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Kalmar Växjö

Degree project

Gender equality in the subject of English in Swedish schools

A synchronic investigation of gender differences
based on classroom observations



Author: Marie Bengtsson
Supervisor: Charlotte Hommerberg
Examiner: Ibolya Maricic
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Abstract

The National Agency for Education (Skolverket) and The Swedish National Curriculum have stated that equality between female and male students is important. The present study investigates students in the subject English in Swedish upper secondary school and municipal school for adult education from the perspective of gender dominance in English conversation with a teacher present, with the focus on turn-taking. Two separate observations were made in three classes in adult education and two classes in upper secondary school. The research questions of this investigation are; which gender dominates the on-going conversation in English with a teacher present, how the turns were allocated, given or taken, and if the gender patterns differ between a municipal school for adults and an upper secondary school. The potential impact of the teacher's sex on the patterns of domination is also taken into consideration. Female dominance as well as male dominance is revealed in the result of the investigated classes' gender patterns. The results also reveal that the teacher's sex could have an impact on the patterns of domination.

Keywords

Classroom conversation, gender patterns, teacher gender, student gender, turns, turn-taking.

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1 Introduction

Scientists estimate that language has been spoken for 50 000 to 100 000 years (Yule, 2006). Language is mainly a communicative tool for humans, a prerequisite for communication between people which people most often take for granted.

Language can be seen as a social activity with an impact on how individuals identify themselves. The reason for this phenomenon is that people through their language learn when it is appropriate to speak, and what is an appropriate topic for various occasions and in various groups (Coates, 2002:85-86). Women and men use different communication strategies. Men have a tendency to compete with other speakers since they both grab as well as hog the conversational floor. Women are more likely to collaborate when they speak as they strive for harmony with other speakers. Girls' and boys' language as well as their identity will be formed on the basis of the language used in their related social groups (Coates, 2004:147).

Since female students and male students use different communication strategies these will be observable in the school arena. All over the world and especially in the school environment equality between women and men is discussed and increasingly demanded. According to the curriculum of The National Agency for Education in Sweden, equality between girls, boys, women and men should be strived for, and people should not be discriminated against on the basis of their sex (Skolverket, 2011). This means that female and male students have the same rights and the same opportunities in the Swedish school system.

Scholars in Sweden and in England have investigated gender patterns in the classroom. The results of these investigations reveal that male students more often than not dominate the conversation in the classroom (Einarsson & Hultman, 2001, Coates, 2004, Einarsson & Granström, 2002, Öhrn, 2002). I have conducted two similar studies, one in the subject of English in year eight and year nine (Bengtsson, 2009) and one in the subject of Swedish also in year eight and year nine (Bengtsson, 2011). As the results of these studies reveal male dominance it would be interesting to see if the same phenomenon occurs in the Swedish upper secondary school and a Swedish municipal school for adults.

1.1 English in the Swedish school

In Sweden children can learn English from the age of six up until the age of eighteen (Skolverket, Lgr 11. 2011:33). A pupil who continues to study English in upper secondary school after compulsory school will study English for ten years or more. If the pupil leaves school after secondary school, English is studied for seven years or nine years, if they study English every year. Since the English language is widely spread throughout the world The National Agency for Education considers it is of importance for Swedish children to study English in school. Adults who need to study English have the opportunity to do so in a municipal school for adults.

1.1.1 Curriculum in the subject English

The National Agency for Education (Skolverket) in Sweden, which operates under the control of Swedish school law, defines the objectives in the curriculum of the subject of English. The general regulation of the law of the Swedish Education controls the curriculum both in upper secondary school and in the municipal school for adults. According to the Swedish school law (Svensk författningssamling 2010), upper secondary school and municipal school for adults, Kommunal vuxenutbildning (KomVux), use the same regulations for equality between women and men.

The curriculum for both upper secondary school and the municipal school for adults declare the importance of equal rights and opportunities for women and men in the Swedish school. No one should be discriminated against because of their “gender” (Skolverket, Lgr11. 2011:9, Skolverket, Gy11. 2011:5). Only the Swedish version of the curriculum for upper secondary school specifies equality and discrimination as follows:

The school should actively and consciously further equal rights and opportunities for women and men. Pupils should be encourage to develop their interests without any prejudice of what femininity and masculinity is.¹

(Skolverket, Gy11. 2011:7)

The Swedish version of the curriculum for upper secondary school is similar in meaning to the curriculum for the compulsory school system Lgr 11 which specifies equality and discrimination as follows:

¹ My translation

The school should actively and consciously further equal rights and opportunities for women and men. The way in which girls and boys are treated and assessed in school, and the demands and expectations that are placed on them, contributes to their perception of gender differences. The school has a responsibility to counteract traditional gender patterns. It should thus provide scope for pupils to explore and develop their ability and their interests independently of gender affiliation.

(Skolverket, Lgr11. 2011:10)

Teachers should:

work towards ensuring that both girls and boys have equally great influence over and scope in the education

(Skolverket, Lgr11, 2011:17)

The curriculum is very clear both in terms of equality between women and men and that no one should be discriminated against based on their sex. Female and male students should and must be given equal rights and opportunities in school. Teachers should be aware of this and work for equality between girls, boys, women and men. Wedin (2011:40) argues that equality between women and men is an obligatory task, which implies that teachers cannot ignore either the Swedish school law or the regulation in the curriculum by the National Agency for Education (Skolverket) in Sweden.

1.2 Aim, Scope and Research question

The aim of the present investigation is to study patterns of gender dominance in English conversations in five Swedish classrooms where the teacher is present, with the focus on turn-taking in the subject of English in upper secondary and adult education. The study also takes into consideration the potential impact of the teacher's sex on the patterns of domination of the classroom conversation. In order to limit this degree project, only the groups' linguistic behaviour will be investigated and each individual students' linguistic behaviour will be excluded from this study. Different cultural norms will fall under the perspective of individual students' linguistic behaviour and will also be excluded from this study. The following research questions function to guide the investigation:

1. Which gender dominates the on-going conversation in English with a teacher present in the classroom?
2. How are the turns allocated; are they given or taken?

3. Which differences in gender patterns can be found in a comparison between a municipal school for adults and an upper secondary school?
4. How does the teacher's sex impact the patterns of domination?

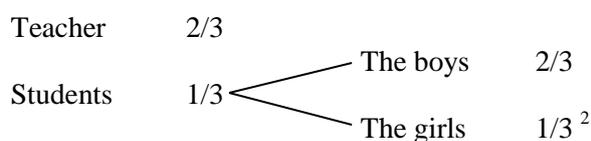
2 Theoretical background

This chapter presents previous research and the theoretical background needed in order to explore the phenomena that are investigated in this study, which are gender differences and turn-taking. Section 2.1 presents previous research related to classroom interaction and section 2.2 defines and discusses the notions of sex and gender. Subsequently, section 2.3 provides an outline of turn-taking.

2.1 Previous research

Previous investigations in both England and Sweden have indicated that male students dominate the conversation in the classroom. Teachers speak two thirds of the time, and the time that is left, the boys speak two thirds of the time while girls speak one third (Einarsson and Hultman, 2001). Coates (2004:192) refers to English research similar to Einarsson and Hultman's, which also reveals the same male dominance; boys dominate two thirds of the conversation in the classroom. In Einarsson and Hultman's (2001) study boys in upper secondary school dominated the interaction in a debate which was recorded on video. This occurred even in one class where the female students most of the time dominated the interaction.

Speaking time in the classroom:



(Einarsson and Hultman, 2001:84)

Einarsson (2003) refers to a number of studies that contradict the male dominance found in Einarsson and Hultman's (2001) research. According to Einarsson (2003:21-25) classroom interaction is a highly complex phenomenon, and the pattern seems to depend on which school subject is taught. Variation in the pattern changes in different classes

² My translation

due to the dynamics of the group. There are also individual variations, since some of the investigated boys tend to dominate the interaction. Even if more recent research reveals that girls these days are noticed more than they used to be, boys still dominate the classroom arena (SOU 2009:64).

According to Aukrust (2008:237) boys dominate the interaction with the teacher in her investigation in first, third, sixth and ninth grade. However Aukrust (2008) found variations in the pattern; boys dominated more in the ninth grade and less in the first grade. The girls' utterances were allocated by the teacher, while the boys spoke without being allocated by the teacher. Aukrust's findings also reveal less male dominance with a female teacher compared with a male teacher.

Einarsson and Granström (2002) argue that boys, in general, dominate the interaction when a teacher is present. However, a distinction in the pattern is found, depending on who initiates the interaction with the teacher. According to Einarsson and Granström (2002:123) male teachers at lower grade levels initiate more interaction with boys than with girls. Male teachers' behaviour seems to alter so that in upper grade levels they initiate conversation equally between the sexes. Female teachers tend to initiate more interaction with boys throughout all the grade levels (Einarsson and Granström. 2002:123).

According to Öhrn (2002) boys in general tend to dominate the conversational floor in the classroom. Even though male dominance is found there are variations in the pattern. Öhrn argues that equality in the interaction is found in some subjects, namely Swedish, Social science and Child study. However, if one of the groups has a prominent position, the topic tends to be adapted to suit the dominant group.

According to my own studies, one in the subject of English in year eight and year nine (Bengtsson, 2009) and one in the subject of Swedish also in year eight and year nine (Bengtsson, 2011), boys dominate the interaction with the teacher present.

2.2 Sex and Gender

The concepts of sex and gender are most often differentiated. According to Edlund et al. (2007:29) sex is the distinction of humans as biological creatures, i.e. woman or man. The biological genes in the system of hormones (oestrogen and androgen), the genitals and the chromosome (XX, XY) differentiate men from women and make them into different sexes. In other words, sex is the "biological distinction" (Coates, 2004:4) which differentiates a man from a woman.

According to Edlund et al., gender refers to the cultural differences between women and men. Gender refers to the correlation between men and women on individual as well as on group level (Edlund et al. 2007:29). This means that the perspective of gender allows a comparison between what is feminine and masculine. The statement by Edlund et al. (2007) suggests that there is an unwritten order among women and men, in every area where they are active. Graddol and Swann argue that the system of gender divides women and men according to behaviour which is known as masculinity and femininity. It also divides men and women into different “social groups” (Graddol & Swann 1989:8). The division according to behaviour seems to be a product of society’s expectations of how to distinguish femininity and masculinity. In other words, girls and boys learn their ‘correct’ behaviour according to established norms of the society. Even if individual differences in the behaviour of both women and men exist, the most obvious characteristics of femininity and masculinity will be favoured.

According to Coates 2004:10, women’s and men’s use of language is judged from the perspective of the Androcentric Rule, which means that men’s language, both written and spoken, is regarded as the norm, while the language of women stands for the exception and is nothing to strive for.

‘Men will be seen to behave linguistically in a way that fits the writer's view of what is desirable or admirable; women on the other hand will be blamed for any linguistic state or development which is regarded by the writer as negative or reprehensible’.

(Coates, 2004:10)

This means that from the perspective of any writer, men’s use of spoken and written language is seen as superior to women’s since it is considered to be the norm in society. According to Coates (2004) the norm of linguistic behaviour still exists which means that women’s and men’s language might be judged by it. Jalmert (2007) argues that women’s subordinate position is a general phenomenon worldwide.

Gender identity is a continuing process where the individual will learn the correct behaviour of their respective gender (Coates 2004). Children learn what masculinity and femininity are through observing and imitating the behaviour of their own sex. At the same time, children will subconsciously learn the linguistic behaviour of women and men in their social group. Coates (2004:147) asserts the importance of learning the formal linguistic rules of a language at the same time as the unwritten rules of how to use language most appropriately. Individuals learn how to speak according to their cultural and linguistic norms, which means that children learn “when to speak, when to

remain silent, what to talk about – and how to talk about it – in different circumstances” (Coates, 2004:85-86). This phenomenon is called “communicative competence” (Coates, 2004:85). Coates uses another term, “linguistically competent” (2004:147), which is important when individuals learn a language. This term refers to how individuals learn to differentiate women’s and men’s linguistic behaviour in relation to social status in their specific culture. According to this term, children learn what femininity and masculinity are.

2.2.1 Gender identity in school

In school, girl’s and boy’s gender identities are confirmed. The school is the environment where children are most often treated differently according to their sex. The schools are where children establish and maintain the division of gender as all participants, teachers, girls and boys, are involved in the process of re-establishing and maintaining the differentiation of gender. According to Coates (2004:19) a girl who breaks accepted rules, such as waiting for her turn, will be given a rebuke while a boy who breaks the same rule will not even be noticed. This signals different rules for the sexes. If a girl speaks loudly her behaviour is “unfeminine” (Coates, 2004:191, based on Payne 1980), while a boy who does the same thing is considered to have a normal behaviour. These unwritten rules can silence girls and prevent them from taking part in the classroom interaction and make the boys more strident. Even if previous research in the above section shows altered patterns in the interaction, a general tendency is that boys dominate the conversation in the classroom. This contributes to the establishment as well as maintenance of gender differences in the school.

According to Coates women and men have different conversational styles. Women strive for unity and solidarity with each other in their “collaborative style” (Coates, 2004:126) while men strive for power among their peers with their “competitive style” (Coates, 2004:126). These different conversational style can cause conflicts in women’s and men’s interaction.

Coates (2004) is of the opinion that women collaborate during their conversation to ensure affinity and solidarity with the ones they are speaking with. Relationships are created and maintained through the collaborative style.

Coates furthermore argues that in the competitive style men compete to be in charge of the conversation, and their style is accomplished through monologues, which is when one of the members in the interaction speaks for a longer period of time, i.e. they ‘hog

the conversational floor', thus legitimizing their role as experts in the conversation. In conversations among women this strategy is avoided as solidarity and affinity would be disturbed.

Girls and boys seem to have different styles when they communicate. Girls and boys play separately from each other and can therefore develop different styles of interaction. Most often girls play two and two together and build relationships of a symmetrical nature while boys organise themselves in groups based on hierarchy. Coates (2004:161) states that girls use a "*collaboration-oriented*" conversational style while boys use more of a "*competition-oriented*" conversational style. The collaboration-oriented style used by the girls is based on the fact that girls tend to talk while they play and instead of commands they use more proposals for further activity. The competition-oriented conversational style typically used by boy's means that they compete with each other while they play (Graddol and Swann, 1989). Linguistically, boys have a tendency to compete while they speak, for example they often grab and hog the conversational floor. The conversational styles of girls and boys could be seen as an imitation of adults' linguistic behaviour.

2.3 Conversation and turn-taking

This section provides definitions and elaborations of the notions of conversation and turn-taking. A conversation involves participants who speak in turns. The participants involved in the conversation require indication when to start and finish a turn. In other words a conversation consists of participants, turns, turn-taking and transition relevance places. Oreström (1983:35) provides the following specification:

Conversation is a two-way process in which the interactants are also constantly picking up clues from each other's non-linguistic behaviour. They 'negotiate' in various ways to have their intention realized, for example, whether they want to take the speaker or the listeners [SIC!] role. (Oreström, 1983:35)

Even if the above quotation by Oreström is outdated, it provides us with an introduction to the phenomena of conversation and turn-taking. Many components are involved in the phenomenon of turn-taking. All elements included in the process of turn-taking are discussed below.

