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Gender Differences in Language Use in English and Czech Language

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Prohlášení

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V Olomouci dne

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Abstract

Although the rules for being polite differ across cultures, the motivation to be polite is universal. This thesis compares gender differences in expressing linguistic politeness in everyday communication. Besides that, different approaches to politeness between men and women are compared from the standpoints of English and Czech languages. The theoretical part discusses the language and its use, the fundamental differences between Czech and English, gender, roles and stereotypes, communication and the relationship between language and gender. Furthermore, terms such as the phenomenon of politeness, as well as the polite principles, are clarified. The empirical part consists of the detailed analysis of the text so-called discourse analysis gathered from in-depth interviews with native English and Czech speakers, both men and women. It provides the reader with a comparison of gender differences in politeness approaches. Finally, results from English and Czech speakers of each gender are compared.

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Introduction

The differences between how men and women use language have been studied for a while. According to Xiufang, 2013, p. 1, there are obvious differences in terms of choice of words, tones, manners, attitudes, syntax, and non-verbal communication when it comes to communication between the genders. Simply put, men and women communicate differently hence, failure to understand the differences between women and men can cause a breakdown in communication. For example, the issue of politeness is prominent when discussing differences that pertain to language use between the genders and a number of studies have been conducted on the subject.

According to Brown and Levinson, (1987) politeness is purposeful communication aimed at avoiding offending the other party. Also, Geyer, (2008) says politeness relates to well-mannered or civil behavior and social attributes, for example, formal etiquette and good upbringing. Interestingly, Watts (2003) introduces a different dimension to the matter of politeness. He states that politeness is not something an individual is born with; rather something an individual is socialized into. Clearly, politeness enhances communication.

Different researchers have identified differences between politeness among men and women in communication. Two of the significant contributions to this discussion are by Leech and Lakoff. Leech (1983, pp. 132 - 141) formulated the politeness principle based on six individual maxims, each of which has two rules related to minimizing costs and maximizing benefits for the speaker or an addressee. Lakoff explains that, women are considered to be more polite in certain linguistic forms, for example, when it comes to requests and tag-questions (Lakoff, 1973, p.45-80). Based on the empirical study and Leech and Lakoff's theory, this paper will address the gender differences in communication regarding politeness in both Czech and English languages.

The empirical part of the thesis is based on the theoretical knowledge related to politeness and its verification in practice. Additionally, I compared each gender's approach to politeness in both Czech and English languages. The following research questions were used in order to achieve the set aim. Are there any gender differences in terms of politeness in everyday communication? Do they differ from the view point of English and Czech language?

Theoretical part

1 Language

Human's ability to speak is one of the most significant evolutionary achievements of our species. With language, we can communicate thoughts and ideas, coordinate common activities and exchange impressions (Hoffmann, 2021, p. 105). Our thoughts are influenced not only by the forms of our expression, but also the way we choose to express ourselves; this determines how we experience things in real life (Lakoff, 1975, p.3).

1.1 Language as a system

Before embarking on a deeper analysis of gender differences in language use, there is the need to clarify what the term language is. Language is a system that serves as a basic means of human communication, which is undoubtedly the most important function of natural languages. (Čermák, 2001, p. 13) Černý (1998, p. 11) adds that each language, however, has a number of other functions in the life of the relevant language community and its individual members. In addition to the communication function, it can perform other functions, such as: appeal (it can be used to pass commands), reference (refers to temporal or spatial relationships or to other non-linguistic factors), contact, emotional, expressive, aesthetic (poetic), and metalanguage. Crystal (2007, p. 2) suggests that language is basically the way we talk about specific things, the way we write about those things, and on occasion use manual signs to communicate them.

Čermák (2001, p. 14) divides language mainly according to the communication code of human and animal language. Human language is divided into natural (standard or other, for example dialect), artificial (formal and international), and non-language or paralinguage (kinesics, facial expressions, and others). Animal language is further divided into acoustic (vocal) and kinesics (other).

Language might be used in written or spoken forms. Although writing and speaking are two different forms of communication, they are both commonly used to express human thoughts. In fact, according to Crystal (2007, pp. 147 – 149) writing and speaking, these days, are perceived as equal systems of linguistic expressions. However, “their most obvious contrast is in their physical forms - speaking uses *phonic substance* whilst writing uses *graphic substance*.” Besides, the production of text in spoken expressions is shaped primarily by

spontaneity and contact, whereas written expression is essentially “distance contact”. Hence, spoken form is much more diverse than written form.

According to Černý (1998, p. 23) there are significant differences between these two forms, even though if they are one and the same language, both in terms of diachronic (developmental, historical) and in terms of their current state (construction of the text in terms of form and content, method of recording and transmission and others). The primary position is occupied by the spoken form, which has developed gradually with a human being since the very beginning of their existence and become one of the most significant elements that distinguished a human being from other living nature. The written form, in contrast, occupies the secondary position and its existence is significantly shorter than in verbal language as it was created approximately 5 000 years ago. In addition, its use was initially limited to a few ancient civilizations and a selected number of individuals. After all, even in some civilized countries, a certain part of the population still cannot read and write. Writing is undoubtedly one of the most important inventions of mankind.

Human beings and living nature have a wide range of tools and means at their disposal to transmit information. However, what they all have in common is that, they form a certain language as a system of signs or signals, which have certain meanings or information that are hidden. “When you know a language, you can speak and be understood by others who also know that language” (Fromkin, 2018, p. 2).

2 Use of language

Language is a system of units, rules, models and conventional collective norms stored in the brain for creating speech and texts that are part of common or less common communications. It is a system that serves primarily as a basic means of human communication (Čermák, 2001, p.13). Mistrík (1997) identifies with this statement, and adds that language also serves as a tool for thinking, coding and decoding information in the communication process, and is distinguished from specifically realized speeches. However, since language can be understood differently it is necessary to discuss the aspects that are relevant to this work.

2.1 Language families and their origin

Language that contains considerable number of features of phonology, morphology and syntax belongs to the same language family. The term "family" is likened to a tree model of language origin in historical linguistics, which compares languages with people in the biological family tree. This is the reason why linguists describe daughter languages in the language family as if genetically related (Rowe, Levine, 2015, pp. 340-341). According to Ethnologue (2021), there are 7,139 living human languages that are part of 142 different language families. It is important to note that mass migration has undoubtedly had a major impact on changes in the use of languages and the number of languages currently being spoken.

The largest language family is Indo-European languages that are widely spoken in the USA, Europe, and Western and Southern Asia. The common elements that characterize Indo-European languages might be found in their phonology, syntax, and morphology. (The Language Gulper, 2013). Both Czech and English belong to Indo-European languages. According to Britannica (2021) English and Czech are classified as West Germanic language and West Slavic language respectively.

2.1.1 Czech as Slavic Language

According to Britannica (2021), Czech language, formerly Bohemian, belongs to West Slavic Language which has similar features to Slovak, Polish and Lusatian - Serbian languages of East Germany. Czech is considered the language of a small nation. While the language of a large nation is primarily concerned with expanding its influence, the language of a small nation primarily pursues self-preservation goals. As far as Czech is concerned, it ought to be noted that in its history there was a period when Czech was not only one of the small languages of Europe but tried to restore its glorious national past.

The first written records of the Czech language known as Czech glosses (Czech translations of words and phrases) testify to the maturity of the Czech language as it dates back from the middle of the 12th century until the end of the 13th century (Cuřín, 1985, p. 21). During the 14th – 16th century, Czech language and its use and influence had transcended the borders of the Czech national community, and expanded into neighbouring countries. (Daneš, 2009, p.7-8). Bohuslav Havránek (1936, p.37) also justifies the assertion of the rapid development of Czech prose in the mid-14th century, because of its use in Czech sermons and Czech oral judicial and administrative proceedings.

Another important milestone was the Hussite period beginning in the 15th century which characterized folk preachers speaking to people in the national Czech language. The period of humanism, which span from the 16th century to the early 17th century, also significantly contributed to the development of Czech language. Humanists writing in Czech was mostly from the bourgeois background and consciously sought sophistication of the language in terms of expression and style such as in humanistic Latin (Cuřín, 1971, p. 111).

After World War II, the Institute for the Czech Language, now the Academy of Sciences of the Czech Republic is responsible for the language as regards its current state, improvements, and its relationship with other languages. The Czech Republic opened up to the world after the Velvet Revolution in 1989, which also had a huge impact on the development of the Czech language. One of the most significant impacts is the ongoing migration, and one of the effects of the population mix is the process of language homogenization, which can be understood as a reduction in the language variety (AV ČR, 2022).

2.1.2 English as Germanic Language

According to the Britannica (2021), English as a West Germanic language was developed in the fifth century A.D. in England. It is the third most widely spoken mother tongue in the world after Chinese and Spanish thus it is often considered the world's lingua franca - a global means of communication even between people with a different mother tongue. According to David Crystal (2003, p.3), the language reaches global status when it gains a “special role” recognized in all countries. There are two ways to fulfill this “special role” in a country: either the language becomes the official language in a country (such as in Nigeria or India) or is taught as a foreign language as a matter of priority.

According to the Britannica (2021), Germanic languages are usually divided into three regional groups: Eastern (Burgundy, Vandal and Gothic, all extinct), Northern (Icelandic, Faroese, Norwegian, Swedish and Danish), Western (German, English, Dutch, Frisian), and Flemish (Frisian and English). Although German is closely associated with English, it remains much more conservative than English in maintaining a relatively sophisticated declension system.

The current status of English as a global language is usually linked in close connection with the colonial efforts of Great Britain in the past. The beginning of the expansion of the British Empire dates back to the 17th century, when the first British settlement was established

in James town in North America, and in 1620 a group of Puritans established a settlement in Plymouth. Subsequently there was mass migration to the New World, however, the English language maintained its position. According to Crystal, most families quickly adapted and began speaking English within one to two generations (Crystal, 2003, p. 35), which largely ensured the cohesion of an otherwise highly diversified community. In Canada, Britain began to compete with France for its influence. In 1763, after the seven-year war, France surrendered most of its colonies in Canada to Britain. Australia was also discovered by James Cook and used as a penal colony for prisoners from overpopulated Britain (Crystal, 2003, p. 41). By the end of the 18th century, The USA, Canada, Australia and New Zealand were the four countries in addition to the United Kingdom where English was the primary language.

