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Gender differences in English and Czech language use

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Prohlašuji, že jsem bakalářskou práci vypracovala samostatně a použila jen uvedených pramenů a literatury.

V Olomouci dne …………….…   ...….…………………
                                                                    Anna Uhrinová

ABSTRACT

The main goal of this bachelor thesis is to illustrate the connection of language as a system and society's thinking and how gender as a linguistic and sociological term is viewed. In the first part the terms such as language, sociolinguistics, and gender are introduced and explained. The second chapter compares two different languages, English and Czech. This comparison is illustrated in selected examples using linguistic gender. The juxtaposition proves that language usage affects peoples' thinking and their perception of gender as a sociological term. The last part describes the history of the two surveyed languages of one language family and how society views gender as a social role which affects the language they speak.

CONTENT

INTRODUCTION

Gender differences, English and Czech, and the language usage are the three main fields for this topic which are covered in this thesis. Language as a means of communication has been formed over the course of many years and it is used every day by people all over the world. Through time, these societies which speak different languages have been changing. This change in people's thinking and speech is based on the historical evolution of humankind. This thesis regards society as a group of individuals consisting of both a female and male sex as their biological feature and their gender status as a social characteristic. (Genomic resource centre, © 2021) Those individuals may feel as one of many genders. Gender identity is based on person's perception of themselves. The Telegraph, a respected British publication, stated that Facebook in the US caters for users by giving them the option to choose from fifty genders. British users of the same social media platform have the opportunity to select from even more than seventy gender types. (Williams, 2014) Because gender is on a spectrum, this thesis is focused only on those who feel, act, and speak as a man or a woman.

The theory of linguistic relativity has been speculated on for hundreds of years and puts forward the question whether the mother tongue affects people's thinking. (Lucy, 1992). The so-called Sapir-Whorf hypothesis manifests the impact of language on society. This thesis is focused on the two different language branches, more precisely amongst the English-speaking and Czech-speaking societies. It reviews how English, as natural gender language, and Czech, which is based on grammatical gender, affects the thinking of the people using them and is demonstrated in the attitude of the given societies towards gender as a social role. The key concept of this thesis is represented in the second chapter which deals with the linguistic point of view and in the third chapter which describes the historical background of the two societies. Both aspects affect the thoughts of people and how they perceive gender.

As the title may suggest sociolinguistics plays a significant part in the matter of gender differences in language. The topic of language and gender has been observed by many linguists and they agreed that in the circumstance of language, gender is reflected by the public belief, the cultural and historical background of the community. (Dong, 2014, p. 93) This thesis highlights how the two surveyed languages, English and Czech, consider gender differences in language use which are based on historical changes in their societies and linguistics.

To summarise, this bachelor thesis focuses on the following goals. The first goal is to enlighten the differences in evolution of the two surveyed languages, English and Czech both

belonging to the same Indo-European language family but to different language branches. Second, to observe mutual and diverse aspects of their history. Next goal is to point out the influence of the evolution of society on language formation and gender equality. Lastly, this bachelor thesis describes the current gender specifics of both surveyed languages and presents their mutual differences through selected examples in scientific literature.

1   DEFINITIONS OF TERMS

Talking about the topic of language and gender differences there is a need to explain the keywords such as language, linguistics, and gender. Explanation of the principal words is fundamental for a proper interpretation and understanding of this thesis.

1.1   Language as a system

In order to talk about gender differences in language use, there is a need to explain that language as a part of culture differs according to previous history of each country. In the Cambridge dictionary the word 'language' means "a system of communication consisting of sounds, words, and grammar, or the system of communication used by people in a particular country" (Cambridge Dictionary, © 2021). For this thesis the latter definition is more suitable.

Language may be used verbally or in a written form. People, when talking, use words to express their thoughts. Each word has an exact meaning and therefore we can describe anything that we think. Yet it is essential to bear in mind that sometimes the words we use are not sufficient to this task. The non-verbal aspect of communication completes the connotation of our saying. "Conversation is a speech event which involves a mutual exchange of information, thoughts, ideas, and emotions which takes place on a here-and-now level and is therefore both a social and psychological, as well as linguistic activity." (Oreström, 1983, p. 21). Crystal (2007, pp. 147-152) suggests that writing and speech are two different types of communication, yet both are commonly used to express people's thoughts. Speech is enriched by nonverbal expressions and the written form is easily accessible. Therefore, this thesis does not concentrate on the nonverbal communication rather on the usage of language.

Language as a system of figures, and signs is used by people to communicate with others within their given society. "When you know a language, you can speak and be understood by others who also know that language." (Fromkin, 2018, p. 2) The relationship and familiarity with a specific community is important in order to understand the full meaning of the characteristics of its language. Language links the style of language used like phonology or grammar, linguistics, with the history and culture of its society.

1.2   Language Families and Their Culture

The definition of language family, according to the Oxford online dictionary, is a group of languages deriving from a single ancestor or parent language. Indo-European is the largest

language family. This compound word indicates that in geographical terms, its ancestors came from areas located in Western Asia such as India, Irania and Turkey and Europe. The connection among Indo-European languages may be seen in their morphology and syntax as can be noted in verbal and nominal inflection. (Indo-European Languages, © 2013)

English and Czech belong to the same language family. They are both among Indo-European languages. However, English is classed as a Germanic language and Czech belongs to the West Slavic branch of language. (Eberhard, © 2020) Thanks to the examination of common word-stock, the ancestors of Indo-Europeans were probably pagans who lived in villages, domesticated animals and had a society controlled by men. (Indo-European Languages, © 2013)

According to the Britannica (© 2021), Germanic languages spread from the south of Scandinavia and the north of Germany. English, originating in England, therefore belongs to the West Germanic branch. Thanks to immigration it spread to the United States, Canada, Australia, and other British colonies.

Slavic originally started in the area known in the present day as Poland and the Ukraine and expanded towards the Balkans, central Europe and eastwards to Russia. Not only do the dialects in each branch differ, but it should be noted that different vocabulary may also cause some misapprehension. (Britannica, © 2021) Yet, Czechs and Slovaks understand each other. Once those two nations were a united republic called Czechoslovakia. As stated before, Czech and Slovak belong to their own West Slavic branch. (Čmejrková, 2003, pp. 27-28)

Indo-European society was patriarchal, and male dominated. A husband did not obtain his wife's relatives whilst she became a member of his family. According to Goody, who compared Meillet and Thieme it is said that "A woman refers to her husband's kin and no terms at all by which a man refers to his wife's family." (1959, p. 88) This historical and cultural background, where the masculine gender played a main role, is the cause of Indo-European languages evolving in a generic masculine type.

1.2.1 English as Germanic Language

English as a lingua franca has its origin in England. The name was given by the Angle ancestors who were Germanics. The survey *The most spoken languages worldwide in 2021* (Szmigiera, © 2021) published that nowadays almost 1 350 million people all over the world

speak English. It spread thanks to colonization in the Elizabethan Era to modern North America, Australia, southern Africa, India, and some of their neighbouring islands nations.

The United Kingdom of Great Britain and Northern Ireland consists of five different countries with several different languages. The reason why Irish, Scottish Gaelic, and Welsh differs from English is because they are from another language branch called Celtic. On the other hand, English and even Scottish belong to the Germanic languages. (Eberhard, © 2020)

An Illustrated History Of Britain guides its readers through the whole history of English as a Germanic language, which originated with the Anglo-Saxons, was influenced by Latin and lately even by French. Celtics settled in the north and Anglo-Saxons, whose culture had the strongest impact on England, stayed mainly in the southeast. They used Latin due to the impact of Rome and its Roman Church. When the Normans came, they brought their religion and language and it is that period that is associated with what is known as Middle English. Anglo-Saxon English became less polite than French. French was established as the elite language of educated people. The French did not conquer the old Anglo-Saxon language but still it influenced them. Fortunately, the intrinsic Englishness did not fade. The British were proud of their language and their culture. During the reign of the Tudors, English had many dialects and so standardized English was, at best, a trying language to be taught. With Elizabeth's I. blessing colonisation meant that English spread across the ocean and many new accents evolved. The English were a very proud nation, where married women had greater freedoms than in other European countries. On the other hand, unmarried women could only resort to becoming nuns or housekeepers in order not to become homeless. In Great Britain religion has always played an important role. They fought because of it and in the name of faith, they even killed their rulers. Puritanism had an enormous influence on the language and thanks to the translation of the Bible, English spread. England was also somewhat different from other countries due to the institution of its Parliament and the power it wielded the Crown. (McDowall, 2008, p. 11-85) Still, as the article in Express (Doyle, 2020) confirms, The British royal family has always been popular all over the world.

