

# **Gender Representation in an EFL Textbook**

by

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Paper submitted December 2006

to the School of Humanities of the University of Birmingham, UK

in part fulfillment of the requirements for the degree of

**Master of Arts**

**in**

**Teaching English as a Foreign or Second Language (TEFL/TESL)**

## **1. Introduction**

The objective of this paper is to examine the representations of men and women in an English as a Foreign Language (EFL) textbook. Given that there are almost equal numbers of men and women in the world, the ideal EFL textbook should represent both genders equally. Past research (as illustrated in section 2 of this paper) has shown that, in many materials, this is not the case. There was often a male bias discovered in many research areas related to the representation of gender. Using a current textbook to explore some of the established research areas into gender imbalance it is hoped that this paper will shed some light on the current representations of men and women in EFL materials.

The paper will first provide some background information on several aspects of gender imbalance in English teaching materials through a literature review; second, provide a description of the textbook to be examined; third, detail the methods of analysis for selected categories of investigation; and finally, reveal the results of the analysis and discuss the findings reached.

## **2. Literature Review**

### **2.1 Visibility**

Visibility refers to the relative numbers of males and females appearing in textbooks and is perhaps the easiest aspect of gender balance to examine. Porreca (1984) cites numerous studies (Coles, 1977; Hoopes, 1978; Hellinger, 1980) which found males outnumbering females in educational materials by a ratio of 3 or more to 1, and her own investigation of 15 popular ESL textbooks (ibid.: 712-713) yielded a

ratio of 1.77 males to every 1 female. The problem with this kind of omission or “invisibility” (Sunderland, 1994: 55) is that,

When females do not appear as often as males in the text (as well as in the illustrations which serve to reinforce the text), the implicit message is that women’s accomplishments, or that they themselves as human beings, are not important enough to be included. (Porreca, 1984: 706)

The writers of *On Balance* (Florent et al, 1994), a list of guidelines for “people involved in all aspects of ELT publishing” (ibid.: 113), recommend counting the number of male and female characters in all areas of a textbook (illustrations, dialogues, audio recordings, etc.) to ensure equal representation of both genders.

## **2.2 Firstness**

Another area in textbooks in which can provide evidence of gender imbalance is “the order of mention, termed *firstness*” (Porreca, 1984: 706). When two gender-specific nouns or pronouns appear as a pair in a text, like *mother and father* or *he/she*, the one appearing in the first position can be interpreted as having a higher status. In previous studies (Hartman and Judd, 1978; Porreca, 1984) nearly all the textbooks examined have been found to favour a male-first order. Such a bias, according to Hartman and Judd,:

reinforces the second-place status of women and could, with only a little effort, be avoided by mixing the order (1978: 390).

## **2.3 Nouns and Pronouns**

Nouns and pronouns used to describe men and women can also yield evidence of gender imbalance. Graham (1975, cited in Porecca, 1984: 707), describes an analysis of five million words taken from American children’s textbooks which

found more than twice as many boys as girls and seven times as many men as women. The same study found more mothers than fathers, perhaps due to their role as primary caregivers, but many more sons and nephews than daughters and nieces. Porecca's study (ibid.: 715-716) found that nouns 'designat(ing) a person's sex and family relationship' were most frequent' but that, when nouns were matched with their opposite sex counterparts, male designations nearly always outnumbered female ones. A greater number of male than female pronouns could also suggest 'greater prominence in the text' for men (Carroll and Kowitz, 1994: 74).

## **2.4 Discourse Roles**

Balanced representation of gender in textbooks could also be seen to manifest itself in the discourse contributions made by female and male characters in a textbook. A great number of research projects into differences in the speech of men and women have been conducted over the last 30 or 40 years, with varied results (see Wardhaugh, 2006: 315-334). To cite two specific examples, Lakoff (1975, cited in Holmes, 2001: 284-288) identified linguistic features such as lexical hedges, intensifiers, and 'superpolite' grammar as being more frequently used by women, thus contributing to their subordinate status to men and Maltz and Borker's research (1982, cited in Sunderland, 1994: 61) showed that men spoke more and spoke longer than women in mixed-gender conversations. But, as Sunderland points out (1994: 61-62), language textbooks that attempt to present male and female discourse as it is in reality (according to the aforementioned research) would only end up limiting the practice opportunities of students. It is important also, to realize that these differences are "not clear-cut" or "universal" but are influenced by factors

such as age, class and ethnicity (Montgomery, 1986: 166), so a textbook that attempted to emulate realistic discourse roles would only be representative of a small portion of society. As Sunderland says,

...it would make more sense to advocate male and female characters speaking an equal amount, using the same range of language functions,...and initiating dialogue equally often...(1994: 62)

in the interest of ensuring balanced practice opportunities for all learners.

### **3. The Textbook**

The textbook under review here is *Impact Values* (Day et al., 2003), published by Longman Asia, which is described as ‘a complete course in oral communication’ aimed at adult students who are fundamentally functional in the four skill areas of speaking, listening, reading and writing. A broad range of current topics are presented in the text, grouped under 5 theme areas: Values of People, Values in Relationships, Values in the Workplace, Values in the Family, and Values in Society. Each theme area consists of 6 two-page units exploring a specific issue (ex. cosmetic surgery, gender roles in marriage, domestic violence, animal rights, etc.) and in addition, one introductory unit introduces students and teachers to the procedures suggested for efficient use of the text. A glossary at the back of the book provides clarification of vocabulary items and expressions which may be new to the learner.

Each unit is structured in the same way, beginning with several warm-up questions leading into a listening activity in the form of a monologue or dialogue, which is followed by several comprehension questions about the listening. The second page of every unit begins with a reading exercise, entitled Points of View, where learners

read three opinions given by three characters (representing EFL students) and match two more related opinions with each of the characters. This is followed by a brief writing activity which encourages learners to write their opinion on the unit's topic, and each unit finishes with one of a variety of discussion or role-play activities.

Each of the 31 units and the glossary of *Impact Values* will be examined for its representation of women and men according to the criteria established in section 4 below.

#### **4. Categories and Methods of Analysis**

Each of the following categories will be investigated to determine if *Impact Values* is sufficiently gender-balanced or if a significant imbalance exists. While it is perhaps unrealistic from a creative standpoint to produce materials with an exact one to one ratio of representation of males and females, a difference of more than 5% in any category will be seen as a significant imbalance. In each area of investigation the results will be given by the number of instances. Percentages will be expressed in whole numbers, rounded up.

##### **4.1 Visibility**

In order to determine the relative visibility of men and women in *Impact Values*, several types of appearances of female and male characters will be counted and the numbers tallied.

#### **4.1.1 Characters**

Characters appearing in *Impact Values* will be considered in terms of the following three types:

- a) Main characters – females and males in the textbook who are named and given voice by appearing as active contributors to listening and/or reading materials.
- b) Named, non-active characters – females and males mentioned or discussed by main characters in the listening and/or reading materials and referenced by their proper first or full names.
- c) Non-named, non-active characters – females and males mentioned in the listening and/or reading materials by only a common noun (ex. boss, girlfriend).

The three types of character will be examined, as a whole and by individual type, to determine the relative numbers of male and female participants in the textbook.