3 Communication

Communication is a complex process that can be viewed from various aspects, for instance: genetics, zoology, anthropology, physiology, marketing, management psychology or cybernetics. Here is one of the many definitions. "Communication is considered when information, or rather a message from the sender, is passed on to the recipient" (Shannon, Weaver 1949, cited in Veselovský 2005, p. 189).

Communication falls into different types. The commonly discussed types are verbal and non-verbal communication. These two types of communication differ mainly based on the manner in which the persons choose to transmit the information. Humans typically communicate through speech i.e. verbal communication through languages. Therefore, this thesis will focus on verbal communication.

3.1 Gender Differences in Communication

According to Čmejkrková (1996, pp. 35-37) language as a badge and symbol of personality, language and identity - these are aspects that lie at the heart of linguistic theory of linguistic variability. In this context, the question of whether the speaker's gender influences the use of the language arose. Linguists should be very careful in formulating their conclusions about men's and women's speech if they are not biased. Thus, not only gender, but also social status, and especially the environment in which boys and girls grow up from a young age,

forming their later male and female roles, sign the speaker's speech. Čmejkrková and Tannen (1995) agree on this.

3.1.1 Verbal communication

Verbal communication can be considered as communication through language and speech. Each person's speech reflects their personality - the way of cognition and thinking, and their temperament. Smejkal (2007, pp. 37-38) describes speech as follows: "The term speech includes both linguistic expressions and non-linguistic factors, which include everything related to the temporal characteristics, attributes of the voice, other sounds and similar factors."

According to Čmejkrková (1996, p.36) phonetic differences are among the best documented gender differences in connection with verbal communication in modern European languages. The basic thing is the difference in the height of the voice; it is said that women pronounce more carefully and their intonation is more dynamic than men. Women prefer rising intonations, which can be interpreted as a sign of their politeness or willingness to compromise. On the contrary, declining intonations predominate among men. Women use masked speech acts, such as questions instead of directive statements (Would you take out the trash today?), or they also answer questions with a question.

Deborah Tannen, a professor of linguistics, is the world's leading author of gender communication gaps and has published many publications on the subject. One of her most famous works is probably: *You Just Don't Understand: Women and Men in Conversation*. Tannen refers to communication between a man and a woman as intercultural communication because it causes a conflict of conversational ways of speaking. She claims that although a brother and sister grow up in the same environment, their language is different. This is due to the different approach to their upbringing based on their genders. Boys and girls are spoken to differently and are also expected to have different verbal expressions (Tannen, 2007).

Milan Jelínek (1996) discusses the issue of whether there is a Czech perspective on differences between how males and females communicate. He drew his conclusions mainly from the work of linguists Jana Hoffmannová, Světlá Čmejkrková, Marie Těšitelová, Pavel Eisner, Mary Ritchie Keye, Robin Tolmach Lakoff, and Deborah Tannen. The author draws attention to the existence of objective and subjective (personnel) factors influencing communication, which are applied in functional styles. In addition to gender, personnel factors also include age, education, interests, type of human personality or current mood during communication. Gender is a constant subjective factor and in verbal communication it can

manifest itself in a functional conversational style (this is Jelínek's terminology, today this functional style would correspond to a simple communicative style), where expressive expressions can be used. For instance, Jelínek (1996) claims that men have more stereotypical and slower speech than women and include more pauses in their speech. Related to journalistic genres, the differences are only lexical. Men use more striking and updated expressions because they try to make a stronger impression on readers. On the contrary, women tend to focus on objectivity, and their statements are less authoritative and eliminate touch with taboo subjects.

However, since the 1920s, differences between how men and women communicate have been almost eliminated from the art literature (Jelínek, 1996).

3.1.2 Nonverbal Communication

Non-verbal communication is the process of communication between individuals and groups using non-verbal means. The term is composed of Latin *verbum* = word, *non* = no, also called wordless communication. Nonverbal communication is also called body language. Most authors define nonverbal communication in a very similar way. One of the definitions states that nonverbal communication is everything ... “that we signal without words or together with words to accompany verbal communication” (Vybíral, 2000). Hejlová (2004) shares a similar opinion with Vybíral (2000) and adds that non-verbal expressions might partially or completely replace the verbal ones. The use of verbal and nonverbal expression at the same time may seem either semantically harmonious or not.

The term nonverbal communication is often confused with the term body language; body language is seen as the only form of nonverbal communication. However, nonverbal communication includes many other elements. According to Vybíral (2009) we communicate nonverbally with gestures and movements of the head, postures, facial expressions, eye gazes, distances in space, bodily contact, nonverbal aspects of speech, as well as clothing and other aspects of our own appearance.

3.2 Frequency and Content of Communication

Allan and Barbara Pease discuss communication between men and women in their book *Why Men Lie and Women Cry*. They suggest that women have a well-developed ability to speak. An explanation can be found in ancient history when prehistoric women gathered near caves where they cared for children and lit fires. Thanks to these activities, they established friendly relations by talking to each other. On the contrary, the men who cared of food were quiet during

the hunt so as not to scare away their prey. After transferring this experience to modern times, we find that men do not speak much, for example when they go fishing or hunting, while women prefer a smooth informal conversation during their activities. In fact, women speak mainly to stay in touch and do not need reasons to communicate (Peace, 2010). Their work attempts to generalize the differences in communication between men and women, however, it is certainly not possible to apply this to all men and women.

The male brain is not as well adapted to communication as the female brain and is constantly used in solving problems. Men usually speak when they want to inform others about certain facts or solutions while women speak mainly to maintain friendly and positive relations. Considering the different motivations for which men and women speak, there can be communication problems between the two genders (Pease, 2010).

Women are traditionally seen as more eloquent and fluent in speech in comparison with men. They are more collaborative and focus on new topics in the conversation. Women show a more often repeated frequency of positive signals such as head nods or encouraging sounds such as *hmm*. Women play a supporting role in communication, asking up to two and a half times more questions than men. Most questions start with *you know?* which serves to attract the attention of the communication partner (Čmejrková, 1996). Jelínek (1996) adds that women often talk about their feelings and the cultural events they have attended. Their communication is often focused on physical appearance and dress. Married women speak about combining work with household or study. They would also welcome their partners confiding in them, while men stay away in this regard (Tannen, 1995). At work, they experience relationships more intensely than men.

Men prefer talking about political issues, and take a more distance approach to the subject. They make more use of words denoting destructive activities like cursing and swearing. According to empirical studies, men make more statements and discuss more mixed conversations. They also use more words than women, and so, their speeches are longer. Men are more likely to cut in sharply when having a conversation with women, but will hardly allow women to interrupt them. More often than not, they ignore certain topics of conversation and start talking about something else (Čmejrková, 1996). Jelínek (1996) adds that men like to talk about their success with women, as well as about their studies or work. They also share their favorite sports. Finally, older men talk about their experiences when they were younger.

It must be noted that, conflicts that arise in communication between the genders are not only attributable to verbal expressions. Some other contributing factors maybe: psychological

problems, lack of emotion and declining interest in others, and selfishness or manifestations of inequality. Additionally, Tannen, 1995 insists that there are other factors beyond expressions of thoughts and feelings that can also contribute to the breakdown of communication between men and women.

4 Gender

According to Hrdličková (2008) the word gender refers to social differences and to relationships between women and men that are acquired and changeable over time. Jandourek (2003) shares similar sentiments and further adds that the society has certain expectations from men and women. However, Wardhaugh and Fuller (2015, p. 313) point out that society's expectations from women and men differ from each society. Sex categories are generally viewed as separate groups (individuals have to belong to one or the other group as permanently as possible), while men and women are seen as a continuum (you can be more or less of a man; or more or less of a woman). Valdová (2006, p. 6) develops Wardhaugh and Fuller's conception of gender by claiming that this is a social problem as one is influenced by external factors.

4.1 Sex versus gender

There are two terms – gender and sex which are often interchanged thus there is the need to explain the differences between them. The term “sex” refers to the biological subtext of an individual i.e. genetically determined differences between a man and a woman (the possibility of getting pregnant or differences in the physical strength of a man and a woman). Other differences may also relate to the social differences between men and women. Sex is formed during an individual's development and also during the process of socialization when they learn to be either a man or a woman (Koldinská, 2010). Sex thus represents the basis for which people create a social category called gender (Renzetti, Curran, 2003).

Gender refers to all social and not biological aspects of the individual. It basically, expresses the idea that when it comes to social behavior, people are not born as men and women rather, they must learn to behave as men and women –to least to some extent. This is because, there are patterns of behavior that are considered in society as either typically male or female (Jandourek, 2003). Oakley (2000) describes the term gender as “a social construct that expresses the qualities and behaviors associated with the image of a man and woman as shaped by culture and society”.

4.2 Gender role and stereotypes

Křížková & Pavlica (2004) argue that gender roles are characterized as a set of expectations or regulations that relate to the behaviour of a given gender. These roles are assigned to members of society and are based on the position of individuals as determined by the society. Gender roles thus attribute a certain expected type of behaviour to men and women. Hrdličková (2008, p. 9) and Jordan (2004) hold the same opinion and add that these set of rules are mostly unwritten and informal. Due to the different gender roles, men and women are assigned different responsibilities and rights, and are expected to have different values in life or different positions in the society (Valdrová, 2006). Different roles for men and women naturally arose in human societies which resulted in their adaptation to their biological nature. These customs and rules were later instilled in the minds of members of society as social expectations, and this has led to gender stereotypes.

Gender roles and stereotypes are often interchanged. Brannon suggests that "gender roles are defined by behavior, whereas gender stereotypes are beliefs and attitudes about masculinity and femininity" (Brannon, 1996, p. 160). We encounter stereotypes in almost every aspect of our live –education, language, work, entertainment, legal issues (Jarkovská, 2004). Gender stereotypes can therefore be defined as simply: general rules for the behavior and actions of women and men. The problem is that these assumptions related to gender, accepted as generally valid, correct, and normal may not correspond to the mental and social setting or the interests and needs of the individual. There are often misconceptions or prejudices about "correct" or "natural" behavior and judging individuals based on their gender, regardless of their innate desires, upbringing, or individual needs (Hrdličková, 2008).