English is one of the most commonly spoken languages and its words or phrases used in other languages mostly without any changes are called Anglicism (Cambridge Dictionary, © 2021). Although English borrows foreign-language words too, in the relation to the Czech language, it is especially noteworthy that Czech frequently uses English loanwords like *chat*,

hands-free, web, mentor, gender, last minute, outfit, party, wellness, and many others. (Mravinacová, 2005b, pp. 187-189) Nowadays, due to the worldwide exportation of modern technologies, computer science, and generally the internet, English found its way to almost the whole world and became the universal language.

1.2.2 Czech as Slavic Language

Czech, as well as the language of Slovakia, are from the west Slavic branch of Indo-European language family. (Čmejrková, 2003, pp. 27-28) It is an old language of a small nation, which persisted especially for the sake of a spoken word. Being a small country in the heart of Europe, it was affected by bigger and powerful neighbouring nations.

Proto-Czech as a Proto-Slavic language is dated to a period commonly named the Great Moravia, which was the first state in the territory of today's Czech Republic. (Němec, © 1997-2021c) In 863, Cyril and Methodius were invited to spread Christianity among heathen Slavs who were influenced by East Francia. They spoke Old Church Slavonic, the language of the Slavic tribes. Old Church Slavonic became more popular than Latin, despite being suppressed. Latin remained the main literary language until the 13th century. Yet Old Slavic prefigured the evolution of Czech language during the feudal era. (Havránek, 1951, p. 84-85)

Until the 13th century, when the oldest extant Czech sentences were found, Latin was the official written language in the Kingdom of Bohemia due to its liturgical texts. (Havránek, 1980, p. 27-28) Thanks to the Přemyslid and Luxembourg alliance through a marriage, the King of Bohemia and the Holy Roman Emperor Charles IV. was born. In 1348 Charles University, the first university in the Lands of the Bohemian Crown, was established. (Němec, © 1997-2021b)

Another important milestone can be dated to the beginning of the 15th century. Jan Hus, Czech theologian, philosopher, and rector at Charles University, probably wrote *Orthographia Bohemica* (Voleková, 2019), in which the first modern Czech spelling was introduced. Jan Hus wrote the Czech alphabet with new diacritical letters using 'nabodeníčka', dots over letters, nowadays diacritical marks called 'háček'. Czech lands were, until then, under the control of the Roman Catholic Church so many texts were written in Latin. Thanks to Jan Hus, Czech as the standard language evolved due to advances in the progress of education. John Amos Comenius's texts were written in Latin, German and Czech. His greatest works *Labyrinth of the World and Paradise of the Heart* and *The Great Didactic* were created in his native language, the Czech language. He, as well as Jan Hus, were Protestant philosophers and

moreover, he was a writer and became known as the Teacher of Nations. Thanks to Comenius, the Czech language did not fade, and to the contrary he managed to strengthen its position at least until the 17th century. (Havránek, 1980, p. 43-72) Its importance was later maintained by other many authors such as Josef Dobrovský, Božena Němcová, and Josef Jungmann during the Czech National Revival. As Jungmann said "Czech is the one who speaks Czech." (Němec, © 1997-2021a) Since 1848 after the Revolutions, Czech was emancipated and its position in contrast to German strengthened. (Havránek, 1951, pp. 90-92) Czech during communism is widely discussed in the chapter *3.2.2 Czech-speaking Society.*

The Czech language was influenced by Latin as mentioned before, during the Habsburg dynasty and in the first half of the 20th century strongly by German, by Russian due to the influence of the communist regime in 1948-1989, and nowadays by English. English is currently used as a universal IT language, as well as a standardized language in both the film and music industries, a factor which affects many cultures and languages, including Czech. (A quick history of the Czech language, © 1997-2021) Mravinacová (2005b, pp. 187-189) agrees that penetration of foreign words into Czech language is well-known reality and that nowadays there is a dominant influence of English over other languages, even Slavic. She presents a long list of examples of new words which have found its way to Czech either to be used in information technologies, such as *firewall*, *chat*, *spam*, *web*, *level*, in music industry, like *gypsy*, *trance*, *hip hop*, *oldies*, or in sociology such as *gender*, *labelling* and in many other spheres. Sometimes, it is not by a new word but by a new meaning of an existing word, how English influences Czech. In accordance with dominance of English in information technologies, typical examples can be found in computer terminology. To list some of them, there are new meanings for words *myš*, *hradba*, *koš*, *nabourat*, which originally stood for *mouse* as an animal, *rampart*, *trash can* or *basket*, *to crash*, and now stand as well for a *mouse* as specific hardware equipment, *firewall*, *trash*, and *to hack*. (Mravinacová, 2005a, pp. 183-185)

1.3   Linguistics

Before particular grammar topics are discussed, there is a need to further explain the content of this chapter. Linguistics is a scientific study of language with many fields. One of them is philology which studies the history of one specific language or a group of relative languages and their literature. For example, Bohemistics, the study of Czech and its literature. (Mareš, 2014, p. 8)

Linguistics as the science of language is a modern term from the 19th century when the comparative method formed. Until then, there were only thoughts and theories with no methodology. Linguistics questions have been asked since Ancient Greece. Grammar has been explained since the 2nd century BC, when the first known author of grammar Dionysios Thrax lived. (Mareš, 2014, p. 25) During the Middle Ages when Christianity was starting to spread around the world, new writing systems evolved. The script was used to publicize the Bible among pagans, who spoke different languages. For Slavic tribes, script originated in Latin and Greek. The Cyrillic script in Eastern Europe derived from Glagolitic and Greek script. (Černý, 1989, p. 64) Because Latin was the only accepted standard language, its grammar was taught by Roman grammarians. As the Britannica (© 2021) presents, Priscian whose works taught Latin grammar, was disputed by the speculative grammarians of the 13th century. Speculative grammar, in the meaning of Latin's speculum (mirror), seeks the logic in language, which makes grammar more coherent and therefore even universal for all languages. Its questions created semantics, the study of meaning.

Linguistics as a new language discipline was born in the 19th century. There are many contemporary paradigms such as the historical and comparative method, generative (universal) grammar, and interdisciplinarity. Noam Chomsky, one of the best-known contemporary linguists, combined the scientific study of language with cognitive psychology, and the nature of language in relation to mind. (McGilvray, 2021) In *Language and Politics* (Chomsky, 2004, pp. 205 - 209) Chomsky answers Hockett's question, namely "Is the grammar that is produced by the procedures an accurate representation of the mental reality?" and also agrees that there is a strong connection between language use and mentality.

Linguistics combines with social or even natural science like psychology, history, physics, mathematics and maybe surprisingly computer science. The term Philology, which is known nowadays only as the study of literature, had once also comprised the science of languages. (Černý, 1989 p.7) Modern separate linguistics integrating with other scientific studies creates new fields of study, e.g. sociolinguistics, which is going to be described in the following paragraph.

1.4   Sociolinguistics

Sociolinguistics consists of two words: sociology and linguistics. Linguistics was discussed in the previous part *1.3 Linguistics*. Sociology, a term firstly used by Auguste Comte in the 19th century, studies the structure of human society. (Černý, 1989, p. 70) Sociolinguistics

studies the relationship between language and society, uses sociological methods in linguistics, and detects how language is affected by social factors such as class, profession, age, race, and gender. (Hickey, p. 1-2) For the purposes of this thesis, the latter is fundamental. Gender as one of the social roles will be widely discussed later in separate chapter *1.5 Gender*.

Generally speaking, everyone has several social roles in a specific community. Since childhood we have the role of a family member, citizen, pupil, friend, and many others. In everyday life in different situations we play roles according to expectations of a specific social group. Society as "a group of people who are drawn together for a certain purpose or purposes" (Wardhaugh, 2015) is affected by culture. Connection between language and culture may be seen studies such as ethnolinguistic, or anthropological linguistics (Černý 1989, p. 71), (Hickey, p. 1).