There are several definitions of what turn and turn-taking are, and to find one including all parts is very difficult. Yule's definition of turn is "the opportunity to speak

at some point during a conversation” (1996:135). Yules definition of turn-taking is “the change of speaker during conversation” (1996:135). Coates claims that turn-taking is “the organisation of talk” (2004:111). With these definitions in mind, turn-taking is the organised change of speaker during conversation. If Oreström’s quotation “ ‘one party at a time’ ” (1983:26 based on Schegloff 1968:1076) is added to the above definitions, turn-taking could be explained as the organised change from one speaker to another, during a conversation.

Yule has defined Transition Relevance Place (henceforth TRP) as “a possible change of speaker point in an interaction” (1996:135). The definition suggests that at some point during a conversation among speakers, there is opportunity for another speaker to speak and precisely at this time TRP occurs. According to Graddol and Swann (1989:77) a TRP is the point where an utterance ends. Graddol and Swann (1989) furthermore argues that the majority of utterances are most often grammatically complete, which makes it possible to end the turn. An interpretation of this definition could be that TRP is at the end of grammatically complete sentences. Einarsson (2004: 242) argues that TRPs can be of different types, “inviting or excluding”³. Einarsson (2004) argues that the signals for an upcoming TRP may be that the body language decreases and the tone of voice becomes deeper. At the same time the speaker looks at the listener much more than earlier in the conversation. Exactly during the TRP, a few seconds of silence occur before the current speaker or another speaker takes the turn. To summarise turns, turn-taking and TRP, the phenomena is illustrated in example (1).

(1)

A: *What are you doing?* (TRP occurs)
B: *Reading the newspaper.* (TRP occurs)
A: *Okay.* (TRP occurs)

According to example (1), turn-taking is a conversation between different speakers where they speak in turns. When a turn has ended TRP occurs, and this phenomenon is a signal for another speaker to take the turn. The first sentence by speaker A is one turn. TRP occurs at the same time as the sentence has ended. Speaker B starts a turn and at the end TRP occurs which is a signal for speaker A to start speaking again. TRP occurs when speaker A has finished the utterance.

In the turn-taking model presented in Figure 1, the phenomena conversation, turns, turn-taking and TRP are illustrated.

³ My translation

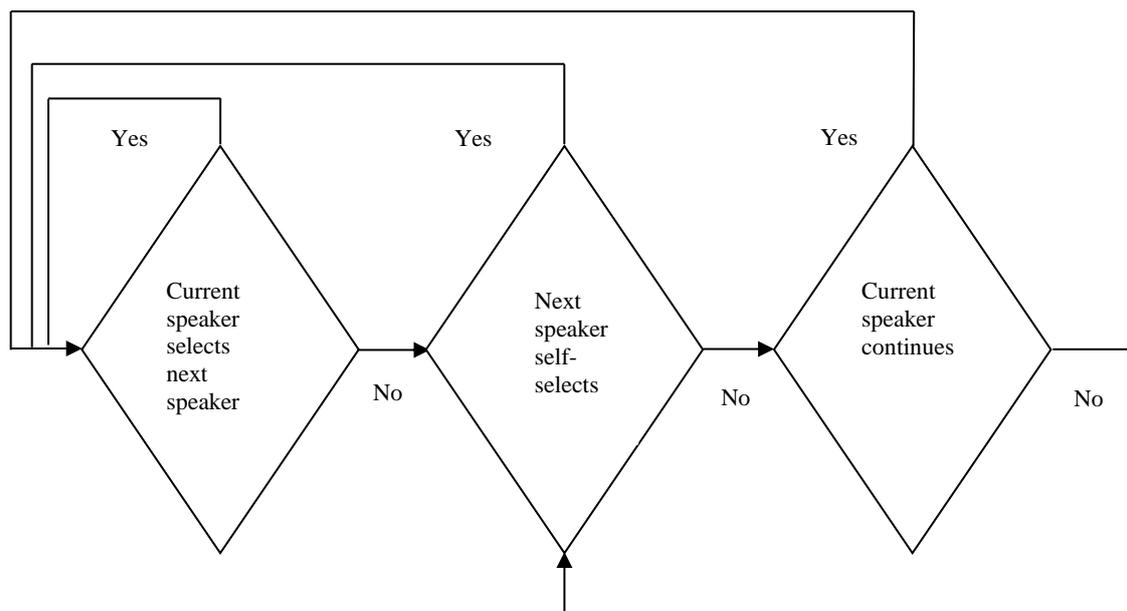


Figure 1 Flow chart showing turn-taking in conversation (Zimmerman and West 1975:110, reproduced in Coates 2004:112)

Coates argues that turn-taking is the same thing as the organisation of conversation. Another way of interpreting the turn-taking process is that “each part acts as a starter to all other parts” (Oreström, 1983:14 based on Satir (1972:3ff and 112ff)). In Figure 1, a possible conversation with turns and turn-taking is illustrated. Every rhombus in the figure is equal to the current speaker in the conversation and is simultaneously also a turn in the conversation. TRP occurs between the rhombuses and in this TRP the current or another speaker can start speaking. As illustrated by the first rhombus, the current speaker chooses another speaker through a question or gives the turn to the next speaker. The addressed speaker may accept or turn down the invitation to speak. In the second rhombus the next speaker starts his or her turn. This speaker either ‘grabs’ or is given the turn. In the third rhombus, the current speaker keeps the turn and continues to speak. The flowchart illustrates that the turns and the turn-taking is an on-going process as long as the conversation continues. The above model illustrates a symmetrical situation, which means that everyone in the conversation has equal time to talk and that one person speaks at a time with no interruptions. In this model, an interruption is considered as a violation of the turn, which is a method of “grabbing the floor” (Coates, 2004:113). If someone talks longer than expected this speaker is “hogging the floor”, according Coates (2004: 113). A person could also stop talking before the turn is expected to end and this will probably cause a brutal end of the dialogue (Coates, 2004).

2.3.1 Turn-taking in the classroom

In a classroom a different model of the turn-taking is required as there are more participants who must share the interaction amongst each other. The teacher as the organiser of the interaction is the one that most often allocates the turns to the students. According to Oreström (1983:21) “the teacher both distributes the utterances and controls their length”. The quotation is based on an ideal situation in the classroom. Even if it is an outdated quotation the situation could still be applicable in some classes. According to Lindblad and Sahlström (2001) two different turn-taking models are found in the classroom. The first one is named ‘desk conversation’⁴ and is similar to the turn-taking in the flow chart presented in Figure 1. It is similar in the way that it is flexible in the choice of topic and how the topic develops during the conversation. The ‘desk conversation’ includes few participants who talk frequently in the conversation. The second turn-taking model is termed ‘dialogue in plenary teaching or education’⁵. In this model, the teacher functions as one of two participants and the other participant includes the whole group of pupils. According to this model, the pupils are considered to be one corporate/collective constituent participant (Lindblad and Sahlström, 2001:97). Every turn made by each pupil is a contribution from the corporate/collective constituent participant. This means that after a turn by the teacher, it is the collective constituent participant’s turn to speak, which in reality means any pupil’s turn. After that the turn returns to the teacher. The model includes show of hands by the pupils. According to Lindblad and Sahlström (2001:98-99) pupils raise their hands at the same time as the teacher speaks or immediately after the teacher’s turn. The teacher allocates the word to one of the pupils, who speaks for a while. Instantly, after a member of the collective constituent participant gets the turn, the hands of the other pupils are most often brought down. After the pupil has finished talking, the turn returns to the teacher. According to Lindblad and Sahlström only on exceptional occasions do pupils raise their hands at the same time as another pupil speaks.

⁴ My translation

⁵ My translation

3 Method and Material

This chapter presents the method and the material needed in order to investigate patterns of gender dominance in English conversations in classrooms. Section 3.1 defines and discusses the method followed by Section 3.1.1 which presents ethical aspects. Section 3.2 presents the material chosen for this degree project.

3.1 Method

To be able to carry out an investigation of which gender dominates the on-going conversation with a teacher present in the classroom, observations have been made. Einarsson and Hammar Chiric (2002:23) argue that observations are of a direct nature and are based on what actually happens when a group is observed. This means that linguistic behaviour patterns of a group could be registered at the time of the observation. Einarsson and Hammar Chiric (2002:24) argue that direct observations are based on the eye contact of the actual event, and to obtain the best results through direct observation, it is preferable to note the events when they occur. This investigation is of a synchronic nature as it occurs at precisely the time of the observation. According to Einarsson and Hammar Chiric (2002:24) observations are characterized by the fact that the observed events would have occurred regardless whether the investigation had taken place or not.

The investigation consisted of noting the current speaker's turn in every class and timing each noted turn on an observation guide in order to find out how many turns were taken by the female and male students and how long their respective turns lasted. The observation also involved how the turns were distributed or taken. Only verbal communication was included, which means that non-verbal communication such as nodding answers or other gestures from the students were excluded.

In most classes official contact as well as private contact with the teacher occurs. Official contacts are conversations that are addressed from one student to both the teacher and the rest of the students at the same time. Private contacts are conversations only between teacher and student which are not addressed to the rest of the students in the classroom. Both private and official contacts with the teacher will be included in this investigation. The reason for this is that according to Öhrn (1990) there are no difficulties to note any type of these contacts. Even if I have defined the difference in

the contacts there will not be a distinction made between the different types of contacts, since both types have the same value for the investigation.

According to Johansson and Svedner (2001:31) an observation guide can both describe what happened and preserve the relationship between different phenomena. To make the study as reliable and valid as possible an observation guide has been made and used. An observation guide gives the observations a high degree of structure, as the researcher has decided before the visit which situations and categories or data should be included in the observation (Einarsson and Hammar Chiric, 2002:18) The guide also simplifies the observation as the researcher knows what is studied and can overlook everything else that is going on in the classroom. The observations can be conducted easily and effectively, which makes the result more reliable.

One disadvantage with observations as a method is that not all events that occur and that are relevant to the study are registered due to the human factor. For that reason these manual observations are combined with a recorded version of every visit in the investigated classes in order to make the data from the investigation more reliable. Technical equipment like a video camera or a Dictaphone is useful in order to record all events and utterances during the observations. The use of a video camera or a Dictaphone also facilitates repeated viewing and evaluation of the collected data. Both equipments were used.

If the researcher only uses a video camera or a Dictaphone a great deal of information disappears from the actual time of the observation (Einarsson and Hammar Chiric. 2002:25). The material could also come to be unnecessarily large, which could lead to an unmanageable amount of data for the scope and limitations of this project. However the greatest weakness is probably the possible impact on the informants.

For reasons of research ethics, recommended by Vetenskapsrådet (2011) open observations have been chosen. The informants were informed that their interactions would be observed. In open observations, the informants are made aware that they are observed for a study by a researcher. According to Einarsson and Hammar Chiric “open observations give the researcher more freedom to act like an ‘observer’ than if she tries to hide her real purpose”⁶ (2002:26). The advantage of open observations is that the researcher can take notes without hiding it. In this study, the researcher takes on the role of an observer and passive attendee, as the purpose is to observe the interaction in each group without interference. The disadvantage with open observations could be that the

⁶ My translation

observed group may consciously or subconsciously affect the result. This is what Labov (1972:209) called the observer's paradox. Furthermore Öhrn (1990) argues that there is no time for reflection or elucidation of the conversation in the classroom since the events happen rapidly. This means that the risk of informant's affecting the result is extremely small or even non-existing. According to Einarsson and Hammar Chiric (2002:27) the potential impact of the presence of an investigator is impossible to establish. This aspect must nevertheless be taken into consideration in the evaluation of the result. Öhrn (1990) argues that a few visits from an investigator will not have a significant impact on well-established gender patterns.

Other possible disadvantages of the method of observations could be an impact of the group on the researcher or that the researcher makes mistakes. In other words, personal factors can have an impact on the gathered data. Einarsson and Hammar Chiric divide these personal factors into three aspects based on Dencombe (2000); familiarity or to have knowledge of something, previous experiences and current status (2002:28). Familiarity or to have knowledge of something refers to a situation where researchers see what they are used to seeing, which lead to misinterpretation of the ambiguity based on earlier knowledge. Previous experiences are the second aspect and from this perspective unpleasant phenomena are filtered out and removed to the advantage of more desirable ones. This means that phenomena which contradict the aim will be ignored. The fact that I have studied language and gender earlier may fall under the aspect of familiarity with the subject. I have also carried out similar studies before which may fall under the aspect of previous experiences of this gender pattern in the classroom. The third aspect is the current state of the researcher. This means that physical status such as hunger, thirst, emotions or tension can affect the result of an observation. Memory can also affect the results of an observation. It will contribute to a reliable and valid investigation if researchers are aware of these aspects as well as an active processing of them (Einarsson and Hammar Chiriac, 2002:28). None of these aspects have impacted my observations as I have been aware of them and actively processing them.

3.1.1 Ethical aspects

There are ethical aspects to consider when classrooms observations are carried out. The informants should be informed of the aim of the study, how the study is carried out and how the data will be used (Einarsson and Hammar Chiriac, 2002). The informants

should also be informed that participation is voluntarily (Einarsson and Hammar Chiriac, 2002). This means that at any time during the investigation they can break their participation. Each informant's identity will not be revealed. The requirement of confidentiality exists to protect the informants from harm and violations (Vetenskapsrådet 2011:43, Einarsson and Hammar Chiriac, 2002). This is especially important if observations are recorded by a video camera. Before the observations the informants must be informed that video camera will be used during the study. They must also give their permission to use a video camera during classroom observations. The recordings must be kept safe and kept out of any strangers reach (Vetenskapsrådet 2011:44). All of this was taken into consideration and all participants have given their permission to record with either a Dictaphone or a video camera. Class B and C were the only classes who gave their permission to use a Dictaphone instead of a video camera.

3.2 Material

In order to collect material for the current study, two different schools in the southern part of Sweden were contacted. One of them is a municipal school for adults, Kommunal vuxenutbildning (KomVux) and the other one is an upper secondary school. Three classes in the municipal school for adults and two classes in an upper secondary school agreed to let me do two observations in their classrooms.

As all of the students in the investigated classes are aged eighteen or older; thus, permission for the recorded observations from legal guardian was not needed. All the participants, teachers as well as students were asked whether they preferred the recordings to be made by tape recorder or video camera. The students in class A, D and E consented to the use of a video camera while the students in class B and C consented to the use of a Dictaphone. The informants were informed of how the material would be investigated and used. Video and audio recordings are used to make the actual real-time observation and the recorded version uniform, but also to enable transcription of the interaction between teacher and students in the investigation. All the participants are anonymous, i.e. no names, names of the school or cities are mentioned.

I introduced myself and the investigation, before the actual day of the observations. This decision was intended to ensure ethically appropriate data collection because the informants are acquainted with the researcher and know the reason why she takes notes

and is recording the interaction during the lesson. I was hoping that the presentation would result in them ignoring my presence during the observations. Most of the students ignored me during the observations.

