

*Centre for English Language Studies*

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**Choose an EFL textbook and discuss the ways in which it represents men and women. Your discussion should focus upon linguistic representations, but it may also include consideration of non-linguistic features (e.g. visual representations of the sexes.**

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## **1.0 Introduction**

Over the last thirty years a considerable amount of sociolinguistic research has focused on the relationship between gender and language. Much of this research has questioned the role language plays in promoting and maintaining women's subordinate position in society. As a result of this debate, there is now a general acceptance that an inherent gender bias in the English language, and the widespread use of sexist ideologies in spoken and written discourse, may have contributed to an under representation and misrepresentation of women in EFL materials (Hartman and Judd 1978, Porreca 1984). If it is agreed that, "the EFL textbook...represents for both the students and teachers the visible heart of any EFL programme" (Sheldon, 1988:237), and that, "when we acquire a language, we acquire new ways of thinking" (Goddard and Patterson 2001:6), then it is important for teachers to assess the sexist content of course books in order to avoid the propagation of such ideas to new learners of the language (Pauwels 1988).

In this study, a recently published EFL textbook will be reviewed to investigate how linguistic and non-linguistic features are used to portray men and women, and if a differential treatment reflects sexist attitudes. The paper begins with a brief discussion of how language is used to attain power, then goes on to provide a review of past studies investigating how men and women are represented in EFL at both the word and discourse level. Next, the objectives of this study, the rationale for choosing the textbook, and the methodology used to analyse male and female representations are explained. Finally, the findings of this research are revealed, and a discussion detailing how the chosen textbook succeeds in representing both men and women equally, is presented.

## **2.0 Literature Review**

### **2.1 Language and power**

According to Porreca (1984:705):

Language itself is essentially a neutral vehicle of communication which can be used to convey a wide range of attitudes and values. However, all speakers tend to use and

create language which is flattering and useful to themselves. Those with enough power, authority, and influence can standardize usage.

Until quite recently, most educational materials and dictionaries were written by men, which may partly explain why the English language contains a host of linguistic features that subvert the status of women. Such features include, negative metaphors used to describe women and their behaviour; gender exclusive language; the use of masculine generic forms; and the widespread adoption and reinforcement of disparaging female stereotyping (Sunderland, 1992). While many of these features are now considered inappropriate, some continue to exist. According to Spender (1993) the English language has been shaped by men through media and publishing control to create a language where men take centre stage. As a result, women are often left out or used in exemplary phrases displaying unfavourable or bad behaviour. One example of the latter, is provided by Kaye (1989:194) who found that the feminine pronoun 'she' was used to describe dictionary entries explaining 'muddled', 'drunken' and 'addicted'. Furthermore, a considerable amount of research supports the opinion that men dominate mixed-sex conversation by using interactional strategies that depreciate the status of women as equal speakers (e.g. Davis and Sylvester, 2004; Spender, 1980; Holmes, 1989; Fishman, 1983).

## **2.2 Representations of men and women at the word level in EFL materials**

Sexism is so deeply ingrained in our culture, our language, and our subconscious that it is difficult for us to avoid it in the production of language teaching materials. (Florent and Walter 1989:183)

Literature documenting gender representations in EFL textbooks centres around two commonly cited studies by Hartman and Judd (1978), and Porreca (1984). These investigations have formed the basis for numerous comparative studies by students and academics alike, so will be reviewed in detail here. It should however be noted that over twenty years have passed since the publication of these studies, in which time the English language, and EFL textbooks, have undergone considerable reform.

Hartman and Judd (1978:394) were amongst the first researchers to discover that, “females suffered from low visibility in (EFL) texts”. In one book the ratio of males to females was 73% to 27%, and in all the books they reviewed, females were greatly under represented in terms of number. Women were also found to be the butt of jokes, placed second when male and female pronouns occurred together i.e. brother and sister, and were portrayed by characters that were overemotional and feeble compared to their male counterparts. However, most disagreeable of all was the ubiquitous ‘shunting of women into stereotypical [occupational] roles’ (ibid:385).

Several years later, Porreca (1984) replicated the study by Hartman and Judd (1978) to investigate if changes in male and female representations had started to emerge. Taking fifteen of the most popular EFL textbooks at that time, the study investigated; (1) *Omission*, or the numerical occurrence of male and female characters, (2) *Firstness*, or the number of times males were presented before females, (3) *Nouns* representing males and females, (4) *Occupational roles* assigned by gender, (5) *Masculine generic* constructions, and (6) *Adjectives* used to describe males and females. Porreca (1984) concluded that the widespread use of androcentric linguistic features and negative feminine stereotypes promoted an inferior representation of females in relation to men.

In terms of *omission*, the study found that women were underrepresented by a ratio of one female to every 2.06 males. These findings have been corroborated in other studies. For example, Coles (1977) found a ratio of 3 men to 1 woman in the texts she analyzed, while Hoomes (1978) discovered a ratio of one woman to every three and a half men in the 28 school textbooks investigated. In addition, Freebodge and Baker (1987; cited in Pauwells 1998:20) in their study of 163 first readers for children, found an uneven ratio of girls and boys names. Porreca (1984:706) states, ‘when females do not appear as often as males in the text (as well as 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’. A number of other studies have also found that men outnumber women in educational texts and illustrations.

When *firstness* was investigated, both Hartman and Judd (1978) and Porreca (1984), found that apart from 'ladies and gentlemen', a masculine noun was always positioned first. Both sets of researchers argue that such a feature reinforces the notion that women are less important than men, and supports the opinion that men should always come first.

Hartman and Judd (1978) and Porreca (1984), also found widespread use of *masculine generic pronouns* in the texts. Holmes (2001:306) says that this, 'renders women invisible,' because these constructions fail to conjure up images of both sexes in the mind of the reader. Sudo (2007) tested a group of Russian university students, by asking them to read a text, then draw the person/s they imagined. In the first text the masculine generic 'he' was used throughout. The second text was written using the gender neutral generic 'they'. The third contained 'he/she', and the final text was written using 'she'. Sudo (2007:16) noted, "only texts with the generic 'she' created single female images while the other four versions tended to lead to single male images". Interestingly, only four students out of fifty-six (all four were women, aged 18) drew both a man and a women in response to the text with 'he/she'. Similar research was undertaken by Moulton et al. (1997, cited in Porreca 1984:709) with much the same results.

When *occupational roles* were reviewed, Porreca (1984) discovered that men were portrayed in a wide variety of occupations, while women were rarely awarded an occupational duty. In fact, for every female shown employed outside the home, 5.87 males received a similar status. Copper (1991b; cited in Ivy and Backlund 2003:443) in a study spanning twenty years, found that of the 97 childrens books reviewed, only 14 contained females in occupations outside the home. Steinerger (1993, cited in Ivy and Backlund, 2003:442) points out that the consequence of this kind of bias, "can be a limitation of aspirations for girls", while Sunderland (1994:86) says, "[the] unconscious influence of female characters who play restricted social, behavioural, and linguistic roles does not suggest cognitive and communicative empowerment for female learners". It is easy to see how such biased linguistic representations fit neatly into the idea that male's innate characteristics make them more suitable for a competitive workplace environment, while women are better employed in childrearing and household activities (Cameron, 2003; Talbot, 2003).