In consideration of language as a system of communication used by people in their specific society, the term 'speech communities' (Hickey, p. 13) describes such connexion the most accurately. Macro-sociolinguistics and micro-sociolinguistics both analyse speech communities. Macro is aimed at nations and bigger communities that use the same standard language in their country. Sociology of language (macro-sociolinguistics) in a context of specific culture, education, and policy deals with multilingualism, bilingualism, language correctness etc. On the other hand, micro concentrates on the interaction of individuals influenced by social factors (Sangia, 2014, p. 3). G. Berutto in Černý (1989, p. 78) differentiates five factors affecting language usage where one of them is gender.

Sociolinguistics determined as a study of the connection of language and society was described by Hudson (1996, p. 1) and Mareš (2014, p. 63). The speech of communities differs according to its dialects, social factors, and the context of a specific situation. The language into which people were born not only influences their view on the community around them but also the whole world. And society has an effect on their use of language. Whether society affects language or is it the other way round is discussed in the Sapir-Whorf hypothesis, which is included in the next chapter. This thesis is inspired by this hypothesis, in order to prove that language affects society and that society affects language use, regarding gender as a social factor and as a component of linguistics.

1.4.1 The Linguistic Relativity

There is a need to understand what the Sapir-Whorf hypothesis, or in other words "linguistics relativity" is about, because the whole thesis is inspired by its thoughts. The line

between language and linguistics, especially sociolinguistics, and the culture of a particular society is not clear. Likewise it is ambiguous which one alters the other.

There may be a question whether language developed because of society or if it was the other way around. As stated in Modrak (2000, p. 1) through history many, including Aristotle, tried to deal with this relativistic conundrum. According to Modrak, Aristotle saw the connection of speech as an expression of the soul and the language as a system of symbols. Yet Sapir and his student Whorf promoted this hypothesis the most. Sapir's theoretic opinions were radicalised by Whorf who tried to show practical examples of it. Petrusek in *Sociologická encyklopedie* (© 2018) explains that language is not only formed by society but also forms methods of how the material and social reality is seen and understood. Černý (1989, p. 90) represents Sapir's three main theories. People think in their mother language, which affects their comprehension of the outside world. People raised with a different mother tongue see characteristics of the outside world differently. People learn about the other worlds by different means through one specific language which does not describe the same world but a whole new world.

Whorf (1956, pp. 211-214) compared the science of linguistics and actual language usage to playing billiards, the science to how the billiard table works and the usage to physical participation in the game of billiards. People use linguistic systems to describe their thoughts. He continues that even though the grammar alters, in case of the Indo-European languages the history connects them and therefore, the speech communities may have similar view on the world. Although English and Czech are two different languages with different grammar, they both have the same origins.

1.5   Gender

As this chapter's title suggests, the whole issue of gender is going to be discussed. Firstly, the term 'gender' must be explained. Lips in her *Sex and Gender: An Introduction* (2020, p. 7-8) talks about two connected terms: gender and sex. Gender may be understood as a synonym for sex as it was in history. The same opinion is shared by Downes (1998, pp. 203-204). However, gender does not mean the same as sex and likewise it does not equal being either a male or a female, or either a man or a woman. Moreover, sex is based on biological characteristics like genitalia. Basically, it only differentiates a human body whether it is male or female according to their physical features. Quite the reverse, gender has less clear lines. It is not only the physical appearance, it is rather a mindset of an individual, their

perceptions of a gender identity, typically based on the sex but especially how an individual feels and how they see themselves within the society of which they are a part.

"One is not born, but rather becomes, [a] woman." (De Beauvoir, 2011, p. 330) Gender identity means how people identify themselves, if they rather choose masculine or feminine, both or none. It does not necessarily correspond with their sex. British professor of sociology Ann Oakley in her *Sex, Gender and Society* also sees gender as a cultural issue, the society's perception of what is 'masculine' and what is 'feminine'. "To be man or a woman, a boy or a girl, is as much a function of dress, gesture, occupation, social network and personality, as it is of possessing a particular set of genitals." (Oakley, 2015, p. 115) Having said that, one can perceive gender more like a complex spectrum of many levels rather than a fixed concept. That brings us to another key thing, the variability of gender. The questions like how many types of gender we have and who is a man and who is a woman are too complex and rather complicated. That is why this thesis focuses only at the two most common genders – manhood and womanhood.

1.6   Grammatical Gender

Gender as an abstract grammatical category carries a different meaning than the previously discussed term gender, despite the fact that gender linguistics links linguistics and the sociological term gender as a social role. Grammatical gender is connected especially with linguistics and the rules of a specific language. And it does not necessarily correspond with biological gender. There are three genders in both surveyed languages, masculine, feminine and neuter. They affect nouns as a part of speech and mark pronouns; and in Czech even adjectives, numbers, and verbs by agreement. The form of the word classes changes but the meaning is still the same. (Britannica, © 2021) As it is said in Wheeler (1899, p. 529), things were "freely sexualized", because people humanized them and gave them a grammatical gender. Grammatical agreement applied in gendered languages does not exist in languages like English.

There are three groups of languages: grammatical gender languages (e.g. Czech, German), natural gender languages (e.g. English, Norwegian), and genderless languages (e.g. Finnish, Turkish). In the case of natural gender languages, the grammatical gender corresponds with the biological gender. In contrast to grammatical gender languages, nouns carry assigned grammatical gender which markers other word classes. (Prewitt-Freilino et al., 2012, p. 269).

1.6.1 English as Natural Gender Language

English is based on the biological gender, "the he-ness and she-ness inhere in the objects, not the names". (Wheeler, 1899, p. 537) As said above, natural gender languages express the grammatical gender according to the biological gender which separates the inanimate nouns and pronouns from the ones for people and animals.

The female and male terms are nowadays becoming neutral by using one of the generic forms. *Actor* and *actress* have nowadays a neutral form *actor*, or for *chairman* and *chairwoman* would be used the common noun *chair*. It is possible to distinguish the gender by already mentioned suffixes -**man/-woman**, and feminine -**ess**, or by adding gender-specific **female** or **male** like *male readers, female readers*. (Cambridge Dictionary, © 2021) (Dušková and Kalenská, 1994, p. 83-85)

Common and plural nouns do not indicate the gender, so there is a need to know who is being described. The following example sentence shows the usage of common nouns. *Every student has to hand in his or her paper today.* Using only one of the pronouns 'his' or 'her' would be inappropriate because it is not obvious whether the neutral title characterizes a man or a woman. Another way to refer to a common noun is by using neutral pronoun 'they'. *Every student has to hand in their paper today.* (Quirk et al., 1985, p. 770) This option is widely discussed in the paragraph *2.2. Gender-neutral Pronoun VS Generic Masculine*.

1.6.2 Czech as Grammatical Gender Language

Czech as well as other Slavic languages according to Čmejrková (2003, pp. 28-29) has three gender categories: masculine, feminine, and neuter. Only the masculine gender is divided into animate, for living beings, and inanimate, for things. Further, she points out five word classes which are inflected by the grammatical gender (in Czech 'rod'): nouns, adjectives, pronouns, numbers, and verbs. They are known as 'slova ohebná', this term has no accurate English translation.

In the case of grammatical gender of nouns, the endings for masculine nouns are typically consonants (*muž, pes, hrad*), feminine nouns are often ended by an -a (*žena, fena, škola*), and the neuter ends with a vowel (*dítě, štěně, město*). Not all names' gender are obvious, some of them are not based on the sex of the living beings like *kos* (blackbird) for masculine, *pěnkava* (chaffinch) which is feminine, *káně* (buzzard) and *děvče* (a girl) as neuter. This lexical problem is discussed in the next paragraph. The gender agreement of adjectives is basically

the same as nouns. It has three endings, one for each gender: **-ý**, **-á**, **-é**. The endings indicate the grammatical gender of the word; therefore, it is necessary to know a person's gender and an animal's sex to be grammatically correct. (Naughton 2006, p. 16-18) (Dušková and Kalenská, 1994, p. 82)

Other named word classes are affected by the gender agreement as well. Thanks to this, in Czech it is obvious which gender is being discussed and even, in most cases, the sex of either the people or animals being referred to.

