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The Role of Russian Grammatical Gender in the Perception of First-Person Singular English Texts by Russian Speakers of English

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TABLE OF CONTENTS

ABSTRACT 8

LIST OF TABLES 10

LIST OF ABBREVIATIONS 11

CHAPTER I: INTRODUCTION 12

1.1 Representation of sex in languages 12

1.2 Asymmetrical representation of the sexes in English 13

1.3 Researcher's interest in the issue 14

1.4 Purpose of the study 15

1.5 Organisation of the study 15

CHAPTER II: LITERATURE REVIEW 16

2.1 Male bias: People = Male, Male = People, Animal = Male 16

2.2 Sex-neutral language: neutralisation and guidelines 17

2.3 RGG 19

2.4 GG effects on perception 21

CHAPTER III: METHODOLOGY 26

3.1 Research questions 26

3.2 Study design and methods 27

3.2.1 Study design rationale 27

3.2.2 Rationale behind the survey method 28

3.3 Research instrument development 30

3.3.1 NaSQ development 30

3.3.2 TranQ development 30

3.3.3 Background data 31

3.3.4 Generating content for NaSQ and TranQ 31

i. Texts 31

ii. NoSQ 32

3.3.5 Piloting NoSQ, NaSQ, and TranQ 34

i. Piloting NoSQ 34

ii. Piloting NaSQ and TranQ 34
3.4 Setting of the study 35
3.4.1 Population 35
3.4.2 Sample 37
i. NaSQ and TranQ participants 37
ii. NoSQ participants 38
3.5 Procedure 38
3.5.1 Administering NoSQ 38
3.5.2 Administering NaSQ and TranQ 38
3.6 Data analysis 39
3.7 Ethical considerations 40
3.7.1 Consent 40
3.7.2 Transparency 40
3.7.3 Right to withdraw 40
3.7.4 Incentives 41
3.7.5 Harm arising from participation in research 41
3.7.6 Privacy and data storage 41
3.7.7 Disclosure 41
CHAPTER IV: FINDINGS 43
4.1 NoSQ 43
4.2 NaSQ and TranQ 45
RQ1: When reading an English text, does the GG of the nouns used in the text when translated into Russian provide a predictive basis for the judgements of RSEs about the sex of the narrator of the text? 45
RQ1a: Are RSEs more likely to perceive the narrator of an English text to be a male if the text contains only nouns grammatically masculine in Russian? (Text 1) 45
RQ1b: Are RSEs more likely to perceive the narrator of an English text to be a female if the text contains only nouns grammatically feminine in Russian? (Text 2) 46
RQ1c: How do RSEs perceive the sex of the narrator of an English text if the text contains only nouns grammatically neuter in Russian? (Text 3) 47
RQ1d: How do RSEs perceive the sex of the narrator of an English text if the text contains a mixture of nouns grammatically masculine and feminine in Russian? (Texts 4–6) 47

RQ2: Is there an association between RSEs' sex and the perceptual sex of the narrator of a FPS English text? 49

RQ3: Is there an association between RSEs' proficiency in the English language and the perceptual sex of the narrator of a FPS English text? 52

4.3 Qualitative data from NaSQ 56

Reason 1: Brevity versus verbosity 56

Reason 2: Emotionality versus logicality 56

Reason 3: Personal experience and beliefs 57

Reason 4: English and Russian grammars 57

Reason 5: Sex-neutral context 58

CHAPTER V: DISCUSSION 59

RQ1: When reading an English text, does the GG of the nouns used in the text when translated into Russian provide a predictive basis for the judgements of RSEs about the sex of the narrator of the text? 59

RQ2: Is there an association between RSEs' sex and the perceptual sex of the narrator of a FPS English text? 62

RQ3: Is there an association between RSEs' proficiency in the English language and the perceptual sex of the narrator of a FPS English text? 62

Participants' comments on their choices 63

CHAPTER VI: CONCLUSION 66

6.1 Review of the purpose and findings of the study 66

6.2 Pedagogical implications 66

6.3 Limitations and suggestions for further research 67

REFERENCES 69

APPENDICES 84

Appendix A: A text from Brown, R., & Richards, L. (2011). IELTS advantage writing skills: A step-by-step guide to a high IELTS writing score. Delta Publishing. 84

Appendix B: NaSQ – Main task (English) 85

Appendix C: NaSQ – Main task (Russian) 89

Appendix D: TranQ – Main task (Russian) 93

Appendix E: NaSQ – Background information (English) 96

Appendix F: NaSQ and TranQ – Background information (Russian) 99

Appendix G: Texts 1–7 102

Text 1: A text with only grammatically masculine nouns (“city”, “centre”, “park”) 102

Text 2: A text with only grammatically feminine nouns (“book”, “copybook”, “pen”) 102

Text 3: A text with only grammatically neuter nouns (“menu”, “window”, “message”) 102

Text 4: A text with two grammatically masculine nouns (“city”, “centre”) and one grammatically feminine noun (“village”) 102

Text 5: A text with two grammatically feminine nouns (“copybook”, “pen”) and one grammatically masculine noun (“pencil”) 102

Text 6: A text with two grammatically masculine nouns (“shower”, “centre”) and two grammatically feminine nouns (“copybook”, “pen”) 102

Text 7: A control text with a noun stereotypically associated with females (“dress”) 103

Text 8: A control text with a noun stereotypically associated with males (“beard”) 103

Text 9: A control text with a noun stereotypically associated with females (“make-up”) 103

Appendix H: NoSQ – Main task (English) 104

Appendix I: NoSQ – Main task (Russian) 110

Appendix J: NoSQ – Background information (English) 116

Appendix K: NoSQ – Background information (Russian) 119

Appendix L: Control and test items 122

Appendix M: Piloting NoSQ – Descriptive statistics 123

Statistics 123

Duration (in seconds) 124

Age 125

Sex 126

Country 126

Language 126

Appendix N: Piloting NaSQ and TranQ – Descriptive statistics 128

Statistics 128

Duration (in seconds) 129

Age 131

Sex 132

Country 132

Language 133

English proficiency level 133
Appendix O: CUREC Approval 134
Appendix P: NoSQ – Information sheet and consent form (English) 135
Appendix Q: NoSQ – Information sheet and consent form (Russian) 137
Appendix R: NaSQ – Information sheet and consent form (English) 139
Appendix S: NaSQ and TranQ – Information sheet and consent form (Russian) 141
Appendix T: NoSQ – Descriptive statistics 143
Statistics 143
Age 144
Sex 145
Language 145
Country 145
Appendix U: NaSQ – Descriptive statistics 146
Statistics 146
Age 147
Sex 148
Country 148
Language 149
English proficiency level 149
English proficiency level (Coded) 149
Appendix V: TranQ – Descriptive statistics 150
Statistics 150
Age 150
Sex 151
Country 151
Language 151
English proficiency level 151
English proficiency level (Coded) 152
Appendix W: NaSQ – Participants' comments 153
Text 1 153
Text 2 156
Text 3 159

Text 4 162
Text 5 164
Text 6 167
Appendix X: TranQ – Participants' translations 171
Text 1 171
Text 2 172
Text 3 174
Text 4 176
Text 5 178
Text 6 180
Text 7 182

ABSTRACT

Previous research into effects of grammatical gender on perception among speakers of different languages has mostly investigated object categorisation. Seemingly no research has been conducted into whether grammatical gender can affect the perception of the sex of the narrator of an English text. The present mixed-methods study explored whether the category of the grammatical gender of nouns in the Russian language provides a predictive basis for the judgments of Russian speakers of English about the perceptual sex of the narrator in first-person singular English texts. The online survey method was adopted to collect data.

The study involved two groups of participants: L1 English and L1 Russian speakers. The L1 English speakers consisted of 29 participants, representing speakers of five English varieties. The L1 Russian speaker group included 133 participants residing in Kazakhstan. The 29 L1 English participants and 71 L1 Russian participants were assigned to a narrator's sex questionnaire, wherein they were asked to read six test texts and ascertain the narrator's sex by choosing an answer from three options. The participants were also asked to provide comments explaining their choices. The rest 62 L1 Russian participants were assigned to a translation questionnaire, wherein they were asked to translate the same six test texts and an additional control text from English into Russian. The test texts were designed using sex-neutral nouns, whose sex-unbiased connotations were ascertained through a nouns sorting questionnaire among English and Russian speakers that had preceded the narrator's sex and translation questionnaires. The analysis of the quantitative data consisted of descriptive statistics, the Shapiro-Wilk test, the Mann-Whitney U test, the chi-square test for goodness of fit, and the two-way group independence chi-square test. The qualitative data were content-analysed with respect to the rationale behind participants' responses.

The results of the study showed that Russian grammatical gender made no significant difference to the perception of the narrator's sex by Russian speakers of English. L1 Russian participants of the study were observed to perceive the narrator's sex differently depending on whether the task explicitly required them to choose from three alternatives or elicited their assumptions without their conscious awareness. L1 Russian male participants were found to tend to attribute their own sex to the narrator only in the narrator's sex questionnaire. No such association was witnessed for L1 Russian female participants in either questionnaire. The study revealed no effect of L1 Russian participants' English language proficiency on their perception of the narrator's sex. L1 English participants, who served as a control group providing a baseline comparison, were not affected by Russian grammatical gender, perceiving the sex of the

narrator of the texts arbitrarily. The study provides pedagogical recommendations for presenting first-person singular English texts to Russian speakers of English in English language teaching settings, as well as suggestions for further research work.

LIST OF TABLES

Table 1 L_1E participants: sex-neutral nouns 44
Table 2 L_1R participants: sex-neutral nouns 44
Table 3 L_1E and L_1R participants: sex-neutral nouns 44
Table 4 Text 1: Narrator's sex 46
Table 5 Text 2: Narrator's sex 46
Table 6 Text 3: Narrator's sex 47
Table 7 Text 4: Narrator's sex 48
Table 8 Text 5: Narrator's sex 48
Table 9 Text 6: Narrator's sex 49
Table 10 Text 7: Narrator's sex 49
Table 11 Association between participants' sex and narrator's sex 50
Table 12 Text 1: Participants' sex and narrator's sex 50
Table 13 Text 2: Participants' sex and narrator's sex 51
Table 14 Text 3: Participants' sex and narrator's sex 51
Table 15 Text 4: Participants' sex and narrator's sex 51
Table 16 Text 5: Participants' sex and narrator's sex 52
Table 17 Text 6: Participants' sex and narrator's sex 52
Table 18 Text 7: Participants' sex and narrator's sex 52
Table 19 Association between participants' English proficiency and narrator's sex 53
Table 20 Text 1: Participants' English proficiency and narrator's sex 53
Table 21 Text 2: Participants' English proficiency and narrator's sex 54
Table 22 Text 3: Participants' English proficiency and narrator's sex 54
Table 23 Text 4: Participants' English proficiency and narrator's sex 54
Table 24 Text 5: Participants' English proficiency and narrator's sex 55
Table 25 Text 6: Participants' English proficiency and narrator's sex 55
Table 26 Text 7: Participants' English proficiency and narrator's sex 55

LIST OF ABBREVIATIONS

BERA	British Educational Research Association
COVID-19	Coronavirus disease 2019
CUREC	Central University Research Ethics Committee
EFL	English as a foreign language
ELT	English language teaching
FEM	grammatically feminine
FPS	first-person singular
GG	grammatical gender
L1	first language
L_1E	English as a first language
L_1R	Russian as a first language
MASC	grammatically masculine
NaSQ [næsk]	narrator's sex questionnaire
NEUTER	grammatically neuter
NoSQ [nɒsk]	nouns sorting questionnaire
PJT	properties judgement task
RGG	Russian grammatical gender
RQ	research question
RSEs	Russian speakers of English
SAT	sex assignment task
SPSS	Statistical Product and Service Solutions
TranQ [trænk]	translation questionnaire
VAT	voice attribution task

CHAPTER I: INTRODUCTION

Millions of years of evolution have shaped our brains to automatically sort objects, animals, and people surrounding us into hierarchies and categories (Osensky, 2017). As well as helping to form our first impressions of others quickly and with little cognitive effort, by employing our prior knowledge and experience, such categorisation guides our new social encounters (Macrae et al., 1996). Almost instantly, we mentally tag people around us into different social categories, such as age, race, ethnicity, and sex[1]. The latter is regarded as one of the most important categories of social judgement (Stangor et al., 1992), with its representation seen in most—if not all—language systems (Gygax et al., 2019). World languages may vary in many respects, be it their phonology, grammar, or vocabulary. However, there seems to be no language in the world that lacks expressions for maleness and femaleness altogether (Stahlberg et al., 2007). As Stahlberg et al. highlighted, the fundamental role that the category of sex plays in social organisation and structure is reflected in the indispensability of linguistic means used to refer to it for speech communities.

1.1 Representation of sex in languages

The extent to which the category of sex is expressed in the grammatical structures of languages varies. In some languages, sex reference is frequent and mandatory in texts and utterances (e.g., French, German, Russian, etc.). In other languages, sex reference is almost irrelevant (e.g., Hungarian, Japanese, Kazakh, etc.). Stahlberg et al. (2007) divided languages into three types according to the degree sex is represented in their grammatical structures. These are (1) grammatical gender (GG) languages, (2) natural gender languages, and (3) genderless languages.

In GG languages, sex is coded as a grammatical category. In French and Italian, all nouns are assigned either masculine or feminine GG; in Russian and German, every noun takes masculine or feminine or neuter GG. In GG languages, inanimate nouns—for which sex is, obviously, irrelevant—can arbitrarily be assigned to the same GGs as sexed humans (e.g., Russian *стол* "table" is masculine, and *дверь* "door" is feminine; Corbett, 2014). At the same time, the GG of personal nouns may not—although occasionally—parallel the sex of the person referred to (e.g., German *Mädchen* "girl" and Weib "woman" are neuter; French *sentinelle* "sentinel" and *recrue*

[1] I am fully aware that the term "sex" refers to the physiological distinction between males and females, whereas the term "gender" refers either to the cultural and social elaboration of the sex difference (Cheshire, 2002) or to a grammatical property present in some world languages. To avoid confusion, throughout this dissertation, the categorisation of individuals based on both their anatomy and social roles (i.e., males and females; men and women) will fall under the term "sex" (Lips, 2020), whereas the term "gender" will be used to refer to the linguistic categorisation of nouns reflected in the behaviour of associated words (Hockett, 1958).

"recruit" are feminine; Stahlberg et al., 2007). Articles, determiners, numerals, adjectives, verbs, and pronouns in these languages are marked by gender in a way that is in accord with the gender of the noun and, thus, agree with it.

In natural gender languages (e.g., English), no words are marked for GG. Personal nouns and pronouns belong to a natural gender to which one would expect the person to belong based on their biological sex. That is, the personal noun "mother" is feminine, and the personal pronouns used to refer to the noun are, correspondingly, "she" and "her". Like in GG languages, in natural gender languages, certain personal nouns reference to sex in their lexical meaning (e.g., "uncle", "wife", etc.). However, in contrast to nouns in GG languages, most words designating people (e.g., "doctor", "cousin", etc.) and inanimate objects (e.g., "table", "door", etc.) are independent of sex.

In genderless languages, such as Japanese and Kazakh, sex is expressed via lexical means only (e.g., Japanese 女性 "woman", Kazakh *еркек* "man", etc.). Such languages do not assign GG to nouns; nor do they have sex-differentiated personal pronouns. This, as Stahlberg et al. (2007) aptly noted, makes it possible to narrate a story without even once disclosing the main character's sex.

1.2 Asymmetrical representation of the sexes in English

The sex imbalance in question pertains to the oft-reported tendency for English speakers to demonstrate a considerable male bias in language use (Hamilton, 1991), which is generally regarded as sexist (Montgomery et al., 2007). A simple illustration of male bias in English is the generic use of the noun "man"—as in "mankind"—and the personal pronouns "he", "his", and "him" to refer to both men and women (Jule, 2017). Kidd (1971) gave college students sentences with the generic "man" and "he" and asked them to visualise the persons referred to. The reports were almost invariably of a male referent, even when the intended referent appeared to be sex-unspecified. Such inequality in sex representation, however, is not peculiar to English only and can be observed in Czech and Slovak (e.g., Dickins, 2001), German (e.g., Trömel-Plötz & Ploetz, 1982), Turkish (e.g., Braun, 2000, 2001), and other languages (Pauwels, 1998).

Theoretically speaking, any language—whether it is grammatically gendered, naturally gendered, or genderless—allows for symmetrical sex representation. In English, this can be achieved through the consistent employment of the personal pronouns "he", "his", and "him" to refer to men; "she" and her" can be used to refer to women (Stahlberg et al., 2007). Similarly, in her seminal, or in her own terms, "ovular" work, the feminist linguist Silveira (1980) tentatively

concluded that “a reduction in the generic use of ‘man’ and ‘he’ would result in a long-term reduction in sexist-thinking” (p. 165). Indeed, over the last forty years, the use of the generic “he” has been replaced with passivised forms or with the plural pronoun "they" as a singular pronoun to refer to either sex (see, e.g., Jule, 2017; Montgomery et al., 2007); publishers, educational institutions, and organisations have provided their employees with guidelines on language use to cover sex reference (see, e.g., Linguistic Society of America, 2016), and official sex-neutral language guidelines for authors of educational materials and regulations concerning textbooks have been issued (Eurydice, 2010). Although these practices are reported to have made valuable and effective contributions to sex inequality reduction over the period (Sczesny et al., 2016), realistically speaking, they have not still been able to totally eliminate it, as described in more detail in Chapter II.

1.3 Researcher’s interest in the issue

It is my ten-year experience of teaching English that has driven this study. Learners that I taught English to came from diverse backgrounds, varied in age, and pursued different aims. Teaching materials with which I supplied the learners were always carefully chosen to meet their needs and to achieve their learning goals. Most of the textbooks used were of the latest edition and therefore had been, presumably, published following the latest guidelines on sex-neutral language use. Indeed, texts in the textbooks contained the personal pronoun “they” or the paired form “he/she” when the referent’s sex was unimportant or unknown; male-biased occupations (e.g., “policeman”, “fireman”, etc.) were replaced with neutral-sounding alternatives (e.g., “police officer”, “firefighter”, etc.). The texts were often accompanied by images depicting both males and females, and only occasionally by pictures of either a male or a female when a story was biographical.

It was, however, a few unillustrated texts narrated in the first-person singular (FPS; e.g., “I decided that I need a change of scenery”) that attracted my attention. These short narratives, usually recounting one’s life story, were told from the author’s perspective and were designed so that the story could be equally perceived as narrated by either sex, just as in genderless languages (see Section 1.1). Nevertheless, not once were the texts perceived as told from a female’s viewpoint by the learners, whom I optionally asked about the narrator’s sex. Their heterogeneity notwithstanding, the learners were invariably confident that the narrator was a male, although, when asked to justify, could hardly give sound reasons. When I informally contacted some English native speakers through social media and asked them to read one of the texts, most of them said the story could be told by either sex. Some of the native speakers did,

indeed, think the narrator was a male. However, when asked to explain their impressions, they saw no reason why the narrator could not be a female. It was then that I assumed that there might be something in the structure of language per se that induced a male bias in the learners.

A closer study of the texts revealed no words stereotypically associated with either sex (e.g., “hammer”, “nurse”, etc.; Siyanova-Chanturia et al., 2015). Therefore, it seemed reasonable to me to conjecture that the learners’ judgements might have stemmed from their first language (L1) rather than English. Considering that the learners were daily users of Russian, I assumed further that it could be the influence of the sex-referencing category of Russian GG (RGG) in particular, inducing the learners to perceive the narrator as a male. Ganushchak et al. (2011) provided evidence suggesting that the nonresponse language (i.e., Russian) is activated in a situation where another language (i.e., English) is being used and that grammatical properties (e.g., GG) are transferred from one language to the other, even when such properties are absent from the grammar of the latter. Sato & Athanasopoulos (2018) also reported that GG affected French-English bilinguals’ judgements about perceived sex, even in cases where GG was not relevant. This led me to hypothesise that RGG could have induced a male bias in the learners.

1.4 Purpose of the study

To the best of my knowledge, no study yet has investigated whether the GG of one language affects the perception of the sex of the narrator of a text in another language. The above-mentioned findings and other related studies, which are further elaborated on in Chapter II, inspired me to address the research gap by exploring whether RGG provides a predictive basis for the judgments of Russian speakers of English (RSEs) about the perceptual sex of the narrator in FPS English texts. As regards pedagogical implications, findings from this study can provide recommendations for presenting FPS English texts to RSEs in English language teaching (ELT) settings.

1.5 Organisation of the study

This dissertation is composed of six chapters. Chapter II provides a review of theoretical and empirical research relevant to the effect of GG on perception. Chapter III describes the methodological approach adopted in the study. Chapter IV presents findings from the analysis of quantitative and qualitative data. Chapter V offers an interpretation of the findings with respect to the research questions and previous studies. Chapter VI summarises the findings, discusses the pedagogical implications of presenting FPS English texts, and concludes with the limitations of the study and suggestions for future research.

CHAPTER II: LITERATURE REVIEW

This chapter presents the literature that I perused, to become acquainted with what is already known about the research topic. The key research and ideas relevant to the present study, as well as helpful in understanding the topic better, are discussed and, when necessary, critically reviewed. The research questions, formulated as my familiarisation with previous studies progressed, are set forth.

2.1 Male bias: People = Male, Male = People, Animal = Male

In the course of familiarising myself with the existing body of knowledge on the topic, I discovered that the strong male bias observed in my learners' responses was no surprise. A wealth of research, conducted mostly by feminist linguists since the 1970s (Montgomery et al., 2007), provides compelling evidence for male bias in the English language. Although not exclusive to English, this bias in language is very much present there (Jule, 2017). Along with the generic masculine words (i.e., "he" and "man"; see Section 1.2), another case of male bias in language use is professions. As a result of the once-traditional distribution of labour between the sexes, many occupational titles are associated with males (Stahlberg et al., 2007). Cameron (1985) showed that such occupations as "astronaut", "lecturer", and "scientist"—in principle, about equally likely to be followed by either sex—are commonly associated with men, but not women; let alone occupations containing the explicit suffix "-man" (e.g., "chairman", "councilman", etc.; McConnell & Fazio, 1996). Recently, Singh et al. (2020) have compared the number of images of males and females associated with four occupations (i.e., librarian, nurse, computer programmer, and civil engineer) on several major media platforms. The scholars reported that even such traditionally female occupations as nurse and librarian are prevalently depicted as done by males on platforms like Twitter and Wikipedia.[2]

Such an overwhelming male bias in English, resulting in the view of male as the norm, has been suggested to flow from people's propensity to attribute maleness to sex-unspecified individuals (i.e., the "people = male" bias; Silveira, 1980) and even (stuffed) animals (i.e., the "animal = male" bias; Lambdin et al., 2003). According to Silveira, generic masculine terms cause male bias, which, in turn, causes the subsequent use of the generic masculine terms. Silveira also hypothesised that the "people = male" bias functions in two directions: any sex-unspecified person is more often perceived as a man than a woman (i.e., the "people = male" hypothesis),

[2] As space precludes a review of other—less pertinent to the research topic—sources of male bias in English, the interested reader is referred to overviews by, among others, Jule (2017), Montgomery et al. (2007), and Stahlberg et al. (2007).

and any man is more likely believed to be a person than is any woman (i.e., the "male = people" hypothesis). Hamilton (1991) tested both Silveira's hypotheses in three studies with college students, whose L1 was English. In Study 1, evaluating the "male = people" hypothesis, male and female participants referred to a male protagonist as "a person" or "an individual" significantly[3] more often than as "a man". However, in referring to a female protagonist, the participants significantly more frequently used the sex-specific term "woman"—that is, a man is a person; a woman is a woman (Lambdin et al., 2003). The other two studies tested the "people = male" hypothesis. In Study 2, participants listened to one of three noun/pronoun versions of a science fiction story (a: with "man" and "he"; b: with "people" and "they"; c: with "men/women" and "he/she"). The study showed that hearing the generic masculine version (a) caused the participants' imagery to be more male-biased than did hearing either of the other versions, whereas hearing the unbiased versions (b and c) promoted male-biased mental imagery in male participants, but not in female participants. In Study 3, when asked to describe the most typical person they could imagine and to think of the perfect typical name for the person, both male and female participants were significantly more likely to describe a male than a female and to provide a male name than a female one. This finding is remarkable considering that there were more than twice as many female participants as male participants, 28 and 13, respectively. Interestingly, as one of the researchers in Lambdin et al. (2003), Hamilton extended the "people = male" bias to stuffed animals, proposing the "animal = male" hypothesis. Both children and adults in the study almost invariably referred to sex-unspecified soft toys as "he" and perceived them as male, even when their interlocutors explicitly referred to the toys as "she". Thus, these studies appear not only to have confirmed Silveira's (1980) hypotheses but also to have shown that the bias holds even for non-human beings.

2.2 Sex-neutral language: neutralisation and guidelines

Considering the foregoing, one might be tempted to hastily conclude that the male bias evinced in my learners' responses must have been simply due to the inherent male bias in English. Indeed, this could have been the most likely reason, if the texts the learners read were not seemingly "stripped off" bias-evoking words through neutralisation and guidelines for non-sexist language use. Neutralisation is a strategy used to debias language and to avoid effects of masculine generics, by removing sex cues (Lindqvist et al., 2019; Sczesny et al., 2015). In the framework of neutralisation, the generic pronoun "he" is replaced with the neutral "they" or inclusive "he/she"; sex-marked terms are substituted for sex-unspecified nouns (e.g., "mankind"

[3] In this dissertation, "significant(ly)" means statistically significant(ly).

for “humankind”, “businessman” for “business person”, etc.; Sczesny et al., 2016), and the use of passive voice is advisable to avoid reference to the sex of the agent in a sentence (e.g., “When a police officer has finished an investigation, a report should be filed” instead of “…, he or she should file a report”; Montgomery et al., 2007). In reference to guidelines for non-sexist language use, since the 1970s, authors of books, teaching materials, and scientific articles have been required to treat women on a par with men (see, e.g., American Psychological Association, 1975; Macmillan Publishing Company, 1975; McGraw-Hill Book Company, 1975), including their images in publications and the language they use (Blumberg, 2015). Both publication guidelines of this kind and neutralisation have proved to be effective, forcing authors to follow these rules, to have their works published (Sczesny et al., 2016). Pauwels (2000, 2003), exploring generic pronoun use by Australian academics and educators in written texts and during lectures, conference presentations, and symposia, found that the generic pronoun “he” was viewed as the exception rather than the norm. Likewise, Hegarty & Buechel (2006), analysing American Psychological Association journal articles published between 1965 and 2004, reported a complete absence of the generic pronoun from the mid-1980s onwards.

The efficacy of these practices notwithstanding, it seems too early to declare them a success. Several studies have shown that male bias is still maintained, even when the pronoun “they” is used, and less so when paired forms (e.g., “he/she”) are employed (Bailey & LaFrance, 2017; Lindqvist et al., 2019; Switzer, 1990; cf. Gastil, 1990; Hyde, 1984). Lassonde & O’Brien (2013) reported that the use of neutrally-termed occupations as opposed to male-biased terms (e.g., “firefighter” vs. “fireman”) did not necessarily lead to a more balanced interpretation. In effect, male bias was found to be held on to unless the referent’s sex was explicitly mentioned before their occupation. Amini & Birjandi (2012), studying two textbooks widely used to teach English as a foreign language (EFL) in Iranian schools, found that, despite the number of females in the country having surpassed that of males, the former were clearly underrepresented in both textbooks. According to the scholars, such unequal sex representations in EFL materials can be internalised by English learners and later influence their attitude to females in society (see Lee & Collins, 2010; Lewandowski, 2014; Tarrayo, 2014, for examples of similar biases in English language textbooks). Similarly, Kotek et al. (2020), examining articles published in three major linguistics journals from 1997 to 2018, reported sex imbalance in favour of males in example sentences used in the scientific literature. Such biases, as Kotek et al. noted, may “get handed down to new generations of linguists, perpetuating the cycle” (p. 526), with representation inequality projected to be maintained for at least another 50 years, given the pace of development in sex-neutral language use. This projection corroborates Hamilton's (1991)

concern that even using non-sexist nouns and pronouns may not eliminate all remnants of male bias in the mind of the language user and perceiver.

To revert to my anecdotal evidence, although the abovementioned apparently allows for the possibility that some male bias could still have crept into the texts and/or inhabited the learners' minds, I doubted that the bias could be so strong as to bring all the learners to the same conclusion about the narrator's sex. Moreover, recall that the texts did not contain any sex-marked words and were narrated in the FPS, and therefore even if there were generic masculine words, they did not and could not directly refer to the narrator. As mentioned in Chapter I, the idea that such a bias might have been evoked by the GG of the learners' L1 (i.e., Russian), occurred to me after several native English speakers, having read one of the texts, said that the text could be equally narrated by either sex. I interpreted this as an indication that the male bias in the learners' responses might have resulted from Russian but not English—specifically, from RGG. The next section reviews relevant properties of the Russian gender system and discusses in more detail what reinforced my assumption that RGG was at play in the learners' male bias.

2.3 RGG

Russian has a three-way gender system: masculine, feminine, and neuter (Corbett, 1982). Noun assignment to the genders is based on semantic, phonological, and morphological criteria. Most nouns denoting human and animate beings are assigned to the masculine and feminine genders, which is determined by semantics—specifically, by their biological sex (e.g., *отец* "father" and *лев* "lion" are masculine, and *мать* "mother" and *львица* "lioness" are feminine).

Nouns that are not sex-differentiable and therefore fall outside the semantic assignment rules, belong to one of the three genders based on their phonology (i.e., word endings) and morphology (i.e., declension type; Chirsheva, 2009). Nouns that end in a non-palatalised consonant are masculine (e.g., *дом* "house"); nouns ending in "-a" are feminine (e.g., *машина* "car"); nouns ending in "-o" and "-e" are neuter (e.g., *дерево* "tree", *сердце* "heart"). Nouns that end in a palatalised consonant are either masculine (e.g., *вопль* "cry") or feminine (e.g., *боль* "pain"; Akhutina et al., 1999).

With respect to morphology, there are three declension types. Feminine and masculine nouns ending in "-a" and "-я" belong to Declension 1 (e.g., *страна*$_{\text{FEM}}$ "country", *земля*$_{\text{FEM}}$ "land"). Masculine nouns ending in consonants and neuter nouns ending in "-o" and "-e" belong to Declension 2 (e.g., *забор*$_{\text{MASC}}$ "fence", *окно*$_{\text{NEUTER}}$ "window", *поле*$_{\text{NEUTER}}$ "field"). One masculine noun (*путь* "way"), feminine nouns ending in a palatalised consonant, and neuter nouns ending

in "-мя" belong to Declension 3 (e.g., *осень*$_{FEM}$ "autumn", *время*$_{NEUTER}$ "time"; Chirsheva, 2009). Agreement with the GG of a specific noun is manifested through modifying adjectives (*старый*$_{MASC}$ *друг*$_{MASC}$ "old friend") and possessive pronouns (*мой*$_{MASC}$ *друг*$_{MASC}$ "my friend"), modifying participles (*любящая*$_{FEM}$ *жена*$_{FEM}$ "loving wife"), past tense form of verbs (*письмо*$_{NEUTER}$ *пришло*$_{NEUTER}$ "a letter arrived"), and some numerals (*одно*$_{NEUTER}$ *письмо*$_{NEUTER}$ "one letter"; Akhutina et al., 2001). Masculine nouns constitute 48% of the grammatically disambiguated subcorpus of the Russian National Corpus; feminine and neuter nouns comprise 35% and 17%, respectively (Slioussar, 2018).

Curiously, counting the number of nouns in the texts the learners read revealed that, when translated into Russian, the number of masculine nouns was constantly higher than that of feminine and neuter nouns. Of 135 nouns in the text in Appendix A, 65 are masculine, 47 feminine, and 23 neuter. Interestingly, in percentage terms, there is 48.2% of masculine, 34.8% of feminine, and 17.0% of neuter nouns in the text, which almost exactly matches the percentages of nouns by gender in the Russian National Corpus (Slioussar, 2018). This seemingly coincidental finding strengthened my assumption that the male bias in the learners' responses might have been induced by RGG, pointing to the possibility that the higher number of masculine nouns in the texts could be the explanation. To test this assumption, the following research questions were proposed:

- Are RSEs more likely to perceive the narrator of an English text to be a male if the text contains only nouns grammatically masculine in Russian?
- Are RSEs more likely to perceive the narrator of an English text to be a female if the text contains only nouns grammatically feminine in Russian?
- How do RSEs perceive the sex of the narrator of an English text if the text contains only nouns grammatically neuter in Russian?
- How do RSEs perceive the sex of the narrator of an English text if the text contains a mixture of nouns grammatically masculine and feminine in Russian?

I hypothesised that if the higher number of nouns of a given GG in an English text could influence the perception of RSEs, they would be more likely to perceive the sex of the narrator of the text as aligned with this GG (i.e., masculine gender → male narrator, feminine gender → female narrator). I had no predictions about how RSEs would perceive the narrator's sex if the GG of nouns in the text was neuter, or if there were as many masculine nouns as feminine ones in the text. The section to follow presents existing studies on effects of GG on perception that I found most relevant to take into consideration in my preparation to carry out this study.

2.4 GG effects on perception

Most of the research into the influence of GG on perception has been conducted to test the Sapir-Whorf hypothesis, also known as the principle of linguistic relativity (Whorf, 1956). Briefly and simply put, the hypothesis predicts that human cognition is shaped and affected by language (Hong & Zhao, 2017). Although empirical research has failed to provide full support for the hypothesis (see, e.g., Berlin & Kay, 1969; Heider, 1972), some studies have shown that language does sometimes influence cognition (Gelman & Gallistel, 1986; Landau et al., 2009; Lucy & Gaskins, 2001; Markman & Hutchinson, 1984; Waxman, 1990). Lucy & Gaskins (2001) investigated how English and Yucatec (i.e., a native Mexican language) differ with respect to grammatical number (i.e., singular and plural). When categorising objects, English participants were found to focus on shape, because, in English, objects are typically individuated on the basis of shape (e.g., one chair, two chairs, etc.). By contrast, Yucatec participants categorised objects based on material, because, in Yucatec, entities are perceived as unbounded masses (e.g., sand, flour, etc.). According to the scholars, this finding illustrates how language may bias individuals to attend to specific aspects of experience.[4]

With regard to research into GG effects on perception among speakers of different languages, most studies in the area have investigated object categorisation. These cross-linguistic studies vary in the type of task employed to collect data (Samuel et al., 2019). The most commonly used has been the voice attribution task (VAT; e.g., Almutrafi, 2015; Beller et al., 2015; Bender et al., 2016b; Kurinski et al., 2016; Lambelet, 2015; Ramos & Roberson, 2011; Sera et al., 1994, 2002; Vernich, 2019; Vernich et al., 2017). VAT requires participants to assign a male or female voice to different objects. In a highly cited study by Sera et al. (1994), English and Spanish speakers categorised pictures of objects as masculine or feminine. The results showed that the Spanish speakers categorised pictures according to Spanish GG, whereas English speakers categorised randomly. In a variant of the experiment where participants were asked to write down whether each of the pictured objects should have a male or female voice, the GG of the objects was reflected in 85% of Spanish participants' responses, compared to 53% of English participants' choices. In a replication study among French, German, and Spanish speakers, Sera et al. (2002)

[4] An important remark should be made here. Although some of the studies to follow have employed GG as a test bed for research on linguistic relativity, I caution the reader that the present study should by no means be regarded as one that could rank with such studies. Firstly, I am not so well and thoroughly acquainted with the existing literature on the hypothesis as to conduct a study to test it. Secondly, and for this reason, the findings of the present study should not be taken as providing evidence for or against language-mediated or language-constrained cognition. Lastly, as noted earlier, this study sought to explore whether GG affects learners' perception when reading FPS texts and to provide pedagogical recommendations for presenting such texts in ELT settings.

reported GG effects on categorisation for French and Spanish speakers, but not for German speakers. The scholars suggested that only languages with two gender categories can lead to the overgeneralisation of male and female traits for inanimate objects (see also Vigliocco et al., 2005). Bassetti (2007), however, argued that in languages with a complex GG system, which has a different form for each case (e.g., German, Russian), categorisation is affected less by gender than in languages with simpler gender systems.

Many studies into GG effects on perception have also employed the properties judgement task (PJT; e.g., Ervin, 1962; Flaherty, 2001; Haertlé, 2017; Imai et al., 2014; Konishi, 1993; Landor, 2014; Mickan et al., 2014; Montefinese et al., 2019; Saalbach et al., 2012; Sedlmeier et al., 2016; Semenuks et al., 2017). In the PJT, participants either ascribe masculine and feminine characteristics to stimuli that differ in terms of GG or evaluate how masculine or feminine these stimuli are. Ervin (1962) reported that Italian speakers ascribed masculine (e.g., big, strong) and feminine (e.g., good, weak) traits to nonce words that had suffixes of the masculine (-o) or feminine (-a) GG in Italian, respectively. In Konishi (1993), German and Spanish speakers rated two lists of objects for potency—a characteristic correlating with masculinity (Bem, 1993). One list contained nouns grammatically masculine in German, but feminine in Spanish; the other list consisted of nouns feminine in German, but masculine in Spanish. Nouns in the first list were judged to have more masculine characteristics by the German speakers, and more female characteristics by the Spanish speakers; the opposite held for the other list. Recently, Haertlé (2017), comparing French and Polish speakers, has reported a significant consistency between sex-stereotypical traits and GG of the nouns in the participants' L1. Although commonly used, the PJT has a serious weakness: when speakers of GG languages evaluate stimuli in terms of masculinity and femininity, they might fall back on the linguistic markings of the stimuli (e.g., articles, endings) to accomplish the task.

Another task often used in GG research is the sex assignment task (SAT; e.g., Belacchi & Cubelli, 2012; Everett, 2008; Flaherty, 2001; Nicoladis et al., 2016; Nicoladis & Foursha-Stevenson, 2012; Pavlidou & Alvanoudi, 2014, 2019). Similar to VAT, SAT requires participants to attribute a sex or a human name to an object. In Flaherty (2001, Experiment 2), English and Spanish children and adults were shown cartoons of objects and were asked to assign them a typical male or female name and to mark them as being male or female by circling an image of a boy or girl. A strong correlation was reported between GG and sex attribution in the Spanish participants only—that is, they consistently provided male and female names for grammatically masculine and feminine nouns, respectively. Similarly, in Everett (2008), Portuguese (i.e., a GG language) participants

significantly more frequently attributed male names to sex-ambiguous faces than did Karitiâna (i.e., a genderless language) participants. It should be noted, however, that most of the faces were hairless, which might have evoked a male bias in the Portuguese participants, since baldness is perceived as a constituent element of masculinity (Korhonen, 2010). In Nicoladis et al. (2016), twenty Russian-English bilingual children categorised toys as either boys or girls, once in Russian and once in English. The names of the toys were of masculine, feminine, and neuter genders in Russian. The results showed that the children attributed the male sex to masculine gender toys more often than they did to neuter gender toys, but not more often than they did to feminine gender ones. Curiously, the boys classified more toys as boys, whereas the girls classified more toys as girls, in both languages. This corroborates the findings of Nicoladis & Foursha-Stevenson (2012), where children tended to categorise toys according to their own sex. Guiora et al. (1982) argued that children speaking a GG language have knowledge of their own sex as early as 25–30 months of age (see also Bem, 1989; Martin et al., 2002, for a review), resulting in their using their own sex to make attributions about others. This evidence led me to propose the following research question:

- Is there an association between RSEs' sex and the perceptual sex of the narrator of a FPS English text?

Through this research question, I sought to test whether male and female RSEs would be more likely to perceive the narrator to be a male and a female, respectively.

Several studies into GG effects on perception have employed tasks different from the abovementioned ones. Bender et al. (2016a) used the extrinsic affective Simon task, in which participants classified stimuli presented in different colours, by clicking the inner buttons of two computer mice. In one condition, each button was assigned to a colour (e.g., blue or green), and in another condition each button was mapped to a sex (i.e., male or female). German speakers were reported to respond faster to the colour of a word if the word was a gendered, personifiable noun (e.g., death, liberty), and if the button was assigned to the sex implied by the GG of the word. Sato & Athanasopoulos (2018) employed the priming task to compare French-English bilinguals to English monolinguals. In Experiment 1, the bilinguals took longer deciding whether two object images were associated with a male or female face when the GG of the objects (e.g., *sac*$_{\text{MASC}}$ "bag" and *éventail*$_{\text{MASC}}$ "fan") did not parallel the sex of the target face (e.g., female). In Experiment 2, participants attributed one of two characteristics (e.g., "charming," "realistic") to a sex-neutral face after being primed with two object images. The English controls more often chose "realistic" (i.e., a conceptually masculine characteristic) when primed with

"beer mug" and "sword", whereas the bilinguals' perceptual judgments of sex-related characteristics of sex-neutral faces were determined by GG. It appeared that GG provided a more important foundation overriding these characteristics, although GG was task-irrelevant. In an experiment by Phillips & Boroditsky (2003), German and Spanish speakers were tested in a picture similarity task. The participants were asked to rate how similar objects and animals were to human males and females. The objects and animals were chosen so that they were of opposite GGs in German and Spanish and were presented as unlabelled pictures. The participants found greater similarity when the GG of the objects and animals matched the sex of the people than when otherwise. Although the scholars concluded that GG could shape human perception, I think that it is too hasty a conclusion. If what the scholars say is true, then the German *Mädchen* "girl" and *Weib* "woman", which are both grammatically neuter, are expected to be less similar to human females than, say, the grammatically feminine *Braut* "bride". That is, biologically female and grammatically feminine nouns should be more similar to other nouns with the same properties than to nouns that are biologically female but grammatically neuter. However, to my knowledge, no study yet has tested this. Finally, Boroditsky & Schmidt (2000) compared German-English speakers with Spanish-English speakers using the item-name memory association task. The participants were first taught 24 proper names (e.g., Paul, Paula) for 24 objects and animals (e.g., apple, cat), and then their memory for these item-name pairs was tested. The bilinguals were reported to remember the pairs better when the sex of the proper name for an item was consistent with the GG of the item in their L1. The scholars concluded that people's judgements about the perceived sex of objects were strongly influenced by the GGs of these objects in their L1. I, however, suggest an alternative explanation for this observation. The recall of the pairs might have been better not because of the GG congruency, but simply because the final sounds in the items and names were similar. Specifically, the German *Apfel*$_{\text{MASC}}$ "apple" is easier to recall if the paired name is "Paul" than if it is "Paula", because "Apfel" and "Paul" end in the consonant "l". Similarly, the Spanish *manzana*$_{\text{FEM}}$ "apple" is better associated with "Paula", because both words end in the same vowel.

As noted earlier, research into GG effects on perception has mostly investigated object categorisation and tested the Sapir-Whorf hypothesis. Unfortunately, I could not find a study that has looked into whether the GG of words can affect the perception of who—a man or a woman—they were said by rather than who (or what) they were said about. Research into male bias seems also to have focussed on ascertaining the referent's sex, but not the narrator's sex. All this notwithstanding, one thing is certain: English monolinguals, who participated in these studies as a comparison group, were not strongly affected by GG, performing arbitrarily in the

tasks described above, provided that cultural biases were controlled for (e.g., Flaherty, 2001; Nicoladis et al., 2016; Sera et al., 1994). This led me to hypothesise that the higher RSEs' English proficiency is, the more likely they are to perceive the narrator's sex as English native speakers do, which resulted in the following, and final, research question posed:

- Is there an association between RSEs' proficiency in the English language and the perceptual sex of the narrator of a FPS English text?

The lack of previous research into the topic, as well as paucity of relevant evidence, prompted me to address this gap, by exploring whether RGG provides a predictive basis for RSEs' judgements about the perceptual sex of the narrator in FPS English texts. The next chapter describes the methodology adopted to conduct the present study.

CHAPTER III: METHODOLOGY

This chapter begins with the research questions, as well as the study design and methods employed to address them. The development and piloting of the research instruments, and the participants of the study are described next, followed by a discussion of the data collection and analysis procedures used. The chapter closes with ethical considerations.

3.1 Research questions

The purpose of the study was to explore whether RGG provides a predictive basis for the judgments of RSEs about the perceptual sex of the narrator in FPS English texts. This was done to suggest pedagogical recommendations for presenting FPS English texts to RSEs in ELT settings. The following research questions (RQs) were proposed:

RQ1: When reading an English text, does the GG of the nouns used in the text when translated into Russian provide a predictive basis for the judgements of RSEs about the sex of the narrator of the text? That is, are RSEs more likely to perceive the sex of the narrator of the text as aligned with the GG of the nouns used?

Exploration of the first research question was guided by four sub-questions:

- **RQ1a:** Are RSEs more likely to perceive the narrator of an English text to be a male if the text contains only nouns grammatically masculine in Russian?
- **RQ1b:** Are RSEs more likely to perceive the narrator of an English text to be a female if the text contains only nouns grammatically feminine in Russian?
- **RQ1c:** How do RSEs perceive the sex of the narrator of an English text if the text contains only nouns grammatically neuter in Russian?
- **RQ1d:** How do RSEs perceive the sex of the narrator of an English text if the text contains a mixture of nouns grammatically masculine and feminine in Russian?

RQ2: Is there an association between RSEs' sex and the perceptual sex of the narrator of a FPS English text?

RQ3: Is there an association between RSEs' proficiency in the English language and the perceptual sex of the narrator of a FPS English text?

3.2 Study design and methods

3.2.1 Study design rationale

On the basis of the literature review of previous research into GG, along with constructive conversations with the supervisor and thought-provoking suggestions of my friend, I recognised the appropriateness of investigating such a complex cognitive—as well as subjective—process as perception, by drawing on both quantitative and qualitative data. This was expected to provide a more elaborate insight into the influence of RGG on the perception of sex in English texts than had only one data type been used. The examination of numeric data would allow for tapping into how frequently—if at all—participants' judgements about the narrator's sex were affected by GG, or whether the participants' sex and their English proficiency were associated with the perceived sex of the narrator. The collection and analysis of narrative data, in turn, could elicit reasons behind the participants' perceiving the narrator to be of a specific sex. Therefore, when deciding on a study design, I aimed for one under which the two types of data could be used so as to address the research questions rigorously. The mixed-methods design appeared to be the optimum choice for the study.

A major benefit of the mixed-methods approach is the possibility of converging two inherently different data sources to investigate the same phenomenon. Scientifically known as triangulation (Mathison, 1988; Thurmond, 2001), it serves as a powerful tool to approach this phenomenon from different but complementary angles (Morse, 1991). According to Johnson (1992), (1) the soundness of the interpretations made on the basis of observations (i.e., internal validity), (2) the generalisability of the findings beyond the observed sample (i.e., external validity), and (3) the consistency of observations across variations in observers or in the observation (i.e., reliability), all these increase as a result of triangulating data in a study (Campbell & Stanley, 2015; Duff & Bachman, 2004). The avenue of employing the strengths of working with one type of data to offset the weaknesses of working with the other, whereby the quantitative findings are converged with and corroborated by the qualitative data and vice versa, is metaphorically referred to by Dörnyei (2007) as "putting flesh on the bones" (p. 45). Dörnyei, however, cautions that findings yielded from mixed-methods studies may not always be in congruence, but also highlights that divergence in results can be utilised to shed light on certain aspects of the phenomenon under investigation, revealing its bigger picture.

With regard to the specific type of mixed-methods design adopted in the present study, a convergent (Creswell, 1999), also known as parallel (Tashakkori et al., 1998) or concurrent

(Teddlie & Yu's, 2007), design was selected as best suited to answering the research questions. The convergent design allows for obtaining both quantitative and qualitative data through a single instrument (Plano Clark & Ivankova, 2016). In addition, under the convergent design, both data types can be collected concurrently during one phase.

Four variants of the convergent design are often referenced in the literature. These are parallel databases, data transformation, full integration, and questionnaires (Creswell & Plano Clark, 2017). The latter was chosen for the present study. The adoption of this variant implies conducting a study in the form of a survey, with both data types being gathered within one survey instrument—in this case, a questionnaire (Creswell & Plano Clark, 2007). The questionnaire incorporates pre-determined scales and a few open-ended questions and employs the findings from the open-ended questions (i.e., qualitative data) to complement and validate those obtained from the pre-determined scales (i.e., quantitative data; see, e.g., Bryanton & Weeks, 2014; Webb et al., 2002). The questionnaire can also be used to explore the extent to which participants' quantitative responses are not reflected in their answers to qualitative questions (e.g., "I answered 'male', but, actually, both sexes could do that"). Thus, the questionnaire variant adopted for this study allowed me to elicit data explaining the reasons behind participants' choices (Marsh, 1982), and, in some cases, to tap into contradictions between the participants' theoretical ideas about the narrator's perceived sex obtained from the qualitative data and their actual answers gathered from the quantitative data.

3.2.2 Rationale behind the survey method

It might have seemed to follow from the above-mentioned that my choice of conducting the study in the form of a survey, with data being collected via a questionnaire, was primarily dictated by the adoption of a study design under which the use of both quantitative and qualitative data was ensured. Although the collection and analysis of numeric and narrative data was, indeed, of great importance, there were several other compelling reasons for selecting the method and instrument in question, such as the amount of time available to me, as well as the experience and skills at my disposal. Whereas Robson (2002) cautions that carrying out surveys to explore some area can be time-consuming in terms of data analysis, Kothari (2004) speaks in favour of the method characterising it as "an appropriate procedure for evoking insights" (p. 36). According to Kothari, the survey method enables researchers (1) to intensively study an area in which they do not have sufficient experience to serve as a guide, but are interested in investigating, (2) to carefully select participants to ensure representative samples from known

populations of different backgrounds, ages, and so forth, and (3) to bring together diverse information into a unified interpretation.

In the present study, data were collected online using Qualtrics survey software. A major advantage of administering an online survey is wide coverage it has to offer. Data can be collected via the Internet from respondents residing in geographically remote and diverse areas, whose participation in the traditional paper-and-pencil survey would be challenging (Dörnyei, 2007). The second advantage is the minimisation of the researcher's influence. Respondents are not affected by the researcher's presence in the room or by the idea of them being studied (e.g., the Hawthorne effect), as might happen in offline surveys. The affordability of conducting an online survey is its another merit. Since, by administering a survey online, the researcher is relieved of the necessity of printing, photocopying, hiring a place, and other activities related to the administration of a paper-and-pencil survey, the operational costs are relatively low (see, e.g., Akl et al., 2005). The convenience of an online survey allowing respondents to participate at their own pace and preferred time, and on their personal digital devices, was also considered a strong point in favour of selecting it as a research method for the study. Online surveys can also be time-saving (cf. Robson, 2002). Data collection can be automated by using web-based survey services, such as Qualtrics, immediately aggregating participants' responses in user-friendly databases, tables and charts, and sparing the researcher the complex and time-consuming activity of entering the data manually (Dörnyei & Taguchi, 2009). Anonymity is another attractive feature of an online survey. Respondents can provide honest and straight answers without concern over what the researcher may think and knowing that they cannot be identified afterwards. Although Dörnyei & Taguchi challenge the general belief that online surveys can be completely anonymous, arguing that most participants can be traceable, Qualtrics allows for administering surveys without tracking and collecting identifiable respondent information. The decision to administer an online survey in place of a paper-and-pencil survey with Kazakhstani participants on the premises of a local educational institution was also determined by expected practical difficulties that might have arisen. Jonbekova (2020) emphasises that gaining access to research sites and participants is a lengthy bureaucratic process in Kazakhstan, involving "cumbersome paperwork, negotiations, and permissions from a range of people and institutions … and sometimes even the Ministry of Education" (p. 6). Finally, considering the need to reduce physical contact between people to a minimum due to the Coronavirus disease 2019 (COVID-19) pandemic, an online survey was among the most—if not the only—appropriate ways to collect data.

3.3 Research instrument development

Two questionnaires—the narrator's sex questionnaire (NaSQ) and the translation questionnaire (TranQ)—were designed. Both questionnaires consisted of two parts: the first part was intended to collect participants' responses to questions involving GG and the narrator's sex; the second part gathered the participants' background information. A discussion of both questionnaires is presented below, followed by a description of what background information about the participants was collected. An account of how the content for the questionnaires was generated, as well as how the questionnaires were tested for validity and reliability, is also provided.