#### **4.1.2 Appearances in Photographs**

Females and males appearing in the photographs of *Impact Values* will be counted both by the number of individual people photographed and by the total number of photographs for each gender. Photographs which cannot be clearly identified as male or female will be disregarded.

#### **4.1.3 Gender Focus of Textbook Themes**

The gender of the main characters participating in the listening activities of each theme area will be investigated to determine whether the theme area is

male-centered, female-centered, or a combination of both genders. Though male and female characters are featured in every unit, the listening activity is the main activity so gender bias there will bias the unit as a whole.

## **4.2 Firstness**

In order to determine whether there is an acceptable balance of first-place occurrences in *Impact Values*, several aspects will be considered.

### **4.2.1 Mixed Gender Dialogues**

Each unit that features both female and male main characters in the main listening activity will be checked as to which gender appears as the first participant.

### **4.2.2 Points of View Opinions**

On the page following each listening activity, the gender of the character giving the first opinion will be noted.

### **4.3.3 Common Noun Pairs and Pronoun Pairs**

All common nouns and pronouns will be noted for firstness if they appear:

- 1) in succession in a sentence such as the following:

“You have an attractive girlfriend/boyfriend...” (Day et al, 2003: Unit

4)

or

“He or she has the opportunity to explain...” (ibid: 93)

- 2) in sentences with parallel structures in the same exercise such as:



- “1. If you are a woman, do you want to be a mother?  
2. If you are a man, do you want to be married and have children?”  
(ibid: Unit 24)

#### **4.2.4 Proper Name Pairs**

Where male and female names both appear in the same sentence or in sentences with parallel structures (as described above), the gender appearing first more often will be noted.

### **4.3 Nouns**

In order to determine whether gender imbalance exists in relation to the nouns used to describe men and women the frequency of each of the following nouns will be tallied and discussed.

#### **4.3.1 Names**

The total number of names referring to women and men in the text will be counted both for total number of occurrences and for named individuals appearing in each unit. For the purposes of this study, *Mother/Mom* and *Father/Dad* will be considered in the same way as first names, when used as a term of address. Colloquials like *Honey* or *Sweetie* will also be counted as first names. The relative numbers of titled, full, and colloquial names will also be tallied.

#### **4.3.2 Nouns**

Nouns which refer to males and females featured in the text will be counted both for

total number of occurrences and also for comparisons of paired nouns like *mother/father* or *boy/girl*.

#### **4.4 Discourse**

In order to gauge whether a gender balance exists in *Impact Values*, in terms of the amount and quality of discourse attributed to male and female characters, several aspects will be considered.

##### **4.4.1 Amount of talk**

The amount of talk by each of the main characters will be calculated by counting the number of words uttered and adding the totals to give an overall percentage of talk by females and talk by males in the textbook. In addition, the amount of talk in each of the five theme areas will be given in order to determine if there are imbalances in terms of topic areas.

##### **4.4.2 Type of talk**

All of the mixed-gender dialogues will be examined carefully to see if there exists an imbalance in the dominant roles overall. In order to do this, Francis and Hunston's system for analyzing conversation will be applied to all mixed-gender dialogues (see Francis and Hunston, 1992: 123-161). Space does not permit a fully-detailed explanation of the system of analysis here, so what follows is a brief overview. Appendix 1 of this paper provides a description of all the elements of the model and Appendix 2 provides a full analysis of each of the mixed-gender dialogues.

Francis and Hunston's method of conversational analysis is modeled after the system developed by Sinclair and Coulthard (1992: 1-34). The system analyzes discourse based on a rank scale hierarchy consisting of, from highest to lowest: transactions, exchanges, moves, and acts. Each rank is composed of elements from the rank below, so acts combine to form moves, moves combine to form exchanges, etc...

The rank focused on in the present study is move, because the type of move is what determines the element of exchange structure it represents. The act which is determined to be the most important to satisfying the main function of a move is labeled the head act, and the function of the head act, in turn, determines the element of exchange structure. The basic elements of exchange structure are Initiation (I), Response (R), and Follow-Up (F), with additional elements of Response/Initiation (R/I) and Bound Initiation (Ib). Every new exchange begins with an initiation and is followed by one or more of the other exchange elements. It is these elements which will be used to gauge the gender balance of each character's contribution to the mixed-gender dialogues in *Impact Values*. The number of I, R, and F elements (with Ib assigned to I and R/I assigned to either I or R depending on its primary function) used by each gender will be tallied to determine if males and females using the textbook are getting balanced amounts of practice of each of the exchange element types and to determine if one gender is more dominant in the textbook overall. A higher number of I elements would indicate a more dominant speaker in the sense that they are leading the conversation. A higher number of F elements may also indicate a dominant speaker since F is only performed by the speaker who

initiates the move.

## 5. Results and Discussion of Analysis

### 5.1 Visibility

#### 5.1.1 Visibility of Male and Female Characters

**Table 5.1.1 – Gender of Characters Appearing**

	Both Genders	Female		Male	
		# appearing	%	# appearing	%
Main Characters	71	32	45	39	55
Named Non-Active Characters	27	16	59	11	41
Unnamed Non-Active Characters	23	7	30	16	70
Total Characters	121	55	45	66	55

As can be seen by the results tabulated in Table 5.1.1 above, there is a significant gender imbalance in *Impact Values* in terms of the number of male and female characters featured. There are a full 10% more male characters than female characters overall and the only type of female characters which have more visibility than males are those characters who are named but not given an active role. This second point is significant in that the balance could be made more equal by allowing some of the female characters who are talked about to talk about themselves instead.

#### 5.1.2 Gender in Photographs

**Table 5.1.2 – Gender Visibility in Photographs**

	Both Genders	Male		Female	
		# appearing	%	# appearing	%
All Appearances	233	128	55	105	45
Each Person Counted Once	70	37	53	33	47

There is also a gender imbalance, though slightly smaller than the one discussed in

5.1.1, in the images that are used to represent the characters featured in *Impact Values* (see Table 5.1.2 above). Male visibility is again higher, but it need not be. In several cases, images of the same men are repeated several times in different places in the textbook and in some cases these are multiple images on the same page. One other photo is worth mentioning in terms of how it affects the gender balance here. In Unit 28, a female medical researcher is one of the main characters, yet the image chosen for the unit is a male medical researcher. The image is repeated in four separate locations in the textbook, so closer attention to detail on the part of the design team could have resulted in a small but significant reduction of this aspect of male bias.

### 5.1.3 Gender Focus in Textbook Themes

**Table 5.1.3 – Gender Focus in Textbook Themes**

Themes of Textbook Sections	Male only		Female Only		Both Genders	
	Units	%	Units	%	Units	%
Intro	0	0	0	0	1	100
Values of People (Units 1-6)	2	33	3	50	1	17
Values in Relationships (Units 7-12)	2	33	2	33	2	33
Values in the Workplace (Units 13-18)	3	50	1	17	2	33
Values in the Family (Units 19-24)	1	17	2	33	3	50
Values in Society (Units 25-30)	4	67	0	0	2	33
Total Units (31)	12	39	8	26	11	35

Table 5.1.3 above reveals that, of the 31 units in *Impact Values*, 12 (39%) were found to be male-centered, 8 (26%) female-centered, and 11 (35%) inclusive of both genders. This constitutes a male bias in the textbook as whole. The two theme areas where women are more visible than men are Values of People (Units 1-6) and Values in the Family (Units 19-24) while men are more visible in Values in the Workplace (Units 13-18) and Values in Society (Units 25-30). Regarding women,

it is perhaps understandable in an Asian context, where they are still primary caregivers for children and more responsible for the domestic sphere, for them to be more visible in units related to family. The same could be said of men in relation to the workplace. However, four of the six units in Values of People are concerned with physical appearance and fashion, which could imply that women are overly concerned with trivial matters. Men, on the other hand, are portrayed as being the most concerned with world peace, the environment, aging society and other important issues in society.

