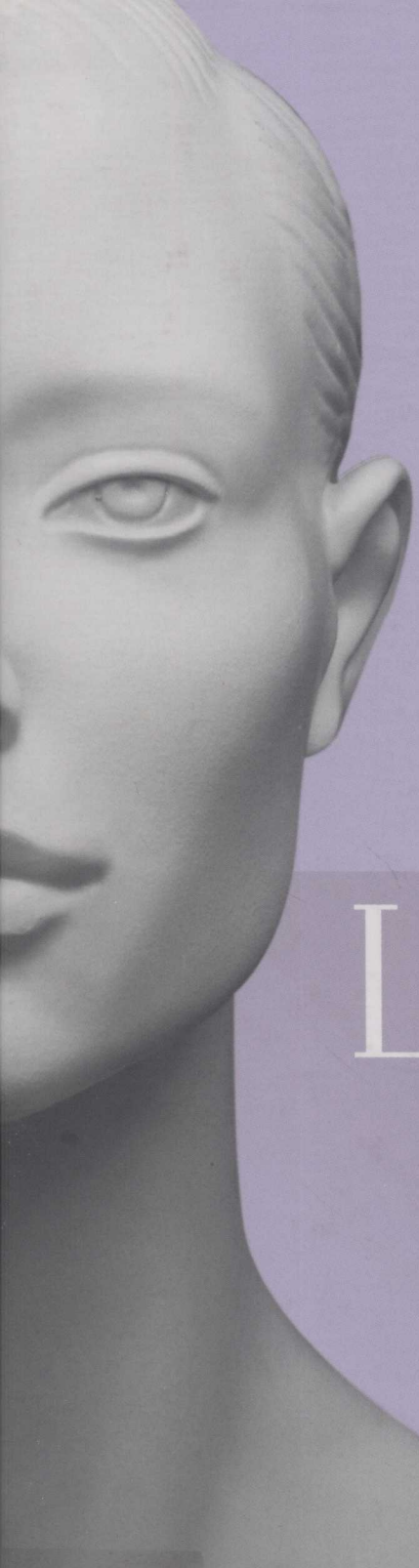

Language & Gender

A Reader, 2nd Edition

Edited by Jennifer Coates
and Pia Pichler

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Second Edition

Edited by

Jennifer Coates

and

Pia Pichler

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Editors' Note

Some papers in this Reader appear in their original form: Barrett; Cameron (Parts IV and X); DeFrancisco; Eckert and McConnell-Ginet; Ehrlich; Hall; Holmes (Part X); Holmes and Schnurr; Leap; Maltz and Borker; Nichols; Shaw; Tannen; Troemel-Ploetz; Waseleski; Weatherall; West and Zimmerman; Yang.

The other papers in the Reader have been edited and abridged, in consultation with the author(s): Abe; Bradley; Bucholtz; Cheshire; Coates (Part IV); Davies; Del Teso Craviotto; Eisikovits; Goodwin; Holmes (Part II); Kiesling; O'Barr, and Atkins; Ostermann; Reynolds; Schegloff; Swann (Part III); Trudgill; West (Part VII); Wetzel.

Four papers have been revised especially for the Reader by their authors: Herring, Johnson and DiBenedetto; Pichler; Coates ("Pushing at the Boundaries"); Swann (Part IX). The paper by Penelope Eckert was written specifically for the Reader.

We would like to thank all these writers for their generosity in allowing us to reproduce their work in this Reader.

JETC
PP

Transcription Conventions 1

As used in the papers by Bucholtz, DeFrancisco, Goodwin, Hall, Holmes and Schnurr, Kiesling, Ostermann, Schegloff, Swann, West, West and Zimmerman and based on those devised by Gail Jefferson (see, for example, Harvey Sacks, Emanuel A. Schegloff, and Gail Jefferson, "A simplest systematics for the organisation of turn-taking in conversation," *Language* 50 (1974), 696–735, and E. Ochs, E. A. Schegloff, and S. Thompson (eds), *Interaction and Grammar*. Cambridge: Cambridge University Press, 1996).

A: I had [them] B: [Did] you	Brackets around portions of utterances indicate that the portions bracketed overlap one another
//them	Double slashes provide an alternative method of marking overlap
A: 'swhat I said =	Equals signs indicate "latching": there is no interval
B: = But you didn't	between the end of a prior turn and the start of a next piece of talk
THIRteen	Capital letters mark speech that is much louder than surrounding talk
°thirteen	A degree sign marks speech that is much quieter than surrounding talk
thirteen	Italics indicate some form of emphasis
<u>thirteen</u>	Underlining indicates emphatic stress.
^thirteen	Circumflex represents sharp upward pitch shift
?, !.	Punctuation symbols are used to mark intonation, not grammar
↑	Upturned arrow indicates pitch accent in the syllable that follows
↓	Downturned arrow indicates lowered pitch in the syllable that follows
(0.5)	Numbers in parentheses mark silences in seconds and tenths of a second