3.3.1 NaSQ development

Both L1 English (L_1E) and L1 Russian (L_1R) participants completed NaSQ (see Appendices B–C). The task involved deciding whether six short texts were said by (1) a male, (2) a female, or (3) either a male or a female. After reading each text, participants were asked to choose one option and to explain their choice. The reasons for selecting the multiple-choice item format for the questionnaire were rather practical: first, most people are familiar with the format, and, second, it is fairly straightforward, which makes it reader-friendly and easy to process (Dörnyei & Taguchi, 2009). To offset the limitation of the format pertaining to qualitative data elicitation, a comment box following the multiple-choice items to allow the participants to account for their responses was used. L_1E participants completed NaSQ in English. NaSQ for L_1R participants contained the same six texts in English, but the information sheet, consent form, and instructions were in Russian. This was done to include L_1R participants with different levels of English proficiency.

3.3.2 TranQ development

Only L_1R participants completed TranQ (see Appendix D), which served as an alternative to NaSQ. The rationale behind assigning some L_1R participants to TranQ lay in the concern that by explicitly asking NaSQ participants to identify the narrator's sex, they might have felt pushed to choose the "male" option only or the "female" option only, where the narrator's sex could, in fact, be either. Therefore, asking TranQ participants to merely translate the texts without expressly drawing their attention to the narrator's sex was considered to be a reasonable alternative. When translated into Russian, the morphology of past simple verbs is such that it reflects the sex of the subject of the sentence. By forcing participants to choose a sex for the subject of the translated sentences in this way, an additional window on the relationship between GG and implicit assumptions about sex was provided. Participants were asked to

translate seven texts into Russian in a box following the texts. Six of the texts were identical to those in NaSQ; one text was added after the piloting of TranQ (see Subsection 3.3.5). To reduce cognitive effort, participants were not asked to explain reasons behind their answers.

3.3.3 Background data

The questions intended to elicit background information about participants were placed at the end of both questionnaires (see Appendices E–F). This was done to make the participants feel more comfortable about answering these questions, by letting them see the full scope of the questionnaires and know that there was nothing that could violate their privacy and/or damage their reputation (Dörnyei & Taguchi, 2009). The background data collected included the participants' age, sex, and country of residence. L_1E participants were asked to choose the English variety they spoke. L_1R participants were asked to state the medium of instruction when they were at school and/or university, the language in which they could articulate their thoughts best, the language they used most during the day, and their English proficiency level. English proficiency was measured on a scale from 0 ("lowest level") to 10 ("native or native-like level"; de Bruin et al., 2017; Viorica et al., 2007). An end-labelled scale instead of fully labelled scale was used, since the former is more precise, easier to hold in memory, and less cognitively demanding (Krosnick & Fabrigar, 1997), as well as providing higher validity than the latter (Andrews, 1984).

3.3.4 Generating content for NaSQ and TranQ

i. Texts

The texts used in the questionnaires were constructed in English by me (see Appendix G). There were control texts and test texts. The texts were three to four sentences long and described simple completed actions. The texts began with the words "yesterday" or "long ago"; each sentence included the FPS pronoun "I", the past simple form of a verb (e.g., bought, lived, etc.), and a noun (e.g., a chair, a city etc.).

Verbs in the texts were in the past simple form, because Russian verbs are marked by gender in the past tense, but not in the present or future tenses. Thus, if a L_1R participant perceived the narrator as a male, they were forced to mark the verb in masculine gender; if the narrator was perceived as a female, the verb would have to be marked in feminine gender. This did not, however, pertain to the task in NaSQ, but was of great importance in TranQ.

Three of the test texts were three sentences long and contained nouns (one per sentence) belonging to only one specific GG in Russian (i.e., Text 1: masculine nouns; Text 2: feminine

nouns; Text 3: neuter nouns). Another two test texts were also three sentences long, with one noun used per sentence: one text contained two masculine nouns and one feminine noun (Text 4); the other text contained two feminine nouns and one masculine noun (Text 5). Neuter nouns were not considered in constructing texts with unequal number of nouns of a specific gender, for, if neuter gender did affect the participants' perception about the narrator's sex, this could be observed in their responses for Text 3. The last test text was four sentences long. It contained two masculine and two feminine nouns, with one noun used per sentence (Text 6).

Three control texts were three sentences long. Only one sentence per text contained a word that was directly associated with either biological sex (e.g., "beard") or male/female stereotypes (e.g., "dress"). I hypothesised that selecting these texts as uttered by males or females would be straightforward for speakers of both languages. Therefore, the control texts were intended to test that all participants clearly understood the task instructions. For example, a text containing the word "beard" was expected to be perceived by all participants as narrated by a male. All nouns used in the six test texts were obtained through the nouns sorting questionnaire (NoSQ) administered prior to NaSQ and TranQ, as further described below.

ii. NoSQ

NoSQ was administered to ascertain nouns not evoking exclusive associations with either sex in participants (Appendices H–I). This was done to ensure that after these nouns were used in constructing the texts for NaSQ and TranQ, the resulted texts contained no elements directly indicating the narrator's sex. The presence of only nouns capable of being equally associated with both males and females in an FPS English text increased the chance of this text being considered indeed sex-neutral.

Two language versions of NoSQ—English and Russian—were developed. NoSQ was designed to be readily completed within five minutes. The questions to gather participants' background data were akin to those in NaSQ and TranQ, with the only exception being that L_1R participants were not asked about their English proficiency (see Appendices J–K). NoSQ required participants to sort nouns into those which, in their opinion, were predominantly associated with males and those predominantly associated with females. In total, 96 words were presented. L_1E participants were presented with English words; L_1R participants were presented with the Russian translations of the words. All words were nouns and were included according to their GG in Russian, with 32 items being masculine, another 32 items being feminine, and the last 32

items being neuter. Only nouns that had one dominant translation—as determined by two L_1E and two L_1R teachers—into both languages were included on the list (see Appendix L).

The items consisted of control words and test words. The control words were directly associated with either biological sex (e.g., “penis”, “vagina”, etc.) or male/female stereotypes (e.g., “dress”, “tie”, etc.). I hypothesised the selection of these words as either male- or female-associated to be straightforward for speakers of both languages; therefore, the control words were intended to test that all participants clearly understood the task instructions. For example, the words “penis”, “beard”, “football”, and “tie” were expected to be selected by all participants as associated with males. The test words consisted of singular nouns that, supposedly, lacked biological sex or male/female stereotypical associations (e.g., table, chair, etc.), but were grammatically masculine, feminine, and neuter in Russian. These words were intended to test whether participants associated any of these words with either sex. Items that neither L_1E nor L_1R participants selected as associated with either males or females would be used to construct texts for NaSQ and TranQ.

To my knowledge, no previous study into GG effects on perception has ever employed such a way of selecting nouns. Typically, participants have evaluated words on a Likert scale ranging from “very feminine” to “very masculine”, with a mid-point of “both/neither masculine and/nor feminine” or “neutral” (see, e.g., Lambdin et al., 2003; Sato & Athanasopoulos, 2018). Items judged as closest to the mid-point, or “closest to [the] perfect neutral rating” (Lambdin et al., 2003, p. 474), would then be used in the main study. To my mind, the ratings of 3.98 (Sato & Athanasopoulos, 2018) or 3.06 (Lambdin et al., 2003), although, indeed, close to being neutral, might still have borne a certain degree of sex bias, and therefore may not have accurately reflected (perfect) sex-neutrality. Therefore, the rationale for selecting nouns in the suggested way was to reduce sex bias to a minimum, if possible at all. In addition, the nouns were to be dragged from a list of items and dropped into the corresponding boxes (“MALES” or “FEMALES”) rather than presented one by one, which appeared to take less time than had the participants been shown one word at a time as in the previous studies.

As mentioned above, NoSQ was developed in English and Russian. First, I designed the English version and later translated it into Russian. For the sake of confidence, this translation was checked for errors of comprehensibility, orthography, and grammar by two L_1R family members of mine, one of whom is a teacher of Russian, and the other is a teacher of English by training. Once minor modifications were made, I back-translated the questionnaire into English. The

original English and the back-translated versions appeared almost identical, for which reason the Russian version was deemed adequate to proceed with the pilot study.

3.3.5 Piloting NoSQ, NaSQ, and TranQ

The validity of a research instrument is reflected in the degree to which the instrument measures what it is intended to measure (Dörnyei & Taguchi, 2009). The reliability is related to the degree to which scores on the instrument are free from measurement errors (Dörnyei & Taguchi, 2009). The aims of the pilot study were to (1) provide evidence for the validity and reliability of the questionnaires, (2) ascertain the time required to complete them, and (3) check the comprehensibility of the Russian translation.

i. Piloting NoSQ

A sample of at least 50 participants is necessary for piloting a new questionnaire (Dörnyei & Taguchi, 2009). NoSQ was administered to 52 participants (24 L_1E and 28 L_1R) who met the eligibility criteria for recruitment (see Subsection 3.4.2). The participants were recruited using volunteer and snowball sampling techniques (see Subsection 3.4.2). Apart from the main task completion, the participants were asked for any feedback on question wording, their experience filling out NoSQ, or other comments (see Appendix M). The average length of NoSQ completion matched the desired five-minute period. No missing responses were recorded. Some participants commented upon the wording of one question. These comments were taken into account, with the question reworded in both English and Russian versions before use with the main sample.

ii. Piloting NaSQ and TranQ

Fifty-six participants were recruited through volunteer and snowball sampling to pilot these questionnaires (see Appendix N). Sixteen L_1E and ten L_1R participants filled out NaSQ; 30 L_1R participants completed TranQ. The completion of the questionnaires took five minutes. No missing responses were recorded. No comments regarding the layouts of the questionnaires or the wording were reported.

In the analysis of NaSQ participants' responses, it transpired that once the participants were presented with a control text, their responses to the following texts totally depended on whether or not these texts contained words associated with biological sex or male/female stereotypes. That is, the participants answered "either a male or a female" if a (test) text did not have bias-evoking words, and responded "male" or "female" if a (control) text did. Moreover,

several participants commented that once they were presented with a control text, they would go back to change their answers to the preceding texts. Specifically, if the previous texts had no bias-evoking words and, therefore, could be, in principle, uttered by either sex, a participant would change their answer to “either a male or a female”, even if they had previously chosen “male” or “female”. Thus, it was decided to exclude the control texts from NaSQ.

The same pattern was observed in TranQ participants’ responses. Nevertheless, I decided not to exclude the control texts altogether, but reduced their number from three to one. Since the test texts were supposedly sex-neutral, the translation task could be performed by providing either “male” or “female” translations without detriment to the meaning of the text. However, in Russian, past simple verbs marked by masculine gender are morphologically shorter than verbs marked by feminine gender (e.g., *купил*$_{\text{MASC}}$ “bought” vs. *купила*$_{\text{FEM}}$ “bought”). This makes providing only male translations a time-saving option. I deemed it reasonable that, in order to preclude the participants from falling back on the more convenient male translation strategy, one control text with the sentence “I put on a dress” should be used. I assumed that if a participant translated all the texts, except the control one, as narrated by a male, this could indicate their using the male translation strategy to complete the task. However, if both the test texts and the control text were translated as narrated by a male, this could be indicative of male bias inhabiting the participant’s mind, because dresses are stereotypically female clothes. The control text was placed last in the order of presentation, so as not to expressly draw participants’ attention to the narrator’s sex early in TranQ completion process.

3.4 Setting of the study

3.4.1 Population

The target population of the study was RSEs in Kazakhstan. By saying “Russian speakers”, I by no means confine the term to ethnic Russians born in Kazakhstan or to people who have once immigrated to the country from Russia only. Rather, the term refers to individuals who consider Russian to be their L1 or, alternatively, to be the language in which they articulate their thoughts best or use most of the time. I myself, being an ethnic Kazakh and having studied only at Kazakh-medium educational institutions, nevertheless, regard Russian as my L1 or, at least, as the language that I feel most comfortable using to express myself, communicate with others, and access information. This should come as no surprise, since in Kazakhstan, which is home to 125 ethnic groups (Committee on Statistics of the Ministry of National Economy of the Republic of Kazakhstan, 2010), Russian has been enjoying the status of a language of interethnic

communication for a long time, dating back to the Soviet period (*Law of Languages of the Kazakh Soviet Socialist Republic*, 1989). Moreover, as stipulated by Article 7 of the Constitution of the Republic of Kazakhstan of 1995 and Article 5 of the Law of the Republic of Kazakhstan Concerning Languages in the Republic of Kazakhstan of 1997, along with Kazakh (i.e., the state language), Russian is a language officially used in state institutions and local self-administrative bodies. Hence, Russian is widely used in the legislative organs and government offices of Kazakhstan (Fierman, 2012). According to the last national census of 2009, Russian was the most popular language in Kazakhstan, although the percentage of ethnic Russians comprised only 21.7% of the country's population (Committee on Statistics of the Ministry of National Economy of the Republic of Kazakhstan, 2010). Of 16 million people residing in Kazakhstan in 2009, 94.4% understood spoken Russian, and more than four-fifths could read (88.2%) and write (84.8%) in the language.

With respect to the role of English in the country's life, Kazakhstan adheres to the policy of trilingualism, whereby Kazakh is the state language; Russian is the language of interethnic communication, and English is the language of successful integration into the global economy (Sanders, 2016). The policy is implemented within the framework of a cultural project entitled "The Unity of Three Languages", initiated by Nursultan Nazarbayev, the former president of Kazakhstan (Nazarbayev, 2007). The project is aimed at providing the people of Kazakhstan with trilingual education, so as to equip future generations with competence in Kazakh, Russian, and English (Agbo & Pak, 2017). The policy of trilingualism is reflected in such state documents as the State Programme of Language Functioning and Development for 2011-2019 (Ministry of Culture of the Republic of Kazakhstan, 2011) and the State Programme of Education and Science Development of the Republic of Kazakhstan for 2020-2025 (Ministry of Education and Science of the Republic of Kazakhstan, 2020). Since 2013, English has been a mandatory subject from Year 1 in Kazakhstani schools, with pupils of Years 11 and 12 projected to have most—if not all—of their subjects taught in English in the not-too-distant future (Zhumagulova & Zhumagulova, 2015). As regards higher education, students are required to attain an intermediate level of English proficiency for admission into graduate programmes. Publication of articles in peer-reviewed English language journals is a condition for graduating from postgraduate programmes and continuous faculty employment (Agbo & Pak, 2017).

3.4.2 Sample

i. NaSQ and TranQ participants

Participants were recruited through a combination of volunteer and snowball sampling techniques. Snowball sampling is a technique whereby the researcher makes initial contact with a group of people satisfying the criteria of the particular study and afterwards uses these participants to establish contacts with other members of the population qualifying for inclusion (Bryman, 2016). Volunteer sampling involves recruiting people replying to the advertisement for a study, because they express interest in the research topic or are willing to participate in the study (O'Leary, 2017). In the present study, an invitation to participate was initially sent via email and multiple social media services to my network of personal contacts, who primarily consisted of (1) my colleagues (i.e., teachers of English), (2) individuals I had previously taught English to (i.e., learners of English), and (3) my (ex-)university lecturers, tutors, and cohort-mates in Kazakhstan and the UK. The survey link was also posted on my social media pages and shared by other social media users.

Along with L_1R speakers, the study recruited L_1E speakers. These were included as the speakers of a language that lacks GG and therefore could serve as a control group providing a baseline comparison (Dörnyei, 2007). That is, hypothetically, L_1E speakers were expected to perceive the narrator's sex arbitrarily in the texts in NaSQ.

Criteria for selecting L_1R speakers were as follows:

- they were 18 years old or above;
- they came from Kazakhstan;
- they reported having attended a school and/or university where classes were conducted primarily in Russian;
- they reported Russian being the language in which they could articulate their thoughts best;
- they reported Russian being the language that they used most during the day;
- they reported having any command of English.

L_1E speakers were classified as eligible for study participation if

- they were 18 years old or above;
- they considered themselves to be native speakers of English.

ii. NoSQ participants

The techniques, as well as the eligibility criteria for recruiting participants in NoSQ, were basically identical to those employed for NasQ and TranQ. The only exception was the exclusion of the English proficiency criterion for L_1R speakers. I deemed the requirement inessential for the speakers to meet to participate in NoSQ.

3.5 Procedure

NoSQ was launched on 14 June, 2020 and closed on 30 June 2020. NaSQ and TranQ were administered between 7 July, 2020 and 22 July, 2020. The questionnaires were accessible on any digital device available to participants. The participants were initially asked to familiarise themselves with the information sheet. They were also asked to confirm they were 18 years old or above and to provide consent for participation.

3.5.1 Administering NoSQ

For the participants' convenience, the 96 words were equally divided into eight sets (12 words per set), with only one set displayed at a time. Each set represented a list of control and test words that were of masculine, feminine, and neuter genders in Russian. The words were presented in a random order. Participants were asked to drag words that, in their opinion, are predominantly associated with males and with females and drop them into the corresponding boxes ("MALES" or "FEMALES"). Once all male- and female-associated words were dragged and dropped, the participants would click on the "Next" button at the bottom of the screen to proceed to the next set until they reached the background information page. After providing the information required, the participants were thanked for participation and asked to end the survey.

3.5.2 Administering NaSQ and TranQ

L_1E participants took part only in NaSQ. L_1R participants were randomly assigned either to NaSQ or TranQ. Questionnaire assignment was executed automatically by Qualtrics. In both questionnaires, the participants were presented with short texts, with one text displayed at a time. All texts were presented in a random order.

NaSQ participants were asked to read a text and choose whether they thought it was narrated by a male, a female, or either sex. The options were followed by a small comment box in which the participants were required to briefly explain their choice. TranQ participants were asked to read a text and write its translation into a small comment box below the text. Once the

participants completed a task, they would click on the “Next” button at the bottom of the screen to proceed to the next text. Having finished all the tasks for the texts, the participants were asked to provide some background information, after which the survey was over.

3.6 Data analysis

Collected data were statistically analysed with Statistical Product and Service Solutions (SPSS; version 25), with the significance level set at $\alpha = .05$. To examine whether the data were normally distributed, the Shapiro-Wilk test was employed (Larson-Hall, 2015). The test was chosen instead of the Kolmogorov-Smirnov test, as the former is claimed to be a more powerful test to detect differences from normality (Field, 2018; Ricci, 2005).

The data collected on the age of L_1E and L_1R participants were not normally distributed. Neither were the data on L_1R participants’ English proficiency in NaSQ and TranQ. Therefore, to compare differences between the two language groups with respect to age, and between the questionnaire groups with respect to English proficiency, Mann-Whitney U test was used (Cohen et al., 2017).

To address RQ1, the chi-square test for goodness of fit was run. The test was used to ascertain whether the observed distribution of participants’ choices was the one matching the expected probability of each choice (Eddington, 2015). To answer RQ2 and RQ3, the two-way group-independence chi-square test—a test commonly used in applied linguistics (Dörnyei, 2007)—was performed. The basic assumptions of the test that (1) the two variables should be measured at an ordinal or nominal level (i.e., categorical data); (2) the variables should consist of two or more categorical, independent groups (e.g., participants’ L1 = “Russian”, “English”; participants’ sex = “male”, “female”, “prefer not to say”; narrator’s sex = “male”, “female”, “either a male or a female”; proficiency level = “low”, “middle”, “high”), and (3) each participant falls into only one of the groups, were met (Larson-Hall, 2015).

The responses collected through TranQ were numerically coded (i.e., 0 = “either a male or a female”, 1 = “male”, and 2 = “female”) and entered into the data file to be treated as quantitative data. Participants’ translations containing verbs marked as grammatically masculine (e.g., *купил* “bought”) were coded as “1” and grammatically feminine (e.g., *купила* “bought”) as “2”. Translations containing verbs marked alternatively as masculine or feminine (e.g., *купил(а)* or *купил/а* “bought”) were assigned “0”. As regards the open-ended questions in NaSQ, comments offering insights that could not be captured with the closed questions are presented

in Chapter IV. Comments that did not reflect any reason why participants chose a particular option were withdrawn.

3.7 Ethical considerations

This study honoured the ethical guidelines stipulated by the British Educational Research Association (BERA, 2018). Prior to undertaking any action towards data collection, a Central University Research Ethics Committee (CUREC) 1A Checklist for the Social Sciences and Humanities was completed and, with supporting documentation, submitted for ethics clearance through Departmental Research Ethics Committee. Judged as meeting relevant ethical standards, the present study was granted approval with no modification required (see Appendix O). Below is a discussion of how the study met the seven responsibilities (on the part of the researcher) to participants propounded by BERA.

3.7.1 Consent

Before taking part in the study, participants were asked to familiarise themselves with an information sheet (see Appendices P–S) prefacing the questionnaires. The information sheet set out the context in which the study was being undertaken, and outlined details of what the participants were expected to do in the questionnaires and how long completing these might take. In order not to evoke sex bias in the participants before the study began, neither the title nor the purpose of the study was mentioned in the information sheet. Informed consent was obtained by the participants certifying they were 18 years old or above and confirming their participation in the study. The information sheet and the consent form were designed in English and Russian.

3.7.2 Transparency

The participants were informed that the data obtained would be included in my MSc dissertation. The supervisor and I (to conduct this study) and authorised representatives of the University of Oxford (to ensure the study complied with regulations) could access the data. The participants were also notified that the data would be stored for a minimum of three years if these were to be reused.

3.7.3 Right to withdraw

The participants were informed of their right to withdraw from the study at any point without an explanation. Both the supervisor's and my contact details were provided, in case the participants had a concern about any aspect of the study. The contact details of the Chair of the Education

Departmental Research Ethics Committee were also provided in case the participants wished to make a formal complaint.

3.7.4 Incentives

Use of incentives to induce a feeling of commitment in participants and to increase response rate is common research practice (de Vaus, 2013). Although BERA (2018) acknowledges incentives as a possible way to recruit study participants, it generally discourages payment for participation in educational research, "not least because of the extra burden of cost that the extension of this practice would place on the practice of research" (p. 19). Some scholars also argue that offering incentives may contaminate the research by recruiting a particular type of participants (Swain, 2016) and by undermining the principle of free choice per se, upon which informed consent is premised (Farrugia, 2012). Therefore, although not educational in nature, the present study offered no incentives, with participation being voluntary.

3.7.5 Harm arising from participation in research

No moral and/or ethical themes, sensitive topics, or topics related to personal privacy were raised in the study. With consideration for the time and effort that participation in studies of this kind might require, the questionnaires were specially designed to be readily completed within five minutes, with disruption to the participants' lifestyles reduced to a minimum, but without detriment to the data quality. The questionnaires could be accessed on any electronic device with an Internet connection.

3.7.6 Privacy and data storage

The participants were informed that participation was anonymous, and no information about their identity or location would be recorded. The data collected would be stored digitally on my password-protected personal computer and on the University's password-protected OneDrive. The participants were also notified that, when no longer needed for the study, the data would be destroyed using a specific piece of software.

3.7.7 Disclosure

The surveys conducted in the study were anonymous to the extent that I myself was unaware of any personal data related to the participants, except for their responses. These responses, of some value only within the scope of the study, could hardly be used to disclose a participant's identity even if the participant's behaviour necessitated doing so. Therefore, the agreements

with the participants about anonymity at the start of the study were never subject to reconsideration.

CHAPTER IV: FINDINGS

This chapter presents quantitative and qualitative results. First, findings from administering NoSQ are provided. Next, quantitative results from NaSQ and TranQ are analysed according to the proposed research questions. The chapter closes with a description of qualitative data from NaSQ.

4.1 NoSQ

NoSQ was intended to ascertain nouns that would not evoke exclusive associations with either sex, in order to construct texts for NaSQ and TranQ (see Appendix T). In NoSQ for L_1E participants, 44 responses were recorded. Of these, one respondent refused participation; one was under 18; 14 were not L_1E speakers; four did not provide their background information, and another four respondents did not understand the instructions. Thus, the ultimate number of eligible responses reduced to 20: eight were males and 12 females; 19 were American English speakers, and one was a British English speaker. The mean age of participants was 41.4 (*SD* = 14.8).

In NoSQ for L_1R participants, of 158 recorded responses, 134 did not meet the eligibility criteria: 18 respondents were under 18; 39 were not Kazakhstani citizens; 15 did not provide their background information; 12 did not understand the instructions; 30 provided incomplete responses; 20 reported having studied at Kazakh-medium institutions and Kazakh being the language they articulated their thoughts best and used most during the day. Thus, the number of eligible participants was 24 (12 males and 12 females). The mean age of participants was 33.3 (*SD* = 12.5).

The Shapiro-Wilk test indicated that the age of L_1E participants did not follow a normal distribution, $W(20) = .82$, $p = .002$. A significant departure from normality was also observed for the age of L_1R participants, $W(24) = .92$, $p = .046$. The Mann-Whitney U test showed that there was no significant difference in age between L_1E (*Mdn* = 32) and L_1R (*Mdn* = 30) respondents, $U = 160.5$, $p = .060$, $r = .28$. The chi-square test of independence showed that the two groups did not significantly differ by sex, χ^2 (1, $n = 44$) = .440, $p = .507$.

Table 1 presents nouns that L_1E participants did not consider to be predominantly associated with either sex. Table 2 provides nouns that L_1R participants regarded as sex-neutral. Nouns that neither L_1E nor L_1R participants thought of as words associated with either sex, and, for this reason, subsequently used to construct texts for NaSQ and TranQ, are listed in Table 3.

Table 1
L_1E participants: sex-neutral nouns

Grammatically masculine	Grammatically feminine	Grammatically neuter
1. bicycle	1. bed	1. blanket
2. bread	2. book	2. coat
3. centre	3. bottle	3. CV
4. chair	4. copybook	4. letter
5. city	5. cup	5. menu
6. computer	6. food	6. message
7. film	7. fork	7. radio
8. floor	8. keyboard	8. time
9. park	9. pen	9. towel
10. pencil	10. salt	10. tree
11. pepper	11. village	11. window
12. printer	12. water	
13. restaurant		
14. shower		
15. Sprite		
16. university		

Table 2
L_1R participants: sex-neutral nouns

Grammatically masculine	Grammatically feminine	Grammatically neuter
1. centre	1. book	1. blanket
2. chair	2. capital	2. café
3. city	3. Coke	3. lake
4. college	4. copybook	4. menu
5. dictionary	5. fork	5. message
6. floor	6. library	6. metro
7. juice	7. pen	7. window
8. park	8. pizza	
9. pencil	9. school	
10. phone	10. spoon	
11. shower	11. village	
12. Sprite	12. water	

Table 3
L_1E and L_1R participants: sex-neutral nouns

Grammatically masculine	Grammatically feminine	Grammatically neuter
1. centre	1. book	1. blanket
2. chair	2. copybook	2. menu
3. city	3. fork	3. message
4. floor	4. pen	4. window
5. park	5. village	
6. pencil	6. water	
7. shower		
8. Sprite		

4.2 NaSQ and TranQ

In NaSQ, participants were asked to read six test texts and ascertain the narrator's sex, by choosing an answer from three options. The participants were also required to explain their choices. In TranQ, participants were asked to translate the same six test texts and an additional control text from English into Russian (see Appendices U–V).

Overall, 234 responses were collected. Thirty-nine responses were recorded from L_1E speakers in NaSQ. The number of L_1R respondents in both NaSQ and TranQ was 196.

Of the 39 L_1E responses, ten did not conform to the eligibility criteria: three were under 18; seven were not L_1E speakers. As a result, data from 29 participants (9 males and 20 females) were analysed. As regards the country of the participants' permanent living: 23 represented the UK; two lived in the US; another two in Canada, and the rest two resided in South Africa and Australia. The mean age of participants was 33.7 (*SD* = 15.3).

Of the 196 L_1R responses, 63 were considered ineligible for the study: four were under 18; one refused participation; nine resided in countries other than Kazakhstan; two provided incomplete responses, and 47 reported having studied at Kazakh/English-medium institutions and Kazakh/English being the language they articulated their thoughts best and used most during the day. This reduced the number of eligible participants to 133: 71 participated in NaSQ, and 62 in TranQ; 46 were males and 87 females. The mean age of participants was 32.6 (*SD* = 6.94).

The age of L_1E participants did not follow a normal distribution, $W(29) = .77$, $p < .001$. Neither did the age of L_1R participants, $W(133) = .92$, $p < .001$. The Mann-Whitney U test showed that there was no significant difference in age between L_1E (*Mdn* = 30) and L_1R (*Mdn* = 32) respondents, $U = 1655$, $p = .231$, $r = .22$. As regards the participants' sex, no significant difference was found between the groups, χ^2 (1, $n = 162$) = .134, $p = .714$.

RQ1: When reading an English text, does the GG of the nouns used in the text when translated into Russian provide a predictive basis for the judgements of RSEs about the sex of the narrator of the text?

RQ1a: Are RSEs more likely to perceive the narrator of an English text to be a male if the text contains only nouns grammatically masculine in Russian? (Text 1)

In NaSQ, L_1R participants significantly more frequently perceived the narrator to be of either sex, χ^2 (2, $n = 71$) = 15.7, $p < .001$. No significant difference was observed in the way L_1E participants perceived the narrator's sex, χ^2 (2, $n = 29$) = 3.59, $p = .166$. No significant difference was found

between L_1R and L_1E participants' responses, χ^2 (2, n = 100) = 1.27, p = .529. In TranQ, L_1R participants significantly more often perceived the narrator as a male, χ^2 (1, n = 62) = 18.6, p < .001 (see Table 4).

Table 4
Text 1: Narrator's sex

NaSQ			
Text 1			
L1	**Responses**	**n**	**%**
Russian	male	19	26.8%
	female	13	18.3%
	either a male or a female	39	54.9%
	Total	71	100%
English	male	11	37.9%
	female	5	17.2%
	either a male or a female	13	44.9%
	Total	29	100%

TranQ			
Text 1			
L1	**Responses**	**n**	**%**
Russian	male	48	77.4%
	female	14	22.6%
	Total	62	100%

RQ1b: Are RSEs more likely to perceive the narrator of an English text to be a female if the text contains only nouns grammatically feminine in Russian? (Text 2)

In NaSQ, significantly more L_1R participants perceived the narrator to be of either sex, χ^2 (2, n = 71) = 16.7, p < .001. No significant difference was found in L_1E participants' responses, χ^2 (2, n = 29) = 4.62, p = .099. The Chi-square test did not show any significant differences between the groups, χ^2 (2, n = 100) = 5.04, p = .081. In TranQ, significantly more L_1R participants perceived the narrator as a male, χ^2 (1, n = 62) = 16.5, p < .001 (see Table 5).

Table 5
Text 2: Narrator's sex

NaSQ			
Text 2			
L1	**Responses**	**n**	**%**
Russian	male	9	12.7%
	female	25	35.2%
	either a male or a female	37	52.1%
	Total	71	100%
English	male	6	20.7%
	female	15	51.7%
	either a male or a female	8	27.6%
	Total	29	100%

TranQ			
Text 2			
L1	**Responses**	**n**	**%**
Russian	male	47	75.8%
	female	15	24.2%
	Total	62	100%

RQ1c: How do RSEs perceive the sex of the narrator of an English text if the text contains only nouns grammatically neuter in Russian? (Text 3)

In NaSQ, a significantly higher number of L_1R participants responded "either a male or a female", χ^2 (2, n = 71) = 30.9, p < .001. Similarly, most of the L_1E participants said the text could be equally perceived as told by either sex, although the difference did not reach significance, χ^2 (2, n = 29) = 1.93, p = .381. No significant difference was found between L_1R and L_1E participants' responses, χ^2 (2, n = 100) = 3.74, p = .154. In TranQ, significantly more L_1R participants perceived the narrator as a male, χ^2 (1, n = 62) = 18.6, p < .001 (see Table 6).

Table 6
Text 3: Narrator's sex

NaSQ			
Text 3			
L1	**Responses**	**n**	**%**
Russian	male	8	11.3%
	female	18	25.4%
	either a male or a female	45	63.3%
	Total	71	100%
English	male	7	24.1%
	female	9	31.1%
	either a male or a female	13	44.8%
	Total	29	100%

TranQ			
Text 3			
L1	**Responses**	**n**	**%**
Russian	male	48	77.4%
	female	14	22.6%
	Total	62	100%

RQ1d: How do RSEs perceive the sex of the narrator of an English text if the text contains a mixture of nouns grammatically masculine and feminine in Russian? (Texts 4–6)

When presented with a text containing two masculine nouns and one feminine noun, L_1R participants significantly more frequently answered that the narrator could be of either sex, χ^2 (2, n = 71) = 17.9, p < .001. No significant difference was found in L_1E participants' responses, χ^2 (2, n = 29) = 5.45, p = .099. No significant difference was observed between L_1R and L_1E participants' responses, χ^2 (2, n = 100) = 5.71, p = .066. In TranQ, significantly more L_1R participants perceived the narrator as a male, χ^2 (1, n = 62) = 18.6, p < .001 (see Table 7).

Table 7
Text 4: Narrator's sex

NaSQ			
Text 4			
L1	**Responses**	**n**	**%**
Russian	male	19	26.8%
	female	12	16.9%
	either a male or a female	40	56.3%
	Total	71	100%
English	male	4	13.8%
	female	11	37.9%
	either a male or a female	14	48.3%
	Total	29	100%

TranQ			
Text 4			
L1	**Responses**	**n**	**%**
Russian	male	48	77.4%
	female	14	22.6%
	Total	62	100%

When presented with a text containing two feminine nouns and one masculine noun, significantly more L_1R participants responded that the narrator could be of either sex, χ^2 (2, n = 71) = 13.2, p = .001. The difference in L_1E participants' responses was not significant, χ^2 (2, n = 29) = 3.57, p = .166. The Chi-square test did not show any significant differences between the groups, χ^2 (2, n = 100) = 3.69, p = .158. In TranQ, significantly more L_1R participants perceived the narrator as a male, χ^2 (1, n = 62) = 20.9, p < .001 (see Table 8).

Table 8
Text 5: Narrator's sex

NaSQ			
Text 5			
L1	**Responses**	**n**	**%**
Russian	male	15	21.1%
	female	18	25.4%
	either a male or a female	38	53.5%
	Total	71	100%
English	male	5	17.3%
	female	13	44.8%
	either a male or a female	11	37.9%
	Total	29	100%

TranQ			
Text 5			
L1	**Responses**	**n**	**%**
Russian	male	49	79.1%
	female	13	20.9%
	Total	62	100%

When presented with a text containing two masculine and two feminine nouns, a significantly higher number of L_1R participants responded "either a male or a female", χ^2 (2, n = 71) = 10.7, p = .005. Again, the difference in L_1E participants' responses was not significant, χ^2 (2, n = 29) = .48, p = .786. No significant difference was found between L_1R and L_1E participants' responses, χ^2 (2, n = 100) = 2.21, p = .332. In TranQ, significantly more L_1R participants perceived the narrator as a male, χ^2 (1, n = 62) = 16.5, p < .001 (see Table 9).

Table 9
Text 6: Narrator's sex

NaSQ			
Text 6			
L1	**Responses**	**n**	**%**
Russian	male	14	19.7%
	female	21	29.6%
	either a male or a female	36	50.7%
	Total	71	100%
English	male	8	27.6%
	female	11	37.9%
	either a male or a female	10	34.5%
	Total	29	100%

TranQ			
Text 6			
L1	**Responses**	**n**	**%**
Russian	male	47	75.8%
	female	15	24.2%
	Total	62	100%

A result somewhat counterintuitive was observed in TranQ. More participants translated the control text (i.e., Text 7), containing the sentence "I put on a dress", as narrated by a male (see Table 10). Yet, the difference was not significant, χ^2 (1, n = 62) = .065, p = .799.

Table 10
Text 7: Narrator's sex

TranQ			
Text 7			
L1	**Responses**	**n**	**%**
Russian	male	32	51.6%
	female	30	48.4%
	Total	62	100%

RQ2: Is there an association between RSEs' sex and the perceptual sex of the narrator of a FPS English text?

The chi-square test of independence was run to ascertain whether L_1R participants attributed their own sex to the narrator. In NaSQ, the test revealed no significant differences in the way male and female L_1R participants perceived the narrator's sex. Participants did not seem to significantly more often believe that they and the narrator were of the same sex than they thought the narrator was of the opposite sex or of either sex.

With respect to TranQ, a significant difference was observed in the manner male and female L_1R participants perceived the narrator's sex in all but one text (i.e., Text 7; see Tables 11–18). No participant translated the texts as narrated by either sex, for example, by using verbs marked alternatively as masculine or feminine (e.g., *купил(а)* or *купил/а* "bought"). In Texts 1–6, all the men perceived the narrator as a male. As regards the female participants, in Texts 1, 3, and 4,

significantly more women perceived the narrator as a male, χ^2 (1, *n* = 43) = 5.23, *p* = .022. Similarly, in Texts 2 and 6, women significantly more often translated the texts as narrated by a man, χ^2 (1, *n* = 43) = 3.93, *p* = .047. In Text 5, 30 women perceived the narrator as a male, whereas 13 as a female. The difference was significant, χ^2 (1, *n* = 43) = 6.72, *p* = .010. Only in Text 7 (i.e., the control text), no significant difference was found. Thirteen out of 19 men still perceived the narrator as a male, despite the sentence "I put on a dress", clearly pointing to the narrator's sex, χ^2 (1, *n* = 19) = 2.58, *p* = .108. Of note are the women's responses. Although 24 women thought the narrator was a female, 19 perceived the text as narrated by a male, χ^2 (1, *n* = 43) = .581, *p* = .446.

Table 11
Association between participants' sex and narrator's sex

NaSQ	
Text	**Results**
1	χ^2 (2, *n* = 71) = .485, *p* = .785
2	χ^2 (2, *n* = 71) = 1.43, *p* = .490
3	χ^2 (2, *n* = 71) = 2.60, *p* = .272
4	χ^2 (2, *n* = 71) = 1.29, *p* = .525
5	χ^2 (2, *n* = 71) = .180, *p* = .914
6	χ^2 (2, *n* = 71) = .043, *p* = .979

TranQ	
Text	**Results**
1	χ^2 (1, *n* = 62) = 7.99, *p* = .005
2	χ^2 (1, *n* = 62) = 8.74, *p* = .003
3	χ^2 (1, *n* = 62) = 7.99, *p* = .005
4	χ^2 (1, *n* = 62) = 7.99, *p* = .005
5	χ^2 (1, *n* = 62) = 7.27, *p* = .007
6	χ^2 (1, *n* = 62) = 8.74, *p* = .003
7	χ^2 (1, *n* = 62) = 3.09, *p* = .078

Table 12

Text 1: Participants' sex and narrator's sex

NaSQ				
Text 1				
Participant sex	**Responses**			**Total**
	male	**female**	**either sex**	
male	6 22.2%	5 18.5%	16 59.3%	27 100%
female	13 29.5%	8 18.2%	23 52.3%	44 100%
Total	19 26.8%	13 18.3%	39 54.9%	71 100%

TranQ			
Text 1			
Participant sex	**Responses**		**Total**
	male	**female**	
male	19 100.0%	0 0.0%	19 100%
female	29 67.4%	14 32.6%	43 100%
Total	48 77.4%	14 22.6%	62 100%

Table 13
Text 2: Participants' sex and narrator's sex

NaSQ				
Text 2				
Participant sex	Responses			Total
	male	female	either sex	
male	2 7.4%	9 33.3%	16 59.3%	27 100%
female	7 15.9%	16 36.4%	21 47.7%	44 100%
Total	9 12.7%	25 35.2%	37 52.1%	71 100%

TranQ			
Text 2			
Participant sex	Responses		Total
	male	female	
male	19 100.0%	0 0.0%	19 100%
female	28 65.1%	15 34.9%	43 100%
Total	47 75.8%	15 24.2%	62 100%

Table 14
Text 3: Participants' sex and narrator's sex

NaSQ				
Text 3				
Participant sex	Responses			Total
	male	female	either sex	
male	1 3.7%	8 29.6%	18 66.7%	27 100%
female	7 15.9%	10 22.7%	27 61.4%	44 100%
Total	8 11.3%	18 25.4%	45 63.4%	71 100%

TranQ			
Text 3			
Participant sex	Responses		Total
	male	female	
male	19 100.0%	0 0.0%	19 100%
female	29 67.4%	14 32.6%	43 100%
Total	48 77.4%	14 22.6%	62 100%

Table 15
Text 4: Participants' sex and narrator's sex

NaSQ				
Text 4				
Participant sex	Responses			Total
	male	female	either sex	
male	9 33.3%	5 18.5%	13 48.1%	27 100%
female	10 22.7%	7 15.9%	27 61.4%	44 100%
Total	19 26.8%	12 16.9%	40 56.3%	71 100%

TranQ			
Text 4			
Participant sex	Responses		Total
	male	female	
male	19 100.0%	0 0.0%	19 100%
female	29 67.4%	14 32.6%	43 100%
Total	48 77.4%	14 22.6%	62 100%

Table 16
Text 5: Participants' sex and narrator's sex

NaSQ				
Text 5				
Participant sex	Responses			Total
	male	female	either sex	
male	5 18.5%	7 25.9%	15 55.6%	27 100%
female	10 22.7%	11 25.0%	23 52.3%	44 100%
Total	15 21.1%	18 25.4%	38 53.5%	71 100%

TranQ			
Text 5			
Participant sex	Responses		Total
	male	female	
male	19 100.0%	0 0.0%	19 100%
female	30 69.8%	13 30.2%	43 100%
Total	49 79.0%	13 21.0%	62 100%

Table 17
Text 6: Participants' sex and narrator's sex

NaSQ				
Text 6				
Participant sex	Responses			Total
	male	female	either sex	
male	5 18.5%	8 29.6%	14 51.9%	27 100%
female	9 20.5%	13 29.5%	22 50.0%	44 100%
Total	14 19.7%	21 29.6%	36 50.7%	71 100%

TranQ			
Text 6			
Participant sex	Responses		Total
	male	female	
male	19 100.0%	0 0.0%	19 100%
female	28 65.1%	15 34.9%	43 100%
Total	47 75.8%	15 24.2%	62 100%

Table 18
Text 7: Participants' sex and narrator's sex

TranQ			
Text 7			
Participant sex	Responses		Total
	male	female	
male	13 68.4%	6 31.6%	19 100%
female	19 44.2%	24 55.8%	43 100%
Total	32 51.6%	30 48.4%	62 100%

RQ3: Is there an association between RSEs' proficiency in the English language and the perceptual sex of the narrator of a FPS English text?

The English language proficiency levels of NaSQ participants ranged from 1 to 9, whereas those of TranQ participants ranged between 2 and 10. The Shapiro-Wilk test indicated that NaSQ participants' English proficiency did not follow a normal distribution, $W(71) = .91$, $p < .001$. A significant departure from normality was also observed for TranQ participants' English proficiency, $W(62) = .92$, $p = .002$. A Mann-Whitney U test indicated no significant difference in

English proficiency between NaSQ (*Mdn* = 7) and TranQ (*Mdn* = 7) participants, *U* = 2006, *p* = .371, *r* = .08.

To conveniently analyse the data in SPSS, participants' English proficiency levels were recoded into "low" (0–3.299), "middle" (3.3–6.599), and "high" (6.6–10). In NaSQ, the chi-square test of independence revealed no significant differences in the way L_1R participants with different English proficiency levels perceived the narrator's sex. Neither were any significant differences found for TranQ participants (see Table 19). A breakdown by text is shown in Tables 20–26.

Table 19
Association between participants' English proficiency and narrator's sex

NaSQ	
Text	**Results**
1	χ^2 (4, *n* = 71) = 3.76, *p* = .439
2	χ^2 (4, *n* = 71) = 2.16, *p* = .707
3	χ^2 (4, *n* = 71) = 3.29, *p* = .511
4	χ^2 (4, *n* = 71) = .910, *p* = .923
5	χ^2 (4, *n* = 71) = 4.09, *p* = .394
6	χ^2 (4, *n* = 71) = 5.63, *p* = .228

TranQ	
Text	**Results**
1	χ^2 (2, *n* = 62) = .228, *p* = .892
2	χ^2 (2, *n* = 62) = .467, *p* = .792
3	χ^2 (2, *n* = 62) = 1.26, *p* = .533
4	χ^2 (2, *n* = 62) = 1.26, *p* = .533
5	χ^2 (2, *n* = 62) = .857, *p* = .652
6	χ^2 (2, *n* = 62) = 1.74, *p* = .418
7	χ^2 (2, *n* = 62) = 1.61, *p* = .447

Table 20
Text 1: Participants' English proficiency and narrator's sex

NaSQ				
Text 1				
English proficiency level	**Responses**			**Total**
	male	**female**	**either sex**	
low	3 42.9%	1 14.3%	3 42.9%	7 100%
middle	4 14.8%	5 18.5%	18 66.7%	27 100%
high	12 32.4%	7 18.9%	18 48.6%	37 100%
Total	19 26.8%	13 18.3%	39 54.9%	71 100%

TranQ			
Text 1			
English proficiency level	**Responses**		**Total**
	male	**female**	
low	3 75.0%	1 25.0%	4 100%
middle	17 81.0%	4 19.0%	21 100%
high	28 75.7%	9 24.3%	37 100%
Total	48 77.4%	14 22.6%	62 100%

Table 21
Text 2: Participants' English proficiency and narrator's sex

NaSQ				
Text 2				
English proficiency level	Responses			Total
	male	female	either sex	
low	1 14.3%	3 42.9%	3 42.9%	7 100%
middle	3 11.1%	7 25.9%	17 63.0%	27 100%
high	5 13.5%	15 40.5%	17 45.9%	37 100%
Total	9 12.7%	25 35.2%	37 52.1%	71 100%

TranQ			
Text 2			
English proficiency level	Responses		Total
	male	female	
low	3 75.0%	1 25.0%	4 100%
middle	17 81.0%	4 19.0%	21 100%
high	27 73.0%	10 27.0%	37 100%
Total	47 75.8%	15 24.2%	62 100%

Table 22
Text 3: Participants' English proficiency and narrator's sex

NaSQ				
Text 3				
English proficiency level	Responses			Total
	male	female	either sex	
low	2 28.6%	1 14.3%	4 57.1%	7 100%
middle	2 7.4%	6 22.2%	19 70.4%	27 100%
high	4 10.8%	11 29.7%	22 59.5%	37 100%
Total	8 11.3%	18 25.4%	45 63.4%	71 100%

TranQ			
Text 3			
English proficiency level	Responses		Total
	male	female	
low	3 75.0%	1 25.0%	4 100%
middle	18 85.7%	3 14.3%	21 100%
high	27 73.0%	10 27.0%	37 100%
Total	48 77.4%	14 22.6%	62 100%

Table 23
Text 4: Participants' English proficiency and narrator's sex

NaSQ				
Text 4				
English proficiency level	Responses			Total
	male	female	either sex	
low	2 28.6%	1 14.3%	4 57.1%	7 100%
middle	7 25.9%	6 22.2%	14 51.9%	27 100%
high	10 27.0%	5 13.5%	22 59.5%	37 100%
Total	19 26.8%	12 16.9%	40 56.3%	71 100%

TranQ			
Text 4			
English proficiency level	Responses		Total
	male	female	
low	3 75.0%	1 25.0%	4 100%
middle	18 85.7%	3 14.3%	21 100%
high	27 73.0%	10 27.0%	37 100%
Total	48 77.4%	14 22.6%	62 100%

Table 24
Text 5: Participants' English proficiency and narrator's sex

NaSQ				
Text 5				
English proficiency level	Responses			Total
	male	female	either sex	
low	3 42.9%	0 0.0%	4 57.1%	7 100%
middle	6 22.2%	7 25.9%	14 51.9%	27 100%
high	6 16.2%	11 29.7%	20 54.1%	37 100%
Total	15 21.1%	18 25.4%	38 53.5%	71 100%

TranQ			
Text 5			
English proficiency level	Responses		Total
	male	female	
low	3 75.0%	1 25.0%	4 100%
middle	18 85.7%	3 14.3%	21 100%
high	28 75.7%	9 24.3%	37 100%
Total	49 79.0%	13 21.0%	62 100%

Table 25
Text 6: Participants' English proficiency and narrator's sex

NaSQ				
Text 6				
English proficiency level	Responses			Total
	male	female	either sex	
low	3 42.9%	0 0.0%	4 57.1%	7 100%
middle	3 11.1%	9 33.3%	15 55.6%	27 100%
high	8 21.6	12 32.4%	17 45.9%	37 100%
Total	14 19.7%	21 29.6%	36 50.7%	71 100%

TranQ			
Text 6			
English proficiency level	Responses		Total
	male	female	
low	3 75.0%	1 25.0%	4 100%
middle	18 85.7%	3 14.3%	21 100%
high	26 70.3%	11 29.7%	37 100%
Total	47 75.8%	15 24.2%	62 100%

Table 26
Text 7: Participants' English proficiency and narrator's sex

TranQ			
Text 7			
English proficiency level	Responses		Total
	male	female	
low	3 75.0%	1 25.0%	4 100%
middle	9 42.9%	12 57.1%	21 100%
high	20 54.1%	17 45.9%	37 100%
Total	32 51.6%	30 48.4%	62 100%

4.3 Qualitative data from NaSQ

In NaSQ, participants were also asked to explain reasons behind their responses. An analysis of L_1E and L_1R participants' comments revealed a number of similarities in the way the speakers of both languages perceived the narrator's sex (see Appendix W). The participants' choices seem to have been guided by (1) the amount of detail in the texts, (2) how emotional and logical the texts sounded, (3) their personal experience and beliefs, (4) L1 grammars, and (5) sex-neutral context. The five reasons behind the participants' responses are described below, with some examples of the comments accompanied.

Reason 1: Brevity versus verbosity

Most participants' perceptions as to what the narrator's sex was hinged on the amount of detail in the texts. The participants tended to perceive the narrator as a male if the texts seemed short, brief, concise, lacking in detail, and without adjectives. In contrast, if a text was perceived as detailed, descriptive, and verbose, the participants believed the narrator was a female. For example,

"The shorter the sentences are, the more I feel a guy would say this."
(19-year-old L_1E female)

"It was brief and to the point."
(81-year-old L_1E female)

"short and concise sentences without any adjectives"
(29-year-old L_1R female)

"laconically put, with no unnecessary details provided"
(25-year-old L_1R male)

"I think it is a female as women tend to explain in more detail events of the day rather than men."
(37-year-old L_1E male)

"Definitely male. No description of the colour is provided."
(28-year-old L_1R female)

Reason 2: Emotionality versus logicality

Another way of ascertaining the narrator's sex among the participants was to assess how rational or emotive the narrator seemed. Texts where the narrator was perceived to be driven by emotions or involved in a disjointed activity were more often thought to be told by a female. However, those texts where the narrator appeared to be rational and logical were more frequently perceived as told by a male. For example,

"Female. Inconsistent actions."
(36-year-old L_1R female)

"There seems to be a mix of logic and emotion here, hence either male or female."
(31-year-old L_1E male)

"Female, because there is no logic between having a shower and buying a pencil."
(33-year-old L_1R male)

"Male. The unemotive list of what needs doing."
(44-year-old L_1E female)

"Either a male or a female. Because written descriptively as if by a woman.
But it's also clear and logical as if written by a man."
(28-year-old L_1R female)

Reason 3: Personal experience and beliefs

Some participants' judgements about the narrator's sex reflected their beliefs as to what is typical—or untypical—of males and females. In Text 2, depicting a person buying stationery, several participants believed the narrator was a female, because "Women like talking about shopping" (24-year-old L_1R female), "I assume it might be a female as girls like to shop a lot" (37-year-old L_1E male), or "Females do buy copy books mostly" (31-year-old L_1E male). A 34-year-old L_1R female participant, however, perceived the narrator as a male, because "slow in remembering shopping". Some participants responded "male" throughout the whole questionnaire, because "Many writers are male" (19-year-old L_1E female), "Most writers are male" (33-year-old L_1E female), "When reading this I could hear a male's voice" (29-year-old L_1E female), or "All these are usually done by males" (45-year-old L_1R female). Some idiosyncratic responses included: "Men are more likely to eat, so possibly male" (26-year-old L_1E female), "I think a female is more likely to move to a village than a man" (78-year-old L_1E female), and "A man doesn't need a pencil" (30-year-old L_1R male).

Reason 4: English and Russian grammars

Interestingly, of all L_1E participants who perceived the narrator to be of either sex, only one pointed out that it was impossible to determine the narrator's sex due to the absence of "gender pronoun" (24-year-old female). L_1R participants were more sensitive to the grammars of both Russian and English. Some of them responded that ascertaining the narrator's sex was not feasible, because "English verbs, unlike Russian ones, are not marked by gender" (39-year-old male), "English does not reflect sex differences of the speaker" (34-year-old female), or "the pronoun is in the first person singular" (32-year-old male).

Reason 5: Sex-neutral context

The vast majority of both L_1E and L_1R participants who answered that the narrator could be of either sex, expectedly, commented that "There was not enough information available in the text to see if the narrator was male or female" (37-year-old L_1E male) or that "The context does not imply any sex differences (36-year-old L_1R female). What was unexpected is that several L_1R participants responded that the texts were more likely to have been told by a child rather than by a man or a woman. Although I assumed that such an impression might have stemmed from the texts being short and uncomplicated, the fact that some Russian participants did not attribute a child to either sex was rather confusing.