## 5.2 Firstness

Table 5.2 (below) shows the findings regarding firstness in terms of number of instances and percentage of female to male appearances.

**Table 5.2 – Firstness**

Area Investigated	Total Occurrences	Female First		Male First	
		Occurrences	%	Occurrences	%
Mixed Gender Dialogues	11	6	55	5	45
Points of View Opinions	31	18	58	13	42
Common Noun & Pronoun Pairs	46	13	28	33	72
Proper Name Pairs	24	8	33	16	67
Totals	112	45	40	67	60

### 5.2.1 Mixed Gender Dialogues

11 of the 31 units were determined to feature both female and male characters in the listening materials with the remaining 20 units being either exclusively male speakers or exclusively female. There are several circumstances which caused confusion in determining firstness. First, two of the units feature two separate conversations between speakers of the same gender; in Unit 3 two females speak to each other first and then two males, while in Unit 7 the reverse is true. Second, two

of the dialogues, Units 14 and 19, take the form of telephone conversations in which the female initiates the call but the male, who answers the telephone, is first to speak. Third, in Unit 23 the female is the first to appear on the page finishing a telephone conversation, but it is the male who initiates the conversation between the two main characters. For purposes of simplicity, it was decided that the first speaker to appear in the text would get the credit for firstness, leaving 6 (55%) of the 11 mixed gender dialogues with males having the first turn to 5 (45%) begun by females. Though there is a 10% difference in favor of males here, it is not thought to be of great significance due to the small number of dialogues.

### 5.2.2 Points of View Opinions

In the Points of View reading materials, 18 (58%) of 31 units featured a female opinion first while 13 (42%) featured a male opinion first. This one of the few areas examined in *Impact Values* where the imbalance favors women.

### 5.2.3 Noun and Pronoun Pairs

**Table 5.2.3 – Firstness in Gender Paired Nouns and Pronouns**

Male First Pair	#	%	Female First Pair	#	%
male/female	3	100	female/male	0	0
man/woman	3	60	woman/man	2	40
men/women	8	89	women/men	1	11
father/mother	1	12	mother/father	7	88
brothers/sisters	1	100	sisters/brothers	0	0
husbands/wives	2	100	wives/husbands	0	0
boyfriend/girlfriend	3	75	girlfriend/boyfriend	1	25
he/she	6	86	she/he	1	14
his/her	6	100	her/his	0	0
him/her	0	0	her/him	1	100
Total	33	72	Total	13	28

Nouns and pronouns paired for gender in the textbook in the same sentence or in

successive sentences of similar construction were determined to number 46 in total (see Table 5.2.3 above). Of these, 33 (72%) were male first and 13 (28%) female first. In all instances except *mother/father* and *her/him*, the masculine noun or pronoun was found in the majority of first positions. This clear male bias is likely the result of unconscious, ingrained pairing in the experience of the writers and could be remedied by a conscious effort to mix the order more often.

#### **5.2.4 Proper Name Pairs**

Occurrences of proper name pairs of both genders in the same sentence or successive sentences of similar construction were found to number 24 in total; 16 (67%) male name first and 8 (33%) female name first. Here, as in 5.2.3 above, the situation could be more gender balanced through conscious attention to the problem.



## 5.3 Nouns and Pronouns

### 5.3.1 Names

Table 5.3.1 – Male and Female Names

Name Type *counted once	Total Number for Both Genders	Male Names		Female Names	
		# of occurrences	%	# of occurrences	%
All Names*	95	48	51	47	49
Total of All Names	1161	677	58	484	42
Titled Names*	10	6	60	4	40
Total Titled Names	114	75	66	39	34
Full Names*	6	3	50	3	50
Total Full Names	9	6	67	3	33
Colloquials*	10	6	60	4	40
Total Colloquials	16	12	75	4	25

Table 5.3.1 (above) reveals that the number of individual names found (counted once per unit) was 95, with 48 (51%) referring to males and 47 (49%) referring to females indicating a fair balance in the names of individuals appearing in *Impact Values*. However, the total number of appearances of all names was found to be 1161, with 677 (58%) referring to males and 484 (42%) referring to females, revealing that male names had a higher prominence in terms of frequency. When names were examined more closely, it was also found that titled names, full names, and colloquial terms of address exhibited a frequency bias toward males. The impression given by these results is that men get more attention in the textbook, and that, in terms of the respect attached to titled and full names, they are treated as having a higher status than women.

### 5.3.2 Nouns

**Table 5.3.2 Nouns Referring to Females and Males**

Noun Description	Noun for female	Total # of nouns	Noun for male	Total # of nouns
Gendered Pairs	woman/women	49	men/man	43
	mother(s)/mom(my)	86	father(s)/dad	22
	wife/wives	16	husband(s)	11
	girl	3	boy(s)	10
	girlfriend	7	boyfriend	8
	daughter	4	son	6
	sister(s)	2	brother(s)	6
	fiancee	1	fiance	1
	housewife	1	<i>no M equal found</i>	0
	<i>no F equal found</i>	0	guy(s)	14
Total	9	172	9	121
Non-gendered nouns with Male and Female occurrences	boss	9	boss	28
	friend	2	friend(s)	17
	moderator	6	moderator	5
Total	3	17	3	50
Nouns only used to describe one gender	professor	7	baby	9
	teacher	5	interviewer	8
	tenant	3	landlord	4
	chocolate lover	3	author	4
	slave	2	engineer	3
	person	2	director	3
	researcher	2	computer nut	3
	neighbor	1	drinker	2
	teenager	1	stalker	2
			liar	2
			klutz	2
			graduate	1
			alcoholic	1
			president	1
			writer	1
			worker	1
			employee	1
			guest	1
Total	9	26	18	49
Overall Total	21	215	30	220

Nouns referring to females and males (see Table 5.3.2 above) were found to be balanced in terms of the number of occurrences (215 for females, 220 for males) but unbalanced when divided into separate categories. Echoing the results found by Porreca (1984) (see section 2.3), gendered pairs were greatly biased in favor of women, but mostly in terms of family relationships like motherhood or marital

status. Greater numbers of *boys*, *sons*, and *brothers* were found than their opposite gender counterparts. Male bias shows through in the examination of nouns which are used to describe both genders; male *bosses* and *friends* are much more common than female ones. Men are also favored in terms of the number of nouns that solely refer to them, however, it should be noted that among high status nouns like *author*, *engineer*, and *president* there are also rather negative terms like *stalker*, *liar*, *klutz*, and *alcoholic*.