1.7 Lexical gender

Kroupová (1980, p. 49) explains that the lexical meaning of a word presents a relatively concrete context of real subjects, in contrast to grammatical meaning which holds only grammatical functions of words not their connotation. In this example words *mother* and *father* have a lexical meaning of someone, who is a parent. Lexical gender is very often based on the sex of a person or an animal. English and Czech are similar in the case of gender-specific and gender-neutral parts of speech. They both have words only for males and females (*brother, mother, fawn, doe*), and neutral names (*person, animal*). (Prewitt-Freilino et al., 2012, p. 270)

2 GENDER SPECIFICS OF BOTH SURVEYED LANGUAGES

As Crystal (2007, p. 313) said "In many countries, there is now an awareness which was lacking a generation ago of the way in which language can reflect and help to maintain social attitudes towards men and women." The question is whether societies using gender-neutral language perceive men and women more equal than societies speaking grammatical gender languages.

In the following paragraphs there will be described how the linguistics and the sociological gender affect language speakers and their use of language. This thesis focuses on the grammatical and lexical gender effects, the sexism, and genderlect that have an impact on people's thinking and perception of gender as a social role.

2.1 Grammatical and Lexical Gender Effects

The Whorf's relativity regards that the languages people speak and their thoughts are mutually connected. (Whorf, 1956, p. 214-215) This can lead us to understanding of how languages based on grammatical or natural gender influence the view on biological sex and gender.

2.1.1 Nouns

Nouns are defined by the Merriam-Webster dictionary as the largest part of speech which functionates as the subject in a sentence, can be substituted by pronouns, and they refer to people, animals, things, places, qualities, ideas, or actions. This part focuses only on nouns indicating people and animals, because of their biological sex and gender which normally determines the gender of the noun.

The biological gender comes across with grammatical gender. As Cambridge Dictionary (Nouns and gender, © 2021) shows, English as a natural gender language has nouns which are typical masculine (*chairman*), or typical feminine (*chairwoman*), and general gender-neutral nouns (*chairperson*). English transformed the previously merely masculine (*waiter*) and feminine (*waitress*) terms into common nouns (*waiter*), the feeling of using gendered names gradually decreased and became unisex. Gender in English uses standard nouns for both sexes. It looks easier to follow and does not discriminate either females or males.

On the other hand, as Čmejrková (2003, pp. 41, 43-44) Czech still insists on differentiation and derivates the masculine into feminine forms, exceptionally the feminine into masculine forms. For example, the male job titles *předseda, prodavač, obchodník (chairman, salesman, businessman)* transform into feminine versions *předsedkyně, prodavačka, obchodnice (chairwoman, saleswoman, businesswoman*) and vice versa *modelka, feministka (female model, female feminist)* into *model, feminista (male model, male feminist).* Female forms are formed by suffixes -**yně**, -**ka** and -**ice**, therefore, they may be seen as secondary. The problem of viewing women as the second sex is widely discussed in the last part, *3 Language and Society.*

There are solutions to maintain gender balanced by using the splitting *učitel/ka (male/female teacher)* or writing out both forms *učitel and učitelka (male teacher and female teacher).* Another method to stay gender-neutral in Czech is by using 'double gender nouns' or 'conversions of adjectives', like *mluvčí, průvodčí (spokesperson, conductor)* and *předsedající, pokladní, vedoucí* (*chairperson*, *cashier, head*). (Čmejrková, 2003, pp. 37-40)

Čmejrková (2003, p. 43) further introduces the gender derivation of surnames which indicates a woman. Last names do not change in English (*Newman*), however, it is very common in Czech even for foreign surnames. Many women's last names end with -**ová** (*Nováková*) or they are inflected as adjectives where the ending -**ý** (*Nový*) for men changes to -**á** (*Nová*) for women.

The lexical gender in both languages is represented in the whole word. Some of the names are based on the sex (gender) of the subject and it usually makes pairs like *groom/bride, uncle/aunt.* For animals there are also male and female terms *bull/cow, dog/bitch.* English uses 'he' and 'she' only in case of people and pets. The pronoun 'it' is typical for animals except pets. Animal names are often used in its neutral term. For example, *dog* is considered neutral, even though there is a typically male form *dog* and a female form *bitch.* (Nouns and gender, © 2021) This applies in the Czech language as well. Usually one of the forms is used as a neutral term. Using the same example as before in English, for a dog there is a feminine gender *fena,* but the masculine form *pes* is typically used for both sexes. Czech often distinguishes the grammatical gender of people and animals according to their sex. Therefore, there are typically masculine and feminine words like *muž* and *žena.* (Dušková and Kalenská, 1994, p. 84) There are also lexical-gender neutral titles called epicenes which have

a grammatical gender not based on sex, like *člověk* (person) as a masculine form and *osoba* (person) as a feminine form epicene. (Čmejrková, 2003, pp. 33-35)

The neuter is viewed differently. As it was already said, the neutral gender in English as natural gender language is used for animals and things. Czech is different because the language is based on the grammatical gender, which does not necessarily correspond with subject's sex. Another difference between English and Czech is that the latter distinguishes animals' grammatical gender. (Dušková and Kalenská, 1994, pp. 82-83) Both languages have three genders including neuter, the usage differs according to the categorisation of them as a natural or grammatical gender language.

2.1.2 Adjectives

Adjectives illustrate, specify, and more clearly characterize nouns. They are principally positioned in front of a noun. In the case of the Czech language, adjectives change according to the grammatical gender of the object. In English, because there is no grammatical agreement, adjectives remain the same for every gender. (Dušková and Kalenská, 1994, p. 141)

The chapter *2.1.1 Nouns* focused only on humans and animals, so these next examples concern only people. English's adjective *good* is used for both sexes: *good boy* and *good girl*. Praising in Czech by the word *dobrý* as a generic masculine is used only for males, for females the ending has to change. The noun-adjective agreement then appears as: *dobrý kluk* and *dobrá holka*. (Naughton 2006, p. 52) In the sentence *This is a kind teacher*. English's unchanged adjective makes it easier to stay gender neutral. In Czech it is crucial to know and respect the noun's gender. Therefore, the male teacher would be *Toto je laskavý učitel*. and female teacher *Toto je laskavá učitelka*.

The neutral gender is used in Czech not only for things but also for people, on the other hand English's neuter is used only when speaking about things or animals except those that humans have a relationship with. For instance, *child* is an English common noun which refers to a human being of one or the other sex. In Czech it also refers to a person, however, the neuter would be used. As previously the adjective *good* remains the same in English (*good child*), but Czech's neutral gender changes it into *dobré dítě*.

Another important aspect which is connected to lexical gender is the inclination toward using adjectives for a certain gender. It is valid for both surveyed languages. The preferences of words are connected to semantics which is a linguistic science concerning the meaning of

words and phrases. There are words which would not ordinarily be used for women, such as *handsome* and, conversely, *beautiful* for men. It may pose a question whether this distinction is sexist. The point of view on sexism is shown in the paragraph *2.3 Sexist language*.

2.1.3 Pronouns

In English as natural gender language only reflects whether the noun is a male or female human being or a pet using the pronoun *he* or *she*, or inanimate objects using *it*, which corresponds with the Czech personal pronouns *on* (acc. *ho*), *ona* (acc. *ji*), and *ono* (acc. *ho*). That English does not match up with Czech is shown in the model sentences used in the textbook *Czech: An Essential Grammar*. (Naughton 2006, p. 81)

Example in Czech: *"To je krásný dům. Vidíš **ho**? Podívej se na **něj**."*
Translated to English: *"That's a lovely house. Do you see **it**? Look at **it**?"*
Literal translation: *That's a lovely house. Do you see **him**? Look at **him**?*

Example in Czech: *"To je krásná zahrada. Vidíš **ji**? Podívej se na **ni**."*
Translated to English: *"That's a lovely garden. Do you see **it**? Look at **it**?"*
Literal translation: *That's a lovely garden. Do you see **her**? Look at **her**?*

Example in Czech: *"To je krásné auto. Vidíš **ho**? Podívej se na **něj**."*
Translated to English: *"That's a lovely car. Do you see **it**? Look at **it**?"*
Literal translation: *That's a lovely car. Do you see **it**? Look at **it**?*

The gender-neutral articles and demonstrative pronouns would be translated into Czech according to the gender of the following noun as *ten*, *ta*, and *to*, which refers to masculine, feminine, and neutral gender of nouns. To give an example, in Czech a feminine pronoun *ta*, as in *ta žena* (*the woman*), is used for *a book*, which would then be literally translated as *she book*. The situation that Czech's translation of the English neutral gender and, that demonstrative pronouns needs a connotation of grammatical gender of translated noun is the same in the masculine and neuter genders.