CHAPTER V: DISCUSSION

This chapter examines in detail the findings in response to the three research questions, which guided the exploration of the topic. The chapter also looks at how these findings relate to the previous research outlined in the literature review in Chapter II. The discussion is structured in the order of the research questions.

RQ1: When reading an English text, does the GG of the nouns used in the text when translated into Russian provide a predictive basis for the judgements of RSEs about the sex of the narrator of the text?

The results of NaSQ and TranQ, in which L_1R participants were presented with the same texts, but were asked to either choose an answer from the already-available options or generate their own answers, by translating the texts into Russian, revealed significant differences in the participants' perception of the narrator's sex. On the one hand, when explicitly asked to choose from "male", "female", and "either a male or a female", at least 36 (51%) out of 71 NaSQ participants consistently perceived the texts as told by either sex. The rest 35 (49%) participants gave mixed ("male" or "female") responses. This might be explained by the fact that the nouns used in these texts were considered sex-unbiased by L_1E and L_1R speakers in NoSQ, which had preceded NaSQ and TranQ. Participants' comments on their responses, such as "Nothing in the text to indicate either way", "There were neither strong masculine or feminine traits in the passage", or "There is no language that specifically shows the sex of the speaker" lend weight to this explanation. This also seems to demonstrate that, provided that stimuli are selected using the approach adopted in the present study instead of those conventionally used in previous research (e.g., Lambdin et al., 2003; Sato & Athanasopoulos, 2018), it is possible to reduce male bias in participants even when they are to choose from sex-neutral options (i.e., "either a male or a female") and sex-biased ones (i.e., "male" and "female"; cf. Hamilton, 1991). Furthermore, in the analysis of L_1E participants' responses (i.e., the baseline group), no lopsided tendency to attribute maleness to sex-unspecified individuals (i.e., the "people = male" bias), witnessed in previous studies (e.g., Hamilton, 1991; Lambdin et al., 2003; Lindqvist et al., 2019; Silveira, 1980, etc.) was observed. In effect, in all the six texts, L_1E participants were more inclined to perceive the narrator to be of either sex or a female than a male, yet not significantly.

On the other hand, L_1R participants who were asked to translate the same six (test) texts and one extra control text from English into Russian exhibited a marked tendency to perceive the narrator as a male. Out of 62 TranQ participants, 46 (74%) constantly translated the six texts as told by a male. Curiously, none of the participants translated the texts as narrated by either sex.

That is, the prevalent sex-neutrality of the narrator observed in NaSQ was conspicuously absent from TranQ. Furthermore, in the control text, 32 (51.6%) participants responded that the narrator was a male, despite the sentence "I put on a dress", explicitly pointing to the narrator's sex. A similar finding was obtained in Imai et al. (2014), comparing native speakers of German (i.e., a three-way gender system similar to Russian) and Japanese (i.e., a genderless language) in a task involving inferences about sex-specific biological properties. It was found that German speakers generalised the grammar-semantics mapping even when the sex of the target animal was clearly indicated by an adjective. When asked whether *die männliche Giraffe* "the$_{FEM}$ male giraffe" had, say, a penis, German speakers would respond negatively. The scholars suggested that the German speakers projected sex-specific biological properties (i.e., penis) onto gender-marking articles (i.e., the German feminine article "die") but not onto conceptual representations of animals (i.e., male giraffe) as such. However, considering that Russian has no gender-marking articles, this finding can hardly explain why L_1R participants would perceive the narrator as a male. One likely explanation is that most of these 32 participants translated the sentence as if the narrator put some clothes on (i.e., got dressed) rather than covered their body with a piece of clothing generally worn by females (see Appendix X). That said, such an interpretation/translation of the word "dress" by many participants is even more curious, since the decision to include the word in the control text was motivated by L_1R and L_1E speakers' unanimous response in NoSQ that the word was predominantly associated with females.

To my mind, this rather seems to demonstrate the power of unconscious male bias inhabiting L_1R participants' minds, which, apparently, can be lowered or neutralised when explicit sex-neutral alternatives are offered to choose from. The conflict between an individual's implicit bias and explicit attitudes influencing their behaviours has been reported in social psychology (Christopher & Wojda, 2008; Devine, 1989; Eagly & Mladinic, 1994; Hofmann et al., 2005; Karpinski & Hilton, 2001; Olson & Fazio, 2004). Looking at self-reports alone, one may mistakenly believe that different biases and prejudices have been minimised to the point of no longer being a concern (Eagly & Mladinic, 1994), as is the case with NaSQ participants' responses. However, individuals may not realise that their unconscious assumptions can affect their decision-making. Consequently, despite the individuals' explicit reports evincing their lack of prejudice of any kind, biased outcomes can surface if they do not consciously activate their unbiased beliefs (Devine, 1989), as witnessed by TranQ responses. On the one hand, the translation of the six test texts as narrated by a male might be explained by the use of the male translation strategy (see Subsection 3.3.5). The participants could have resorted to this time-efficient and less effortful option to complete the task. On the other hand, the translation of all the seven texts as told by a

man seems to point to strong male bias at play, which must have driven the participants' decisions throughout the questionnaire completion, overriding even the most obvious and logical way to translate the control text. Although the evidence obtained from NaSQ seems to challenge, at least at first blush, the veracity of Cameron's (1985) argument that male bias can hardly be eradicated simply by changing language items, participants' disposition towards perceiving the narrator as a male in TranQ, where the narrator's sex was not explicitly asked for, only lends strong support to it.

With reference to whether RGG can affect participants' judgements about the narrator's sex, no such effect was observed. The test texts were constructed by using nouns of one specific GG or a mix of masculine and feminine nouns. Yet, significantly more participants perceived the narrator to be of either sex in NaSQ or to be a male in TranQ. That said, there is a noteworthy observation that emerged on closer inspection of NaSQ results. If we set aside the most popular response (i.e., "either a male or a female") for a moment, the results are as follows: in Text 1, containing masculine nouns, 19 (26.8%) participants perceived the narrator as a male, whereas 13 (18.3%) as a female. The difference was not significant, though: χ^2 (1, n = 32) = 1.13, p = .289. In Text 2, where feminine nouns were used, a significantly higher number of participants perceived the narrator as a female: χ^2 (1, n = 34) = 7.53, p = .006. In Text 3, constructed using neuter nouns, and for which reason I had no predictions about how participants would perceive the narrator's sex, significantly more participants thought the narrator was a female: χ^2 (1, n = 26) = 3.85, p = .050. In Text 4, with two masculine nouns and one feminine noun used, again, more—although not significantly more—participants perceived the narrator as a male than a female, 19 (26.8%) and 12 (16.9%), respectively, χ^2 (1, n = 31) = 1.58, p = .209. In Text 5, with two feminine nouns and one masculine noun, more participants perceived the narrator as a female, 18 (25.4%) and 15 (21.1%), in turn. However, the difference did not reach significance, χ^2 (1, n = 33) = 0.27, p = .602. Lastly, in Text 6, containing two masculine and two feminine nouns, and therefore similar to Text 3 with neuter nouns, participants were again more likely to perceive the narrator as a female (21; 29.6%) than a male (14; 19.7%); yet not significantly, χ^2 (1, n = 35) = 1.40, p = .237. I by no means wish to suggest that this should be taken as indicative of GG effect, given that significant differences were found only in Texts 2 and 3. However, the persistent match observed between GGs and participants' perceptions of the narrator's sex (i.e., masculine → male narrator in Texts 1 and 4; feminine → female narrator in Texts 2 and 5; neuter → female narrator in Texts 3 and 6) might be of use for future research into GG effects on perception. Nevertheless, the fact cannot be escaped that implicit assumptions drove RSEs into

strongly perceiving the narrator as a male in TranQ, which, admittedly, makes the abovementioned observation sound far-fetched.

RQ2: Is there an association between RSEs' sex and the perceptual sex of the narrator of a FPS English text?

In NaSQ, presumably, due to the three possible options to choose from, no direct association between participants' sex and the narrator's sex was found. Participants were just as likely to believe that they and the narrator were of the same sex as they thought the narrator was of the opposite sex or of either sex. In TranQ, however, where the texts were translated either from a man's or a woman's perspective, all 19 male participants attributed their own sex to the narrator in the six test texts, with only six male participants perceiving the narrator as a female in the control text. With respect to female participants, significantly more women were inclined to believe the narrator was a male in all the seven texts. Thus, these figures only partially corroborate the findings of Nicoladis et al. (2016) and Nicoladis & Foursha-Stevenson (2012), where boys and girls tended to attribute their own sex to toys, but completely parallel the results obtained in Hamilton (1991), where more than twice as many female participants as male participants described a male as the most typical (sex-unspecified) person and provided a male name for this person. In sum, although there was an association found between RSEs' sex and the narrator's sex for male participants in TranQ, no such association was revealed for female participants. Neither was such an association observed for either male or female participants in NaSQ.

RQ3: Is there an association between RSEs' proficiency in the English language and the perceptual sex of the narrator of a FPS English text?

The hypothesis that the higher L_1R speakers' English proficiency was, the more likely they were to perceive the narrator's sex in line with how L_1E speakers did was not confirmed. In NaSQ, when responses of L_1R participants with a low level of English proficiency (i.e., scores of 0–3.299) were compared to those of L_1E participants, no significant differences were observed. Responses of L_1R participants with a middle level of English proficiency (i.e., scores of 3.3–6.599) and L_1E participants were not significantly different for five of the texts. In Text 2, however, containing feminine nouns, L_1E participants more frequently perceived the narrator as a female, whereas L_1R participants believed the text could equally be told by either sex. Looking at participants' comments, it appears that the words "bought", "copybook", and "book" must have pushed L_1E participants to believe the narrator was a female. Such comments as, "We all know such things

as reading books is more on the female side" (30-year-old male), "Copybook is mostly purchased by females" (31-year-old male), or "I assume it might be a female as girls like to shop a lot" (37-year-old male), are just a few examples. Interestingly, the nouns "book" and "copybook" were among the words neither L_1E nor L_1R speakers selected as predominantly associated with either sex in NoSQ. One possible explanation why these female-biased words might have gone unnoticed in NoSQ and later crept into constructing the texts in NaSQ and TranQ is that, of 20 L_1E participants in NoSQ, 19 (95%) were American English speakers, and only one (5%) was a British English speaker. In NaSQ, however, of 29 L_1E participants, 23 (79%) spoke British English; two (7%) spoke American English, and four (13%) participants spoke other English varieties. The words might bear different connotations in British and American societies, with the former more often associating them with females. Finally, L_1R participants with a high level of English proficiency (i.e. scores of 6.6–10) did not perceive the narrator significantly different from the way L_1E participants did. All things considered, L_1R participants' English proficiency did not seem to influence their perception of the narrator's sex, with the participants' responses in the six texts in NaSQ being not significantly different from those of L_1E participants. L_1E participants, in turn, similarly to previous studies into GG (e.g., Flaherty, 2001; Nicoladis & Foursha-Stevenson, 2012; Sera et al., 1994), did not seem to be affected by this grammatical property, generally, perceiving the narrator's sex randomly in the six texts.

Participants' comments on their choices

Comments explaining participants' choices in NaSQ have indeed proved to be an informative and insightful source of understanding what these decisions were motivated by. Apart from some idiosyncratic—and verily amusing—comments reflecting participants' personal beliefs as to what characterises males and females, and endowing men with a greater propensity to eat and not to use pencils, and portraying women as more likely candidates for moving to a village and buying pens, both L_1E and L_1R participants seemed to rely on what is known as "women's speech" (Lakoff, 1973) and "a woman's sentence" (Tannen, 1990; Woolf, 1929) in ascertaining the narrator's sex. In the absence of clear-cut cues to the narrator's sex in the texts, some participants attended to whether the texts were more likely to have been said by a woman or constructed in a manner typical of a woman. Lakoff (1973) characterised women's language as being prone to hesitation and as being disjointed and repetitive. Indeed, texts that to some participants seemed to demonstrate lack of order or assertiveness in the narrator's actions were regarded as told by a woman. Similarly, texts that participants considered to be more descriptive, detailed, and verbose to the extent of sounding vague (Tannen, 1990) were also

perceived as narrated by women. Interestingly, the same texts perceived by some participants as told by a female (e.g., “Sets the scene and creates atmosphere even though topics aren't related” by a 23-year-old female) were characterised as coherent, factual, and emanating logical reasoning of the narrator by other participants, making them eventually believe that the narrator was a male (e.g., “A man is more likely to list each thing he did rather than the ones that are relevant to the anecdote that's coming up” by a 44-year-old female or “Very matter of fact, so I think male for that reason” by a 26-year-old female).

Along with the particularities of male and female speech and line of reasoning, some participants were guided by English and Russian grammar rules to ascertain the narrator’s sex. These participants responded that the narrator could be of either sex, as the lack of any personal pronouns in the texts (e.g., him, her, etc.) or absence of gender marking on English verbs (e.g., *купил*$_{\text{MASC}}$ “bought” vs. *купила*$_{\text{FEM}}$ “bought”) made it impossible to predict the narrator’s sex with any degree of certainty. None of the participants, however, mentioned employing GG information in a strategic manner as a cue for task completion, which has been reported in several studies into GG effects on perception (e.g., Bender et al., 2016; Imai et al., 2014; Saalbach et al., 2012). This is likely to mean that the task was designed in a way that prevented participants from drawing on GG as a possible aid for sex-checking and tapped into the participants’ intuition. L_1R participants’ prevalent response that the texts could equally be told by either sex appears to prove this to be true.

Another common comment among L_1R participants that the texts were more likely to have been told by a child rather than by a man or a woman, which basically desexualises a child, puzzled me. Having perused Russian scientific literature, I was unable to find any evidence to account for such sex-neutral perception of children. A possible explanation comes from English, which participants made use of to complete the task. McConnell-Ginet (2014) notes that in English the pronoun “it” sometimes serves generically with antecedents like “baby” or “child” and occasionally refers to very young humans—specifically, when their sex is unknown (e.g., “Is it a boy or a girl?”). Although McConnell-Ginet admits that using “it” sounds dehumanising even if speaking about a very young human and is “almost always an act of derision” (p. 23), sentences, such as “A new baby will automatically curl its fingers round any object it touches” (*Cambridge Advanced Learner’s Dictionary*, 2008, p. 342), “She was holding the baby, cradling it and smiling into its face” (*Oxford Dictionary of English*, 2010, p. 929), or “It was kicking all night” (an example from *Parents* (n.d.), a web forum dedicated to parenting) are not uncommon in modern English. Therefore, I assumed that L_1R participants might have been aware of and, consequently,

influenced by such perception of young children's sex in English, perceiving supposedly sex-neutral texts as told by a child, a sexless human being. In sum, the fact that most participants struggled to ascertain the narrator's sex from the presumably sex-neutral texts does seem to point to a possibility of generating texts not evoking strong male or female biases, although, as noted above, some individuals still tend to see people of a specific sex behind descriptive, coherent, hesitant, and logical utterances.

CHAPTER VI: CONCLUSION

This chapter starts with a review of the purpose and findings of the present study. The pedagogical implications of the study are provided next. The chapter closes with methodological limitations of the study and suggestions for further research.

6.1 Review of the purpose and findings of the study

The purpose of the study was to explore whether RGG provides a predictive basis for the judgments of RSEs about the perceptual sex of the narrator in FPS English texts. To this end, both quantitative and qualitative data were collected. The results of this exploration showed that RGG made no significant difference to the perception of the narrator's sex by RSEs. However, RSEs were observed to perceive the narrator's sex differently depending on whether the task explicitly required them to choose from three alternatives or elicited their assumptions without their conscious awareness. L_1R male participants were found to attribute their own sex to the narrator only in NaSQ. No such association was witnessed for L_1R female participants in either questionnaire. The study revealed no effect of RSEs' English proficiency on their perception of the narrator's sex. L_1E participants (i.e., the control group) were not affected by RGG, perceiving the narrator's sex arbitrarily.

6.2 Pedagogical implications

As noted in Chapter II, the use of sex-unbiased language, generally maintained through neutralisation and by publishers and authors following guidelines on avoiding stereotypical representations of men and women in publications, is believed to greatly contribute to male bias reduction, although, avowedly, far from being perfect. NoSQ, conceived of by me as an uncomplicated tool that would elicit words not evoking sex biases and thus allowing for drawing nearer to the sex-neutral language sought for, proved only half-efficient. Participants' responses and comments demonstrate that perceiving the narrator's sex is a complex process that involves employing different cues and contextual information that vary from person to person, and is definitely not constrained to drawing upon language items alone (Cameron, 1985). This seems to suggest that, in constructing sex-neutral FPS texts for EFL textbooks, those involved should attend not only to the sex-laden connotations of the words used but also to the stylistics of these texts. Several previous works that have provided an elaborate analysis of the relationship between the sex of a character in a text and the syntax of their speech (e.g., Gershuny, 1982; Merideth, 1987) and identified rhetorical patterns of style assigned by sex (e.g., Brown, 1980; Coates, 2015; Pfeiffer, 1985) could be of substantial assistance. Moreover, apart from the

internalisation of unequal sex representations in EFL materials by English learners, leading to affecting their attitudes to either sex (see Section 2.2), exposure to texts perceived as told by a male/female narrator and reflecting typically male/female behaviours and viewpoints may result in learners' unwillingness to acquire the "opposite-sex-tinged" vocabulary from the texts. Just as men and women in Bem & Bem (1973) were discouraged by sex-biased wording in job advertisements from applying for opposite-sex occupations for which they might well be qualified, English learners might find texts exuding sex biases irrelevant to their current and further learning experiences. Although Spender (1982) asserts that "If sexism were to be removed from the curriculum, there would be virtually nothing left to teach" (p. 3), I echo Merideth's (1987) perspective that it is teachers who have the responsibility to be conscious of the socialising power of language and to cultivate that consciousness in their learners through analysis of both the content and context of the texts they teach. Finally, considering the observed rigidity of implicit male bias in the minds of RSEs in reading presumably sex-neutral texts, I suggest that FPS texts where the narrator's sex is unspecified should, with equal frequency, be accompanied by male or female images (UNESCO, 2003). This would explicitly prime learners for about whom the texts will be and what this person's sex is. In my mind, this can ensure an equal sex representation in textbooks and minimise the "default male" bias (Perez, 2019, p. 7), otherwise latently perpetuated and automatically fitted to texts, in actuality, equally likely to be narrated by—or representing—either sex.

6.3 Limitations and suggestions for further research

Since the present study was, to the best of my knowledge, first to explore whether RGG has an effect on the perception of the sex of the narrator of a text in English, it was subject to several potential methodological weaknesses. Firstly, participants in the study were recruited through a combination of volunteer and snowball sampling techniques and primarily consisted of my network of personal contacts, which might have produced findings with low generalisability. Although the online survey method has been advisable due to the COVID-19 pandemic—and because it offers the opportunity to reach a large number of respondents within a short time and at minimal cost, future studies employing a probability sampling method (e.g., random sampling) could obtain results providing a more accurate reflection of the population (de Vaus, 2013; Dörnyei & Taguchi, 2009). In addition, respondents with no Internet access, who were left out of the present study, might also be a valuable asset to future research (Coomber, 1997).

Secondly, a relatively small sample size of L_1E participants in NaSQ (n = 29)[5], as well as the fact that most of them (23) spoke British English, when the texts in the questionnaires contained nouns perceived as sex-unbiased mostly by American English speakers (19 out of 20) in NoSQ, might have also affected the accuracy of the study findings. Future research recruiting L_1E participants distributed proportionally in terms of the English variety they speak is suggested. Thirdly, instead of using words that can be construed broadly in control texts, as witnessed by the word "dress" in TranQ, future studies should use words with a narrower interpretation (e.g., "skirt"). Fourthly, future research ought to control for the possible confounding effects of speaking and writing styles characteristic of men and women, which I neglected to do in the present study, although while constructing the texts, every endeavour to make the texts look as similar as possible was made. Fifthly, the limitation acknowledged at the outset of this study was that it was conducted and supervised by males. Although both the supervisor and I did our utmost to remain sex-unbiased during the course of the study, as the findings suggest, the possibility that some implicit prejudice might have been at play unbeknownst to us cannot be ruled out (see Cislak et al., 2018; Handley et al., 2015, for evidence of how a researcher's sex can affect a study). Therefore, future studies undertaken by researchers of both sexes are required. Finally, since the present study explored whether RGG influences the perception of the sex of the narrator of an English text by RSEs, it would be interesting to see studies investigating such an effect among speakers of other GG languages. Although I realise that the present study was conducted in the hopes of arriving at—admittedly, provisional and requiring further substantiation—answers to the research questions proposed, future research that will take the limitations discussed above into account and, correspondingly, adopt an improved methodology, is called for.

[5] An a priori power analysis using G*Power version 3.1.9.7 (Faul et al., 2007) for the Chi-square test with a medium effect size (d = 0.5) and an alpha of .05 revealed that a total sample of 62 participants, with two equal-sized groups of 31, was required to achieve a power of .95.

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APPENDICES

Appendix A: A text from Brown, R., & Richards, L. (2011). IELTS advantage writing skills: A step-by-step guide to a high IELTS writing score. Delta Publishing.

Getting away from it all

1 When I graduated from university a few years ago, I didn't really have any concrete plans for the future. A lot of my friends already had jobs lined up and went straight to work, but things weren't so clear-cut for me. After studying hard for three years, I just wanted to take my time before I rushed into making any decisions about my career.

2 London is great, but after growing up there, then spending my student years in the capital, I decided that I needed a change of scenery. I started to look into the possibility of taking a gap year and did a bit of research. In my mind, it would be a good way to buy me some time to think things through. And of course, on top of that, I was very excited about the opportunity to have an adventure! I also knew that having a year out wouldn't really harm my job prospects because employers generally look favourably on it.

3 One night I was out with some friends and I got talking to a guy called Ian. He told me that he had been living and working out in New York for the past six months on an international exchange programme. He was working for a market-research company in the centre of Manhattan and living with a group of other British people who were also carrying out work placements in the city. It sounded right up my street and just the kind of opportunity I was looking for. I took some contact details from Ian, and within a week I had applied for a position on the scheme. A month or so later, I was called for an interview and the rest, as they say, is history!

4 Arriving in New York after all that hard work at university was an unforgettable experience. I'll never forget standing on Fifth Avenue for the first time and looking up at the Empire State Building while yellow taxis raced up and down. I felt like I was in a scene from a movie. I had to pinch myself.

5 Even though it was the first time I had spent an extended period of time away from home, the first few months passed by very quickly. Looking back, it was probably down to the fact that there were lots of other British people around. I had a kind of instant social life. I think because we were all a long way from home and starting afresh, we quickly bonded and became good friends. New York has so much to offer, and soon I had started to discover new interests. My friends back in England laughed when I told them about my cocktail-making classes at night school! I love hip-hop music and street art, so it was easy for me to immerse myself in the New York culture.

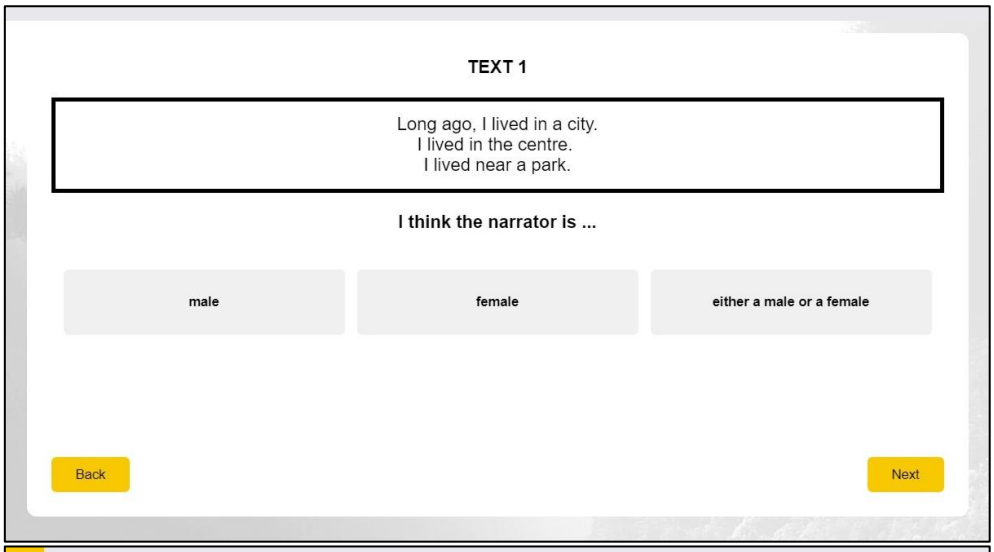
6 Although my work placement wasn't exactly what I had expected, I gained valuable experience and knew that whatever happened, it would look good on my CV. Anyway, my year abroad was more about the chance to broaden my horizons and consider my future options than about the work.

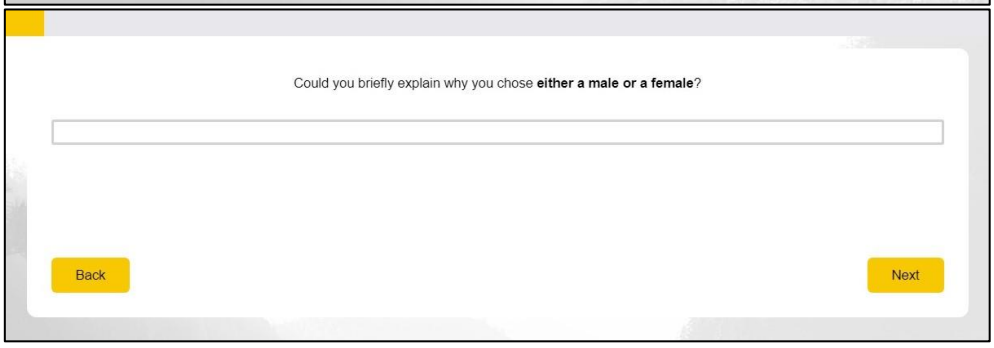
7 I can't say everything about my New York adventure was plain sailing. There were times when I really missed my family and friends. If I had a bad day or was just feeling down, I didn't have the same support network of friends that I could go to back at home to cheer me up. Having said that, I was able to keep in contact with everyone fairly regularly via phone or email, so I was never too homesick.

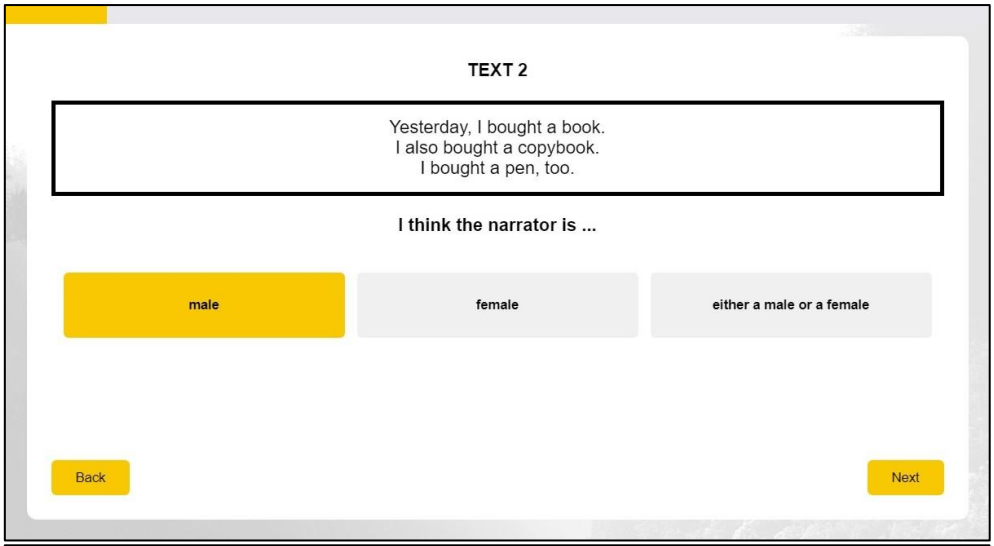
8 On the whole, I would describe my year in New York as a life-changing experience and an opportunity that I'm happy to say I made the most of. I got the chance to live in one of the most vibrant and cosmopolitan cities in the world, I became a much more outgoing person and, above all, I made lots of great friends along the way. I certainly don't regret my decision to go.

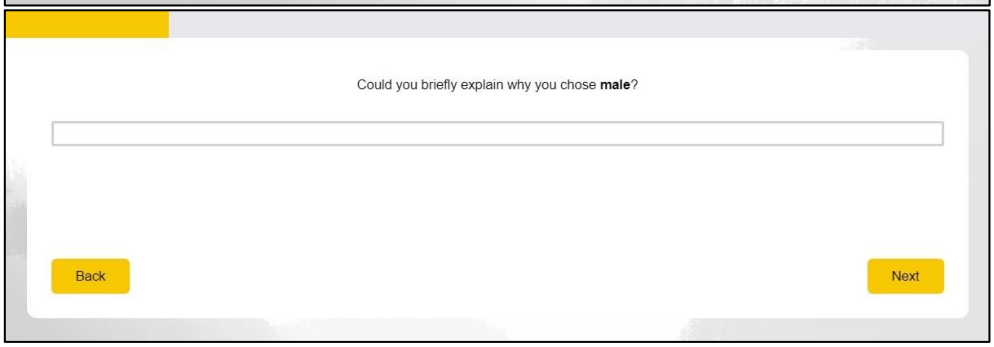
Appendix B: NaSQ – Main task (English)

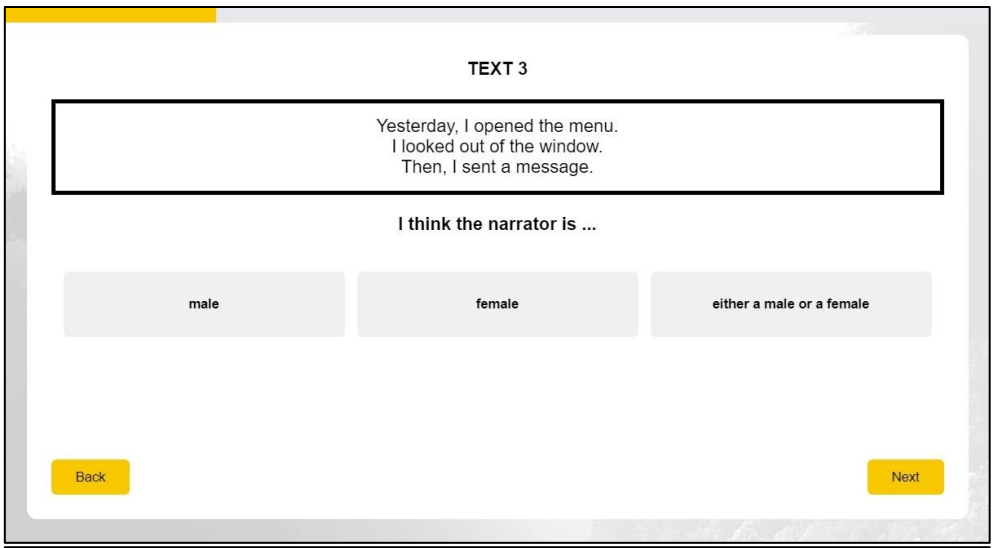


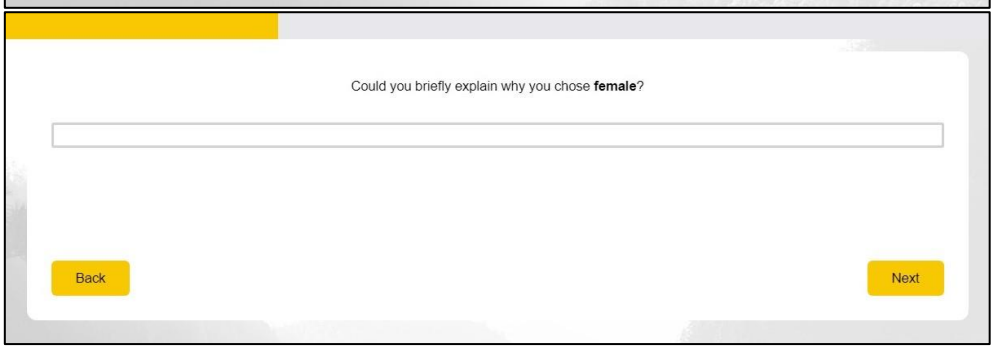





TEXT 2
Yesterday, I bought a book.
I also bought a copybook.
I bought a pen, too.
I think the narrator is ...
male
female
either a male or a female
Back
Next


Could you briefly explain why you chose male?
Back
Next


TEXT 3
Yesterday, I opened the menu.
I looked out of the window.
Then, I sent a message.
I think the narrator is ...
male
female
either a male or a female
Back
Next


Could you briefly explain why you chose female?
Back
Next

TEXT 4

Long ago, I lived in a city.
I lived in the centre.
But then I moved to a village.

I think the narrator is ...

male	female	either a male or a female

Back Next

Could you briefly explain why you chose **either a male or a female**?

Back Next

TEXT 5

Yesterday, I bought a copybook.
I also bought a pen.
I didn't buy a pencil.

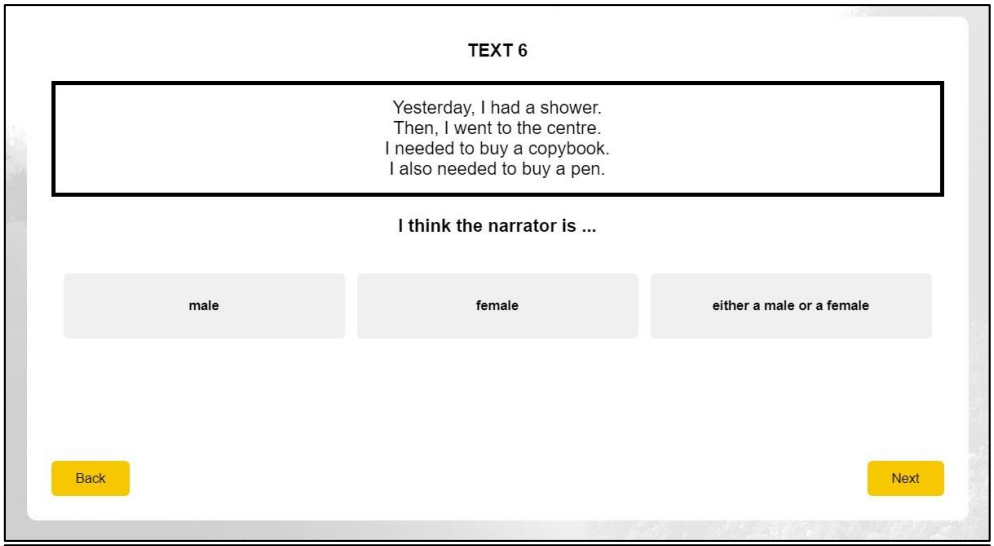
I think the narrator is ...

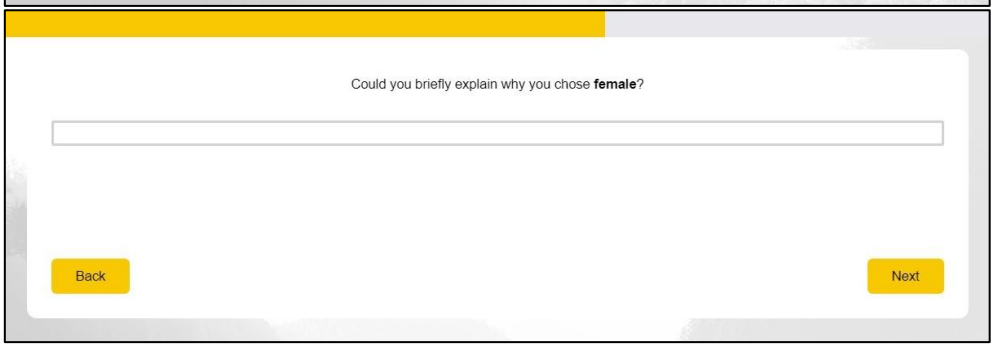
male	female	either a male or a female

Back Next

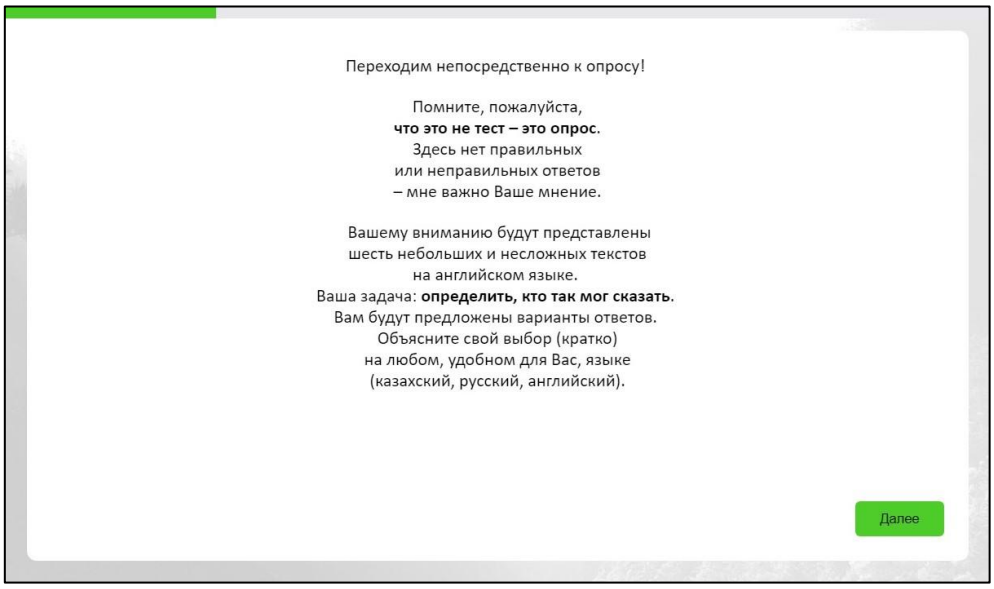
Could you briefly explain why you chose **male**?

Back Next

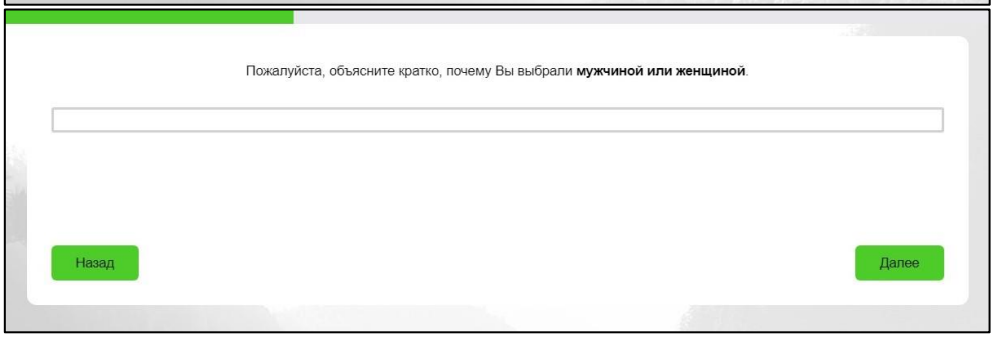

TEXT 6
Yesterday, I had a shower.
Then, I went to the centre.
I needed to buy a copybook.
I also needed to buy a pen.
I think the narrator is ...
male
female
either a male or a female
Back
Next

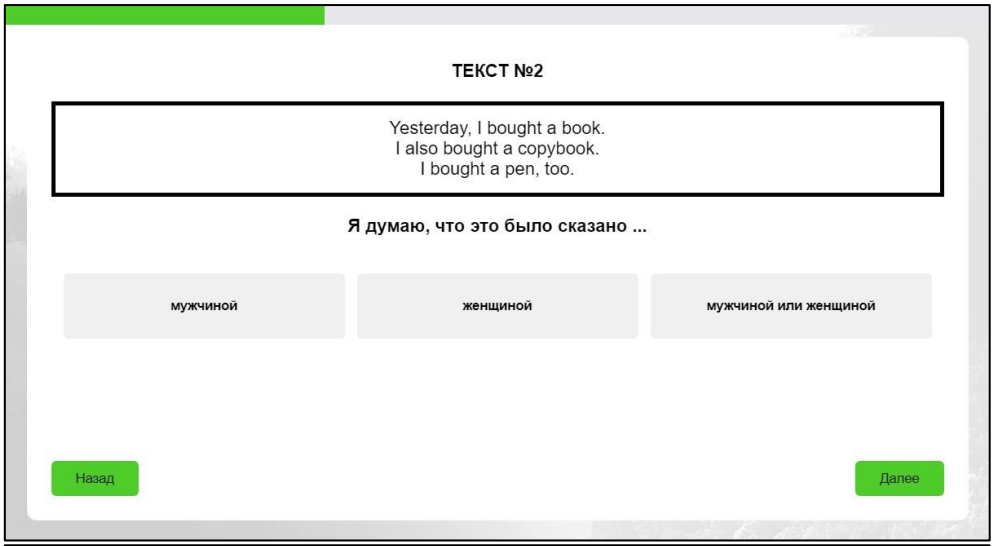

Could you briefly explain why you chose female?
Back
Next

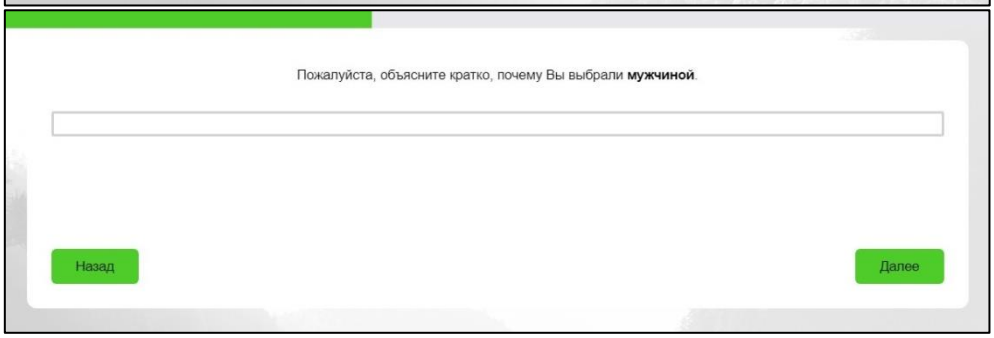
Appendix C: NaSQ – Main task (Russian)

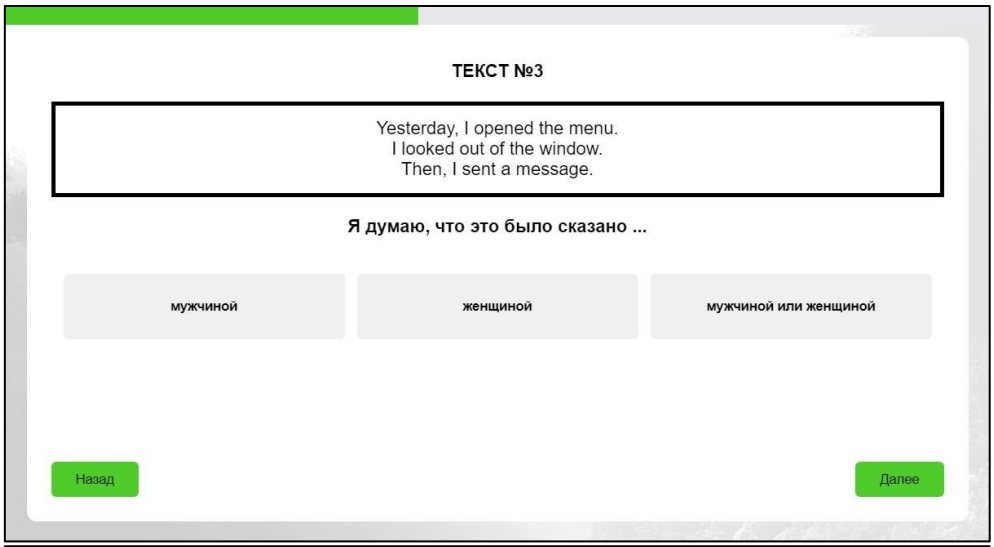


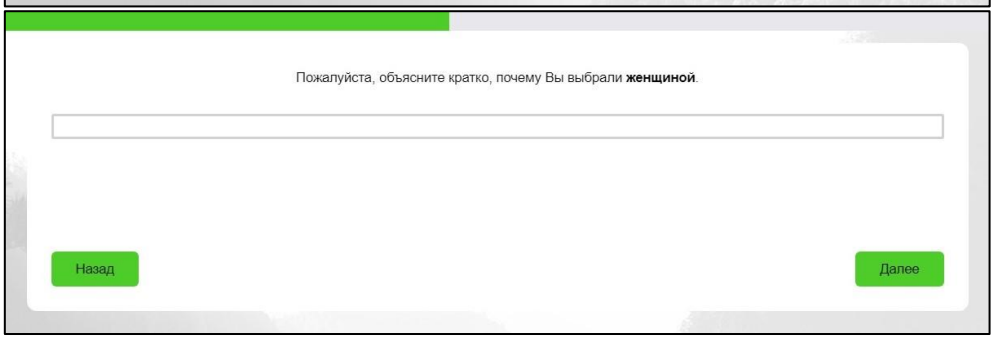


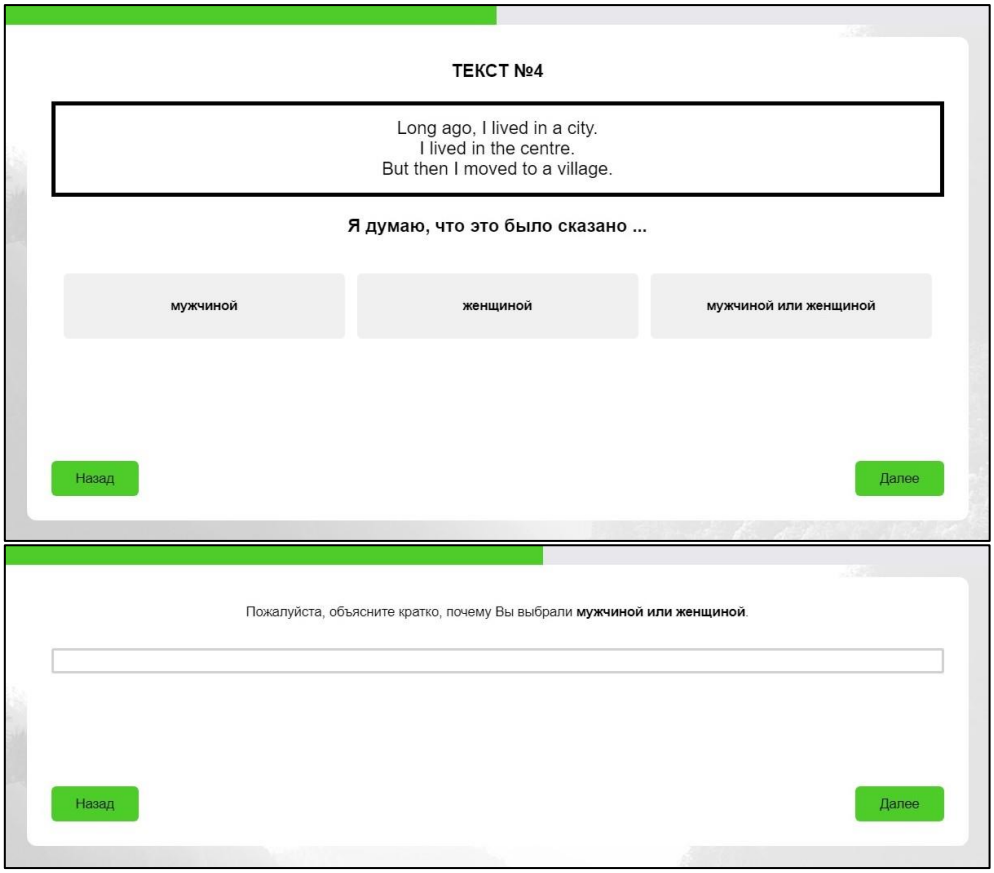


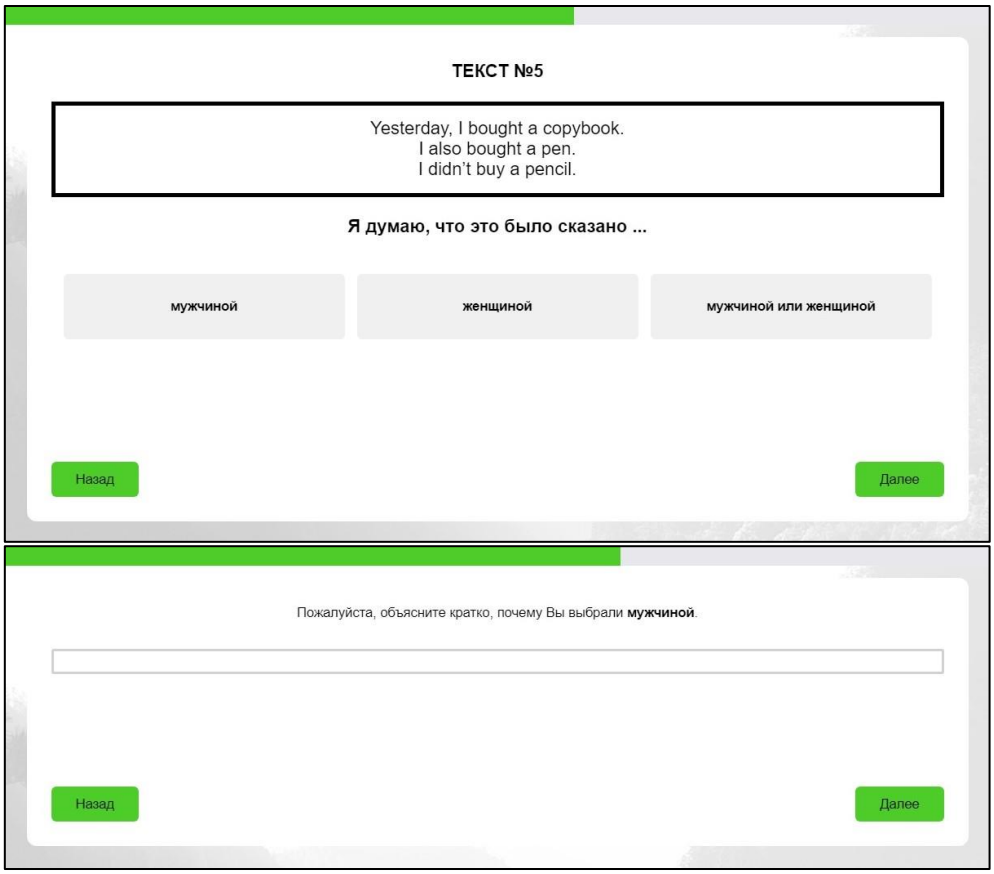

ТЕКСТ №2
Yesterday, I bought a book.
I also bought a copybook.
I bought a pen, too.
Я думаю, что это было сказано ...
мужчиной
женщиной
мужчиной или женщиной
Назад
Далее

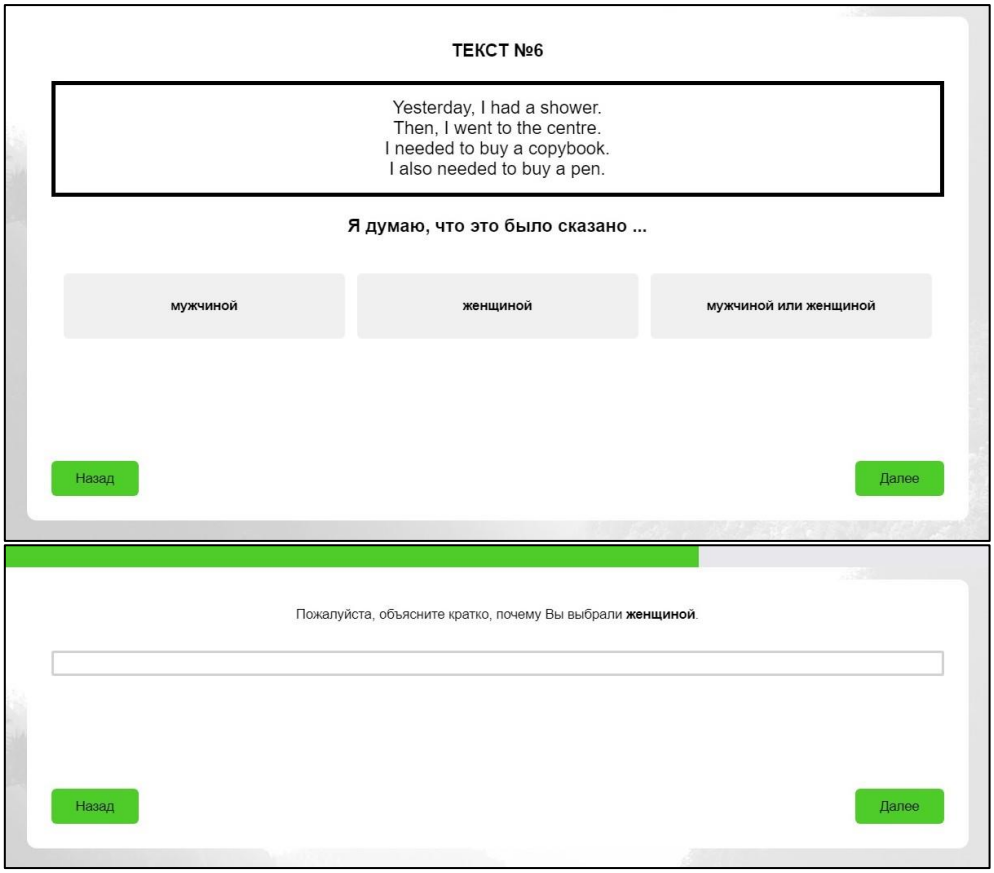

Пожалуйста, объясните кратко, почему Вы выбрали мужчиной.
Назад
Далее


ТЕКСТ №3
Yesterday, I opened the menu.
I looked out of the window.
Then, I sent a message.
Я думаю, что это было сказано ...
мужчиной
женщиной
мужчиной или женщиной
Назад
Далее


Пожалуйста, объясните кратко, почему Вы выбрали женщиной.
Назад
Далее

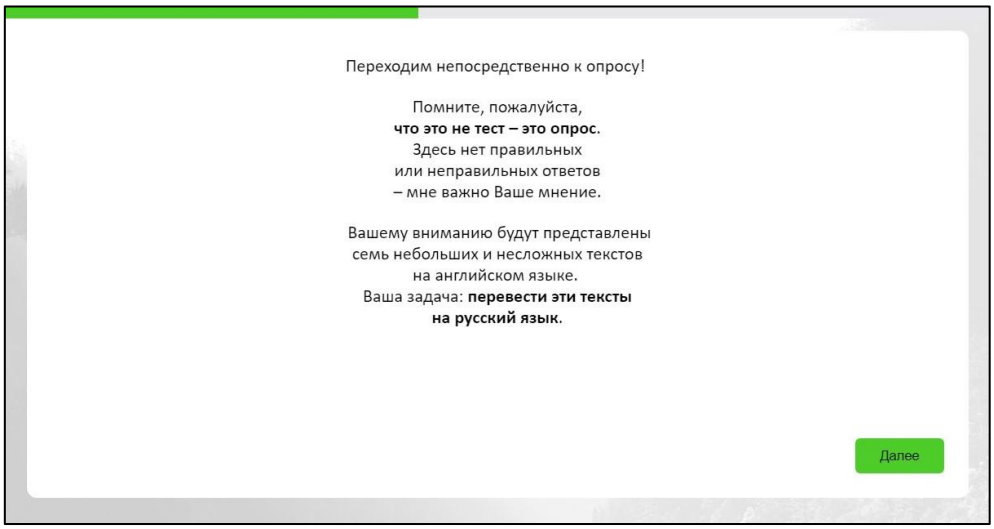

ТЕКСТ №4
Long ago, I lived in a city.
I lived in the centre.
But then I moved to a village.
Я думаю, что это было сказано ...
мужчиной
женщиной
мужчиной или женщиной
Назад
Далее
Пожалуйста, объясните кратко, почему Вы выбрали мужчиной или женщиной.
Назад
Далее

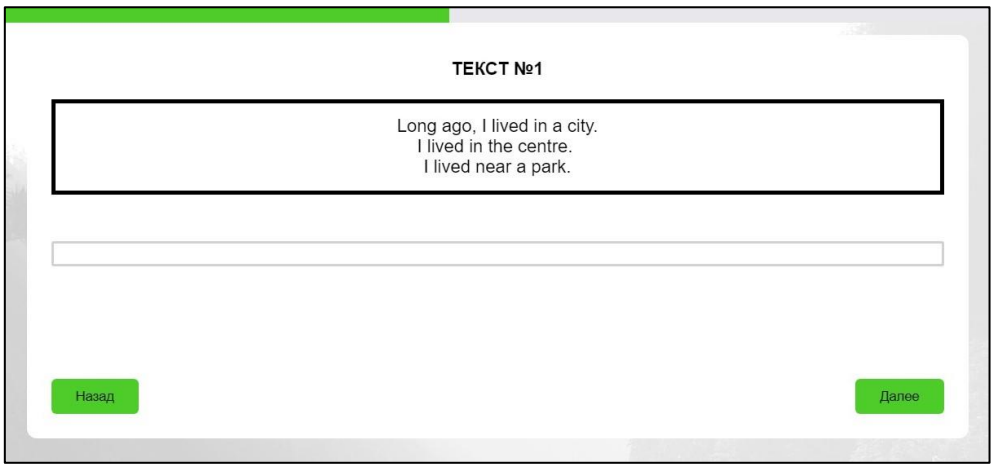

ТЕКСТ №5
Yesterday, I bought a copybook.
I also bought a pen.
I didn't buy a pencil.
Я думаю, что это было сказано ...
мужчиной
женщиной
мужчиной или женщиной
Назад
Далее
Пожалуйста, объясните кратко, почему Вы выбрали мужчиной.
Назад
Далее

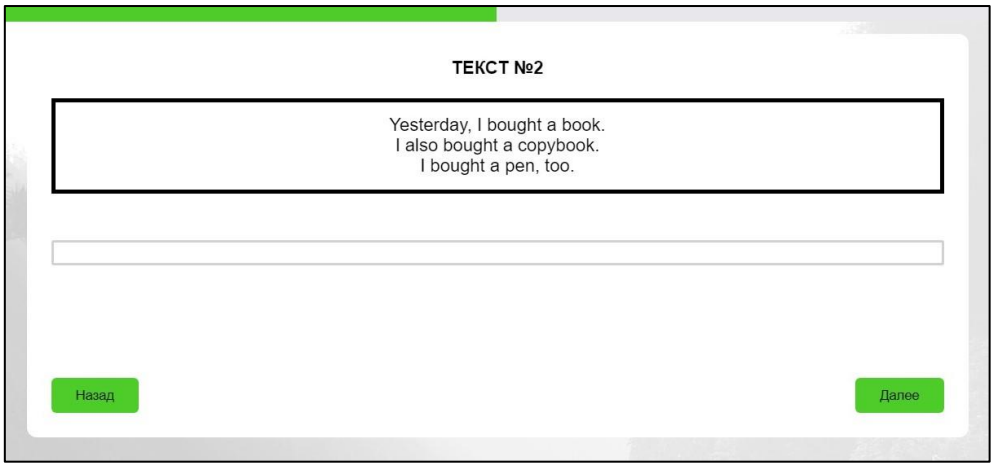

ТЕКСТ №6
Yesterday, I had a shower.
Then, I went to the centre.
I needed to buy a copybook.
I also needed to buy a pen.
Я думаю, что это было сказано ...
мужчиной
женщиной
мужчиной или женщиной
Назад
Далее

Пожалуйста, объясните кратко, почему Вы выбрали женщиной.
Назад
Далее

Appendix D: TranQ – Main task (Russian)







ТЕКСТ №3

Yesterday, I opened the menu.
I looked out of the window.
Then, I sent a message.

