MAYOR DE SAN ANDRES UNIVERSITY

SCHOOL OF HUMANITIES AND EDUCATION SCIENCES

DEPARTMENT OF LINGUISTICS AND LANGUAGES

THESIS

GENDER STEREOTYPES REFLECTED IN LEXICAL CHOICES: A CRITICAL ANALYSIS OF SEXIST LANGUAGE DISPLAYED IN THE10 MOST WATCHED EPISODES OF THE AMERICAN ANIMATED SITCOM "THE SIMPSONS"

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LA PAZ BOLIVIA

2022

UNIVERSIDAD MAYOR DE SAN ANDRÉS
FACULTAD DE HUMANIDADES Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LINGÜÍSTICA E IDIOMAS

TESIS DE GRADO: **GENDER STEREOTYPES REFLECTED IN LEXICAL CHOICES: A CRITICAL ANALYSIS OF SEXIST LANGUAGE DISPLAYED IN THE 10 MOST WATCHED EPISODES OF THE AMERICAN ANIMATED SITCOM "THE SIMPSONS"**

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Para optar el grado académico de **Licenciatura en Lingüística e Idiomas**

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La Paz, 7 de octubre de 2022

ABSTRACT

This study aims to survey gender stereotypes in the 10 most watched episodes of the American animated sitcom "The Simpsons" from seasons 3 to 7. The analysis is focused on Fairclough's, (1995) model of Critical Discourse Analysis, establishing a link among text, discourse practice, and socio-cultural practice. It also applies the assumption of Baker & Ellece, (2011) arguing that ideologies and power are expressed through and in language. Additionally, it pursues van Dijk's (2011) criteria about critical discourse analysis as a hermeneutic approach mentioning social, cultural, and historical situations as the principal influences in discourse and are reflected through the language.

The main objective of this study is to analyze gender stereotypes reflected in lexical choices in the dialogues of the 10 most watched episodes of the American animated sitcom "the Simpsons". Moreover, it follows the qualitative method, the implementation of documentation (the content of videos and text) and text analysis (lexical-linguistics analysis) of the 10 most watched episodes and demonstrating that gender stereotypes are present in The Simpsons' dialogues.

As a result of the analysis of the ten most watched episodes, it was found that writers of dialogues consider gender stereotypes as a principal element of jokes that are reflected in sexist language applying lexical choices and rhetorical devices as the main elements. The results show gender stereotypes involve women of different ages and men are the authors that refer to women using figures of speech and rhetorical devices, such as ***beastly sisters.*** Moreover, adult men are not the only ones who refer to women only by their gender but also children and elderly men are victims of offensive comments.

Keywords: 10 most watched episodes, critical discourse analysis, and linguistic resources.

DEDICATORY

I dedicate this thesis to my grandfather, Máximo Ramos who always believed in my skills and

knowledge. To my parents who supported me in the whole process.

ACKNOWLEDGMENTS

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CHAPTER I

INTRODUCTION

Each person differs from another one considering different physical aspects such as height and weight but the main characteristic that differentiates us from another person is sex. In 1955, Money argued there are two principal sexes male and female but there are more than two gender identities like transgender, gay, lesbian, and others. On the other side, society still has prejudices about those gender identities, for example, in an investigation developed by Mahowald, Gruberg, & Halpin (2020), LGBTQ[1] people are discriminated and victims of bullying in public places.

In addition found out that social problem, the author Waxman (2020) explains that American black women could not vote until 1920, because the American government had prejudices against black women and their sex was considered an excuse to prohibit them from the right to vote. As we can notice, gender stereotypes are present in different contexts where the principal subjects involved are women.

Therefore, this social issue is closely related to language, through language, people communicate or transmit their ideas or opinions; but these opinions can affect or can be offensive to women or men, this type of language is classified as sexist language, Nneka (2012) argues sexist language is "… considered to be any language that is supposed to include all people, but, unintentionally (or not) excludes a gender-this can be either males or females". The words that are spoken can classify people considering different qualities and gender identities; these qualities are created considering different factors like society, education, culture, and entertainment. The last one influences people

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[1] LGBTQ. Lesbian, gay, bisexual, transgender, and questioning (LGBTQ) describe distinct groups within the gay culture. https://www.ctclearinghouse.org

more than the other ones this is the result of globalization and the use of the internet but the basic media like radio, newspaper, and TV still influence citizens. On one hand, the power of media is so powerful; thanks to the different media we learn different information like news, history, technology, and others. On the other hand, people use the media to create problems, and misinform among groups of people and society. For example, in 2018 there was news about plastic rice in Bolivia, Muñoz (2018) mentioned that the objective of fake news is to entertain misinform and manipulate citizens; with that news, the sale of rice in groceries decreased immediately because people were afraid of plastic rice. Apart from that, with the use of technology and the internet, media like TV is still present but it made changes by adapting the technology to catch the attention of viewers.

For achieving viewers, TV creates programs for kids and adults. There are different TV programs like cartoons, sitcoms, soap operas, science, history, series, and others. One of the most-watched TV sitcoms for many years has been "The Simpsons" an American animated sitcom that is popular in different countries like Bolivia where families enjoy watching this program because people laugh at the main characters and their actions.

In 2015 Bolivian people protested and demanded more hours on the air on a local channel (UNITEL). The newspaper "Página Siete" mentioned that citizens from the principal cities of Bolivia like La Paz and Santa Cruz sang refrains for "the Simpson", and people wore different costumes related to the series, considering some principal characters PáginaSiete (2015).