Furthermore, Goddard and Patterson (2001:34) cite the widespread adoption of *stereotypes* as proof that English is a gendered language. They define stereotyping as, ‘a process of applying a simplified model to a real complex individual, often to negative and derogatory effect’ (ibid:57). Hartman and Judd (1978:364) reported that, “ESL texts in current use present stereotyped portrayals of men and women, through one-sided role allocation, overt put downs or simple omissions,” and Sunderland (1992) in her research paper investigating gender inequalities in EFL materials concluded that:

Females tend to be relatively rare, of lower status occupations, younger, more defined in relationship to the opposite sex, and relatively inactive, and quieter, speaking proportionately less and being responders in rather than initiators of conversation.

Weatherhall and Gallois (2003:488) while researching how people absorb and categorize information, point out that, ‘cognitive shortcuts [in the brain] tend to assimilate items into culturally available categories.’ Stereotypes are particularly powerful and resilient to change because they are ‘well understood and easy-to-perceive.’ (Lakoff 1987:71 cited in Patterson and Goddard 2000:57)

### **2.3 Representations of men and women at the discourse level in EFL materials**

While research detailing how EFL books represent gender at the discourse level is limited, many researchers studying spoken discourse inside and outside the classroom agree that men and women use language differently.

Stockwell 2002:49 notes:

In many sociolinguistic studies, the language of men and women is observably different. Whether this is a result of innate ‘hard wiring’, different processes of gendered socialisation or merely men and women acting to their domain roles and expectations is a matter of on going debate.



In mixed-sex conversations, Davis and Sylvester (2004:382) cite literature that have shown how males dominate by incorporating such linguistic devices as interruptions, overlapping, speaking in longer sentences and speaking more; while women in mixed sex conversations adopt a co-operative conversational style, that advocates solidarity, and uses fewer words (Coates and Cameron, 1978; Philips, 1980; Steele and Taz, 1987; Therve, Kramarae and Henley, 1983). Swann (1998:185) observes that, “the stereotype of the over-talkative woman stands in stark contrast to most research studies of interaction between men and women”, and Holmes (2001:293) points out that, “in a wide range of contexts, particularly non-private ones such as television interviews, staff meetings and conference discussions, where talking may increase ... status, men dominate the talking time”. Furthermore, Spender (1980 cited in Lakoff 2003:162) observed how men ‘held the floor’ 80% of the time, while Zimmerman and West (1975 cited in Lakoff 2003:162) found that men controlled the conversation through frequent interruptions. Holmes (1989), while studying interaction in EFL classrooms, found that males dominated speaking time by taking longer, more frequent turns than women. Holmes also noticed how males fail to support or encourage the discourse of their female counterparts. Fishman (1983 cited in Montgomery 1986:161) noticed similar patterns in his study of single sex and mixed sex conversations, discovering that while women initiated 62% of topics, only 38% were supported and taken up by men. In contrast, all topics initiated by men were responded to by females, suggesting women help sustain conversations more than men.

### **3.0 Methods**

Expanding on the work of Harman and Judd (1978) and Porreca (1984), this study aims to investigate how men and women are represented at the word and discourse level in a current EFL textbook. It will begin by investigating representations at the word level by recording the number of; (i) males and female characters in both text and illustrations (ii) first-place occurrence of men and women in text (iii) men and women shown in occupational roles, and (iv) adjectives used to describe male and female appearance and personality. At the discourse level, this study will examine; (i) the number of words used by male and females in recorded conversations (ii) the occurrence, and (iii) amount of talk at the Initiation, Response and Follow up move

position using a simplified version of the Sinclair and Coulthard (1975) model of discourse analysis (see Sinclair and Coulthard 1992).

### **3.1 The Textbook**

The textbook chosen for this study is *New English Upgrade 2* by Steven Gershon and Chris Mares (2002). Three factors affected my choice. Firstly, it is currently used to teach mixed sex EFL classes in my present workplace. Secondly, it is a fairly recent publication, and thirdly, there appears to be more female characters than male.

### **3.2 Data analysis at the word level**

Analysis at the word level meant counting the number of sex definite words. This included names, pronouns and the occurrence of masculine generic constructions.

#### *Occurrence of male and female characters*

Male and female characters were divided into two categories; (i) main characters, and (ii) characters. Main characters include any person identified by a proper name and any person who is clearly the focus of a picture/illustration. Main characters were counted only once, even if the same character appeared a number of times in the text or illustrations. Characters were recognized by; (i) proper names (first, last or titled), and (ii) pronouns, and (iii) male and female nouns.

#### *Firstness*

When such lexical items as ‘brother and sister’, the gender inclusive generic ‘he/she’, and male or female names such as ‘Tom and Cindy’, appeared together in pairs, the order in which they were presented was recorded.

#### *Occupations*

To investigate the occupational representation of the sexes, words and illustrations that identified a male or female in an occupational role were documented.

#### *Adjectives*

Adjectives used to describe men and women were recorded to examine stereotypical representations.

### *Illustrations*

Due to the subjective nature and likely positivist tendency involved in an analysis of pictures, only a brief analysis of illustrations was undertaken.

## **3.3 Data analysis of spoken discourse**

### *Amount of talk*

In an attempt to identify the dominant speaker, the length of utterances (by counting the number words in each utterance) and the frequency of utterances by each participant was examined.

### *Initiation, Response and Follow-up*

To identify asymmetrical patterns of discourse between the participants, each recorded conversation was analysed using the concept of I-R-F (Initiation-Response-Follow up) developed by Sinclair and Coulthard (1975). In their studies in upper primary classrooms, Sinclair and Coulthard (1975) reported how classroom discourse was organized and dominated by the teacher, who acted as both initiator and provider of feedback. The students meanwhile, rarely ventured beyond giving answers to questions. It is hoped that by dividing the discourse into I-R-F, an understanding of what is happening between the participants will be revealed.

## **4.0 Findings**

### **4.1 Data analysis at the word level**

#### *Occurrence of male and female characters*

In contrast to the work of Hartman and Judd (1978) and Porreca (1984), there are more female characters than males in this textbook. Out of a total of 101 main characters, 51 are male and 54 are female (see Appendix 1, Table 1a). When sex specific pronouns are also considered, males and females are more or less equally represented, with 49% and 51% of the total occurrences. Perhaps most significant of all, is the complete absence of titled names and omission of masculine generic forms. (See Appendix 1, Table 1b).

#### *Firstness*

In the studies exemplified in section 2.2, male pronouns were always positioned before the female pronouns. In *New English Update 2* this is not the case, with 60% of

firstness favouring female lexical items. This is however, partly attributable to the adoption of ‘she/he’ as opposed to ‘he/she’ throughout the book. In total, ‘she/he’, occurs 22 times, compared to one occurrence of ‘he/she’. (See Appendix 1, Table 2.)