Назад Далее

ТЕКСТ №4

Long ago, I lived in a city.
I lived in the centre.
But then I moved to a village.

Назад Далее

ТЕКСТ №5

Yesterday, I bought a copybook.
I also bought a pen.
I didn't buy a pencil.

Назад Далее

ТЕКСТ №6

Yesterday, I had a shower.
Then, I went to the centre.
I needed to buy a copybook.
I also needed to buy a pen.

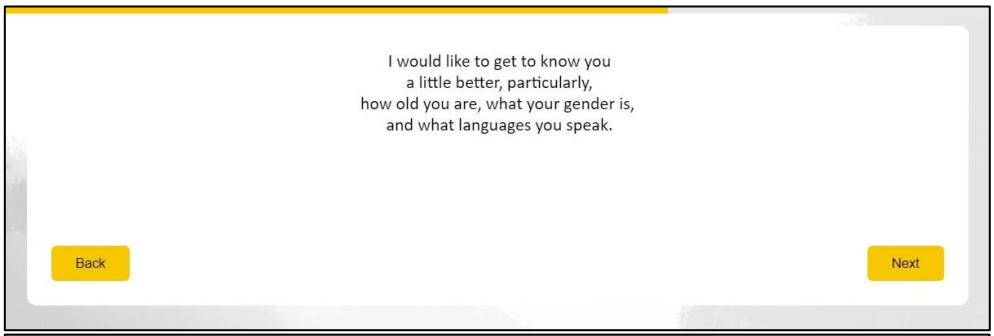
Назад Далее

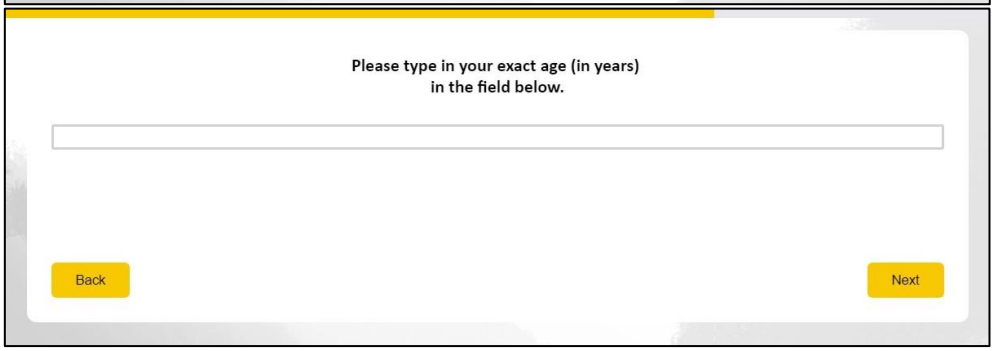
ТЕКСТ №7

Yesterday, I woke up at 8.
I had breakfast.
Then, I put on a dress.

Назад Далее

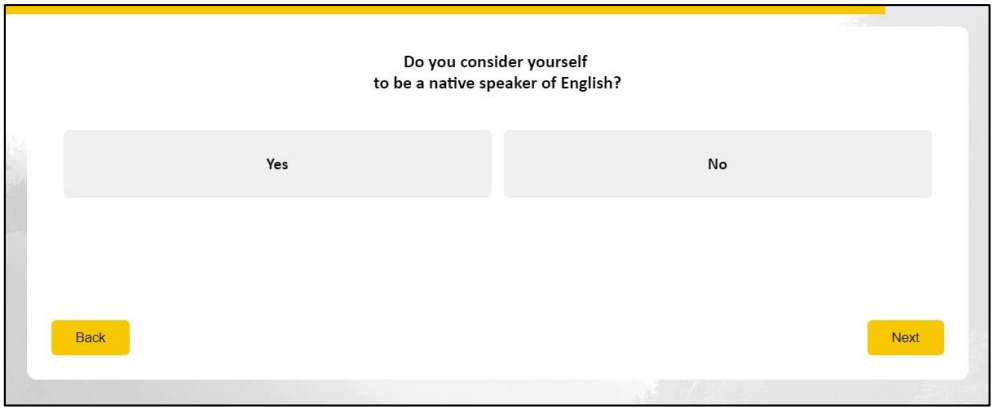
Appendix E: NaSQ – Background information (English)

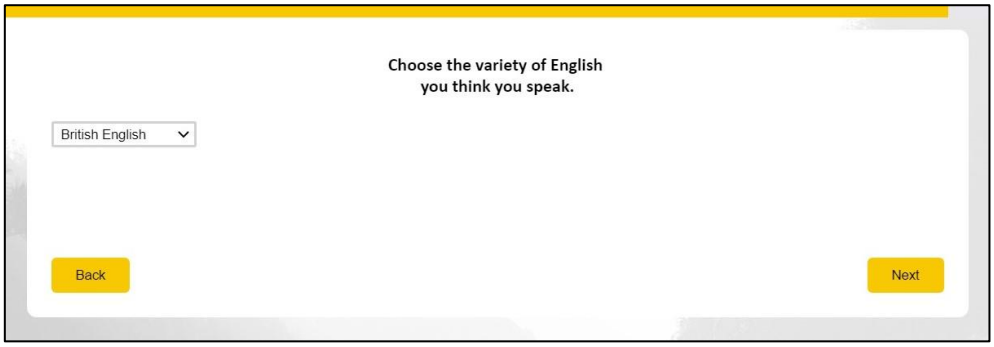


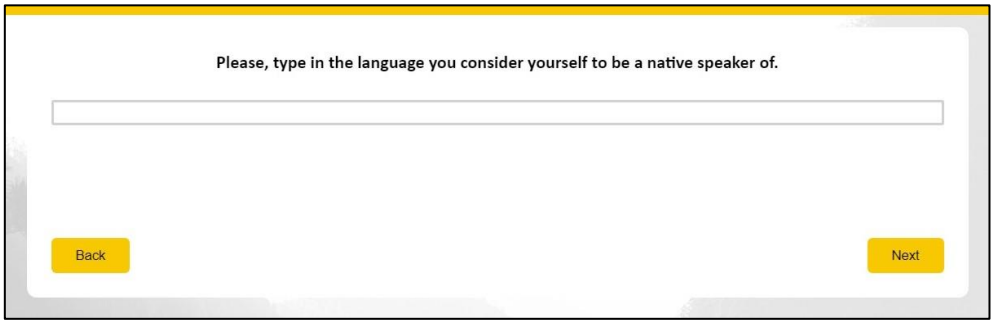







Do you consider yourself
to be a native speaker of English?
Yes
No
Back
Next


Choose the variety of English
you think you speak.
British English
Back
Next


Please, type in the language you consider yourself to be a native speaker of.
Back
Next

I really appreciate your participation
in this survey.
Thank you so much!

If you can share this survey



with your friends,
together we can get the word out
and your help can get me another step closer
to the completion of my master's dissertation!

If you are interested
in the findings of my research project
or would like to ask me a question,
please, feel free to contact me
at [redacted].

Have a nice day!

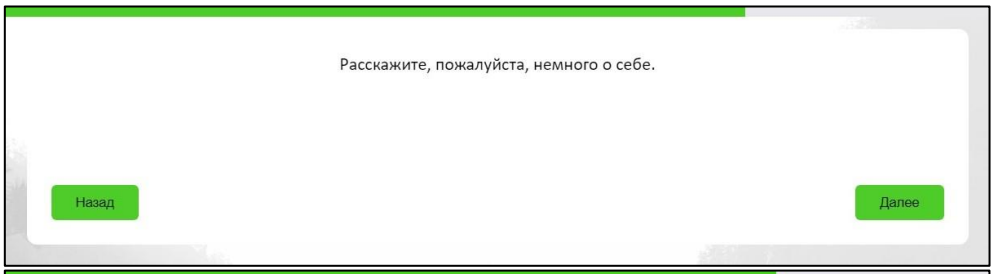
Back Next

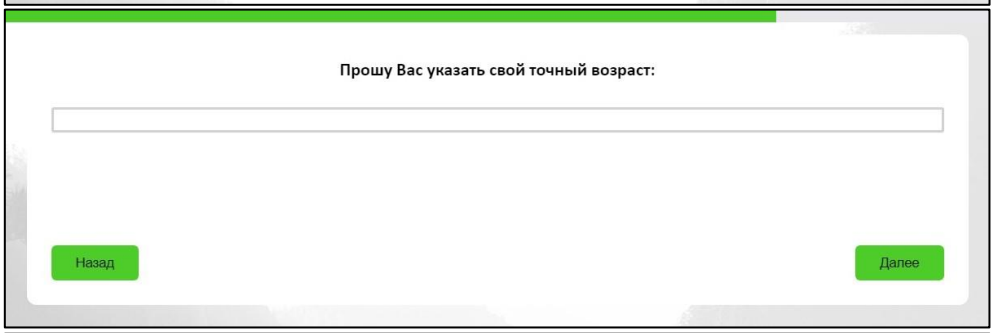
Thank you for your time spent
taking this survey.
Your response has been recorded.

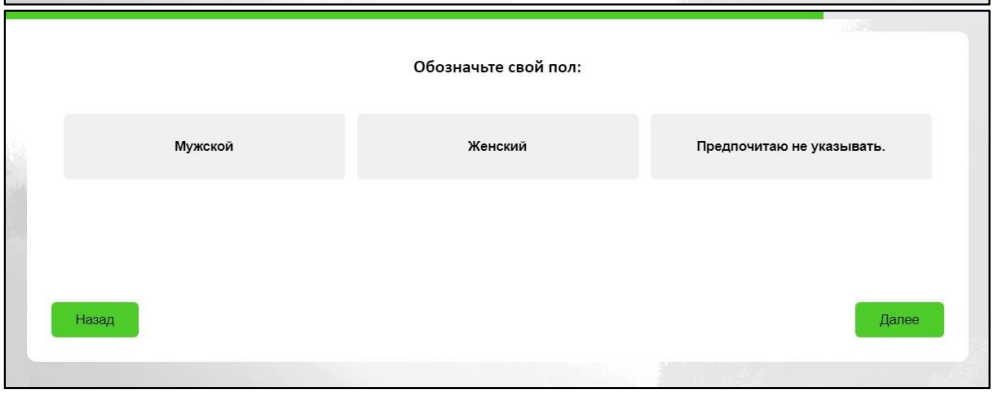
You can end the survey
by closing the browser window.

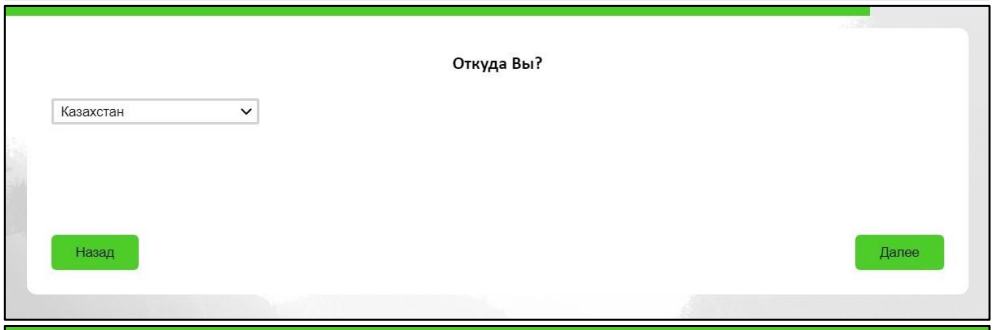
Have a nice day!

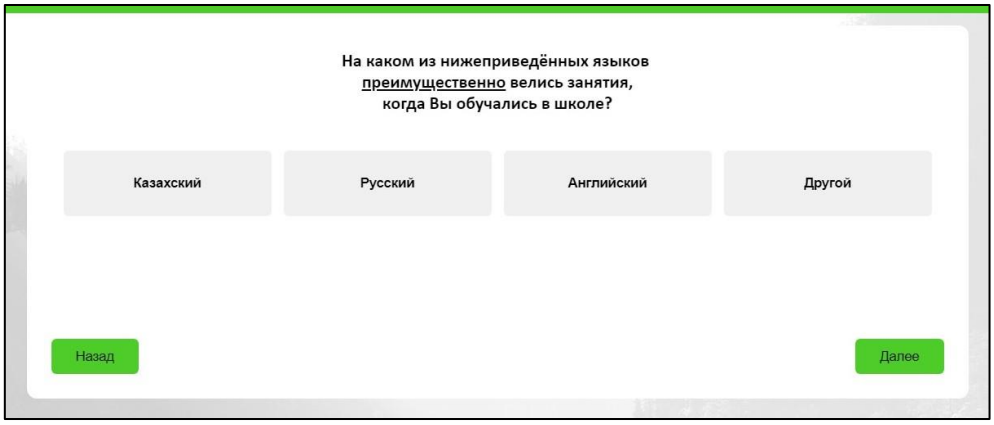
Appendix F: NaSQ and TranQ – Background information (Russian)

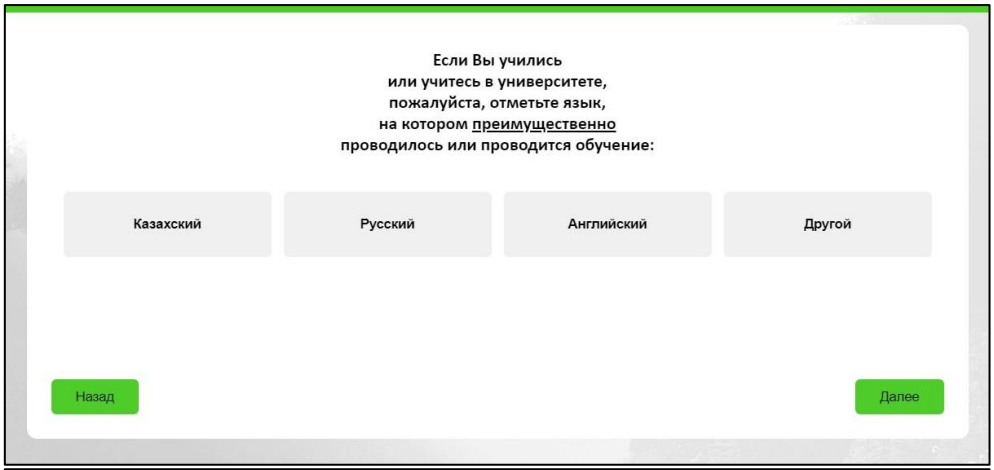


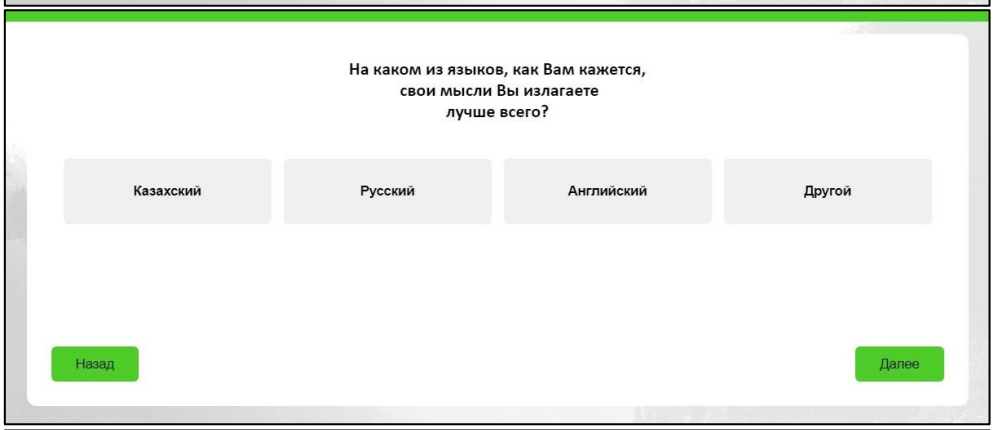


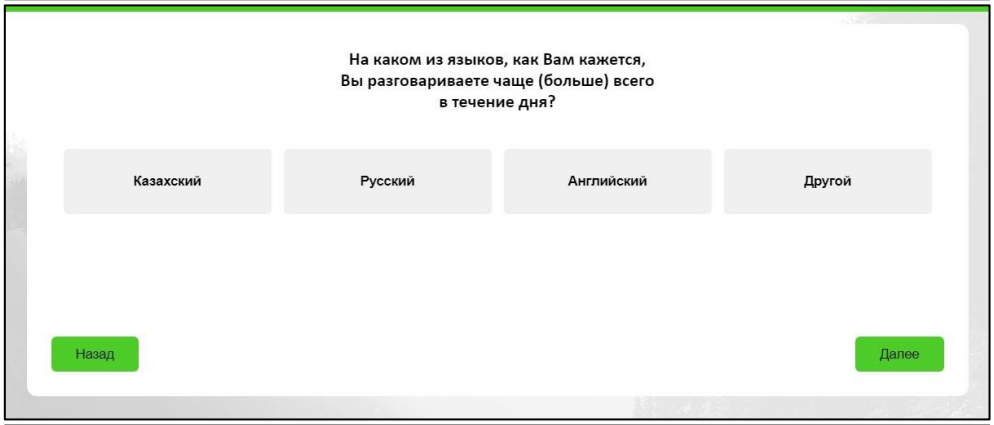


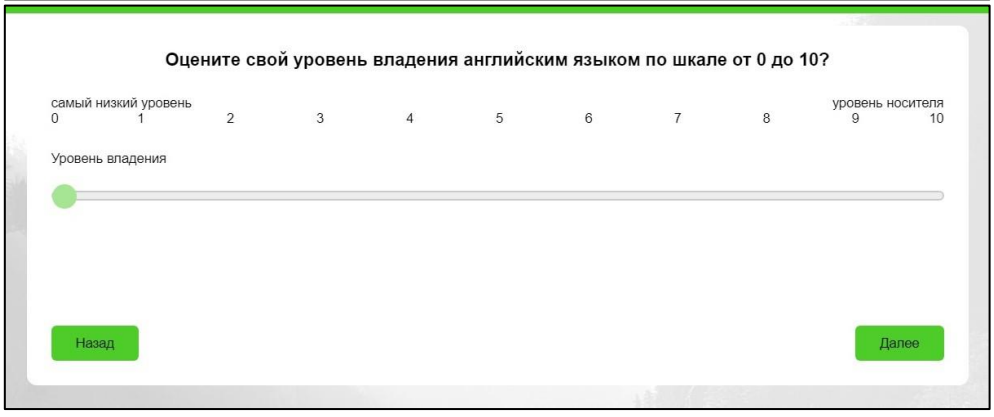


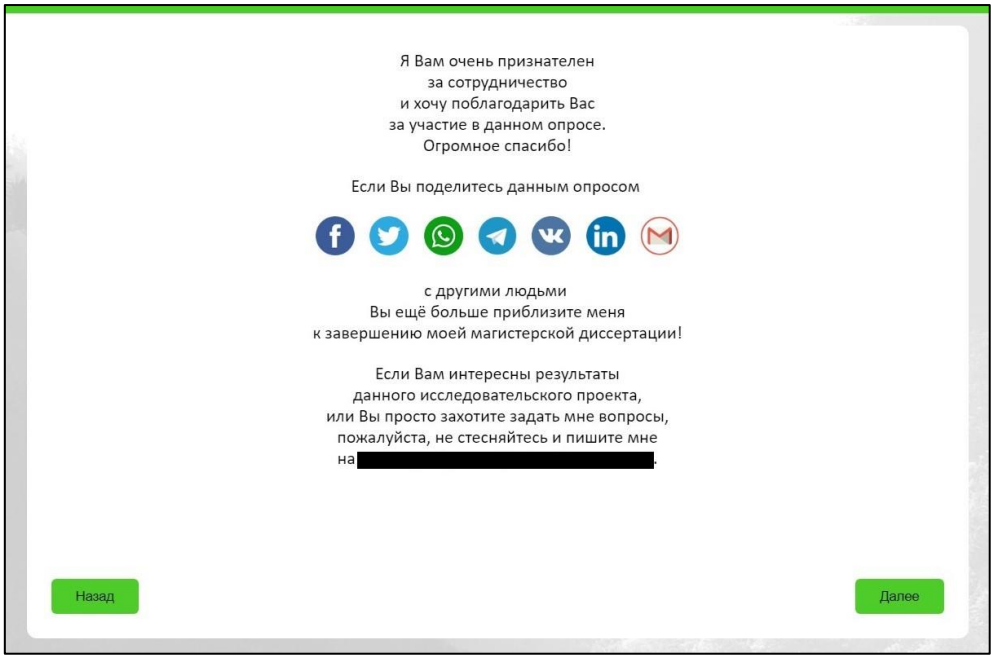


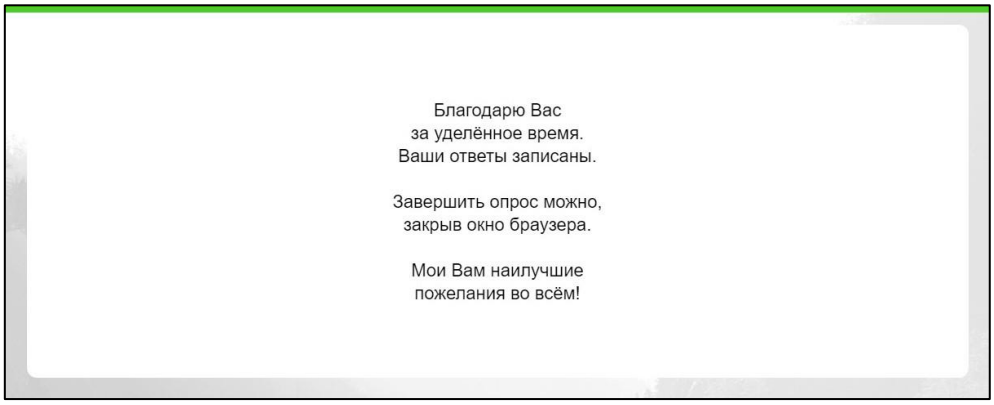

Если Вы учились
или учитесь в университете,
пожалуйста, отметьте язык,
на котором преимущественно
проводилось или проводится обучение:
Казахский
Русский
Английский
Другой
Назад
Далее


На каком из языков, как Вам кажется,
свои мысли Вы излагаете
лучше всего?
Казахский
Русский
Английский
Другой
Назад
Далее


На каком из языков, как Вам кажется,
Вы разговариваете чаще (больше) всего
в течение дня?
Казахский
Русский
Английский
Другой
Назад
Далее


Оцените свой уровень владения английским языком по шкале от 0 до 10?
самый низкий уровень
уровень носителя
0 1 2 3 4 5 6 7 8 9 10
Уровень владения
Назад
Далее


Я Вам очень признателен
за сотрудничество
и хочу поблагодарить Вас
за участие в данном опросе.
Огромное спасибо!
Если Вы поделитесь данным опросом
с другими людьми
Вы ещё больше приблизите меня
к завершению моей магистерской диссертации!
Если Вам интересны результаты
данного исследовательского проекта,
или Вы просто захотите задать мне вопросы,
пожалуйста, не стесняйтесь и пишите мне
на [redacted].
Назад
Далее


Благодарю Вас
за уделённое время.
Ваши ответы записаны.
Завершить опрос можно,
закрыв окно браузера.
Мои Вам наилучшие
пожелания во всём!

Appendix G: Texts 1–7

Text 1: A text with only grammatically masculine nouns (“city”, “centre”, “park”)

Long ago, I lived in a city.

I lived in the centre.

I lived near a park.

Text 2: A text with only grammatically feminine nouns (“book”, “copybook”, “pen”)

Yesterday, I bought a book.

I also bought a copybook.

I bought a pen, too.

Text 3: A text with only grammatically neuter nouns (“menu”, “window”, “message”)

Yesterday, I put the menu down.

I looked out of the window.

Then, I sent a message.

Text 4: A text with two grammatically masculine nouns (“city”, “centre”) and one grammatically feminine noun (“village”)

Long ago, I lived in a city.

I lived in the centre.

But then I moved to a village.

Text 5: A text with two grammatically feminine nouns (“copybook”, “pen”) and one grammatically masculine noun (“pencil”)

Yesterday, I bought a copybook.

I also bought a pen.

I didn’t buy a pencil.

Text 6: A text with two grammatically masculine nouns (“shower”, “centre”) and two grammatically feminine nouns (“copybook”, “pen”)

Yesterday, I had a shower.

Then, I went to the centre.

I needed to buy a copybook.

I also needed to buy a pen.

Text 7: A control text with a noun stereotypically associated with females (“dress”)

Yesterday, I woke up at 8.

I had a shower.

Then, I put on a dress.

Text 8: A control text with a noun stereotypically associated with males (“beard”)

Yesterday, I woke up at 8.

I shaved off my beard.

Then, I had a shower.

Text 9: A control text with a noun stereotypically associated with females (“make-up”)

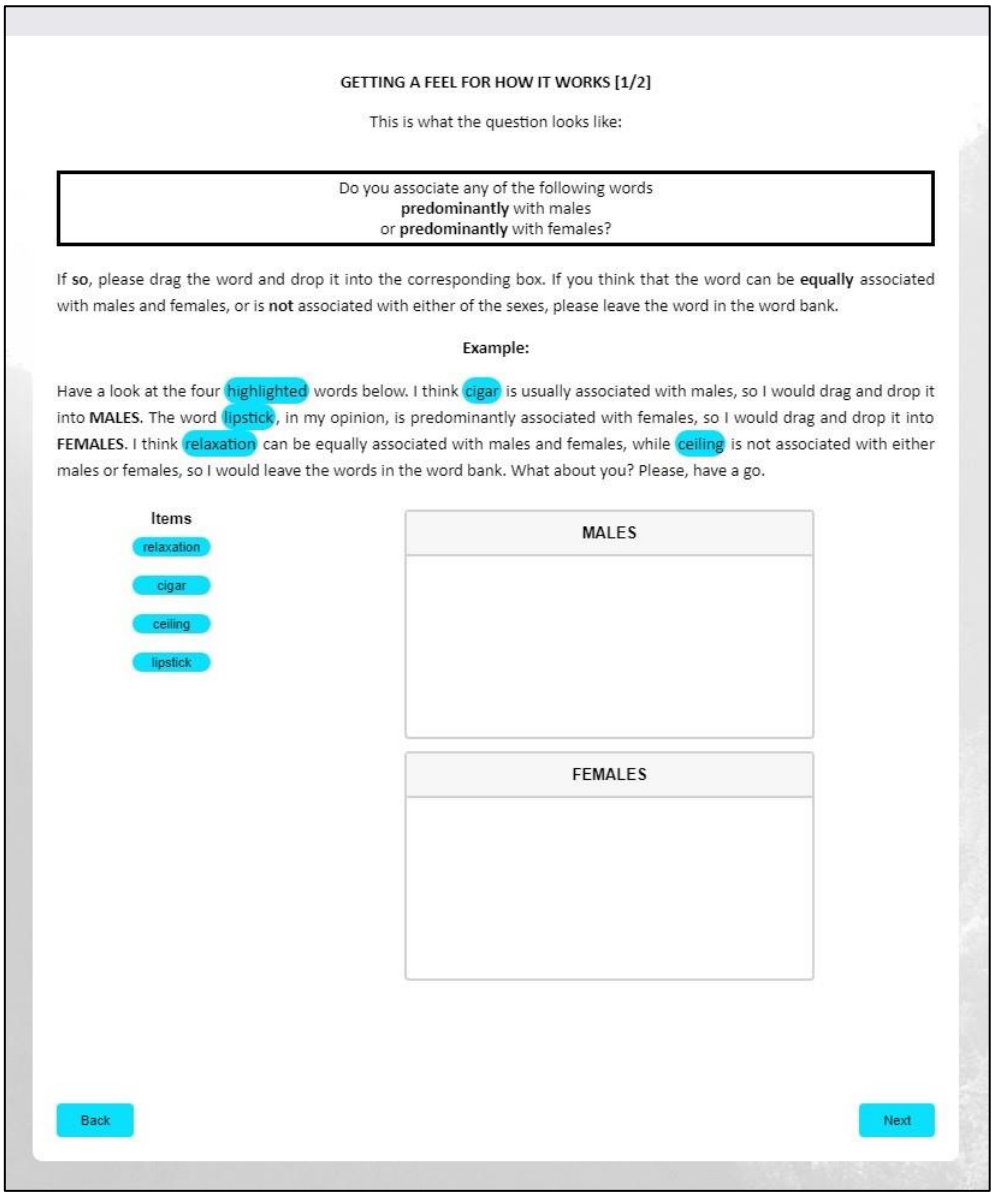
Yesterday, I woke up at 8.

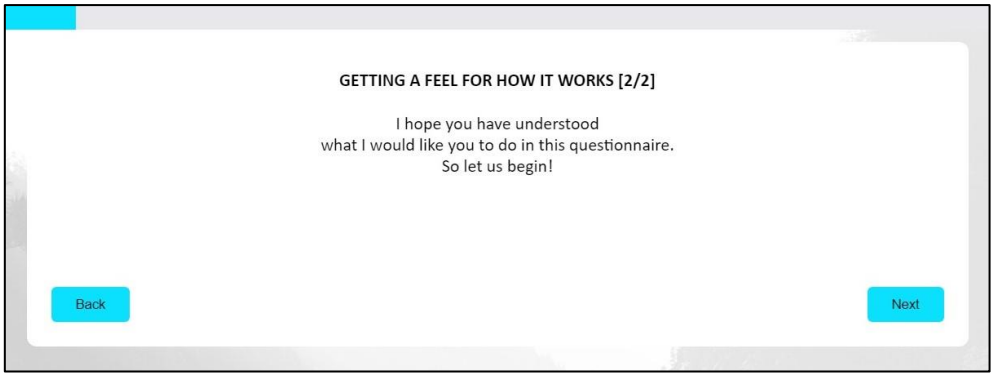
I had a shower.

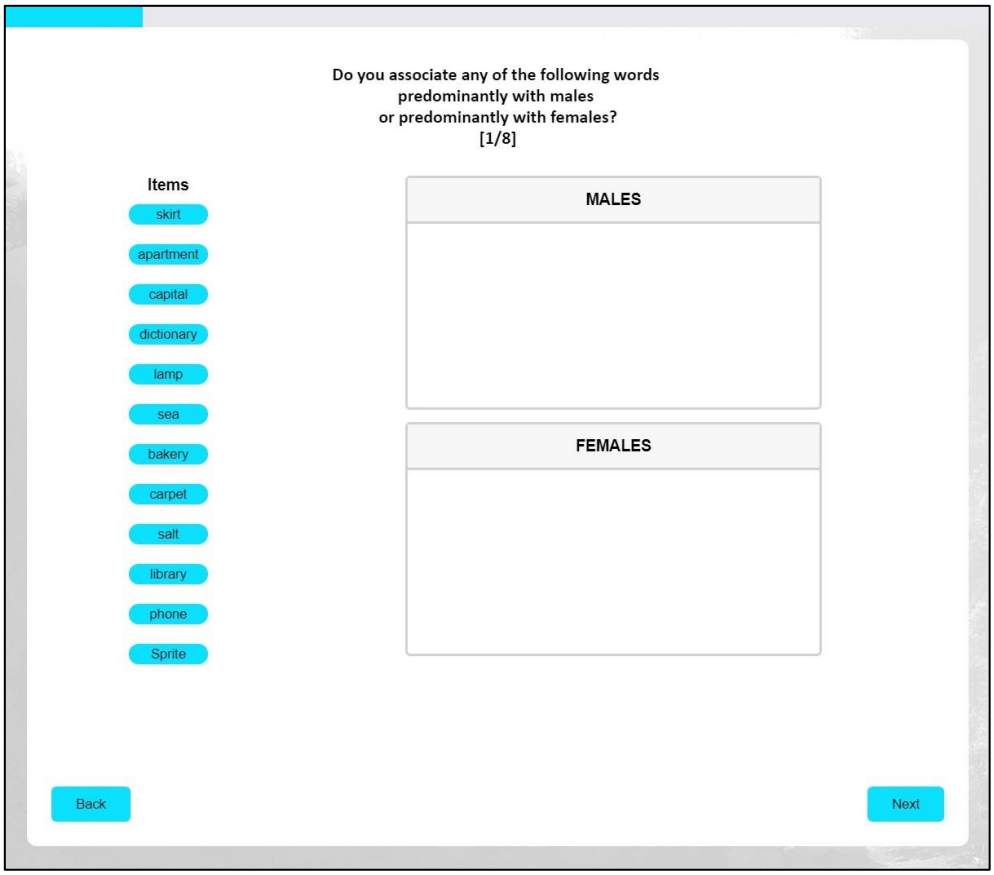
Then, I put on make-up.

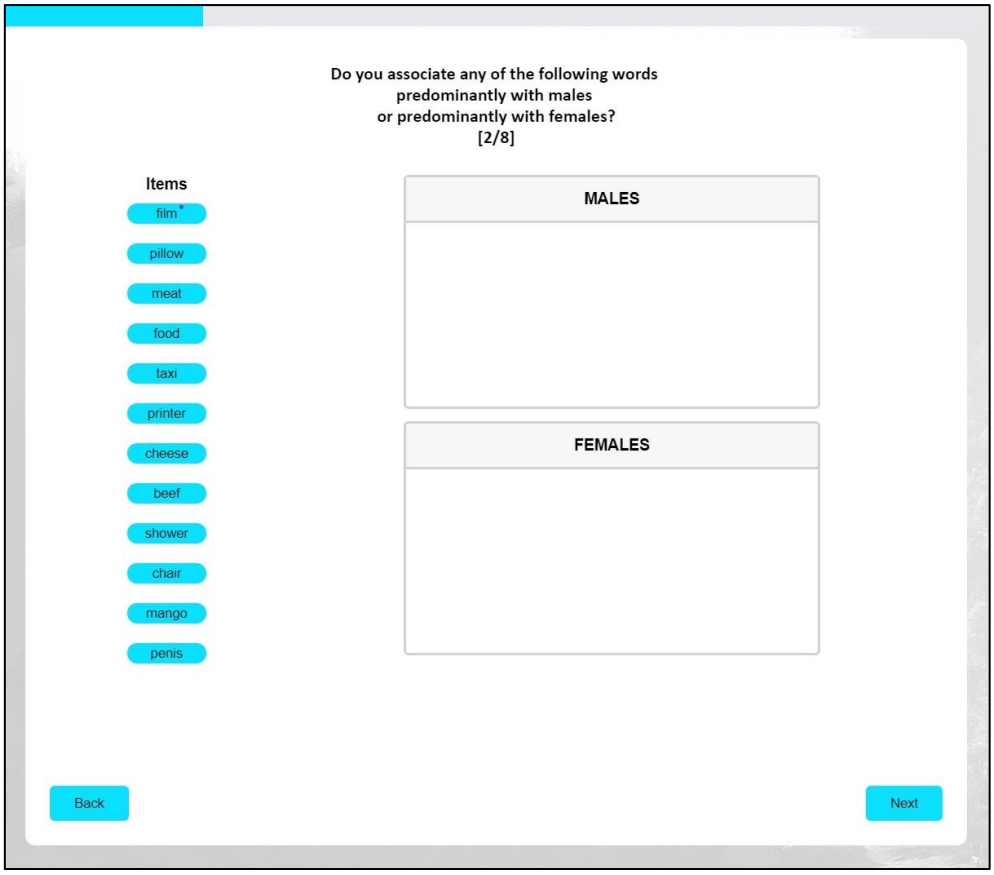
Appendix H: NoSQ – Main task (English)

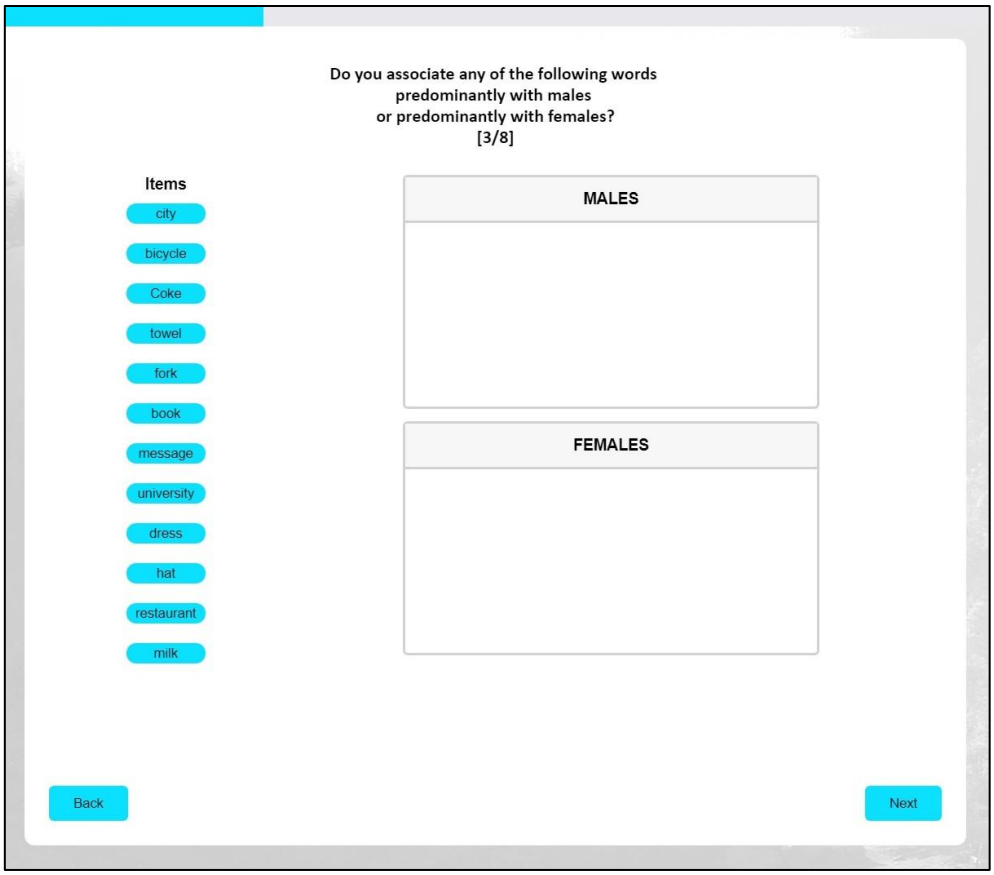


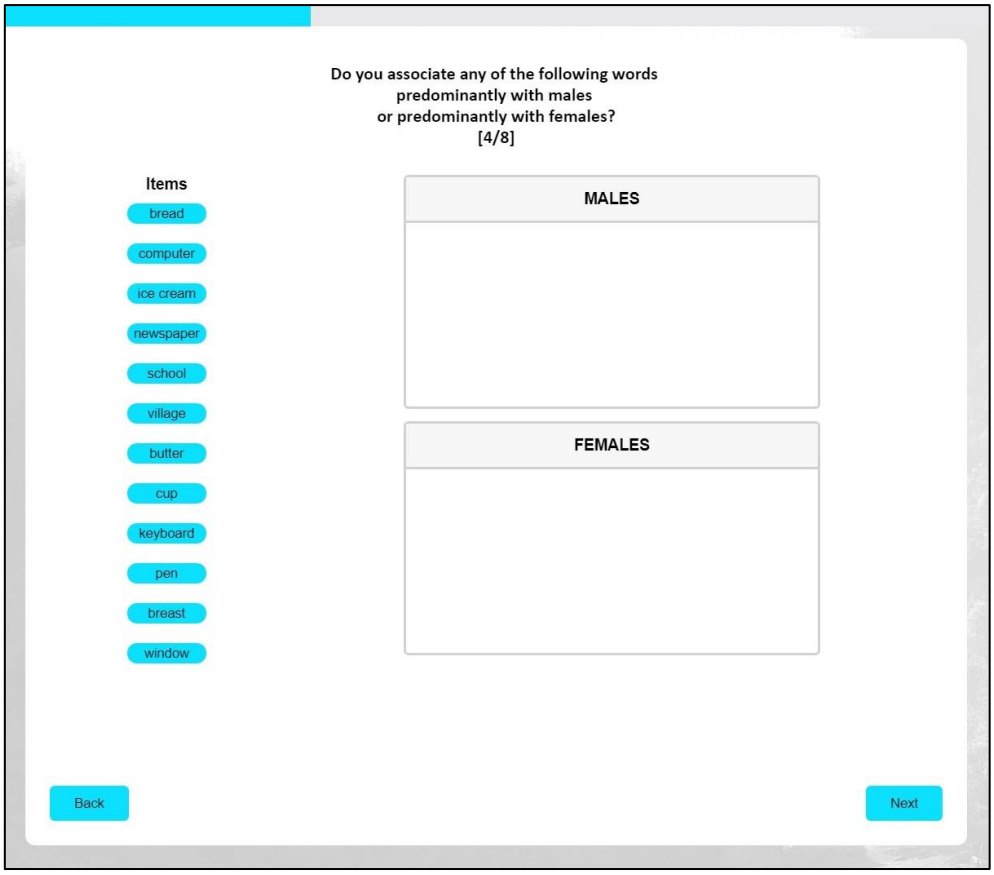


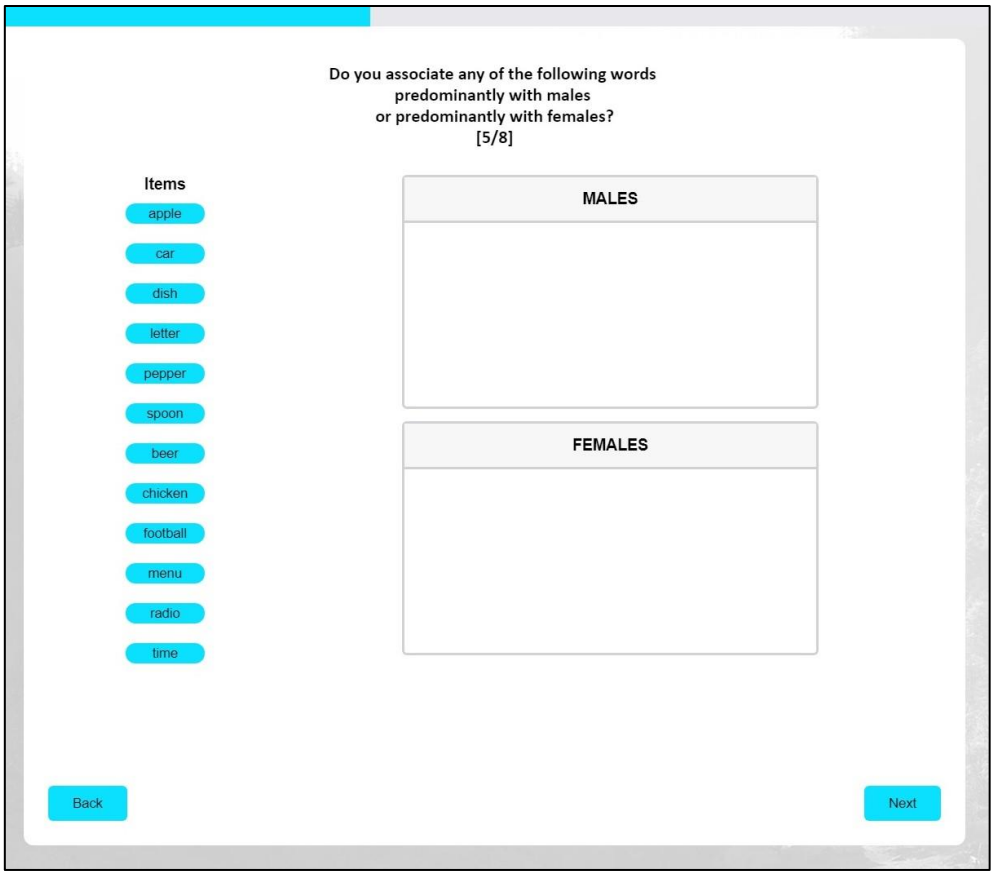

GETTING A FEEL FOR HOW IT WORKS [2/2]
I hope you have understood
what I would like you to do in this questionnaire.
So let us begin!
Back
Next

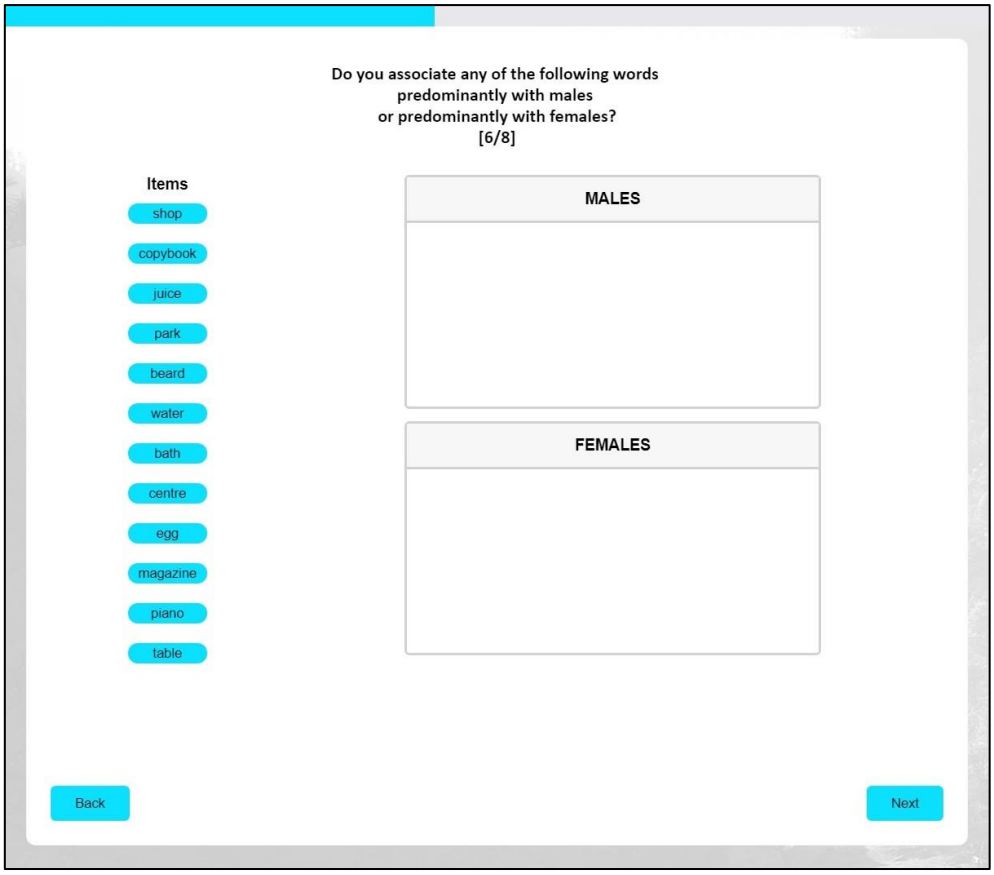

Do you associate any of the following words
predominantly with males
or predominantly with females?
[1/8]
Items
skirt
apartment
capital
dictionary
lamp
sea
bakery
carpet
salt
library
phone
Sprite
MALES
FEMALES
Back
Next