Translated to English: *Do you know **this** book? Yes, **it** is good.*
Example in Czech: *Znáš **tuhle** knihu? Ano, **ta** je dobrá.*
Literal translation: *Znáš **toto** knihu? Ano, **to** je dobré.*

English is not attached to differentiate the gender. The Czech dutifully differentiates the three genders and yet on the other hand it has a possibility of one-word verbal sentences. This is a topic for the paragraph *2.1.5 Verb-subject agreement*.

2.1.4 Numbers

Another grammatical category which is affected in Czech by the grammatical gender are numbers. The endings relate only to the ordinal numbers and the cardinal numbers one and two. The cardinal number jede**n**/jedn**a**/jedn**o** is inflected as the demonstrative pronouns and the number two has a form for masculine dv**a** and for feminine and neuter dv**ě**. Ordinal numbers are declined as adjectives. (Naughton 2006, pp. 113,118) The English language's numbers are in another word class that are not changed by any gender.

2.1.5 Verb-subject agreement

In Czech, verbs are inflected by gender as well. Czech grammar is specific about the subject-verb agreement, which reflects the gender and masculine animateness. Contrarily to English, the three genders have different forms in the past tense, and the passive voice, in both the singular and plural. (Čmejrková, 2003, p. 28) The need of knowing the subject's gender is best shown in the past tense in the third person where English, in contrast to Czech, does not inflect verbs.

In past participle Czech displays the grammatical gender by the verb form, but the English language's verb is not inflected and gender is expressed in the subject by the pronoun. On the other hand, in present tense Czech, by not including a subject a word can remain gender neutral, however, English needs a subject to be present in a sentence. Corbett (1991, p. 12) mentions 'pronominal gender system' in English which means that only personal, possessive, and reflexive pronouns indicate the grammatical gender. Naughton (2006, p. 135) demonstrate that in the next sentences.

Example in Czech: ***Má*** *kufr.* ***On má*** *kufr, ale* ***ona nemá***.
Translated to English: ***He/She has*** *a suitcase.* ***He has*** *a suitcase, but* ***she hasn't***.

Dušková and Kalenská (1994, pp. 368, 385) agrees that Czech has the one-word verbal sentence without subject, which does not exist in English.

Example in Czech: ***Myslí*** *to dobře. Jistě to* ***myslel*** *dobře.*
Translated to English: ***He/She means*** *well.* ***He meant*** *well.*

Grammatical gender in Czech shows the inanimateness only in its masculine gender. Therefore, the Czech language requires a grammatical rule concerning the verb-subject agreement. In the case of the plural masculine animated noun, the past participle has the ending '-i'; otherwise there is '-y'. Both suffixes are pronounced the exact same way, so when speaking, it is not possible to see who is being talked about, but it is understood thanks to the context. (Čmejrková, 2003, p. 29) Naughton (2006, p. 140-142) shows the differences in the past tense in plural.

Example in English: *The boys were waiting. The girls were waiting. The children were waiting.*

Translated to Czech: *Chlapci čeka**li**. Dívky čeka**ly**. Děti čeka**ly***

Čmejrková (2003, pp. 30-31) displays in the following example that male animated gender dominates the other genders.

Example in Czech: *Muži š**li**. Ženy š**ly**. Jeden muž a tři ženy š**li***.

Translated to English: *Men went. Women went. One man and three women went*.

The differences between English and Czech are obvious in the past participle. In Czech, according to the given examples, it is essential to know the grammatical gender, which sometimes means the necessity to know the gender identity of the mentioned people. On the other hand, English has a gender-neutral pronoun 'they', which is widely discussed in the next paragraph.

2.2   Gender-neutral Pronoun VS Generic Masculine

As Pačesová (1976, p. 14) says, English contains a gender-neutral pronoun 'they' whereas Czech must choose between masculine 'oni' or feminine 'ony'. The neuter 'ona' is omitted because this thesis focuses on feminine and masculine gender. Quirk (1985, p. 770) states that English may use 'they' even as third person singular pronoun as shown in the sentence ***Everyone** thinks **they** have the answer*. This brings us to another aspect of the gender specifics of language in English and Czech.

The English gender-neutral sentence *They were.* would be automatically translated into Czech as *Oni byli.* or *Byli.* (see chapter 2.1.5 Verb-subject agreement) according to the rule of usage of the generic masculine, which uses masculine in reference for both men and women. As said before, if the verb in past tense ends with 'i', it refers to only masculine animated nouns. If *they* were only women, the Czech standard translation would be incorrect. It should be

converted into *Ony byly.* or *Byly.* On the other hand, if *they* were only men, a Czech reader would still assume that it is a generic masculine, so it includes both men and women. (Naughton, 2006, pp. 75-76) There is no separate word only for men. (Čmejrková, 2003, p. 46)

Generic masculine became neutral without male connotation in English. (Nouns and gender, © 2021) In Czech sentences it may appear that generic masculine represents mainly men or there are even no women. (Čmejrková, 2003, p. 47) Gender equality in written form may be shown when using splitting or writing both masculine and feminine word pairs. Splitting is a style of writing or speaking where both genders are considered. Because English is a rather gender-neutral language, this method is more applied in Czech. Splitting may appear ponderously as Čmejrková (1995, p. 51) shows in the following examples.

Example in English: *The reader is invited to find out for him/herself about contrastive pragmatics on the basis of the papers included in this volume…* or in plural: *The readers are invited to find out for themselves…*

Translation to Czech: *Čtenář/čtenářka je vyzýván/vyzývána, aby sám/sama odhalil/odhalila na základě příspěvků v tomto sborníku, co to je kontrastivní pragmatika...* or in plural: *Čtenáři/čtenářky jsou vyzýváni/vyzývány, aby sami/samy odhalili/odhalily…*

The correct gender-equal translation using splitting is complicated and diversionary. In literature, splitting may cause confusion and distract from the main goal which is the story. Instead, the more efficient generic masculine is used.

"And now there <u>were only three people left</u> to be sorted. "Thomas, Dean," a Black boy even taller than Ron, joined Harry at the Gryffindor table. "Turpin, Lisa," became a Ravenclaw and then it was Ron's turn." (Rowling 1998, p. 122)

"To už <u>zbývali jen tři žáci</u>, které ještě měli zařadit. „Turpinová, Lisa" připadla do Havraspáru, a přišla řada na Rona." (Rowling 2017, p. 141)

Another possibility to be gender correct could be by writing versions for both sexes. In this given example, it may be *To už <u>zbývali jen tři žáci a žákyně</u>.* However, it may cause confusion whether there are three pupils in total, three boys and one girl, or three boys and three girls. Using splitting or write versions for both the men and the women is tedious and incomprehensible. In literary works, the quality of cohering is crucial.

As mentioned in chapter *1.6.1 English as Natural Gender Language*, some English generic masculine nouns are transformed into feminine by suffixes like -**ess** or by adding **female**. There is another way to prevent possible sexism and misunderstanding. Using plurals like *scientists, teachers, people* and epicenes such as *person*, *being, individual*, avoids using generic masculine, because it refers to *their* not *him.* (Čmejrková, 2003, pp. 33-37)

In English there is the pronoun 'they/them/their' which may be used in singular referring to any gender, but the Czech language always differs and applies the exact sex 'he' or 'she' or it tends to generic masculine. Generic masculine is economical and more intelligible than reformulating or expanding sentences by splitting, writing both masculine and feminine word pairs, or using epicenes. Whether it is or it is not a form of sexism and if so, how to attain gender correctness is a theme for the next chapter.