4 Results and analysis

The following sections present and analyse the findings of the observations of three classes in the municipal school for adults and two classes in the upper secondary school in the subject English. The findings include the number of turns and the length of turns which are presented in tables to enable a clear display of the results. No statistical methods, to measure statistical significance, for instance p-value, have been consulted for the result section in this degree project. The reason for this is that this degree project falls under the perspective of qualitative linguistics. Even if statistical methods are not applied an awareness of the existence of statistical methods is present. On the other hand statistics are used in quantitative linguistics. It could be argued that this degree project falls under the perspective of quantitative linguistics since statistics are used. It must be mentioned that the numbers of participants in the figures are not normalized.

4.1 Results of observations

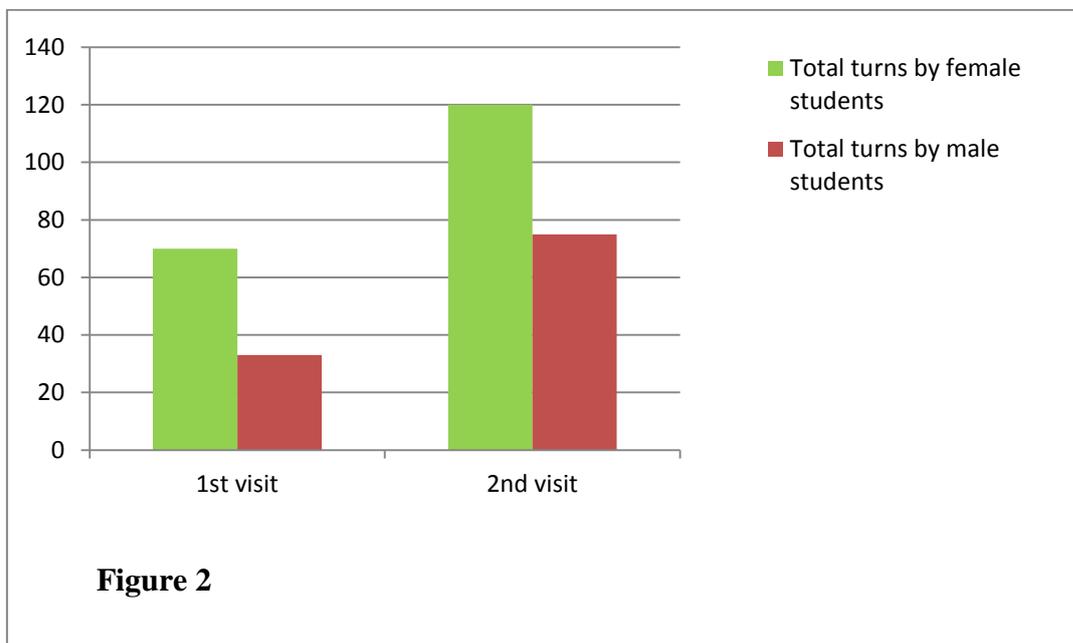
Below, the results of both separate observations in each class are presented one class at a time, and the results are divided into tables according to the number of turns, length of turns, and also how the turn is taken. Table 1 gives an overview of the number of students in all the observations.

Table 1. Number of female students and male students in the observed classes from both visits.

Class	Female	Male	Absent	Total sum of students
1st observation				
A	7	2	11	9
B	5	1	15	6
C	8	4	10	12
D	13	6	0	19
E	6	7	8	13
2nd observation				
A	10	2	8	12
B	10	3	8	13
C	11	7	4	18
D	12	5	2	17
E	9	8	4	17

4.1.1 Class A

The first class I visited in the municipal school for adults will be called class A. The ages of the students are unknown. They are studying according to the curriculum for English 5. Twenty students are registered on this course. Two men and seven women attended class A on the day of the first observation. When the second observation took place, two men and ten women were present. The students in this class are taught by a male teacher. Figure 2 gives an overview of the total turns by female students and male students.



In the first visit, the number of female students' turns were higher compared with the male students' number of turns, 70 turns contrasted with the male students' 33 turns. This means that female students dominated the conversation with 68% of the total number of instances observed. In the second observation the female students still took more turns compared with the male students. The female students' number of turns was 120 compared with 75 turns taken by the male students. Table 2 gives an overview of number of turns according to gender from the two separate observations of class A. The table gives information of how many students attended the two visits. It gives information about the total number of instances, together with the average number of instances, as well as percentage of the total number of turns, by each sex.

Table 2. Number of turns according to gender from the observations of class A.

Gender	Female students				Male students			
	Total female	Total turns	Average instances/female	Female turns/total turns	Total male	Total turns	Average instances/male	Male turns/total turns
1st visit	7	70	10	68%	2	33	16.5	32%
2nd visit	10	120	17	62%	2	75	37.5	38%
Total	17	190	11	64%	4	108	27	36%

Male students' average number of turns in the first visit was 16.5 compared with 10 per female student. In the second visit, male students' average was 37.5 compared with the female students' 17 turns. This means that male students took twice as many turns as the female students. The total column of the average turn reveals that male students nearly spoke three times as much as the female students. Even if the female students' number of turns all in all was higher the study reveals male dominance when the column listing average number of turns per student is considered. The total row makes it clear that the average number of turns per female student is 11, while the average number of turns per male student is 27.

In a comparison between the two observations the percentage of turns is almost the same in relation to the number of instances; the difference is only 6%. According to the instances in the second observation the overall number of turns was much higher compared with the number of turns in the first visit.

Table 3 gives an overview of the length of turns according to gender from the two separate observations of class A. The table gives information about the total length of turns in seconds, together with the average length of turns, as well as the percentage of the total length of turns, by each sex.

Table 3. Length of turns according to gender from the observations of class A.

Gender	Female students			Male students		
	Total Second	Average sec/turns	Female sec per visit/ total sec per visit	Total Seconds	Average sec/turns	Male sec per visit/ total sec per visit
1st visit	434	6.2s	59%	302	9.2s	41%
2nd visit	508	4.2s	63%	303	4.0s	37%
Total	942	5.0s	61%	605	5.6s	39%

When the results from the length of turns are studied variations are found. In both observations female students dominate the total conversation time with 59 % and 63 %. However, in the first observation, the average turn reveals male dominance, i.e. male students' turns are longer compared with female students' average length of turn. Male students' average turn is 9.2 second long compared with the female students whose turns are 6.2 seconds on average. In the second observation, the distribution of length of turn is almost equal; female students' average turn is 4.2 seconds compared to male students' average turn which is 4.0 seconds. According to the figures in the column of the total length of turns, female students and male students average length of turns are almost equally long. An average turn by the female students in both observations is approximately 5.0 seconds and an average turn by the male students is approximately 5.6 seconds.

The following passage from the first visit in class A exemplifies how short female students' turn were compared with male students' turn. It also demonstrates the imbalance in number of turns by each sex.

(2)

Teacher: *ähh How come they fight about it? I mean Christians went to Palestine for several hundred years in order to kill Muslim people because Jesus Crist is the proper thing?*

Female student 4: *Ähum?*

Male student: *Ähum I think basically Allah, God is almost the same. It nothing that differs.*

Teacher: *No*

Male student: *But the humans always differ. We have different christening, we have a different idea and that's may war. For example if I believe that, you believe that and you say ok we see the day [inaudible] the day of judgement must arrive but today we can lives side by side and we can work together and help each other and we do now. But if you say, you do wrong things I have to torture everything goes wrong.*

Teacher: *Yeah!*

Male student: *But a ähum it's not about god, you know, so. That's the idea.*

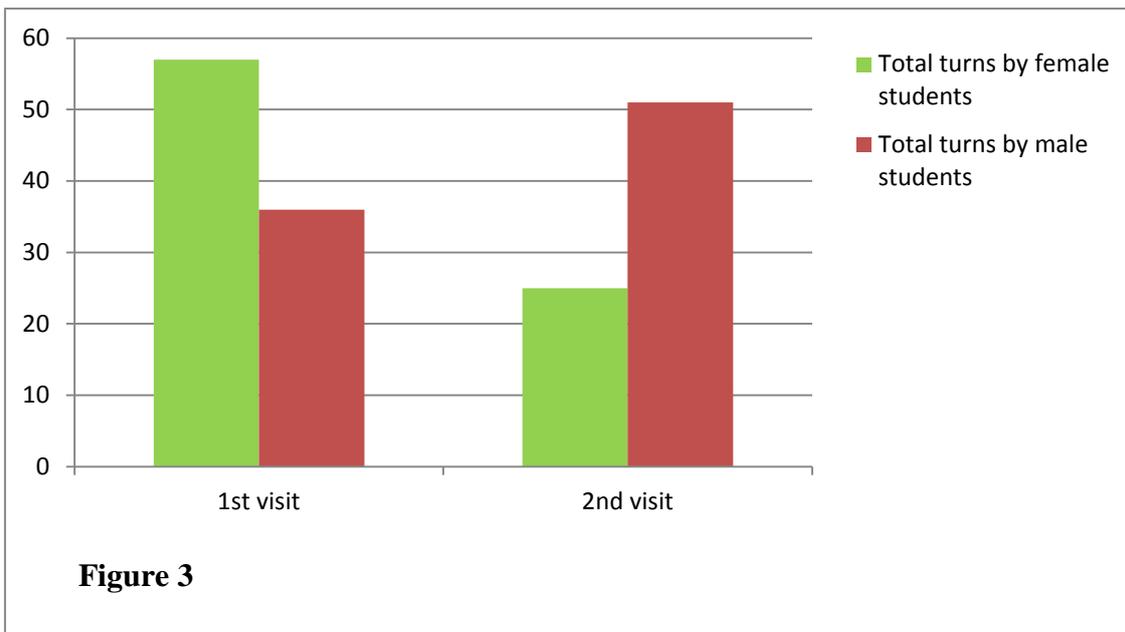
The figures related to this paragraph are available in appendix A. In class A most instances are allocated by the teacher once students have raised their hand. In the first observation 63 instances by female students and 29 instances by male students are

allocated this way. In the second observation most instances are not allocated by the teacher. Instead students speak out loud. Only five instances by male student are allocated by their teacher. During the second observation, the interaction between the students and their teacher can be compared to Lindblad and Sahlström's (2001) notion of dialogue in desk conversation. The reason for this statement is that the students contributed to an on-going discussion with the teacher, similar to the desk conversation and the conversation presented in the flow chart presented in Figure 1. Another interpretation of the conversation in the second observation is that all of the students' contributions were related to the thought of the previous speaker.

To sum up the result of class A, where the female students outnumbered the male students, female as well as male dominance is revealed. During both observations only two male students attended the lessons and this can have an effect on the overall results. However even if the overall result reveals female dominance the male students grabbed more turns individually compared with the female students.

4.1.2 Class B

The second class I visited will be called class B and this class is also a class in the municipal adult education. The students study English according to the curriculum for elementary level equivalent to the curriculum of compulsory school. Five women and one man attended class B on the day of the first sampling. As clarified by Table 1 (see section 5.1), ten women and three men were present in the second observation. The students in this class are taught by a female teacher. Figure 3 gives an overview of the total turns by female students and male students.



The result of the first observation of class B reveals two thirds dominance by the female students as regards the number of turns. The number of turns is dominated by the female students with 57 instances out of 93 in total which represents 61% female dominance. However the result from the second observation of class B reveals the expected two thirds dominance by male students in the number of turns, which is a distribution pattern that has previously been observed by Coates (2004) and Einarsson and Hultman (2001). The number of turns is dominated by the male students with 51 instances out of 76. The male students dominate with 67% in relation to the number of turns taken. Table 4 gives an overview of the number of turns according to gender from the two separate observations of class B. The table gives information on how many students attended the two visits. It also gives information about the total number of instances, together with the average number of instances, as well as the percentage of the total number of turns, by each sex.

Table 4. Number of turns according to gender from the observations of class B.

Gender	Female students				Male students			
	Total female	Total turns	Average instances/female	Female turns/total turns	Total male	Total turns	Average instances/male	Male turns/total turns
1st visit	5	57	11	61%	1	36	36	39%
2nd visit	10	25	2.5	33%	3	51	17	67%
Total	15	82	5.5	49%	4	87	24.75	51%

In the first visit, male dominance is revealed in the column of the average turn as the male students took three times more turns than the female students. Male dominance is also found in the second observation as they took 17 turns on average compared with female students' 2.5 turns on average. According to the results in the column of total number of turns of each sexes' turn, the turns are almost equally divided between female and male students. However, even if there were fewer male students in the groups, on average male students took turns four times more often than female students. Table 5 gives an overview of the length of turns according to gender from the two separate observations of class B. The table gives information about the total length of turns in seconds, together with the average length of turns, as well as the percentage of the total length of turns, by each sex.

Table 5. Length of turns according to gender from the observations of class B.

Gender	Female students			Male students		
	Total Second	Average sec/turns	Female sec per visit/ total sec per visit	Total Seconds	Average sec/turns	Male sec per visit/ total sec per visit
1 st visit	234	4.1s	54%	201	5.6s	46%
2 nd visit	292	11.7s	45%	353	6.9s	55%
Total	526	6.4s	49%	554	6.4s	51%

When the results of the observation of class B regarding length of turns are studied an equal distribution pattern is revealed between female and male students. In the first observation the female students dominate the length of turns with 54% compared with the male students' 46%. If the result from the first observation is compared with the result from the second observation, the male students dominate the length of turns in seconds. The result from the second visit reveals the opposite figures where male students dominate the length of turn with 55%. Nevertheless, in the first observation the average length of turns by the male students is longer, 5.6 seconds, compared with the average length of turns, 4.1 seconds, by the female students. The second observation displays reverse circumstances, as the female students' average length of turns, measured in seconds is almost twice as long as the male students' average length of turn, i.e. 11.7 seconds compared with 6.9 seconds. It is only in the column of the total of each genders' average equality is revealed, female students' average as well as male students' average is 6.4 second.

A more detailed overview of the results is presented in appendix B. In class B patterns in how the turns are allocated vary. In the first observation 30 instances out of 63 are allocated by the teacher after students have raised their hand. Most often, the students in this class speak out loud. The result also reveals that male students speak out loud more often than female students. Male students speak out loud in 29 instances contrasted with the female students' 17 instances. Female students have a tendency to raise their hands and speak out more often than male students, 16 instances compared with one instance. The results from the first observation reveal that students in this class speak out loud more often compared with being allocated to speak. In other words students in this class, both female and male, have a tendency to grab the floor. Another aspect could be that different cultural norms reflect the students' linguistic behaviour since this class has students from foreign countries.

In the second observation, most instances are allocated by the teacher. 40 instances out of 76 are allocated by the teacher. When female students spoke out loud they had a tendency to speak for only a few seconds compared with male students. The results reveal that male students keep their turn longer regardless whether the turn is taken or given. In this class, conversation between teacher and students is most often of a private nature, as the students seem to lack confidence in speaking in public.

As one male occupied one third of the conversation an in-depth analysis of the first visit will follow. When I visited this class the first time they were supposed to work in groups of three writing reviews of the film *Australia* which they had been watching last lesson. The teacher divided the students into groups, three female students in one group and two female students and one male student in the other group. Early in the group work one of the female students in the group with the lonely male student left and came back only to say goodbye when the lesson was over. This means that one group consisted of three female students and the other consisted of one female and one male student.