### *Occupations*

In *New English Update 2*, both men and women are fairly evenly represented in terms of the number and variety of occupational roles (see Appendix 1, Table 3). Both sexes are found in 16 different job types, and both are evenly represented in high paying and low paying jobs. In terms of the total allocation of occupations, women are slightly better represented, accounting for 53% of all instances, compared to 47% for men. Both sexes are equally represented in the household, with one occurrence of ‘housewife’ and one of ‘househusband’.

### *Adjectives*

The authors avoided allocating adjectives to a particular sex. In the entire book there are only a few instances of sex based adjective allocation and none of significance to this study.

### *Illustrations*

Males and females are represented relatively evenly in the pictures. Women are slightly more visible accounting for 17 of the main characters (shown through illustrations) compared to 15 male characters. Both men and women appear in a range of occupations and there is no evidence of stereotyping in terms of allocation of emotional or physical characteristics. The only possibly offensive representation might be the front cover. While showing four figures -three of which are female- the body positioning of two of the females might be interpreted as slightly provocative, while the remaining female adopts a submissive posture as she leans in toward the lone male figure. One other interesting observation is that all illustrations showing only one female and one male character together, place the male characters on the left side of the picture. As English is read from left to right, this may be interpreted as a less obvious manifestation of firstness.

## **4.2 Data analysis at the word level**

### *Amount of talk*

Males and females are portrayed as equal participants in spoken discourse (see Appendix 1, Table 4.). Men account for 49.7% of all words spoken and women 50.3%. The length of utterances are also very even, with the average male utterance containing 9.08 words compared to 8.95 words for women. Most conversations were fairly evenly balanced between male and female input, although in two conversations (Unit 2, and Unit 3b) the women speak noticeably more.

#### *Initiation, Response and Follow-up*

There appear to be no discernable asymmetries in the interaction between men and women in spoken discourse. Men and women participate in the initiating stage of the conversation exactly 36 times each, suggesting there is no dominate speaker. In the follow up stage, men produced more utterances than women, with 23 instances and 19 instances, respectively.

## **5.0 Discussion**

“EFL materials... reflect the explicit and implicit attitudes of the writers and their societies, attitudes which are likely to change over time.” (Hartman and Judd 1978:384)

Based on the findings of this study, it would seem that the attitudes of the writers and their societies have changed considerably since Hartman and Judd conducted their research. In contrast to the materials reviewed by Hartman and Judd (1978) and Porreca (1984), *New English Upgrade 2* succeeds in representing males and females in a very even manner. Men and women receive almost equal attention in text, illustrations and recorded dialogs, with androcentric linguistic features non existent.

One notable finding of this study, is that all the main characters are referred to by their first names, and no titled representations are present. By doing this, the book avoids two possible criticisms associated with such labelling. Firstly, as reported in the work of Porreca (1984), men are often overrepresented by titled forms suggesting they are more powerful. Secondly, some feminist scholars argue that female titles (Miss, Mrs and Ms) identify women according to their availability to men, and are therefore inherently sexist (Pawells 1998).

Research by Schneider and Hacker (1973; cited in Pauwells, 1998:71) found that textbooks containing gender neutral language diminished 'male' only imagery. In *New English Upgrade 2*, the gender inclusive 'she/he' predominates, and no masculine generic pronouns are employed in the text. Cheshire (2008), in her review of sexist language, found that the masculine generic has lost popularity and is now largely omitted from mainstream media. *New English Update 2* is up-to-date in this respect.

One area where *New English Upgrade 2* might arguably fail to support an even representation of men and women is 'firstness'. In 60% of cases, women were placed first. This is however, largely attributable to the adoption of the unorthodox 'she/he' mentioned previously. In 96% of constructions requiring reference to an indefinite sex, 'she/he' is used. On first reading, it seemed a forced construction, perhaps employed by the authors to emphasise inherent gender bias. Indeed the author of this paper viewed it as deviant from the norm. Such reactions by readers highlight inherent gender bias and can be used as opportunities for teachers to discuss changing gender representations with their students.

*New English Upgrade 2* portrays both men and women in a variety of occupational roles. The use of gender neutral job names such as fire-fighter, delivery person and salesperson is also noticeable. As mentioned in 2.2, an equal representation of characters in EFL books may inspire, and motivate female students, especially, if they are in a country where gender-bias is still strong. By raising awareness of gender inequalities, people can then choose how to enact strategies and policies to counter sexism. As Fairclough (1995:221) states, "If problems of language and power are to be seriously tackled, they will be tackled by the people who are directly involved..." and, "a critical awareness of language is a prerequisite for effective citizenship, and a democratic entitlement" (ibid:1995:222).

*New English Upgrade 2* avoids stereotyping at both the word, and the discourse level. Women represented in this book are not housewives, and there is an avoidance of allocating specific adjectives to one gender only. At the level of discourse, a similar pattern of gender equality is observed. Men and women are given equal rights as

participants in all stages of spoken discourse and there is no dominant speaker in the mixed sex dialogues analysed. It is interesting to note that such a policy may mean not representing the different sexes as they truly are, for there is plenty of research that suggests men and women having different styles of speech and that men dominate mixed sex conversations (see section 2.3). Florent and Walter (1989) believe that both students and teachers expect EFL books to give truthful representations of the culture from which they derive. If however, this is a criticism of the spoken discourse presented in this textbook, praise should also be given for promoting a fairer way of interacting in conversation. This is especially relevant if it is agreed that, “the way into ideas, the way of making ideas truly one’s own, is to be able to think them through, and the best way to do this for most people is to talk them through” (Maryland, 1977:129; cited Coates, 1998:185). If men are allowed to control the conversation and dominate, women are placed in a disadvantaged position academically, and if the language classroom is to be an equal place for men and women, such issues need to be addressed.

One interesting finding is that the male characters in mixed-sex dialogs provide more frequent feedback than females. This is contrary to the findings of some researchers (see section 2.3) who found males to be less supportive conversationalist than females, in both mixed sex conversations and single sex conversations. Whether this is the intention of the authors or not, promoting what is considered a more feminine style of speech can have its advantages. Cameron (2003) argues that while women’s talk was once deemed deficient (see Lakeoff, 1975), a feminine style is now the preferred style. She argues that the supportive, cooperative style employed by women is more suited to the employment needs in the global economy. In the post industrial societies common in most western countries, selling services has replaced selling goods. To be successful in this industry, a nurturing, rapport building and ‘active listener’ approach to communication yields the best results. In education too, focus has shifted to the underachievement of boys due to their inferior language strategies. The 1993 Ofsted Report (cited in Cameron, 2003) recommends that rather than interrupting and arguing openly, “boys [need] to develop a clearer understanding of the importance of sympathetic listening as a central feature of successful group and class discussion”. It seems that representing males and females equally can benefit everyone, and

promoting feminine forms of speech will benefit the multitude of EFL students, male and female, who are interested in travelling abroad, or working in international trade in their home country.