2.3   Sexist Language

This bachelor's thesis focuses on language usage and its influence on thinking, not the social equality. Using a proper grammar forces people to reflect gender, either from the point of view of linguistics or sociology. According to such consideration it is desirable to choose words correspondingly with regard to the specific gender identity. Another perspective on the interaction of society and language is whether men's and women's characteristics are based on language use such as gendered adjectives or if rules of language control people's perception of sex and gender identity.

As said in the chapter *2.1.2 Adjectives* some words are used only with males or females. The connotations linked to one or the other gender may seem problematic and sexist. For instance, an assertive woman may be seen as bossy, but an assertive man is a confident man. As Tannen (1990, p. 241) comments, the same words describing a man may not give the same impression of a woman. She gives some examples and states that "a woman has to choose between coming across as a strong leader or a good woman."

Although the sexism and correctness are really not a part of this thesis, it should be kept in mind, because the gender-neutral language makes the language non-sexist. In other words, it should acknowledge men's and women's differences and make them equal, but not for the purpose of making genders the same or "desexifying" (Hickey, p. 28) the language.

De Beauvoir (2011, pp. 25-26) as well as Tannen (1990, pp. 14-15) imply that the female gender is differentiated from the male one, which is considered as the norm.

Gendered terms and generic masculine forms indicate that one gender is the standard and the other is its variation. On the other hand, there is an easy way to highlight the feminine, because terms used to mark this gender are used only for the female gender. Nevertheless, there is no specific emphasis for the masculine gender because it is already used as the base form. Erasing the differences may seem to be an attempt to achieve equality, yet genders can be different and equal at the same time. The importance is in the acknowledgement and acceptance of those differences and the ability to see the nature of an individual and not his/her/their gender as an expected social role. As Valdrová (2010, p. 21) stated the language as a means of communication is not sexist, but the way people speak or write may be sexist.

2.4 Genderlect

The word genderlect consists of two words, the gender and the lect. Gender was already explained. The word 'lect' according to Kamusella (2016, pp. 165-167) means a variety of language and 'lects' are created and used by societies. Genderlect is a dialect of gender cultures, in other words, how a particular gender speaks and perceives different things. (Hidalgo-Tenorio, 2016, p. 1)

> "*MALE-FEMALE CONVERSATION IS CROSS-CULTURAL COMMUNICATION*
> *If women speak and hear a language of connection and intimacy, while men speak and hear a language of status and independence, then communication between men and women can be like cross-cultural communication, prey to a clash of conversational styles. Instead of different dialects, it has been said they speak different genderlects.*" (Tannen, 1990, p. 42)

When discussing gender differences, it should be made clear that 'different' does not mean either good or bad. All human beings are individuals. Bearing that in mind, people have to understand such unique features to be able to communicate with others. Brits, Czechs and the citizens of other countries, have their own culture and language while at the same time it can be noted that women and men, as diverse social groups, communicate in their own divers styles. As Tannen writes in *You Just Don't Understand* (1990), women seek to rather build a relationship with their partner via the modus of private conversation. Whereas men need to show their status to an audience. Men are competitive in comparison with women who, in contrast, want to find a connection. In order to understand each other we need to accept the style of communication whilst still maintaining our sense of self.

There are many theories and surveys on the theme of genderlect. It is stated that there are differences between men's and women's style of expression, however, some believe that it does not depend on gender and it is rather a random effect. Moreover, choice of vocabulary may indicate who the speaker is. Coates (2004, pp. 85-110) puts forward such conversational strategies as swearing or complimenting, asking questions or commanding, using hedges and tag questions or minimal responses. She studies style of women's and men's utterances and reveals which of these strategies are typical for each gender. Some of these characteristics and stereotypes were tested by Susanne Karlsson (2007) in her thesis. It confirmed what is commonly believed. Women use expressive words, euphemism and are generally more polite and less straightforward. Contrarily, men do not care as much as women do and answer with minimal responses

The style of expressing ourselves is one of the most important components of communication. Moreover women and men, because of their differences, also need to use different vocabulary. Women express themselves in more words than men do, which may appear as being talkative. Ladies who are typically more sensitive use more (colourful) words, while gentlemen take objective positions which encompass speaking and writing both uncomplicatedly and directly. Men often choose to give facts and shorter answers rather than expressing emotions with their words.

3   SOCIETY AND LANGUAGE

Language and society, one way or the other, affects people's views of the inner and the outer world. In a metaphorical context, a person operates as the eyes of a typical tradition, its cultural manners, the system of its communication, and in turn the way they think paints the world they see in specific 'colours'. Those colours can be described to other communities, but they may not see the same shades or understand the colours equally because their cultural context is different.

As stated before in the *2. GENDER SPECIFICS OF BOTH SURVEYED LANGUAGES* and confirmed by Eisner (1946, p. 378) English is rather gender neutral and Czech strongly differs whether it is a man or a woman. Therefore, the generic masculine which became neutral in English appears in Czech as being unkind to females. On the other hand, differentiating in this was usually draws attention to women, because the majority of terms used for men are perceived as generic. "…all of us, whether male or female, are treated as grammatically masculine, and the feminist critique of language confronts a long tradition of writing the world male." (Zuber and Reed, 1993, p. 515) As the citation signifies, this last part describes gender in the evolution of the two societies, mainly from the point of view of women's position in the historically male-dominated society. And the evolution of society goes hand in hand with language evolution.

3.1   Gender in Society and in Language Use

Since this academic thesis discusses the gender differences, this third part manifests the evolution of both societies through equalization of both sexes. This leads to the next point, feminism. As Christine de Pisan and Laura Cereta, ones of the first feminist writers in the Middle Ages (Allen, 1997, p. 1052), Olympe de Gouges in 1791 (Warman, 2016, p. 49), Mary Wollstonecraft (2010) in 1792 and many others wrote about women's rights and equality, the modern feminist idea remains unchanged. Despite this, through the last century, the goals and quests have broadened. (Goldstein, 1982, p. 91). Women's position needed to change accordingly to reach the male standard. (Tannen, 1990, pp. 14-15) It is for this reason that it is mainly the female position that is going to be analysed. It should not be overlooked that men's behaviour has changed as well, as did their form of expression. This comparison of whether there has been any development in the language use of the two sexes is shown mainly on the evolution of women's status and their language change.

The topics of gender, sex orientation, and equality have been considered ever since. Until relatively recent times of the last century, women, their status, and to a greater degree their opinions were viewed as something insignificant (Curran, 2002, p. 138). As Simone de Beauvoir (2011, p. 25-29) explains, "otherness" which describes women in comparison to men is based on beliefs that women are related to men, thus Adam as a male being was first and Eve as a female being was created only thanks to him. De Beauvoir continues, why women should not be deemed 'the others'. "The division of the sexes is a biological given, not a moment in human history."

Because of the patriarchal society, men were always seen as the norm and women as the deviation of that standard. That displays in language use such as endings for women's job titles, for example *author**ess**, profesionál**ka** (female professional)*. Therefore, talking about equality, it was women, who had to attain the level of men's status. (Čmejrková, 1998, pp. 265, 266). (Tannen, 1990, pp. 14-15)

Lakoff, as one of the gender linguists of the last century, talks about the differences between the sexes. In her *Language and Woman's Place* she described her viewpoint and experiences.

"So a girl is damned if she does, damned if she doesn't. If she refuses to talk like a lady, she is ridiculed and subjected to criticism as unfeminine; if she does learn, she is ridiculed as unable to think clearly, unable to take part in a serious discussion." (Lakoff, 1973, p. 48)

As women were expected to be more polite and talk like ladies, their expression was rather unsure and less confident than men's one, they did not give strong statements and want to give the addressee options. Therefore, women used tag-questions, which may picture them as uncertain, shy, doubtful, and even dishonest. Lakoff (p. 53-57) also mentioned only women's words, which men typically do not use. Regarding this, men's speech is the norm and women's speech is a deviation from that norm. Moreover, Tannen (1990, p. 16) adds a perspective of men that reveals a paradox. A man trying to be gender balanced and communicating with a woman in the way he would talk to another man is considered rude.