According to Hrdličková (2008), women are often expected to be passive, independent, enthusiastic about young children, interested in manual and domestic work, etc. which are qualities that are mostly useful in private life. Men, in contrast, are associated with initiative, rationality, independence, skill and technical knowledge, and a passion for motoring; these qualities are relevant for public life. Brannon (1996, pp. 169-175) additionally says that women are: religious, aware of the feelings of others, gentle, tactful, quiet, and neat in habits. Further, they do not use harsh language and have strong need for security. Then again, men are aggressive, adventurous, competitive, unemotional, able to separate feelings from ideas, dominant, skilled in business, leaders, self-confident, ambitious, worldly and never cry.

As a result of stereotypes, women in particular do not have the same opportunities to show their abilities and skills in other roles which they have been denied access (Hrdličková, 2008). However, there is the need to stand up for men who, like women, face gender stereotypes and prejudices.

4.3 Gender and Language

“Language uses us as much as we use language” (Lakoff, 1975, p. 3). It is not about people using language consciously or even unintentionally "sexistically" in everyday situations. The words we can use to describe women and men are different, and what is more, language supports and shapes our ideas and attitudes. By understanding the words of our language and using them, we simply absorb and convey different, asymmetrical assumptions about men and women (Tannen, 2007). The point is that gender differences are built into the language. The key topic according to Wardhaugh (2006, p. 315) is: “the connection, if any, between the structures, vocabularies, and ways of using particular languages and the social roles of the men and women who speak those languages”.

Salzmann (1993, p. 118) points out that some words are generally used more often by women than men; Lakoff (1975, pp. 8-13) has the same opinion. According to them, these words include, for example, expressive adjectives expressing approval or admiration (beautiful, fantastic) and names of colors (apricot, burgundy, beige, lavender). Men rather use or admire neutral expressions, and if they feel that their words must be emphasized even more, they use, for example, the word damn (damn good). Both Salzmann (1993, p.118) and Lakoff (1975, p.16) claim that another characteristic feature of women's speech is the issue that a woman needs to make sure of her truth (They did not have to deal with it so uncompromisingly, don't you think?). According to Salzmann (1993, p. 118), this may be due to the fact that a woman does not want to look too confident. In relation to tag questions, Lakoff (1975, p. 17) it is more straightforward and assumes that “this is a question of women not being taken seriously or can't be trusted with any real responsibilities, since they can't make up their mind and are not sure of themselves.” In general, female speech is more dynamic, has more para-language characteristics, and a wider range of tones. (Salzmann, 1993, p. 118)

Zdeněk Salzmann (1993, p. 95) refers to Whorf's hypothesis. The theory states that the language we speak affects our thinking and understanding of the world around us (creates our worldview). Whorf puts forward two basic ideas: **the principle of linguistic relativity**, according to which differences between languages affect the views of their speakers, and **the**

principle of linguistic determinism, where the way we think is determined by the language we speak. The wording suggests that the ability to understand and communicate between cultures could be weakened, given that people's behavior and opinions can be significantly affected by language structure. Salzman states that over time, Whorf's hypothesis has been shown to be greatly exaggerated, but admits that grammatical categories can affect the perception and categorization of the world around a human being.

He provides an example: "In English, the word teacher refers to a person who teaches, whether a woman or a man. From the pupil's note Our teacher is strict, we do not know what gender it is, although the following conversation may reveal gender by using the teacher's name or personal pronoun specified by gender (he or she)" (Salzman, 1993, p. 100).

Thus, Czech and English differ in such cases. Salzman draws attention to the differences between the languages, however, he assumes that it would be very difficult to prove their influence on the views of the speakers of those languages. One could rather say that a certain grammatical feature can contribute to strengthening perceptual habits and cultural opinions (Salzman, 1993, p. 103).

5 Politeness

In all cultures, the motivation to be show polite behavior tend to be similar although their rules about being polite differ. The main goal for being polite in human societies is to avoid aggression. "in the animal kingdom it is a dispute over territory and females, beside issues such as: of faith, value orientation, and social status " (Machová, Šamalová, 2005).

Válková (2004, p.28) suggests that linguists such as: Coulmas, Brown and Levinson and Watts agree that politeness fulfills altruistic goals or masks less altruistic ends on condition that the socio-cultural structure of the speech ratifies them. Clark and Schunk (1980) link politeness to attentiveness, arguing that the more attentive the listener is, the more polite he is.

5.1. Principles of Polite Communication

Understanding is considered one of the key conditions for successful communication. In order for communication participants to agree on something, it is essential that they achieve at least partial fulfillment of their communication goals and objectives. Polite behavior will lead to better understanding (Hoffmanová, 1999, p.154).

The principle of cooperation developed by Paul Grice is another part of successful communication. In simple terms, this can be interpreted as "cooperation with partners". Grice considers this precondition to be the basis of all human communication (Hoffmanová, 1997, p. 98). According to Grice (1989, pp. 28-29) people should always strive for an effective and coherent dialogue. If cooperation in the dialogue is missing, it is usually considered as asocial. The communication outlined in this way could be considered ideal and seamless, however, it does not work that way in real life. Conversation between two or more people is often incomplete and often not coherent thereby, not achieving a certain communication goal. Grice therefore adds four maxims to the conversational cooperation principle, which are a prerequisite for successful and effective communication:

- Quantity Maxim - only the necessary information ought to be provided by the speaker, and nothing more,
- Quality Maxim - only the true information ought to be provided by the speaker, with reliable evidence at best,
- Relation Maxim - only relevant information ought to be provided by the speaker within a particular conversation,
- Manner Maxim - the information ought to be brief, unambiguous.

Grice's maxims do not take into account all the situations interlocutors may come in contact with during communication. Many situations are not considered at all, or maybe only ethical and moral values do not play an important role. The cooperative principle often comes into conflict with politeness. What is considered cooperative can often be impolite. In situations that require polite social behavior and actions, Grice's maxims are not an appropriate guideline.

5.2 Leech and Polite Principles

Geoffrey Leech reacted to Grice's principle of conversational cooperation by expanding on it and introducing the principle of politeness Hofmannová (1997, p. 100). Leech (1983, pp. 132 - 141) formulated the politeness principle based on six individual maxims, each of which has two rules related to minimizing costs and maximizing benefits for the speaker or an addressee:

- Tact Maxim (in impositives and commissives) - minimize cost to others and maximize benefit to others. In other words, minimize the demands on communication for partners while maximizing the benefits they receive,

- Generosity Maxim (in impositives and commissives) - minimize benefit to self and maximize cost to self. For example: “*I can lend you a car; You must come and have dinner with us*” is considered to be more polite compared to *You can lend me your car* and *We must come and have dinner with you*. This is for two reasons: first, they express the benefit “*to others*”, and secondly, they reflect the cost “*to self*”.
- Approbation Maxim (in expressives and assertives) - minimize dispraise of others and maximize praise for others.
- Modesty Maxim (in expressives and assertives) - minimize praise for self and maximize dispraise of self, in other words, minimize the drawbacks of your communication partner and maximize their strengths. Minimize your own strengths while maximizing your drawbacks. These include compliments, constructive criticism and expressions of appreciation.
- Agreement Maxim (in assertives) - minimize disagreement between self and other and maximize agreement between self and other.
- Sympathy Maxim (in assertives) - minimize antipathy between self and other and maximize sympathy between self and other (these include, for instance, congratulations, condolences).

Leech (1983, p. 132) states that “we should bear in mind that these maxims are observed up to a certain point, rather than absolute rules”. Hofmannová (1997, p. 101) adds that Leech suggests *Phatic Maxim* (keep talking, avoid silence) as another politeness principle. Maintaining a conversation about the weather is a good example.

According to Hofmannová (1997, p.101) there are varying degrees of politeness in expressing the request in context with Leech’s maxims. Imperative requests such as *Take me home, I want you to take me home* are considered impolite. *You should take me home* can’t be considered too polite, either. On the other hand, questions that provide the addressee a possible choice including the possibility of rejection, are considered more polite (*Will you take me home, Can you take me home?*). Hypothetical formulations further increase the possible choice (*Would you take me home, Could you take me home?*). Politeness, timidity of the question can be emphasized by the use of negative (*Wouldn’t you take me home? Wouldn’t you mind if...?*). Other polite expressions that can be used are: *please, with kindness*.

5.3 Politeness according to Lakoff

The idea that politeness can be described and interpreted as applying a set of pragmatic rules first appeared in the book *Language and Woman's Place* by Robin Lakoff. According to Hirschová (2013, p. 229), Lakoff mentions two basic requirements in her work by which we can more easily achieve our communication goal: 1. a demand for clear and comprehensible expression (there is a link to Grice's maxims) and 2. a request for politeness acknowledging. In different communication situations, each of these requirements may vary in importance. Sometimes, it is better to give preference to the intelligibility of the expression regarding the goal of the communication, other times, it is better to prioritize politeness. Lakoff (1975, pp. 72-73) argues that Grice's conversational principles are only applicable if they do not come into conflict with the rules of politeness, or in situations where information transfer is preferred. In such a situation, polite communication is not required.

Lakoff (1975, p.65) formulates three principles as follows:

- Formality - do not impose, keep aloof (do not force anything on anyone),
- Deference - give options,
- Camaraderie and equality - show sympathy (make the addressee feel good, be friendly).

Lakoff (1975, p. 65) provides several examples of the application of the Formality rule. The rule is applied mainly in the case of using formal language, when there is “a distance” between the speaker and the addressee. Among other means of achieving distance belong using the academic passive, the academic-authorial *we*, hypercorrect forms and avoidance of colloquialism and impersonal pronoun *one*, which is predominantly used in the British English standard.

Regarding the second rule Deference, Lakoff (1975, p. 66) suggests it can be combined with the other two, however, the first and third rules are mutually exclusive. Some of the ways by which this can be done is through question intonation and tag questioning, hedges and euphemisms which masks the harshness of the speaker's words.