## **5.4 Discourse**

### **5.4.1 Adjustments to Francis and Hunston's System of Analysis**

Francis and Hunston point out that their system for discourse analysis is 'flexible' and 'not intended to be definitive' (1992: 156). In analyzing the dialogues in *Impact Values*, there were several instances where it was felt the model needed to be adjusted. For example, while the model recommends that all exchanges need a minimum of the two elements I (Initiation) and R (Response) (see also Coulthard and Brazil, 1992) in order to be considered complete, the analysis presented in this research considers I in an Inform exchange to be sufficient to complete an exchange when a statement finishes and a new statement begins to signal a new Inform exchange. Since the material under investigation is only audio, no visual clues are available to be judged as Responses. Another adjustment was in the addition of the act 'nominate' (see Sinclair and Coulthard, 1992: 20), which is not included in Francis and Hunston's model, but is included here due to the nature of two textbook units. Units 28 and 30 are both dialogues in the form of interview programs, giving the program host (identified as Moderator in both cases) the right to nominate

the next speaker; a feature not usual in everyday conversation. In Units 28 and 30 there are also two types of exchange which have no precedent in the original model. The first of these is an Elicit exchange where one participant asks a question and the other two participants give separate answers in succession, leading to a structure of I R R; the second is an Elicit exchange where the first participant asks a question, the second answers, and the third makes a comment on the answer as a Follow-up element, breaking the rule that Follow-up is reserved for the speaker who makes the Initiation. A final adjustment was in allowing for multiple acts in pre-head and post-head positions of a move. It was felt that as long as the head of each move was clear, the pre and post-head acts would not affect the aspects of discourse analysis being focused on here.

#### 5.4.2 Amount of Talk

**Table 5.4.2 – Amount of Talk**

Themes of Textbook Sections	Female Talk		Male Talk		Words Uttered by Both Genders
	Words Uttered	Percentage	Words Uttered	Percentage	
Intro	93	55	77	45	170
Values of People (Units 1–6)	1267	54	1095	46	2362
Values in Relationships (Units 7–12)	1294	52	1176	48	2470
Values in the Workplace (Units 13–18)	959	39	1497	61	2456
Values in the Family (Units 19–24)	1560	57	1186	43	2746
Values in Society (Units 25–30)	761	26	2127	74	2888
Total Words Uttered	5934	45	7158	55	13092

The amount of talk by females and males in *Impact Values* (see Table 5.4.2 above) reflects the findings on visibility (see section 5.1) in that males were found to contribute 10% more to the discourse than females overall. The same is true of the theme areas where male contributions to discourse concerned with the workplace and society (61% and 74% respectively) significantly outnumbered female

contributions, and females contributed more to discourse concerned values of people and the family (54% and 57% respectively).

### 5.4.3 Type of Talk

**Table 5.4.3 Exchange Elements Used by Female and Male Speakers**

Exchange Element Type	Total # of Each Type	Female Speakers			Male Speakers		
		F instances of type	% of F elements	% of all elements	M instances of type	% of M elements	% of all elements
Initiation	123	60	50	49	63	59	51
Response	88	49	41	56	39	36	44
Follow-Up	16	11	9	69	5	5	31
Total Elements	227	120			107		

The analysis (see Appendix 2) of mixed-gender dialogues in *Impact Values* revealed that over the course of 11 dialogues, female speakers used 120 elements of exchange structure, while males used 107 (see Table 5.4.3 above). There was determined to be a slight imbalance in the type of exchange elements, with males found to initiate more (59%) than females (50%), and females found to respond more (41%) and follow-up more (9%) than males (36% and 5% respectively) in their own discourse. In considering the overall exchange elements used, males and females were found to be almost even in sharing the Initiation elements (51% male, 49% female), while females used more of the overall Response (56%) and Follow-up (69%) elements. The Follow-up element results may indicate that women in the dialogues were, in fact more assertive than the women in previous textbooks, or they may show a lack of responsiveness on the part of the men. Whatever the case, the results here point to a need for materials writers to seek a better balance so that learners can get equal amounts of practice in all of the various elements of conversational discourse.

## 6. Conclusion

This paper examined only a very few of the possible areas of investigation available to determine if the representation of men and women is balanced. Further research in the areas of occupational visibility, adjective use, and language function would doubtless reveal much more detail, but it seems likely that the general gender imbalance found would remain. While *Impact Values* may show significant improvement over the materials reported in the studies in section 2, there still exists a significant gender bias toward males.

There is obviously still a need for materials writers to carefully examine the textbooks they produce so that male dominance can be further reduced. This is not to suggest that writers need to carefully measure every aspect of their textbooks to ensure an even 50/50 split, for they would surely sacrifice creativity in doing so, but they need to make sure there is a fair representation in future textbooks in terms of the number of male and female characters and the amount and quality of the discourse learners are exposed to and will practice. Teachers, in the meantime, can continue to use the biased materials as long as they are prepared to discuss the unbalanced representations with their learners and examine together what they mean.

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## Appendix 1: Summary of Francis and Hunston's system of conversational analysis (1992: 125–133)

### Key to Abbreviations

Elements of Exchange Structure	<b>Fr:</b> Frame <b>I:</b> Initiation <b>R:</b> Response <b>R/I:</b> Response and Initiation <b>Ib:</b> Bound-elicited <b>Fn:</b> Follow-up (multiple instances possible)
Elements of Move Structure	<b>s:</b> signal <b>pre-h:</b> pre-head <b>h:</b> head <b>post-h:</b> post-head
General	<b>( ):</b> optional element

### Summary

Exchange Type	Elements of Exchange Structure	Move Types	Elements of Move Structure			
			(s)	(pre-h)	h	(post-h)

### Organizational Exchanges

Boundary	Fr	framing	m		fr	
Structuring	I R	opening	m	fr, s	ms, con, gr, sum	com
Greet		answering	m	s	acq, re-gr, re-sum, rej	com, qu
Summon						

### Conversational Exchanges

Elicit	I (R/I) R (Fn)	eliciting	m	s	inq, n.pr, m.pr, ret, l, p	com, p
		informing	m	s, rec	l, obs, conc, conf, qu, rej	conc, com, qu
		acknowledging	m	rec	ter, rec, rea, ref, end, prot	com, ter
Inform	I (R/I) (R) (Fn)[1]	informing	m	s, rec, qu[2]	l, obs, conc, conf, qu, rej	conc, com, qu
		acknowledging	m	rec	ter, rec, rea, ref, end, prot	com, ter
Clarify	Ib (R/I) R (Fn)	eliciting	m	s	inq, n.pr, m.pr, ret, l, p	com, p
Repeat		informing	m	s, rec	l, obs, conc, conf, qu, rej	conc, com, qu
Re-initiate		acknowledging	m	rec	ter, rec, rea, ref, end, prot	com, ter
Direct	I R (Fn)	directing	m	s	d	com, p
		behaving	m	s, rec, rej	be	com, qu

[1] – For the purposes of this analysis, Inform exchanges will be allowed to consist of I only

[2] – It was decided to allow qualify to act a pre-head in an informing move

**Appendix 2 Key: Act Abbreviations used in Analysis**

For a full description of the acts see Francis and Hunston (1992: 128–133)

