

PRIFYSGOL ABERYSTWYTH / ABERYSTWYTH UNIVERSITY

DEGREE EXAMINATIONS, SEMESTER 1

JANUARY 2009

EDUCATION

LEVEL 3

PAPER: ED32320 LANGUAGE AND GENDER

TIME ALLOWED: THREE HOURS

ANSWER THREE QUESTIONS

1. Explain and demonstrate why the studies of Robin Lakoff, Dale Spender and Deborah Tannen can be said to represent the deficit, the dominance and the difference frameworks respectively.
2. With particular reference to the theoretical basis of the study, discuss **EITHER** Mary Talbot's examination of the discursive construction of maternity **OR** Jennifer Coates's study on the construction of differing femininities.
3. Explain and demonstrate why **EITHER** Mary Talbot's exploration of consumer femininities **OR** Jane Sunderland's description of gendered discourses in the classroom can be regarded as an application of critical discourse analysis.
4. Discuss and evaluate the ways in which insights into language and gender have been applied to educational contexts in Wales and England in the past 20 years.
5. Outline some of the concerns in respect of gender and literacy that have arisen in the past 20 years. Critically assess some of the responses to the issue, for example central government reports and guidance, local education authorities' advice or academic research.
6. Discuss Deborah Cameron's view that gender-free language policies are 'the symbolic concession you can make to feminism without ruining your dominant status.'
7. Critically assess the phenomenon of linguistic intervention/language reform as initiated and implemented to promote gender equality.
8. Examine the implications of the deficit, dominance and difference approaches to language and gender within an educational context.