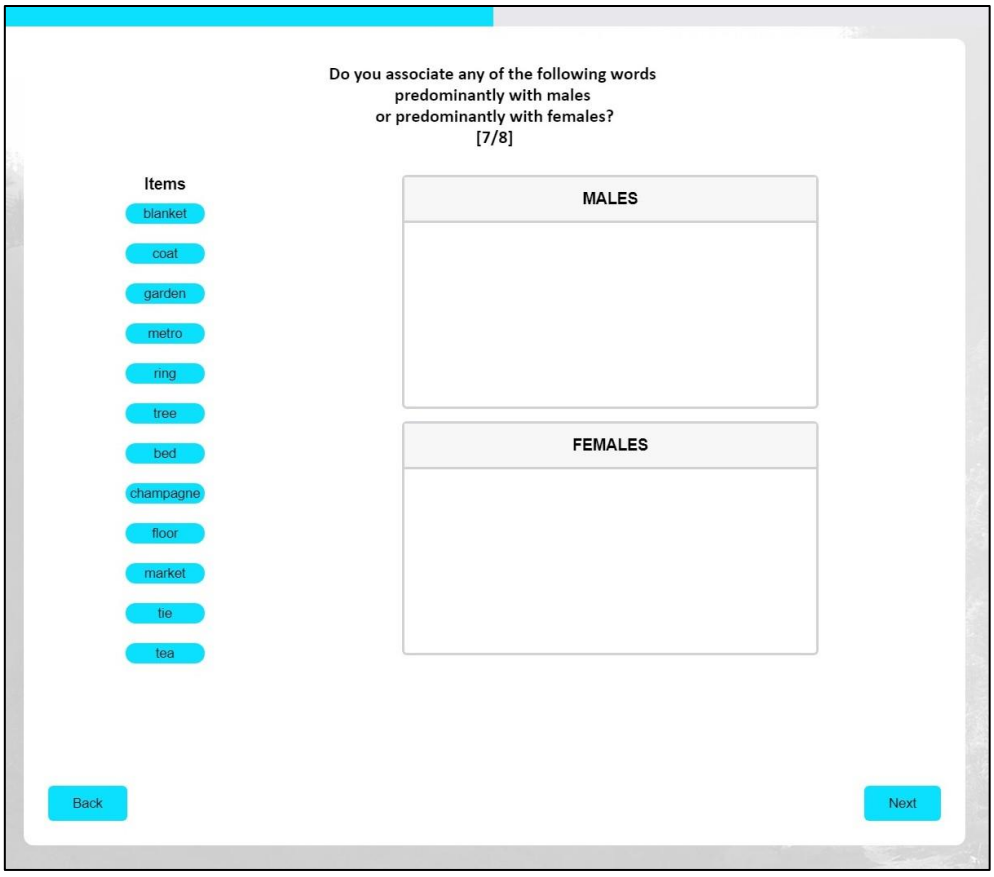

Do you associate any of the following words
predominantly with males
or predominantly with females?
[2/8]
Items
film
pillow
meat
food
taxi
printer
cheese
beef
shower
chair
mango
penis
MALES
FEMALES
Back
Next

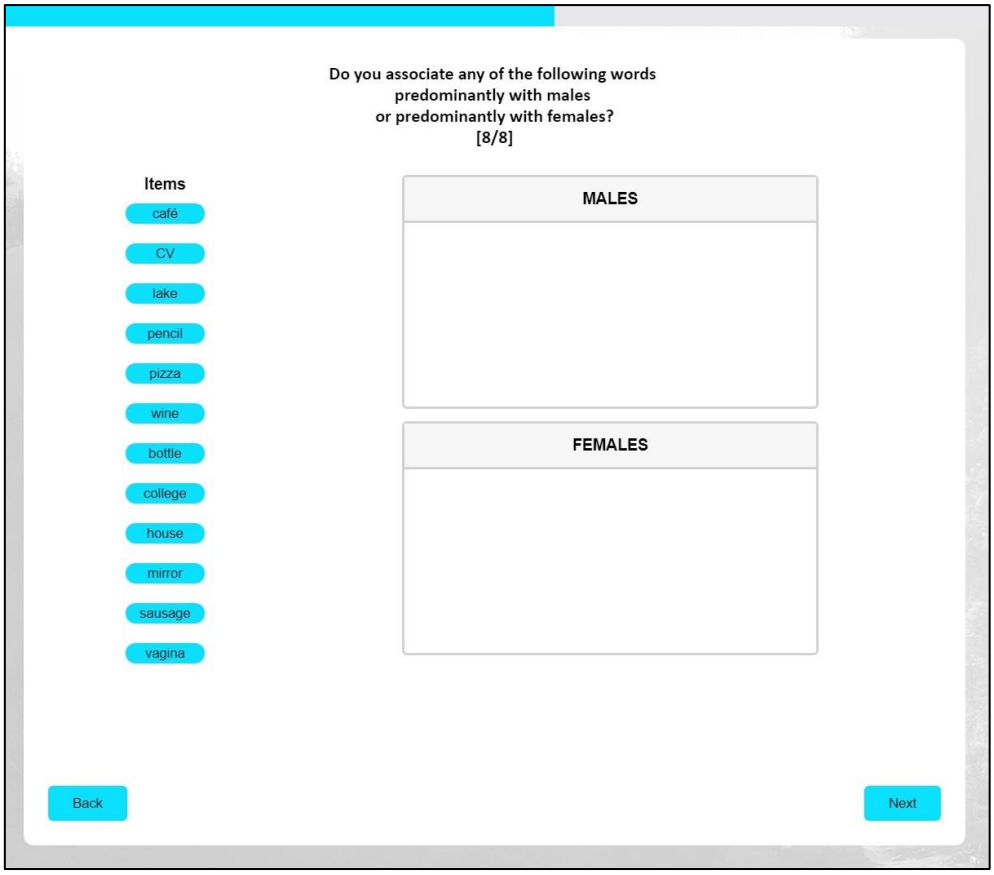

Do you associate any of the following words
predominantly with males
or predominantly with females?
[3/8]
Items
city
bicycle
Coke
towel
fork
book
message
university
dress
hat
restaurant
milk
MALES
FEMALES
Back
Next


Do you associate any of the following words
predominantly with males
or predominantly with females?
[4/8]
Items
bread
computer
ice cream
newspaper
school
village
butter
cup
keyboard
pen
breast
window
MALES
FEMALES
Back
Next

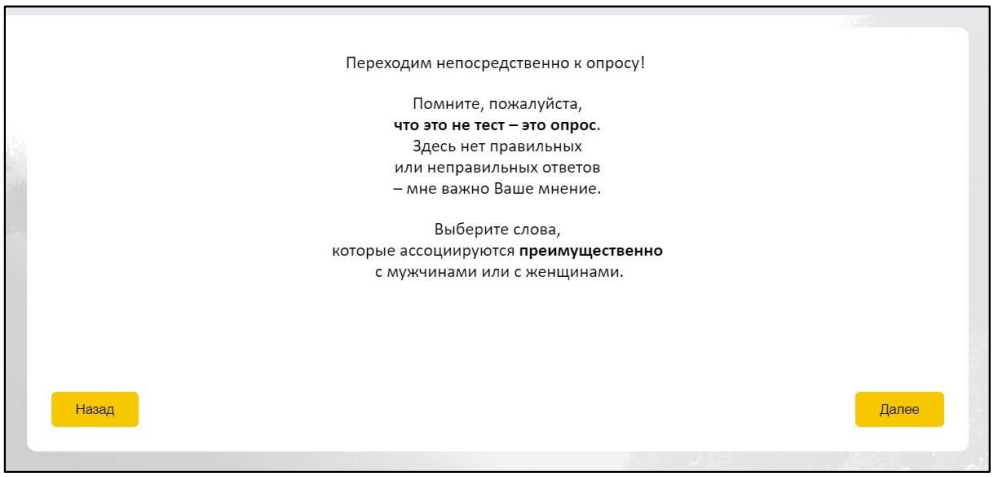

Do you associate any of the following words
predominantly with males
or predominantly with females?
[5/8]
Items
apple
car
dish
letter
pepper
spoon
beer
chicken
football
menu
radio
time
MALES
FEMALES
Back
Next

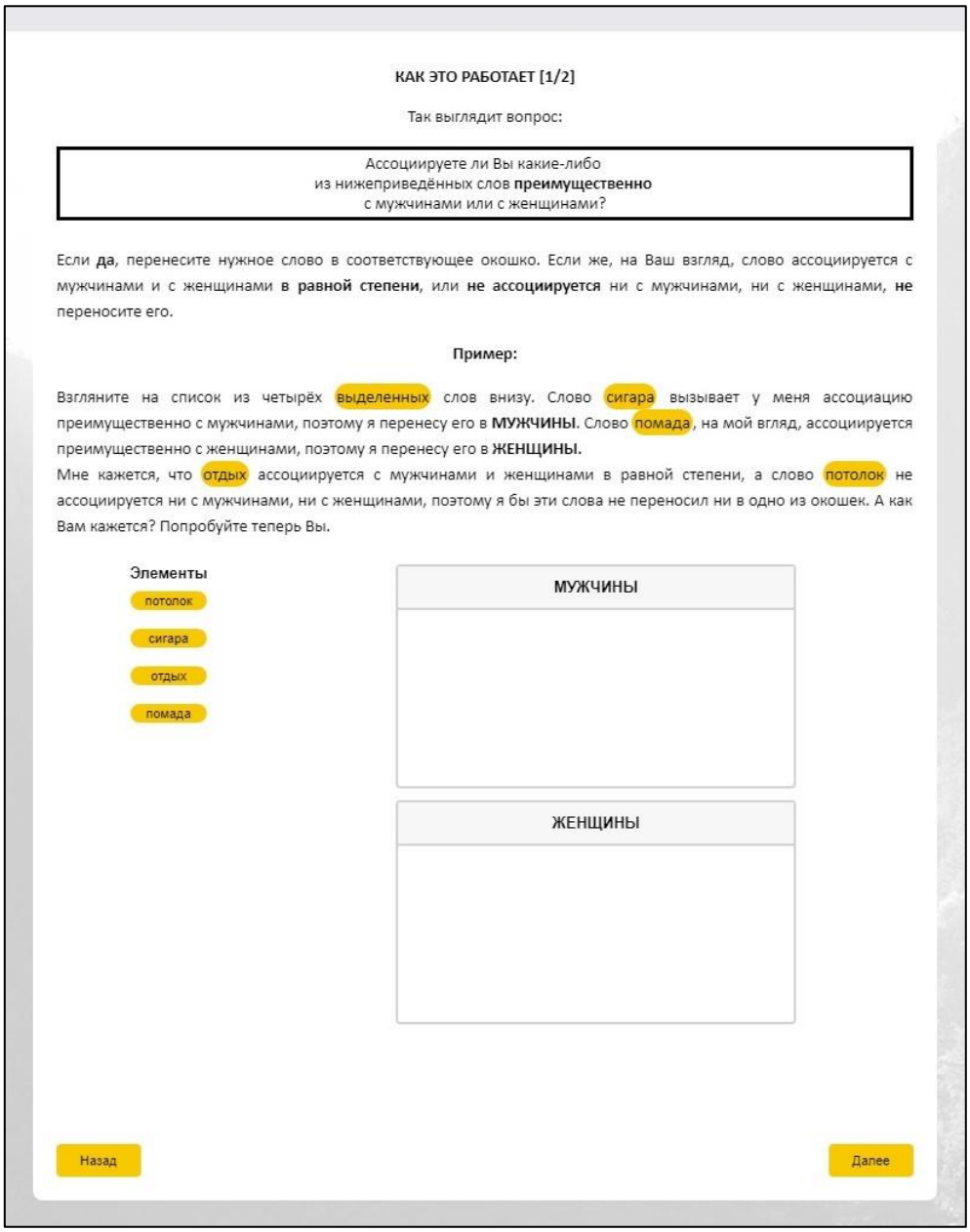

Do you associate any of the following words
predominantly with males
or predominantly with females?
[6/8]
Items
shop
copybook
juice
park
beard
water
bath
centre
egg
magazine
piano
table
MALES
FEMALES
Back
Next


Do you associate any of the following words
predominantly with males
or predominantly with females?
[7/8]
Items
blanket
coat
garden
metro
ring
tree
bed
champagne
floor
market
tie
tea
MALES
FEMALES
Back
Next

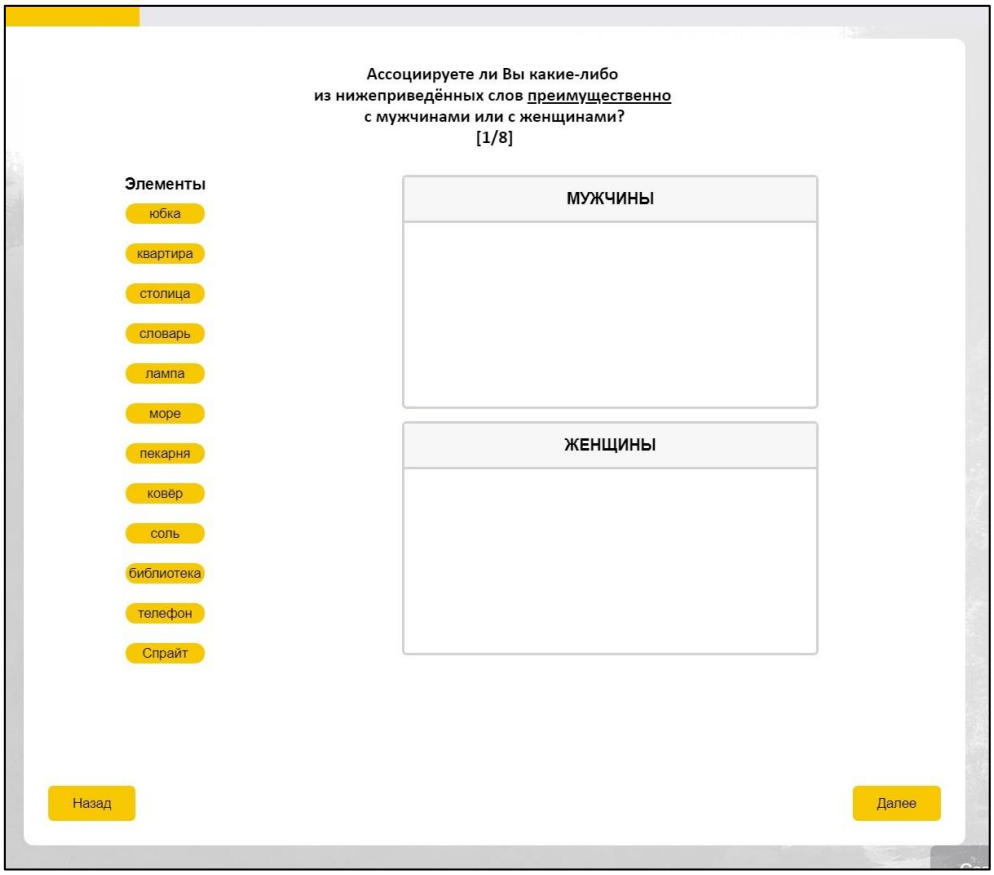

Do you associate any of the following words
predominantly with males
or predominantly with females?
[8/8]
Items
café
CV
lake
pencil
pizza
wine
bottle
college
house
mirror
sausage
vagina
MALES
FEMALES
Back
Next

Appendix I: NoSQ – Main task (Russian)

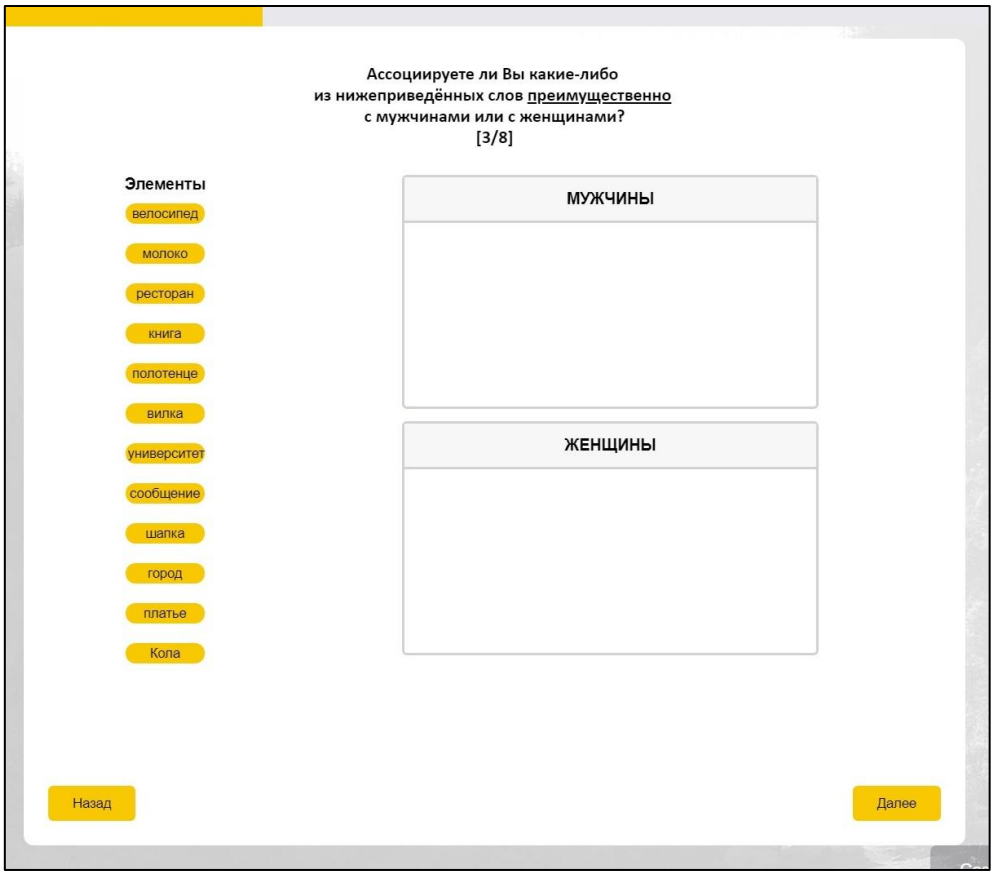





КАК ЭТО РАБОТАЕТ [2/2]
Надеюсь, Вы поняли, о чём я Вас прошу
и что Вам необходимо выполнить
в данном опросе.
Итак, начинаем опрос!
Назад
Далее


Ассоциируете ли Вы какие-либо
из нижеприведённых слов преимущественно
с мужчинами или с женщинами?
[1/8]
Элементы
юбка
квартира
столица
словарь
лампа
море
пекарня
ковёр
соль
библиотека
телефон
Спрайт
МУЖЧИНЫ
ЖЕНЩИНЫ
Назад
Далее

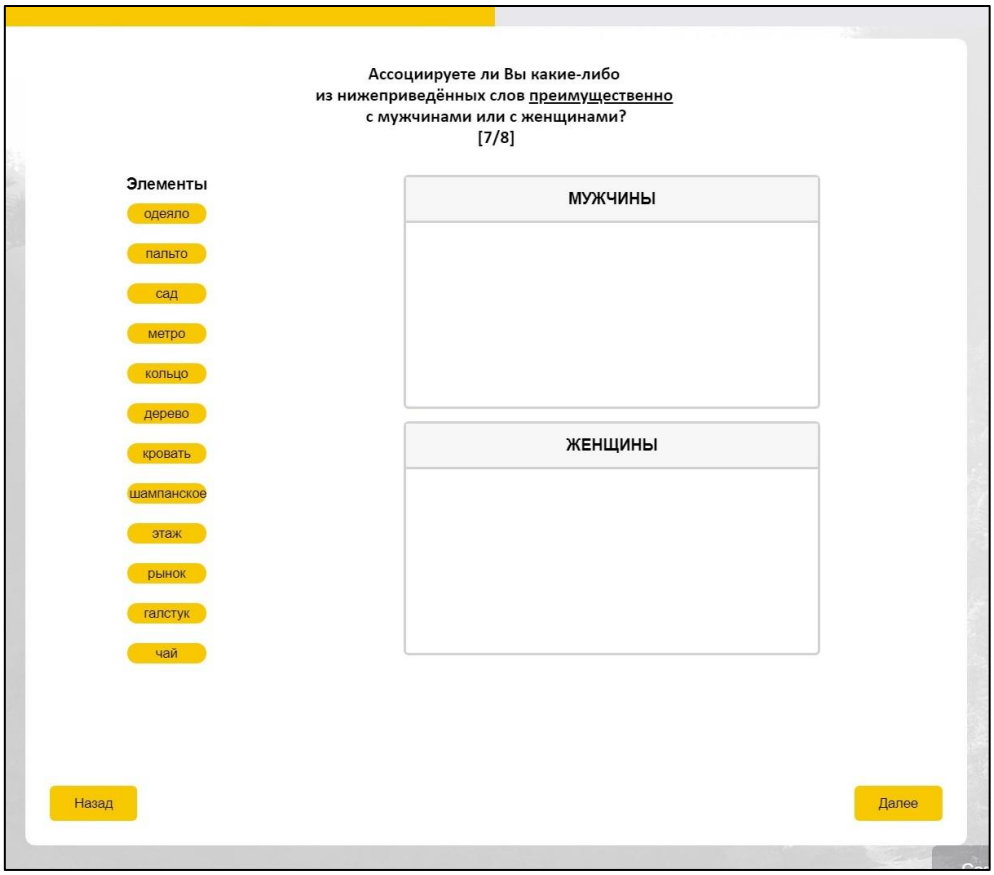

Ассоциируете ли Вы какие-либо
из нижеприведённых слов преимущественно
с мужчинами или с женщинами?
[2/8]
Элементы
подушка
сыр
говядина
фильм
манго
пенис
такси
стул
душ
принтер
еда
мясо
МУЖЧИНЫ
ЖЕНЩИНЫ
Назад
Далее


Ассоциируете ли Вы какие-либо
из нижеприведённых слов преимущественно
с мужчинами или с женщинами?
[3/8]
Элементы
велосипед
молоко
ресторан
книга
полотенце
вилка
университет
сообщение
шапка
город
платье
Кола
МУЖЧИНЫ
ЖЕНЩИНЫ
Назад
Далее


Ассоциируете ли Вы какие-либо
из нижеприведённых слов преимущественно
с мужчинами или с женщинами?
[4/8]
Элементы
хлеб
компьютер
мороженое
газета
школа
деревня
масло
чашка
клавиатура
ручка
грудь
окно
МУЖЧИНЫ
ЖЕНЩИНЫ
Назад
Далее

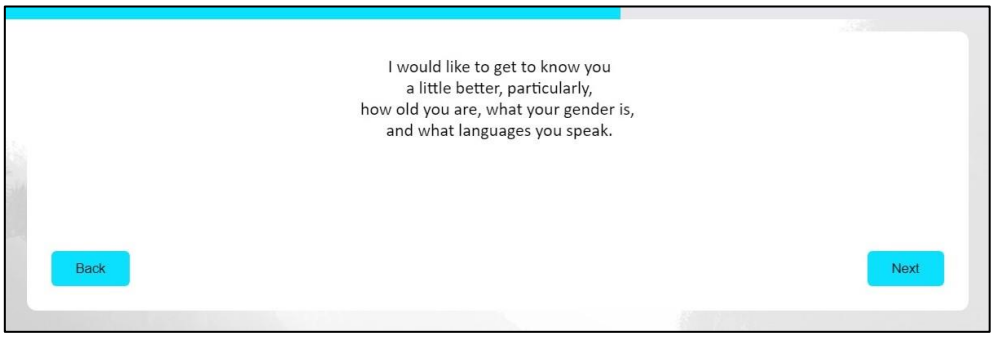

Ассоциируете ли Вы какие-либо
из нижеприведённых слов преимущественно
с мужчинами или с женщинами?
[5/8]
Элементы
яблоко
машина
блюдо
письмо
перец
ложка
пиво
курица
футбол
меню
радио
время
МУЖЧИНЫ
ЖЕНЩИНЫ
Назад
Далее

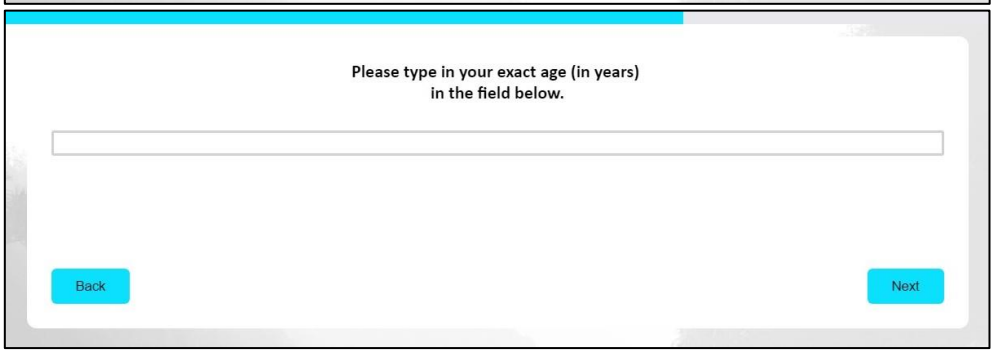

Ассоциируете ли Вы какие-либо
из нижеприведённых слов преимущественно
с мужчинами или с женщинами?
[6/8]
Элементы
магазин
тетрадь
сок
парк
борода
вода
ванна
центр
яйцо
журнал
пианино
стол
МУЖЧИНЫ
ЖЕНЩИНЫ
Назад
Далее

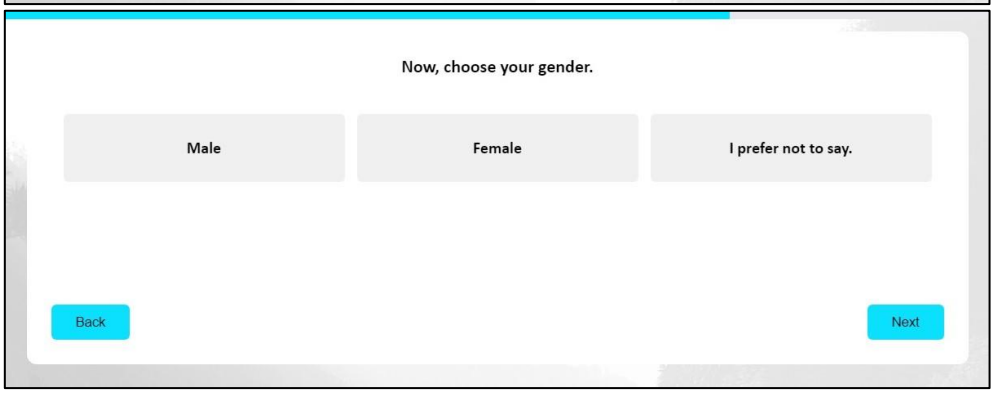

Ассоциируете ли Вы какие-либо
из нижеприведённых слов преимущественно
с мужчинами или с женщинами?
[7/8]
Элементы
одеяло
пальто
сад
метро
кольцо
дерево
кровать
шампанское
этаж
рынок
галстук
чай
МУЖЧИНЫ
ЖЕНЩИНЫ
Назад
Далее


Ассоциируете ли Вы какие-либо
из нижеприведённых слов преимущественно
с мужчинами или с женщинами?
[8/8]
Элементы
кафе
резюме
озеро
карандаш
пицца
вино
бутылка
колледж
дом
зеркало
колбаса
влагалище
МУЖЧИНЫ
ЖЕНЩИНЫ
Назад
Далее

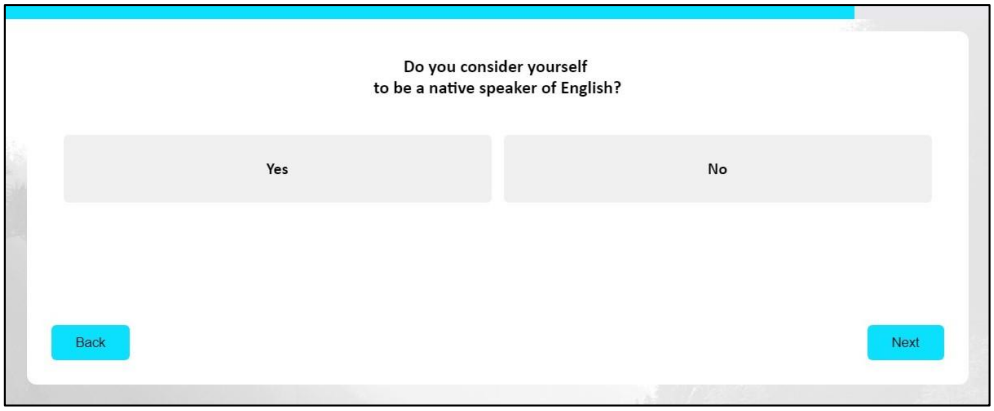
Appendix J: NoSQ – Background information (English)



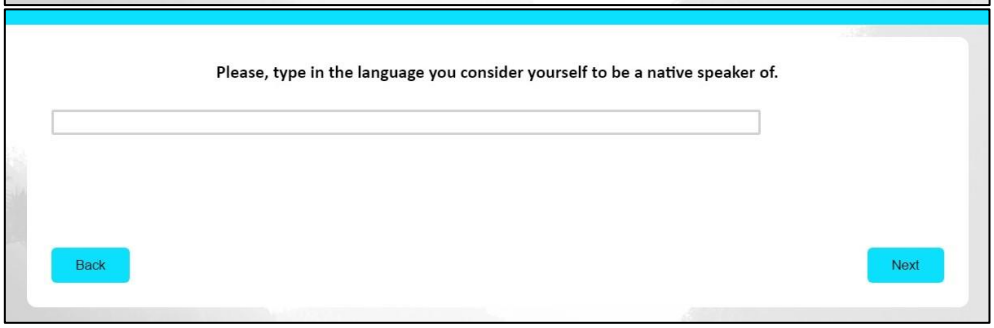


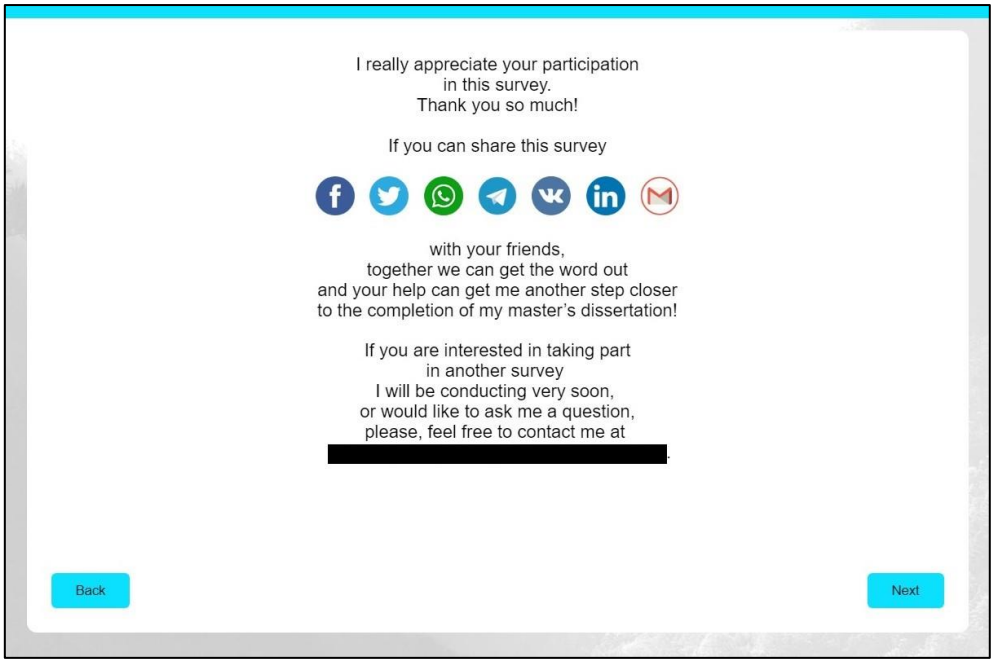


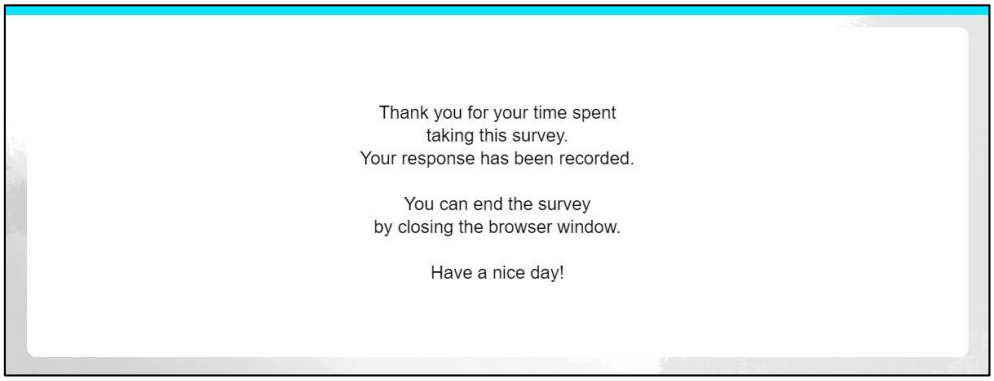



Do you consider yourself
to be a native speaker of English?
Yes
No
Back
Next

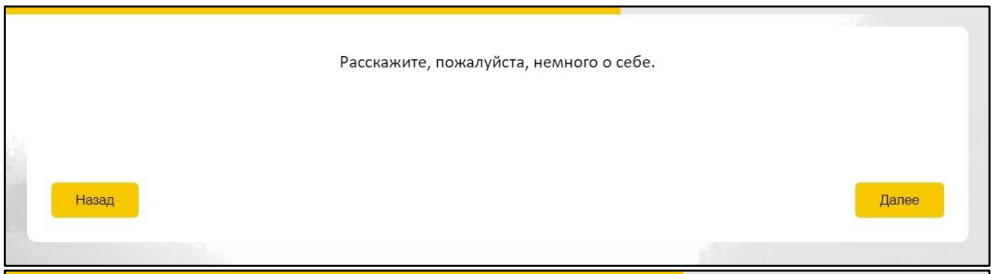

Choose the variety of English
you think you speak.
British English
Back
Next

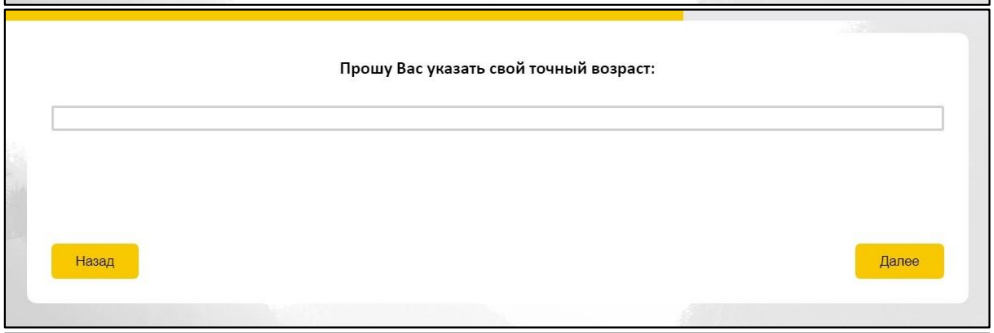

Please, type in the language you consider yourself to be a native speaker of.
Back
Next

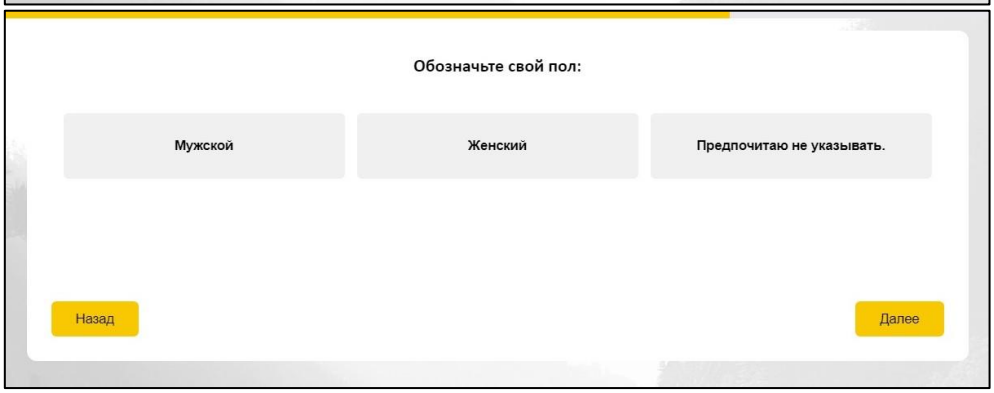

I really appreciate your participation
in this survey.
Thank you so much!
If you can share this survey
with your friends,
together we can get the word out
and your help can get me another step closer
to the completion of my master's dissertation!
If you are interested in taking part
in another survey
I will be conducting very soon,
or would like to ask me a question,
please, feel free to contact me at
[redacted].
Back
Next

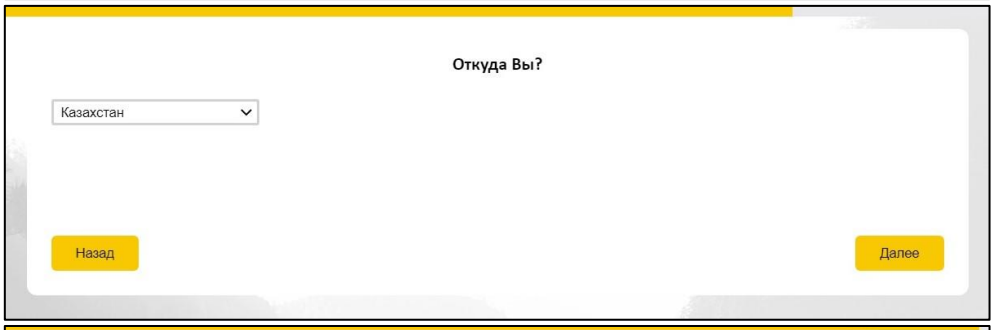

Thank you for your time spent
taking this survey.
Your response has been recorded.
You can end the survey
by closing the browser window.
Have a nice day!

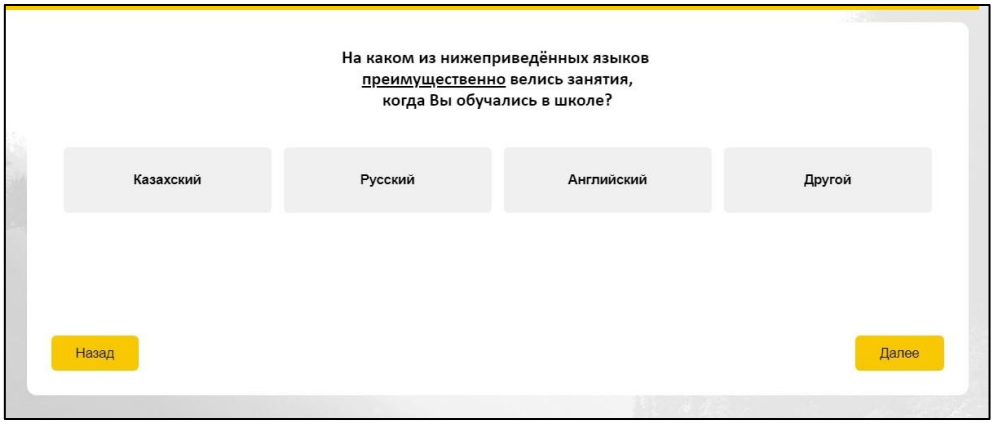
Appendix K: NoSQ – Background information (Russian)

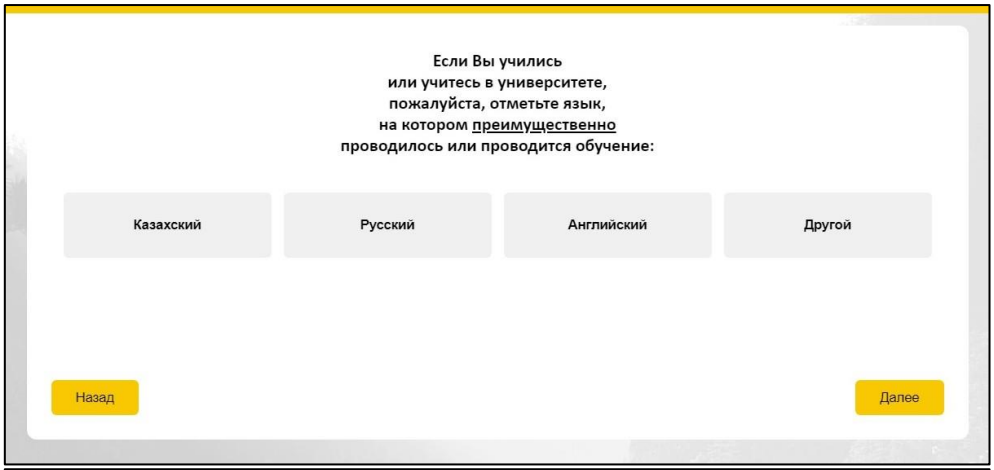


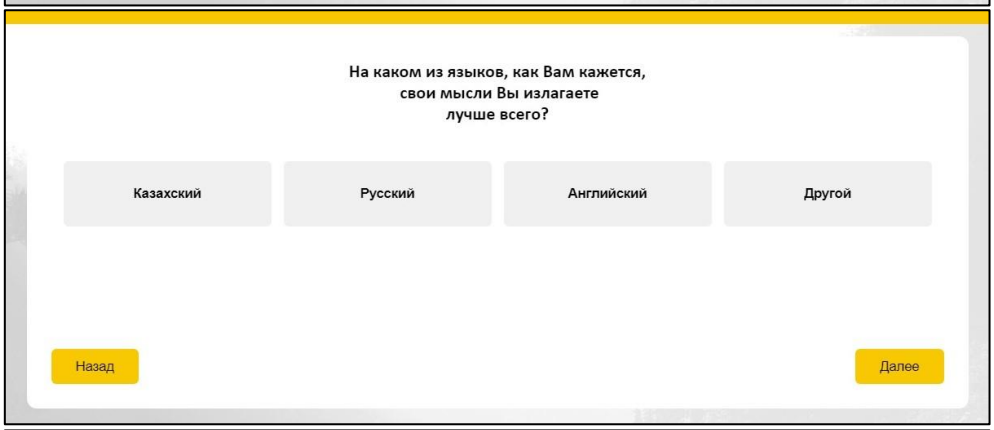


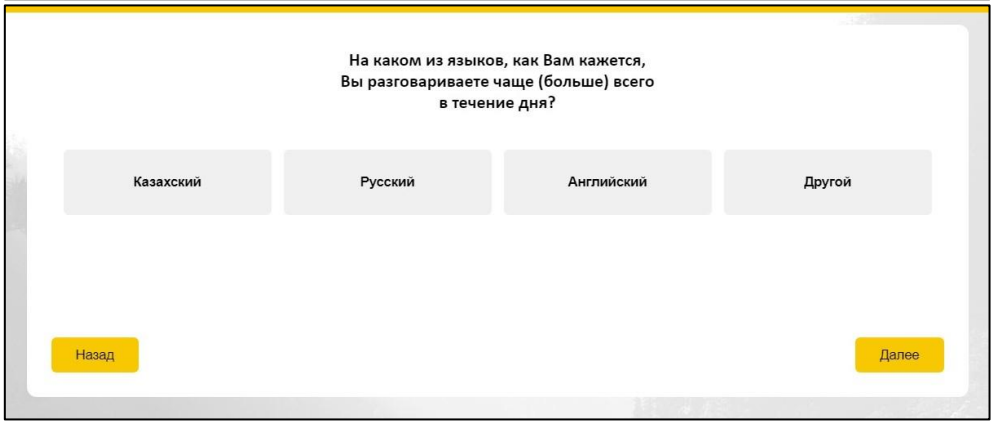


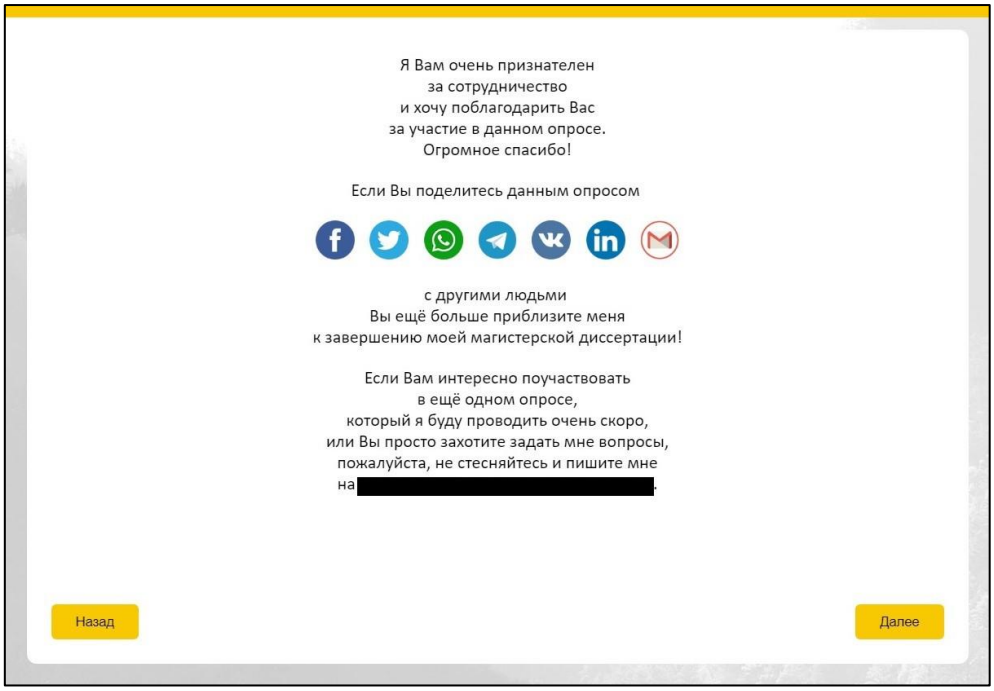


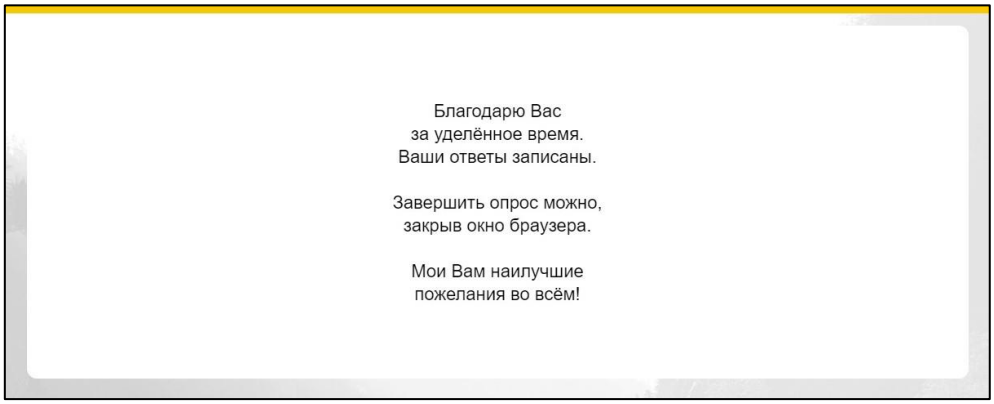



Если Вы учились
или учитесь в университете,
пожалуйста, отметьте язык,
на котором преимущественно
проводилось или проводится обучение:
Казахский
Русский
Английский
Другой
Назад
Далее


На каком из языков, как Вам кажется,
свои мысли Вы излагаете
лучше всего?
Казахский
Русский
Английский
Другой
Назад
Далее


На каком из языков, как Вам кажется,
Вы разговариваете чаще (больше) всего
в течение дня?
Казахский
Русский
Английский
Другой
Назад
Далее


Я Вам очень признателен
за сотрудничество
и хочу поблагодарить Вас
за участие в данном опросе.
Огромное спасибо!
Если Вы поделитесь данным опросом
с другими людьми
Вы ещё больше приблизите меня
к завершению моей магистерской диссертации!
Если Вам интересно поучаствовать
в ещё одном опросе,
который я буду проводить очень скоро,
или Вы просто захотите задать мне вопросы,
пожалуйста, не стесняйтесь и пишите мне
на [redacted].
Назад
Далее


Благодарю Вас
за уделённое время.
Ваши ответы записаны.
Завершить опрос можно,
закрыв окно браузера.
Мои Вам наилучшие
пожелания во всём!