1 fr	framer	12 n.pr	neutral proposal	23 ter	terminate
2 m	marker	13 m.pr	marked proposal	24 rec	receive
3 s	starter	14 ret	return	25 rea	react
4 ms	metastatement	15 l	loop	26 ref	reformulate
5 con	conclusion	16 p	prompt	27 end	endorse
6 acq	acquiesce	17 obs	observation	28 prot	protest
7 gr	greeting	18 i	informative	29 d	directive
8 re-gr	reply-greeting	19 conc	concur	30 be	behave
9 sum	summons	20 conf	confirm	31 com	comment
10 re-sum	reply-summons	21 qu	qualify	32 eng	engage
11 inq	inquire	22 rej	reject	33* n	nominate

\* nominate is borrowed from Sinclair & Coulthard (1992: 19)

## Appendix 2: Analysis of Mixed Gender Dialogues

### 10 The Computer Nut

move #	Spkr	line of dialogue	act	e.s 1	move	e.s 2	mL	exch	ex #
1	F1:	Sweetie, do you know what day it is?	s n.pr	pre-h h	eliciting	I	8	Elicit (inc)	1
2	M1:	Excuse me, but I'm very busy right now. I have to answer this email.	s i com	pre-h h post-h	informing	I	14	Inform	2
3	F1:	You forgot, didn't you?	m.pr	h	eliciting	I	4	Elicit	3
4	M1:	What? Did you say something?	l com	h post-h	eliciting	Ib	5	Repeat (inc)	4
5		Can't you wait until tomorrow? I'm real busy right now.	d com	h post-h	directing	I	10	Direct	5
6	F1:	Agh! (sits on keyboard – implied)	rej be	pre-h h	behaving	R	1		
7	M1:	Why are you sitting on my keyboard? Look what you've done!	inq com	h post-h	eliciting	I	11	Elicit	6
8	F1:	You forgot my birthday!	i	h	informing	R	4		
9	M1:	Is it today? Really? Today?	ret com com	h post-h post-h	eliciting	Ib	5	Clarify (inc)	7
10		Let me check my appointment file on my computer. Please get off my keyboard.	s d	pre-h h	directing	I	14	Direct	8
11	F1:	You don't have to check your computer file.	rej	h	behaving	R	8		
12		My birthday is TODAY!	i	h	informing	I	4	Inform	9
13		This is your wife talking to you. Do you need to check your computer file to see who I am?	s n.pr	pre-h h	eliciting	I	20	Elicit	
14	M1:	Okay, okay. I believe you.	rec i	pre-h h	informing	R	5		
15		I'm sorry. I'm... I'm really, really sorry.	i com	h post-h	informing	I	7	Inform	10
16		Now get off my keyboard and... and I'll send you an email birthday card.	d com	h post-h	directing	I	14	Direct	11
17	F1:	Agh!	rej	h	behaving	R	1		
18		What is wrong with you?	inq	h	eliciting	I	5	Elicit (inc)	12
19		You spend all of your time with your computer.	i	h	informing	I	9	Inform	
20		Do you still love me?	n.pr	h	eliciting	I	5	Elicit	13
21	M1:	Of course I do.	i	h	informing	R	4		
22		Now, if you get off my keyboard, I'll order some flowers from the flower shop's website.	m s i	s pre-h h	informing	I	16	Inform	14
23	F1:	I don't care about flowers. I'm worried about us and about you.	prot com	h post-h	acknowledging	R	12		
24		Do you remember when we were first married? We used to do so many things together. We used to hike in the mountains, we used to ride our bikes...	n.pr com com	h post-h post-h	eliciting	I	29	Elicit	15

25	M1: You know I remember.	i	h	informing	R	4	
26	But that was before computers. Now I use my computer to go anywhere in the world. I can hike mountains in Europe and go bike riding in China.	s i com	pre-h h post-h	informing	I	29 Inform	16
27	F1: But that's not real. And I'm not with you.	prot com	h post-h	acknowledging	R	9	
28	I'm worried about your health. You spend all day with your computer at your office and then all night and the weekends with your computer at home. It's not healthy.	s obs com	pre-h h post-h	informing	I	30 Inform	17
29	M1: But I'm happy.	prot	h	acknowledging	R	3	
30	I love my computers, okay? But, because I love you, I will see my doctor and get a check-up, all right?	s i	pre-h h	informing	I	21 Inform	18
31	Now please get off my keyboard and I'll send an email to my doctor to make an appointment.	d com	h post-h	directing	I	18 Direct	19

#### 14 Naomi's Dilemma

move #	Spkr	line of dialogue	act	e.s	move	e.s	exch	ex
1	F1:	(telephone ring)	sum	h	opening	I	0 Summon	1
2	M1:	Hello.	re-sum	h	answering	R	1	
3	F1:	Hey, Tom. It's me.	gr com	h post-h	opening	I	4 Greet	2
4	M1:	Oh, hey, Naomi.	re-gr	h	answering	R	3	
5		What's wrong?	inq	h	eliciting	I	2 Elicit	3
6	F1:	I need your advice. I... I have a problem at work.	i com	h post-h	informing	R	11	
7	M1:	Let's hear it.	inq	h	eliciting	I	3 Elicit	4
8	F1:	Well, it's... it's my boss.	m i	s h	informing	R	5	
9	M1:	What did he do?	ret	h	eliciting	Ib	4 Clarify	5
10	F1:	He's... He's acting weird.	i	h	informing	R	4	
11	M1:	I thought you liked him.	m.pr	h	eliciting	I	5 Elicit	6
12	F1:	I did, up until yesterday.	qu rej	pre-h h	informing	R	5	
13	M1:	What happened?	ret	h	eliciting	Ib	2 Clarify	7
14	F1:	Well...okay. I had just sent him this long email updating him on a really cool project I was working on, and he called me into his office and I thought he was going to talk about that. But then he asked me out.	m s i	s pre-h h	informing	R	44	
15	M1:	On a date?	ret	h	eliciting	Ib	3 Clarify	8
16	F1:	Yeah. It was really uncomfortable.	i com	h post-h	informing	R	5	
17	M1:	Oh, I get it.	s	pre-h	acknowledging	F	3	
18		So, you don't like him that way.	ret	h	eliciting	Ib	7 Clarify	9
19	F1:	I thought he was great, until he did that, you know? Now I don't know what to think.	i com	h post-h	informing	R	18	
20		It was just so inappropriate.	i	h	informing	I	8 Inform	10