## **6.0 Conclusion**

Based on this research, it is exciting to see that publishers and authors are now interested in creating more balanced and fairer representations of men and women in EFL textbooks. *New English Upgrade 2* is a good example of language policy in action that will contribute to gender equality in EFL classroom around the world. It should be noted however, that representations found in this book can not hope to represent all people, because, “there are no universal norms” of men and women’s speech (Holmes 1998). Furthermore, while this book deserves credit for its careful avoidance of unfair stereotypical representations of people according to gender, the book fails to promote equality in other areas. Most notably, the book is ageist, with not a single main character being over 30 years of age.



## Appendix 1

**Table 1a - Sex visibility of Main Characters**

This table shows the occurrence of male and female characters in both text and illustrations.

<b>Sex</b>	<b>Male</b>	<b>Female</b>
<b>Characters</b>	<b>Instances</b>	<b>Instances</b>
<b>Text</b>	36	37
<b>Illustrations</b>	15	17
<b>Total</b>	51	54

**Table 1b - Sex visibility of Characters**

This table shows the occurrence of gender specific lexical items in the text.

<b>Sex</b>	<b>Male</b>		<b>Female</b>	
<b>Characters</b>	<b>Instances</b>	<b>Details</b>	<b>Instances</b>	<b>Details</b>
<b>Names (Main characters)</b>	51 (49%)	Titled Names 0 First Names 51	54 (51%)	Titled Names 0 First Names 54
<b>Pronouns</b>	100 (51%)	he (74) his (24) him (2)	98 (49%)	she (73) her (25)
<b>Pronouns (generic use)</b>	0	(0)	0	(0)
<b>Exclusive pronouns</b>	43 (45%)	grandfather (1) father/dad (4) brother (9) brother-in-law (1) uncle (4) nephew (1) boyfriend (8) man/men (13) male (2)	52 55%)	grandmother (1) mother/mum (9) sister (17) daughter (3) aunt (2) girlfriend (4) woman/woman (13) ladies (1) female (1) queen (1)
<b>Total</b>	194 (49%)		204 (51%)	

**Table 2 - Firstness**

This table shows the first place positioning of sex specific lexical items occurring in pairs.

<b>Items</b>	<b>Instances</b>	<b>Male</b>	<b>Instances</b>	<b>Female</b>
<b>Beginning a dialog shown in text</b>	7 (44%)	7	9 (56%)	9
<b>Order of double pronouns</b>	15 (68%)	Male and female (1) Brother and sister (6) Man/woman (1) Boys/girls (2) His /her (2) Actor /actress (1) Dad and mom (1) Mr/Mrs (1)	7 (32%)	Grandmother and grandfather (1) Mother / father (3) Her/his (3)
<b>Order of double generic</b>	1 (4%)	He/she (1)	22 (96%)	She/he (22)
<b>Order of mixed sex names constructions</b>	4 (57%)	Tim and Eva (1) Tony and Leanore (1) Dan, Toni and Connie (1) Chad, Zoe and Penny (1)	3 (43%)	Sarah and Roger (1) Patricia and Scott (1) Tina and Jeff (1)
<b>Total</b>	27 (40%)		41 (60%)	

**Table 3 - Occupational Roles**

This table shows the occupational roles of male and female characters in both text and illustrations.

<b>Sex</b>	<b>Male</b>		<b>Female</b>	
<b>Occupations</b>	<b>Instances</b>	<b>Different Roles</b>	<b>Instances</b>	<b>Differences</b>
<b>Text</b>	11 (48%)	teacher (1) web designer (1) student (1) musician /singer(3) part-time worker (1) doctor (1) accountant (1) business man (1) assistant manager (1)	12 (52%)	teacher (2) web designer (1) student (2) journalist (1) model (3) flight attendant (1) salesperson (1) dancer (1)
<b>Illustrations</b>	7 (47%)	student (1) car mechanic (1) rickshaw driver (1) musician (1) manager (1) lawyer (1) office worker (1) *househusband (1)	8 (53%)	student (1) car mechanic (1) receptionist (1) dentist (1) judge (1) athlete (1) waitress (1) fortune teller (1) *housewife (1)
<b>Total</b>	18 (47%)		20 (53%)	

\* Not included in the count.

**Table 4 Amount of talk by sex**

This table shows the length and frequency of utterances in spoken discourse by both male and female participants. (Note: \* Dialogs started by women.)

<b>Dialog</b>	<b>Participants Sex</b>	<b>Length of utterances (no. of words)</b>	<b>Number of utterances</b>	<b>Average utterance (length)</b>
<b>Unit 1</b>	<b>M</b>	52	8	6.5
	<b>F</b>	64	8	8
<b>Unit 2 *</b>	<b>M</b>	45	5	9
	<b>F</b>	72	5	14.4
<b>Unit 3a *</b>	<b>M\</b>	34	4	8.5
	<b>F</b>	30	4	7.5
<b>Unit 3b</b>	<b>M</b>	29	4	7.3
	<b>F</b>	42	4	10.5
<b>Unit 4a *</b>	<b>M</b>	30	4	7.5
	<b>F</b>	26	4	6.5
<b>Unit 4b</b>	<b>M</b>	45	5	9
	<b>F</b>	31	5	6.2
<b>Unit 5a</b>	<b>M</b>	6	2	3
	<b>F</b>	27	4	6.8
	<b>M</b>	20	3	6.7
<b>Unit 5b *</b>	<b>M</b>	30	4	7.5
	<b>F</b>	44	5	8.8
<b>Unit 7 *</b>	<b>M</b>	85	8	10.6
	<b>F</b>	87	8	10.9
<b>Unit 8 *</b>	<b>M</b>	96	10	9.6
	<b>F</b>	85	10	8.5
<b>Unit 9</b>	<b>F</b>	77	9	8.6
	<b>F</b>	74	8	9.3
<b>Unit 10</b>	<b>M</b>	98	8	12.3
	<b>M</b>	82	8	10.3
<b>Unit 11 *</b>	<b>M</b>	93	9	10.3
	<b>F</b>	94	9	10.4
<b>Total</b>	<b>M</b>	745 (49.7%)	82	9.08
	<b>F</b>	753 (50.3%)	83	8.95

**Table 5 Speech in Initiation, Response and Follow up moves**

This table shows the frequency of utterances and number of words used by male and female participants at the initiation, response and follow up move positions in spoken discourse. (Note: The shaded areas shows occurrence of single sex conversations. These were not included in the total count.)

Dialog Setting	Sex	Instances of moves			Amount of talk in moves		
		Initiation (I)	Response (R)	Follow-up (F)	Initiation (I)	Response (R)	Follow-up (F)
Unit 1	M	6	3	2	31	19	2
	F	3	6	2	21	38	5
Unit 2	M	2	4	1	15	29	1
	F	4	2	2	34	36	2
Unit 3a	M	0	4	1	0	28	6
	F	3	0	2	22	0	8
Unit 3b	M	4	0	3	22	0	7
	F	0	4	0	0	42	0
Unit 4a	M	0	4	0	0	30	0
	F	4	0	2	23	0	3
Unit 4b	M	5	1	4	32	6	7
	F	1	4	0	6	26	0
Unit 5a	M	1	1	0	1	5	0
	F	2	3	1	17	8	2
	M	2	1	0	8	12	0
Unit 5b	M	3	3	1	19	10	1
	F	3	3	0	22	22	0
Unit 7	M	6	3	5	57	21	7
	F	4	5	2	39	44	4
Unit 8	M	3	8	1	20	76	1
	F	8	2	5	57	16	12
Unit 9	F	8	1	3	65	2	10
	F	1	7	0	6	67	0
Unit 10	M	8	1	3	73	13	12
	M	2	8	0	20	62	0
Unit 11	M	4	3	5	34	44	15
	F	4	4	3	38	28	28
Total	M	36	35	23	332 (48.7%)	355	59 (44.4%)
	F	36	33	19	350 (51.3%)	329	74 (55.6%)

## Appendix 2

The transcript for all recorded conversations is presented, followed by an analysis of I-R-F structure using the Sinclair Coulthard (1975) Model. (Please Note: (M) represents a male participant and (F) represents a female participant).