It is hard for machine translators to try to stay gender correct. A product manager of Google Translate admits that Google "has provided only one translation for a query, even if the translation could have either a feminine or masculine form." Google Translate attests that it respects the changes of modern society and announced that translator will offer both gender-specific results. (Kuczmarski, 2018) When translating to English it does not matter

whether the Czech sentence uses generic masculinum or is describing the fact that there are only males. Although there are still some typical female terms such as actress, or the now obsolete doctress (Fowler, 2015, p. 272), women rather use the neutral form, because in the English mentality the generic terms became neutral. However, Czech generic masculine is not always seen that neutral and still tends to the male connotation. (Valdrová, 2005, p. 58)

3.2 Gender in society from the historical point of view

As the historical background of a society intertwines with the language used by said society, it is important to know its history and evolution in order to understand how and why the language usage has changed. Both language groups, English and Czech, originate in the Indo-European society which was patriarchal as stated in the previous chapter *1.2 Language Families and Their Culture*. Therefore, the mentality about gender is considered very similar. As Curran (2002, p. 138) affirms supported by other sources, three hundred years ago, women were considered less important than men. In 1848 the Czech lands and other European countries revolted, which was essential for women's emancipation. Czech women were interested in the political situation and even publicised their demand on gender equality. Women participated in many public interests, some of them even acquired university degrees. During the reign of Queen Victoria, the situation of women was more or less the same, although British women could attend university fifty years earlier than their Czech counterpart. However, until the end of 19th century, men held supremacy in the political and scientific fields. (Kratochvílová, 2017, p. 246-250) An author of *The Second Sex,* Simone De Beauvior (2011, pp. 172, 185-186), who lived in the last century, states that even at that time the equality of both sexes were not objective and genuine. In both countries, men always had the main role in the family, they could study and make money to secure their families. Women raised the new generation and brought up well-mannered people while taking care of the household and working at farm or outside the home.

The breaking point may be seen in the assignment of gender equality in the beginning of the 20th century, when suffragettes fought for women's right to vote. A founder of *The Women's Social and Political Union* and an English suffragette Christabel Pankhurs in Meeres (2013, p. 6) describes that the right to vote means for women "the symbol of freedom and equality". Both surveyed societies, in spite of their unlike constitutional order started changing in the turn of 19th and 20th century. Yet, the emancipation wended its way differently, partially because every nation developed in its own pace and the feminism had a diverse power

of influence. (Kratochvílová, 2017, pp. 243-244) New Zealand and Australia were one of the first countries who provided the right to vote to both sexes. On the other hand, the last states of USA gave women voting rights in 1933. (De Beauvoir, 2011, pp. 175-178) In the First Czechoslovak Republic, T. G. Masaryk proclaimed that women are equal to men. He believed in the same opportunities for both sexes which should be supported by their education. (Osvaldová, 2004, p. 28) British women got the suffrage eight years later than the Czech women, although the British suffragettes were more brutal. Thus far, terms for woman parliamentarian and woman voters were unnecessary. The first woman elected into Parliament in 1912 was titled by the generic masculine 'poslanec' (parliamentarian) or 'poslanec-žena' (parliamentarian-woman). From the language point of view, new Czech words were formed such as *poslan**kyně*** (*female parliamentarian*). (Kratochvílová, 2017, pp. 245, 259, 261-262) (Velek, 2007, p. 265) As said and proved in the second part of this thesis, English as a language using gender-neutral nouns as *parliamentarian* may distinguish gender connotation by specification using words *male* or *female*, yet it is not needed. Czech, unlike English, uses the generic masculine which implies rather a man. Therefore, regarding the accomplishment of women acquiring new positions, new women's job titles needed to be created.

In both wars, women had important roles not only as mothers and wives but as workers in factories, farmers, or as nurses too. The latter mentioned has been forgotten especially in relation to being at war. Women even joined the armed forces. In the First World War as well as in the Second, women worked at places that were originally intended only for men. Men were sent to fight in wars and women's status rose as they were mobilized to work in industry and agriculture. For British and Czech women other political, economic, and social organisations including the press were established. Moreover, some of those groups and associations were founded by women for women. The female world in both surveyed societies became more emancipated than ever before, they had many requests to establish equality for both sexes. (Brock et al., 2015) (Gordon and Doughan, 2014, p. 1-6) (Burešová, 2001, pp. 40-45)

Thanks to suffragettes, the new position of working women during wars (Meeres, 2013, pp. 108-109), and the entirety of feminism with its indigenous idea of equality between sexes resulted in the rudiment of establishing equal opportunities for both sexes not only in English-speaking and Czech-speaking countries (De Beauvoir, 2011, pp. 172-181). After the world wars, the situation in world was defined by the winning side. The Commonwealth of Nations as well as United States of America remained free from communism, whereas

Czechoslovakia after the WWII was liberated by USA and Russians and was dominated by communistic Russia. Since the mid-twentieth century, English-speaking and Czech-speaking societies went their separate ways.

3.2.1 English-speaking Society

In the British Empire as well as in other male-dominated societies women were inferior. It should be stated that the position of women differ as the colonies were based on different cultural and historical backgrounds. During the 19th century, women gained more respected status and were wanted in "the man's world". Although their role was mainly to take care of men, the hard workers. Each British colony had its own view on gender and the roles of men and women. (Levine, 2007, p. 142-149, 157-158, 162-164) Therefore, this thesis focuses on the English-speaking countries especially the UK and USA, both capitalistic countries.

Although both sexes have obtained suffrage and women became "the breadwinners" instead of the men who were sent to war, women's status was biased by their roles as mothers and wives. Until the 1970's, gender equality should not be taken into a serious consideration. The common women's place was amongst her family, not at work earning a living as men did. Nevertheless, during the end of the 1960s, women started to regain their rightful position as human beings equal to males. (Curran, 2002, p. 140) (Brock et al., 2015, p. 1) It was confirmed in 1979 when Margaret Thatcher was elected as the first female prime minister. She was re-elected in 1983 and in 1987. Thanks to Tim Berners-Lee, a British computer scientist, the World Wide Web appeared in 1990's and internet technologies started to affect society's communication and information sharing. (Britain:1945 to Present, 2014)

3.2.2 Czech-speaking Society

The traditional view on the role of women and men in the Czech lands was relatively the same as in the rest of Europe because of the patriarchal society and feminist movement. As said before, from the traditional concept of gender roles, where women stayed at home to foster children and men had to go to work and make money, the societies evolved into more equality and welfare for both sexes. The equality of men and women was stated in the *Constitution of 1920*. (Osvaldová, 2004, p. 37) However, eighty years ago communism, which was established in Czechoslovakia at that time caused the divergent development of this state and its citizens. In this chapter, the post-war communistic era is going to be described.

From the language point of view, socialism did not develop the language, however, new words such as *soudruh* or *soudružka* used to address (a comrade), *mládežník* (youth worker), *plánovatel* (who makes plans), *novátor* (who forces changes from old to new) were used and the Czech vocabulary was strongly influenced by Russian. (Havránek, 1951, p. 92) (Dokulil, 1951, p. 126) As Dokulil (1951, p. 127-129) reflects, it was believed that women gained equal opportunities to men. She was no longer left at home in the role of a mother taking care of the household. The terms representing previously only male positions were transformed into female forms. To give an illustration, in political field *ministryně* (**female** minister), in army *vojákyně* (**female** soldier), jobs such as *hornice* (**female** miner), *zednice* (**female** mason), and university degrees as *inženýrka* (**female** engineer). Some words were obsoleted. For example, communist regime provided work to everyone, hence *unemployed, beggar,* and *dole* became disused words.

During communism, everyone was forced to be employed. It was a taboo to talk about in-equality because during communism, all were equal. However, as Orwell pointedly said in his book: "but some are more equal than others." (Orwell, 2009, p. 192) As Wagnerová (2017, p. 31-36) writes, equality meant sameness, that is why women could work in the same positions, including as miners. Gender was not important. Women and men were viewed as the labour force. That was the only emancipation women got. Eventually, in the late 50's women attained the right to become pregnant or to seek an abortion. Thanks to this possibility, women and men reached official equality. However, women still had to harmonise their roles as mothers and wives in the household with the realities of earning a living. Feminism as perceived by capitalistic states was not seen identically by communism. Socialism provided women the possibility to earn which elevated them to at higher social status. Čermáková and Navarová (1991, p. 205) summarised the socialistic question of women's emancipation into five periods. Until the 1960' it was marked as answered and solved but in the following years it was revised and after the Prague Spring during normalisation it was "explained to be accepted". With the end of communism in 1989 it became transparent that people had not accepted it because the equalization was formal not a reality.