It was creepy.		com	post-h				
21	M1: Creepy?	ret	h	eliciting	Ib	1 Clarify (inc)	11
22	I mean,	m	s	eliciting	I	7 Elicit	12
	is he older than you?	n.pr	h				
23	F1: No, not really.	qu	h	informing	R	7	
	A few years, maybe.	com	post-h				
24	M1: Well, I mean,	m	s	eliciting	I	6 Elicit	13
	is he married?	n.pr	h				
25	F1: No.	i	h	informing	R	1	
26	M1: Did he act weird with you?	n.pr	h	eliciting	I	6 Elicit	14
27	F1: No, not... act weird with me.	i	h	informing	R	6	
28	M1: Did he threaten to fire you if you didn't go out with him or something?	n.pr	h	eliciting	I	15 Elicit	15
29	F1: No,	i	h	informing	R	6	
	he was actually very polite.	com	post-h				
30	But, wait.	m	s	informing	I	26 Inform	16
	That's not the point.	s	pre-h				
	He shouldn't ask me for a date at work like that.	i	h				
	It's not right.	com	post-h				
	It's going to mess everything up.	com	post-h				
31	M1: Naomi, dating nowadays, it's becoming a lot more common in the	prot	h	acknowledging	R	12	
32	F1: Tom, don't you get it?	m.pr	h	eliciting	I	18 Elicit	17
	He's my boss!	com	post-h				
	I'm afraid he might fire me if I say no.	com	post-h				
33	M1: I don't think it'll come to that.	i	h	informing	R	7	
34	Listen.	m	s	informing	I	14 Inform	18
	Things are really changing nowadays.	s	pre-h				
	I'm not sure those old rules apply anymore.	i	h				
35	And, I mean,	m	s	eliciting	I	18 Elicit	19
	you're both adults, and you like each other,	s	pre-h				
	so why not give it a shot?	inq	h				
36	F1: I don't know if that's such a good idea.	rej	h	informing	R	15	
	But thanks for your advice anyway.	ter	post-h				
37	M1: Yeah.	ter	h	acknowledging	F	6	
	What are big brothers for?	com	post-h				

#### 16 Dress for Success

move #	Spkr	line of dialogue	act	e.s	move	e.s	exch	ex
1	F1:	Thank you for taking the time to see me this morning, Mr. Lee.	gr	h	opening	I	17 Greet	1
		I know you're very busy.	com	post-h				
2	M1:	No problem, Mia.	re-gr	h	answering	R	3	
3		Now,	m	s	eliciting	I	5 Elicit	2
		what's on your mind?	inq	h				
4	F1:	Well,	m	s	informing	R	11	
		it's kind of a touchy subject.	s	pre-h				
		It's about Ms. Bailey.	i	h				
5	M1:	Really?	s	pre-h	eliciting	Ib	7 Clarify (inc)	3
		Is it something about her teaching?	ret	h				
6		She's one of our best teachers.	i	h	informing	I	11 Inform	4
		She always gets high evaluations.	com	post-h				

7	F1:	Oh, yes, yes.	end	h	acknowledging	R	3	
8	M1:	The students love her.	i	h	informing	I	4 Inform	5
9	F1:	Yes, I know that.	end	h	acknowledging	R	4	
10	M1:	Did the two of you have an argument?	n.pr	h	eliciting	I	8 Elicit	6
11	F1:	No, no no no. It's... it's nothing like that.	i com	h post-h	informing	R	9	
12		It's... well, it's the way she dresses. You know, her short skirts, and her little tops.	m i com	s h post-h	informing	I	16 Inform	7
13	M1:	Ah, yes. That.	end com	h post-h	acknowledging	R	3	
14	F1:	Yes. Yes, the way she dresses.	rec ref	pre-h h	acknowledging	F	6	
15		I know it distracts the students, especially the boys. I mean, just this morning I heard some of them talking in the hall	i com	h post-h	informing	I	25 Inform	8
16	M1:	Well, in fact I did try to bring it up indirectly, but she didn't seem to understand.	m i com	s h post-h	informing	I	17 Inform	9
17	F1:	Well, could you talk to her again? Don't you – don't we have a responsibility to the students?	m s m.pr	s pre-h h	eliciting	I	17 Elicit	10
18	M1:	Well, perhaps you can talk to her. You're a woman, and she might...	m m.pr com	s h post-h	eliciting	R/I	13	
19	F1:	I can't do that! That's not my place, Mr. Lee.	rej com	h post-h	informing	R	10	
20		You're the director. It's your responsibility.	s i	pre-h h	informing	I	6 Inform	11
21	M1:	I'm not sure I can either.	prot	h	acknowledging	R	6	
22	F1:	Well, if you won't bring it up, then perhaps we should recommend a dress code at the next teachers' meeting!	m s m.pr	s pre-h h	eliciting	I	20 Elicit	12
23	M1:	No, I mean, that's not necessary. I mean, I hope that we can work this out.	rej com	h post-h	informing	R	16	

#### 19 Following Him

move #	Spkr	line of dialogue	act	e.s	move	e.s	exch	ex
1	F1:	(telephone ring)	sum	h	opening	I	0 Summon	1
2	M1:	Hello.	re-sum	h	answering	R	1	
3	F1:	Hi, Kyle.	gr	h	opening	I	2 Greet	2
4	M1:	Hey.	re-gr	h	answering	R	1	
5	F1:	How are you?	inq	h	eliciting	I	3 Elicit	3
6	M1:	Great.	i	h	informing	R	1	
7	F1:	How's your father doing? Is he getting better?	s n.pr	pre-h h	eliciting	I	8 Elicit (inc)	4
8	M1:	Uh, Lyn, I was just going to call you. We've got to talk.	m s i	s pre-h h	opening	I	13 Structuring	5

9	F1: Kyle, we... we can talk when you get back.	rej	h	answering	R	9	
10	M1: Well, Lyn...					2 (inc)	6
11	F1: When are you coming back?	inq	h	eliciting	I	5 Elicit [1]	7a
12	I miss you.	i	h	informing	Ib	3 Inform	8
13	M1: I miss you, too.	end	h	acknowledging	R	4	
14	But, but I'm not really sure, you see. It's difficult.	i	h	informing	R	10	7b
		com	post-h				
15	F1: What do you mean?	ret	h	eliciting	Ib	4 Clarify	8
16	M1: Well, my... my father's getting better.	m	s	informing	R	39	
		s	pre-h				
17	F1: Oh, that's good.	(eng)				3	
18	M1: Yeah. Yeah. But he's still very weak, and he won't be able to go back to work for a long time.	(eng)				2	
		s	pre-h				
19	F1: Oh.	(eng)				1	
	M1: He... he wants me to stay here and ... and work in the family hotel.	i	h				
20	F1: What? Work in the hotel?	s	pre-h	eliciting	Ib	5 Repeat	9
		l	h				
21	M1: Yeah.	i	h	informing	R	1	
22	F1: Like, permanently?	ret	h	eliciting	Ib	2 Clarify	10
23	M1: Well, Lyn, my... my family really wants me to live here.	i	h	informing	R	11	
24	In fact, I was thinking. I wanted to ask you – how would you feel about moving here?	s	pre-h	eliciting	I	17 Elicit	11
		inq	h				
25	F1: Ah–	rej	h	informing	R	1	
26	M1: I know, I know.	rec	h	acknowledging	F	4	
27	It's a small town, but really, it's a wonderful place and it's a great place to live and... and have a family.	i	h	informing	I	22 Inform	12
28	F1: Kyle, you're not serious!	prot	h	acknowledging	R	4	
29	How can you ask me to leave the city? All my friends, my family are all here.	s	pre-h	informing	I	28 Inform	13
		s	pre-h				
30	M1: I know.	(eng)				2	
31	F1: I have such better job opportunities. My whole life is here.	s	pre-h		R	11	
		i	h				
32	What about your job?	inq	h	eliciting	I	4 Elicit	14
33	M1: I know, I know. If I stay here, then I'll have to quit my job and... and just work in the But my family, they need me here.	rec	pre-h	informing	R	29	
		i	h				
		com	post-h				
34	F1: What about me?	prot	h	acknowledging	F	3	
35	M1: I love you, Lyn. I know... I know this is really hard, and we weren't expecting it, but I want us to be together. Both of us, It won't be forever.	s	pre-h	informing	I	32 Inform	15
		i	h				
		com	post-h				
36	F1: I don't know, Kyle. I don't know. I... I just can't see myself being happy there.	rec	pre-h	acknowledging	R	16	
		i	h				
37	I love you, I really do, but I don't want to live there. I know I would be really unhappy.	i	h	informing	I	20 Inform	16
		com	post-h				