Appendix L: Control and test items

Grammatically masculine	
English	Russian
bicycle	велосипед
bread	хлеб
carpet	ковёр
centre	центр
chair	стул
cheese	сыр
city	город
college	колледж
computer	компьютер
dictionary	словарь
film	фильм
floor	этаж
football	футбол
garden	сад
house	дом
juice	сок
magazine	журнал
market	рынок
phone	телефон
park	парк
pencil	карандаш
penis	пенис
pepper	перец
printer	принтер
restaurant	ресторан
shop	магазин
shower	душ
Sprite	Спрайт
table	стол
tea	чай
tie	галстук
university	университет
32 items	

Grammatically feminine	
English	Russian
apartment	квартира
bakery	пекарня
bath	ванна
beard	борода
bed	кровать
beef	говядина
book	книга
bottle	бутылка
breast	грудь
capital	столица
car	машина
chicken	курятина
Coke	Кола
copybook	тетрадь
cup	чашка
food	еда
fork	вилка
hat	шляпа
keyboard	клавиатура
lamp	лампа
library	библиотека
paper	газета
pen	ручка
pillow	подушка
pizza	пицца
salt	соль
sausage	колбаса
school	школа
skirt	юбка
spoon	ложка
village	деревня
water	вода
32 items	

Grammatically neuter	
English	Russian
apple	яблоко
beer	пиво
blanket	одеяло
butter	масло
café	кафе
champagne	шампанское
coat	пальто
CV	резюме
dish	блюдо
dress	платье
egg	яйцо
ice cream	мороженое
lake	озеро
letter	письмо
mango	манго
meat	мясо
menu	меню
message	сообщение
milk	молоко
mirror	зеркало
piano	пианино
radio	радио
ring	кольцо
sea	море
taxi	такси
underground	метро
time	время
towel	полотенце
tree	дерево
vagina	влагалище
window	окно
wine	вино
32 items	

x	control item
x	test item

Appendix M: Piloting NoSQ – Descriptive statistics

Statistics

Group			Duration (in seconds)	Age	Sex	Country	Language
L_1E participants	N	Valid	24	24	24	24	24
		Missing	0	0	0	0	0
	Mean		272.38	30.71			1.83
	Std. Error of Mean		8.908	2.444			.267
	Median		266.00	27.50			1.00
	Mode		250[a]	23			1
	Std. Deviation		43.639	11.973			1.308
	Variance		1904.332	143.346			1.710
	Skewness		-.649	1.782			1.098
	Std. Error of Skewness		.472	.472			.472
	Kurtosis		.357	3.161			-.733
	Std. Error of Kurtosis		.918	.918			.918
	Range		180	48			3
	Minimum		165	20			1
	Maximum		345	68			4
	Sum		6537	737			44
L_1R participants	N	Valid	28	28	28	28	28
		Missing	0	0	0	0	0
	Mean		280.61	36.39			6.00
	Std. Error of Mean		5.441	2.171			.000
	Median		278.00	34.50			6.00
	Mode		294	24[a]			6
	Std. Deviation		28.793	11.487			.000
	Variance		829.062	131.951			.000
	Skewness		-.160	1.111			
	Std. Error of Skewness		.441	.441			.441
	Kurtosis		.501	.678			
	Std. Error of Kurtosis		.858	.858			.858
	Range		132	42			0
	Minimum		206	23			6
	Maximum		338	65			6
	Sum		7857	1019			168

a. Multiple modes exist. The smallest value is shown

Duration (in seconds)

Group			Frequency	Percent	Valid Percent	Cumulative Percent
L_1E participants	Valid	165	1	4.2	4.2	4.2
		189	1	4.2	4.2	8.3
		218	1	4.2	4.2	12.5
		241	1	4.2	4.2	16.7
		248	1	4.2	4.2	20.8
		249	1	4.2	4.2	25.0
		250	2	8.3	8.3	33.3
		253	1	4.2	4.2	37.5
		263	1	4.2	4.2	41.7
		264	1	4.2	4.2	45.8
		265	1	4.2	4.2	50.0
		267	1	4.2	4.2	54.2
		282	1	4.2	4.2	58.3
		299	1	4.2	4.2	62.5
		301	2	8.3	8.3	70.8
		304	1	4.2	4.2	75.0
		310	1	4.2	4.2	79.2
		312	1	4.2	4.2	83.3
		317	1	4.2	4.2	87.5
		321	1	4.2	4.2	91.7
		323	1	4.2	4.2	95.8
		345	1	4.2	4.2	100.0
		Total	24	100.0	100.0	
L_1R participants	Valid	206	1	3.6	3.6	3.6
		244	1	3.6	3.6	7.1
		251	2	7.1	7.1	14.3
		255	1	3.6	3.6	17.9
		258	1	3.6	3.6	21.4
		261	2	7.1	7.1	28.6
		264	1	3.6	3.6	32.1
		271	2	7.1	7.1	39.3
		272	2	7.1	7.1	46.4
		273	1	3.6	3.6	50.0
		283	1	3.6	3.6	53.6
		285	1	3.6	3.6	57.1

		287	1	3.6	3.6	60.7
		291	1	3.6	3.6	64.3
		294	3	10.7	10.7	75.0
		299	1	3.6	3.6	78.6
		302	1	3.6	3.6	82.1
		313	1	3.6	3.6	85.7
		319	1	3.6	3.6	89.3
		320	1	3.6	3.6	92.9
		328	1	3.6	3.6	96.4
		338	1	3.6	3.6	100.0
		Total	28	100.0	100.0	

Age

Group			Frequency	Percent	Valid Percent	Cumulative Percent
L_1E participants	Valid	20	1	4.2	4.2	4.2
		21	3	12.5	12.5	16.7
		22	1	4.2	4.2	20.8
		23	5	20.8	20.8	41.7
		24	1	4.2	4.2	45.8
		26	1	4.2	4.2	50.0
		29	2	8.3	8.3	58.3
		30	2	8.3	8.3	66.7
		31	1	4.2	4.2	70.8
		32	1	4.2	4.2	75.0
		35	1	4.2	4.2	79.2
		40	2	8.3	8.3	87.5
		50	1	4.2	4.2	91.7
		53	1	4.2	4.2	95.8
		68	1	4.2	4.2	100.0
		Total	24	100.0	100.0	
L_1R participants	Valid	23	1	3.6	3.6	3.6
		24	3	10.7	10.7	14.3
		25	2	7.1	7.1	21.4
		27	2	7.1	7.1	28.6
		31	2	7.1	7.1	35.7
		32	1	3.6	3.6	39.3
		33	1	3.6	3.6	42.9
		34	2	7.1	7.1	50.0

		35	3	10.7	10.7	60.7
		36	1	3.6	3.6	64.3
		37	1	3.6	3.6	67.9
		39	1	3.6	3.6	71.4
		41	1	3.6	3.6	75.0
		42	1	3.6	3.6	78.6
		43	2	7.1	7.1	85.7
		55	1	3.6	3.6	89.3
		59	1	3.6	3.6	92.9
		60	1	3.6	3.6	96.4
		65	1	3.6	3.6	100.0
		Total	28	100.0	100.0	

Sex

Group			Frequency	Percent	Valid Percent	Cumulative Percent
L_1E participants	Valid	Male	11	45.8	45.8	45.8
		Female	13	54.2	54.2	100.0
		Total	24	100.0	100.0	
L_1R participants	Valid	Male	11	39.3	39.3	39.3
		Female	17	60.7	60.7	100.0
		Total	28	100.0	100.0	

Country

Group			Frequency	Percent	Valid Percent	Cumulative Percent
L_1E participants	Valid	Australia	2	8.3	8.3	8.3
		India	1	4.2	4.2	12.5
		UK	5	20.8	20.8	33.3
		USA	16	66.7	66.7	100.0
		Total	24	100.0	100.0	
L_1R participants	Valid	Kazakhstan	28	100.0	100.0	100.0

Language

Group			Frequency	Percent	Valid Percent	Cumulative Percent
L_1E participants	Valid	American English	16	66.7	66.7	66.7

		Australian English	2	8.3	8.3	75.0
		British English	6	25.0	25.0	100.0
		Total	24	100.0	100.0	
L_1R participants	Valid	Russian	28	100.0	100.0	100.0

Appendix N: Piloting NaSQ and TranQ – Descriptive statistics

Statistics

Group	Questionnaire			Duration (in seconds)	Age	Sex	Country	Language	English level
L_1E participants	NaSQ	N	Valid	16	16	16	16	16	0
			Missing	0	0	0	0	0	16
		Mean		297.4375	47.31				
		Std. Error of Mean		18.98025	4.537				
		Median		317.0000	40.00				
		Mode		167.00[a]	37				
		Std. Deviation		75.92098	18.147				
		Variance		5763.996	329.296				
		Skewness		-.387	.067				
		Std. Error of Skewness		.564	.564				
		Kurtosis		-1.058	-1.317				
		Std. Error of Kurtosis		1.091	1.091				
		Range		234.00	57				
		Minimum		167.00	18				
		Maximum		401.00	75				
		Sum		4759.00	757				
L_1R participants	NaSQ	N	Valid	10	10	10	10	10	10
			Missing	0	0	0	0	0	0
		Mean		292.9000	48.10				6.7000
		Std. Error of Mean		23.40724	4.426				1.03333
		Median		285.5000	51.00				7.0000
		Mode		173.00[a]	53				10.00
		Std. Deviation		74.02019	13.996				3.26769
		Variance		5478.989	195.878				10.678
		Skewness		.091	-.411				-.694
		Std. Error of Skewness		.687	.687				.687
		Kurtosis		-.861	-.099				-.633
		Std. Error of Kurtosis		1.334	1.334				1.334

	Range		229.00	46				9.00
	Minimum		173.00	23				1.00
	Maximum		402.00	69				10.00
	Sum		2929.00	481				67.00
TranQ	N	Valid	30	30	30	30	30	30
		Missing	0	0	0	0	0	0
	Mean		269.5000	42.50				5.3667
	Std. Error of Mean		11.72077	2.458				.45859
	Median		260.5000	41.50				5.5000
	Mode		195.00[a]	35[a]				4.00[a]
	Std. Deviation		64.19730	13.465				2.51181
	Variance		4121.293	181.293				6.309
	Skewness		.439	.089				-.181
	Std. Error of Skewness		.427	.427				.427
	Kurtosis		-.681	-.962				-.783
	Std. Error of Kurtosis		.833	.833				.833
	Range		229.00	50				9.00
	Minimum		171.00	18				1.00
	Maximum		400.00	68				10.00
	Sum		8085.00	1275				161.00

a. Multiple modes exist. The smallest value is shown

Duration (in seconds)

Group	Questionnaire			Frequency	Percent	Valid Percent	Cumulative Percent
L_1E participants	NaSQ	Valid	167.00	1	6.3	6.3	6.3
			181.00	1	6.3	6.3	12.5
			197.00	1	6.3	6.3	18.8
			223.00	1	6.3	6.3	25.0
			262.00	1	6.3	6.3	31.3
			268.00	1	6.3	6.3	37.5
			270.00	1	6.3	6.3	43.8
			310.00	1	6.3	6.3	50.0
			324.00	1	6.3	6.3	56.3
			327.00	1	6.3	6.3	62.5
			343.00	1	6.3	6.3	68.8
			358.00	1	6.3	6.3	75.0

			365.00	1	6.3	6.3	81.3
			366.00	1	6.3	6.3	87.5
			397.00	1	6.3	6.3	93.8
			401.00	1	6.3	6.3	100.0
			Total	16	100.0	100.0	
L_1R participants	NaSQ	Valid	173.00	1	10.0	10.0	10.0
			236.00	1	10.0	10.0	20.0
			241.00	1	10.0	10.0	30.0
			251.00	1	10.0	10.0	40.0
			253.00	1	10.0	10.0	50.0
			318.00	1	10.0	10.0	60.0
			321.00	1	10.0	10.0	70.0
			341.00	1	10.0	10.0	80.0
			393.00	1	10.0	10.0	90.0
			402.00	1	10.0	10.0	100.0
			Total	10	100.0	100.0	
	TranQ	Valid	171.00	1	3.3	3.3	3.3
			177.00	1	3.3	3.3	6.7
			195.00	2	6.7	6.7	13.3
			201.00	1	3.3	3.3	16.7
			207.00	1	3.3	3.3	20.0
			209.00	1	3.3	3.3	23.3
			223.00	2	6.7	6.7	30.0
			229.00	1	3.3	3.3	33.3
			230.00	1	3.3	3.3	36.7
			237.00	1	3.3	3.3	40.0
			247.00	1	3.3	3.3	43.3
			248.00	1	3.3	3.3	46.7
			259.00	1	3.3	3.3	50.0
			262.00	1	3.3	3.3	53.3
			272.00	1	3.3	3.3	56.7
			276.00	1	3.3	3.3	60.0
			280.00	1	3.3	3.3	63.3
			293.00	1	3.3	3.3	66.7
			308.00	2	6.7	6.7	73.3
			326.00	1	3.3	3.3	76.7
			328.00	1	3.3	3.3	80.0
			332.00	1	3.3	3.3	83.3
			333.00	1	3.3	3.3	86.7
			345.00	1	3.3	3.3	90.0

			373.00	1	3.3	3.3	93.3
			398.00	1	3.3	3.3	96.7
			400.00	1	3.3	3.3	100.0
			Total	30	100.0	100.0	

Age

Group	Questionnaire			Frequency	Percent	Valid Percent	Cumulative Percent
L_1E participants	NaSQ	Valid	18	1	6.3	6.3	6.3
			23	1	6.3	6.3	12.5
			28	1	6.3	6.3	18.8
			37	3	18.8	18.8	37.5
			38	2	12.5	12.5	50.0
			42	1	6.3	6.3	56.3
			58	1	6.3	6.3	62.5
			59	1	6.3	6.3	68.8
			60	1	6.3	6.3	75.0
			68	2	12.5	12.5	87.5
			71	1	6.3	6.3	93.8
			75	1	6.3	6.3	100.0
			Total	16	100.0	100.0	
L_1R participants	NaSQ	Valid	23	1	10.0	10.0	10.0
			31	1	10.0	10.0	20.0
			39	1	10.0	10.0	30.0
			47	1	10.0	10.0	40.0
			50	1	10.0	10.0	50.0
			52	1	10.0	10.0	60.0
			53	2	20.0	20.0	80.0
			64	1	10.0	10.0	90.0
			69	1	10.0	10.0	100.0
			Total	10	100.0	100.0	
	TranQ	Valid	18	1	3.3	3.3	3.3
			22	1	3.3	3.3	6.7
			25	1	3.3	3.3	10.0
			28	2	6.7	6.7	16.7
			29	2	6.7	6.7	23.3
			30	1	3.3	3.3	26.7
			34	1	3.3	3.3	30.0
			35	3	10.0	10.0	40.0

			37	1	3.3	3.3	43.3
			39	1	3.3	3.3	46.7
			40	1	3.3	3.3	50.0
			43	1	3.3	3.3	53.3
			47	2	6.7	6.7	60.0
			48	1	3.3	3.3	63.3
			51	1	3.3	3.3	66.7
			52	3	10.0	10.0	76.7
			54	1	3.3	3.3	80.0
			55	1	3.3	3.3	83.3
			56	1	3.3	3.3	86.7
			58	1	3.3	3.3	90.0
			64	2	6.7	6.7	96.7
			68	1	3.3	3.3	100.0
			Total	30	100.0	100.0	

Sex

Group	Questionnaire			Frequency	Percent	Valid Percent	Cumulative Percent
L_1E participants	NaSQ	Valid	Male	6	37.5	37.5	37.5
			Female	10	62.5	62.5	100.0
			Total	16	100.0	100.0	
L_1R participants	NaSQ	Valid	Male	5	50.0	50.0	50.0
			Female	5	50.0	50.0	100.0
			Total	10	100.0	100.0	
	TranQ	Valid	Male	17	56.7	56.7	56.7
			Female	13	43.3	43.3	100.0
			Total	30	100.0	100.0	

Country

Group	Questionnaire			Frequency	Percent	Valid Percent	Cumulative Percent
L_1E participants	NaSQ	Valid	Canada	3	18.8	18.8	18.8
			India	2	12.5	12.5	31.3
			UK	5	31.3	31.3	62.5
			USA	6	37.5	37.5	100.0
			Total	16	100.0	100.0	

L_1R participants	NaSQ	Valid	Kazakhstan	10	100.0	100.0	100.0
	TranQ	Valid	Kazakhstan	30	100.0	100.0	100.0

Language

Group	Questionnaire			Frequency	Percent	Valid Percent	Cumulative Percent
L_1E participants	NaSQ	Valid	American English	6	37.5	37.5	37.5
			British English	7	43.8	43.8	81.3
			Canadian English	3	18.8	18.8	100.0
			Total	16	100.0	100.0	
L_1R participants	NaSQ	Valid	Russian	10	100.0	100.0	100.0
	TranQ	Valid	Russian	30	100.0	100.0	100.0

English proficiency level

Group	Questionnaire			Frequency	Percent	Valid Percent	Cumulative Percent
L_1E participants	NaSQ	Missing	System	16	100.0		
L_1R participants	NaSQ	Valid	1.00	1	10.0	10.0	10.0
			2.00	1	10.0	10.0	20.0
			5.00	1	10.0	10.0	30.0
			6.00	1	10.0	10.0	40.0
			7.00	2	20.0	20.0	60.0
			9.00	1	10.0	10.0	70.0
			10.00	3	30.0	30.0	100.0
			Total	10	100.0	100.0	
	TranQ	Valid	1.00	3	10.0	10.0	10.0
			2.00	2	6.7	6.7	16.7
			3.00	1	3.3	3.3	20.0
			4.00	6	20.0	20.0	40.0
			5.00	3	10.0	10.0	50.0
			6.00	3	10.0	10.0	60.0
			7.00	6	20.0	20.0	80.0
			8.00	3	10.0	10.0	90.0
			9.00	2	6.7	6.7	96.7
			10.00	1	3.3	3.3	100.0
			Total	30	100.0	100.0	

Appendix O: CUREC Approval

CUREC [redacted] - Approval

Laura Molway <laura.molway@education.ox.ac.uk>
Thu 03/19/2020 1:12 PM
To: [redacted]
Cc: Education Research Office <research.office@education.ox.ac.uk>; [redacted]
[redacted]

Dear [redacted],

Title: The Role of the Grammatical Category of Gender of Nouns in the Russian Language in the Perception of (Gender-Neutral) First-Person-Singular (Narrated) English Texts by Russian Speakers of English
Ref: [redacted]

The above application has been considered on behalf of the Departmental Research Ethics Committee (DREC) in accordance with the procedures laid down by the University for ethical approval of all research involving human participants.

I am pleased to inform you that, on the basis of the information provided to DREC, the proposed research has been judged as meeting appropriate ethical standards, and accordingly, approval has been granted.

Should there be any subsequent changes to the project which raise ethical issues not covered in the original application you should submit details to research.office@education.ox.ac.uk for consideration.

Good luck with your research study.

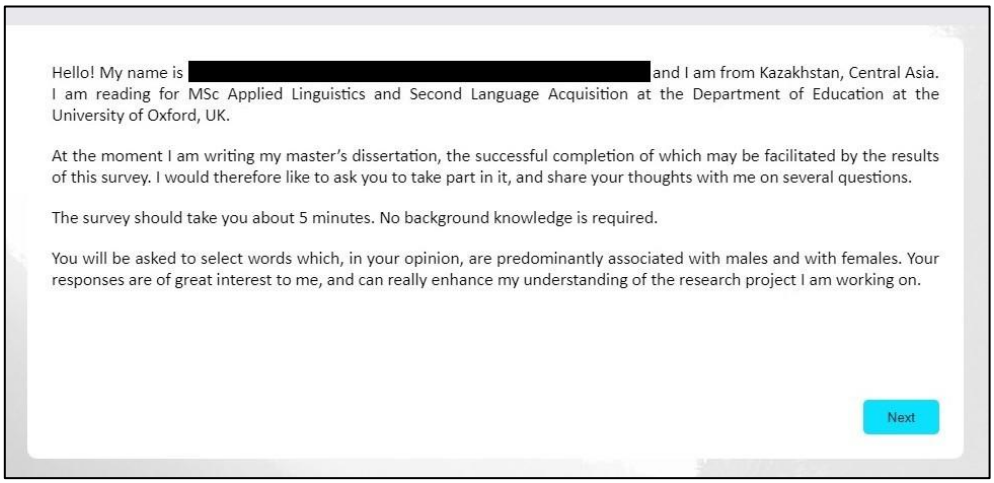
Yours sincerely,

Laura Molway
Member of DREC

Laura Molway
DPhil Candidate and Departmental Lecturer in Modern Languages Education
University of Oxford, Department of Education
Tel: 01865 611008

Recent article: 'It's definitely part of who I am in the role': developing language teachers' research engagement through a subject-specific Master's programme - https://www.tandfonline.com/doi/full/10.1080/13664530.2019.1693421

Appendix P: NoSQ – Information sheet and consent form (English)



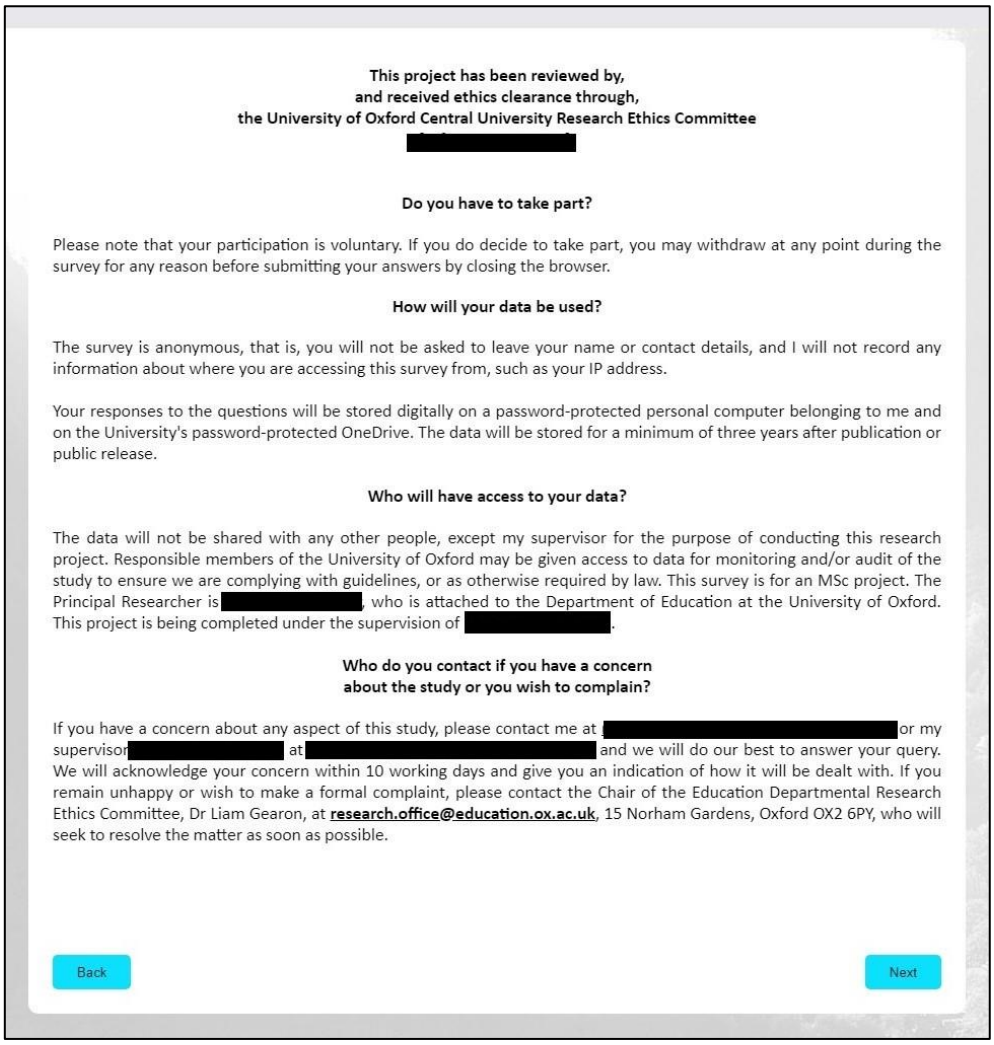
Hello! My name is [redacted] and I am from Kazakhstan, Central Asia. I am reading for MSc Applied Linguistics and Second Language Acquisition at the Department of Education at the University of Oxford, UK.

At the moment I am writing my master's dissertation, the successful completion of which may be facilitated by the results of this survey. I would therefore like to ask you to take part in it, and share your thoughts with me on several questions.

The survey should take you about 5 minutes. No background knowledge is required.

You will be asked to select words which, in your opinion, are predominantly associated with males and with females. Your responses are of great interest to me, and can really enhance my understanding of the research project I am working on.

Next



This project has been reviewed by,
and received ethics clearance through,
the University of Oxford Central University Research Ethics Committee
[redacted]

Do you have to take part?

Please note that your participation is voluntary. If you do decide to take part, you may withdraw at any point during the survey for any reason before submitting your answers by closing the browser.

How will your data be used?

The survey is anonymous, that is, you will not be asked to leave your name or contact details, and I will not record any information about where you are accessing this survey from, such as your IP address.

Your responses to the questions will be stored digitally on a password-protected personal computer belonging to me and on the University's password-protected OneDrive. The data will be stored for a minimum of three years after publication or public release.

Who will have access to your data?

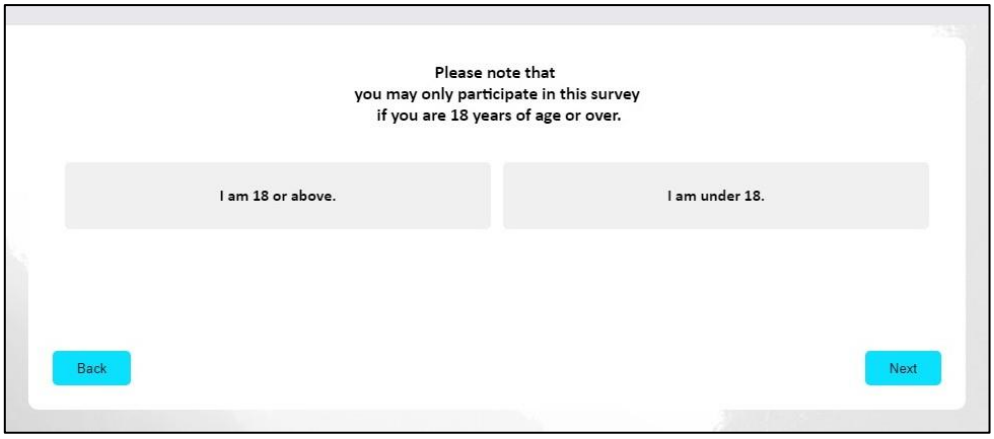
The data will not be shared with any other people, except my supervisor for the purpose of conducting this research project. Responsible members of the University of Oxford may be given access to data for monitoring and/or audit of the study to ensure we are complying with guidelines, or as otherwise required by law. This survey is for an MSc project. The Principal Researcher is [redacted], who is attached to the Department of Education at the University of Oxford. This project is being completed under the supervision of [redacted].

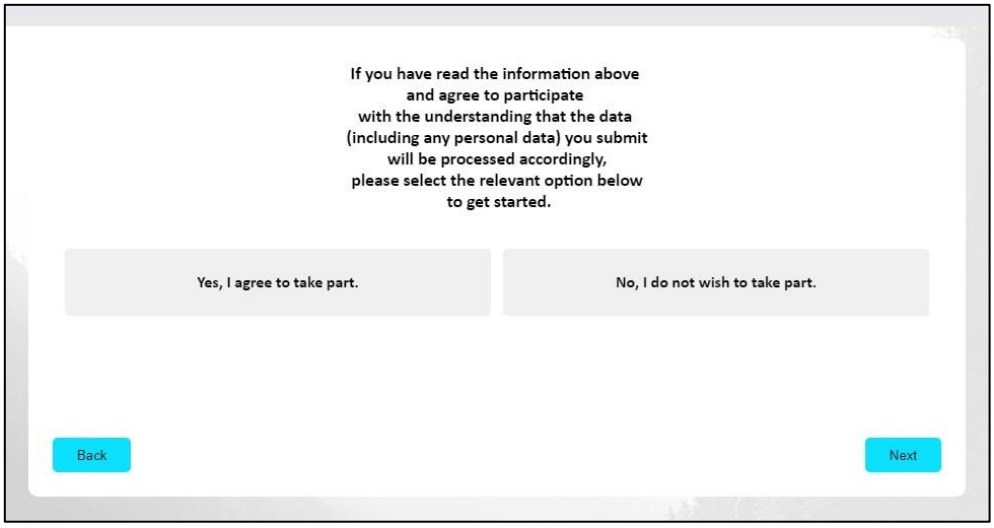
Who do you contact if you have a concern
about the study or you wish to complain?

If you have a concern about any aspect of this study, please contact me at [redacted] or my supervisor [redacted] at [redacted] and we will do our best to answer your query. We will acknowledge your concern within 10 working days and give you an indication of how it will be dealt with. If you remain unhappy or wish to make a formal complaint, please contact the Chair of the Education Departmental Research Ethics Committee, Dr Liam Gearon, at **research.office@education.ox.ac.uk**, 15 Norham Gardens, Oxford OX2 6PY, who will seek to resolve the matter as soon as possible.

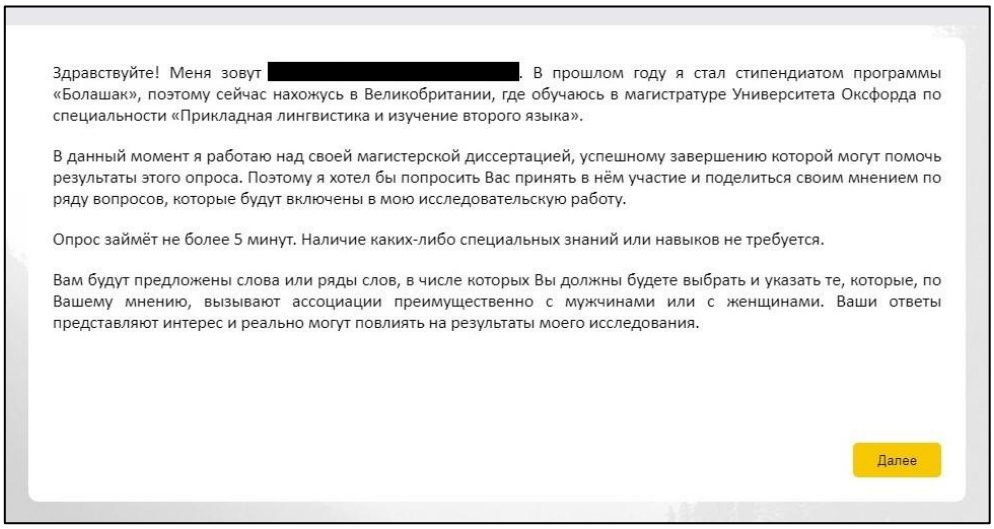
Back

Next


Please note that
you may only participate in this survey
if you are 18 years of age or over.
I am 18 or above.
I am under 18.
Back
Next


If you have read the information above
and agree to participate
with the understanding that the data
(including any personal data) you submit
will be processed accordingly,
please select the relevant option below
to get started.
Yes, I agree to take part.
No, I do not wish to take part.
Back
Next

Appendix Q: NoSQ – Information sheet and consent form (Russian)



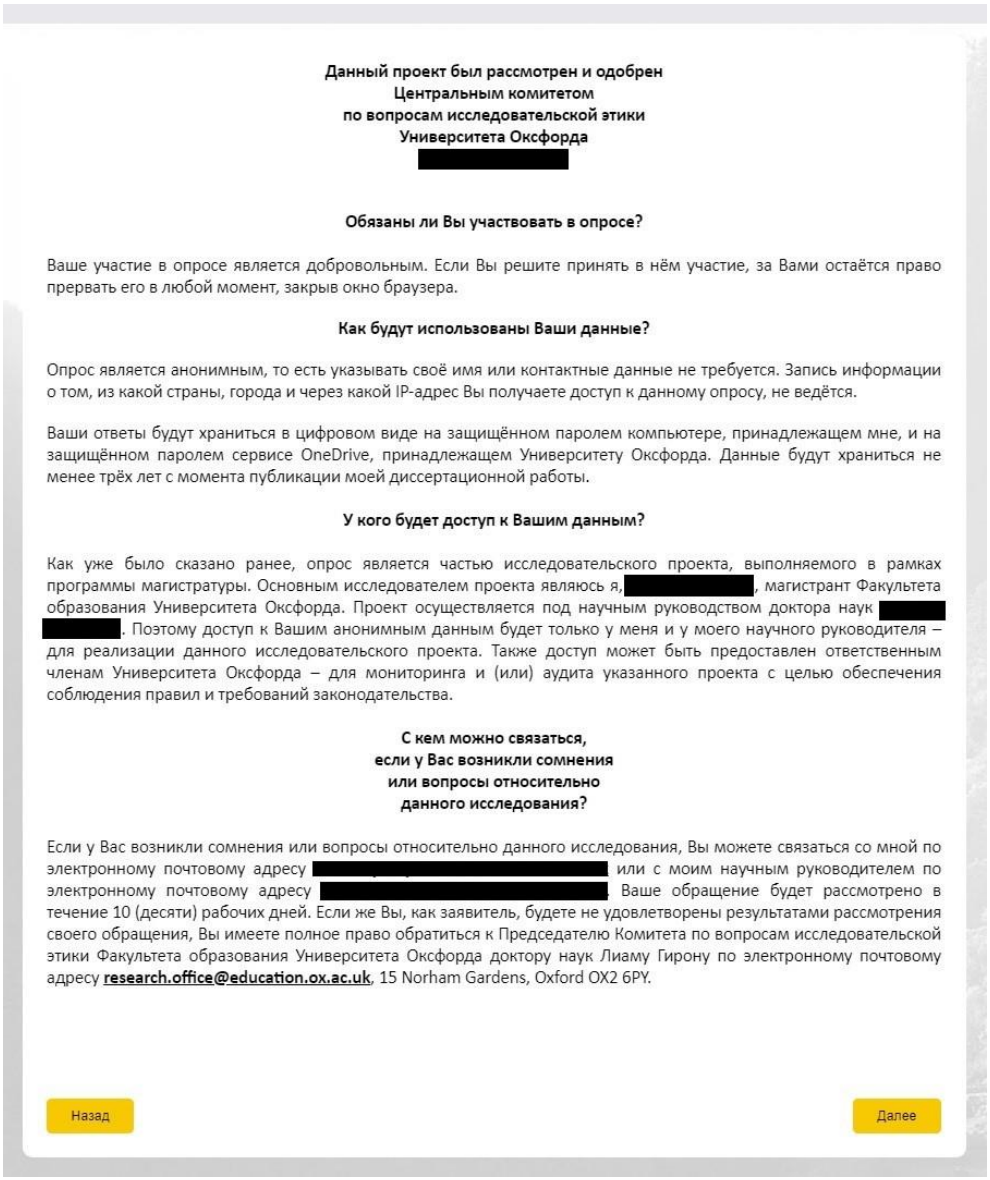
Здравствуйте! Меня зовут [redacted]. В прошлом году я стал стипендиатом программы «Болашак», поэтому сейчас нахожусь в Великобритании, где обучаюсь в магистратуре Университета Оксфорда по специальности «Прикладная лингвистика и изучение второго языка».

В данный момент я работаю над своей магистерской диссертацией, успешному завершению которой могут помочь результаты этого опроса. Поэтому я хотел бы попросить Вас принять в нём участие и поделиться своим мнением по ряду вопросов, которые будут включены в мою исследовательскую работу.

Опрос займёт не более 5 минут. Наличие каких-либо специальных знаний или навыков не требуется.

Вам будут предложены слова или ряды слов, в числе которых Вы должны будете выбрать и указать те, которые, по Вашему мнению, вызывают ассоциации преимущественно с мужчинами или с женщинами. Ваши ответы представляют интерес и реально могут повлиять на результаты моего исследования.

Далее



Данный проект был рассмотрен и одобрен
Центральным комитетом
по вопросам исследовательской этики
Университета Оксфорда
[redacted]

Обязаны ли Вы участвовать в опросе?

Ваше участие в опросе является добровольным. Если Вы решите принять в нём участие, за Вами остаётся право прервать его в любой момент, закрыв окно браузера.

Как будут использованы Ваши данные?

Опрос является анонимным, то есть указывать своё имя или контактные данные не требуется. Запись информации о том, из какой страны, города и через какой IP-адрес Вы получаете доступ к данному опросу, не ведётся.

Ваши ответы будут храниться в цифровом виде на защищённом паролем компьютере, принадлежащем мне, и на защищённом паролем сервисе OneDrive, принадлежащем Университету Оксфорда. Данные будут храниться не менее трёх лет с момента публикации моей диссертационной работы.

У кого будет доступ к Вашим данным?

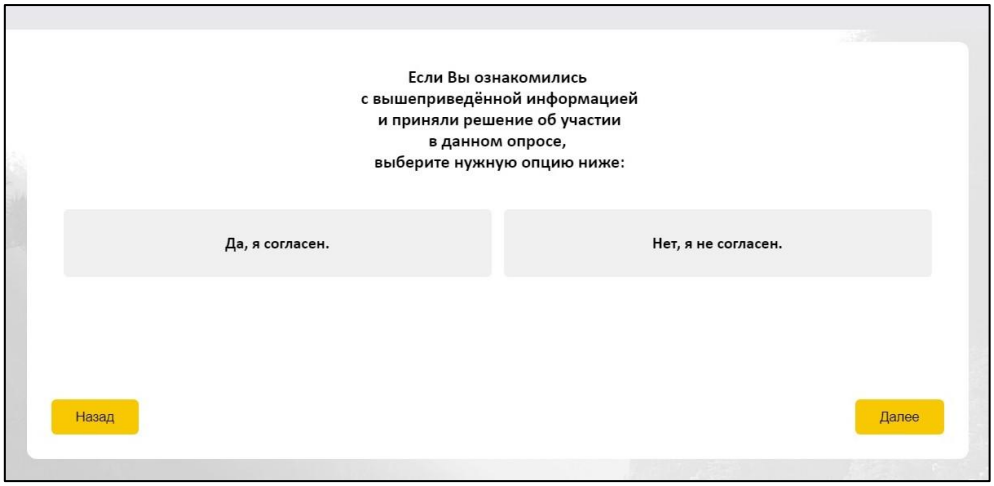
Как уже было сказано ранее, опрос является частью исследовательского проекта, выполняемого в рамках программы магистратуры. Основным исследователем проекта являюсь я, [redacted], магистрант Факультета образования Университета Оксфорда. Проект осуществляется под научным руководством доктора наук [redacted]. Поэтому доступ к Вашим анонимным данным будет только у меня и у моего научного руководителя – для реализации данного исследовательского проекта. Также доступ может быть предоставлен ответственным членам Университета Оксфорда – для мониторинга и (или) аудита указанного проекта с целью обеспечения соблюдения правил и требований законодательства.

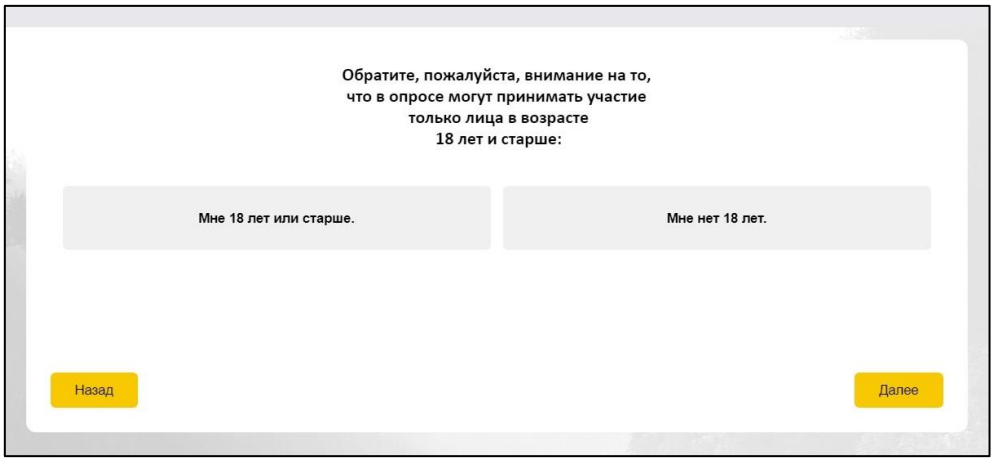
С кем можно связаться,
если у Вас возникли сомнения
или вопросы относительно
данного исследования?

Если у Вас возникли сомнения или вопросы относительно данного исследования, Вы можете связаться со мной по электронному почтовому адресу [redacted] или с моим научным руководителем по электронному почтовому адресу [redacted]. Ваше обращение будет рассмотрено в течение 10 (десяти) рабочих дней. Если же Вы, как заявитель, будете не удовлетворены результатами рассмотрения своего обращения, Вы имеете полное право обратиться к Председателю Комитета по вопросам исследовательской этики Факультета образования Университета Оксфорда доктору наук Лиаму Гирону по электронному почтовому адресу **research.office@education.ox.ac.uk**, 15 Norham Gardens, Oxford OX2 6PY.

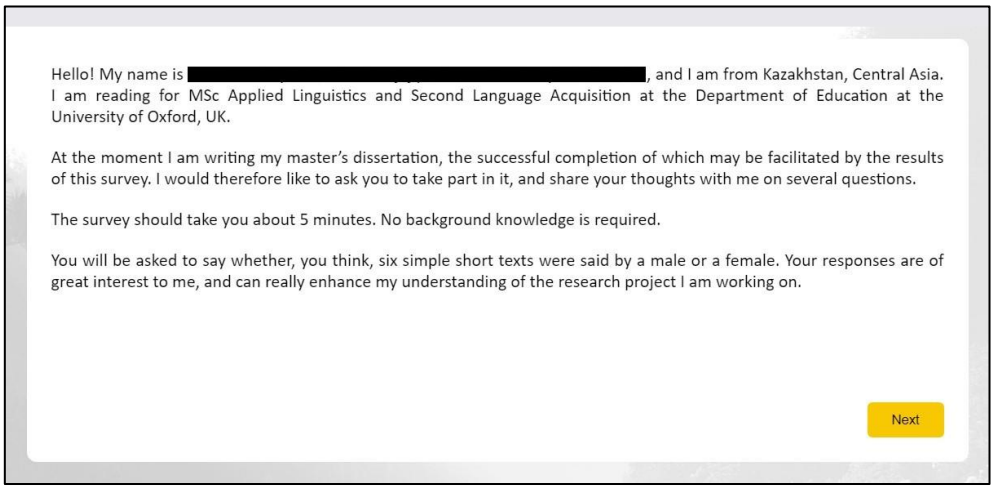
Назад

Далее


Если Вы ознакомились
с вышеприведённой информацией
и приняли решение об участии
в данном опросе,
выберите нужную опцию ниже:
Да, я согласен.
Нет, я не согласен.
Назад
Далее


Обратите, пожалуйста, внимание на то,
что в опросе могут принимать участие
только лица в возрасте
18 лет и старше:
Мне 18 лет или старше.
Мне нет 18 лет.
Назад
Далее

Appendix R: NaSQ – Information sheet and consent form (English)



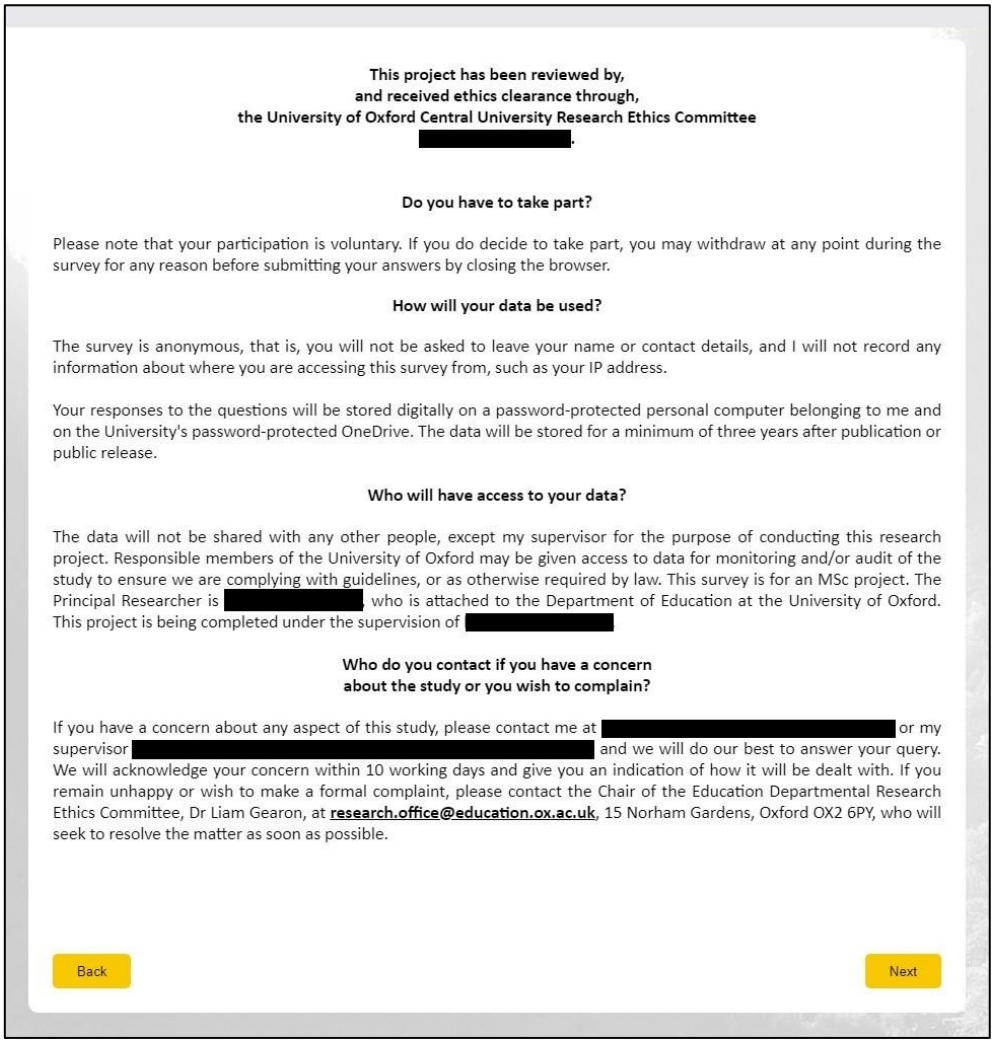
Hello! My name is [redacted], and I am from Kazakhstan, Central Asia. I am reading for MSc Applied Linguistics and Second Language Acquisition at the Department of Education at the University of Oxford, UK.

At the moment I am writing my master's dissertation, the successful completion of which may be facilitated by the results of this survey. I would therefore like to ask you to take part in it, and share your thoughts with me on several questions.

The survey should take you about 5 minutes. No background knowledge is required.

You will be asked to say whether, you think, six simple short texts were said by a male or a female. Your responses are of great interest to me, and can really enhance my understanding of the research project I am working on.

Next



This project has been reviewed by,
and received ethics clearance through,
the University of Oxford Central University Research Ethics Committee
[redacted].

Do you have to take part?

Please note that your participation is voluntary. If you do decide to take part, you may withdraw at any point during the survey for any reason before submitting your answers by closing the browser.

How will your data be used?

The survey is anonymous, that is, you will not be asked to leave your name or contact details, and I will not record any information about where you are accessing this survey from, such as your IP address.

Your responses to the questions will be stored digitally on a password-protected personal computer belonging to me and on the University's password-protected OneDrive. The data will be stored for a minimum of three years after publication or public release.

Who will have access to your data?

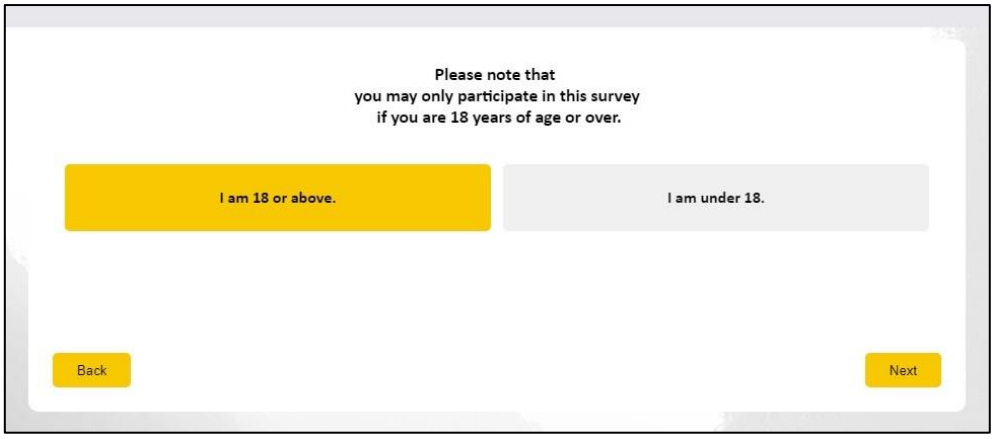
The data will not be shared with any other people, except my supervisor for the purpose of conducting this research project. Responsible members of the University of Oxford may be given access to data for monitoring and/or audit of the study to ensure we are complying with guidelines, or as otherwise required by law. This survey is for an MSc project. The Principal Researcher is [redacted], who is attached to the Department of Education at the University of Oxford. This project is being completed under the supervision of [redacted]

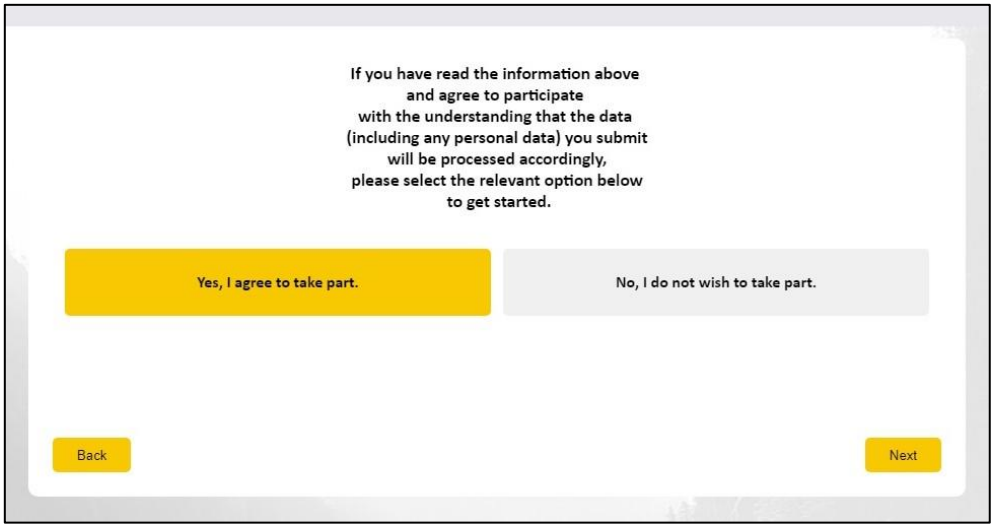
Who do you contact if you have a concern about the study or you wish to complain?

If you have a concern about any aspect of this study, please contact me at [redacted] or my supervisor [redacted] and we will do our best to answer your query. We will acknowledge your concern within 10 working days and give you an indication of how it will be dealt with. If you remain unhappy or wish to make a formal complaint, please contact the Chair of the Education Departmental Research Ethics Committee, Dr Liam Gearon, at **research.office@education.ox.ac.uk**, 15 Norham Gardens, Oxford OX2 6PY, who will seek to resolve the matter as soon as possible.

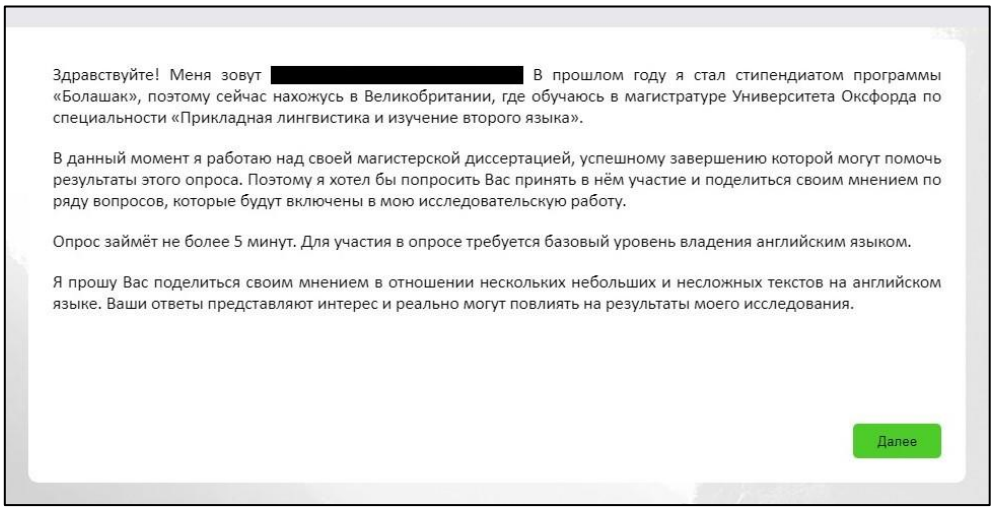
Back

Next


Please note that
you may only participate in this survey
if you are 18 years of age or over.
I am 18 or above.
I am under 18.
Back
Next


If you have read the information above
and agree to participate
with the understanding that the data
(including any personal data) you submit
will be processed accordingly,
please select the relevant option below
to get started.
Yes, I agree to take part.
No, I do not wish to take part.
Back
Next

Appendix S: NaSQ and TranQ – Information sheet and consent form (Russian)



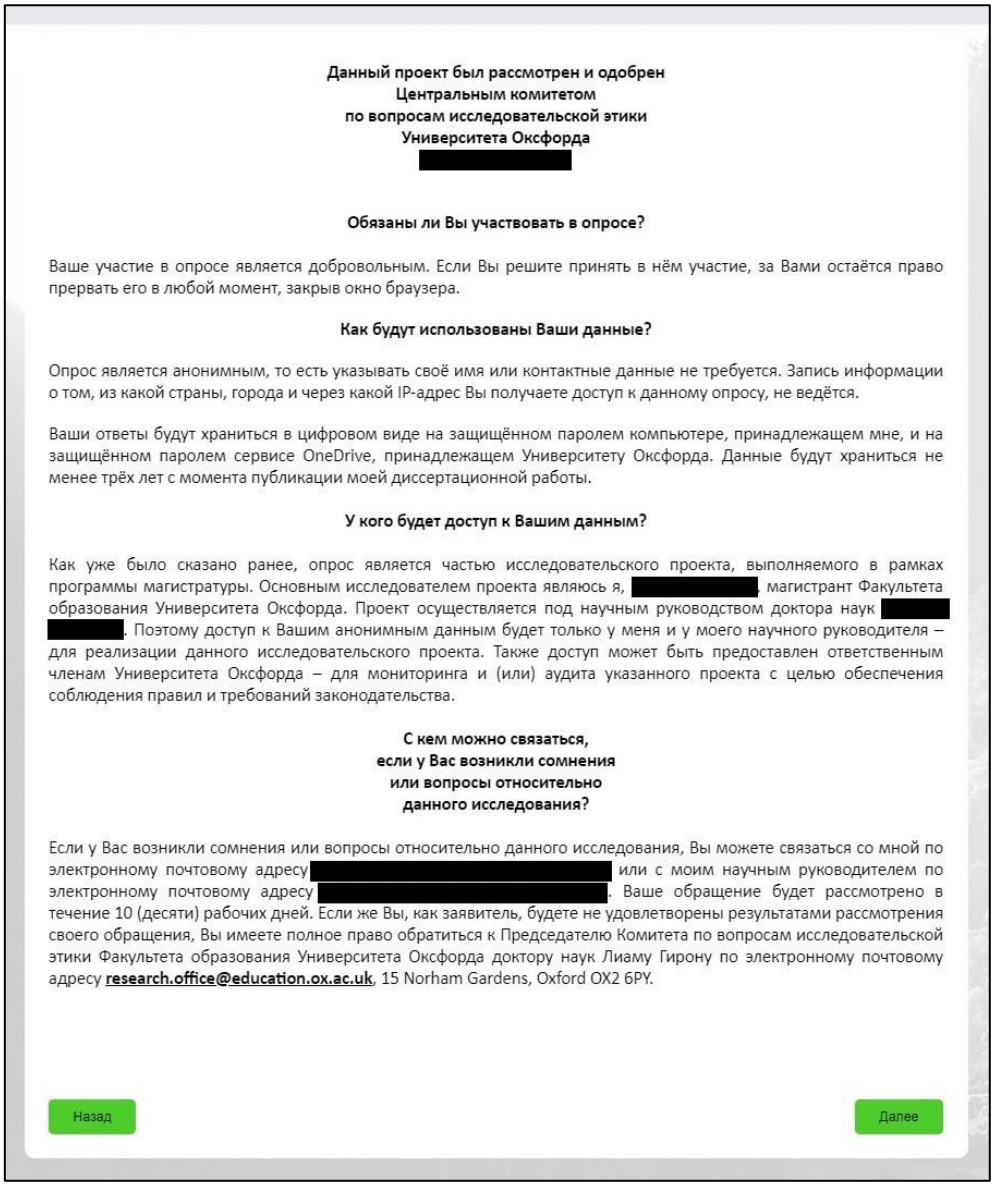
Здравствуйте! Меня зовут [redacted] В прошлом году я стал стипендиатом программы «Болашак», поэтому сейчас нахожусь в Великобритании, где обучаюсь в магистратуре Университета Оксфорда по специальности «Прикладная лингвистика и изучение второго языка».