In the beginning of the lesson when the teacher introduced what the students were supposed to do, female students took 21 turns and the male student took 15 turns. The turns taken by the female students were taken by two female students out of five. One of them took almost all the turns. She spoke with great confidence and her linguistic behaviour could be compared with the role as an expert (see Section 2.2.1) as mentioned by Coates (2004). Even though the female student is not hogging the floor, it can be discussed that she may be compared to the role of an expert as nobody else spoke. Only

six turns were taken by another female student which I have called female student 2. This means that one of the female students took the majority of the turns in the beginning of the lesson.

In the beginning of the introduction the male student was considerably silent. However in the middle of this introduction he grabbed the conversation first with one utterance with a touch of humour and laughter. After the teacher's short comment to his utterance he retook the floor with a second humorous utterance and laughter.

(3)

Teacher: *So no numbers or anything in the review. Mmm. Pause. Ähum. Any questions of what to do?*

Female student 1: *No*

Male student: *It will come after. Hehe.*

Teacher: *Yeah!*

Male student: *I mean the questions. Hehehe.*

Teacher: *Exactly!! Ähh. So form groups of three and start to write.Will you write in your group?*

Female student 1: *Yes.*

The teacher commented his utterance and carried on giving them instructions of what to do. She continued with a question to female student 1 which took the majority of the turns so far in the conversation. Female student 1 answered the teacher and continued to speak with the teacher until she could not answer the teachers' question.

The male student answered the question and in an instant the roles were switched. It appears as though he became the expert mainly because he answered the question correctly but also because he both grabbed and hogged the conversational floor (see explanation Section 2.2.1).

(4)

Teacher: *So what happens in the beginning in ähh in the film? How does it start out?*

Male student: *It start out with a little boy comes in the story.*

Teacher: *Mmm*

Male student: *And they show and they work alone this Sarah Ashley.... murder... [inaudible].. and they takes those back. To show them the England.*

Teacher: *Exactly.*

Male student: *with Sarah.*

Teacher: *So Sarah is in England from the beginning.*

Male student: *..from the beginning, yes*

The following passage illustrates the male students' role as an expert. He grabbed the conversational floor as he interrupted the teacher's turn three times. He answered the question by female student 1 instead of the teacher. His turns were also longer compared with the female student's turn as well as the teacher's turn.

(5)

Male student: *Four years.*

Teacher: *It must be for a quit long time because he has built up his own farm.*

Male student: *...and his farm is owned by his family for four generations.*

Teacher: *yeah, aha*

Male student: *..they have worked with it for a long time. And Fletcher said that his family has had it for four generations took care of this farm.*

Female student 2: *But I thought it was his relatives.*

Male student: *Yes it was his relatives took care of his business, hors, the house and cows, how do I say this, the kettle [cattle]?*

Teacher: *The kettle [cattle] yes.*

Male student: *cows, the kettle [cattle]...because it was they who in the beginning working with it.*

The conversation continued with the following utterances and in this passage the role as an expert has turned to the teacher as she states what is important and what is not important. Her utterance was also longer compared to the female student as well as the male student.

(6)

Teacher: It's not so important.. the only thing that is important is that he has been away for such a long time and she decides to go there.

Female student 1: Yes, it's important.

Teacher: Yes it really comes back to it.

Male student: Alright.

During the rest of the lesson the groups were working with the review and the teacher helped the groups when it was needed. In the group with only female students the same female spoke most of the time. She was the only one that originally came from Sweden and that could be another explanation of her role as an expert. Female student 1 was the one that took the initiative to speak with the teacher. She was also the one that asked most questions related to the review and what to do. The other female students in the group spoke very little during the work with the review. A possible explanation could be lack of confidence in speaking English. Another thinkable explanation could be the fact that I was observing the class. Both explanations involve inhibition in speaking English. A third potential explanation is that the other two were writing instead of speaking. Female student 2's and female student 3's turns were longer than the turns by female student 4. Their utterances consisted of five to ten words which is considered to be a short utterance and is related to data presented in the length of turn.

In the other group, which consisted of one male student and one female student, the female student (female student 4) spoke three times, once during the introduction and twice during the group work. She wrote the review and when she spoke it was extremely quiet. This group sat close to me and even if I turned the video camera from the students and only used the camera to record the conversation, as requested by the class, I am confident that my presence had an effect on her, which is in line with the notion of the observer's paradox (Labov, 1972). She spoke quietly and her utterances consisted of only one or two words. The male student's turns were longer in words compared with the female students' turn. The number of words in an utterance is related to the length of a turn. His utterances consisted of 1 and more than 70 words which means that he altered between short and long utterances and is related to the figures presented in the length of turn.

(7)

Male student: *No, I mean aaa. He didn't accept, äh not accept maybe this one precieve as a white the black.*

Teacher: *Is it Nullah you are talking about?*

Male student: *Yes Nullah, Can I say perceive, no? Because he wasn't perceived like a white or like a black and that's why he was constantly feared. Because with the white nobody touched him and with the black nobody touched him. But when he, like in the movie says he is creamy that's why he was in constant fear that they would take him to this island. So can I use perceived, that word?*

Teacher: *Yes, but you can't use this here. You would say, He does not.*

Male student: *He does not, yeah, yeah. Just perceive I just use it there so I.*

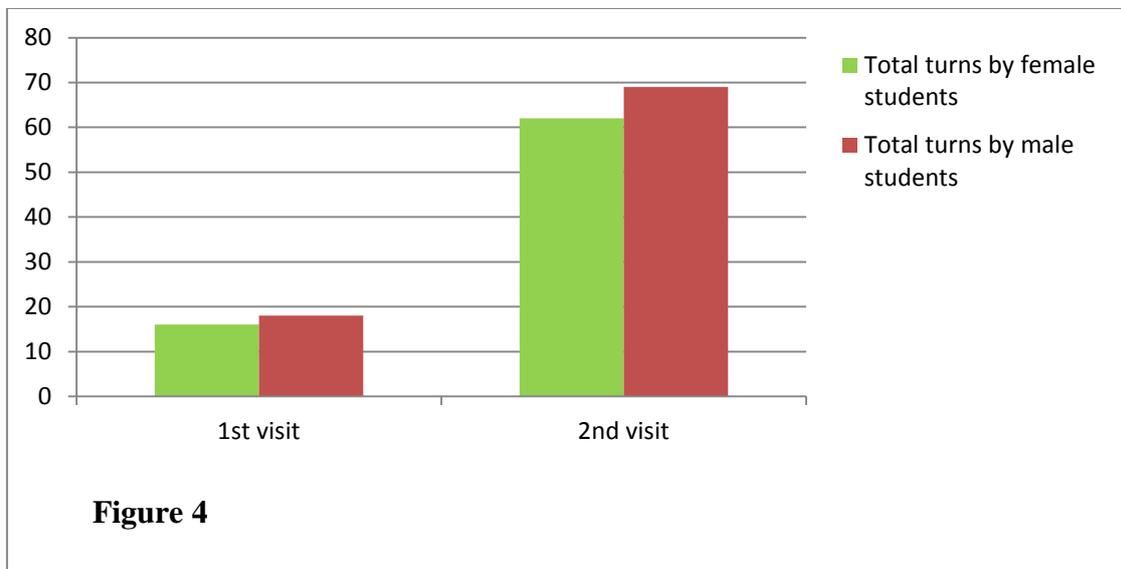
Most of the male student's turns consisted of more than 10 words: the number of words is related to the length of turns. His turns were significantly longer than the female students' turns, which is coherent with Coates (2004) theory about hogging the floor along with the role as an expert.

Summing up the result of class B where female students outnumbered male students, both female and male dominance is revealed. In the first observation only one male student and five female students attended the lessons and this can have an effect on the results. Ten female students and three male students attended the lesson in the second observation. The dominance in female participation in the first observation could be an effect of the female dominance in the interaction. Even if the overall results reveal female dominance, male students have a tendency to on an average to take more turns compared with female students. Another contradiction of the above statement is that in the second observation there were more female students compared with male students and the result from this observation reveals no female dominance.

4.1.3 Class C

The third class I visited in the municipal school for adults will be named class C. The ages of the students are unknown. They study according to the curriculum for elementary level for compulsory school in the subject of English. Twenty-two students are registered on this course. As clarified in Table 1 (see Section 4.1), four men and eight women attended class C on the day of the first observation. When the second observation took place seven men and eleven women were present. The students in this

class are taught by a female teacher. Figure 4 gives an overview of the total turns by female students and male students.



The result of the first observation of class C reveals marginal dominance by the male students as regards the number of turns. The number of turns is dominated by the male students with 18 instances out of 34 in total which gives 53% male dominance. The result from the second observation of class B also reveals a marginal male dominance in the number of turns, namely 69 instances out of 131 which gives 53%. The result is in line with the male dominance observed by Coates (2004) and Einarsson and Hultman (2001). Table 6 gives an overview of the number of turns according to gender from the two separate observations of class C. The table gives information on how many students attended the two visits. It provides information about the total number of instances, together with the average number of instances, as well as the percentage of the total number of turns, by each sex.

Table 6. Number of turns according to gender from the observations of class C.

Gender	Female students				Male students			
	Total female	Total turns	Average instances/female	Female turns/total turns	Total male	Total turns	Average instances/female	Male turns/total turns
1st visit	8	16	2	47%	4	18	4.5	53%
2nd visit	11	62	5.6	47%	7	69	9.8	53%
Total	17	78	4.3	47%	11	87	7.9	53%

In the first visit the male students' average was twice as high as compared with the female students' average. Almost the same pattern applies for the second observation where female students' average is 5.6 compared with male students' average 9.8. According to the result in the column of total average the male dominance evens out a little. Male students' average is 7.9, compared with female students' average 4.3. Table 7 gives an overview of the length of turns according to gender from the two separate observations of class C. The table provides information about the total length of turns in seconds, together with the average length of turns, as well as the percentage of the total length of turns, by each sex.

Table 7. Length of turns according to gender from the observations of class C.

Gender	Female students			Male students		
	Total Second	Average sec/turns	Female sec per visit/ total sec per visit	Total Seconds	Average sec/turns	Male sec per visit/ total sec per visit
1st visit	80	4.0s	44%	100	5.5s	56%
2nd visit	170	2.7s	40%	257	3.7s	60%
Total	250	3.2s	41%	357	4.1s	59%

When the results of the observation of the length of turns in class C are studied male dominance is revealed. In the first observation the male students' total conversation time was longer, 100 seconds, compared with female students' total conversation time, 80 seconds. The result from the first observation also reveals that the average length of turns taken by male students is a little longer, 5.5 seconds, compared with female students' average length of turns, which is 4.0 seconds. In the second observation, the male students' total conversation time was longer than the female students' total conversation time. Male students' total conversation time was 257 seconds, which represents 60%. Female students' total conversation time was 170 seconds, which represents 40%. In the second observation the same male dominance was revealed as male students' average turn in seconds was a little longer, 3.7 seconds compared with 2.7 seconds. The total column of the table reveals the same pattern, as female students' average turn was to some extent shorter compared with male students' average turn, 3.2 second compared to 4.1 seconds.

A detailed overview of the result for this passage is available in appendix C. In class C patterns of how the turns were allocated varied. In the first observation, six instances out of 30 were allocated by the teacher after students had raised their hand. Most often

students in this class spoke out loud. However the result also reveals that male students speak out loud more often compared with female students. In the first observation male students spoke out loud in 16 instances contrasted with female students' 12 instances. The result from the first observation reveals that students in this class speak out loud more often compared with being allocated to speak. In other words, all of the students, both female and male students, grabbed the floor.

In the second observation most instances were allocated by the teacher. 119 instances out of 131 turns were allocated by the teacher. In this class all students appeared to prefer private conversations with their teacher instead of speaking in public. A possible explanation for this phenomenon could be that students in this class do not have the self-confidence to speak in the presence of the whole class. Another point of view could be that different cultural norms reflect the students' linguistic behaviour since students come from foreign countries.

The following passages demonstrates the length of female and male students' turn. Example 8 was recorded in the first visit and it demonstrates the average length of a female student's turn.

(8)

Female student: *Then she starts to a work.*

Teacher: *Well you can't say that you need to say; Then she starts work. And she works at...*

Female student: *She starts to do a work.*

Teacher: *Hmm a ja no.*

Female student: *I mean she starts to do something at work.*

Teacher: *Work betyder arbetet...*

Female student: *So I write; She starts to work.*

Teacher: *Yes.*

Example 9 was recorded in the second visit and it demonstrates the average length of a male student's turn. Both female and male students' average length of a turn was longer in the first visit compared to the second visit.

(9)

Male student: He are were [where]? Spanien?

Teacher: Spanien, yes.

Male student: Sverige.

Teacher: No Spanien.

Male student: Ok

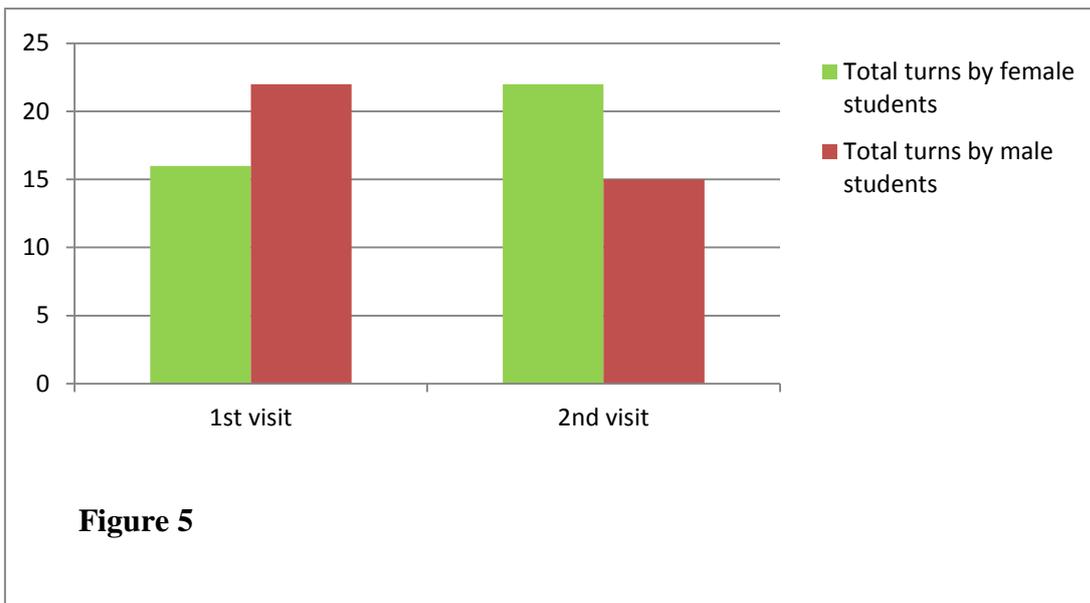
Male student: ..and he a got a dog, yeah?

Teacher: Yes.