In terms of the third rule Camaraderie, Lakoff (1975, p.67-98) claims that although it may not be perceived by all as a part of politeness, it plays an integral role in some cultures, especially in American society. The main goal is to make the addressee feel that the speaker likes him, sympathizes with him, and is interested in him. This is usually achieved by using: colloquial language, dirty jokes, nicknames and first names (in some situations), and last name

(in some situations). Lakoff (1975, p.68) adds that these rules are perceived differently in different cultures thus, will prioritized differently.

Practical part

6 Research – Gender and Politeness in Discourse

The aim of the empirical part of the thesis was to compare differences in expressing politeness between women and men in English and Czech language.

The following research questions were used to achieve the set aim:

- Are there any gender differences in terms of politeness in everyday communication?
- Do they differ from the view point of English and Czech language?

The previous chapters in the theoretical part serve as a basis for this research. In order to obtain objective data, qualitative research and the discourse analysis method were conducted. The data was gathered through semi-structured interviews. Because the atmosphere was pleasant and informal, the respondents were relaxed. They freely communicated and expressed their emotions. They had enough time to reconsider their responses and enough space to capture them as precisely as possible. Open-ended questions were chosen in order to ensure objective responses. As a result, the focus of the research was on gathering and analyzing the most detailed information possible from respondents to the specific situations outlined.

Eight respondents aged 25-60 years answered the questions, attempting to best describe their attitude toward politeness in communication. The four selected respondents were four men (two Czech and two English native speakers) and four women (two Czech and two English native speakers). The respondents were interviewed both in person and online through the Microsoft Teams video conferencing service. There is close friendship between me and the four respondents hence, it was necessary to consider possible biases. On the other hand, having a close relationship with the respondents ensured that they were honest and open in their responses, opening up with things that they would otherwise keep to themselves.

It is important to understand that the presented situations were taken out of context, so respondents' statements and answers are isolated. However, in order for the respondents' answers to be considered completely authentic and credible, an observation method would have to be implemented, whereby the respondents would find themselves in real-life situations, which would of course be very difficult to perform.

The questionnaire, which is provided below, includes open-ended questions that outline various situations to the respondents with the respondents expected to indicate how they would behave or react and especially what they would say in those given situations. The individual politeness principles designed by world-renowned linguists and researchers Geoffrey Neil

Leech and Robin Lakoff were used to generate all of the questions, which are based on theoretical knowledge of politeness.

All respondents were informed in advance about the purpose of the research, their voluntary participation in the research, and their right to remain anonymous. All interviews are included as an annexe to the thesis.

The following questions were used in the in-depth semi-structured interview.

In-depth interview questions:

- 1) How would you ask a friend to collect you from the airport? **Hofmannová (expressing a request)**

- 2) How would you behave in communication with a person who would be unpleasant to you, but you still need to throw a birthday party for your common friend?
Leech (Sympathy maxim)

- 3) How would you react in a conversation with a classmate who failed the exam but you succeeded? What would you say? **Leech (Approbation and Modesty maxims)**

- 4) How will you react if your close friend's wedding is announced? **Leech (Sympathy maxim)**

- 5) Imagine that you want to go on an exotic vacation with your partner. You would like to go to the Caribbean or Thailand, but you don't know if your partner shares the enthusiasm for these chosen destinations. How would you start such a conversation?
Lakoff (Deference)

- 6) You are left alone at the table with your friend's new boyfriend who appears to be an introvert. How will you behave and what would you say? **Leech (Phatic maxim)**

- 7) You need to finish the project. You know that your colleague has already taken some steps, but her / his interest seems dull to you and you expect more work to be done. How would you tell the colleague? **Leech (Agreement maxim)**

- 8) You and your colleague at work have been nominated for a manager position. At last, it was you who were promoted, although you both worked hard and did extra work. The colleague is sitting in the office next to you, trying to start a conversation on this topic. How will you react? **Leech (Approbation, Modesty and Agreement maxims)**
- 9) You do not agree with the proposal of your boss and you have the opportunity to voice on the issue. How will you react? **Leech (Agreement Maxim)**

6.1 Expressing a request

Using the question 1 “How would you ask a friend to collect you from the airport?” can be verified whether we can rely on the theory provided by Hofmannová (chapter 5.2) in the context of creating requests and whether provided answers can be considered polite or not.

All eight respondents, men and women, native Czech and English speakers, responded using questions that provide the addressee a possible choice including the possibility of rejection, hypothetical formulations increasing the possible choice and polite expression such as “*please*” which are considered more polite than imperative requests, hence no difference was found between men and women or from the view point of Czech and English language. The responses of both women and men were very similar in terms of politeness. The following answers appeared most frequently.

“Would you be so nice and pick me up from the airport? (line 164), or Would it be possible to pick me up? (lines 391-392), I would really appreciate the assistance (line 271), Would you please give me a lift from the airport?” (line 3-4).

The respondent 7 - an English-speaking woman even offered to pay for petrol if her friend picks her up from the airport (lines 323-324), which may be considered a manifestation of the Generosity maxim as offering to pay for petrol the benefit is implied to the friend that the respondent is asking a favor from, and the cost is implied to the respondent.

Clark and Schunk's (1980) assertion that people usually tend to make requests indirectly in order to achieve the most favorable response possible, is very similar to Hofmannová (1997, p.101).

6.2 Sympathy Maxim

Subsequently, in the question 2, the respondents had to give their expressions on the outlined situation if they had to deal with a person who would be unpleasant to them, but together they need to give a birthday party for a common friend.

This question was created in accordance with the Sympathy maxim together with Lakoff's polite principles of Formality, Deference, in other words, the aim of the following outlined situation was to verify whether the respondents would actually answer according to these principles of politeness. The sympathy maxim criteria are as follows: 1) Reduce as much antipathy possible between self and other. 2) Increase as much sympathy as possible between oneself and the other.

In this outlined situation, the result is clear. Women, both Czech and English were more polite compared to men and would respond according to the Sympathy maxim. The respondent 7 – English woman stated that she would try to keep communication short, but remain pleasant and helpful and also give options (lines 327-331) so she would minimize antipathy between herself and the person and maximize sympathy between herself and the person. The respondent 8 – Englishwoman would try to be polite and not to offend the person, at the same time she would not impose and give options (lines 395-398) so this answer might be applied to the polite principles of Formality and Deference by Lakoff. The respondent 4 said that she would probably care more about the well-being of the common friend than for her own, and would try to reduce as much antipathy as possible between herself and the person. She would try to follow all polite principles and knowing that it's probably a one-off matter, so she would step out of her comfort zone (lines 171-177). The respondent 3 - Czech woman would try to involve the person in the communication so that they feel involved, at the same time she also gave the person options. This Czech woman responded according to the polite principle of Deference by R. Lakoff (lines 122-123).

However, it should be pointed out that one Czech and one English man (lines 57-58, 274) would behave in a similar way to women. On the other hand, one Czech and one English man would rather show restraint and try to limit communication on the given topic, they would not make any further attempt to show any greater sympathy (line 232-233, 7-8).

In the 4th question, both men and women were asked to express their reaction to announcing the wedding of their close friend. All respondents answered in a very similar way in accordance with the Sympathy maxim, which includes a small group of expressions such as

congratulations, compassion and condolences. In this case, all respondents agreed that they would be happy for their friend and would express congratulations, thus no differences between women or men or from the view point of Czech or English language were found.

6.3 Approbation and Modesty Maxim

In the question 3, women and men had the task of thinking about what they would say in a conversation with a classmate who did not pass the exam, but they succeeded. This question was designed according to the Approbation and Modesty maxims, where respondents were tested, whether they would minimize dispraise of them and maximize praise for their classmate and minimize the drawbacks of their classmate and maximize their strengths.

An interesting finding is that although the question was designed according to the above maxims, most respondents' answers, both men and women, Czech and English native speakers were associated with the Sympathy maxim. The most common responses were:

“I'm sorry to hear that (line 11), I'm sorry you didn't pass the exam (line 126), I'm sorry, how come it didn't work out? (line 66), I heard that you didn't too well in the exam, I'm sorry that it was not the result you hoped for, I can only sympathize at your situation and wish you the best of luck in the next exams” (lines 280-282).

The respondent 5 - English speaking man said: *“I would encourage them to try again as I would try to show them I was confident in their abilities. I would probably say: You are a clever girl, next time you can do it. I believe in you”* (line 236-238). This answer corresponds to the Approbation maxim – the respondent minimizes dispraise and maximizes praise of his classmate. The respondent 7 – English speaking woman answered according to the Modesty maxim and said that she would play her own success down and say something like: *“Some of those exam questions were so difficult, I was definitely guessing half of the answers! Try not to feel too down about the test result, at the end of the day, it's only one exam and you can make up the points easily in the other exams. I think I just got lucky with some of the questions”* (line 334-338). From this answer it is clear that the respondent tried to strengthen the criticism of herself and limited the appreciation, positive evaluation of herself to a minimum.

The question 8 was also created in accordance with the Approbation and Modesty maxims. Respondents were asked how they would react in a situation where they would be selected to a manager position, which they applied for together with a colleague from work. They both worked equally hard and performed extra tasks, and the colleague is now trying to start a conversation on this subject.

Native English speakers responded a little more politely than the Czechs in this outlined situation. Two Englishmen and one Englishwoman responded according to the Modesty maxim, while no Czech would respond according to this maxim. Samples of answers according to the Modesty maxim are as follows:

“Keep the conversation positive and be humble to the point of talking up the other colleague. (lines 263-264). I do feel a little guilty at you not being chose, however it was luck of the draw really (lines 309-310). I would speak humbly, in a way that made it sound like I wasn't expecting to receive the promotion. I would say something like: I still can't quite believe it” (lines 373-374).

Moreover, one Englishman and one Englishwoman responded according to the Approbation maxim, which, however shows that no gender difference was found here.

“Tell them you expected them to be successful and not myself (line 264). I really didn't think I'd get the promotion, especially when I was up against someone as talented and hardworking as you” (lines 375-377).

Most of the Czechs' answers were evaluated according to the Sympathy maxim. The most common answers were:

“I'm sorry you were not picked (line 151). I'm sorry you're disappointed (line 103).