### Unit 1

M: Nice view isn't it?

F: Yea, fantastic.

M: By the way, I'm Mike.

F: Hi Mike, I'm Cynthia.

M: Nice to meet you. Tell me, where are you from Cynthia?

F: I'm from Malaysia, from Kuala Lumpur. But I live here now.

M: Really? How do you like it?

F: It's great. I really like it here. So, how about you? Are you from around here?

M: No, actually I'm Canadian. I'm from Vancouver.

F: Oh really? Do you live here in San Francisco now?

M: No, I live in Seattle.

F: Oh, nice city. What do you do?

M: I'm a travel agent. How about you?

F: I'm a student here at the university.

M: Great. Well, nice talking with you Cynthia.

F: You too Mike.

Initiation	Response	Feedback	Exchange
<b>Opening Move (Elicit)</b> (M) Nice view, isn't it?	<b>Answering move</b> (F) Yea, fantastic.		1 Elicit
<b>Opening move (Inform)</b> (M) By the way, I'm Mike.	<b>Answering move</b> (F) Hi Mike, I'm Cynthia.		2 Inform
<b>Opening move (Elicit)</b> (M) Tell me, where are you from Cynthia?	<b>Answering move</b> (F) I'm from Malaysia, from Kuala Lumpur. But I live here now.	<b>Follow-up</b> (M) Really?	3 Elicit
<b>Opening move (Elicit)</b> (M) How do you like it?	<b>Answering move</b> (F) It's great. I really like it here		4 Elicit
<b>Focusing Move (Elicit)</b> (F) So, how about you? Are you from around here?	<b>Answering move</b> (M) No, actually I'm Canadian. I'm from Vancouver.	<b>Follow-up</b> (F) Oh really?	5 Elicit
<b>Opening move (Elicit)</b> (F) Do you live here in San Francisco now?	<b>Answering move</b> (M) No, I live in Seattle.	<b>Follow-up (F)</b> Oh, nice city.	6 Elicit
<b>Opening move (Elicit)</b> (F) What do you do?	<b>Answering move</b> (M) I'm a travel agent.		7 Elicit
<b>Opening move (Elicit)</b> (M) How about you?	<b>Answering move</b> (F) I'm a student here	(M) Great.	8 Elicit

	at the university.		
<b>Opening move (Inform)</b> (M) Well, nice talking with you Cynthia.	<b>Answering move</b> (F) You too Mike.		9 Inform

## Unit 2

F: Say Ben, where is your family from?

M: Well, my parents are both from L.A... How about you? Where's your family from?

F: My parents are from Taipei, but I was born in Toronto.

M: Really? Do you have any brothers or sisters?

F: Ugh-Hgh, I have an older brother, an older sister and a younger sister in high school. There are six of us, including my parents. How about you Ben? Do you have a big family?

M: I just have an older brother. He's married with two kids.

F: Oh! What does he do?

M: He's an English teacher.

F: Cool! Hey, I have to go. I've got a class in five minutes.

M: O.K. Lee. See you later.

<b>Initiation</b>	<b>Response</b>	<b>Feedback</b>	<b>Exchange</b>
<b>Focusing Move (Elicit)</b> (F) Say Ben, where is your family from?	<b>Answering move</b> (M) Well, my parents are both from L.A...		1 Elicit
<b>Opening move (Elicit)</b> (M) How about you? Where's your family from?	<b>Answering move</b> (F) My parents are from Taipei, but I was born in Toronto.	<b>Follow up</b> (M) Really?	2 Elicit
<b>Opening move (Elicit)</b> (M) Do you have any brothers or sisters?	<b>Answering move</b> (F) Ugh-Hgh, I have an older brother, an older sister and a younger sister in high school. There are six of us, including my parents.		3 Elicit
<b>Opening move (Elicit)</b> (F) How about you Ben? Do you have a big family?	<b>Answering Move</b> (M) I just have an older brother. He's married with two kids.	<b>Follow up</b> (F) Oh!	4 Elicit
<b>Opening move (Elicit)</b> (F) What does he do?	<b>Answering Move</b> (M) He's an English teacher.	<b>Follow up</b> (F) Cool!	5 Elicit
<b>Opening move (Inform)</b> (F) Hey, I have to go. I've got a class in five minutes.	<b>Answering Move</b> (M) O.K. Lee. See you later.		6 Inform

### Unit 3

F: Hi, Jim. How's it going?

M: Not bad thanks. But, I'm really busy with work these days.

F: Ah, really? Do you have any time for yourself?

M: Not much, just evenings after work.

F: So, what do you usually do in the evenings?

M: Well, I take an Aikido class three times a week.

F: Aikido? Hey, that sounds pretty interesting.

M: Yea, I'm really into it.

Initiation	Response	Feedback	Exchange
<b>Opening Move (Elicit)</b> (F) Hi, Jim. How's it going?	<b>Answering move</b> (M) Not bad thanks. But, I'm really busy with work these days.	(F) Ah, really?	1 Elicit
<b>Opening Move (Elicit)</b> (F) Do you have any time for yourself?	<b>Answering move</b> (M) Not much, just evenings after work.		2 Elicit
<b>Focusing move (Elicit)</b> (F) So, what do you usually do in the evenings?	<b>Answering move</b> (M) Well, I take an Aikido class three times a week.	<b>Follow up</b> (F) Aikido? Hey, that sounds pretty interesting	3 Elicit
		<b>Follow up</b> (M) Yea, I'm really into it	4 Bound Elicit

### Unit 3b

M: So, how's it going with you Julia?

F: Well, life's pretty busy for me these days.

M: Really? With what?

F: Mainly with school, and I play the guitar in a rock band.

M: A rock band eh? Cool! How often do you play?

F: We usually practice twice a week, and we play in clubs at the weekend too.

M: Wow! Sounds like your week is pretty full.

F: Yea, but it makes life interesting.