A short summary of this section follows. In this class, where female students outnumbered the male students male dominance is revealed. In the first observation only four male student and eight female students attended the lesson. Eleven female students and seven male students attended the lesson in the second observation. Even if female students outnumbered male students, male dominance is revealed in the result from the observations in this class.

5.1.4 Class D

The first class I visited in the upper secondary school will be called Class D. Nineteen pupils aged eighteen are registered on this course. This class study according to the curriculum for English six. As clarified in Table 1 (see section 4.1), thirteen female and six male students aged eighteen or older attended class D on the day of the first sampling. During the second observation twelve female students and five male students attended the lesson. The students in this class are taught by a male teacher. Figure 5 gives an overview of the total turns by female students and male students.



The result of the first observation of class D reveals male dominance in the number of turns. The number of turns was dominated by the male students with 22 instances out of 38 in total, which represents 58%. The result from the second observation of class D reveals a female dominance in the number of turns, more specifically 22 instances out of 37, which represents 53%. In the column of the total, an almost equal number of turns is revealed. Table 8 gives an overview of the number of turns according to gender from the two separate observations of class D. The table gives information on how many students attended the two visits. It gives information about the total number of instances, together with the average number of instances, as well as the percentage of the total number of turns, by each sex.

Table 8. Number of turns according to gender from the observations of class D.

Gender	Female students				Male students			
	Total female	Total turns	Average instances/female	Female turns/total turns	Total male	Total turns	Average instances/female	Male turns/total turns
1st visit	13	16	1.2	42%	6	22	3.6	58%
2nd visit	12	22	1.8	59%	5	15	3	41%
Total	25	38	1.5	51%	11	37	3.4	49%

During the first visit female students' average was 1.2 compared with male students' average which was 3.6. The result from the first observation indicates that male students speak three times as much as female students. The figures from the second visit reveal

that male students speak twice as much as female students. The total column of average reveals the same pattern, but with different figures: male students' average was 3.4 compared with female students' average which was 1.5. Table 9 gives an overview of the length of turns according to gender from the two separate observations of class D. The table gives information about the total length of turns in seconds, together with the average length of turns, as well as the percentage of the total length of turns, by each sex.

Table 9. Length of turns according to gender from the observations of class D.

Gender	Female students			Male students		
	Total Second	Average sec/turns	Female sec per visit/ total sec per visit	Total Seconds	Average sec/turns	Male sec per visit/ total sec per visit
1st visit	98	6.1s	49%	104	4.7s	51%
2nd visit	100	4.5s	61%	63	4.2s	39%
Total	198	5.2s	54%	167	4.5s	46%

When the results of the observation of class D in length of turns are studied, both equality and dominance are revealed between the female students and the male students. In the first observation the male students' total conversation time was found to be a little longer in seconds, 104 seconds which represents 51%. In the first observation the average by the female students is longer, 6.1 seconds, compared with the male students' average length of turns, 4.7 seconds. The result from the second observation reveals that female students dominate the total amount of time in the turns, 100 seconds which represents 61%. Female dominance is revealed in the second observation as the female students average turn in seconds is a little longer compared with male students, 4.5 seconds respectively 4.2 seconds. In the column displaying the total average length of turn, female dominance is revealed as female student speak for 5.2 seconds on average compared with the male students' average which was 4.5 seconds. According to these figures female students in class D dominate the length of turn with 54%.

The following passages from the second visit exemplify the female students' and the male students' average length of turns. Female students' average turn was longer compared with the male students' average turn.

(10)

Teacher: *Does the theory of the relativity ähh... is that encompassing your education your [you]in person. You actually meet it today?*

Male student: *Yeah. Well not today.*

Teacher: *But you do in your education?*

Male student: *Yeah.*

Teacher: *Yeah! Ok. Because I think all of us who are in the human art we do not need to bother about that theory and we are perhaps thankful for it, or somethingYes yes, what do you say XXXXX (female student)?*

Female student: *My father studied inaudible physics so he tries to explain it to me.*

Teacher: *He tried! Did you get it?*

Female student: *Some of it. Like ähh he has this kind of weights like ääh well I can't explain it. But it's like the cat, you now... and the telegraph.*

Teacher: *The cat yeah.*

Female student: *Yeah. Well he explained it like that. But I didn't understand it like physics.*

Teacher: *Me neither, me neither.*

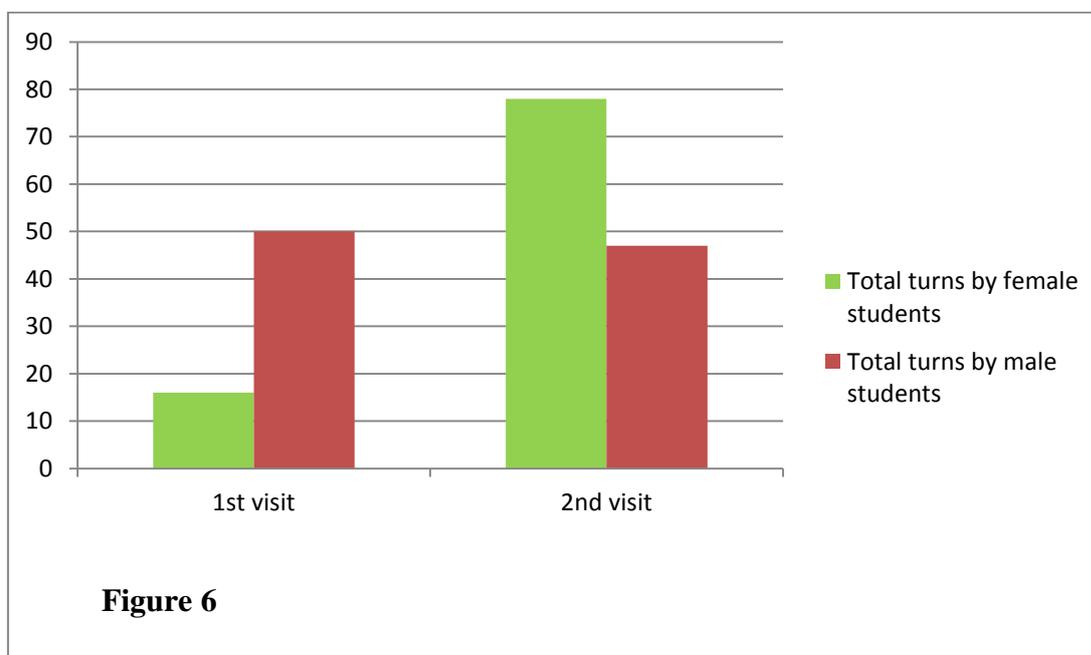
A detailed overview of the result for this passage is available in appendix D. In this class female students spoke out loud more often compared with male students, ten instances compared with seven instances. 21 instances out of 38 were allocated by the teacher. In the second observation most instances were allocated by the teacher, 36 instances out of 37. One instance was uttered by a female student at the same time as another student spoke.

To summarize the result of class D where female students outnumbered the male students, both female and male dominance is revealed. In the first observation six male students and thirteen female students attended the lesson. Even if female students outnumbered male students male dominance is revealed in the result from the first observation. Twelve female students and five male students attended the lesson in the second observation. In the second observation female students outnumbered male students with the consequence of a female dominance in the number turns. At the same time as female dominance is revealed according to the total number of instances, male

dominance is also revealed, since the male students' average number of turns is twice as many as the female students.

4.1.5 Class E

The second class I visited in the upper secondary school will be called Class E. Twenty-one pupils are registered on this course. The students study according to the curriculum for English E. As clarified by Table 1 (see section 4.1), six female students and seven male students aged eighteen or older attended class E on the day of the first sampling. In the second observation nine female students and eight male students attended. The pupils in this class are taught by a female teacher. Figure 6 gives an overview of the total turns by female students and male students.



The result of the first observation of class E reveals dominance by the male students as regards the number of turns. The number of turns was dominated by the male students with 50 instances out of 66 in total, which represents 76%. The result from the second observation of class E reveals female dominance in the number of turns, 78 instances out of 125, which represents 62%. In the total column more or less an equal number of turns is revealed. In total, female students took 94 instances, which represents 49%, and male students took 97, which represents 51%. Table 10 gives an overview of the number of turns according to gender from the two separate observations of class E. The table gives information on how many students attended the two visits. It gives

information about the total number of instances, together with the average number of instances, as well as percentage of the total number of turns, by each sex.

Table 10. Number of turns according to gender from the observations of class E.

Gender	Female students				Male students			
	Total female	Total turns	Average instances/female	Female turns/total turns	Total male	Total turns	Average instances/female	Male turns/total turns
1st visit	6	16	2.7	24%	7	50	7.1	76%
2nd visit	9	78	8.7	62%	8	47	5.9	38%
Total	15	94	6.3	49%	15	97	6.5	51%

According to the result from the first visit, female students' average turn was 2.7 compared with the male students' average turn which was 7.1. This means that male students spoke more than twice as much as female students. In the second visit, female students' average was 8.7 compared with male students' average which was 5.9. Female students spoke almost twice as much as male students. In the total column of the average, equality is almost obtained between female and male student. Female students' average was 6.3 seconds and male students' average was 6.5 seconds. Table 11 gives an overview of the length of turns according to gender from the two separate observations of class E. The table gives information about the total length of turns in seconds, together with the average length of turns, as well as the percentage of the total length of turns, by each sex.

Table 11. Length of turns according to gender from the observations of class E.

Gender	Female students			Male students		
	Total Second	Average sec/turns	Female sec per visit/ total sec per visit	Total Seconds	Average sec/turns	Male sec per visit/ total sec per visit
1st Visit	105	6.6s	14%	653	13.0s	86%
2nd Visit	279	3.6s	67%	138	2.9s	33%
Total	384	4.1s	33%	791	8.2s	67%

When the results of the observation of class E in length of turns are studied male dominance is revealed. In the first observation male students dominated the total conversation time, with 653 seconds which represents 86%. In the second observation

female students dominated the total amount of seconds, with 279 seconds which represents 67%. Nevertheless, in the first observation male students' average turn was longer, 13 seconds, compared with female students' average turn, 6.6 seconds. In the second observation female dominance is revealed as the average turn in seconds is a little longer, 3.6 seconds compared with 2.9 seconds. In the total column of an average turn male dominance is revealed as male students speak for an average of 8.2 seconds compared with 4.1 seconds. In the column displaying the total, male dominance is revealed.

The following passages from the first visit exemplifies that male students' turns were longer compared with female students' turn. However this passage does not demonstrate the imbalance in the number of turns.

(11)

Teacher: *Are you more or less ready?*

Female student: *No not ready.*

Teacher: *What do you want?*

Female student: *No we were just discussing about it.*

Teacher: *Can we have a few things that you found then? Öhh XXXX*

Male student: *Ööhh, the fact that... they said that there were a demonstry.*

Teacher: *Yes.*

Male student: *They wanted to go there, I think..*

Teacher: *No they were perhaps too lazy to demonstrate or something. But they didn't anyway. Yes XXX.*

A detailed overview of the result for this passage is available in appendix E. The result of class E reveals different patterns. In the observation female students were allocated their turns as many times as they spoke out loud. When they spoke out loud they had a tendency to speak for a longer period of time compared to when the turn was allocated by the teacher. Male students were allocated 26 instances compared with 24 instances, when they spoke out loud. Male students spoke for a longer period of time when they were allocated the turn compared with when they spoke out loud. In the second observation most instances were allocated by the teacher. 67 instances out of 125 were allocated by the teacher. 58 instances out of 125 were spoken out loud.

Female students spoke for a longer period of time when the turn was allocated by the teacher compared with when the turn was not allocated by the teacher. At the time of the first visit eight students were absent and this could have affected the result.

In this class the general pattern was that most often turns were allocated by the teacher. However female students had a tendency to speak out loud more often compared with male students but also compared with when they were allocated the turn by their teacher.

To sum up this section, female as well as male dominance is revealed in the figures. In the first observation seven male students and six female students attended the lessons. The fact that eight students were absent in the first observation could have had an impact on the result. As the researcher of this study I speculate if the huge number of absences could depend on the knowledge of being filmed and observed this day. Nine female students and eight male students attended the lesson in the second observation. Male students, who outnumbered female students by one, dominated the conversational floor in the first observation, which also could be a factor of the male dominance. Female dominance is revealed in the second observation, which could be an effect of the fact that female students outnumbered male students.

4.2 Overview and comparison of all classes

In this section an overview of the results will be found together with a comparison of the results of all classes. The comparison will be divided into two sections with a comparison of the total number of turns and the total length of turns of all classes in order to look at the results from another angle.

4.2.1 Number of turns

In the following section a comparison of the number of turns of all classes is given. The two observations of all classes are separated in order to be able to analyse and discuss gender patterns related to each visit. The findings from each observation are also compared in order to see if the gender pattern changes from one visit to another. Table 12 gives an overview of the number of turns according to gender from the two observations of all the classes. The table gives information on how many students attended the two visits. It specifies information about the total number of instances, together with the average number of instances, as well as the percentage of the total

number of turns, by each sex. The table also includes the sex of the teachers in every class.

Table 12. Number of turns according to gender from the first observations of all classes.

Gender	Female students				Male students			
	Total female	Total turns	Average instances/female	Female's turn/total turns	Total male	Total turns	Average instances/male	Male's turn/total turns
Class A Male teacher	7	70	10	68%	2	33	16.5	32%
Class B Female teacher	5	57	11	61%	1	36	36	39%
Class C Female teacher	8	16	2	47%	4	18	4.5	53%
Class D Male teacher	13	16	1.2	42%	6	22	3.6	58%
Class E Female teacher	6	16	2.7	24%	7	50	7.1	76%
Total	39	175	2.7	52%	20	159	8.0	48%

When the results of the perspective of number of turns according to gender from the first observation of all classes are studied various dominance patterns are discovered. In class A female students dominate 68% of the conversation with the male teacher. In class B the same pattern is discovered, i.e. female students dominate 61% of the conversation with the female teacher. In the other classes the pattern is altered. Male students in class C dominate 53% of the interaction with the female teacher, in class D male students dominate 58% of the conversation with the male teacher and in class E male students dominate 76% of the conversation with the female teacher. The total column shows that the turns is distributed fairly equally between female and male students. Einarsson and Granströms' (2002) assumption that female teachers initiate more interaction with boys only applies to class E. According to the figures in all average columns male students dominate the conversation with the teacher present. The result is coherent with the male dominance observed by Coates (2004) and Einarsson and Hultman (2001). Figure 7 gives an overview of the total turns and average instances by female students and male students from the first observation.