Interesting point is that one English woman answered in a similar way to the Czechs which means she responded according to the Sympathy maxim, too. *“I would sympathize with the person” (line 431).*

To sum up, all respondents answered the third and eight questions according to the principles of politeness. Regarding the question 8, although the Czechs and English native speakers responded according to one of Leech's 6 principles of politeness, it is quite obvious that the Czechs are rather concentrating on themselves, maximizing their strength, which is contrary to the Modest maxim (lines 217-221, 100-103) and would simply accept the promotion itself as it is without showing recognition to the colleague, which is contrary to the Approbation maxim.

6.4 Deference – give options

In the question 5, the respondents were to imagine starting conversation on an exotic vacation topic with their partner. They want to go to the specific countries, but their partner doesn't know about their choice yet.

Regarding this question, the results of the answers are equal both for women and men. Respondents usually answered in such a way that they would be interested in their partner's opinion, because they go on the holiday together, in other words they would give their partner an option. The most common answers were:

What would you say to going to the Caribbean or Thailand? (line 192). Look at the brochures, do you like them? (lines 133-134). Honey, have you thought about vacation yet? What if we indulged in something more exotic this year, such as the Caribbean or Thailand? (lines 78-79).

The respondent 1 – Czech man admitted that his partner is in charge of these matters, so he has no experience with such a situation, he would probably suggest chosen vacation to his partner as a done deal (lines 21-24). The respondent 7 – English woman responded in the same way as the respondent 1 and in addition, she would make an attempt to persuade her partner.

To sum up, these two respondents 1 and 7 would not give options to their partners, however, the other respondents answered according to the polite principle of Deference so the research shows that no major gender differences were found in this outlined situation, not even from the view point of the Czech and English languages.

6.5 Phatic Maxim

Related to the question 6, where respondents were asked how they would behave if they were left at the table alone with their friend's new boyfriend, who seems to be an introvert, the research shows that answers were similar for both men and women and no marked differences were found, not from the view point of the Czech or English languages, either. The research shows that all respondents answered according to the Phatic maxim.

All respondents would try to break the ice in communication with such a person and try at least a small talk. However, the respondent 3 – Czech woman said that she would remain polite and keep a distance (line 139) and the respondent 5 – English man answered that he would accept their decision to keep themselves quiet (lines 250-251). These respondents answered not only according to Leech's Phatic maxim but also according to Lakoff's Formality polite principle, which states that we should not impose anything on anyone, but rather keep aloof (chapter 5.3). I noticed perhaps only one minor difference in terms of gender, and that was that both English women and one Czech woman tried a little harder to make contact with such a person (lines 354-360, 418-419, 196-202) compared to

other respondents, as they say at all costs, and look for any topic to discuss in order to avoid of silence. All this applies not only to Leech's Phatic maxim but also to Lakoff's Camaraderie and equality polite principle, where the respondents tried to be as much friendly as possible and make their friend's new boyfriend feel good.

To sum up, regarding the sixth question, women might be considered slightly more polite than men, because they put in more effort to make contact with the person in comparison to men. From the view point of languages this little difference was found somewhat more evident in English compared to Czech.

6.6 Agreement Maxim

The seventh question was created to verify whether the respondents would answer in accordance with the polite principle of the Agreement maxim, where the main goal is to keep disagreements to a minimum and try to develop an agreement between themselves and the partner as much as possible. Respondents were asked how they would react and what they would say their colleague regarding a project that is approaching a deadline, but the colleague seems dull to them and they expect more work to be done.

In this outlined situation, the answers of native English speakers were found more polite than Czech ones. Although the Czech respondents kept disagreements to a minimum, they did not make any special efforts to develop an agreement between themselves and their colleague. They often emphasized the approaching deadline of the project, which seemed logical and acceptable, however they were much more emphatic in comparison with English respondents in terms of the expected greater work commitment of their co-worker. Their answers were as follows:

“Well, I guess I would be emphatic in that and I would say: Look, we have a deadline here, we really need to sit on it now “(lines 207-208). “Look, we need to finish this project as the deadline is.... Each of us was supposed to take certain steps in this project with a clear deadline. Please present me your results you've made so far. Look, we're now running out of time and this need to be completed by....” (lines 143-146). “ I checked it out and could see that you still have a lot of work to do, please take a closer look at it as soon as possible so we can submit it in time“(lines 94-95).

The answer of the respondent 3 – Czech woman could be perceived even as a minor warning. *„If you don't submit the results on time, I will have to inform the boss”(lines 146-147).*

In contrast to the Czech answers, the answers of native English speakers corresponded to the Agreement maxim, which means that they made efforts to keep disagreements to a minimum and try to develop an agreement between themselves and the colleague as much as possible, thus they might be considered more polite. In addition to that, their answers corresponded to the Approbation maxim, too. The respondent 7 – English woman would try to encourage them to work with her by using the term “We”, this might apply to the Agreement maxim (line 364) and praise them for the positive work they have already carried out, this might apply to the Approbation maxim (line 367). The respondent 8 – English woman also responded according to the Approbation maxim and stated that that’s a nice idea here he’s got so far (line 423). The research shows that English women may be called more polite on this issue as English men’s answers were a bit more straightforward (lines 265-258, 301-303).

Regarding the question 9, respondents were asked how they would react if they did not agree with the proposal of their boss and had the opportunity to voice on the issue. None of the respondents would act contrary to the Agreement maxim, they would give full reasoning for their different opinion, however in accordance within all polite principles. A possible reason why all respondents acted according to the Agreement maxim may be the fact that in the questions 9 they would come into conflict with their superior compared to the question 7, where they had to deal with their equal co-worker and it is generally known, that we all deal more politely with a person with a higher job position. If we were to search for signs of other maxims, these following answers could be considered as polite ones according to the Approbation maxim.

„I would praise his proposal (line 46), I appreciate your commitment and approach (lines 156-157), “I have looked at all the positives connected with your proposal for this project in some detail (lines 315-316), I would start the conversation by saying a positive statement about the proposal” (lines 383-384).

Given the fact that one Czech and one English man and one Czech and one English woman, answered in this way, it is impossible to determine from these results who is more polite, whether women or men, or whether the answers differ from the view point of Czech and English languages, thus they responded equally politely.

7 Research results

The practical part was carried out through in-depth, semi-structured interviews and detailed text analysis, with the goal of determining whether approaches to politeness differ between men and women, and if so, whether any differences could be found from the perspective of the Czech and English languages. Respondents were asked nine open-ended questions outlining specific situations, which were created according to Leech and Lakoff's polite principles and Hofmann's theory in the context of expressing a request. There were eight respondents in total, four of whom were Czechs and the remaining four were English speakers. Two Czech men and two Czech women were among them, as were two English men and two English women.

I have come to the conclusion that the answers of the English men and women do not significantly differ from the Czechs in terms of politeness. According to the findings, English-speaking respondents show slightly more sympathy, recognition, and appreciation for the people they talk to compared to Czechs. Related to gender differences, women were found to be a little more polite than men according to found individual maxims. However, we need to be careful in formulating drawing conclusions about men's and women's differences in speech in order to avoid bias. Tannen (1995) and Čmejkrková (1996) state that not only gender, but also social status and, in particular, the environment in which boys and girls grow up from a young age, forming their later male and female roles, sign the speaker's speech.

The individual maxims that I defined based on the answers of the respondents were continuously recorded in the table 1 that is seen below. In some questions, respondents answered in accordance with different maxims than expected, however, all the polite answers were recorded.

Given the fact that the aim of this bachelor's thesis was not to find out who is more polite in everyday communication - whether women or men or English or Czechs, but rather to compare the differences in expressing politeness, the table 1 I present below is only for information.

Table 1: Gender differences in the language use (politeness) in English and Czech language

Question	Polite Principles	MEN		WOMEN	
		Czech	English	Czech	English
1	Hofmannová (expressing a request)	2	2	2	2
1	Generosity Maxim				1
2	Sympathy Maxim	1	1	2	2
3	Sympathy Maxim	2	2	2	2
4	Sympathy Maxim	2	2	2	2
8	Sympathy Maxim	1		2	1
3	Approbation Maxim		1		1
7	Approbation Maxim				2
8	Approbation Maxim		1		1
9	Approbation Maxim	1	1	1	1
3	Modesty Maxim				1
8	Modesty Maxim		2		1
6	Phatic Maxim	2	2	2	2
7	Agreement Maxim		2		2
9	Agreement Maxim	2	2	2	2
6	Formality		1	1	
2	Formality				1
6	Camaraderie and equality			1	2
2	Deference - give options			1	1
5	Deference - give options	1	2	2	1
	TOTAL	14	21	20	28

Conclusion

The study of gender and politeness in language is at the heart of this bachelor's thesis. Politeness is viewed as a means of reducing conflicts (Lakoff), and preserving social balance and friendly relations (Leech). Linguists' theories and ideas have allowed us to compare the nature of polite communication with the perceptions of polite communications by the respondents in this study. The individual chapters in the theoretical part of this thesis explain the bases for the research.

The practical part was conducted through in-depth, semi-structured interviews and detailed text analysis, which aimed to find out whether approaches to politeness differ between men and women and, whether any differences might be found from the perspective of Czech and English languages. Open-ended questions on specific situations were presented to the respondents; these were formulated according to *the polite principles* by Leech and Lakoff and Hofmann's theory in the context of expressing a request. There were a total of eight respondents, four of whom were Czechs and the remaining four English speakers. These were two Czech men and two Czech women and also, two English men and two English women.

No significant gender differences were observed in terms of politeness. However, concerning Sympathy, Approbation, and Modesty maxims by Leech, there were some differences in the responses provided. The Research showed that English-speaking respondents show slightly more sympathy, recognition, and appreciation for the people they talk to. Furthermore, they, limit their own strengths while emphasizing their own weaknesses. They also, provide more options when communicating and make more efforts to ensure that their addressees are comfortable. They are friendlier, more open, and cordial compared to Czechs. Related to gender differences, women were found to be a little more polite, showed more empathy, and tried to get their partners involved in conversations even in the awkward situations that were presented in the interview. Women approach the world emotionally, intimately, and personally while men's attitudes towards the world are more pragmatic, fearless, and straightforward. Gender differences in communication as defined in the theoretical part of this thesis have been confirmed by the research.

