

Lingua Inglese 2A

Gender, ethnic varieties & Technical Scientific Languages

Plan of the day

- Gender
- Technical Scientific Languages (part 4)
- Passive, Subordination & Coordination, TAM
- AAVE

EXTRA-CLASS WORK:

In-class activity



- **Start a worksheet**
- It **MUST** be a small notebook size sheet (A5)
- On top of the page, write:
 - LAST NAME & first name (BLOCK LETTERS, please)
 - ID#
 - today's date
 - NO

SIGNATURE

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Gender

Let's correlate

linguistic features (pp 143-4)

to

linguistic strategies (p 144)

Gender: features (143-4)

Specific words of **women's interest**—"woman's work"—e.g.: *magenta*, *dart* (as used in sewing);

Very detailed **color terminology**; it seems that women discriminate more than men as far as color names are concerned: they will name *beige*, *ecru*, *aquamarine*, and *lavender*.

Tag-questions (after personal opinions): *She is a smart student, isn't she? Italians cook very well, don't they?*

"Empty" adjectives: are those that express an emotional reaction rather than conveying information. While *terrific* and *great* are examples of gender-neutral empty adjectives, *divine*, *charming*, *cute*, *adorable* are generally used only by women.

Intonation pattern which is used as declarative answer to a question, but has the rising inflection typical of a yes-no question. The effect is that as even though the person is the only one who has the information, she still seems hesitant. A: *Where are you going to write your paper tomorrow?* B: *Uh.. mb.. at the library...?*

Use of **hedges**. These are words or phrases that weaken or mitigate the effect of an utterance or its certainty: *well*, *y'know*, *kinda*. Whether those words work as hedges depends on the context.

Use of the **intensifier** "so": *I love you so much.*

Erudite style. Women used the prestige variants more often than men and the stigmatized one less often; they also tend to use more formal styles and registers.

Superpolite forms: use of euphemisms and non-use of "off-color and indelicate expressions;"

Avoidance of jokes: provocatively Lakoff claimed that "women have no sense of humor." Truth is that women tend to not tell jokes in large groups of people, particularly if men are present in these groups.

Speak "in italics": they tend to put double force into an utterance (to make sure that people see what they mean): think, for example, of the use of gestures.

Gender: strategies

Deborah Tannen (1994) identifies **linguistic strategies** that are ambiguous or polysemous. They can be interpreted both as evidences of **power** (dominance/subordination) and of **solidarity** (distance/closeness) on the basis of the context they are used in. Looking at a

- **Indirectness.** It is often associated with politeness and/or women's powerless language. E.g.: Two ten-year old girlfriends, Sarah and Julia, go to Julia's house after school on a rainy day. As they open the door, they greet Julia's mother, Paula, who says: **(1) I just cleaned the floor.** This is an indirect linguistic strategy used by Julia's mother in place of something on the line of: "*Take off your shoes, girls!*" Tannen (1994) shows that indirectness can both mean solidarity and power. She gives the example of a Greek father who says to his daughter "If you want, you can go." and the daughter understands that the father prefers her not to go. This way both the appearance (he didn't say *no*) and the power (he actually meant *no*) are preserved.
- **Interruption and Overlap.** While interruptions are associated with domination and lack of interest in what the other says or the will of imposing one's own thought, overlapping is instead seen as a friendly way to participate in a conversation. If there are speakers who always interrupt and others who systematically are interrupted, the interaction is **asymmetrical** or unbalanced. There is, therefore, **domination**. If all the participants either overlap or avoid overlapping, then the interaction is **symmetrical**, there is **no domination**.
- **Silence vs. Volubility.** Silence can be the evidence both for subordination and for domination. Think of a student who stays mute in front of a scolding professor. Think of the silence of a mother right after her seven-year old son breaks the glass vase he was not allowed to touch.
- **Topic Raising.** By raising a new topic in a conversation, one can dominate the conversation itself, but it is also possible that one does it to keep the conversation lively.

Gender

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linguistic features (pp 143-4)
to

linguistic strategies (p 144)

Not all linguistic items need to be related to a strategy.
Jot down how some of them are a function of the strategies.
Discuss 2 or 3 examples.
E.g. "speaking in italics" is a function of "topic raising" because it is a way to intrude in the flow of a conversation with a new topic making certain to be followed by other interlocutors.

Rhetoric of T-SLs 1/2

Look at these ads.

Technology without technicality

pdf

Technology with technicality

pdf

Rhetoric of T-SLs 2/2

Look at this ad and vid.

Insurance without technicality

pdf

Insurance with technicality

Insurance with technicality

Insurance with technicality

The grammar of LSP

Let's look at the comments on two technical-scientific texts

Text-book p. 152

Text-book p. 153

Text-book p. 154

Text-book p. 155(kids)

Passive voice

Using of the passive voice

“Errors were made”

“I didn’t get paid for my collaboration”

Text-book p. 80

Text-book p. 81

Text-book p. 83

Text-book p. 84

Text-book p. 85

Tense and Aspect

How many grammatical TENSES does English have?