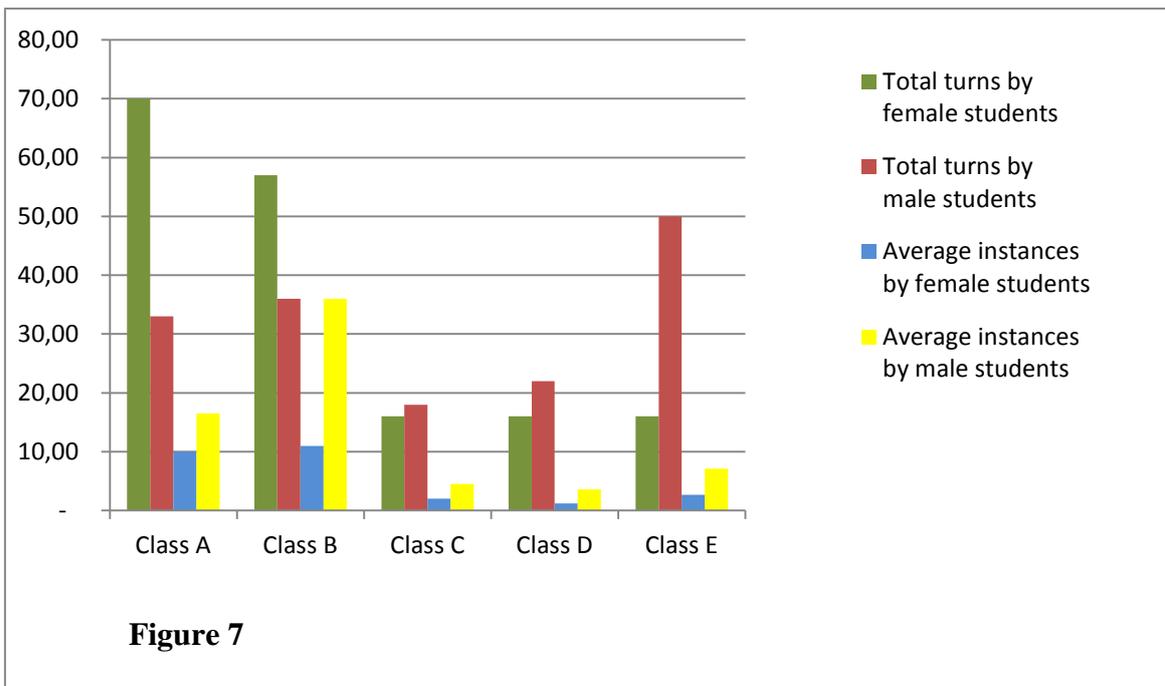


Table 13 gives an overview of the number of turns according to gender from the second observation of all the classes. The table gives information on how many students attended the two visits. It specifies information about the total number of instances, together with the average number of instances, as well as the percentage of the total number of turns, by each sex. The table also includes the sex of the teachers in every class.

Table 13. Number of turns according to gender from the second observation of all classes.

Gender	Female students				Male students			
	Total female	Total turns	Average instances/ female	Female's turn/total turns	Total male	Total turns	Average instances/ male	Male's turn/total turns
Class A Male teacher	10	120	17	62%	2	75	37.5	38%
Class B Female teacher	10	25	2.5	33%	3	51	17	67%
Class C Female teacher	11	62	5.6	47%	7	69	9.8	53%
Class D Male teacher	12	22	1.8	59%	5	15	3	41%
Class E Female teacher	9	78	8.7	62%	8	47	5.9	38%
Total	52	307	5.9	54%	25	257	10.3	46%

The results from the second observation reveals an altered pattern compared with the first one. In class A female students dominate 62% of the conversation with the male teacher. In class B the dominance is altered compared with the first observation, where male students dominate 67% of the interaction. In class C male students dominate 53% of the conversation with the female teacher. In class D female students dominate 59% of the interaction with the male teacher. The same pattern is discovered in class E as female students dominate 62% of the conversation with the female teacher present. The data in the total column reveals that female students dominate 54% of the conversation. The result from the second observation reveals that Einarson and Granströms' (2002) hypothesis that female teachers initiate more interactions with boys could be applied to both class B and class D. Nevertheless, the average column reveals male dominance in all classes. In class B male students spoke six times as often with the teacher present compared with female students. The result is in line with the male dominance observed by Coates (2004) and Einarsson and Hultman (2001). Figure 8 gives an overview of the total turns and average instances by female students and male students from the second observation.

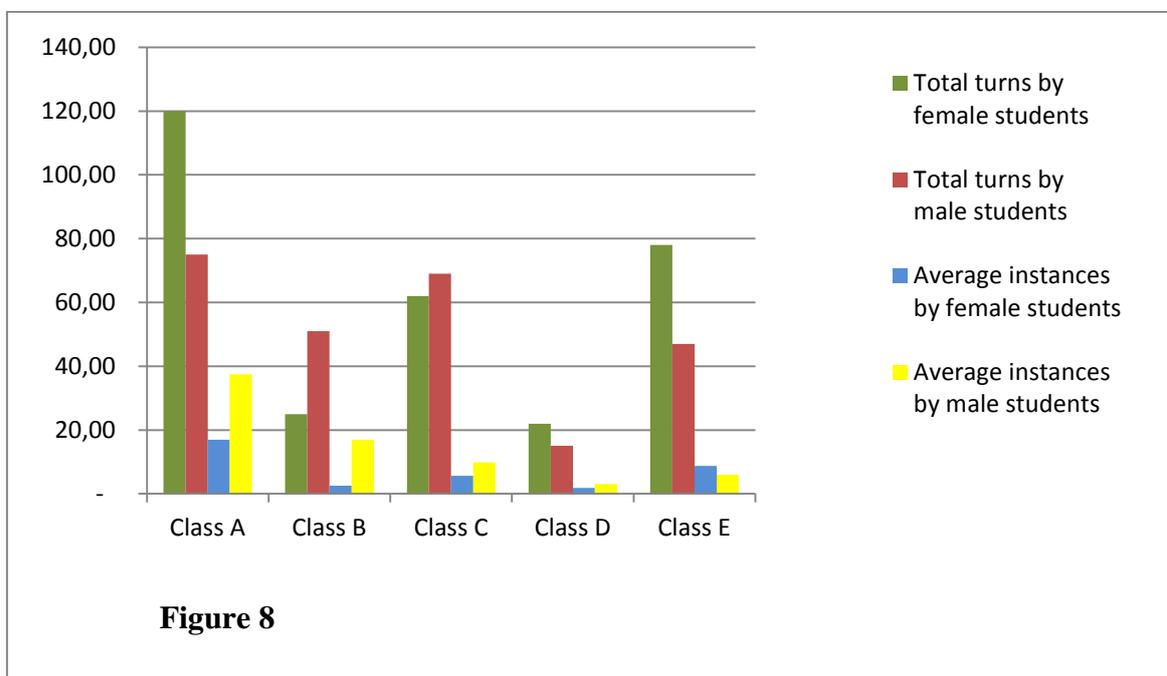


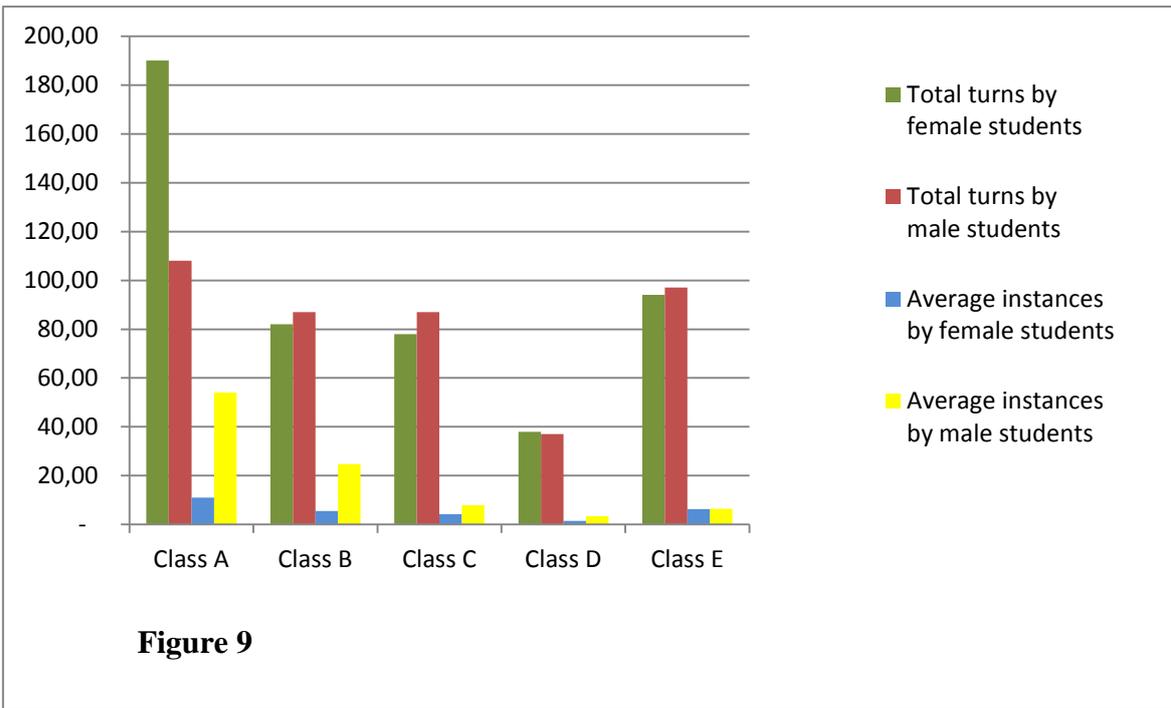
Table 14 gives an overview of number of turns according to gender from the two observations of all the classes. The table gives information on how many students

attended the two visits. It specifies information about the total number of instances, together with the average number of instances, as well as the percentage of the total number of turns, by each sex. The table also includes the sex of the teachers in every class.

Table 14. Number of turns according to gender from both observations of all classes.

Gender	Female students				Male students			
	Total female	Total turns	Average instances/female	Female's turn/total turns	Total male	Total turns	Average instances/male	Male's turn/total turns
Class A Male teacher	17	190	11	64%	4	108	54	36%
Class B Female teacher	15	82	5.5	49%	4	87	24.75	51%
Class C Female teacher	19	78	4.3	47%	11	87	7.9	53%
Class D Male teacher	25	38	1.5	51%	11	37	3.4	49%
Class E Female teacher	15	94	6.3	49%	15	97	6.5	51%
Total	91	482	5.3	54%	45	416	9.2	46%

When the results from both observations are combined a female dominance is discovered in class A as they dominate the number of turns with 64%, and also in class D even if they only marginally dominate the number of turns with 51%. Perhaps there is no statistical significance in the result of class D since female students only dominate with 51%. In the other classes a male dominance is revealed. This result suggests that female teachers seem to initiate more interaction with male students than with female students, which has previously been observed by Einarsson and Granström (2002). However in the total column, an overall female dominance is discovered which could be an effect of the fact that female students outnumbered the male students in most of the groups. Even if female dominance is discovered, according to the average column male students dominate the conversation with the teacher present. In class A along with class B male students spoke with the teacher present over four times as much as the female students. As mentioned in the in-depth analysis of the interaction in the first visit in class B one female student out of five came from Sweden (see section 4.1.2). Figure 9 gives an overview of the total turns and average instances by female students and male students from the both observations.



4.2.2 Length of turns

In the following section a comparison of the length of turns of all classes is given. The two observations of all classes are separated in order to be able to analyse and discuss gender patterns related to each visit. The findings from each observation are also compared in order to see if the gender pattern changes from one visit to another.

Table 15 gives an overview of the length of turns according to gender from the first observation of all the classes. The table gives information on how many students attended the two visits. It specifies information the total length of turns in seconds, together with the average length of turns, as well as the percentage of the total length of turns, by each sex. The table also includes the sex of the teachers in every class.

Table 15. Length of turns according to gender from the first observation of all classes.

Gender	Female students			Male students		
	Total Seconds	Average sec/turns	Female sec per visit/ total sec per visit	Total Seconds	Average sec/turns	Male sec per visit/ total sec per visit
Class A Male teacher	434	6.2s	59%	302	9.2s	41%
Class B Female teacher	234	4.1s	54%	201	5.6s	46%
Class C Female teacher	80	4.0s	44%	100	5.5s	56%
Class D Male teacher	98	6.1s	49%	104	4.7s	51%
Class E Female teacher	105	6.6s	14%	653	13.0s	86%
Total	951	5.4s	41%	1360	8.6s	59%

In the result from the perspective of length of turns according to gender from the first observation of all classes various dominance patterns are discovered. In class A female students dominate 59% of the conversation according to the length of turn. The figure reveals the same dominance in class B, although the female dominance is lower compared with class A. The female dominance in class B is instead 54%. In class C reveals male dominance as male students dominate the length of turn with 56%. Class D is the class where almost equality between the genders is found. In class E male students dominate the conversational floor according to the length of turn; male students dominate with 86% compared with 14%. According to the results female students' average turn in class A, class D and class E is longer compared to the female students' average turn in class B and class C. However the results also reveal male dominance in all classes with the exception of class D. In class D female students' average turn is longer compared with the male students' average turn. On the whole male dominance is revealed according to the result from the first observation. The students in class C and E are taught by a female teacher and the male dominance point in the same direction as Einarsson and Granström (2002) argues; that female teachers initiate more interaction with male students than female students. Figure 10 gives an overview of the total conversation time by female students and male students from the first observation.

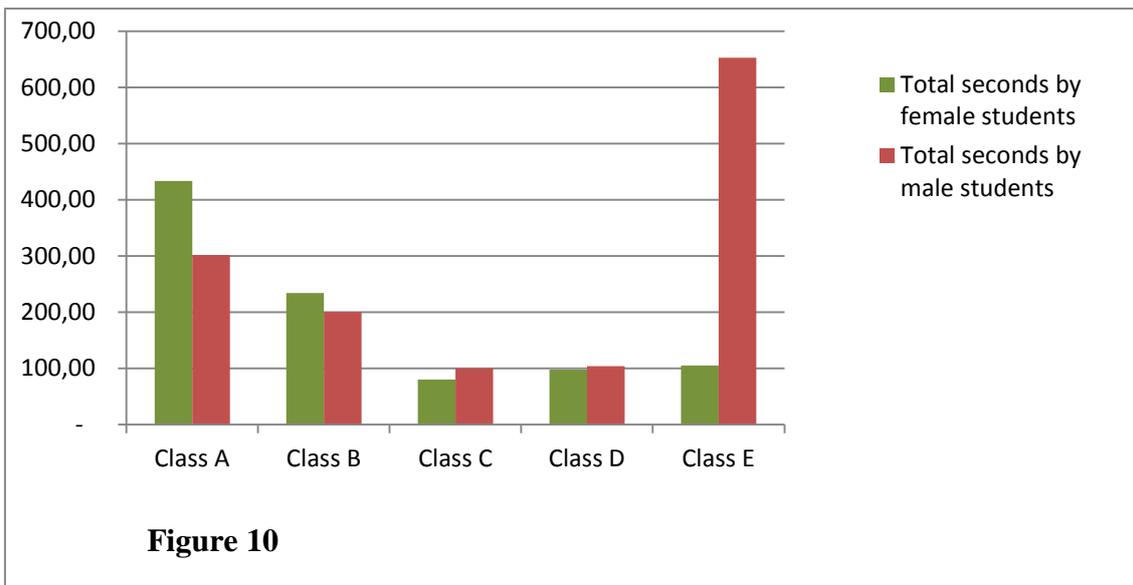


Table 16 gives an overview of the length of turns according to gender from the seconds observation of all the classes. The table gives information on how many students attended the two visits. It specifies information the total length of turns in seconds, together with the average length of turns, as well as the percentage of the total length of turns, by each sex. The table also includes the sex of the teachers in every class.