Initiation	Response	Feedback	Exchange
<b>Focusing Move (Elicit)</b> (M) So, how's it going with you Julia?	<b>Answering move</b> (F) Well, life's pretty busy for me these days	<b>Follow up</b> (M) Really?	1 Elicit
<b>Opening move (Elicit)</b> (M) With what?	<b>Answering move</b> (F) Mainly with school, and I play the guitar in a rock band.	(M) A rock band eh? Cool!	2 Elicit



<b>Opening move (Elicit)</b> (M) How often do you play?	<b>Answering move</b> (F) We usually practice twice a week, and we play in clubs at the weekend too.	<b>Follow up</b> (M) Wow!	3 Elicit
<b>Opening move (Elicit)</b> (M) Sounds like your week is pretty full.	<b>Answering move</b> (F) Yea, but it makes life interesting.		4 Elicit

#### Unit 4a

F: Hi Tim, long time no see.

M: Yea, it's good to see you Eva.

F: So, what are you doing these days?

M: I'm working at Micro Mac's systems.

F: Really? What do you do there?

M: I'm a web designer.

F: I see. How do you like it?

M: Well, sometimes it's pretty stressful, but it's interesting.

Initiation	Response	Feedback	Exchange
<b>Opening Move (Elicit)</b> (F) Hi Tim, long time no see.	<b>Answering move</b> (M) Yea, it's good to see you Eva.		1 Elicit
<b>Focusing move (Elicit)</b> (F) So, what are you doing these days?	<b>Answering move</b> (M) I'm working at Micro Mac's systems.	<b>Follow up</b> (F) Really?	2 Elicit
<b>Opening Move (Elicit)</b> (F) What do you do there?	<b>Answering move</b> (M) I'm a web designer.	<b>Follow up</b> (F) I see.	3 Elicit
<b>Opening move (Elicit)</b> (F) How do you like it?	<b>Answering move</b> (M) Well, sometimes it's pretty stressful, but it's interesting		4 Elicit

#### Unit 4 Part 1

M: Tell me, what are you doing these days?

F: Well, I'm going to Grand University.

M: Really? What year are you now?

F: I'm in my fourth year.

M: A senior! What are you majoring in?

F: Business management.

M: Sounds interesting. How do you like it?  
 F: It's O.K. It can be a bit boring, but it's pretty easy.  
 M: Euh-Hgh. Well, it sure is nice seeing you again Eva.  
 F: You too, Tim. Let's get together again soon.

Initiation	Response	Feedback	Exchange
<b>Opening Move (Elicit)</b> (M) Tell me, what are you doing these days?	<b>Answering move</b> (F) Well, I'm going to Grand University.	<b>Follow up</b> (M) Really?	1 Elicit
<b>Opening move (Elicit)</b> (M) What year are you now?	<b>Answering move</b> (M) I'm in my fourth year.	<b>Follow up</b> (M) A senior!	2 Elicit
<b>Opening Move (Elicit)</b> (M) What are you majoring in?	<b>Answering move</b> (F) Business management.	<b>Follow up</b> (M) Sounds interesting.	3 Elicit
<b>Opening move (Elicit)</b> (M) How do you like it?	<b>Answering move</b> (F) It's O.K. It can be a bit boring, but it's pretty easy.	<b>Follow up</b> (M) Euh-Hgh.	4 Elicit
<b>Opening move (Inform)</b> (M) Well, it sure is nice seeing you again Eva.	<b>Answering move</b> (F) You too, Tim.		5 Inform
<b>Opening move (Elicit)</b> (F) Let's get together again soon.			6 Elicit

## Unit 5a

M: Hello?  
 F: Hello. This is Tina Sanders. Can I speak to Jeff, please?  
 M: Sure. Just a moment, please.  
 F: O.K. thanks.  
 M: Hello?  
 F: Hi, Jeff. It's Tina.  
 M: Oh, Hi Tina. How are you doing?  
 F: Good thanks. Say, what are you doing this weekend?  
 M: This weekend? I'm working all day Saturday. That's about it.

Initiation	Response	Feedback	Exchange
<b>Opening Move (Elicit)</b> (M) Hello?	<b>Answering move</b> (F) Hello		1 Elicit
<b>Opening Move (Elicit)</b> (F) This is Tina Sanders. Can I speak to Jeff, please?	<b>Answering move</b> (M) Sure. Just a moment, please.	<b>Follow up</b> (F) O.K. thanks.	
<b>Opening Move (Elicit)</b> (M) Hello?	<b>Answering move</b> (F) Hi, Jeff. It's Tina.		2 Elicit

<b>Opening Move (Elicit)</b> (M) Oh, Hi Tina. How are you doing?	<b>Answering move</b> (F) Good thanks.		3 Elicit
<b>Opening move (Elicit)</b> (F) Say, what are you doing this weekend?	<b>Answering move</b> (M) This weekend? I'm working all day Saturday. That's about it.		4 Elicit

### Unit 5b

F: Are you doing anything on Saturday?

M: No, nothing special.

F: How about going to see a movie?

M: Sure, sounds good. What do you want to see?

F: Do you like Jet Lee? His latest movie is showing at the cine-max.

M: Excellent. His martial arts movies are excellent.

F: Yea, they are. So how about going to the 6.45 showing?

M: Sure, that's fine. Let's meet at the movie theatre. O.K?

F: Great. See you there. Bye.

<b>Initiation</b>	<b>Response</b>	<b>Feedback</b>	<b>Exchange</b>
<b>Opening Move (Elicit)</b> (F) Are you doing anything on Saturday?	<b>Answering move</b> (M) No, nothing special.		1 Elicit
<b>Opening Move (Elicit)</b> (F) How about going to see a movie?	<b>Answering move</b> (M) Sure, sounds good.		
<b>Opening Move (Elicit)</b> (M) What do you want to see?	<b>Answering move</b> (F) Do you like Jet Lee? His latest movie is showing at the cine-max.	<b>Follow up</b> (M)Excellent.	2 Elicit
<b>Opening Move (Inform)</b> (M) His martial arts movies are excellent.	<b>Answering move</b> (F) Yea, they are.		3 Inform
<b>Focusing move (Elicit)</b> (F) So how about going to the 6.45 showing?	<b>Answering move</b> (M) Sure, that's fine.		4 Elicit
<b>Opening Move (Elicit)</b> (M) Let's meet at the movie theatre. O.K?	<b>Answering move</b> (F) Great. See you there. Bye.		5 Elicit

### Unit 7a

F: Hi, can I help you?  
M: Yes, I'm looking for a digital camera that's light, easy-to-use and good quality.  
F: O.K. We have the cool shot and the opti-cool.  
M: Euh-Hgh. What's the difference between them?  
F: The cool shot is a little smaller, lighter and easier-to-use.  
M: Euh-Hgh.  
F: But the opti-cool has more features, a more powerful zoom and it takes sharper pictures.  
M: I see. Do they both come with batteries?  
F: Yes, they both come with rechargeable batteries.  
M: That's good. Umm, what's the difference in price?  
F: Well, the opti-cool is \$799. More expensive, but better quality. And the cool shot, well, that's \$650.  
M: Um, I really like the cool shot and it's cheaper, but I want quality. The problem is the opti-cool is just a bit too expensive.  
F: Let me see. I can give you a \$50 discount.  
M: Really? Do you take credit cards?  
F: Yes, we do.  
M: Great! Then, I'll take the opti-cool.

