gender roles and identities.

Lesson 9 (Organizing Talk – I) Short Notes

1. Access to Situations and Events

- Participation in social events affects language use.
- Access to certain situations gives access to information, influence, and power.

2. Ways of Accessing Speech Events

- Speech events include:
 - Meetings
 - Discussions
 - Gatherings
 - Debates
 - Informal conversations

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- Different groups have different opportunities to participate.

3. Access to Informal Networks

- Informal networks are personal and social connections.
- Important information often circulates through these networks.
- Access to informal networks can influence career success and social power.
- Women may sometimes have less access to influential informal networks.

4. Speech Activities

Examples:

- Gossiping
- Arguing
- Joking
- Small talk
- Lecturing
- Storytelling
- Therapy talk

Different communities value different speech activities.

5. Gendering Gossip

- Gossip is often stereotypically associated with women.
- Research shows both men and women gossip.
- Gossip helps maintain relationships and exchange information.

6. Gendering Arguing

- Some cultures encourage arguing.
- Men are often associated with competitive argument styles.
- Women are often associated with cooperative discussion styles.
- These patterns vary across communities.

Lesson 10 (Organizing Talk – II) Short Notes

1. Talk as Social Action

- Language is not only used to share information.
- People use talk to perform actions:
 - Requesting
 - Promising

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- Apologizing
- Complaining
- Ordering

2. Speech Act Theory

- Developed by **J. L. Austin**.
- Words can perform actions.
- Example:
 - "I apologize."
 - "You are hired."
- Speaking itself can accomplish an act.

3. Making Social Moves

- Conversations involve strategic moves.
- Speakers use language to achieve goals and influence others.
- Social relationships affect communication choices.

4. Gender and Interaction

- Men and women may use different interactional strategies.
- Communication styles depend on context, power relations, and social expectations.

5. Conversation Analysis

- Studies how people organize conversations.
- Focuses on:
 - Turn-taking
 - Responses
 - Interruptions
 - Meaning-making
- Helps explain how gender is constructed during interaction.

Lesson 11 (Organizing Talk – III) Short Notes

1. Turn-Taking

- Conversation is organized through turn-taking.
- Speakers take turns to avoid confusion and overlap.
- Turn-taking helps maintain order in communication.
- Interruptions and overlaps can indicate power relations.

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2. Interruptions

- An interruption occurs when a speaker stops another before they finish.
- Earlier studies linked interruptions with male dominance.
- Modern research shows interruptions depend on context, status, and relationship, not just gender.

3. Topic Control

- People who introduce, change, or maintain topics often have greater conversational power.
- Topic control reflects social authority and influence.

4. Minimal Responses

- Short responses such as:
 - "Yes"
 - "Okay"
 - "Hmm"
 - "Right"
- These show attention and support.
- Women are often reported to use more supportive minimal responses.

5. Power and Conversation

- Power influences who speaks, who listens, and who controls discussion.
- Conversational behavior reflects wider social structures.

Lesson 12 (Language and Gender in Interaction)

1. Dominance Approach

- Gender differences arise from unequal social power.
- Men often hold more authority in society.
- Language reflects these unequal power relations.

Key Scholar

- Dale Spender argued that language reflects male dominance.

2. Difference Approach

- Men and women belong to different conversational cultures.

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- Miscommunication occurs because they learn different communication styles.

Key Scholar

- Deborah Tannen viewed male-female communication as cross-cultural communication.

3. Dynamic Approach

- Gender is created through interaction.
- People actively construct gender identities in conversation.
- Context is more important than fixed gender differences.

4. Criticism of Earlier Approaches

- Not all men and women communicate similarly.
- Social class, ethnicity, age, and context also affect communication.

Lesson 13 (Gender and Verbal Art)

1. Verbal Art

- Verbal art refers to creative uses of language.
- Includes:
 - Stories
 - Folktales
 - Poetry
 - Songs
 - Narratives

2. Storytelling

- Storytelling is a social activity.
- People use stories to construct identities and share experiences.
- Stories reflect cultural beliefs about gender.

3. Narrative and Identity

- Personal narratives help individuals present themselves to others.
- Gender identities are often expressed through storytelling.

4. Gendered Narratives

- Men and women may tell stories differently depending on cultural expectations.
- Story content often reflects social roles and values.

Lesson 14 (Language Change and Gender)

1. Language Variation and Change

- Language changes over time.
- Different social groups contribute to language change.
- Gender is an important factor in linguistic variation.