Table 16. Length of turns according to gender from the second observation of all classes.

Gender	Female students			Male students		
	Total Seconds	Average sec/turns	Female sec per visit/ total sec per visit	Total Seconds	Average sec/turns	Male sec per visit/ total sec per visit
Class A Male teacher	508	4.2s	63%	303	4.0s	37%
Class B Female teacher	292	11.7s	45%	353	6.9s	55%
Class C Female teacher	170	2.7s	40%	257	3.7s	60%
Class D Male teacher	100	4.5s	61%	63	4.2s	39%
Class E Female teacher	279	3.6s	67%	138	2.9s	33%
Total	1349	4.4s	55%	1114	4.3s	45%

According to the result from the perspective of length of turns by gender from the second observation of all classes the pattern of who dominates the length of turns varies. In class A female students dominate the conversation according to the length of turn with 63%. The figure reveals the same dominance in class D and class E, where the female students dominate with 61% and 67%, respectively. In class B and class C male students dominate the length of turn with 55% and 60%, respectively. This result is in accordance with Einarsson and Granströms' (2002) assumption that female teachers initiate more interactions with male students than with female students. According to the figures in the column of average length of turn the pattern is altered. In class A the average turn is almost the same for both genders even though female dominance is revealed. In class A female students' average turn is 4.2 second compared with the male students' average length of turn which is 4.0 second. The greatest variations are discovered in class B and class C. In class B female students' average turn is longer compared with the male students' average turn, 11.7 seconds and 6.9 seconds which represent 63% female dominance. In class C male students' average turn is slightly longer compared with the female students' average length of turn, 3.7 seconds and 2.7 seconds, respectively, which represents 58% and 42%. In class D female students' average turn have almost the same length as male students' average turn. Female students speak on average for 4.5 seconds, while male students speak on average for 4.2 seconds, which represents 52% and 48%. In class E female students dominate the average turn. The female students' average turn is 3.6 seconds, while male students' average turn is 2.9 seconds. On the whole female dominance is revealed according to this result. Figure 11 gives an overview of the total conversation time by female students and male students from the second observation.

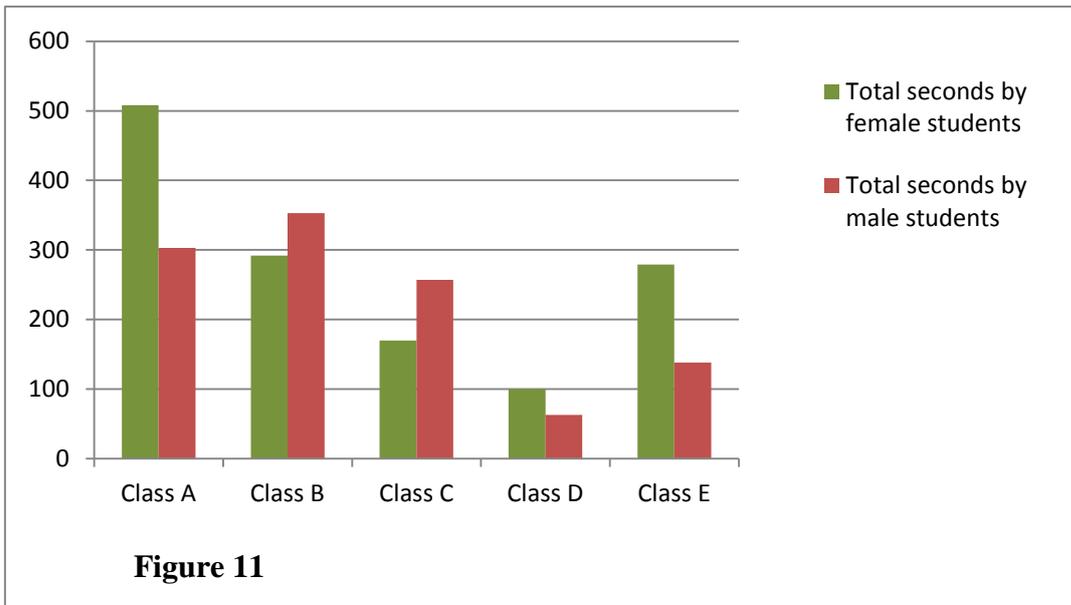


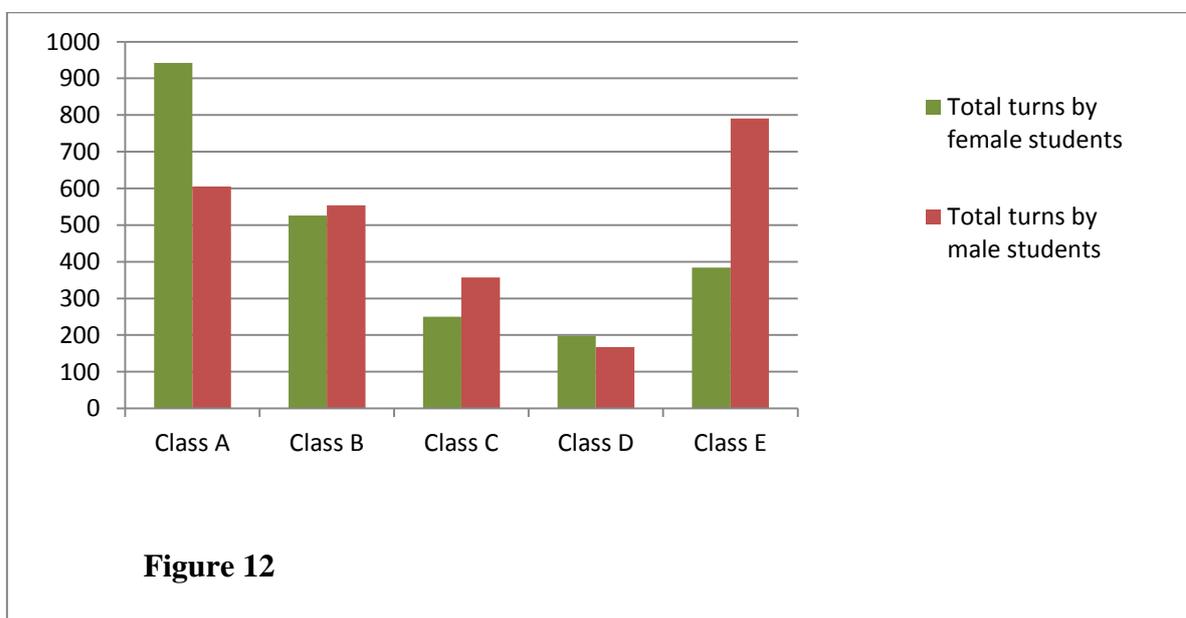
Table 17 gives an overview of the length of turns according to gender from both observations of all the classes. The table gives information on how many students attended the two visits. It specifies information about the total length of turns in seconds, together with the average length of turns, as well as the percentage of the total length of turns, by each sex. The table also includes the sex of the teachers in every class.

Table 17. Length of turns according to gender from both observations of all classes.

Gender	Female students			Male students		
	Total Seconds	Average sec/turns	Female sec per visit/ total sec per visit	Total Seconds	Average sec/turns	Male sec per visit/ total sec per visit
Class A Male teacher	942	5.0s	61%	605	5.6s	39%
Class B Female teacher	526	6.4s	49%	554	6.4s	51%
Class C Female teacher	250	3.2s	41%	357	4.1s	59%
Class D Male teacher	198	5.2s	54%	167	4.5s	46%
Class E Female teacher	384	4.1s	33%	791	8.2s	67%
Total	2300	4.8s	48%	2474	5.9	52%

When the results of both observations are combined female dominance in class A and D is discovered. In class A and class D female students dominate the interaction with

61%. In class B male students dominate the total conversation time with the female teacher present with 554 seconds, which represents 51%. Perhaps there is no statistical significance in the result of class B since male students only dominate with 51%. In class C and class E male students dominate the interaction; they dominate with 59% and 61%, which has previously been observed by Einarsson and Granström (2002). If the average turn is analysed a different pattern is revealed. In class A female students' average turn is shorter compared with the male students' average turn. Female students' average turn is 5.0 seconds compared with male students' average turn which is 5.6 seconds. In class B both genders' average turn has the same length, 6.4 seconds. In class C female students' average turn is shorter compared with the male students' average turn, 3.2 seconds and 4.1 seconds, respectively. In class D female students' average turn is 5.2 seconds compared with male students' average turn which is 4.5 seconds. In class D male students dominate the average turn with the double compared with the female students' average turn, 8.2 seconds respectively 4.1 seconds. Figure 12 gives an overview of the total conversation time by female students and male students from the both observations.



5 Conclusion

The aim of this investigation was to study patterns of gender dominance in English conversations in Swedish classrooms where the teacher is present, with focus on turns

taken in the subject of English in upper secondary school and adult education. The aim was also to investigate how the turns are allocated, in other words if the turns were given or taken. The study also takes into consideration if the teacher's sex has an impact on who, female or male students, dominate the interaction in the classroom. In order to carry out this synchronic investigation, findings from ten observations in five Swedish classrooms, three classes in a municipal school for adults and two classes in an upper secondary school, have been discussed and analysed.

When conclusions are drawn from the results of the number of turns, variations are discovered in who dominates the conversation with the teacher present between the two observations. Class A and Class C are the two classes where the dominance pattern is consistent. In class A female students dominate the conversation with the male teacher while in class C male students dominate the conversation with the female teacher. The fact that female students outnumbered the male students in class A must be taken into consideration as this could have affected the result. However in class C, where female students also outnumbered male students, male dominance was discovered. Einarsson and Granströms' (2002) assumption that female teachers initiate more interaction with male students could be a cause of the result from class C. The result from the rest of the classes reveals varying patterns of dominance between the two observations. It is harder to draw conclusions based on these results as the pattern varies. Even if individual and cultural variations are not included in this investigation they need to be taken into consideration as they could have affected the results. However what type of individual variations and the reason or reasons for the variations will only be speculations as they are not included in the aim of this investigation. What I simply would like to state is that there could be individual and cultural variations and they could have an effect on the result and this must be taken into consideration as well as be mentioned. In order to investigate what type of individual variations and the reason for the variations a more profound investigation for a longer period of time is recommended.

When the two observations are combined, female dominance is revealed in class A and class D and these classes are taught by male teachers. The results in the rest of the classes reveal a male dominance and these classes are taught by female teachers.

When conclusions are drawn from the results of the length of turns, variations are discovered in who dominates the conversation with the teacher present. The first observation reveals female dominance in class A and class B according to the total amount of conversation time. An altered pattern is revealed in class C and E, in these

two classes male students' total amount of speaking time is longer compared with female students' total amount of speaking time. However according to the results, equality is revealed from the perspective of the total turn length in class D. The result from the second observation reveals a consistency in the dominance pattern in class A and C. In class A female students dominate the conversational floor, while male students dominate the conversation in class C. A conclusion of the result in class A could be that this class has higher numbers of female students than male students attending. This conclusion is immediately contradicted as class C also has higher attendance of female students than male students. On the other hand, this class has a female teacher and the results point in the direction that she is initiating interactions more often with male students than with female students which is in line with Einarsson and Granström's (2002) theory. The other results from the second observation reveal that there are variations in the pattern. In class D and E female students dominate the total amount of speaking time, while the results are reversed in class B where male students dominate the total amount of speaking time. To conclude these results, the individual perspective must be mentioned as it could have affected the result. Further investigation into what type of individual variation and the reason for them is recommended as the results of the two observations show great variations in the pattern of dominance.

When the results of both observations are combined almost the same result is revealed in the number of turns. In class A and D, where the students are taught by male teachers, female dominance is revealed. While in class C and E, taught by a female teacher, male dominance is revealed. In class B more or less equality is obtained between the genders.

A weakness of this investigation could be the fact that there were numerous absences during the observations in the municipal school of adult education. According to the teachers in this school, it is more a rule than an exception to have numerous absences in every class, which means that even if the time of the observation is well planned, numerous absences would occur. Students in this school study a handful of subjects and most often the subjects are scheduled at the same time, which can have an effect on the number of absent students in the classes. Another reason for absences could be the fact that a few students in this school study subjects that they do not really want to study, but they need the credits in order to receive a full study grant from the Swedish National Board for Educational Assistance (CSN, Centrala studienämnden). This means that students are absent in various subjects. In order to conduct a more reliable and valid

investigation in a municipal school for adults more observations must be carried out. However if absence is more a rule than an exception several observations might not make the investigation more reliable. Another weakness could be the fact that I have not used statistical methods, such as tools to measure statistical significance. Even if such statistical methods are not applied in this degree project an awareness of the existence of these measures is present. Also the numbers of participants are not normalized. If statistical methods had been applied the numbers would have been normalized.

To sum up this section, there are variations in who dominates the interaction with the teacher present. This phenomenon is not as straightforward as Einarsson and Hultman (2001) have stated with male dominance in the conversational floor in the classroom. In different classes domination patterns vary. It can be an effect of the gender of the teacher or, depend on how many female student or male students attend the classes. Nevertheless individual variation, which is not investigated in this degree project, must be mentioned and taken into consideration as it can have an effect on the result. However as this degree project was limited by time, individual variations were excluded. Possible individual variations such as lack of confidence in speaking, no motivation, the subject of the lesson, the condition of the person together with cultural variations are variations which can be included in more profound personal investigation of each student which runs over a longer period of time.