В данный момент я работаю над своей магистерской диссертацией, успешному завершению которой могут помочь результаты этого опроса. Поэтому я хотел бы попросить Вас принять в нём участие и поделиться своим мнением по ряду вопросов, которые будут включены в мою исследовательскую работу.

Опрос займёт не более 5 минут. Для участия в опросе требуется базовый уровень владения английским языком.

Я прошу Вас поделиться своим мнением в отношении нескольких небольших и несложных текстов на английском языке. Ваши ответы представляют интерес и реально могут повлиять на результаты моего исследования.

Далее



Данный проект был рассмотрен и одобрен
Центральным комитетом
по вопросам исследовательской этики
Университета Оксфорда
[redacted]

Обязаны ли Вы участвовать в опросе?

Ваше участие в опросе является добровольным. Если Вы решите принять в нём участие, за Вами остаётся право прервать его в любой момент, закрыв окно браузера.

Как будут использованы Ваши данные?

Опрос является анонимным, то есть указывать своё имя или контактные данные не требуется. Запись информации о том, из какой страны, города и через какой IP-адрес Вы получаете доступ к данному опросу, не ведётся.

Ваши ответы будут храниться в цифровом виде на защищённом паролем компьютере, принадлежащем мне, и на защищённом паролем сервисе OneDrive, принадлежащем Университету Оксфорда. Данные будут храниться не менее трёх лет с момента публикации моей диссертационной работы.

У кого будет доступ к Вашим данным?

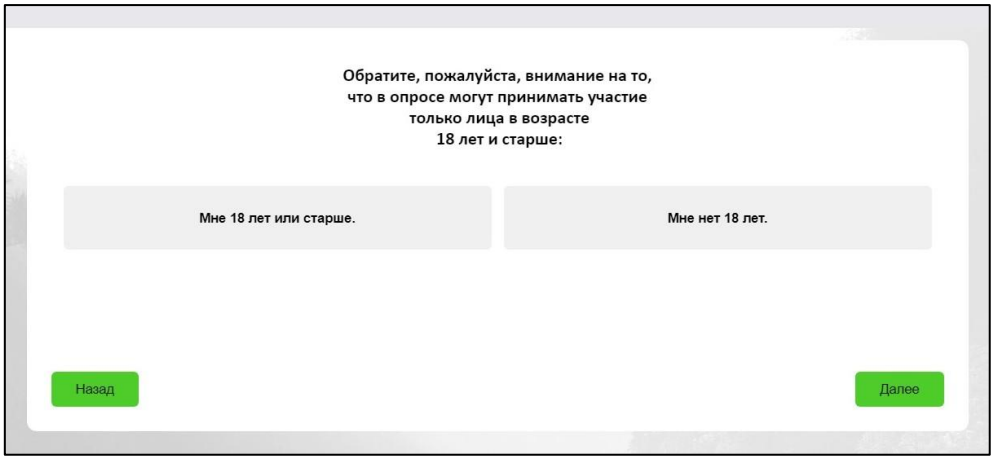
Как уже было сказано ранее, опрос является частью исследовательского проекта, выполняемого в рамках программы магистратуры. Основным исследователем проекта являюсь я, [redacted], магистрант Факультета образования Университета Оксфорда. Проект осуществляется под научным руководством доктора наук [redacted]. Поэтому доступ к Вашим анонимным данным будет только у меня и у моего научного руководителя – для реализации данного исследовательского проекта. Также доступ может быть предоставлен ответственным членам Университета Оксфорда – для мониторинга и (или) аудита указанного проекта с целью обеспечения соблюдения правил и требований законодательства.

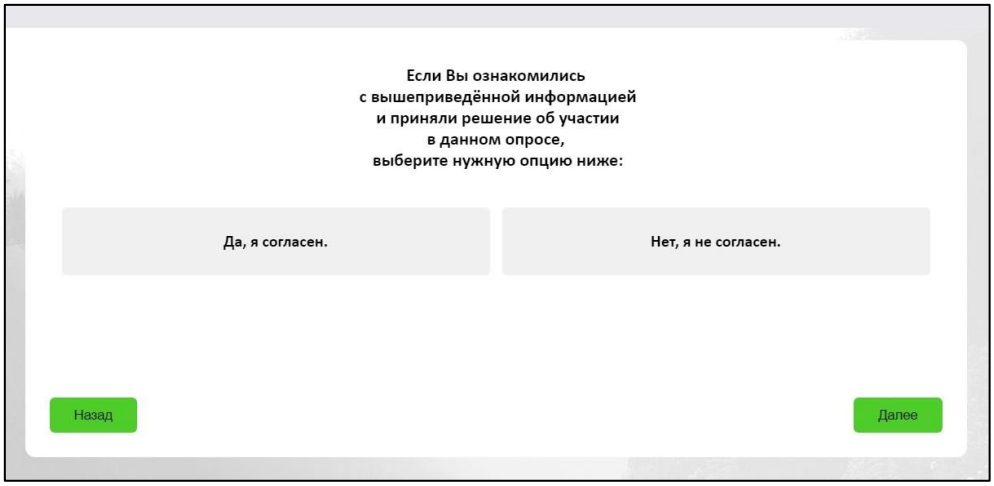
С кем можно связаться,
если у Вас возникли сомнения
или вопросы относительно
данного исследования?

Если у Вас возникли сомнения или вопросы относительно данного исследования, Вы можете связаться со мной по электронному почтовому адресу [redacted] или с моим научным руководителем по электронному почтовому адресу [redacted]. Ваше обращение будет рассмотрено в течение 10 (десяти) рабочих дней. Если же Вы, как заявитель, будете не удовлетворены результатами рассмотрения своего обращения, Вы имеете полное право обратиться к Председателю Комитета по вопросам исследовательской этики Факультета образования Университета Оксфорда доктору наук Лиаму Гирону по электронному почтовому адресу **research.office@education.ox.ac.uk**, 15 Norham Gardens, Oxford OX2 6PY.

Назад

Далее


Обратите, пожалуйста, внимание на то,
что в опросе могут принимать участие
только лица в возрасте
18 лет и старше:
Мне 18 лет или старше.
Мне нет 18 лет.
Назад
Далее


Если Вы ознакомились
с вышеприведённой информацией
и приняли решение об участии
в данном опросе,
выберите нужную опцию ниже:
Да, я согласен.
Нет, я не согласен.
Назад
Далее

Appendix T: NoSQ – Descriptive statistics

Statistics

Group			Age	Sex	Language	Country
L_1E participants	N	Valid	20	20	20	20
		Missing	0	0	0	0
	Mean		41.39			
	Std. Error of Mean		3.300			
	Median		32.00			
	Mode		28			
	Std. Deviation		14.759			
	Variance		217.821			
	Skewness		.648			
	Std. Error of Skewness		.512			
	Kurtosis		-1.203			
	Std. Error of Kurtosis		.992			
	Range		42			
	Minimum		27			
	Maximum		69			
	Sum		828			
L_1R participants	N	Valid	24	24	24	24
		Missing	0	0	0	0
	Mean		33.33			
	Std. Error of Mean		2.561			
	Median		30.00			
	Mode		22			
	Std. Deviation		12.548			
	Variance		157.449			
	Skewness		1.037			
	Std. Error of Skewness		.472			
	Kurtosis		-.112			
	Std. Error of Kurtosis		.918			
	Range		43			
	Minimum		18			
	Maximum		61			
	Sum		800			

a. Multiple modes exist. The smallest value is shown

Age

Group			Frequency	Percent	Valid Percent	Cumulative Percent
L_1E participants	Valid	27	1	5.0	5.0	5.0
		28	3	15.0	15.0	20.0
		29	2	10.0	10.0	30.0
		30	2	10.0	10.0	40.0
		31	1	5.0	5.0	45.0
		32	2	10.0	10.0	55.0
		46	1	5.0	5.0	60.0
		47	1	5.0	5.0	65.0
		48	2	10.0	10.0	75.0
		60	2	10.0	10.0	85.0
		61	1	5.0	5.0	90.0
		65	1	5.0	5.0	95.0
		69	1	5.0	5.0	100.0
		Total	20	100.0	100.0	
L_1R participants	Valid	18	1	4.2	4.2	4.2
		22	5	20.8	20.8	25.0
		24	1	4.2	4.2	29.2
		26	1	4.2	4.2	33.3
		27	1	4.2	4.2	37.5
		28	1	4.2	4.2	41.7
		29	1	4.2	4.2	45.8
		30	2	8.3	8.3	54.2
		31	1	4.2	4.2	58.3
		32	2	8.3	8.3	66.7
		33	2	8.3	8.3	75.0
		43	1	4.2	4.2	79.2
		48	1	4.2	4.2	83.3
		54	1	4.2	4.2	87.5
		55	1	4.2	4.2	91.7
		56	1	4.2	4.2	95.8
		61	1	4.2	4.2	100.0
		Total	24	100.0	100.0	

Sex

Group			Frequency	Percent	Valid Percent	Cumulative Percent
L_1E participants	Valid	Male	8	40.0	40.0	40.0
		Female	12	60.0	60.0	100.0
		Total	20	100.0	100.0	
L_1R participants	Valid	Male	12	50.0	50.0	50.0
		Female	12	50.0	50.0	100.0
		Total	24	100.0	100.0	

Language

Group			Frequency	Percent	Valid Percent	Cumulative Percent
L_1E participants	Valid	American English	19	95.0	95.0	95.0
		British English	1	5.0	5.0	100.0
		Total	20	100.0	100.0	
L_1R participants	Valid	Russian	24	100.0	100.0	100.0

Country

Group			Frequency	Percent	Valid Percent	Cumulative Percent
L_1E participants	Valid	UK	1	5.0	5.0	5.0
		USA	19	95.0	95.0	100.0
		Total	20	100.0	100.0	
L_1R participants	Valid	Kazakhstan	24	100.0	100.0	100.0

Appendix U: NaSQ – Descriptive statistics

Statistics

Group			Age	Sex	Country	Language	English level	English level (Coded)
L_1E participants	N	Valid	29	29	29	29	0	0
		Missing	0	0	0	0	29	29
	Mean		33.72					
	Std. Error of Mean		2.841					
	Median		30.00					
	Mode		26					
	Std. Deviation		15.297					
	Variance		233.993					
	Skewness		2.031					
	Std. Error of Skewness		.434					
	Kurtosis		4.225					
	Std. Error of Kurtosis		.845					
	Range		62					
	Minimum		19					
	Maximum		81					
	Sum		978					
L_1R participants	N	Valid	71	71	71	71	71	71
		Missing	0	0	0	0	0	0
	Mean		32.97				6.2817	
	Std. Error of Mean		.860				.20476	
	Median		32.00				7.0000	
	Mode		32				7.00	
	Std. Deviation		7.249				1.72530	
	Variance		52.542				2.977	
	Skewness		1.295				-.812	
	Std. Error of Skewness		.285				.285	
	Kurtosis		3.425				.559	
	Std. Error of Kurtosis		.563				.563	

	Range	40				8.00	
	Minimum	19				1.00	
	Maximum	59				9.00	
	Sum	2341				446.00	

Age

Group			Frequency	Percent	Valid Percent	Cumulative Percent
L_1E participants	Valid	19	2	6.9	6.9	6.9
		20	1	3.4	3.4	10.3
		21	1	3.4	3.4	13.8
		22	1	3.4	3.4	17.2
		23	1	3.4	3.4	20.7
		24	2	6.9	6.9	27.6
		26	3	10.3	10.3	37.9
		27	1	3.4	3.4	41.4
		29	2	6.9	6.9	48.3
		30	2	6.9	6.9	55.2
		31	2	6.9	6.9	62.1
		32	1	3.4	3.4	65.5
		33	1	3.4	3.4	69.0
		37	1	3.4	3.4	72.4
		38	2	6.9	6.9	79.3
		41	1	3.4	3.4	82.8
		42	1	3.4	3.4	86.2
		44	1	3.4	3.4	89.7
		57	1	3.4	3.4	93.1
		78	1	3.4	3.4	96.6
		81	1	3.4	3.4	100.0
		Total	29	100.0	100.0	
L_1R participants	Valid	19	1	1.4	1.4	1.4
		21	1	1.4	1.4	2.8
		22	1	1.4	1.4	4.2
		24	4	5.6	5.6	9.9
		25	2	2.8	2.8	12.7
		26	1	1.4	1.4	14.1
		27	3	4.2	4.2	18.3
		28	5	7.0	7.0	25.4
		29	6	8.5	8.5	33.8

		30	4	5.6	5.6	39.4
		31	2	2.8	2.8	42.3
		32	8	11.3	11.3	53.5
		33	3	4.2	4.2	57.7
		34	5	7.0	7.0	64.8
		35	3	4.2	4.2	69.0
		36	5	7.0	7.0	76.1
		37	2	2.8	2.8	78.9
		38	2	2.8	2.8	81.7
		39	5	7.0	7.0	88.7
		40	2	2.8	2.8	91.5
		41	2	2.8	2.8	94.4
		45	1	1.4	1.4	95.8
		50	1	1.4	1.4	97.2
		59	2	2.8	2.8	100.0
		Total	71	100.0	100.0	

Sex

Group			Frequency	Percent	Valid Percent	Cumulative Percent
L_1E participants	Valid	Male	9	31.0	31.0	31.0
		Female	20	69.0	69.0	100.0
		Total	29	100.0	100.0	
L_1R participants	Valid	Male	27	38.0	38.0	38.0
		Female	44	62.0	62.0	100.0
		Total	71	100.0	100.0	

Country

Group			Frequency	Percent	Valid Percent	Cumulative Percent
L_1E participants	Valid	Australia	1	3.4	3.4	3.4
		Canada	2	6.9	6.9	10.3
		South Africa	1	3.4	3.4	13.8
		UK	23	79.3	79.3	93.1
		USA	2	6.9	6.9	100.0
		Total	29	100.0	100.0	
L_1R participants	Valid	Kazakhstan	71	100.0	100.0	100.0

Language

Group			Frequency	Percent	Valid Percent	Cumulative Percent
L_1E participants	Valid	American English	3	10.3	10.3	10.3
		Australian English	1	3.4	3.4	13.8
		British English	23	79.3	79.3	93.1
		Canadian English	2	6.9	6.9	100.0
		Total	29	100.0	100.0	
L_1R participants	Valid	Russian	71	100.0	100.0	100.0

English proficiency level

Group			Frequency	Percent	Valid Percent	Cumulative Percent
L_1E participants	Missing	System	29	100.0		
L_1R participants	Valid	1.00	1	1.4	1.4	1.4
		2.00	1	1.4	1.4	2.8
		3.00	5	7.0	7.0	9.9
		4.00	1	1.4	1.4	11.3
		5.00	13	18.3	18.3	29.6
		6.00	13	18.3	18.3	47.9
		7.00	19	26.8	26.8	74.6
		8.00	14	19.7	19.7	94.4
		9.00	4	5.6	5.6	100.0
		Total	71	100.0	100.0	

English proficiency level (Coded)

Group			Frequency	Percent	Valid Percent	Cumulative Percent
L_1E participants	Missing	System	29	100.0		
L_1R participants	Valid	low	7	9.9	9.9	9.9
		middle	27	38.0	38.0	47.9
		high	37	52.1	52.1	100.0
		Total	71	100.0	100.0	

Appendix V: TranQ – Descriptive statistics

Statistics

		Age	Sex	Country	Language	English proficiency	English proficiency (Coded)
N	Valid	62	62	62	62	62	62
	Missing	0	0	0	0	0	0
Mean		32.15				6.5161	
Std. Error of Mean		.838				.23196	
Median		30.50				7.0000	
Mode		30				8.00	
Std. Deviation		6.601				1.82642	
Variance		43.569				3.336	
Skewness		.994				-.544	
Std. Error of Skewness		.304				.304	
Kurtosis		1.900				-.490	
Std. Error of Kurtosis		.599				.599	
Range		34				8.00	
Minimum		19				2.00	
Maximum		53				10.00	
Sum		1993				404.00	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	19	2	3.2	3.2	3.2
	21	1	1.6	1.6	4.8
	23	1	1.6	1.6	6.5
	24	1	1.6	1.6	8.1
	25	1	1.6	1.6	9.7
	26	1	1.6	1.6	11.3
	27	3	4.8	4.8	16.1
	28	2	3.2	3.2	19.4
	29	9	14.5	14.5	33.9
	30	10	16.1	16.1	50.0
	31	2	3.2	3.2	53.2
	32	6	9.7	9.7	62.9
	33	5	8.1	8.1	71.0

	34	3	4.8	4.8	75.8
	35	3	4.8	4.8	80.6
	36	1	1.6	1.6	82.3
	37	2	3.2	3.2	85.5
	40	2	3.2	3.2	88.7
	42	3	4.8	4.8	93.5
	44	1	1.6	1.6	95.2
	48	1	1.6	1.6	96.8
	51	1	1.6	1.6	98.4
	53	1	1.6	1.6	100.0
	Total	62	100.0	100.0	

Sex

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	19	30.6	30.6	30.6
	Female	43	69.4	69.4	100.0
	Total	62	100.0	100.0	

Country

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kazakhstan	62	100.0	100.0	100.0

Language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Russian	62	100.0	100.0	100.0

English proficiency level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	1	1.6	1.6	1.6
	3.00	3	4.8	4.8	6.5
	4.00	8	12.9	12.9	19.4
	5.00	5	8.1	8.1	27.4
	6.00	8	12.9	12.9	40.3
	7.00	15	24.2	24.2	64.5
	8.00	16	25.8	25.8	90.3

	9.00	5	8.1	8.1	98.4
	10.00	1	1.6	1.6	100.0
	Total	62	100.0	100.0	

English proficiency level (Coded)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	low	4	6.5	6.5	6.5
	middle	21	33.9	33.9	40.3
	high	37	59.7	59.7	100.0
	Total	62	100.0	100.0	

Appendix W: NaSQ – Participants' comments

Text 1

#	Age	Sex	L1	Response	Comment
1	29	M	E	either sex	In my opinion, there were neither strong masculine or feminine traits in the passage.
2	24	F	E	either sex	No gender pronoun
3	23	F	E	male	short, clear and abrupt sentences
4	21	F	E	female	Not sure
5	27	M	E	either sex	No gender specified.
6	81	F	E	male	It was brief and to the point.
7	78	F	E	male	Because a female would have elaborated more on the details such as a beautiful park.
8	30	F	E	either sex	There is no language that specifically shows the sex of the speaker.
9	44	F	E	either sex	It could be the opening line from a novel and is reminiscent of novels written by men and women.
10	38	F	E	either sex	nothing in the text to indicate either way
11	26	F	E	male	It is very matter of fact when I think a female would have elaborated more
12	31	M	E	male	The physical nature of the environment described.
13	26	F	E	either sex	Anyone could live in those places
14	20	M	E	either sex	There were no aspects of this text that I felt were more likely to be sent by a male or female. It almost felt more like a poem/part of a story than a text.
15	26	F	E	either sex	I don't really know, I think it could be either or there's nothing to suggest a certain gender
16	57	F	E	either sex	I think this would be said by both male and female
17	33	F	E	female	I think women could be more sensitive to nature
18	38	F	E	male	to the point not lots of detail. (short but sweet)
19	42	M	E	male	Any descriptive notes in the saying were physical items (ie park)
20	32	M	E	male	I can only think of star wars and because of this it automatically makes me think "male"
21	37	M	E	either sex	Not enough information available in text to see if narrator is male or female
22	19	F	E	female	Men don't care about location
23	24	F	E	male	Sounded more masculine
24	31	M	E	male	There seems to be less emotion attached to the description of where the person lived. More just facts rather than descriptions
25	41	F	E	female	More detail
26	22	F	E	female	The start of long ago made me think it was female
27	19	F	E	either sex	Statements are very neutral, the wording is neither 'hard' nor 'soft'
28	30	M	E	male	Because males are usually more interested in talking about where they lived than females do.
29	29	F	E	either sex	I dont think you could define if a male or female said that comment.

30	45	F	R	male	От мужского лица
31	59	F	R	female	Женщине свойсивенно с носталгией вспомниать свою предыдущую жизнь и рассказ начинается,давным давно,мудчина скащал бы, давно я жил в уентре города рядом с парком, а не делил свое воспомнинание на несколько этапов
32	36	F	R	male	Few adjectives were used
33	28	M	R	male	Интуитивно
34	35	F	R	male	Простой короткий текст кажется больше присуще мужчинам
35	24	F	R	male	скорее всего потому, что если бы говорила женщина, вполне возможно, что была бы ещё какая-либо более уточняющая информация.
36	41	M	R	female	Ритм, определенная мелодичность
37	30	F	R	either sex	Так может сказать любой пол
38	28	F	R	either sex	Разьясняющее пишет женщина четко и логично пишет и мужчина
39	30	M	R	either sex	Там ведь не ясен пол
40	37	F	R	male	Лаконично и без лишних слов
41	25	M	R	male	Лаконично сказано, без особых ненужных деталей
42	36	F	R	female	Для женщины важны такие места как парк, так как удобно выходить на прогулку с детьми
43	32	M	R	female	Обобщенное подчеркивание мест
44	39	F	R	either sex	Достаточно нейтральная информация, которая может касаться любого человека, независимо от пола
45	32	M	R	either sex	Потому что сложно определить автора
46	36	M	R	either sex	Мне, кажется это мог сказать человек любого пола. Тяжело определить только по тексту.
47	39	M	R	either sex	anyone can live in the city or near the park
48	19	M	R	either sex	Мне кажется так сказать может и женщина и мужчина
49	25	F	R	female	Сначала жила с мужем и ребёнком. Потом развелась думаю потом возле парка начала жить с ребёнком чтобы было где гулять 😊
50	33	M	R	female	Men would not care about living near park
51	34	F	R	female	Женщины всегда конкретизируют
52	33	M	R	male	Переехала
53	28	F	R	male	Говорит короткими и простыми в построении предложениями. Нет описания.
54	32	M	R	male	Много конкретики
55	30	M	R	either sex	Не почувствовал гендерного различия
56	39	M	R	female	Акцентироварие на деталях
57	32	F	R	female	Путаница
58	33	F	R	female	детально описано
59	29	F	R	either sex	По началу показалось, что это говорит мужчина, пожилой, одинокий, но потом я представила, что это может быть кто угодно (мужчина или женщина), который обрывками вспоминает далекое прошлое
60	26	F	R	either sex	Общие фразы, которыми могли бы изъяснится оба пола.
61	29	F	R	male	short and concise sentences without any adjectives

62	37	F	R	male	Показалось, что это поэт-мужчина
63	35	F	R	female	Очень много деталей
64	38	M	R	male	От общего к частному
65	36	F	R	male	Мужчины обычно не красноречивы
66	34	F	R	male	Мне кажется, мужчины часто не обращают внимания на несамостоятельные части речи (предлоги и тд). Им важнее донести суть и быть понятыми, нежели думать о грамматической составлящей
67	24	F	R	male	A article, women tend to remember places
68	34	F	R	female	too many details, and not right to the point
69	39	M	R	female	Потому что такие месположения важны больше для женщин
70	29	M	R	male	Короткие ответы
71	24	F	R	male	Потому что мужчины спортивнее чем женщины и хотят жить возле парка
72	32	F	R	male	Точно и ясно
73	27	F	R	either sex	Это не может относится к определенному полу
74	35	F	R	either sex	It’s impossible to determine the gender
75	40	M	R	either sex	There is no gender attributes in the sentences
76	31	F	R	either sex	В англ языке нельзя определить кто сказал, если это в первом лице. Так как нет окончании отвечающих за мужской или женский род
77	31	M	R	either sex	в английском языке не поймешь
78	29	F	R	either sex	В английском языке невозможно определить пол если речь идет от 1 лица
79	39	M	R	either sex	В английском языке нет окончаний жила жил
80	41	M	R	either sex	В английском языке нет окончаний и можно подумать что это может быть женщина или мужчина
81	40	F	R	either sex	В предложениях не было и намека на гендер
82	29	M	R	either sex	В тексте не было привязки к полу человека
83	21	F	R	either sex	В тексте не увидела никаких моментов, которые могли быть сказанными одним определенным полом
84	32	F	R	either sex	Любой может жить в городе ,в центре и около парка
85	32	M	R	either sex	Местоимение в первом лице, не возможно определить пол.
86	27	F	R	either sex	Могло быть сказано как мужчиной так и женщиной
87	27	F	R	either sex	нет гендерного окраса
88	28	F	R	either sex	Нет окончания, чтобы указывать на мужской и женские род.
89	36	F	R	either sex	Нет родового значения выражений
90	30	F	R	either sex	общие в использовании слова для обоих полов
91	28	M	R	either sex	Отсутствие каких-либо намеков на половой признак в предложении
92	22	M	R	either sex	По моему мнению, такая ситуация может случиться как в жизни мужчины так и в жизни женщаины
93	50	F	R	either sex	По тексту не выявлен пол
94	24	F	R	either sex	Потому что кто угодно может так выражаться
95	34	M	R	either sex	Речь для мужчины и женщины свойственная
96	29	M	R	either sex	текст не указывает пол
97	59	F	R	either sex	Это свойственно людям, которые были активны и в

					какой-то момент лишились перечисленного возможности . В наше время активны и женщины, и мужчины
98	38	F	R	either sex	Эту фразу мог сказать любой человек, даже ребенок
99	32	F	R	either sex	Я думаю в этих высказываниях нет гендерной разницы
100	34	F	R	either sex	Язык не отражает половые различия говорящего

Text 2

#	Age	Sex	L1	Response	Comment
1	29	M	E	either sex	Although this passage is slightly more direct, which makes me lean towards a male author, it equally could have been a female as directness is a gender-neutral trait (in my eyes)
2	24	F	E	either sex	Same as before
3	23	F	E	female	Lots of detail
4	21	F	E	male	Not sure
5	27	M	E	either sex	The word "I" was mostly used as opposed to "her" or "him".
6	81	F	E	male	AGain, short sentences, nothing descriptive
7	78	F	E	female	It sounds like a more feminine statement.
8	30	F	E	female	Perhaps because females often give more information whereas males would just list all the things they had bought.
9	44	F	E	female	Female and American. The use of the word 'copybook' and the fact that there was more than the bare minimum of language to convey the point.
10	38	F	E	either sex	nothing gender specific in there
11	26	F	E	female	I think this because it does have a bit more information than maybe a male would provide? But not sure!
12	31	M	E	female	Copybook is mostly purchased by females.
13	26	F	E	either sex	Male and females can buy books
14	20	M	E	either sex	There was nothing from this text that feels like it was said by a certain gender.
15	26	F	E	female	I would think a female is more likely to spend money on a book, pen etc
16	57	F	E	female	Female too much detail for a man
17	33	F	E	male	Males are more industrious
18	38	F	E	either sex	this could be both sex's
19	42	M	E	female	Females tend to read more in my opinion.
20	32	M	E	female	I think more females are likely to buy a book and pen together. It just sounds very feminine.
21	37	M	E	female	I assume it might be a female as girls like to shop a lot.
22	19	F	E	male	Many writers are male
23	24	F	E	female	More likely to be a female + more detail
24	31	M	E	male	Similar, there doesn't seem to be as much description of the items bought nor a purpose. It seems more male to me
25	41	F	E	female	Because they give more info
26	22	F	E	male	Repetitive
27	19	F	E	either sex	Again, these statements are very neutral. Either a male or female could say these statements

28	30	M	E	female	We all know such things as reading books is more on the female side.
29	29	F	E	female	A women who had lots of thoughts and feelings and wanted to record these
30	45	F	R	male	Также от мужского лица
31	59	F	R	female	Женщина рассказыает как будто складыает в полочку,хотя эти 3 предложения можно было изложить в одном.
32	36	F	R	female	Many details
33	28	M	R	female	Интуитивно
34	35	F	R	female	Думаю только женщины могут купить в магазине не запланирована несколько вещей
35	24	F	R	female	судя по стилю разговора склоняюсь к тому, что это женщина
36	41	M	R	either sex	Последовательное перечисление припоминаемого, больше похоже на детский текст
37	30	F	R	female	Женщина обычно идет в магпзин за чем то одним, а скупает все подряд
38	28	F	R	female	Женщина покупает все. Приходит за одной вещью покупает другое, либо в придачу покупает и то и другое
39	30	M	R	either sex	Мне кажется это вообще ребенок написал
40	37	F	R	female	Слишком много лишних слов
41	25	M	R	female	Мысль не цельная, а разделена на разные фрагменты.
42	36	F	R	either sex	Предметы, необходимые в равной степени любому прлу
43	32	M	R	male	Детализация вещей
44	39	F	R	female	Тоже относительно, но выбираю женщину, так как женщины более педантичны в плане учёбы
45	32	M	R	either sex	Также не ясно кем было сказано
46	36	M	R	female	Такие покупки в настоящее время больше делают женщины
47	39	M	R	female	мужчины выразил бы все сказанное одним предложением
48	19	M	R	either sex	Мне кажется что такое может сказать и мужчина и женщина
49	25	F	R	male	Потому что мужчина работает. Понадобилось
50	33	M	R	female	Men would not be so detailed
51	34	F	R	female	Конкретика опять же
52	33	M	R	female	Купила все
53	28	F	R	male	Опять таки нет описания цвет, зачем купила, если бы была женщина
54	32	M	R	female	Конкретика в покупках
55	30	M	R	female	Начинает читать и новую жизнь, может еще и прическу поменяла
56	39	M	R	male	Купил, мужчины хвастают что что-то купили
57	32	F	R	male	Четко последовательно
58	33	F	R	female	четкое перечисление покупок, обычно мужчины не помнят или просто могу сказать some staff
59	29	F	R	female	Больше похоже на женщину исходя из количества покупок

60	26	F	R	female	Думаю мужчина изъяснился бы кратко, сказав все три предмета сразу.
61	29	F	R	female	long line of thoughts, it could have been said in one sentence
62	37	F	R	male	Ассоциация с учеником-мальчиком, наверное потому что обычно в учебниках были ученики-мальчики
63	35	F	R	either sex	Оба могут выразить что купили
64	38	M	R	female	Не могу объяснить так кажется
65	36	F	R	either sex	Констатация простого действия, не требуюшего особых деталей.
66	34	F	R	male	По той же причине, которую указала на предыдущем ответе
67	24	F	R	female	Women like talking about shopping in details
68	34	F	R	male	slow in remembering shopping
69	39	M	R	either sex	Здесь все зависит от ситуации, поэтому оба могут быть
70	29	M	R	either sex	Кто угодно мог, особенно если это ребенок
71	24	F	R	female	Девушки предпочитают покупать блакноты
72	32	F	R	female	Текст более развёрнутый
73	27	F	R	either sex	Диалог между мужчиной и женщиной
74	35	F	R	either sex	It’s not possible to determine the gender
75	40	M	R	either sex	The same reasons as above cited
76	31	F	R	either sex	Тоже самое, что и в первом вопросе. 1 лицо не показывает кто именно автор по гендерному признаку
77	31	M	R	either sex	английский язык не дает информацию
78	29	F	R	either sex	Невозможно определить пол в речи от 1 лица
79	39	M	R	either sex	Тоже самое
80	41	M	R	either sex	Данные предметы могут купить как женщины так и мужчины
81	40	F	R	either sex	В предложении не понятен гендер
82	29	M	R	either sex	Тоже самое
83	21	F	R	either sex	Анологично. Текст может быть сказан как женщиной, так и мужчиной
84	32	F	R	either sex	Нет ,указания на пол
85	32	M	R	either sex	Местоимение в первом лице, не возможно определить пол.
86	27	F	R	either sex	Могло быть сказано как мужчиной так и женщиной
87	27	F	R	either sex	нет гендерного окраса
88	28	F	R	either sex	В английском языке нет окончаний, чтобы определить про род. От первого лица
89	36	F	R	either sex	Нет родовой принадлежности
90	30	F	R	either sex	аналогично
91	28	M	R	either sex	Отсутствие каких-либо намеков на половой признак в предложении
92	22	M	R	either sex	Эта покупка, скорее всего связана с учебой. А в наше время учиться дозволено как мужчинам так и женчинам
93	50	F	R	either sex	Также не выявлен пол
94	24	F	R	either sex	Нет гендерной разницы
95	34	M	R	either sex	Предметы купленные подходят и мужчине и женщине
96	29	M	R	either sex	текст не указывает пол

97	59	F	R	either sex	Это характерно активным людям, ими могут быть как женщины, так и мужчины
98	38	F	R	either sex	Указанные вещи мог купить любой человек
99	32	F	R	either sex	Зжесь нет гендерной разницы
100	34	F	R	either sex	Тоже самое

Text 3

#	Age	Sex	L1	Response	Comment
1	29	M	E	either sex	Similar to the previous two comments, in our current world I believe it is difficult to assess gender on a short passage. I believe a male or female could have equally composed the passage.
2	24	F	E	either sex	Same reason again
3	23	F	E	female	Sets the scene and creates atmosphere even though topics aren't related
4	21	F	E	male	Not sure
5	27	M	E	either sex	Same reason as prior
6	81	F	E	either sex	There is sufficient information to begin to raise questions about that message. Could be either male or female
7	78	F	E	male	I think a man is going to invite a woman for a meal.
8	30	F	E	either sex	Impossible to tell
9	44	F	E	male	A man more likely to list each thing he did rather than the ones that are relevant to the anecdote that's coming up.
10	38	F	E	either sex	nothing gender specific
11	26	F	E	male	Very matter of fact so I think male for that reason
12	31	M	E	either sex	Anyone could place an order at a diner or restaurant.
13	26	F	E	either sex	Could be characteristics of both sexes
14	20	M	E	either sex	It does not feel like either a male or female specifically sent this
15	26	F	E	male	Men more likely to eat eat so possibly make?
16	57	F	E	female	Looked at the menu with other things on her mind. A female trait
17	33	F	E	female	Women would be more interested in the view
18	38	F	E	either sex	both male and females are easily distracted these days, people don't seem to have a attention span any more
19	42	M	E	female	Females send messages more often then males
20	32	M	E	either sex	Doesn't sound too masculine or feminine but sounds like both a man or woman could be the narrator
21	37	M	E	either sex	Text in passage isn't gender specific to actions taken.
22	19	F	E	female	I’m not too sure I just had a feeling it was female
23	24	F	E	either sex	Could be either
24	31	M	E	female	These sentences seem to portray that there was deep thought and emotion before sending a message by looking out the window. Seems more emotional rather than logical.
25	41	F	E	male	A bit disjointed
26	22	F	E	female	Flows nicely
27	19	F	E	female	Couldn't see a dude saying this, perhaps it flows more than a dude would. Small details listed, rather than just main

					points
28	30	M	E	female	She probably sent a love message to her boyfriend.
29	29	F	E	male	When reading this i could hear a males voice.
30	45	F	R	male	Также в мужском роде
31	59	F	R	male	Мужчины не могут в одно время производит несколько действии, поэтому следующее действие после окончания предыдущего могут производит
32	36	F	R	female	Inconsistent actions
33	28	M	R	female	Интуитивно
34	35	F	R	female	Женщины больше любят кажется смотреть в окно
35	24	F	R	female	наверное потому, что всё было сделано вразброс, чего мужчины, вероятнее всего, не делают
36	41	M	R	female	Имеется определенное романтическое изложение действий
37	30	F	R	female	Я так делаю
38	28	F	R	female	Планирует одно, делает другое)
39	30	M	R	female	Только изза того что отпраил(а) сообщение, подумалось что женищина
40	37	F	R	either sex	Кажется оба могли так говорить
41	25	M	R	either sex	Общая констатация фактов
42	36	F	R	either sex	Посмотрел или посмотрела в окно, подумал, как начать письмо, с каких слов.
43	32	M	R	either sex	Обобщение
44	39	F	R	either sex	Нейтрально
45	32	M	R	either sex	Также не ясно кто автор
46	36	M	R	either sex	Тяжело сделать выбор.
47	39	M	R	either sex	эти действия могут быть произведены кем угодно
48	19	M	R	either sex	Мне кажется что такое может сказать и мужчина и женщина
49	25	F	R	male	В одиночестве
50	33	M	R	male	probably He texted his wife or gf
51	34	F	R	male	Мужчины больше разбираются в компьютере
52	33	M	R	female	Домохозяйка))
53	28	F	R	female	Отвлекается,
54	32	M	R	female	Мне показалось разбросанное мышление, что чаще всего наблюдается у женского пола
55	30	M	R	female	Нелогичный текст
56	39	M	R	either sex	Когда шеф спрашивает про твой фронт работы
57	32	F	R	either sex	Не знаю
58	33	F	R	either sex	такие действия могут совершать как женщины так и мужчины
59	29	F	R	either sex	Прорисовался силуэт человека (без конкретного пола), который вдруг вспомнил о ком-то, и отправил сообщение, потому что соскучился
60	26	F	R	either sex	Больше описание деталей можно было бы отнести к женщине, однако сейчас мужчины также склоны к такому типу разговора.
61	29	F	R	male	coherence of actions described without any adjectives
62	37	F	R	male	Не знаю, лаконичность предложений может быть указывает на мужчину

63	35	F	R	male	Невзаимосвязанные предложения
64	38	M	R	female	Несвязанные предложения, логики не вижу
65	36	F	R	female	Действия не связанные между собой. Скорее всего женшина, у которой в голове много мыслей
66	34	F	R	female	Мне кажется, это ход мыслей женщины
67	24	F	R	female	Looks like a story to a friend
68	34	F	R	female	too many details
69	39	M	R	female	У женской половины мозг мультитаском работает. А мужчинам трудно фокусироваться на разные вещи
70	29	M	R	either sex	Непонятно
71	24	F	R	either sex	Кто-то ждёт кого то, пол неважен
72	32	F	R	either sex	Точно, понятно и развёрнуто
73	27	F	R	either sex	Описание действий
74	35	F	R	either sex	It’s not possible to determine the gender
75	40	M	R	either sex	-
76	31	F	R	either sex	Тоже самое
77	31	M	R	either sex	ну опять из за английского
78	29	F	R	either sex	Невозможно определить пол в речи от 1 лица
79	39	M	R	either sex	Тоже самое
80	41	M	R	either sex	Здесь может быть женщина открыл меню и мужчина выглянул в окно и отправил сообщение
81	40	F	R	either sex	Нет гендерных признаков
82	29	M	R	either sex	Тоже
83	21	F	R	either sex	Текст может быть сказан как женщиной, так и мужчиной
84	32	F	R	either sex	Рутинные дела ,свойственные и для мужчины,и для женщины
85	32	M	R	either sex	Местоимение в первом лице, не возможно определить пол.
86	27	F	R	either sex	Могло быть сказано как мужчиной так и женщиной
87	27	F	R	either sex	нет гендерного окраса
88	28	F	R	either sex	От первого лица нет определенного правила , кто говорит
89	36	F	R	either sex	То же самое
90	30	F	R	either sex	аналогично
91	28	M	R	either sex	Отсутствие каких-либо намеков на половой признак в предложении
92	22	M	R	either sex	В ресторане/ кафе мог сидеть любой человек, вне зависимости от пола/ гендера
93	50	F	R	either sex	Не выявлен пол
94	24	F	R	either sex	Нет гендерной идентичности
95	34	M	R	either sex	Свойственны и мужчине и женщине
96	29	M	R	either sex	текст не указывает пол
97	59	F	R	either sex	Это типично для людей с хорошим заработком, но в одинокие
98	38	F	R	either sex	Эти действия также мог выполнить любой человек
99	32	F	R	either sex	Текст гендернонейтрален
100	34	F	R	either sex	Тоже самое

Text 4

#	Age	Sex	L1	Response	Comment
1	29	M	E	either sex	Ditto previous comments.
2	24	F	E	either sex	Same
3	23	F	E	female	story telling
4	21	F	E	female	Not sure
5	27	M	E	either sex	No gender specified
6	81	F	E	female	There. Is a hint of a story here, maybe a sad one. It sounds more likely to be a female.
7	78	F	E	female	I think a female is more likely to move to a village than a man.
8	30	F	E	either sex	too difficult to tell
9	44	F	E	either sex	Setting the scene. Could be either.
10	38	F	E	either sex	could be a man or a woman
11	26	F	E	male	I think this because it is short and brief with little information
12	31	M	E	either sex	It emphasizes retirement, which could happen to anyone fed up of the city life.
13	26	F	E	either sex	Both sexes could live in the specified location
14	20	M	E	either sex	Again, I cannot tell if a male or female sent this text
15	26	F	E	female	I think females are more likely to move to a village
16	57	F	E	female	Just a feeling. Sounds like a village girl at heart
17	33	F	E	either sex	Not sure who would be more comfortable living in a city
18	38	F	E	either sex	i do not see any way to tell whether this is male or female.
19	42	M	E	male	Little information shared, to the point.
20	32	M	E	female	Wrote with proper English, no use of slang words.
21	37	M	E	female	I think it might be a female because of how the text is structured.
22	19	F	E	female	Peace and quiet and a nice location
23	24	F	E	either sex	Could be either
24	31	M	E	male	Lack of emotion, the sentences are succinct and to the point.
25	41	F	E	female	The detail
26	22	F	E	female	Long ago
27	19	F	E	either sex	Anyone can move from a city to a village
28	30	M	E	male	Males like to talk about where they had lived more than female do.
29	29	F	E	either sex	I feel this could easilly be male or female. Someone who has lived the city life but then settled down somewhere quiet.
30	45	F	R	male	От мужского лица
31	59	F	R	male	В данном случае идет констатация факта,а не воспомниние
32	36	F	R	male	Clear and shortly described sequential actions
33	28	M	R	male	Интуитивно
34	35	F	R	male	С годами мужчинам больше хочется спокойствия
35	24	F	R	male	просто думаю что мужчина
36	41	M	R	male	Нет привязки к датам и месту проживания
37	30	F	R	male	Так кажется

38	28	F	R	male	По стечению обстоятельств мужчина переехал в деревню, думаю для них это не сложно, для женщин отказаться от удобств и комфорта очень сложно
39	30	M	R	male	На вряд ли женщина переедет из центра города в аул
40	37	F	R	male	.
41	25	M	R	male	Лаконично сказано
42	36	F	R	male	В моём понимании и укладе жизни, решения важные принимает мужчина
43	32	M	R	male	Просто
44	39	F	R	male	Мужчины более привязаны с малой родине
45	32	M	R	male	Скорее всего мужчина, потому что женщина навряд ли захочет лишаться комфорта
46	36	M	R	male	Мужчины более склоны к переезду из города в деревню, на мой взгляд.
47	39	M	R	male	женщина обычно более привязана к городскому стилю жизни
48	19	M	R	male	Я думаю мужчина может переехать с города в деревню
49	25	F	R	female	Счастливая женщина
50	33	M	R	female	she got married to a Village boy
51	34	F	R	female	Женщины легче готовы к переменам
52	33	M	R	female	Вышла замуж))
53	28	F	R	female	Пояснение
54	32	M	R	female	Не нужные детали
55	30	M	R	female	Вышла замуж за сельского
56	39	M	R	female	Приятные воспоминания о городе. Мужчина говорил бы в обратном порядке
57	32	F	R	female	Не знаю
58	33	F	R	female	уточнение локации больше похоже на женщину
59	29	F	R	female	По-моему, чаще женщины устают от городов и пытаются уехать от них подальше
60	26	F	R	female	Возможно, мужчина бы сразу сказал, что жил в центре города. Не деля это на два предложения.
61	29	F	R	either sex	cannot describe why I have chosen this answer
62	37	F	R	either sex	После размышлений над вашими вопросами, думать, что это может быть кто угодно
63	35	F	R	either sex	Последовательность
64	38	M	R	either sex	Не знаю
65	36	F	R	either sex	Контекст не предполагает гендерного разделения
66	34	F	R	either sex	Обычная фраза, которую мог произнести любой, чей английский не родной
67	24	F	R	either sex	Looks neutral
68	34	F	R	either sex	logical narrative
69	39	M	R	either sex	Могли переехать из за семейного положения
70	29	M	R	either sex	Непонятно
71	24	F	R	either sex	Переехать жить в деревню, одному редко бывает, поэтому это семейная пара
72	32	F	R	either sex	Не знаю
73	27	F	R	either sex	Рассказ о себе
74	35	F	R	either sex	It’s not possible to determine the gender
75	40	M	R	either sex	-

76	31	F	R	either sex	1 лицо
77	31	M	R	either sex	английский язык
78	29	F	R	either sex	Невозможно определить пол в речи от 1 лица
79	39	M	R	either sex	Тоже самое
80	41	M	R	either sex	Данное выражения могут использовать мужчины и женщины
81	40	F	R	either sex	Нет гендерных признаков
82	29	M	R	either sex	Ну здесь как бы больше на мужчину похоже, но я выбрал м/ж
83	21	F	R	either sex	Не увидела никаких признаков для разделения на мужской или женский пол
84	32	F	R	either sex	Также нет определения отползали признаке
85	32	M	R	either sex	Местоимение в первом лице, не возможно определить пол
86	27	F	R	either sex	Могло быть сказано как мужчиной так и женщиной
87	27	F	R	either sex	нет гендерного окраса
88	28	F	R	either sex	Нет определённости от первого лица из-за окончаний
89	36	F	R	either sex	Тот же ответ
90	30	F	R	either sex	аналогично
91	28	M	R	either sex	Отсутствие каких-либо намеков на половой признак в предложении
92	22	M	R	either sex	Аналогично с первым текстом
93	50	F	R	either sex	Не выявлен пол
94	24	F	R	either sex	Нет разницы по гендеру
95	34	M	R	either sex	Свойственно мужчине и женщине
96	29	M	R	either sex	текст не указывает пол
97	59	F	R	either sex	Я встречала в жизни и мужчин и женщин, которые меняли жизнь такими поступками
98	38	F	R	either sex	Этот вопрос уже был
99	32	F	R	either sex	Гендернонейтралное высказывание
100	34	F	R	either sex	Тоже самое

Text 5

#	Age	Sex	L1	Response	Comment
1	29	M	E	either sex	Ditto.
2	24	F	E	either sex	Same reason
3	23	F	E	female	adding details
4	21	F	E	male	Not sure
5	27	M	E	either sex	No gender specified
6	81	F	E	either sex	So what? Could be either
7	78	F	E	male	I don't think men use pencils but women might use them.
8	30	F	E	female	same as the answer before. Females give more information
9	44	F	E	female	Use of the word copybook. I would also expect them to be American or possibly Canadian.
10	38	F	E	either sex	could be either
11	26	F	E	female	I thought this as there is more information given, us ladies do like a chat

12	31	M	E	female	Females do buy copy books mostly.
13	26	F	E	either sex	Doesn't hint to me the gender
14	20	M	E	either sex	Im still unsure as to whether or not a male or female sent this text
15	26	F	E	female	Females more likely to spend money on books, pens etc
16	57	F	E	female	Again a lot of detail so female vibe
17	33	F	E	male	Most writers are male
18	38	F	E	either sex	no significant way to tell sex of author
19	42	M	E	female	Sounds like female things to do.
20	32	M	E	female	Sounds very feminine the way its wrote.
21	37	M	E	female	It might be a female as women more than men like to buy notebooks.
22	19	F	E	male	Many writers are male
23	24	F	E	either sex	Could be either o
24	31	M	E	either sex	These sentences to me implies that there was thought behind not buying a pencil. Perhaps it was to write something down permanently and not to be erased. There seems to be a mix of logic and emotion here, hence either male or female.
25	41	F	E	female	Detail
26	22	F	E	male	Short sentences
27	19	F	E	either sex	Similar to the first piece of text, neutral
28	30	M	E	female	Women like to talk about books and how interesting reading them is.
29	29	F	E	female	Felt it was a female who wantwd to write down thoughts nicely, with a pen, rather than a pencil
30	45	F	R	male	Также
31	59	F	R	male	Констатция факта
32	36	F	R	male	Sequential actions
33	28	M	R	male	Интуитивно
34	35	F	R	male	Точно знает что ему нужно
35	24	F	R	either sex	.
36	41	M	R	female	Слишком много перечислений
37	30	F	R	male	...
38	28	F	R	either sex	Если оба захотели одно и купили еще другое, то такое бывает
39	30	M	R	either sex	Не вижу разницы
40	37	F	R	male	.
41	25	M	R	female	Раздельные предложения одной мысли. Можно было сказать короче
42	36	F	R	male	Мужчине не так важно, множество предметов для комфортной работы, главное чтобы было чем писать и на сем
43	32	M	R	female	Конкретизация
44	39	F	R	female	Практичность
45	32	M	R	either sex	Сложно определить пол автора
46	36	M	R	male	Можно было сказать что это женщина по логике как в аналогичном тесте но преполагаю что это мужчина так как мужчина не замарачивается чем писать. Универсальный вариант ручка.