Initiation	Response	Feedback	Exchange
<b>Opening Move (Elicit)</b> (F) Hi, can I help you?	<b>Answering move</b> (M) Yes, I'm looking for a digital camera that's light, easy-to-use and good quality.	<b>Follow up</b> (F) O.K.	1 Elicit
<b>Opening Move (Inform)</b> (F) We have the cool shot and the opti-cool.	<b>Answering move</b> (M) Euh-Hgh.		2 Inform
<b>Opening Move (Elicit)</b> (M) What's the difference between them?	<b>Answering move</b> (F) The cool shot is a little smaller, lighter and easier-to-use.	<b>Follow up</b> (M) Euh-Hgh.	3 Elicit
<b>Opening Move (Inform)</b> (F) But the opti-cool has more features, a more powerful zoom and it takes sharper pictures.	<b>Answering move</b> (M) I see.		4 Inform
<b>Opening Move (Elicit)</b> (M) Do they both come with batteries?	<b>Answering move</b> (F) Yes, they both come with rechargeable batteries.	<b>Follow up</b> (M) That's good.	5 Elicit
<b>Opening Move (Elicit)</b> (M) Umm, what's the difference in price?	<b>Answering move</b> (F) Well, the opti-cool is \$799. More expensive, but better quality. And the cool shot, well, that's \$650.	<b>Follow up</b> (M) Um..	6 Elicit

<b>Opening Move (Inform)</b> (M) I really like the cool shot and it's cheaper, but I want quality. The problem is the opti-cool is just a bit too expensive.	<b>Answering move</b> (F) Let me see. I can give you a \$50 discount.	<b>Follow up</b> (M) Really?	7 Inform
<b>Opening Move (Elicit)</b> (M) Do you take credit cards?	<b>Answering move</b> (F) Yes, we do.	<b>Follow up</b> (M) Great!	8 Elicit
<b>Opening Move (Inform)</b> (M) Then, I'll take the opti-cool.			9 Inform

## Unit 8

F: Did you go anywhere over the vacation Jason?

M: Yes, I went to Bali.

F: Really? So, how was it?

M: It was fantastic.

F: Great! How long did you go for?

M: Just over two weeks. Actually, 15 days.

F: Euh-Huh, and what did you do there?

M: A lot. Umm, let me see. We spent a few days on the beach. We did some sight seeing, and we did some shopping, too.

F: Wow! Sounds like a fabulous trip. So tell me, who did you go with?

M: With my older brother, and we had a great time together.

F: Euh-huh, and where did you stay?

M: Mostly in small guesthouses because they are cheap and kind of friendly.

F: Did you take many pictures?

M: Yea. Bali is a picture paradise. I took some great shots of old temples, small villages, traditional dances

F: [ Oh, stop.] It sounds too good. I want to see them sometime.

M: Sure, I can give you a slide show on my computer.

F: Great! I look forward to it.

M: So, Laura, how about your vacation?

F: It was fun. I went to Mexico for a week.

M: Really? Tell me about it.

<b>Initiation</b>	<b>Response</b>	<b>Feedback</b>	<b>Exchange</b>
<b>Opening Move (Elicit)</b> (F) Did you go anywhere over the vacation Jason?	<b>Answering move</b> (M) Yes, I went to Bali.	<b>Follow up</b> (F) Really?	1 Elicit
<b>Focusing Move (Elicit)</b> (F) So, how was it?	<b>Answering move</b> (M) It was fantastic.	<b>Follow up</b> (F) Great!	2 Inform
<b>Opening Move (Elicit)</b> (F) How long did you go for?	<b>Answering move</b> (M) Just over two weeks. Actually, 15 days.	<b>Follow up</b> (F) Euh-Hgh.	3 Elicit
<b>Opening Move (Elicit)</b>	<b>Answering move</b>	<b>Follow up</b>	4

(F) and what did you do there?	(M) A lot. Umm, let me see. We spent a few days on the beach. We did some sight seeing, and we did some shopping, too.	(F) Wow! Sounds like a fabulous trip.	Elicit
<b>Focusing Move (Elicit)</b> (F) So tell me, who did you go with?	<b>Answering move</b> (M) With my older brother, and we had a great time together.	<b>Follow up</b> (F) Egh-Hgh.	5 Elicit
<b>Opening Move (Elicit)</b> (F) and where did you stay?	<b>Answering move</b> (M) Mostly in small guesthouses because they are cheap and kind of friendly.	..	6 Elicit
<b>Opening Move (Elicit)</b> (F) Did you take many pictures?	<b>Answering move</b> (M) Yea. Bali is a picture paradise. I took some great shots of old temples, small villages, traditional dances		7 Elicit
<b>Opening Move (Elicit)</b> (F) [Oh, stop] It sounds too good. I want to see them sometime.	<b>Answering move</b> (M) Sure,		8 Elicit
<b>Opening Move (Inform)</b> (M) I can give you a slide show on my computer.	<b>Answering move</b> (F) Great! I look forward to it.		10
<b>Focusing Move (Elicit)</b> (M) So, Laura, how about your vacation?	<b>Answering move</b> (F) It was fun. I went to Mexico for a week.	<b>Follow up</b> (M) Really?	11
<b>Opening Move (Elicit)</b> (M) Tell me about it.			12

## Unit 9

F1: Hi Maria, how are you doing?

F2: Oh, I don't know. Not so good, I guess.

F1: Really? What's the matter?

F2: It's my boyfriend. I forgot his birthday, and now he won't talk to me.

F1: That's too bad. Have you called him to apologise?

F2: Well, I've tried to call, but he doesn't answer the phone.

F1: Have you emailed him?

F2: No I haven't yet, but maybe I should.

F1: And maybe you should send him a romantic 'I'm sorry' card.

F2: Yea, that might help.

F1: And why don't you give him a nice bottle of aftershave or cologne?

F2: Hey, that's not a bad idea.

F1: Yup! That usually works for me. Oh, and one good idea.

F2: [Yea?] What's that?

F1: You'd better write down his birthday on his calendar.

F2: Definitely. Well thanks for the suggestions Ann.

F1: No problem. Let me know what happens.

Initiation	Response	Feedback	Exchange
<b>Opening Move (Elicit)</b> (F1) Hi Maria, how are you doing?	<b>Answering move</b> (F2) Oh, I don't know. Not so good, I guess.	<b>Follow up</b> (F1) Really?	1 Elicit
<b>Focusing Move (Elicit)</b> (F1) What's the matter?	<b>Answering move</b> (F2) It's my boyfriend. I forgot his birthday, and now he won't talk to me.	<b>Follow up</b> (F1) That's too bad	2 Inform
<b>Opening Move (Elicit)</b> (F1) Have you called him to apologise?	<b>Answering move</b> (F2) Well, I've tried to call, but he doesn't answer the phone.		3 Elicit
<b>Opening Move (Elicit)</b> (F1) Have you emailed him?	<b>Answering move</b> (F2) No I haven't yet, but maybe I should. and we did some shopping, too.		4 Elicit
<b>Opening Move (Elicit)</b> (F1) And maybe you should send him a romantic 'I'm sorry' card.	<b>Answering move</b> (F2) Yea, that might help.		5 Elicit
<b>Opening Move (Elicit)</b> (F1) And why don't you give him a nice bottle of aftershave or cologne?	<b>Answering move</b> (F2) Hey, that's not a bad idea.	<b>Follow up</b> (F1) Yup! That usually works for me.	6 Elicit
<b>Opening Move (Inform)</b> Oh, and one good idea	<b>Answering move</b> Yea? What's that?		7 Inform