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Appendix

Appendix A Class A

First visit	Female students	Total time	Male students	Total time
Raise hands + allocated by teacher	63 instances	360 seconds	29 instances	265 seconds
Speak out loud	7 instances	74 seconds	4 instances	37 seconds
Raise hands + speak out				
Follow-up question made by speaker				
Simultaneous speak				
Interruption				
Total	70 instances	434 seconds	33 instances	302 seconds
Second visit	Female students	Total time	Male students	Total time
Raise hands + allocated by teacher			5 instances	265 seconds
Speak out loud	120 instances	508 seconds	65 instances	38 seconds
Raise hands + speak out				
Follow-up question made by speaker				
Simultaneous speak				
Interruption				
Total	120 instances	508 seconds	75 instances	303seconds

Appendix B Class B

First visit	Female students	Total time	Male students	Total time
Raise hands + allocated by teacher	24 instances	107 seconds	6 instances	38 seconds
Speak out loud	17 instances	53 seconds	29 instances	155 seconds
Raise hands + speak out	16 instances	74 seconds	1 instance	8 seconds
Follow-up question made by speaker				
Simultaneous speak				
Interruption				
Total	57 instances	234 seconds	36 instances	201 seconds
Second visit	Female students	Total time	Male students	Total time
Raise hands + allocated by teacher	13 instances	271 seconds	27 instances	240 seconds
Speak out loud	11 instances	19 seconds	24 instances	113 seconds
Raise hands + speak out				
Follow-up question made by speaker				
Simultaneous speak	1 instance	2 seconds		
Interruption				
Total	25 instances	292 seconds	51 instances	353 seconds

Appendix C Class C

First visit	Female students	Total time	Male students	Total time
Raise hands + allocated by teacher	4 instances	42 seconds	2 instances	36 seconds
Speak out loud	12 instances	38 seconds	16 instances	64 seconds
Raise hands + speak out				
Follow-up question made by speaker				
Simultaneous speak				
Interruption				
Total	16 instances	80 seconds	18 instances	100 seconds
Second visit	Female students	Total time	Male students	Total time
Raise hands + allocated by teacher	56 instances	160	63 instances	229 seconds
Speak out loud	6 instances	10 seconds	6 instances	28 seconds
Raise hands + speak out				
Follow-up question made by speaker				
Simultaneous speak				
Interruption				
Total	62 instances	170 seconds	69 instances	257 seconds

Appendix D Class D

First visit	Female students	Total time	Male students	Total time
Raise hands + allocated by teacher	6 instances	37 seconds	15 instances	76 seconds
Speak out loud	10 instances	61 seconds	7 instances	28 seconds
Raise hands + speak out				
Follow-up question made by speaker				
Simultaneous speak				
Interruption				
Total	16 instances	98 seconds	22 instances	104 seconds
Second visit	Female students	Total time	Male students	Total time
Raise hands + allocated by teacher	21 instances	94 seconds	15 instances	63 seconds
Speak out loud				
Raise hands + speak out				
Follow-up question made by speaker				
Simultaneous speak	1 instance	6 seconds		
Interruption				
Total	22 instances	100 seconds	15 instances	63 seconds

Appendix E Class E

First visit	Female students	Total time	Male students	Total time
Raise hands + allocated by teacher	8 instances	25 seconds	26 instances	443 seconds
Speak out loud	8 instances	80 seconds	24 instances	210 seconds
Raise hands + speak out				
Follow-up question made by speaker				
Simultaneous speak				
Interruption				
Total	16 instances	105 seconds	50 instances	653 seconds
Second visit	Female students	Total time	Male students	Total time
Raise hands + allocated by teacher	36 instances	154 seconds	31 instances	108 seconds
Speak out loud	42 instances	125 seconds	16 instances	34 seconds
Raise hands + speak out				
Follow-up question made by speaker				
Simultaneous speak				
Interruption				
Total	78 instances	279 seconds	47 instances	138 seconds

Appendix E Transcription of the recordings of class B

Teacher: Ok I think we should get started.

Female student 1: Who is that?

*Teacher: Today we have another one. Today we have a visitor Marie, in the corner.
Laughter. Ähum. What did you think of the film yesterday?*

Male student: Hello!

Teacher: Hello! Yes have you seen it before?

Male student: No.

Female student 1: No

Teacher: I think it was a sad story.

Female student 1: Mmm

Teacher: What in particular do you think it was sad?

Female student 1: The boy.

Teacher: The boy, yes, Mullah

Female student 1: Yes

Teacher: So say what you think, do you think it was a happy ending for Mullah? Or we will see what you think when you write your reviews. Ähum. So you have the questions on the paper. Does everybody have this paper?

Everybody: Yeah, mmm

Teacher: Yes. Hopefully you were taking some notes yesterday when you were watching. So you have..so you are a little bit prepared. Ähum. We are going to work in groups today. Three in each group, that's a perfect amount of people, three in each group. XXX would you liked to work XX and XX? Each group chooses one secretary. Ähum. Somebody who likes to write and you only have to hand in one review from the whole group. So the secretary writes but all three in the group are equally responsible for what is written, so all of you has to go through what you have written before you send it to me. Ok? Ähum. I also wrote to you that you are going to send it to urkund. You have the address here. Ääh. When you send something to Urkund you have to ähh attach it from words, for example. So you can't write it in Hotmail or in first class or anything. You have to send it as an attachment. Otherwise urkund don't understand what you mean. So you write it in..You could write it here..on a paper and then the secretary or all three of you go down and write on the computer äh.. and then when everybody has read it through..carefully..then you send it to Urkund... as an attachment. And if you don't know how to do it I will help you. Mmm

Female student 1: *I don't know.*

Teacher: *You haven't done it before so I will show you.*

Female student 1: *Yes.*

Teacher: *Ähh. The review, you have these questions to think about when you write. In the review I don't want you to write the questions or the numbers or anything. Instead you divide your review into different paragraphs. One paragraph or maybe more for each question. Ähum. And instead of writing the question then you start each with one good topic sentence. So the reader can understand..ok.. so this is what this paragraph is about. So if you take for example.. question number four. How are the aboriginals and the women treated in the film? If you want to have one paragraph for the aboriginals then you might start the paragraph like ähh.. The aboriginals in the book..äh.. in the film blablabla.. then the reader will know..ok.. this paragraph will be about the aboriginals. And you don't have to have the question. Or you should not have the question. Only paragraphs. Do you understand what I mean?*

Female student 1: *Mmm*

Female student 2: *Yeah.*

Teacher: *So no numbers or anything in the review. Mmm. Pause. Ähum. Any questions of what to do?*

Female student 1: *No*

Male student: *It will come after. Hehe.*

Teacher: *Yeah!*

Male student: *I mean the questions. Hehehe.*

Teacher: *Exactly!! Ähh. So form groups of three and start to write.Will you write in your group?*

Female student 1: *Yes.*

Teacher: *You can also turns and write one question each and then another one can write. Maybe you can write different questions.*

Female student 1: *Ähum. Yeah! I would like to speak. Laughter.*

Teacher: *You can do the talking. Hahaha*

Female student 1: *I can do the talking. Hahaha*

Teacher: *That's what is good about group work, you can do different bits.*
PAUSE

Female student 1: *Ähhhh I missed a...ähhhh a really big ääää....*

Teacher: When you're out in the.... **inaudible**, what happened then ,you don't know.

Female student 1: I ..I have no idea. I have forgot it. So ähh

Teacher: So try to explain to the others when you went out and maybe they can fill in what happened. When did you go out?

Female student 1: I don't know! I have forgot. In the beginning. It was in the beginning I was ähum the second to go, to go ähhh.

Teacher: So what happens in the beginning in ähh in the film? How does it start out?

Male student: It start out with a little boy comes in the story.

Teacher: Mmm

Male student: ...and they show and they work alone this Sarah Ashley.... murder... inaudible.. and they takes those back. To show them the England.

Teacher: Exactly.

Male student: with Sarah.

Teacher: So Sarah is in England from the beginning.

Male student: ..from the beginning, yes

Teacher: Why does she choose to go to Australia? Do you know?

Female student 2: Because she follow her husband.

Teacher: Exactly

Female student 2: And she did take her puppy.

Teacher: Mmm. Do we know how long her husband has been in Australia before she goes there?

Male student: Ähh four years?

Teacher: Four years?

Male student: Four years.

Teacher: It must be for a quit long time because he has built up his own farm.

Male student: ...and his farm is owned by his family for four generations.

Teacher: yeah, aha

Male student: ..they have worked with it for a long time. And Fletcher said that his family has had it for four generations took care of this farm.

Female student 2: But I thought it was his relatives.

Male student: Yes it was his relatives took care of his business, hors, the house and cows, how do I say this, the kettle [cattle]?

Teacher: The kettle [cattle]yes.

Male student: cows, the kettle [cattle]...because it was they who in the beginning working with it.

Teacher: It's not so important.. the only thing that is important is that he has been away for such a long time and she decides to go there.

Female student 1: Yes, it's important.

Teacher: Yes it really comes back to it.

Male student: Alright.

PAUSE

Female student 1: But ähh you want us to write each of us.

Teacher: No just one, one from each group.

Female student 1: From each one of us.

Teacher: No, No, only one. So each one of you are equally responsible for the review. So if she writes and you see that this works but in a different way then you have to say are you sure that this is how it is spelt? And then you discuss it together. So you have each other.

Female student 1: Yeah!

Teacher: Sooo ähh

Female student 1: I have come from Swedish, I have to analyze...so ähh.. It's still in my head.

Teacher: So you have to..to.. to switch to English now.

Female student 1: Yeah!

Teacher: Are you the secretary? Yes.

Female student 1: *It's not the same to analyze and to write a review, it's ähh two different things.*

Teacher: *This is more about answering the questions and go through the film.*

Female student 1: *Just to go through the film*

Teacher: *But I mean question number two is about that I suppose when you have to discuss the characters.*

PAUSE

Female student 1: *How long should it be?*

Teacher: *Not long and using your own words.*

Female student 1: *I can use words if you write them.*

Teacher: *Yes. Hahaha*

Female student 1: *Because it is like ähh you know it is ähh difficult.*

Teacher: *But like I said you have different roles in a group or as a group.*

Female student 1: *Mmm, can we switch roles?*

Teacher: *Yes.*

PAUSE

Male student: *Well we can do a little bit of this one to start with.*

Teacher: *No you can not! Laughter. You are supposed to use your own words. This is very difficult English don't you think? Is this.. is this how you would say it yourself?*

Male student: *Yeah but exactly like..like I was thinking with this English is the information about her husband.*

Teacher: *Mmm yeah but use your own words cause you have change it a bit.*

Male student: *Mmm because that's what I was thinking and then use a little bit of this information.*

Female student 4: Use everything!

Male student: Hehehe yeah! Hehehe

Teacher: Hahaha No you can not!! Hahaha! Do you think you will learn something if you do that? No use your own words just like you said. Lady Sarah actually went to Australia from England. (Reading what the group has written. Leaving them to do their thing.)

Teacher: So you are writing it yourself?

Female student 1: No no

Teacher: No ok!

Female student 1: No I just make.. make.. some notes for myself. Ok.

Teacher: So how do you start if you want to describe what the film is about, using your own words? How would you start with that?

Female student 1: I think the film is about Sarah and that she is going to meet her husband.

Teacher: Yeah, ok, good that's one sentence. Laughter.

Female student 1: Yes. Laughter.

Female student 1: I have only Swedish inside me. I don't like to write because ähh I have a problem and then I have to find the right word and I can't find the right word.

Teacher: Mmm

Female student 2: Can we use google translate, yeah?

Teacher. Mmm, yeah, NO! Don't use google translate. I don't like that! No, use your own words, you are smart people, right! Try to use your own words and don't use google. You can translate individual words but no whole sentences. Because it usually end up wrong.

Female student 1: But words?

Teacher: Yes only individual words absolutely, but not the whole sentences.

Female student 1: Ok words not the whole sentences. We put them together to sentences.

Teacher: Yes. Try to find the most ads on the computer about the film. Try to find that on google. This one, yes this one.

Female student 1: But ahh but ahh..

Teacher: That's what I usually use.

Female student 3: Yeah. But I really don't understand ...ahh....this.

Teacher: Do you..don't you think you can find it? Or how to use it?

Female student 3: I don't know how to use it.

Teacher: Ok.

Female student 2: If we only could understand it, it would be easier.

Teacher: Mmm.. I can show you what I mean. Nordstedt's they have a ähh free version of this on the net. But you can't find all the words there. You have to pay for them.

Female student 1: Ok

Teacher: So you can just search for the words in this one.

Female student 1: aha! So we have to look it up!

Teacher: Yeah. But you can find the free version of Nordstedt's on the internet.

Female student 1: But we can borrow this one?

Teacher: Yes here is the English words and it works like this. So if it is from Swedish to English and you want to describe the word in English or the other way round you just press the arrows here.

Female student 1: Ok, we can use both.

Teacher: But I mean you can just switch it as many times as you wants.

Female student 1: Yes, we can use this one or in the other way.

Teacher: Mmm But use your own words.

Female student 1: Now I don't feel lost.

PAUSE

Teacher: You should usually find a good way to get..a way that you find a keyword that starts it in a way that you want.

Female student 1: Because write from the subject. I want to write about the house, the child, the kids and ähh

Teacher: But you usually start with it with a good sentence.

Female student 1: Ok

Teacher: Yes. Do you use the dictionaries on the phone or do you use books like this?

Female student 2: No, I have one at home.

Teacher: But were have you seen things like this? Films?

Female student 2: Films in my country. Laughter. I need to bring my tissue.

Teacher: You has?

Female student 1: Mmm. I see. But I haven't been in your country. Ok! (Teacher leaves)

PAUSE

Teacher: Yeah what is it?

Male student: This sentence, can we say.. he didn't mix it for himself. He wasn't precieved, precieved.

Teacher: It is not precieved. How did you write aaa?

Male student: No, I mean aaa. He didn't accept, äh not accept maybe this one precieve as a white the black.

Teacher: Is it Nullah you are talking about?

Male student: Yes Nullah, Can I say perceive, no? Because he wasn't perceived like a white or like a black and that's why he was constantly feared. Because with the white nobody touched him and with the black nobody touched him. But when he, like in the movie says he is creamy that's why he was in constant fear that they would take him to this island. So can I use perceived, that word?

Teacher: Yes, but you can't use this here. You would say, He does not.

Male student: He does not, yeah, yeah. Just perceive I just use it there so I.

Teacher: Yeah, ok, yes

Male student: I just want to use the right word.

Teacher: But that's ok.

Male student: So can I say he wasn't.

Teacher: Yes but it depends on which tense you use.

Male student: Yeah, we start in aaah in this sentence.

Teacher: You write in the present tense. Suspects

Female student 4: Yeah.

Teacher: Has, lives, so doesn't

Male student: So he doesn't perceive himself...percieved himself... He said I'm not a white fellow and not a black fellow.

Teacher: Yeah a creamy

Male student: yeah, I'm creamy hahaha

Teacher: Here, you also have to have the present tense. He does not.. just take away the d.

Male student: Perceive ...yeah he doesn't perceive himself as black or as white and that's why he lives in constant fear.

Teacher: Here w and h, have a quick look and see if how you are writing your sentences and if you understand the rest of my notes. Sometimes I just underline it so there could be something wrong with the spelling so see if you can figure it out.

Female student 4: now?

Teacher: Not now but after.

Male student: Yeah yeah, it's probably because this plural changing itself.

Teacher: Ok!

Male student: Haha.. I don't know.

Teacher: But also even if there something wrong with the plural after you have printed it, if you read it through, maybe you will see.. for example explain, how that is spelt so see if you can ähh figure out what is wrong about the spelling.

Male student: Explain..

Teacher: Yes. Mmm and you can show it to me in next week.

Male student: Maybe I can read the sentences again. So I can correct it.

Teacher: Yeah absolutely yeah.

Male student: Yeah it's good it takes a lot of wondering to receive it again. It's good.

Teacher: Yes.

Teacher: Yes you have a question.

Male student: Yes. We are writing this sentence but it's kind of like this one here. So this is his friend so he he. He is black and white so he lives in constant fear so they taking by the tortures. What is the name of this island?

Teacher: Ahh the name of the island! You don't remember the name of the island. But you can write to an island.

Male student: We can write about the island and and..how to explain it. Paus...Ah yeah but a creamy boys.. aha.. taken cared by the church or? So by the tortures then comma? And then explain it here. The creamy boys they've been, wait a second, taken by the tortures to an island. Yeah.

Teacher: yeah yes absolutely.