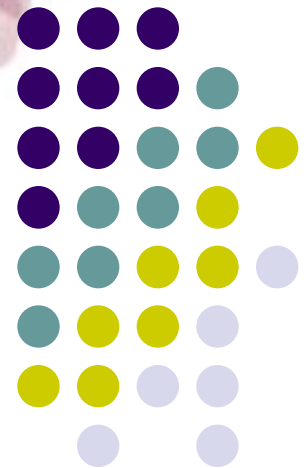


The Analysis of Speech Acts on Gender Construction in Dialogues in English Language Textbooks for Primary School Students

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Introduction

- Social construction of gender roles
- Definition of sex (biological) and gender (social)
- Previous research findings

Eisenman 1997:

elaborative talk and cooperative act to girls; boys to suppress their feeling

Poulou 1997:

Women more to ask questions and use the expressive language

- Publication of *On Balance: Guidelines for material writers in EFL*



WHY TO BE AWARE?



- Long-term effects on children's conception of roles and values of how women and men should behave in society (Kortenhaus, 1993); mothers at home, fathers at work (Zimet, 1976)
- BUT, depending on the background knowledge and experience (Wing, 1997; Balfour, 2003; Wharton, 2005)

Dialogues in English Textbooks



- One of the main characteristics of English textbooks
- Used as a model of conversing

Four textbooks analyzed in this study:

1. Go with English
2. Grow with English
3. Learning by Doing
4. Fokus

SPEECH ACTS: actions performed via utterances



The typology of Speech Acts:

1. Representatives: commit the speaker to the truth of the expressed proposition
2. Directives: attempts by the speaker to get the addressee to do something
3. Expressives: express a psychological state
4. Declarations: effect immediate changes in the institutional state of affairs and which tend to rely on elaborate extra-linguistic institution



Number of Participants

English Textbooks	Female	Male
Go with English	12	19
Learning by Doing	31	23
Grow with English	70	88
Fokus	4	20
Total	117	150



Number of Turn Taking

English Textbooks	Female	Male
Go with English	18	37
Learning by Doing	66	54
Grow with English	115	165
Fokus	19	66
Total	218	322



Speech Acts performed

Books	Expressives		Directives		Representatives	
	F	M	F	M	F	M
GE	13	29	4	9	5	12
LD	23	15	27	21	35	30
GrE	35	21	48	63	102	64
F	1	2	10	32	13	33
Total	72	66	89	125	155	139

Conclusion



- In terms of interactional talk and keeping social relationship smooth the females dominate (expressives)
- In terms of transactional talk:
Females tend to say things (the representatives)
Males tend to ask questions (directives): tendencies to control the discourse because they perform utterances that potentially get their addressee to do something



CONCLUSION

- Inequality in the number of participants and turn taking might lead to disadvantageous learning results.
- Consciousness of the number and quality of female and male roles does not mean sacrificing the textbook's primary role of facilitating language learning and teaching
- Indeed, the reverse could be true, a more encouraging representation of gender roles may itself facilitate this process

Dialogue



Read the dialogue below.

It is at Jelita's birthday party. There are many people there.

Paul : "Hello. My name is Paul.
May I know your name?"

Mark : "Sure. My name is Mark.
How do you do?
Nice to meet you."

Paul : "How do you do.
Nice to meet you, too."

(Martin is coming. Martin is Paul's friend.)

Martin : "Hi, Paul. Good afternoon!"

Paul : "Hi, Martin. Good afternoon!
Mark, this is my friend, Martin.
Martin, this is Mark."

Martin : "Hi, Mark. Nice to meet you."

Mark : "Hi, Martin. Nice to meet you, too."



Problematic

Jelita's girl name



Answer these questions.

1. How many persons are there in the dialogue?
2. Who are they?
3. Where are they?
4. Is Martin Paul's friend?

THANK YOU