Based on the differences in the linguistic perceptions of men and women, one can agree with Tannen's idea that, because men and women think differently, they communicate differently. Nonetheless, women and men reflect and interpret politeness, good manners, and impoliteness in essentially the same way.

Despite the preceding conclusions, the examination of the defined issues revealed that the topic of the bachelor's thesis is quite extend, and thus it cannot be concluded with general validity. As a result, the thesis can serve as a basis for further research, which will result in a more comprehensive study by focusing on investigation impolite language phenomenon this time.

Appendix

Respondent: 1

Sex: male

Age: 44

Education: university

Nationality: Czech

1. I: “How would you ask a friend to collect you from the airport?”
2. R: "Look, I have a problem. Could you give me a lift from the airport? "
3. or "Maruška, do you like to drive? Can I ask a little favor of you? Would you please
4. give me a lift from the airport? "
5. I: How would you behave in communication with a person who would be unpleasant to
6. you, but you still need to throw a birthday party for your common friend?
7. R: “I would show restraint and limit our conversation as short as possible. I would only
8. talk about the topic and not make any further effort to continue the conversation.”
9. I: How would you react in a conversation with a classmate who failed the exam 10 but
10. you succeeded? What would you say?
11. R: "I'm sorry to hear that, don't worry, you'll make it next time or you'll make it next,
12. the world won't collapse or dude, what did you fail on?"
13. I: How will you react if your close friend's wedding is announced?
14. R: "Well, don't you, man, are you getting married? Congratulations! or I would
15. congratulate him and book a table in a pub“.
16. I: Imagine that you want to go on an exotic vacation with your partner. You would like
17. to go to the Caribbean or Thailand, but you don't know if your partner shares the
18. enthusiasm for these chosen destinations. How would you start such a conversation?
19. R: “This reaction would probably never happen, because I've perhaps never been put
20. into such a situation where I would suggest a vacation, because my partner is in charge
21. of this. However, if I were to imagine such a situation and say something, I would
22. probably say this: "Honey, we're going to have an interesting vacation, we're going
23. somewhere in an exotic country such as Thailand... or a friend told me about a nice
24. holiday, beautiful place, great food, lots of places to explore.... “
25. I: You are left alone at the table with your friend's new boyfriend who appears to be an
26. introvert. How will you behave and what would you say?
27. R: “I would start an informal conversation, I would probably say: So tell me what do

28. you do when you are off and don't work? Do you have any hobbies, sports or something?
29. I'm looking for a squash partner or what about music, what kind of music do you like?
30. and then I would count every second before others come.”
31. I: You need to finish the project. You know that your colleague has already taken some
32. steps, but her / his interest seems dull to you and you expect more work to be done. How
33. would you tell the colleague?
34. "Listen, Pete, we've been working on this for a long time, and it's been getting a little
35. stiff, but now it's time to step up. Let's get this over with.”
36. I: You and your colleague at work have been nominated for a manager position. At last,
37. it was you who were promoted, although you both worked hard and did extra work. The
38. colleague is sitting in the office next to you, trying to start a conversation on this topic.
39. How will you react?
40. R: "You know what I'd like to know? What basis on did they decide to choose me and
41. not you? I'm not aware that I would do anything different than you, however, they had
42. to choose one and this time it was me.”
43. I: You do not agree with the proposal of your boss and you have the opportunity to voice
44. on the issue. How will you react?
45. R: “"xxxx, don't take it wrong, but I don't think what you're proposing is the only
46. right option or I would praise his proposal, but I would suggest certain changes that in
47. my opinion would beneficial for him”.

Respondent: 2

Sex: male
Age: 29
Education: university
Nationality: Czech

48. I: "How would you ask a friend to collect you from the airport?"

49. Can you do me a favor and pick us up at the airport on Saturday night?" or "Please,
50. are you free on Saturday night? Could you come to the airport and pick us up? We
51. are returning from vacation late and no more public transport will run at that time.
52. or we're returning from vacation on Saturday night, could you please pick us up at the
53. airport?" or "We need a transfer from the airport, will you have time, please?"

54. I: How would you behave in communication with a person who would be unpleasant to
55. you, but you still need to throw a birthday party for your common friend?

56. R: I'm not sure here, I usually get along well with people and it doesn't happen to me
57. that I have to deal with someone unpleasant... but I think I would behave in such a way
58. that it is impossible to give the impression that he/she is unpleasant to me , maybe I
59. would just try to spend as little time with that person as possible . "Look, xxx has a
60. birthday on Saturday, I guess it would be nice to give a party for him, do you have any
61. idea where to do it? or I heard you're planning a party for xxx, don't you need help with
62. something, to prepare or buy? or Xxx will have a birthday soon, won't we throw her a
63. party? I'll be happy to organize it, I may just need help inviting others... "

64. I: How would you react in a conversation with a classmate who failed the exam but
65. you succeeded? What would you say?

66. R: "Yeah, I'm so sorry. How come it didn't work out? or I'm sorry, didn't you match the
67. questions? You'll make it next time or it's a pity, so we can check it together, go through
68. the questions if you like or yeah, I passed the exam, I just chose good questions. So I'm
69. sorry it didn't work out, but you'll definitely pass it the next time."

70. I: How will you react if your close friend's wedding is announced?

71. R: "Yeah, that's great! Congratulations!" or "Yeah, so you've finally made it?
72. Congratulations!, When are you planning this? or I'm so happy for you!
73. or You don't say! so you're going to make it, right? Congratulations!"

74. I: Imagine that you want to go on an exotic vacation with your partner. You would like
75. to go to the Caribbean or Thailand, but you don't know if your partner shares the
76. enthusiasm for these chosen destinations. How would you start such a conversation?

77. "Darling, I was thinking about the holiday... I would like to try some exotics this year,
78. such as the Caribbean or Thailand? or Honey, have you thought about vacation yet?
79. What if we indulged in something more exotic this year? I mean for example Thailand
80. or the Caribbean ... or, I was looking for some flight tickets yesterday, where we could
81. fly this year. There were pretty cheap flights to Thailand. What do you think about
82. Thailand?"

83. I: You are left alone at the table with your friend's new boyfriend who appears to be an
84. introvert. How will you behave and what would you say?

85. R: „It would probably matter a lot here how well I know the guy. I would probably try
86. some small talk as for example: "I heard you have a new job?" or so, do you have any
87. plans for the summer? or this restaurant is nice, do you come here often? or and what
88. else do you do in your free time? Do you have any hobbies? ”

89. I: You need to finish the project. You know that your colleague has already taken some
90. steps, but her / his interest seems dull to you and you expect more work to be done. How
91. would you tell the colleague?

92. R: „How are you doing with the project, what have you done so far? The deadline is
93. approaching or how far are you with the tasks of the project? I've already have it done
94. so let's hand it over... or I checked it out and could see that you still have a lot of work
95. to do, please take a closer look at it as soon as possible so we can submit it in time."

96. I: You and your colleague at work have been nominated for a manager position. At last,
97. it was you who were promoted, although you both worked hard and did extra work. The
98. colleague is sitting in the office next to you, trying to start a conversation on this topic.
99. How will you react?

100. I would probably leave this colleague to start the conversation on this topic, and then I
101. would react accordingly "I know you wanted the job, too. Well, I guess they thought I
102. was better suited for the position, I don't know....." or „I know you wanted the position
103. too, but what can be done if they only had to pick one?" or "I'm sorry you're
104. disappointed, I know you've worked hard so I only hope it doesn't disturb our good
105. relationship. "

106. I: You do not agree with the proposal of your boss and you have the opportunity to voice
107. on the issue. How will you react?

108. R: “This happens to me quite often at work, so I'll use the name of my boss straight
109. Away (laughing) "Tom, I understand that it needs to be addressed, but this is not the
110. best solution, it will just add extra work to us. What if we'd rather do it like that? ”

111. Or "It doesn't seem the best idea to me. Wouldn't it be possible to do it a different way?
112. or "I don't know, it doesn't seem like the best solution. Shall we have another meeting
113. to try to come up with an alternative? or Tom, I looked at your proposal, but some
114. things don't fit here. After all, I pay more attention to issue, so what if I tried to remake
115. it and then we'll look at it together again?"

Respondent: 3

Sex: female

Age: 41

Education: university

Nationality: Czech

116. I: How would you ask a friend to collect you from the airport?

117. R: "You know it would be very difficult for me to get a bus or a train now so I was
118. wondering if you were so nice and give me a lift from the airport? Or Can I ask you
119. for a favor and would you come and pick me up from the airport?"

120. I: How would you behave in communication with a person who would be unpleasant to
121. you, but you still need to throw a birthday party for your common friend?

122. R: "I'm having a party for Jane and it would be nice if you could come, too and help me
123. to get everything done."

124. I: How would you react in a conversation with a classmate who failed the exam but
125. you succeeded? What would you say?

126. R: "I'm really sorry you didn't pass the exam, however, I strongly believe you'll pass
127. it next time. If you decide to retake, I'll be happy to help."

128. I: How will you react if your close friend's wedding is announced?

129. R: I would say "Congratulation!" and also add that I'm very happy for her.

130. I: Imagine that you want to go on an exotic vacation with your partner. You would like
131. to go to the Caribbean or Thailand, but you don't know if your partner shares the
132. enthusiasm for these chosen destinations. How would you start such a conversation?

133. R: "I chose some interesting destinations for our vacation. Look at the brochures - do
134. you like any? I've always wished to see the Caribbean or Thailand and would be very
135. pleased if you go with me."