<b>Opening Move (Dir)</b> (F1) You'd better write down his birthday on his calendar.	<b>Answering Move</b> (F2) Definitely.		8 Elicit
<b>Focusing Move (Inform)</b> (F2) Well, thanks for the suggestions Ann.	<b>Answering Move</b> (F1) No problem.		9 Inform
<b>Opening Move (Elicit)</b> (F1) Let me know what happens.			10 Elicit

## Unit 10 Part 1 and 2

M1: Excuse me, I'm looking for the Hard Luck Café.  
M2: It's not too far from here. It's on the corner of 4<sup>th</sup> and Olympia.  
M1: I don't know this area. So, could you tell me how to get there?  
M2: Sure. We're on 1<sup>st</sup> street, so go up this street 2 blocks to Olympia.  
M1: Got it. That's 2 blocks to Olympia.  
M2: Euh-Hgh. Then take a left, and go 3 blocks to 4<sup>th</sup> street.  
M1: I see. That's a left and 3 blocks to 4<sup>th</sup>. Got it.  
M2: You'll see it on the right. You can't miss it.  
M1: Great, thanks. About how long does it take to walk from here?  
M2: Umm? I'd say maybe 15-20 minutes.  
M1: 15-20 minutes? Is there a bus that goes there from here?  
M2: There is, but it's pretty slow at this time of day because of traffic.  
M1: Oh, well then, I guess I'll just walk.  
M2: Yea, I think it's probably quicker by foot.  
M1: Well, thanks a lot for your help.  
M2: Sure, no problem. Have a nice day

Initiation	Response	Feedback	Exchange
<b>Opening Move (Elicit)</b> (M1) Excuse me, I'm looking for the Hard Luck Café.	<b>Answering move</b> (M2) It's not too far from here. It's on the corner of 4 <sup>th</sup> and Olympia.	<b>Follow up</b>	1 Elicit
<b>Focusing Move (Elicit)</b> (M1) I don't know this area. So, could you tell me how to get there?	<b>Answering move</b> (M2) Sure. We're on 1 <sup>st</sup> street, so go up this street two blocks to Olympia.	<b>Follow up</b> (M1) Got it.	2 Elicit
<b>Opening Move (Inform)</b> (M1) That's two blocks to Olympia.	<b>Answering move</b> (M2) Euh-Hgh.	.	3 Inform
<b>Opening Move (Inform)</b> (M2) Then take a left, and go three blocks to 4 <sup>th</sup> street	<b>Answering move</b> (M1) I see. That's a left and three blocks to 4 <sup>th</sup> .		4 Inform



	Got it.		
<b>Opening Move (Inform)</b> (M1) You'll see it on the right. You can't miss it.	<b>Answering move</b> (M2) Great, thanks.		5 Inform
<b>Opening Move (Elicit)</b> (M1) About how long does it take to walk from here?	<b>Answering move</b> (M2) Umm? I'd say maybe 15-20 minutes.	<b>Follow up</b> (M1) 15-20 minutes?	6 Elicit
<b>Opening Move (Elicit)</b> (M1) Is there a bus that goes there from here?	<b>Answering move</b> (M2) There is, but it's pretty slow at this time of day because of traffic.	<b>Follow up</b> (M1) Oh, well then, I guess I'll just walk.	7 Elicit
<b>Opening Move (inform)</b> (M2) Yea, I think it's probably quicker by foot.			8 Inform
<b>Focusing Move (Inform)</b> (M1) Well, thanks a lot for your help	<b>Answering Move</b> (M2) Sure, no problem		9 Inform
<b>Opening Move (Direct)</b> (M1) Have a nice day!			10 Elicit

## Unit 11

F: What a month! I really need a break.

M: I know what you mean. Do you have any plans for the summer?

F: Well, I'm planning to paint my room.

M: Umm. That doesn't sound very exciting.

F: I know, but then I'm going to spend a couple of weeks with my sister.

M: Really? Where?

F: In Vancouver.

M: Hey, great city. Are you going to do anything special there?

F: We'll probably do some sailing. You know, go out to the islands.

M: That sounds fabulous.

F: yea, I'm really looking forward to it. So how about you?

M: Well, let me see. First, I'm going to work in a fast food restaurant for a few weeks. I want to make some money.

F: Ugh-Huh, and how about the rest of the vacation?

M: Well, I'm thinking of taking a cruise from Florida to Mexico.

F: A cruise? Wow! That sounds great!

M: I know. But I haven't decided yet. It may be a bit too expensive. I'll see.

F: Anyway, it'll be nice to have some time off.

M: You can say that again.

Initiation	Response	Feedback	Exchange
<b>Opening Move (Inform)</b> (F) What a month! I really need	<b>Answering move</b> (M) I know what you	<b>Follow up</b>	1 Inform

a break.	mean.		
<b>Focusing Move (Elicit)</b> (M) Do you have any plans for the summer?	<b>Answering move</b> (F) Well, I'm planning to paint my room.	<b>Follow up</b> (M) Umm.	2 Elicit
<b>Opening Move (Elicit)</b> (M) That doesn't sound very exciting.	<b>Answering move</b> (F) I know,		3 Elicit
<b>Opening Move (Inform)</b> (F) but then I'm going to spend a couple of weeks with my sister.		<b>Follow up</b> (M) Really?	4 Inform
<b>Opening Move (Elicit)</b> (M) Where?	<b>Answering move</b> (F) In Vancouver.	<b>Follow up</b> (M) Hey, great city.	5 Elicit
<b>Opening Move (Elicit)</b> (M) Are you going to do anything special there?	<b>Answering move</b> (F) We'll probably do some sailing. You know, go out to the islands.	<b>Follow up</b> (M) That sounds fabulous.	6 Elicit
		<b>Follow up</b> (F) yea, I'm really looking forward to it.	7 Bound Elicit
<b>Opening Move (Elicit)</b> (F) So how about you?	<b>Answering move</b> (M) Well, let me see. First, I'm going to work in a fast food restaurant for a few weeks. I want to make some money.	<b>Follow up</b> (F) Ugh-Huh,	8 Elicit
<b>Opening Move (Elicit)</b> (F) and how about the rest of the vacation?	<b>Answering move</b> (M) Well, I'm thinking of taking a cruise from Florida to Mexico.	<b>Follow up</b> (F) A cruise? Wow! That sounds great!	9 Elicit
		<b>Follow up</b> (M) I know.	10 Bound elicit
<b>Opening Move (Inform)</b> But I haven't decided yet. It may be a bit too expensive. I'll see.		<b>Follow up</b> (F) Anyway, it'll be nice to have some time off.	11 Inform
		<b>Follow up</b> (M) You can say that again.	12 Bound inform

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