2. Women and Language Change

- Research often shows women adopt prestigious language forms more frequently.
- Women frequently lead linguistic changes toward socially accepted forms.

3. Prestige Forms

- Prestige forms are socially valued language varieties.
- Standard language is often associated with education and status.
- Women tend to use standard forms more than men in many societies.

4. Social Networks and Change

- Language change spreads through social interaction.
- Social networks influence the adoption of new language forms.

Lesson 15 (Gender and Linguistic Change in Society)

1. Social Class and Language

- Language varies according to social class.
- Pronunciation, vocabulary, and grammar often indicate class membership.
- Higher-status groups tend to use prestigious varieties.

2. Gender and Prestige

- Prestige refers to the social value attached to a language variety.
- Women frequently use overtly prestigious forms.
- Men may sometimes use non-standard forms to display solidarity or masculinity.

3. Social Networks

- Dense social networks maintain local language varieties.
- Open networks encourage language innovation and change.

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4. Language, Identity, and Society

- Language helps individuals express identity.
- Gender, class, ethnicity, and age all influence language use.
- Language both reflects and shapes social reality.

5. Overall Course Message

- Gender is socially constructed.
- Language plays a central role in constructing gender.
- Communities of Practice shape gender identities.
- Power, ideology, and social structures influence communication.

Lesson 16 (Gricean Pragmatics)

1. Gricean Pragmatics

- Developed by H. P. Grice.
- Meaning is not only in words but also in the speaker's intention.
- Successful communication depends on listeners recognizing the speaker's intended meaning.

2. Gendering in Language Use

- Gender influences how meanings are interpreted.
- Some meanings become easier to understand because they reflect common social beliefs and stereotypes.
- Sexist meanings often spread because they rely on already accepted community assumptions.

3. Political Correctness

- Political correctness aims to avoid discriminatory or offensive language.
- Language can either reinforce or challenge gender inequality.
- Institutions often legitimize some linguistic styles while marginalizing others.

Lesson 17 (Gender and Globalization)

1. Gender and Global Economy

- Globalization affects gender roles and employment opportunities.
- Economic change creates new linguistic and social demands.
- Language skills become important resources in modern workplaces.

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2. Gender and Work

- Men and women may experience different career paths.
- Recruitment and promotion can be influenced by gender.
- Language competence often affects professional success.

3. Women in the New Economy

- Women increasingly participate in professional sectors.
- Language and communication skills provide access to economic opportunities.
- Globalization creates new forms of gender identity and workplace participation.

Lesson 18 (Gender in Spoken Discourse – I)

1. Gender and Bilingualism

- Bilingualism is closely linked with gender, culture, and economy.
- Women often gain opportunities through bilingual abilities.
- Language competence can improve social and professional mobility.

2. Women as Cultural Guardians

- Women often preserve traditional language and cultural values.
- They maintain community identity through language use.

3. Women as Cultural Brokers

- Some women move between different linguistic and cultural worlds.
- They learn standard language varieties and transfer knowledge between communities.

4. Bilingualism and Social Mobility

- Knowledge of standard or foreign languages can provide access to education and employment.
- Language becomes a tool for personal advancement.

Lesson 19 (Language, Adolescence and Gender)

1. Adolescent Language

- Young people often develop distinctive speech styles.
- Language helps adolescents construct identity and group membership.

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2. Mallspeak

- "Mallspeak" refers to expressions such as:
 - Like
 - You know
 - I mean
- It is often unfairly associated with girls and young women.

3. Verbal Hygiene

- Attempts to regulate or correct language use.
- Educational institutions sometimes discourage adolescent speech styles.

4. Uptalk

- A rising intonation at the end of statements.
- Common among teenagers and women in some communities.
- Sometimes viewed negatively, although it may serve important social functions.

Lesson 20 (Socio-Phonology of Male Language)

1. Socio-Phonetics and Socio-Phonology

- Studies the relationship between speech sounds and society.
- Examines how pronunciation reflects gender, identity, and social position.

2. Intonation and Culture

- Intonation refers to the rise and fall of the voice.
- Speech melody communicates emotions, attitudes, and social meanings.
- Intonation patterns can be associated with masculinity and femininity.

3. Gender and Speech Styles

- Speech is influenced by social expectations.
- Cultural stereotypes often portray women as emotional and expressive and men as controlled and authoritative.
- Researchers emphasize that these are social interpretations rather than biological facts.

4. Language and Social Control

- Language helps maintain social structures.
- Speech norms can restrict opportunities and reinforce gender stereotypes.
- Feminist scholars study how language contributes to male dominance and inequality.

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