136. You are left alone at the table with your friend's new boyfriend who appears to be an
137. introvert. How will you behave and what would you say?
138. R: “ I would ask him what he does, where he comes from. I would at least try some
139. small talk, however, I would remain polite and keep a distance.”
140. I: You need to finish the project. You know that your colleague has already taken some
141. steps, but her / his interest seems dull to you and you expect more work to be done. How
142. would you tell the colleague?
143. R:“Look, we need to finish this project as the deadline is.... Each of us was supposed
144. to take certain steps in this project with a clear deadline. Please present me your results
145. you’ve made so far. Look, we’re now running out of time and this needs to be
146. completed by....(I would emphasize the deadline). If you don’t submit the results on
147. time, I will have to inform the boss.”
148. I: You and your colleague at work have been nominated for a manager position. At last,
149. it was you who were promoted, although you both worked hard and did extra work.
150. The colleague is sitting in the office next to you, trying to start a conversation on this
151. topic. How will you react?
152. R: “I’m sorry you were not picked, but I really don’t know why they made such a
153. decision.” (I would try to change the topic)
154. I: You do not agree with the proposal of your boss and you have the opportunity to voice
155. on the issue. How will you react?
156. R: “I’ve been given the opportunity to comment on this proposal. I appreciate your
157. commitment and approach. I would suggest a slightly different solution based on these
158. documents and these conclusions. This is, of course, my suggestion and I understand
159. that the final decision is up to you.”

Respondent: 4
Sex: female
Age: 39
Education: university
Nationality: Czech

160. I: How would you ask a friend to collect you from the airport?

161. R: “Hmm, so I would definitely be very polite, because it would be clear to me that I
162. want a big favor from him, which is not a completely standard requirement. Even if I
163. was informal, I would definitely be very polite. Do you want a specific phrase?”

164. (Yes) I’m wondering, would you be so nice to pick me up from the airport at 9:00? I
165. have no way else and if it's a problem, I'll ask someone else.

166. I: “Can you please think of another phrase?”

167. R: “Do you have time on Sunday? If so, do you think you could give me a lift from
168. the airport? Would you mind giving me a lift home from the airport?”

169. I: How would you behave in communication with a person who would be unpleasant to
170. you, but you still need to throw a birthday party for your common friend?

171. R: “Well, even though he would be unpleasant to me, I would probably care more about
172. the well-being of the common friend I'm planning something for, and would try to
173. suppress my anti-sympathies, so again, within the principles of all politeness,
174. I'd specifically treat him as I liked him, but eeehm (thinking, looking for the words) eeee
175. I probably wouldn't make much of a difference, I just know
176. it's a one-off matter, so I'd step out of my comfort zone, but I'd definitely be polite, more
177. or less formal.”

178. I: How would you react in a conversation with a classmate who failed the exam but
179. you succeeded? What would you say?

180. R: (amusement, smile) “I would definitely say I'm sorry even though I know it won't
181. help, but I'd definitely offer him some help in case of re-take, so if I could help him in
182. any way, I would tell him he can give me a call any time. That's actually the case with
183. Doroška, isn't it? We offered her some help when she decided to retake.”

184. I: How will you react if your close friend's wedding is announced?

185. R: “Well, I would definitely be excited and congratulate her! Well, of course, it depends
186. on who she's getting married (laughing), because there are situations where I may not

187. like her fiancé, but I basically would be trying to show the sympathy, I mean that I'm
188. glad that she's happy."

189. I: Imagine that you want to go on an exotic vacation with your partner. You would like
190. to go to the Caribbean or Thailand, but you don't know if your partner shares the
191. enthusiasm for these chosen destinations. How would you start such a conversation?

192. R: "What would you say about going to the Caribbean or Thailand? I know it's not
193. exactly your "dream holiday", but I'd quite like this idea. If you don't like it, what would
194. you suggest?"

195. I: You are left alone at the table with your friend's new boyfriend who appears to be an
196. introvert. How will you behave and what would you say?

197. R: "I really don't like getting into such situations, because there I feel such a
198. communication vacuum and the need to talk, to communicate, because I know that he
199. will not start to talk and that it is even worse that no one says a word. So I would
200. probably try to forcibly look for a communication topic, just something we could talk
201. about even if it was a silly topic, but the fact that no one says a word and that we just
202. look at each other is even worse than that it's just me who's talking (laughing). Ehmm,
203. fine. But it's like a very awkward situation, you know, I really don't like."

204. I: You need to finish the project. You know that your colleague has already taken some
205. steps, but her / his interest seems dull to you and you expect more work to be done. How
206. would you tell the colleague?

207. R: "Well, I guess I would be emphatic in that and I would say look, we have a deadline
208. here, we really need to sit on it now. Can we meet tomorrow before or after working
209. hours. What do you think? Let's sit down and let's finally finish it, because it's a
210. necessity." I would be emphatic.

211. I: You and your colleague at work have been nominated for a manager position. At last,
212. it was you who were promoted, although you both worked hard and did extra work.
213. The colleague is sitting in the office next to you, trying to start a conversation on this
214. topic. How will you react?

215. R: "Well, it would depend on whether my colleague is a good friend of mine or not. If
216. he was a good friend, I would be very sorry and I would also say that that I am sorry.
217. Maybe I'd try to figure out why I was promoted and not her/him, but I guess I'd know
218. there was nothing else to do about it...hmm, anyway, if I he/she wasn't a good friend of
219. mine, just someone I know a little, I probably wouldn't care much. I wouldn't comment
220. on that, or I'd say I'm sorry, I don't really understand the reasons why I was promoted

221. and you not, but I wouldn't make any further effort , of course, knowing that I might be
222. slandered or our relationship can be damaged.”
223. I: You do not agree with the proposal of your boss and you have the opportunity to voice
224. on the issue. How will you react?
225. R: “Well, I'd probably say I don't like this option, making him sure that he has the main
226. word (ehmm), so if he accepts another suggestion, I'd come up with mine. If not, then
227. I would just respect that his opinion is different. (ehmm)

Respondent: 5

Sex: male

Age: 45

Education: high school

Nationality: Scot

228. I: How would you ask a friend to collect you from the airport?

229. R: “If I was to ask a friend if they could pick me up from the airport, I would be very polite as I'm asking them a favor. If they couldn't help, I wouldn't be angry and could look for other options and what I would say? Probably: Would be so nice and pick me up from the airport? Just let me know...”

230. I: How would you behave in communication with a person who would be unpleasant to
231. you, but you still need to throw a birthday party for your common friend?

232. R: “I would show restraint and not allow someone else to get to me and concentrate on
233. arranging the party.”

234. I: How would you react in a conversation with a classmate who failed the exam but
235. you succeeded? What would you say?

236. R: “I would console them and encourage them to try again as I would try to show them
237. I was confident in their abilities. I would probably say: You are a clever girl, next time
238. you can do it. I believe in you.”

239. I: How will you react if your close friend's wedding is announced?

240. R: “I would be excited and ask to help if they needed me. I would congratulate them.”

241. I: Imagine that you want to go on an exotic vacation with your partner. You would like
242. to go to the Caribbean or Thailand, but you don't know if your partner shares the
243. enthusiasm for these chosen destinations. How would you start such a conversation?

244. R: "Honesty is the best approach, ask the questions you need the answers to such as
245. what do you think about the holiday in the Caribbean or Thailand? To ensure
246. this type of situation doesn't arise, I would always discuss this kind of holiday in
247. advance to make sure both of us were looking forward. "
248. I: You are left alone at the table with your friend's new boyfriend who appears to be an
249. introvert. How will you behave and what would you say?
250. R: "If someone is uncomfortable and wants to keep themselves quiet, I'd accept that as
251. it's their own decision. I'd obviously ask questions to break the ice and make small talk
252. to ensure they knew I was willing to have a conversation."
253. I: You need to finish the project. You know that your colleague has already taken some
254. steps, but her / his interest seems dull to you and you expect more work to be done. How
255. would you tell the colleague?
256. R: "If we were working to a deadline, I'd remind them that we have limited time left
257. before the project has to be handed in and make sure they know that we all play a part
258. in the final result."
259. I: You and your colleague at work have been nominated for a manager position. At last,
260. it was you who were promoted, although you both worked hard and did extra work.
261. The colleague is sitting in the office next to you, trying to start a conversation on this
262. topic. How will you react?
263. R: "I would keep the conversation positive and be humble to the point of talking up the
264. other colleague. Tell them you expected them to be successful and not myself."
265. I: You do not agree with the proposal of your boss and you have the opportunity to voice
266. on the issue. How will you react?
267. R: "Again, honesty is the best approach so I would speak my mind and give the full
268. reasoning for my different opinion."

Respondent: 6

Sex: male

Age: 60

Education: university

Nationality: Irishman

269. I: How would you ask a friend to collect you from the airport?

270. R: "Hi, I wonder if you are free next Tuesday to pick me up at the airport? If not, I can
271. take a taxi. I realise that you are busy, however, I would really appreciate the assistance."

272. I: How would you behave in communication with a person who would be unpleasant to
273. you, but you still need to throw a birthday party for your common friend?
274. R: “I would be firm but polite in all respects. Cordial and open to their thoughts and
275. suggestions. Taking on board the way that they express themselves and how they feel
276. generally. I would also want them to make some major decisions and feel somewhat in
277. control.”
278. I: How would you react in a conversation with a classmate who failed the exam but
279. you succeeded? What would you say?
280. R: “I heard that you didn’t do too well in the exam. I’m sorry that it was not the result
281. you hoped for. I can only sympathize at your situation and wish you the best of luck in
282. the next exams.”
283. I: How will you react if your close friend's wedding is announced?
284. R: “Wow! It’s about time you settled down with a good woman. Brilliant news and I
285. hope to be asked to perform the duties of best man at your wedding.”
286. I: Imagine that you want to go on an exotic vacation with your partner. You would like
287. to go to the Caribbean or Thailand, but you don't know if your partner shares the
288. enthusiasm for these chosen destinations. How would you start such a conversation?
289. R: “Darling, I think that we need to have a really special holiday and enjoy each other’s
290. company. Do you think that a warm and inviting destination would be a possibility? I
291. just saw some really good deals offering Thailand and the Caribbean that looked rather
292. inviting. What are your thoughts on those locations?”
293. I: You are left alone at the table with your friend's new boyfriend who appears to be an
294. introvert. How will you behave and what would you say?
295. R: “I don’t know too much about you from your girlfriend, why don’t you tell me a little
296. more about yourself and what job you do? How long have you known her for? She
297. seems happy so you must be fun to spend time with. Where did you two meet?”
298. I: You need to finish the project. You know that your colleague has already taken some
299. steps, but her / his interest seems dull to you and you expect more work to be done. How
300. would you tell the colleague?
301. R: “We need to get a grip of this project and produce some results. I feel that more
302. detailed work is needed and some fresh suggestions. What do you think? Can we finish
303. it in time and make an impact?”
304. I: You and your colleague at work have been nominated for a manager position. At last,
305. it was you who were promoted, although you both worked hard and did extra work.