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(.)	Parentheses around a period/full stop indicate a micro pause
(#)	Parentheses around the symbol # indicate a pause of one second or less that wasn't possible to determine precisely
+	Pause of up to one second
we:::ll	Colons indicate that the sound just before the colon has been lengthened
but-	A hyphen marks an abrupt cut-off point in the production of talk
((chanting)) [laughs]	Double parentheses or square brackets enclose transcriber's comments or descriptions
(only)	Material in single parentheses indicates that the transcriber was uncertain of the exact word(s) heard
(x)	Parentheses enclosing an "x" indicate a hitch or stutter on the part of the speaker
(xxxx)	Parentheses enclosing several "x"s indicate untranscribable material
.hh	A series of "h"s preceded by a dot marks indicates an inbreath
hhh	A series of "h"s with no dot marks indicates an outbreath
h	Exhalation (e.g. laugh or sigh), single token marks one pulse
eh-heh-heh engh-hengh he, ha	These symbols mark laughter syllables (inhaled when preceded by a dot)
10-19-70-15 *or* (T15:50–60)	The citation preceding an example locates the transcript where the original data can be found

Additional Symbols

(as used in the bilingual transcripts in the paper by Ostermann)

thirteen	Bold indicates part of transcript marked for analysis
<u>thirteen</u>	Underlining indicates that talk overlaps with the activity of typing
italics	English gloss
(info)	Linguistic information that might have been lost in translation, e.g. grammatical gender (masc.) and (fem.) or number marking (pl.) and (sing.)
((*begins to cry*))	Factual information about the exchange or translation clarification
{}	Curly brackets enclose stretches of uncertain transcription
@	Laughter

Transcription Conventions 2

As used in the papers by Cameron, Coates, Davies, Pichler, and based on the system used in Jennifer Coates, *Women Talk* (Oxford: Blackwell, 1996).

1. A broken line marks the beginning of a stave and indicates that the words enclosed by the lines are to be read simultaneously (like a musical score):

```
A:  newspapers and stuff/
B:                   yes/
```

2. Brackets around portions of utterances indicate the start of overlap:

```
A:  papers and |stuff/
B:             |yes/good/
```

3. Equals signs indicate "latching": there is no discernible gap between the two chunks of talk:

```
A:  they're meant to be=
B:                     =adults/
```

4. A slash (/) indicates the end of a tone group or chunk of talk:

```
she pushes him to the limit/
```

5. A question mark indicates the end of a chunk of talk which is being analysed as a question:

```
pregnant?
```

6. A hyphen indicates an incomplete word or utterance:

```
he's got this twi- twitch/
I was- I was stopped by a train/
```

7. Short pauses (less than 0.5 seconds) are marked as follows:

   he sort of . sat and read

8. Longer pauses are marked (1); (2) (timed in seconds)

9. Double round parentheses indicate that there is doubt about the accuracy of the transcription:

   ((I mean))

10. Double round parentheses enclosing several "x"s indicate untranscribable material:

    ((xxxx))

11. Angle brackets give clarificatory information, relating either to that point in talk or to immediately preceding underlined material:

    nobody ever says that do they <LAUGHING>
    I can't help it <WHINEY>

12. Capital letters are used for words/syllables uttered with emphasis:

    MEXICO

13. Bold is used for words spoken more loudly:

    yeah but why would he?

14. Emphatic stress on italicised item:

    Mexico

15. The symbol % encloses words or phrases that are spoken very quietly:

    %bloody hell%

16. The symbols >..< indicate faster speed of utterance delivery:

    >did I tell you something<

17. This symbol indicates that the speaker takes a sharp intake of breath:

    .hhh

18. The symbol [...] indicates that material has been omitted

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Introduction

This second edition of the Reader has come about for a variety of reasons. The most obvious of these is that a huge number of fascinating books and articles on the topic of language and gender has been published since 1997 (the date of the first edition). While many users of the first edition responded to the publisher's survey – or communicated with us personally – to say they wanted the Reader to stay as it was, on balance we felt it was important that this new work was represented in a new edition of the Reader. We wanted to demonstrate the widening range of language and gender research, both in terms of geographically and socially diverse Communities of Practice. and in terms of changing theoretical and methodological approaches.

As well as allowing us to add new papers to existing sections, this second edition has also allowed us to make space for new areas of interest. It contains a new section on "Language, Gender, and Sexuality," a rapidly growing sub-area of language and gender research (Part VI). It also expands the later part of the first edition devoted to theoretical debates with a new section asking the question "When is Gender Relevant?" (Part IX).

For the editors, constructing a second edition has been a challenge because of the constant tension between wanting to preserve what is best about the first edition and wanting to bring the Reader up to date, to be representative of contemporary research in language and gender. We drew up an enormous long-list of papers which, in an ideal world, we would have liked to include, but inevitably we have only been able to include a minority of these. In the section introductions we have tried to refer to other relevant work on particular topics, and each section (as in the first edition) ends with a list of recommended further reading.

The papers which made it to the final cut have been selected for various reasons. First, they cover the spectrum of language and gender research over the last 30-odd years, with the earliest paper coming from 1977 and the most recent from 2009. This coverage will allow you to develop some understanding of the way the field has developed during this time. Secondly, papers have been chosen to represent a variety of subtopics within the field, organized into 10 sections. Thirdly, the papers have been chosen to represent a variety of theoretical and methodological approaches. Fourthly, they have been selected to illustrate gender-related variation in a range of languages and

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