In contrast to the western world, the evolution of women's status was different because of the communistic regime in Czechoslovakia. Therefore, distinct interest in women's issues were dealt with after the Velvet Revolution. In 1991 a corporation *Gender studies* was founded and in 1999 the first gender and feministic online journal was published. Many projects to set

the stage for equal opportunities for both sexes were realised. (Historie Gender Studies, o.p.s., 2013)

3.3 Present Situation of Gender and Language

The evolution in society and its beliefs are undeniable. Nowadays there are successful tendencies to ensure equivalence among both genders. (Čmejrková, 2003, p. 53) As De Beauvoir pointedly said: "men and women are in the same boat." (1949, p. 305)

Czech must differ between the generic and female form if not using double gender nouns, or supplement the sentence with the specification, so that the generic masculine implies only to men. Whereas English may remain neutral while using the neutral form. The Czech language has the limitation to remain gender correct when talking about a woman and uses the female form. Using the male form for a woman is nowadays considered obsolete, e.g. *paní doktor* is understood as *Mrs. male doctor*. (Čmejrková, 2003, p. 37-47)

Nowadays, there are many new genders labels (Williams, 2014) and the number is increasing. Anyone may feel to be any gender. As said in the chapter *1.5 Gender*, gender is a spectrum and gender identity may lay anywhere from man as a male to woman as a female. There are two specific pronouns he and she and a neutral pronoun they. It is important to know who we are taking to in order to address them as they wish. Even online translators respect this need. (Kuczmarski, 2018) Trying to use gender-correct or gender-neutral language or expressing gender identity becomes more important in these days when we communicate with a huge number of people. The European Parliament reflects the evolution of society and language by publishing Guidelines for gender-neutral language use. (*GENDER-NEUTRAL LANGUAGE in the European Parliament*, © 2018) When communicating in English, the personal pronouns 'He/him/his', 'She/her/hers', or 'They/them/their' are more frequently added to the name on business cards, in correspondence, and even in the academic community. (Good Practices: Names and Pronouns) In the Czech Republic those gender markers are not used, because people's names usually indicate their sex. (Čmejrková, 2003, p. 53)

Women and men as different sexes but equal human beings with equal rights and opportunities, which is the feminist movement's main goal. As Emma Watson, well-known feminist, in her speech for United Nations said "It [feminism] is the theory of political, economic and social equality of the sexes." In addition, she encountered a problem that the modern conception of feminism may be seen as toxic and "often become synonymous with

man-hating." (Emma Watson at the HeForShe Campaign 2014) Nevertheless, remembering males is important in language too. As a result of using generic masculine and neutral common nouns which are typically in male's form, men in many circumstances do not possess their own unique titles and terms. (Čmejrková, 2003, p. 46)

CONCLUSION

There is a phenomenon that language affects society's thinking and society affects language use.

This bachelor thesis enlightened the differences in evolution of the two surveyed languages, both belonging to the same Indo-European language family but to distinct language branches. Although English and Czech language have the same predecessor, the diverse historical evolution of the countries, they are spoken in, have influenced them in different ways. Communism in Czechoslovakia is a typical example of how language use was affected by society and how people's thinking was influenced by language.

The English-speaking and Czech-speaking societies are both based on patriarchy. They were evolving diversely, however, the modern conception of the world interconnects them and both societies deal with gender equality and how to be gender neutral in language use. In the present situation, languages and societies are affected by electronic communication without personal connection and face to face contact, effort in using gender-balanced language, and acceptance of gender identities.

Modern society is very much affected by the correctness which is demonstrated by language use. Gender equality and gender correctness is one of the huge topics which are still being resolved. The influence of feminism is in both societies. Both societies are still evolving as well as their languages. Gender linguistics is still a new science at its beginnings.

This bachelor thesis describes the current gender specifics of both surveyed languages. Their mutual differences were presented through selected examples in scientific literature. In English, as a natural gender language, the sex usually corresponds with the gender of a noun, but the grammatical gender can be found only in nouns and pronouns. In contrast, Czech, as a grammatical gender language, inflects nouns, adjectives, pronouns, numbers, and verbs by gender. However, Czech grammatical gender does not correspond with the sex. The animateness which represents the sex of a word is included only in masculine gender. On the other hand, English differs the inanimateness by neutral gender. Thanks to the gender-neutral pronoun they, common nouns, and neutral concept of previously generic words English language allows to remain gender-neutral. Czech language rather uses generic masculine, however, it tends to male connotation. Czech has several possibilities to stay neutral.

It must differ between male and female word forms or use plural, epicenes, double gender nouns, conversions of adjectives, or splitting.

In both societies, male has always been the standard, so female had to reach the norm. In history, when women could not hold the same socially significant positions as men, most titles had only male connotation. Later, women gained previously only male positions and new feminine titles must have been devised. Nowadays, in Czech the male connotation has remained in generic masculine, Czech still differs when addressing women. However, English society tends to be more gender neutral, the feminine expressions have become obsolete and previously only male titles have become common nouns.

Questions the future may hold: Will the Czech language and simultaneously the Czech society tend towards gender neutrality in language as English? Will the rise of gender correctness and attaining equality result in vanishing the gender differences in both societies and languages?

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RESUMÉ

Hlavním cílem této bakalářské práce je poukázat na propojenost jazyka a smýšlení společnosti a jejich pohled na pojem gender ať už z hlediska lingvistického nebo sociologického. V první části jsou představeny a vysvětleny klíčové pojmy jako jazyk, sociolingvistika a gender. Část druhá porovnává dva rozdílné jazyky, angličtinu a češtinu. Toto srovnání je ilustrováno na příkladech s pomocí lingvistického genderu. To dokazuje, že užití jazyka ovlivňuje myšlení lidí a jejich vnímání genderu jako sociologického pojmu. Poslední část popisuje historii těchto dvou studovaných jazyků z jedné jazykové rodiny a jak společnost pohlíží na gender jakožto sociální roli, což ovlivňuje jazyk, kterým mluví.

ANNOTATION

Jméno a příjmení:	Anna Uhrinová
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Vedoucí práce:	Mgr. Ondřej Duda
Rok obhajoby	2021

Název práce:	Genderové rozdíly v užití Anglického a Českého jazyka
Název v angličtině:	Gender differences in English and Czech language use
Anotace práce:	Hlavním cílem této bakalářské práce je poukázat na propojenost jazyka a smýšlení společnosti a jejich pohled na pojem gender ať už z hlediska lingvistického nebo sociologického. V první části jsou představeny a vysvětleny klíčové pojmy jako jazyk, sociolingvistika a gender. Část druhá porovnává dva rozdílné jazyky, angličtinu a češtinu. Toto srovnání je ilustrováno na příkladech s pomocí lingvistického genderu. To dokazuje, že užití jazyka ovlivňuje myšlení lidí a jejich vnímání genderu jako sociologického pojmu. Poslední část popisuje historii těchto dvou studovaných jazyků z jedné jazykové rodiny a jak společnost pohlíží na gender jakožto sociální roli, což ovlivňuje jazyk, kterým mluví.
Klíčová slova:	Gender, lingvistická relativita, užití jazyka, společnost, angličtina, čeština

Anotace v angličtině:	The main goal of this bachelor thesis is to illustrate the connection of language as a system and society's thinking and how gender as a linguistic and sociological term is viewed. In the first part the terms such as language, sociolinguistics, and gender are introduced and explained. The second chapter compares two different languages, English and Czech. This comparison is illustrated in selected examples using linguistic gender. The juxtaposition proves that language usage affects peoples' thinking and their perception of gender as a sociological term. The last part describes the history of the two surveyed languages of one language family and how society views gender as a social role which affects the language they speak.
Klíčová slova v angličtině:	Gender, linguistic relativity, language use, society, English, Czech
Přílohy vázané v práci:	CD
Rozsah práce:	51 stran
Jazyk práce:	Angličtina