306. The colleague is sitting in the office next to you, trying to start a conversation on this
307. topic. How will you react?

308. R: "Well I didn't think I would be selected for promotion, however I was. I suppose it
309. was a pretty close race between us both. I do feel a little guilty at you not being chosen,
310. however it was luck of the draw really. I'm sure our manager had his own thoughts on
311. what he wanted in the person and I just fitted the job description. We should go for a
312. beer and chat about it further."

313. I: You do not agree with the proposal of your boss and you have the opportunity to voice
314. on the issue. How will you react?

315. R: "I have looked at all the positives connected with your proposal for this project in
316. some detail. With all due respect I think there are many other alternatives to be
317. considered in the process. It may benefit us all if we were able to dissect the project
318. needs a little further and see if we could make some more changes that would allow
319. some more advantages. What do you think of that as a possibility?"

Respondent: 7

Sex: female

Age: 28

Education: high school

Nationality: Englishwoman

320. I: How would you ask a friend to collect you from the airport?

321. R: "I would ask a friend for a 'big favour', example: 'Would you be able to do me a
322. massive favour please? I have a flight that lands in Heathrow next Tuesday morning, is
323. there any chance you would be able to pick me up from the airport? I would also offer
324. to pay for the petrol!"

325. I: How would you behave in communication with a person who would be unpleasant to
326. you, but you still need to throw a birthday party for your common friend?

327. R: "I would communicate with them by text only and keep it as short and pleasant as
328. possible. I would write something like this: "Hi (name), I hope you are well! It's (friend's
329. name) birthday next month and I'm throwing a surprise party for her and I know she'd
330. love to have you there. The date is XXX, time is XXX, address is XXX. Let me know
331. if you can make it!"

332. I: How would you react in a conversation with a classmate who failed the exam but
333. you succeeded? What would you say?

334. R: "I would play my own success down and say something like: "Some of those exam
335. questions were so difficult, I was definitely guessing half of the answers! Try not to feel
336. too down about the test result, at the end of the day, it's only one exam and you
337. make up the points easily in the other exams. I think I just got lucky with some of the
338. questions."

339. I: How will you react if your close friend's wedding is announced?

340. R: "I would send them a text message straight away, probably using capital letters.
341. Example: "(Name) Oh my God, congratulations on your wedding / engagement!
342. I'm so incredibly happy for you. You and (name) make the perfect couple.xxx"

343. I: Imagine that you want to go on an exotic vacation with your partner. You would like
344. to go to the Caribbean or Thailand, but you don't know if your partner shares the
345. enthusiasm for these chosen destinations. How would you start such a conversation?

346. R: "I would say that a friend of mine had told me about a recent vacation they spent in
347. Thailand. "(Name) has just got back from a week in Thailand and they said it's the best
348. place they've ever visited. (Name) showed me photos and the beaches look incredible.
349. The resorts also look amazing - and they're good value for money. Imagine us
350. both sitting on a beach in Phuket, sunshine, endless cocktails and all the Thai food you
351. can imagine. Doesn't that sound like heaven to you?"

352. I: You are left alone at the table with your friend's new boyfriend who appears to be an
353. introvert. How will you behave and what would you say?

354. R: "I would start up the conversation by asking him a casual question. I would keep it
355. as light-hearted as possible to avoid making him feel uncomfortable. I would ask him
356. how they both met. Example: "It's so great to finally meet you in person! I've heard lots
357. of good things about you. How did you and (friend's name) meet?" I would avoid
358. making too much eye contact so I didn't embarrass him. I would also offer more
359. information about myself and how I met his girlfriend (my friend) to make him feel at
360. ease."

361. I: You need to finish the project. You know that your colleague has already taken some
362. steps, but her / his interest seems dull to you and you expect more work to be done. How
363. would you tell the colleague?

364. R: "I would encourage them to work with me by using the term "We". Example: "We're
365. off to a good start / we are moving in the right direction, I think WE could make this
366. project even better if we did XXX. What do you think?" I would try to be as enthusiastic
367. as possible and praise them for the positive work they have already carried out."

368. I: You and your colleague at work have been nominated for a manager position. At last,
369. it was you who were promoted, although you both worked hard and did extra work.
370. The colleague is sitting in the office next to you, trying to start a conversation on this
371. topic. How will you react?

372. R: “Although I would feel embarrassed, I would be as open and as warm as possible. I
373. would speak humbly, in a way that made it sound like I wasn’t expecting to receive the
374. promotion. I would say something like “I still can’t quite believe it. I know how much
375. time and effort we both put in and I know that it could have been either of us. I really
376. didn’t think I’d get the promotion, especially when I was up against someone as talented
377. and hardworking as you. I feel incredibly lucky as I know it was an extremely close
378. competition.”

379. I: You do not agree with the proposal of your boss and you have the opportunity to voice
380. on the issue. How will you react?

381. R: “I would send an email asking if they had a spare 5-10 minutes to chat through the
382. proposal. I would say “There are a couple of things I’d love to discuss with you about
383. the proposal.” I would start the conversation by saying a positive statement about the
384. proposal. I would then say “However, I am a little bit concerned about XXX and I just
385. wanted to share my concerns face-to-face.” After sharing my concerns / opinion, I would
386. ask them for their thoughts? I would say something like “Of course, I completely
387. understand your decision, I just thought it would be beneficial for me to share my
388. opinion early on in the process in the interest of being completely transparent with you”.

Respondent: 8

Sex: female

Age: 38

Education: university

Nationality: Ghanaian

389. I: How would you ask a friend to collect you from the airport?

390. R: "I would ask a friend what he is doing at the time, I would tell the friend where I am
391. to meet me there at the airport. Would you be so nice and come and pick me up? Would
392. it be possible to pick me up....? If you come please...."

393. I: How would you behave in communication with a person who would be unpleasant to
394. you, but you still need to throw a birthday party for your common friend?

395. R: "Well, if it's our common friend, we do it together, we have to work together...I
396. would be extra careful not to offend the person. I don't want to be rude or offend the
397. person. I would try to be polite to the person and say can we do this or that, it's about
398. the interaction to get the project done."

399. I: How would you react in a conversation with a classmate who failed the exam but
400. you succeeded? What would you say?

401. (Laughing)...I have been in this situation before.... I would ask my friend why he
402. couldn't pass the exam. I would say that I'm sorry about it...., I wouldn't talk about the
403. fact I passed the exam. My focus would be on my friend how he or she is feeling about
404. it."

405. I: How will you react if your close friend's wedding is announced?

406. R: "I would be happy for the friend. I would send the friend a message,
407. congratulation...."I share your joy, I'm happy for you."

408. I: Imagine that you want to go on an exotic vacation with your partner. You would like
409. to go to the Caribbean or Thailand, but you don't know if your partner shares the
410. enthusiasm for these chosen destinations. How would you start such a conversation?

411. R: "What do you think about the Caribbean or Thailand? I'd be interested in his opinion
412. because we are going together."

413. I: You are left alone at the table with your friend's new boyfriend who appears to be an
414. introvert. How will you behave and what would you say?

415. R: "(Laughing) If I perceive feel about the person is just shy it is true I would be open

416. up and talk to the person. If I felt otherwise,ehmm, if the person is nice, I would
417. get effort to talk...if its someone who doesn't want to talk, I would be distant. It depends
418. on the person....I myself would take the effort to reach out intrude it, chat with the
419. person.”

420. I: You need to finish the project. You know that your colleague has already taken some
421. steps, but her / his interest seems dull to you and you expect more work to be done. How
422. would you tell the colleague?

423. R: “I would tell him that’s a nice idea here he’s got so far, however, I would suggest
424. something....what you are planning to do on it is fine, but do you think we can look at
425. it from a different perspective....You should have a suggestion not just this is not good
426. enough because you don’t want to offend the person.”

427. I: You and your colleague at work have been nominated for a manager position. At last,
428. it was you who were promoted, although you both worked hard and did extra work.
429. The colleague is sitting in the office next to you, trying to start a conversation on this
430. topic. How will you react?

431. (Laughing) “If my colleague knew I was picked, I would sympathize with the person
432. and I would definitely talk to the person. I would not talk too much about this
433. subject....I would tell the person: I’m not going to talk about it unless you want to.
434. This is a difficult situation.”

435. I: You do not agree with the proposal of your boss and you have the opportunity to voice
436. on the issue. How will you react?

437. R: “I would tell my boss that “I ...think if we can handle this but I’m afraid that I think
438. it’s not enough”.

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ANNOTATION

Jméno a příjmení:	Štěpánka Bendová
Katedra:	Ústav cizích jazyků
Vedoucí práce:	Mgr. Ondřej Duda
Rok obhajoby:	2022

Název práce:	Rozdíly ve využití anglického a českého jazyka u mužů a žen
Název v angličtině:	Gender differences in language use in English and Czech language
Anotace práce:	Tato bakalářská práce se zabývá zejména vymezením hlavních teorií principů zdvořilosti, vztahy mezi genderem a komunikací, zásadními rozdíly mezi českým a anglickým jazykem a užíváním jazyka jako takového. Hlavním cílem práce je zjistit případné rozdíly v užívání jazyka z hlediska zdvořilého chování u mužů a žen v každodenní komunikaci a navíc porovnat výsledky v českém a anglickém jazyce.
Klíčová slova:	Jazyk, komunikace, gender, zdvořilost, zdvořilostní zásady, anglický jazyk, český jazyk
Anotace v angličtině:	This bachelor thesis defines the main theories of polite principles, relations between gender and communication, fundamental differences between Czech and English language and language use itself. The main goal of the thesis is to find out any possible gender differences in the use of language in terms of polite behaviour in everyday communication and, moreover, to compare results in Czech and English.
Klíčová slova v angličtině:	Language, communication, gender, politeness, polite principles, English language, Czech language.

Přílohy vázané v práci:	
Rozsah práce:	61 stran
Jazyk práce:	Angličtina