[1] Inform exchange seems to be separate exchange contained within the Elicit exchange

## 22 Losing Touch

<i>move #</i>	<i>Spkr line of dialogue</i>	<i>act</i>	<i>e.s</i>	<i>move</i>	<i>e.s</i>	<i>exch</i>	<i>ex</i>
1	M1: Honey, I think we need to talk about Rozenn's plans for the summer.	m ms	s h	opening	I	13 Structuring	1
2	I mean, I know you feel strongly about Rozenn staying in touch with your but I think we should let her stay here in Canada during the summer. She has band practice and the school summer camp.	m s i com	s pre-h h post-h	informing	I	38 Inform	2
3	F1: Philip, my parents would be crushed if Rozenn didn't go back to Brazil.	m prot	s h	acknowledging	R	13	
4	And you know that's their only chance to see her.	i	h	informing	I	10 Inform	3
5	M1: Well, I know that, but I'm just not sure we should make her go just because your parents want to see her.	m rec rej	s pre-h h	acknowledging	R	22	
6	F1: Oh, it's more than that.	prot	h	acknowledging	F	5	
7	Also, she's losing her Portuguese. She needs to keep it up, or she'll never get it back.	i com	h post-h	informing	I	17 Inform	4
8	M1: Well, I know that's important to you,	end	h	acknowledging	R	7	
9	but she's had some trouble making friends in school, and the fact that she wants to be with them now is a good thing.	s i	pre-h h	informing	I	24 Inform	5
10	F1: But she always has fun when she goes to Brazil. It's for her own good.	prot com	h post-h	acknowledging	R	15	
11	And honey, remember when she was born, we promised to raise her biculturally.	m s i	s pre-h h	informing	I	13 Inform	6
12	M1: And we have done that.	end	h	acknowledging	R	5	
13	But she's 14, and she wants to be her own person. She can go next year.	s i	pre-h h	informing	I	16 Inform	7
14	F1: She won't want to go.	prot	h	acknowledging	R	5	
15	Honey, you don't know what it's like to leave your country, and your family. If Rozenn loses touch with Brazil, she's losing touch with me.	m s i	s pre-h h	informing	I	25 Inform	8
16	M1: Well, I know she'll do whatever we decide, but at her age I just don't like telling her what to do.	m i com	s h post-h	informing	I	21 Inform	9
17	F1: Yes, she's a good girl.	ref	h	acknowledging	R	5	
18	But you also know that she sometimes likes to take the easy It'll be better if she goes.	s i	pre-h h	informing	I	26 Inform	10



She'll thank us in the end. com post-h

### 23 A Daughter's Decision

<i>move #</i>	<i>Spkr</i>	<i>line of dialogue</i>	<i>act</i>	<i>e.s</i>	<i>move</i>	<i>e.s</i>	<i>exch</i>	<i>ex</i>
1	F1:	Okay, honey, well, I think we need to talk about this some more.	rec i	pre-h h	informing	R/I	13 Inform	1
2		Yes, let's talk tomorrow.	ter	h	acknowledging	F	4	
3		Bye, I love you, too.	re-gr	h	answering	R	5 Greet	2
Transaction Boundary								
4	M1:	Was that Jan?	n.pr	h	eliciting	I	3 Elicit	3
5	F1:	Yeah.	i	h	informing	R	1	
6	M1:	What's the trouble this time?	inq	h	eliciting	I	5 Elicit	4
7	F1:	I just found out. Jan's pregnant. She wants to have an abortion.	s i com	pre-h h post-h	informing	R	12	
8	M1:	That's... that's terrible.	end	h	acknowledging	F	3	
9		You know, I had a feeling something like this was going to happen.	m i	s h	informing	I	13 Inform	5
10		What did you tell her?	inq	h	eliciting	I	5 Elicit	6
11	F1:	Well, you know where I stand – I told her that she shouldn't go through with it. She can't have an abortion.	m s i com	s pre-h h post-h	informing	R	21	
12		We have to convince her to change her mind.	m.pr	h	eliciting	I	9 Elicit	7
13	M1:	I'm... I'm not with you on this one, honey. I think Jan is right.	rej com	h post-h	informing	R	14	
14	F1:	You can't be serious!	prot	h	acknowledging	F	4	
15		You think she should get an abortion?	n.pr	h	eliciting	I	7 Elicit (inc)	8
16		Don't you remember? That's what everyone told me when I was eighteen. "Get an abortion. You're too young to have a baby. It'll ruin your life." But I didn't.	m i com com	s h post-h post-h	informing	I	29 Inform	9
17		And I thought you agreed with me.	m.pr	h	eliciting	Ib	7 Re-initiation	10
18	M1:	Well, I... I did! Then.	m i qu	s h post-h	informing	R	5	
19		But that was you. You were amazing. You could handle it. You knew what you were doing.	s s i com	pre-h pre-h h post-h	informing	I	17 Inform	11
20		And I was there to support you and help you raise the baby.	i	h	informing	I	13 Inform	12
21		With Jan, it's completely different. She's not responsible enough to have a baby.	s i	pre-h h	informing	I	13 Inform	13
22		And she can't take care of it.	i	h	informing	I	19 Inform	14

		Look at all the trouble she's having just taking care of herself.	com	post-h				
23		And she doesn't want to be a mother.	i	h	informing	I	8 Inform	15
24	F1:	She's just saying that now because she's scared.	prot	h	acknowledging	R	8	
25		We have to show her that things will be all right.	i	h	informing	I	14 Inform	16
		We'll help her.	com	post-h				
26		And being a mother teaches responsibility.	i	h	informing	I	15 Inform	17
		Jan will do fine if she has our support.	com	post-h				
27	M1:	But this won't teach Jan responsibility.	prot	h	acknowledging	R	6	
28		You know, honey, sometimes I think... I just think abortion is the right thing to do.	m	s	informing	I	16 Inform	18
			i	h				
29	F1:	I don't believe that.	prot	h	acknowledging	R	7	
		You know that.	com	post-h				
30		We need to make her see that abortion is always a terrible mistake.	s	pre-h	eliciting	I	31 Elicit	19
		She'll regret it for the rest of her life if she goes through with it, don't you m.pr see?		h				
31	M1:	I don't know if it is a mistake for Jan.	rej	h	informing	R	16	
		I just... I just don't know.	com	post-h				
	F1:	Roy,	m	s	acknowledging	F	10	
32		this is something that a man simply can't understand.	prot	h				