47	39	M	R	female	как сказано выше эти действия мужчина выразил бы одним предложением
48	19	M	R	either sex	Мне кажется что такое может сказать и мужчина и женщина
49	25	F	R	male	Неопределенность
50	33	M	R	female	Men would buy both Pen and pencil
51	34	F	R	female	Конкретика
52	33	M	R	male	))
53	28	F	R	female	Сказала, все что купила и нет
54	32	M	R	female	Ненужные детали
55	30	M	R	male	Мужчине не нужен пенсил
56	39	M	R	either sex	Больше на размышления похожи
57	32	F	R	female	Мужчина не скажет то, что он не покупал
58	33	F	R	female	слишком много деталей жля мужчин
59	29	F	R	female	Скорее всего куплена тетрадь для ведения дневника, что больше свойственно женщинам
60	26	F	R	female	Аналогично прошлому вопросу о покупках. Мужчина бы сказал кратко.
61	29	F	R	female	narrative is close to what I would say as a woman
62	37	F	R	either sex	Если раздумывать, то могут быть оба
63	35	F	R	female	Последнее предложение лишнее для мужчины
64	38	M	R	female	Не знаю
65	36	F	R	male	Женщина наверно добавила бы детали (цвет, размер, и т.д)
66	34	F	R	female	Мне кажется, это фраза ИИ (Сири, Алиса и тд). Так как у них голоса женщин, вариант - женщина
67	24	F	R	either sex	Looks like an answer to a q
68	34	F	R	female	not really logical
69	39	M	R	male	Он четко знает для чего поехал в магазин
70	29	M	R	either sex	Ребенок
71	24	F	R	either sex	Нет ответа
72	32	F	R	either sex	Не знаю
73	27	F	R	male	Больше похоже на изложение мыслей мужчины
74	35	F	R	either sex	It’s not possible to determine the gender
75	40	M	R	either sex	-
76	31	F	R	either sex	1 лицо и нет окончании по мужскому т женскому роду в англ языке
77	31	M	R	either sex	английский язык
78	29	F	R	either sex	Невозможно определить пол в речи от 1 лица
79	39	M	R	either sex	Соже самое
80	41	M	R	either sex	Можно для обоих полов использовать
81	40	F	R	either sex	Нет гендера
82	29	M	R	either sex	Тоже
83	21	F	R	either sex	Текст подходит и мужчине и женщине
84	32	F	R	either sex	Обычные дела для мужчины и женщины ,покупка чего-то
85	32	M	R	either sex	Местоимение в первом лице,не возможно определить пол
86	27	F	R	either sex	Могло быть сказано как мужчиной так и женщиной
87	27	F	R	either sex	нет гендерного окраса

88	28	F	R	either sex	Уникальный английский
89	36	F	R	either sex	Тот же
90	30	F	R	either sex	аналогично
91	28	M	R	either sex	Отсутствие каких-либо намеков на половой признак в предложении
92	22	M	R	either sex	Аналогично со вторым текстом
93	50	F	R	either sex	Не выявлен пол
94	24	F	R	either sex	Нет разницы гендерной
95	34	M	R	either sex	Свойственны и тем и другим
96	29	M	R	either sex	текст не указывает пол
97	59	F	R	either sex	Это характерно и мужчинам и женщинам.
98	38	F	R	either sex	Вещи, которые используют все
99	32	F	R	either sex	Нейтральный текст
100	34	F	R	either sex	Тоже самое

Text 6

#	Age	Sex	L1	Response	Comment
1	29	M	E	either sex	Ditto. I don't believe it is possible to discern between a male or female based on a short passage.
2	24	F	E	either sex	Same reason
3	23	F	E	female	story telling
4	21	F	E	male	Not sure
5	27	M	E	either sex	Same as previous
6	81	F	E	male	Hard to say but it seems a bit pointless. A female would elaborate more.
7	78	F	E	female	I dont think a man would say he had a shower in that context.
8	30	F	E	female	again females give more information
9	44	F	E	male	The unemotive list of what needs doing. The inclusion of having a shower which would be so routine as not to need mentioning for most women!
10	38	F	E	either sex	men and women do all those
11	26	F	E	female	I thought this because it once again gives more detail
12	31	M	E	female	Shows a schedule of activity patterned after women.
13	26	F	E	either sex	Nothing identifying the gender of he narrator
14	20	M	E	either sex	Nothing about this seems like it was specifically sent by a male or female. It could be anyone
15	26	F	E	male	Haven't actually purchased anything just planning too, which I would think is a male as they tend to be more unorganised
16	57	F	E	male	This time i think male. Female but most likely have a shower but not feel the need to mention it
17	33	F	E	female	Multi tasking is a female trait
18	38	F	E	either sex	i am not sure, how you can tell the sex of a person by these quotes
19	42	M	E	female	More details provided than I cared to hear.
20	32	M	E	either sex	Sounds like either male or female could of wrote this. The having a shower part sounds a lot more like a male could

					of wrote it.
21	37	M	E	female	I think it is a female as women tend to explain in more detail events of the day rather than men.
22	19	F	E	female	Very vivid explanation
23	24	F	E	either sex	Could be either
24	31	M	E	male	For some reason the prose here makes me feel that it is a male 'on a mission' or 'taking a stand.' There seems to be a lot of conviction in the words.
25	41	F	E	either sex	Not sure
26	22	F	E	male	First impressions
27	19	F	E	male	Doesn't really help that the sentences are short, but the shorter the sentences are the more I feel a guy would say this
28	30	M	E	female	Men don't have time talking about having a shower.
29	29	F	E	female	Seems quite organised in their thinking
30	45	F	R	male	Также в мужском роде
31	59	F	R	male	Описание действии
32	36	F	R	female	Too many details
33	28	M	R	female	Интуитивно
34	35	F	R	female	Не может определится что ей нужно
35	24	F	R	female	.
36	41	M	R	female	Упоминание о душе, никак не связанное с покупками
37	30	F	R	female	...
38	28	F	R	female	Непоследовательность действий, она приняла душ, потом поехала в центр, она захотела тетрадь , потом следующим предложением захотела ручку, это было бы можно логично выразить одним предлоожением , чтобы сделал мужчина
39	30	M	R	female	Мужчина не идет за покупками))
40	37	F	R	male	.
41	25	M	R	female	Мысль о покупке канцтоваров разделена.
42	36	F	R	female	Совмещение прогулки, в своём роде шоппинга
43	32	M	R	female	Обобщенный поток информации
44	39	F	R	male	Мобильность
45	32	M	R	male	Скорее всего мужчина. У него есть четкий план того, что нужно купить
46	36	M	R	either sex	Сложо сделать выбор
47	39	M	R	either sex	кто угодно
48	19	M	R	either sex	Мне кажется что такое может сказать и мужчина и женщина
49	25	F	R	male	Всегда что то надо
50	33	M	R	female	cause there is no logic betwern having a shower and buying a pencil
51	34	F	R	either sex	Просто планирование дня
52	33	M	R	male	?
53	28	F	R	male	Последовательность
54	32	M	R	female	Мужчина не стал бы говорить о душе, и выходе
55	30	M	R	either sex	Все принимают душ
56	39	M	R	male	Список дел.
57	32	F	R	female	Много подробностей

58	33	F	R	either sex	не понятно
59	29	F	R	male	Скорее всего женщина бы накрасилась (или просто навела красоту, высушила волосы феном) после душа перед тем, как выйти на улицу
60	26	F	R	female	Мне кажется, именно в этом тексте, мужчина бы точно не стал делать предложение о принятии душа, как что то важное для разговора. Возможно это было бы опущено.
61	29	F	R	female	a very descriptive text
62	37	F	R	female	Женщины больше описывают все события поэтапно
63	35	F	R	male	Женщина обычно не говорит, что принимала душ
64	38	M	R	male	Логическая последовательность действий
65	36	F	R	female	Объяснения причины присущи скорее женщине.
66	34	F	R	either sex	Фраза), которую мог произнести кто угодно
67	24	F	R	either sex	Seems neutral to me
68	34	F	R	male	the way it is said
69	39	M	R	female	Для них важно где купить
70	29	M	R	male	Интуитивно
71	24	F	R	female	Мужчины в основном покупают онлайн, а девушкам нужно ехать и пощупать выбрать из всего ассортимента
72	32	F	R	either sex	Потому что нет разницы как говорят мужчины и женщины
73	27	F	R	female	Многофункциональная женщина
74	35	F	R	either sex	It’s not possible to determine the gender
75	40	M	R	either sex	-
76	31	F	R	either sex	1 лицо
77	31	M	R	either sex	английский такой язык
78	29	F	R	either sex	Невозможно определить пол в речи от 1 лица
79	39	M	R	either sex	Тоже самое
80	41	M	R	either sex	Можно использовать для обоих полов
81	40	F	R	either sex	Нет гендерных признаков
82	29	M	R	either sex	Тоде
83	21	F	R	either sex	Текст подходит как женщине, так и мужчине
84	32	F	R	either sex	Дела которые может делать Любой
85	32	M	R	either sex	Местоимение в первом лице,не возможно определить пол
86	27	F	R	either sex	Могло быть сказано как мужчиной так и женщиной
87	27	F	R	either sex	нет гендерного окраса
88	28	F	R	either sex	Правила английского
89	36	F	R	either sex	Тот же
90	30	F	R	either sex	аналогично. все эти тексты могли быть сказаны как мужчиной, так и женщиной, так как все люди разные, некоторые черты разговорной речи или изложения своих мыслей могут быть свойственны и некоторым мужчинам, и женщинам. не вижу явной принадлежности к определенному полу.
91	28	M	R	either sex	Отсутствие каких-либо намеков на половой признак в предложении
92	22	M	R	either sex	Аналогично с предыдущим текстом
93	50	F	R	either sex	Также не выявлен пол

94	24	F	R	either sex	Нет разницы гендерной
95	34	M	R	either sex	Также
96	29	M	R	either sex	текст не указывает пол
97	59	F	R	either sex	Такое возможно как для женщин и мужчин, так как Сейчас и те , и другие могут оабоьать
98	38	F	R	either sex	Мужчина и женщина могли выполнить эти действия
99	32	F	R	either sex	Нет контекста указывающего на половую принадлежность
100	34	F	R	either sex	...

Appendix X: TranQ – Participants' translations

Text 1

#	Age	Sex	L1	Translation
1	42	F	R	Давным давно, я жила в городе. Я жила в центре города. Я жила рядом с парком.
2	36	M	R	Давным-давно, я жил в городе. В центре. Рядом с парком.
3	19	F	R	Когда-то давно Я жил в городе. Жил в центре. Жил неподалёку от парка.
4	51	F	R	Давно я жил в городе . Я жил в центре. Я жил возле парка
5	37	F	R	Когда то давно я жил в городе. Я жил в центре. Я жил возле парка.
6	44	F	R	Давным давно я жил в городе. Я жил в центре. Я жил возле парка.
7	40	F	R	Давным-давно я жила в городе. Я жила в центре. Я жила возле парка.
8	32	F	R	Давным-давно я жил в городе. Жил в центре, около парка
9	48	F	R	В далеком прошллм я жил в городе. Я жил в центре. Я жил около парка.
10	33	M	R	Давно я жил в городе. Я жил в центре. Я жил недалеко от парка
11	53	F	R	Долгое время я жил в городе.Я жил в центре,недалеко от парка
12	29	F	R	Давным давно я проживала в центре города недалеко от парка.
13	30	F	R	Когда то жила в городе. В центре города, рядом с центральным парком
14	27	F	R	Когда-то я жил в городе. Я жил в центре. Я жил возле (какого-то) парка.
15	21	M	R	Давным давно, я жил в городе. Я жил в центре. Я жил рядом с парком.
16	33	M	R	Давным давно, я жил в городе. Я жил в центре. Я жил возле парка.
17	34	F	R	Давным-давно я жил в городе, я жил в центре, я жил недалеко от парка
18	34	M	R	Давным давно я жил в городе, в центральной части у парка.
19	33	F	R	Довольно давно я жил в городе. Я жил в центре. Я жил возле парка.
20	32	M	R	Давно я жил в городе. Я жил в центре. Я жил возле парка.
21	30	F	R	Много лет назад я жила в городе, в центре. Я проживала рядом с парком.
22	23	F	R	Давным давно я жила в городе. Я жила в центре. Я жила возле парка.
23	27	M	R	Давным давно я жил в городе. Жил в центре, возле парка.
24	29	F	R	Давным давно, я жила в городе. Я жила в центре. Я жила возле парка
25	29	M	R	Давно я проживал в городе. Я жил в центре города. Я жил рядом с парком.
26	30	F	R	Давно, я жил в городе. Я жил в центре. Я жил около парка.
27	32	M	R	Давным давно я жил в большом городе. в самом центре. около парка.
28	30	F	R	Давным-давно, я жила в одном городе. Я жила в центре. Я жила близ парка.
29	29	M	R	Когда-то давно, я жил в городе. Жил в центре, рядом с парком.
30	33	M	R	Давным давно, я жил в городе. Я жил в центре возле парка
31	30	F	R	Когда-то я жил в городе. В центре. Возле парка
32	29	M	R	Давным давно я жил в городе. Жил я в центре аозле парка.
33	27	F	R	Давно я жил в городе. Я жил в центре. Я жил около парка.
34	32	M	R	Давно я жил в городе. Я жил в центре. Я жил возле парка.
35	29	F	R	Давным давно я жил в городе. Я жил в центре. Я жил возле парка
36	29	F	R	Давно я жил в городе. Я жил в центре. Я жил возле парка

37	28	F	R	Давным давно я жила в городе. Я жила в центре. Я жила рядом с парком.
38	35	M	R	Давно я жил в городе. Я жил в центре. Я жил возле парка.
39	30	F	R	Давно я жила в городе. Я жила в центре. Я жила возле парка.
40	30	F	R	Давным давно, я жил в городе, в центре, возле парка
41	34	F	R	Давным давно, я жил в городе. Я жил в центре. Я жил возле парка.
42	35	F	R	Очень давно я жил в городе. Я жил в центре. Я жил возле парка
43	24	F	R	Давно я жил в городе . Я жил в центре. Я жил возле парка
44	29	F	R	Давным давно я жил в городе. Я жил в центре. Я жил возле парка
45	28	F	R	Как то давно я жил в городе. Я жил в центре. Я жил рядом с парком.
46	31	M	R	Давным давно я жил в городе, в центре города возле парка.
47	42	F	R	Долгое время я жил в городе. Жил в центре. Жил около парка
48	25	F	R	Давно я жил в городе. Я жил в центре. Я жил возле парка.
49	37	F	R	Давным давно, я жил в городе. Я жил в центре. Я жил недалеко от парка
50	30	F	R	Давным давно, я жил в городе. Я жил в центре. Я жил рядом с парком.
51	31	F	R	Очень давно я жила в городе. Я жила в центре города. Я жила около парка.
52	40	F	R	Много лет назад, я жила в городе. Я жила в центре. Я жила недалеко от парка.
53	33	M	R	Давно я жил в городе Я жил в центре жил возле парка
54	35	F	R	Я жил в городе давно. Я жил в центре города. Я жил возле парка.
55	30	F	R	Давным давно, я жил в одном городе. Я жил в центре города. Я жил рядом с парком
56	32	M	R	Давно я жил в городе. Я жил в центре. Я жил возле парка.
57	30	F	R	Раньше я жил в городе. В центре города. Возле парка.
58	19	M	R	В давности я жил в городе. Жил в центре. Жил рядом с парком
59	26	F	R	Давным-давно я жил в городе. Я жил в центре. Я жил недалеко от парка.
60	32	F	R	Некоторое время назад, я жила в центре города рядом с парком.
61	42	M	R	Давно, я жил в городе. Я жил в центре, рядом с парком.
62	29	F	R	Когда-то я жила в городе. В центре. Возле парка.

Text 2

#	Age	Sex	L1	Translation
1	42	F	R	Вчера я купила книгу. Ещё я купила тетрадь. Также я купила и ручку.
2	36	M	R	Вчера я купил книгу. Я также купил тетрадь. И ручку.
3	19	F	R	Вчера Я приобрёл книгу. К тому же Я приобрёл тетрадь. Ещё приобрёл ручку.
4	51	F	R	Вчера я купил книгу, я также купил тетрадь, я купил ручку тоже .
5	37	F	R	Вчера я купил книгу. Также я купил тетрадь. Я купил также ручку.
6	44	F	R	Вчера я купил книгу. Также я купил тетрадь. И ручку.
7	40	F	R	Вчера я купила книгу. Также я купила тетрадь. И ручку тоже.
8	32	F	R	Вчера я купил книгу. Так же купил тетрадь и ручку
9	48	F	R	Вчера я купил книгу . Также я купил тетрадь. Я также купил ручку.
10	33	M	R	Вчера я купил книгу. Также купил тетрадь. Также купил ручку
11	53	F	R	Вчера я купил книгу.Я также купил тетрадь и ручку тоже.
12	29	F	R	Вчера я купила книгу, тетрадь и ручку.

13	30	F	R	Я купила вчера книжку, также тетрадь и ручку
14	27	F	R	Вчера я купил книгу. Я также купил тетрадку. Еще я взял ручку.
15	21	M	R	Вчера, я купил книгу. Я также купил тетрадь. Я купил ручку тоже.
16	33	M	R	Вчера я купил книгу. Я также купил тетрадь. Я купил ручку тоже.
17	34	F	R	Вчера я купил книгу и тетрадь. Я также купил и ручку.
18	34	M	R	Вчера я приобрел книгу. Так же я купил тетрадь и ручку.
19	33	F	R	Вчера я купил книгу. Также я купил тетрадь. Я купил ручку тоже.
20	32	M	R	Вчера я купил книгу. Я также купил тетрадь. Еще я купил ручку.
21	30	F	R	Вчера я купила книгу. А также я купила тетрадь. Я приобрела еще ручку.
22	23	F	R	Вчера я купила книгу. Я также купила тетрадь. Ручку я купила тоже.
23	27	M	R	Вчера я купил книгу. Я также купил тетрадь. Ручку тоже взял.
24	29	F	R	Вчера я купила книгу. А еще я купила тетрадь. Также, я купила ручку
25	29	M	R	Вчера я купил книгу. Также я купил тетрадь. Ручку я купил тоже.
26	30	F	R	Вчера я купила книгу. Ещё я купила тетрадь. Я также купила ручку.
27	32	M	R	Вчера я прикупил себе книгу. Еще купил тетрадь. И еще купил ручку.
28	30	F	R	Вчера я купила одну книгу. Также я купила записную книжку. Также я купила карандаш.
29	29	M	R	Вчера я купил книгу. Также, я купил тетрадь и ручку.
30	33	M	R	Вчера я купил книгу, также, я купил тетрадь и ручку
31	30	F	R	Вчера, я купил книгу. Также я купил тетрадь. И ручку тоже
32	29	M	R	Вчера я купил книгу. Так же и тетрадь с ручкой.
33	27	F	R	Вчера я купил книгу. Также я купил тетрадь. И еще купил ручку.
34	32	M	R	Вчера я купил книгу и тетрадь, а еще ручку
35	29	F	R	Вчера я купил книгу. Также я купил тетрадь. И еще я купил ручку
36	29	F	R	Вчера я купил книгу. Так же я купил тетрадь. Я купил ручку тоже
37	28	F	R	Вчера я купила книгу. Также, я купила тетрадь. А еще я купила ручку.
38	35	M	R	Вчера я купил книгу. Я также купил тетрадь. А также я купил ручку.
39	30	F	R	Вчера я купила книгу. Ещё я купила тетрадь. И ручку тоже купила.
40	30	F	R	Вчера я купил книгу. И еще я купил тетрать. И ручку тоже
41	34	F	R	Вчера, я купил книгу. Я также купил блокнот. Я купил ручку, тоже.
42	35	F	R	Вчера я купил книгу. Также купил тетрадь. Ручку тоже купил
43	24	F	R	Вчера я купил книгу . Также я купил тетрадь. Я купил ручку, также
44	29	F	R	Вчера я купил книгу. Ещё я купил тетрадь. Я купил ручку тоже.
45	28	F	R	Вчера я купил книгу. Я также купил тетрадь. И ручку я купил тоже.
46	31	M	R	Позавчера я купил книгу, тетрадь и ручку.
47	42	F	R	Вчера я купил книгу. А также купил тетрадь. Купил ручку.
48	25	F	R	Вчера я купил книгу. Также я купил тетрадь. И ручек купил тоже.
49	37	F	R	Ввчера я купил книгу. Я такде капил тетрадку. Я купил ручку тоже
50	30	F	R	Вчера, я купил книгу. Я ещё купил блокнот. Я также купил ручку.
51	31	F	R	Вчера я купила книгу. А ещё я купила блокнот. Я также купила ручку.
52	40	F	R	Вчера, я купила книгу. Я также купила тетрадь. Также, я купила ручку.
53	33	M	R	Вчера я купил книгу я так же купил тетрадь и ручку тоже
54	35	F	R	Я купил книгу вчера. Я также купил тетрадь и ещё ручку.
55	30	F	R	Вчера я купил книгу. Я также купил тетрадь. И также ручку.
56	32	M	R	Вчера я купил книгу. Я также купил тетрадь. Я купил ручку еще.
57	30	F	R	Вчера я купил книгу. Ещё я купил тетрадь. И ручку тоже.
58	19	M	R	Вчера я купил книгу. Также купил тетрадь. Ещё купил ручку
59	26	F	R	Я купил книгу вчера. Я также купил тетрадь. И ещё ручку.
60	32	F	R	Вчера я купила книгу, тетрадь и ручку тоже

61	42	M	R	Вчера, я купил книгу и также купил тетрадь. И ручку тоже купил.
62	29	F	R	Вчера я купила книгу. А еще я взяла тетрадь. И ручку тоже.

Text 3

#	Age	Sex	L1	Translation
1	42	F	R	Вчера я открыл меню. Я посмотрел в окно. Затем я отправил сообщение.
2	36	M	R	Вчера я отрыл окно. Я выглянул в окно. Потом, я послал сообщение.
3	19	F	R	Вчера Я открыл меню. Я посмотрел в окно. Потом Я отправил сообщение.
4	51	F	R	Вчера я открыл меню. Я посмотрел из окна. Потом я отправил сообщение
5	37	F	R	Вчера я открыл меню. Я посмотрел через окно. Затем, я отправил сообщение.
6	44	F	R	Вчера я открыл меню. Я посмотрел на окно. Затем я отправил письмо.
7	40	F	R	Вчера я открыла меню. Я посмотрела в окно. Потом я послала сообщение.
8	32	F	R	Вчера я открыл меня. Заглянул в Окно, а потом отправил смс
9	48	F	R	Вчера я открыл меню. Я посмотрел в окно. Затем я отправил сообщение
10	33	M	R	Вчера я открыл меня. Я посмотрел за окном. Потом отправил сообщение
11	53	F	R	Вчера я оикрыл меню.Я выглянул в окно.Затем я отправил сообщение.
12	29	F	R	Вчера посмотрев меню, я взглянула в окно и отправила сообщение.
13	30	F	R	Я открыла меня вчера. Посмотрев в зеркало отправила сообщение
14	27	F	R	Вчера я открыл меню. Я взглянул на окно. Затем я отправил одно сообщение.
15	21	M	R	Вчера я открыл меню. Я посмотрел из окна. Затем я отправил сообщение.
16	33	M	R	Вчера я открыл меню. Я выглянул из окна, потом отправил сообщение.
17	34	F	R	Вчера я открыл меню, посмотрел в окно, а потом - выслал сообщение
18	34	M	R	Вчера, зайдя в меню я выглянул наружу из окна. Затем я выслал сообщение.
19	33	F	R	Вчера я открыл меню. Я посмотрел за окно. Потом я послал сообщение.
20	32	M	R	Вчера я открыл меню. Я выглянул в окно. Потом я отправил сообщение.
21	30	F	R	Открыв меню вчера, я посмотрела в окно, а после я отправила сообщение.
22	23	F	R	Вчера я открыла меню. Я посмотрела в окно. Потом я отправила сообщение.
23	27	M	R	Вчера я открыл меню. Посмотрел в окно. Затем я отправил сообщение.
24	29	F	R	Вчера я открыла меню. Я посмотрела через окно. Затем, я отправил сообщение
25	29	M	R	Вчера я открыл меню. Я выглянул из окна. Затем я послал сообщение.
26	30	F	R	Вчера я открыла меню. Я выглянула в окно. Далее, я отправила сообщение.

27	32	M	R	Вчера я открыл меню. Посмотрел в окно. И потом отправил сообщение.
28	30	F	R	Вчера я открыла меню. Я выглянула в окно. Затем я отправила сообщение.
29	29	M	R	Вчера, я открыл меню. Выглянул в окно. Затем, я отправил сообщение.
30	33	M	R	Вчера,я открыл меню,взглянув в окно, я отправил сообщение
31	30	F	R	Вчера я открыл меню. Я посмотрел в окно. Потом отправил сообщение
32	29	M	R	Вчера я открыл меню, взглянул из окна, а после, отправил сообщение.
33	27	F	R	Вчера я открыл меню. Я выглянул в окно. Потом я отправил сообщение.
34	32	M	R	Вчера открыл меня. Выглянув в окно я отправил сообщение.
35	29	F	R	Вчера я открыл меню. Я посмотрел в окно. После я отправил сообщение
36	29	F	R	Вчера я открыл меню. Я выглянул в окно. Потом я отправил сообщение
37	28	F	R	Вчера я открыла меню, посмотрела в окно, в потом отправила сообщение.
38	35	M	R	Вчера я открыл меню. Я посмотрел в окно. Затем я отправил сообщение.
39	30	F	R	Вчера, я открыла меню. Я выглянула в окно. Затем, я отправила сообщение.
40	30	F	R	Вчера я открыл меню. Я смотркл в окно. потом я отправил сообщение
41	34	F	R	Вчера, я открыл меню. Я посмотрел в окно. Дальше, я отправил сообщение.
42	35	F	R	Вчера я открыл меню я увидел окно. Затем я написал сообщение
43	24	F	R	Вчера , я открыл меню. Я выглянул из окна . Потом, я отправил сообщение
44	29	F	R	Вчера я открыл меню. Я выглянул в окно. Потом, я отправил сообщение.
45	28	F	R	Я вчера открыл меню. Посмотрел в окно. После я отправил сообщение.
46	31	M	R	Вчера я открыл меню, посмотрел с окна, после чего отправил сообщение.
47	42	F	R	Вччера я открыл меню. Я смотрел в окно.. Затем отправил сообщение.
48	25	F	R	Вчера я открыл меню. Посмотрел из окна. Потом я отправил сообщение.
49	37	F	R	Вчера я открыл меню. Я посмотрел в окно. Потом я отправил сообщение
50	30	F	R	Вчера, я открыл меню. Я посмотрел в окно. Потом, я отправил сообщение.
51	31	F	R	Вчера я открыла меню. Я посмотрела в окно. Затем я отправила сообщение.
52	40	F	R	Вчера, я открыла меню. Я смотрела из окна. Затем, я отправила сообщение.
53	33	M	R	Вчера я открыл меню затем отправил сообщение
54	35	F	R	Вчера я открыл меню. Я выглянул в окно. Затем, отправил сообщение.
55	30	F	R	Вчера я открыл меню.я выглянул в окно. Затем я выслал сообщение.
56	32	M	R	Вчера я открыл меню. Я посмотрел наружу через окно. Потом я отправил сообщение.

57	30	F	R	Вчера я открыл меню. Взглянул в окно. А затем отправил сообщение.
58	19	M	R	Вчера я открыл меню. Я выглянул в окно. потом я отправил сообщение
59	26	F	R	Я открыл меню вчера. Я посмотрел в окно и потом отправил сообщение.
60	32	F	R	Вчера я открыла меню, посмотрела в окно и отправила сообщение
61	42	M	R	Вчера, я открыл меню. Я смотрел в окно, после пришло СМС.
62	29	F	R	Вчера я открыла меню. Потом я выглянула в окно и отправила сообщение

Text 4

#	Age	Sex	L1	Translation
1	42	F	R	Давно я жил в городе. Я жил в центре, но потом я переехал в деревню.
2	36	M	R	Давным-давно я жил в городе. Я жил в центре. Но потом переехал в деревне.
3	19	F	R	Когда-то давно Я жил в городе. Жил в центре. Но потом Я переехал в деревню.
4	51	F	R	Давно я жил в городе.Я жил в центре. Но потом я переехал в деревню
5	37	F	R	Когда то давно я жил в городе. Я жил в центре. Но, затем я переехал в деревню.
6	44	F	R	Давно я жил в городе. Я жил в центре. Но затем переехал в деревню.
7	40	F	R	Давным-давно я жила в городе. Я жила в центре. Но потом я переехала в село.
8	32	F	R	Давно я жил в городе, в центре. Но потом переехал в деревню
9	48	F	R	В далеком прошлом я жил в городе. Я жил в центре. Но затем я переехал в деревню
10	33	M	R	Давно я жил в городе. Я жил в центре. Но потом я переехал в деревню
11	53	F	R	Долгое время назад я жил в городе.Я жил в центре.Но затем я переехал в деревню.
12	29	F	R	Долгое время назад я приживала в центре города, в скоре я перебралась в деревню
13	30	F	R	Когда то я жила в центре города, однако позднее переехала в деревню
14	27	F	R	Когда-то я жил в городе. Я жил в центре. Однако затем я переехал за город.
15	21	M	R	Давным давно, я жил в городе. Я жил в центре. Но потом я переехал в деревню.
16	33	M	R	Давным давно я жил в центре города, но потом переехал в деревню.
17	34	F	R	Давным-давно я жил в центре города, но потом я переехал в деревню.
18	34	M	R	Давным давно я жил в городе, в центральной части, но позже я переехал в деревню.
19	33	F	R	Долгое время назад я жил в городе. Я жил в центре. Но потом я переехал в деревню.
20	32	M	R	Давно я жил в городе. Я жил в центре. Но потом я переехал в деревню.
21	30	F	R	Раньше я жила в городе. Я жила в центре города. Позже я переехала в

				аул.
22	23	F	R	Давным давно я жила в городе. Я жила в центре. Но потом я переехала в деревню.
23	27	M	R	Давным давно я жил в городе. Жил в центре. Однако потом я переехал в деревню.
24	29	F	R	Давным давно, я жила в городе. Я жила в центре. Но затем я переехала в деревню.
25	29	M	R	Давным-давно я проживал в городе. Я жил в центре города. Но потом я переехал в деревню.
26	30	F	R	Давно, я жила в городе. Я жила в центре. Но потом я переехала в деревню.
27	32	M	R	Давным давно я жил в большом городе. Я жил в центре. Но потом переехал в деревню.
28	30	F	R	Давным-давно, я жила в одном городе. Я жила в центре. Но потом я переехала в деревню.
29	29	M	R	Когда-то давно, я жил в городе. Жил в центре, но затем я переехал в деревню.
30	33	M	R	Давным давно, я жил в городе. Сначала я жил в центре,потом переехал в пригород
31	30	F	R	Когда то давно я жил в городе. Я жил в центре. Но потом я переехал в деревню
32	29	M	R	Когда то я жил в городе. В центре. Однако позже я переехал загород.
33	27	F	R	Давно я жил в городе. Я жил в центре. Потом я переехал в пригород.
34	32	M	R	Давно я жил в центре города. Но затем я переехал в поселок.
35	29	F	R	Давно я жил в городе. Я жил в центре. Но после я переехал в деревню
36	29	F	R	Давно я жил в городе. Я жил в центре. Затем я переехал в деревню
37	28	F	R	Давным давно я жила в городе, в самом центре, но потом я переехала в село.
38	35	M	R	Давно я жил в городе. Я жил в центре. Но затем я переехал в деревню.
39	30	F	R	Давно я жмла в городе. Я жила в центре. Но потом я переехала в деревню.
40	30	F	R	Давынм давно я жил в городе. Я жил в центре. Но потом я переехал в деревню
41	34	F	R	Давным давно, я жил в городе. Я жил в центре. Но потом я переехал в деревню.
42	35	F	R	Очень давно я жил в городе. Я жил в центре. Но сейчас я нахожусь в деревне
43	24	F	R	Давно, я жил в городе . Я жил в центре . Но потом я переехал в деревню
44	29	F	R	Давным давно, я жил в городе. Я жил в центре. Но потом я переехал в деревню.
45	28	F	R	Как то давно я жил в городе. Я жил в центре. Но позже я переехал в деревню.
46	31	M	R	Давным давно я жил в городе, в центре города, но затем я переехал в деревню.
47	42	F	R	Я давно жил в городе. Я жил в центре. Но потом переехал в деревню.
48	25	F	R	Раньше я жил в городе. Я жил в центре. Но позже я переехал в деревню.
49	37	F	R	Давным давно я жил в городе. Я жил в центре. Но потом я переехал в деревню

50	30	F	R	Давным давно, я жил в городе. Я жил в центре. Но потом я переехал в деревню.
51	31	F	R	Раньше я жила в городе. Я жила в центре,но потом я переехала в деревню.
52	40	F	R	Много лет назад, я жила в городе. Я жила в центре. Но затем, я переехала в деревню.
53	33	M	R	Давно я жил в городе я жил в центре но затем я переехал в деревню
54	35	F	R	Я жил в городе давно. Я жил в центре города. Однако, потом я перебрался в деревню.
55	30	F	R	Давным давно, я жил в одном городе. Я жил в центре.Но позже я переехал в деревню
56	32	M	R	Давно я жил в городе. Я жил в цетре. Но потом я переехал в деревню.
57	30	F	R	Раньше я жил в городе. Я жил в центре. Но потом переехал в деревню.
58	19	M	R	Давным-давно, я жил в городе. Жил в центре. Но потом я переехал в деревню
59	26	F	R	Давным-давно я жил в городе. Я жил в центре, но затем переехал в деревню.
60	32	F	R	Некоторое время назад я жила в цеетре города, но потом переселилась в деревню
61	42	M	R	Раньше я жил в городе. Я жил в центре, но потом я переехал в деревню.
62	29	F	R	Когда-то я жила в городе. В самом центре. Но потом я переехала в деревню.

Text 5

#	Age	Sex	L1	Translation
1	42	F	R	Вчера я купил тетрадь. Ещё я купил ручку. Я не купил карандаш.
2	36	M	R	Вчера я купил тетрадь. Я также купил ручку. Но я не купил карандаш.
3	19	F	R	Вчера Я приобрёл тетрадь. К тому же ручку. Я не покупал карандаш.
4	51	F	R	Вчера я купил тетрадь.Я также купил ручку.Я не купил карандаш.
5	37	F	R	Вчера я купил тетрадь. Также я купил ручку. Я не купил карандаш.
6	44	F	R	Вчера я купил тетрадь. Также я купил ручку. Я не купил карандаш.
7	40	F	R	Вчера я купила тетрадь. И также я купила ручку. Я не покупала карандаш.
8	32	F	R	Вчера я купил тетрадь, также ручку, но не купил карандаш
9	48	F	R	Вчера я купил тетрадь. Я также купил ручку. Я не купил карандаш
10	33	M	R	Вчера я купил тетрадь. Также я купил ручку. Я не купил карандаш
11	53	F	R	Вчера я купил тетрадь.Я также купил ручку.Я не купил карандаш.
12	29	F	R	Вчера я купила тетрадь с ручкой, карандаш я не покупала
13	30	F	R	Я купила тетрадь вчера. Вместо карандаша купила ручку
14	27	F	R	Вчера я купил тетрадь. Я также взял ручку. Я не купил карандаш.
15	21	M	R	Вчера я купил тетрадь. Я также купил ручку. Я не покупал карандаш.
16	33	M	R	Вчера я купил тетрадь и ручку, но не купил карандаш.
17	34	F	R	Вчера я купил тетрадь и ручку, но не купил карандаш.
18	34	M	R	Вчера я приобрел тетрадь и так же ручку. Карандаш я не покупал.
19	33	F	R	Вчера я купил тетрадь. Я также купил ручку. Я не купил карандаш.
20	32	M	R	Вчера я купил тетрадь. Я также купил ручку. Я не покупал карандаш.

21	30	F	R	Вчера я купила книгу, а также ручку. Я не покупала карандаша.
22	23	F	R	Вчера я купила тетрадь. Я также купила ручку. Я не покупала карандаш.
23	27	M	R	Вчера я купил тетрадь. Также я купил ручку. Карандаш не покупал
24	29	F	R	Вчера я купила тетрадь. Я также купила ручку. Я не покупала карандаш.
25	29	M	R	Вчера я купил тетрадь. Также я купил ручку. Я не покупал карандаш.
26	30	F	R	Вчера я купила тетрадь. Я тоже купила ручку. Я не купила карандаш.
27	32	M	R	Вчервя прикупил себе книгу. Еще купил ручку. Я не покупал карандаш.
28	30	F	R	Вчера я купила записную книжку. Также я купила ручку. Я не покупала карандаш.
29	29	M	R	Вчера, я купил тетрадь. Также, я купил ручку. Я не покупал карандаш.
30	33	M	R	Вчера, я купил тетрадь, также, я не стал покупать карандаш,а купил ручку
31	30	F	R	Вчера я купил тетрадь. Также купил ручку. Но не купил карандаш
32	29	M	R	Вчера я купил тетрадь. К тому же и ручку. Карандаша я не покупал.
33	27	F	R	Вчера я купил тетрадь. А также ручку. Я не покупал карандаш.
34	32	M	R	Вчера я купил тетрадь и ручку, но не купил карандаш.
35	29	F	R	Вчера я купил тетрадь. Также я купил ручку. Я не купил карандаш
36	29	F	R	Вчера я купил тетрадь. Я так же купил ручку. Я не купил карандаш
37	28	F	R	Вчера я купил тетрадь и ручку, но я не покупал карандаш.
38	35	M	R	Вчера я купил тетрадь. Я также купил ручку. Я не покупал карандаш.
39	30	F	R	Вчера я купил тетрадь. Ещё я купил ручку. Я не купил карандаш.
40	30	F	R	Вчера я купил тетрадь. Также я купил ручку. Я не покупал карандаш
41	34	F	R	Вчера, я купил блокнот. Я также купил ручку. Я не купил карандаш.
42	35	F	R	Вчера я купил книгу. Также я купил ручку. Но не купил уарандаши
43	24	F	R	Вчера, я купил тетрадь. Я также купил ручку. Я не купил карандаш
44	29	F	R	Вчера я купил тетрадь. Я также купил ручку. Я не покупал карандаш.
45	28	F	R	Вчера я купил тетрадь. Я также купил ручку, но не купил карандаш.
46	31	M	R	Вчера я купил тетрадь. Также купил ручку. Карандаш не купил.
47	42	F	R	Вчера я купил тетрадь. А также купил ручку. Но не купил карандаш.
48	25	F	R	Вчера я купил тетрадь. Также я купил ручку. Карандаш я не покупал.
49	37	F	R	Вчера я купил тетрадь. Я также купил ручку. Я не покупал карандаш
50	30	F	R	Вчера, я купил блокнот. Я также купил ручку. Я не купил карандаш.
51	31	F	R	Вчера я купила блокнот. Я также купила ручку. Я не купила карандаш
52	40	F	R	Вчера, я купила тетрадь. Я также купила ручку. Я не купила карандаш.
53	33	M	R	Всера я купил тетрадь я так же купил Ручку но не купил карандаш
54	35	F	R	Я купила тетрадь вчера. Я также купила ручку, но не купила карандаш.
55	30	F	R	Вчера я купил тетрадь. также я купил ручку. я не покупал карандаш
56	32	M	R	Вчера я купил книгу. Также я купил ручку. Но я не купил карандаш.
57	30	F	R	Вчера я купил тетрадь. Я также купил ручку. Но я не покупал карандаш.
58	19	M	R	Вчера я купил тетрадь. Также купил ручку. Я не покупал карандаш
59	26	F	R	Я купил тетрадь вчера. Также, купил ручку. Карандаш я не покупал.
60	32	F	R	Вчера я купила тетрадь, а также ручку, но не карандаш
61	42	M	R	Вчера я купил тетрадь, также купил карандаш. Я не купил ручку.
62	29	F	R	Вчера я купила тетрадь. А еще взяла ручку. А покупать карандаш не стала

Text 6

#	Age	Sex	L1	Translation
1	42	F	R	Вчера я принял душ. Затем я пошел в центр. Мне нужно было купить тетрадь. А также мне нужно было купить ручку.
2	36	M	R	Вчера, я принял душ. Потом пошел в центр. Мне нужно было купить тетрадь. Мне также нужно было купить ручку.
3	19	F	R	Вчера Я принял душ. Потом Я выехал в центр. Мне нужно было купить тетрадь. Ещё мне нужно было купить ручку.
4	51	F	R	Вчера я принимал душ.Потом я пошёл в центр.Мне нужно было купить тетрадь.Также мне надо было купить ручку.
5	37	F	R	Вчера я принял душ. Затем, я пошел в центр. Мне нужно было купить тетрадь. Мне также нужно было купить ручку
6	44	F	R	Вчера я принял душ. Затем я пришел в центр. Мне нужно было купить тетрадь. Также нужно было купить ручку.
7	40	F	R	Я приняла душ вчера. Потом я пошла в центр. Мне нужно было купить тетрадь. Также мне нужно было купить ручку.
8	32	F	R	Вчера я подмылся в душе, потом сходил в центр. Мне нужно было купить тетрадь, а также ручку
9	48	F	R	Вчера я принял душ. Затем я сходил в центр. Мне нужно было купить тетрадь. Также мне нужно было купить ручку
10	33	M	R	Вчера я принял душ. Затем я пошёл в центр города. Мне нужен было купить тетрадь. Так же нудно было купит ручку
11	53	F	R	Вчера я принял душ.Затем я пошел в центр.Мне нужно было купить тетрадь.Мне также нужно было купить ручку.
12	29	F	R	Вчера после душа я поехала в центр, мне нужно было купить тетрадь с ручкой
13	30	F	R	Мне нужно было купить ручку и тетрадь. Я приняла душ всера и поехал в центр
14	27	F	R	Вчера я был в душе. Затем я сходил в центр. Мне нужно было приобрести тетрадь. Я также нуждался в приобретении ручки.
15	21	M	R	Вчера я принял душ. Затем я пошёл в центр. Мне нужно было купить тетрадь. Мне также нужно было купить ручку.
16	33	M	R	Вчера я принял душ и пошёл в центр. Мне нужно было купить тетрадь и ручку.
17	34	F	R	Вчера я принял душ, а затем пошел в центр. Мне нужно было купить тетрадь и ручку.
18	34	M	R	Вчера, приняв душ я отправился в центр города. Мне нужно было приобрести тетрадь и так же ручку
19	33	F	R	Вчера я принял душ. Потом я пошел в центр. Мне было нужно купить тетрадь. Мне также нужно было купить ручку.
20	32	M	R	Вчера я принял душ. Потом я пошел в центр. Мне надо было купить тетрадь. Мне также нужно было купить ручку.
21	30	F	R	Вчера я принимала душ. После я поехала в центр города. Мне нужно было купить тетрадку. А также мне нужно было купить ручку.
22	23	F	R	Вчера я принимала душ. Потом я пошла в центр. Мне нужно было купить тетрадь. Мне также надо было купить ручку.
23	27	M	R	Вчера я принял душ и поехал в центр. Нужно было купить тетрадь. Еще нужно было купить ручку
24	29	F	R	Вчера я приняла душ. Затем я пошла в центр. Мне нужно было купить тетрадь. Также мне нужно было купить ручку

25	29	M	R	Вчера я принял душ. Потом я поехал в центр города. Мне нужно было купить тетрадь. Мне также была нужна ручка.
26	30	F	R	Вчера я приняла душ. Потом я пошла в центр. Мне нужно было купить тетрадь. Мне также нужно было купить ручку. (copybook неудачный пример, никто его не использует это советское слово)
27	32	M	R	Вчера я принял душ. Потом отрпавился в центр. Мне нужно было купить тетрадь. И еще мне нужно было купить ручку.
28	30	F	R	Вчера я приняла душ. Затем я пошла в центр. Мне нужно было купить записную книжку. Также мне нужно было купить ручку.
29	29	M	R	Вчера я принял душ. Затем отправился в центр. Мне нужно было купить тетрадь. Также, мне нужно было купить ручку.
30	33	M	R	Вчера, я принял душ и пошел в центр,чтобы купить тетрадь и ручку
31	30	F	R	Вчера я принимал душ. Потом я поехал в центр. Мне нужно было купить тетрадь. Также мне нужно было купить ручку
32	29	M	R	Вчера я принял душ. Потом пошел в центр - нужно было купить тетрадь с ручкой.
33	27	F	R	Вчера я принимал душ. Потом я пошел в центр. Мне нужно было купить тетрадь. А также мне надо было купить ручку.
34	32	M	R	Вчера приняв душ я пошел в центр. Мне нужно было купить тетрадь и ручку.
35	29	F	R	Вчера я принимал душ. Мне нужно было купить тетрадь. Также мне нужно было купить ручку
36	29	F	R	Вчера я принял душ. Потом я пошел в центр. Мне нужно было купить тетрадь. Мне так же нужна была ручка
37	28	F	R	Вчера я приняла душ и пошла в центр города. Мне необходимо было купить тетрадь. Ах да, еще и ручку.
38	35	M	R	Вчера я принял душ. Затем я сходил в центр. Мне необходимо было купить тетрадь. Также мне необходимо было купить ручку.
39	30	F	R	Вчера я приняла душ. Затем я пошла в центр. Мне нужно было купить тетрадь. Ещё мне нужно было купить ручку.
40	30	F	R	Вчера я сходил в душ. Потом я пошел в центр. Мне нужно было купить тетрадь. Также мне нужно было купить карандаш
41	34	F	R	Вчера, я принимал душ. Потом, я пошёл в центр. Мне нужно было купить блокнот. Мне также нужно было купить ручку.
42	35	F	R	Вчера я мылся. Затем пошёл в центр. Я хотел купить тетрадь. И также хотел купить ручку
43	24	F	R	Вчера , я принял душ. Потом, я пошёл в центр. Мне нужно было купить тетрадь . Также мне нужно было купить ручку
44	29	F	R	Вчера я принимал душ. Потом я пошёл в центр. Мне нужно было купить тетрадь. Мне также нужно было купить ручку.
45	28	F	R	Вчера я принял душ. После я пошёл в центр. Мне нужно было купить тетрадь, а также ручку.
46	31	M	R	Вчера я принял душ. Потом направился в центр города. Мне нужно было купить тетрадь и ручку.
47	42	F	R	Вчера я умылся. Затем, отправился в центр. Мне необходимо былр купить тетрадь. А также нужно было купить ручку.
48	25	F	R	Вчера я принял душ. Потом пошёл в центр. Мне нужно было купить тетрадь. Также мне нужно было купить ручку.
49	37	F	R	Вчера я принял душ. Потом я пошел в центр. Мне нужно было купить тетрадь. Также мне нужно было купить ручку

50	30	F	R	Вчера, я принял душ. После, поехал в центр. Мне нужно было купить блокнот. Мне также нужно было купить ручку.
51	31	F	R	Вчера я приняла душ. Затем, я побывала в центре города. Мне необходимо было купить блокнот. Мне также надо бал купить ручку.
52	40	F	R	Вчера, я принимала душ. Затем, я сходила в центр. Мне нужно было купить тетрадь. Мне также нужно было купить ручку.
53	33	M	R	Вчера я принял душ затем я пошел в центр мне нужно было купить тетрадь мне так же нужно было купить ручку
54	35	F	R	Я принимала душ вчера. Затем, я направилась в центр, чтобы купить тетрадь, а также купить ручку.
55	30	F	R	Вчера я принял душ. затем я пошёл в центр. мне нужно было купить тетрадь. мне также нужно было купить ручку
56	32	M	R	Вчера я принимал душ. Потом я отправился в центр. Мне нужно было купить тетрадь. Также мне нужно было купить ручку.п
57	30	F	R	Вчера я принял душ. Потом вышел в центр. Мне нужно было купить тетрадь. И также нужно было купить ручку.
58	19	M	R	Вчера я принял душ. Далее, пошёл в центр. Мне нужно было купить тетрадь. Также, мне нужно было купить ручку
59	26	F	R	Я принял душ вчера. Потом я пошёл в центр. Мне нужно было купить тетрадь. Мне также нужна была ручка.
60	32	F	R	Вчера я принимала душ, затем пошла в центр. Мне нужно было купить тетрадь, а также ручку
61	42	M	R	Вчера я принимал душ, потом погулял в центре. Мне нужно было купить тетрадь, а также нужно купить карандаш.
62	29	F	R	Вчера я приняла душ. Потом я поехала в центр. Мне нужно было купить тетрадь. Также мне нужно была купить ручку

Text 7

#	Age	Sex	L1	Translation
1	42	F	R	Вчера я проснулась в 8. Я позавтракала. Затем я надела платье.
2	36	M	R	Вчера я проснулась в 8. Позавтракала. Потом надела платье.
3	19	F	R	Вчера Я проснулась в 8. Я позавтракала. Потом Я надела платье.
4	51	F	R	Вчера я проснулась в 8. Я позавтракала. Потом я надела платье.
5	37	F	R	Вчера я проснулся в 8. Я позавтракал. Затем, я оделся.
6	44	F	R	Вчера я проснулась в 8. Позавтракала. Затем я надела платье.
7	40	F	R	Вчера я проснулась в 8. Я позавтракала. Потом я оделась.
8	32	F	R	Вчера я проснулся в 8, позавтракал, потом оделся
9	48	F	R	Вчера я проснулся в 8. Я позавтракал. Затем, я оделся
10	33	M	R	Вчера я проснулся в 8 утра. Я позавтракал. Затем я одел платье
11	53	F	R	Вчера я проснулся в 8 утра.Я позавтракал.Затем я оделся.
12	29	F	R	Вчера я проснулась в 8 часов утра, после завтрака я надела платье.
13	30	F	R	Я проснулась вчера в 8 утра.
14	27	F	R	Вчера я проснулся в 8. Позавтракал. Затем оделся.
15	21	M	R	Вчера я проснулась в 8. Я позавтракала. Затем я одела платье.
16	33	M	R	Вчера я проснулся в 8, позавтракал. Потом надел платье.
17	34	F	R	Вчера я проснулся в 8, позавтракал, а затем оделся.
18	34	M	R	Вчера, проснувшись в 8 я позавтракал. Затем я надел платье
19	33	F	R	Вчера я проснулся в 8. Я позавтракал. Затем я надел платье.

20	32	M	R	Вчера я проснулся в 8. Я позавтракал. Потом я одел одежду.
21	30	F	R	Вчера я проснулась в 8 утра . Позавтракала. Потом оделась.
22	23	F	R	Вчера я проснулась в 8. Я позавтракала. Потом я надела платье.
23	27	M	R	Вчера я проснулась в 8, позавтракала, и потом надела платье.
24	29	F	R	Вчера я проснулась в 8. Я позавтракала. Затем я надела платье
25	29	M	R	Вчера я проснулся в 8 утра. Я позавтракал. Потом я оделся.
26	30	F	R	Вчера я устала в 8. Позавтракала. Потом одела плане.
27	32	M	R	Вчера я проснулась в 8. Позавтракала. Затем одела платье.
28	30	F	R	Вчера я проснулась в 8. Я позавтракала. Затем я одела платье.
29	29	M	R	Вчера, я проснулся в 8. Позавтракал и затем одел одежду.
30	33	M	R	Вчера я проснулсаь в 8, позавтракав надела платье
31	30	F	R	Вчера я проснулась в 8. Позавтракала. Потом надела своё платье
32	29	M	R	Вчера проснулся в 8:00. Позавтракал и оделся.
33	27	F	R	Вчера я проснулся в 8 утра. Я позавтракал. Потом я надел платье.
34	32	M	R	Вчера я проснулся в 8 и позавтракал. После я оделся
35	29	F	R	Вчера я проснулся в 8. Позавтрал. После надел платье
36	29	F	R	Вчера я встал в 8. Я позавтракал. Затем я оделся
37	28	F	R	Вчера я проснулась в 8, позавтракала и надела свое платье.
38	35	M	R	Вчера я проснулся в 8. Я поел завтрак. Затем я одел рубашку.
39	30	F	R	Вчера я проснулась в 8. Я позавтракала. Затем я надела платье.
40	30	F	R	Вчера я проснулся в 8. Позавтракал. Потом я оделся
41	34	F	R	Вчера, я встала в 8. Я поела завтрак. Дальше я одела платье.
42	35	F	R	Вчера я проснулся в 8.я позавтракал. Потом я одел платье
43	24	F	R	Вчера я проснулся в 8 утра. Позавтракал. Потом, я оделся
44	29	F	R	Вчера я проснулась в 8. Я позавтракала. Потом я надела платье.
45	28	F	R	Вчера я проснулась в восемь. Позавтракала. После надела платье.
46	31	M	R	Вчера я проснулся в 8. Позавтракал, затем оделся.
47	42	F	R	Вчера я проснулся в восемь. Позавтракал. Затем оделся.
48	25	F	R	Вчера я проснулась в 8. Я позавтракала. Потом я надела платье.
49	37	F	R	Вчера я проснулся в 8. Я поел завтрак. Потом я оделся.
50	30	F	R	Вчера, я просунул в 8. Я поел завтрак. Затем, я оделся.
51	31	F	R	Вчера я проснулась в 8.я позавтракала. Затем я надела платье.
52	40	F	R	Вчера, я встала в 8. Позавтракала. Затем, одела платье.
53	33	M	R	Вчера я проснулась в 8 позавтракала затем надела платье
54	35	F	R	Я проснулась вчера в 8 утра. Я позавтракала, затем одела платье.
55	30	F	R	Вчера я проснулся в восемь. я позавтракал. затем я надел платье
56	32	M	R	Вчнра я проснулся в 8. Я позавтракал. Потом я отправился по адресу.
57	30	F	R	Вчера я проснулся в 8 утра.я позавтракал. Затем оделся.
58	19	M	R	Вчера я проснулся в 8 утра. Я позавтракал. Затем, я оделся
59	26	F	R	Вчера я проснулся в 8 утра. Я позавтракал и затем оделся.
60	32	F	R	Вчера я проснулась в 8, позавтракала, потом одела платье
61	42	M	R	Вчера, я проснулся в 8. Позавтракал, потом оделся.
62	29	F	R	Вчера я проснулась в 8. Я позавтракала. А потом надела платье