What is the difference between:

L'inglese? Lo studio da due anni

L'inglese? Lo sto studiando da due anni

Aspect

“What is called aspect, on the other hand, deals with the internal constituency of actions, events, states, processes or situations. For instance, it may indicate that an action is completed or still ongoing.” [<https://plato.stanford.edu/entries/tense-aspect/>]

Aspect

Durative, habituated, progressive, inchoative/inceptive, completive, perfective (**MIND YOU** → punctual), imperfective (**MIND YOU!** → perfect...

It can be

Grammaticalized

Lexicalized

I used to go to the library everyday

She was talking on the phone when the fire started

You arrived when **they had just finished to organize their room**

When I was a child **my father would take me with him for fishing**

When you get the parcel gimme a buzz

I am on my way


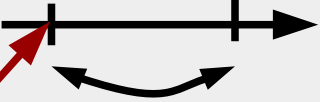

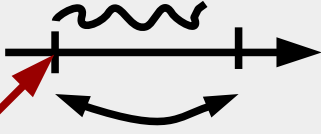
Finish it up!

I'm fixing to study for the exam

I was about to leave when the phone rang

Classify the aspect of the verbs in the sentences (or in the bold clauses) and place it under "grammaticalized" or "lexicalized".


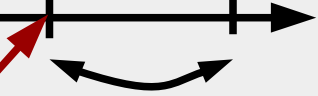


TENSE AND ASPECT

	SIMPLE	PERFECT <i>HAVE+ V-ed/en</i>	CONTINUOUS <i>BE + V-ing</i>	PERFECT-CONTINUOUS <i>HAVE+been+V-ing</i>
PRESENT				
PAST				
FUTURE				
				

The event in the example takes place here

TENSE AND ASPECT


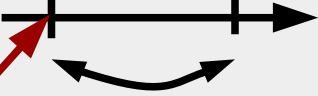


Complete the empty cells

	SIMPLE	PERFECT <i>HAVE+ V-ed/en</i>	CONTINUOUS <i>BE + V-ing</i>	PERFECT-CONTINUOUS <i>HAVE+been+V-ing</i>
PRESENT				
PAST				
FUTURE				
				

The event in the example takes place here

TENSE AND ASPECT

(*I/you* [to drive] *your mother home*)

	SIMPLE	PERFECT HAVE+ V-ed/en	CONTINUOUS BE + V-ing	PERFECT-CONTINUOUS HAVE+been+V-ing
PRESENT	...drive	...have/has driven	...am/is/are driving	...has/have been driving
PAST	...drove	...had driven	...was/were driving	...had been driving
FUTURE	...will drive	...will have driven	...will be driving	...will have been driving
				

See the examples in the next slide

The event in the example takes place here

Some tough cases

- **I will drive from home to the airport**
- *(no connection with other actions, the emphasis is on driving as opposed to going by train, bus or taxi)*
- **I will be driving from Rome to Florence when you (will) take the exam**
- *(the emphasis is on my driving at the same time of the exam)*
- **I will have driven from Roccaraso to Fiumicino before the 8 hour flight**
- *(the emphasis is on the driving before the flight)*
- **I will have been driving for hours when I will be able to rest**
- *(the emphasis is on the duration of my driving at the moment in which I will be able to rest)*

Mutatis mutandis, the same relationships apply to past and present perfect, continuous, perfect-continuous.

Remember: language and its grammar are relational not ontological! The choice of tense & aspect configuration depends on what is around the clause.

TENSE AND ASPECT – passive voice

(*your mother [to be driven] home*)


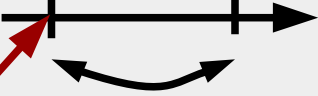


Complete the blank cells

	SIMPLE	PERFECT HAVE+ -ed/en	CONTINUOUS BE + -ing	PERFECT-CONTINUOUS HAVE+been+ing
PRESENT				
PAST				
FUTURE	...will be driven	...will have been driven	...will be being driven	...will have been being driven

The event in the example takes place here

TENSE AND ASPECT – passive voice

(*your mother [to be driven] home*)

	SIMPLE	PERFECT HAVE+ -ed/en	CONTINUOUS BE + -ing	PERFECT-CONTINUOUS HAVE+been+ing
PRESENT	Is driven	Has been driven	is being driven	Has been being driven
PAST	Was driven	Had been driven	was being driven	Had been being driving
FUTURE	...will be driven	...will have been driven	...will be being driven	...will have been being driven
				

The event in the example takes place here

Tense-Aspect & AAVE

Copula absence (eg <i>she nice</i>)
Completive <i>done</i> (eg <i>She done did it</i>)
Regularized <i>was</i> for past <i>be</i> (eg <i>We was there</i>)
Past for participle of irregular verbs (eg <i>I had went</i>)
Participle for past (eg <i>I seen it</i>)
Bare root past form (eg <i>Yesterday I run fast</i>)
Regularized past form (eg <i>I knowed it</i>)
Different past (eg <i>It riz up in front of me</i>)
<i>Finna</i> quasi auxiliary (eg <i>I finna do it</i>)

They have
did it
wrong

You done
studied for
the exam?

You finna have
dinner?

They was at the
bar when it
started snowing

I gone there
when I was a
child

They all
happy
when I
told them

They goed to
the park

I brang it
home

What verb-related feature of AAVE
applies in these examples?

Last year I buy it

Coordination and Subordination

Text-book p. 92

Text-book p. 96