## 28 Do Animals Have Rights?

move #	Spkr	line of dialogue	act	e.s	move	e.s	exch	ex
1	M1:	Welcome to Animal World.	gr	h	opening	I	4 Greet	1
2		Today's program is about Animal Rights.	ms	h	opening	I	6 Structuring	2
3		Now,	m	s	informing	I	25 Inform	3
		most of our viewers have already made up their minds about animal rights,	i	h				
		but we have two guests here today to challenge our perspective.	qu	post-h				
4		Let's start with Dr. Faye.	n	pre-h	eliciting	I	15 Elicit	4
		Could you introduce yourself and tell us what you do.	inq	h				
5	F1:	Sure.	rec	pre-h	informing	R	19	
		I'm a medical researcher at Pharmco Labs.	i	h				
		I do experiments with animals to find cures for human diseases.	com	post-h				
6	M2:	I'm Bill Bates. And I'm here as the president of FOA, Friends of	i	h	informing	R	19	
		I speak for animal rights.	com	post-h				
7	M1:	Let's start there.	m	s	eliciting	I	12 Elicit	5
		Mr. Bates,	n	pre-h				
		what do you mean by animal rights?	inq	h				
8	M2:	For me,	qu	pre-h	informing	R	17	

		it means that animals should live in freedom.	i	h				
		Humans have rights, and so do animals.	com	post-h				
9	F1:	Oh, that's ridiculous.	prot	h	acknowledging	F	3	
10		Animals have no rights.	com	post-h	informing	I	13	
		Humans have always used animals in their daily lives.	com	post-h				
11	M1:	Okay, now it is obvious that you two don't agree.	m obs	s h	informing	I	10 Inform	6
12	F1:	That's right.	rea	h	acknowledging	R	2	
13		It's obvious that the FOA thinks animals have rights. They don't.	s i	pre-h h	informing	I	16 Inform	7
		Animals are animals. That's all.	com	post-h				
14		How can animals have rights?	inq	h	eliciting	I	5 Elicit	8
15	M1:	Well, Dr. Faye, aren't humans animals?	m m.pr	s h	eliciting	R/I	6	
16	F1:	Well, humans and animals are similar. All need to breathe, to eat, and to sleep. But that's it.	rec s i	pre-h pre-h h	informing	R	18	
17	M2:	Oh, give me a break. Come on.	qu prot	post-h h	acknowledging	F	7	
18		We have so much in common with other animals. We need to give animals the same respect that we give to each other.	s i	pre-h h	informing	I	23 Inform	9
19	F1:	But Mr. Bates, surely you recognize that there are important differences. We're above the other animals.	m.pr com	h post-h	eliciting	Ib	16 Clarify	10
20	M2:	No, no, no, no, no.	i	h	informing	R	5	
21		That's so arrogant –	i	h	informing	I	11 Inform	11
22	F1:	Let me –			(incomplete)		2	
	M2:	– to think that we're above animals. No, no.	com	post-h				
23	F1:	Look, let – let me finish, Mr. Bates. We have languages, right? We have civilizations –	m s	s pre-h	informing	I	53 Inform	12
24	M2:	Yeah.	(eng)				1	
	F1:	We have art. Because of those differences, I feel that other animals can be used by humans. We can use them for food and clothing; we can use them for medical research to help humans live	i com	h post-h				
25	M2:	You're right that we have additional abilities that animals don't have, but that's exactly why we should protect them.	rec prot	pre-h h	acknowledging	R	19	
26		We don't need to hunt them, to capture them and put them in zoos, to eat them. We don't need to hurt them at all. We can develop substitutes for everything that we now use animals for.	s i	pre-h h	informing	I	37 Inform	13
27	F1:	Animals aren't worth all that trouble.	prot	h	acknowledging	R	6	

28	I believe humans need to use other animals for food, clothing, and medical research. In my opinion, we can use other animals for anything we want.	i com	h post-h	informing	I	26 Inform	14
29	M1: Well, we'll have to cut this off now. We will continue this discussion after the break.	fr ms com	pre-h h post-h	opening	I	16 Structuring	15

### 30 Adult Children

move #	Spkr	line of dialogue	act	e.s	move	e.s	exch	ex
1	F1:	Hello, everybody. Welcome to World Trend, your international talk show about young people's trends from around the	s gr	pre-h h	opening	I	18 Greet	1
2		Today's topic is living at home, young adults who live with their parents. Is this a global phenomenon? Let's find out. In the studio, we've got Professor Yumi Hasegawa, from Japan, and Dr. William Caldwell, from the U.K.	ms com	h post-h	opening	I	38 Structuring	2
3		Professor Hasegawa, tell us about Japan.	n inq	pre-h h	eliciting	I	6 Elicit	3
4	F2:	Well, in Japan, it is a growing trend. We call an unmarried person who has a job but who still lives with their parents a parasite single.	rec i com	pre-h h post-h	informing	R	27	
5	F1:	"Parasite single"! Wow, that sounds kind of creepy!	rec end	pre-h h	acknowledging	F	8	
6		What about you, Dr. Caldwell, what... what about in the U.K.	n inq	pre-h h	eliciting	I	11 Elicit	4
7	M1:	Yes. Well, recently we've had an increase in the number of children who have left the nest and later return to live with their parents even though they have jobs and earn money. We call them "boomerang children".	rec i com	pre-h h post-h	informing	R	38	
8	F1:	Boomerang children. Ah, yes. They leave, but then they always come back.	rec ref	pre-h h	acknowledging	F	12	
9		So, Professor Hasegawa, it sounds like "parasite singles" are considered a negative thing in Is that right?	m n s m.pr	s pre-h pre-h h	eliciting	I	18 Elicit	5
10	F2:	Well, the word "parasite" isn't very nice, is it? And yes, it is somewhat negative. Many people think that parasite singles are selfish.	s i com	pre-h h post-h	informing	R	23	
11	F1:	Oh. Selfish?	rec rea	pre-h h	acknowledging	F	2	
12		What do you mean? In what way?	s inq	pre-h h	eliciting	Ib	7 Clarify	6
13	F2:	Well, the stereotype in Japan is that they just want to have fun, and always need their mommy washing their	rec i	pre-h h	informing	R	26	

		They don't want any responsibility.	com	post-h				
14	M1:	In most European countries and North America, I believe, the situation is similar.	s	pre-h	informing	R	43	
		It used to be that young people wanted to leave home to be free.	s	pre-h				
		Now, because so many adult children return home, it's often the parents who want some freedom.	i	h				
15	F1:	I bet they do.	rec	pre-h	acknowledging	F	5	
		Interesting!	end	h				
16		Well, well...	m	s	eliciting	I	10 Elicit	7
		is there an upside to any of this?	inq	h				
17	F2:	The upside?	rec	pre-h	informing	R	61	
		Well, personally, I think that staying at home longer gives children time to think about their future more	i	h				
		Some parasite singles simply want to make careful choices: for example, they don't want to marry the wrong person or pursue the wrong career, which they might do if they had to leave home right after high school or college.	com	post-h				
18	M1:	And there is another positive aspect, too.	s	pre-h	informing	R	46	
		Some parents actually enjoy having their children at home.	i	h				
		It seems that parents and their adult children form a stronger relationship when they get older: they become more like friends, and come to understand each other more fully.	com	post-h				
19	F1:	Hey –	fr	pre-h	opening	I	25 Structuring	8
		let's see what our listeners have to say about this.	ms	h				
		Are these people disgusting parasites? Or just careful? Does this happen in your country?	com	post-h				
20		Give us a call right now.	d	h	directing	I	9 Direct	9
		The number is...	com	post-h				