The Simpsons' dialogues are considered so humorous and hilarious by citizens of different ages, but people do not know exactly the essence of each statement. Every word can adopt a different meaning in a context and this meaning can affect a specific social group or gender. This problem is identified as sexist vocabulary that is present in different media and also in other animated programs like this.

Sexist vocabulary can affect one gender for different reasons; this type of vocabulary is used in dialogues as a tool to catch the attention of viewers. The principal characters of this American animated sitcom "The Simpsons" represent men and women of different ages. In other words, sexist vocabulary can be spoken and affect both genders men and women. This linguistic phenomenon will be analyzed in the present investigation.

1.1. PROBLEM STATEMENT

TV sitcoms are very popular and appreciated by people; sitcoms have a high level of viewers because of a variety of topics like friendship, games, science, etc., those issues not only catch the attention of viewers but also the characters and dialogues that are humorous. One of the favorite sitcoms of Bolivian people is "The Simpsons", this sitcom is watched by people of different ages for its hilarious content. However, "The Simpsons" was created only for adults and not for children due to dialogues have more than one meaning. To watch this American animated sitcom, UNITEL channel warned the audience to watch accompanied by an adult or a responsible person.

As an important part of this famous animated sitcom, directors or creators of "The Simpson" use different lexical choices to focus the attention of the audience; for example sexist vocabulary. These social and linguistic phenomena are present directly or indirectly for a specific purpose that can affect a group of people. According to the author LoveToKnow (2018) cited in the web page Your Dictionary, sexist language is "language that excludes either men or women when discussing a topic that is applicable to both sexes" the use of neutral language is relevant at the moment to discuss a topic considering both genders men and women.

In the principal cities of Bolivia like La Paz, It still exists this social and linguistic problem where women are the principal gender affected. For example, important people from the government tell sexist jokes, and most of the jokes affect women; the ex-president Evo Morales (2015) in a public speech said: "El pollo que comemos está cargado de hormonas femeninas, por eso los hombres

cuando comen este pollo tienen desviaciones en su ser como hombres" transcribed by the newspaper EL Espectador (2015 p. 1) in this sentence, the message involves stereotypes and sexism, in this case, the sentence affects both genders, men and women.

Another example that we found in "the Simpson" is said by Homer Simpson, one of the principal characters says: "yeah. You kids gotta go to school. I gotta go to work. The only one who has it easy is Marge. [Grunting]" (Season 5 / Episode 12 (1:22)). In this scene, Homer Simpson says that because Marge Simpson, his wife, stays at home because she is a housewife, in that scene Marge is cleaning the floor; this shows sexist vocabulary where a female character is stereotyped.

To face this issue, there are laws against sexism or other ways of discrimination not only in our country but also in other countries; sexism is present in different contexts and different situations. Women are the principal gender affected therefore it is fundamental to analyze a popular animated sitcom "the Simpson" as a reference to a TV program that is transmitted UNITEL channel.

The Simpsons have more than 30 seasons and the episodes show and make jokes about topics that are trending in the world. Developers of this American animated sitcom not only use animated resources but also linguistic resources in their dialogues to have more audience. In the present study, we focus on the different linguistic resources that writers of sitcom use and how they are applied to catch the attention of people of different ages.

1.1. RESEARCH QUESTIONS

- What gender stereotypes are reflected in lexical choices in the 10 most watched episodes of the American animated sitcom "The Simpsons"?
- What type of lexical choices are present in the 10 most watched episodes of the American animated sitcom "The Simpsons"?

- How does sexist lexical choice favor or bias a particular gender in the 10 most watched American animated sitcom "The Simpsons"?

1.2. OBJECTIVES

1.2.1. GENERAL OBJECTIVE

- To identify the lexical choices used to favor or bias a particular gender in the American animated sitcom "The Simpsons".

1.2.2. SPECIFIC OBJECTIVES

- To identify the sexist lexical choices in the popular American animated sitcom "The Simpsons."

- To classify the types of lexical choices used in the popular American animated sitcom "The Simpsons."

- To analyze the type of lexical choices that favor or bias a particular gender in the popular American animated sitcom "The Simpsons."

1.3. DEFINITION OF TERMS/ VARIABLES

1.3.1. LANGUAGE

In the words of M.A.K Halliday (2014) language means "… expressing meanings that are created within a social system" (p.3). In other words, language is a system with rules created by society and it works connected with society. Language is not present without society and society is not present without language. As the language works with society and vice versa, both have the opportunity to change the other if one of them changes and progresses, the other will acquire the change.

1.3.2. SEXIST LANGUAGE

From Parks' (1998) point of view sexist language includes words, phrases, and expressions that differentiate women from men, and exclude or diminish either gender Sexism prejudices or

discrimination against sex or gender, especially against women and girls. Although its origin is unclear, according to Masequesmay (2016) the term sexism merged from the so-called "second-wave", the feminism of the 1960s through the '80s, and was most likely modeled on the civil rights movement's term racism (prejudice or discrimination based on race). Sexism can be a belief that one sex is superior to or more valuable than the other sex. It imposes limits on what men and boys can and should do and what women and girls can and should do.

1.3.3. LEXICAL CHOICE

The author Elsevier (1992) believes that word meanings and utterance meanings are "isomorphic, in the sense that (a) words, sentences, and texts are simply different units for conveying a message (words being shorthand labels for larger conceptual chunks), and (b) the core meanings of words and texts (sentences) can be expressed by the same formalism: conceptual graphs". This view allows the process of lexical choice to be modeled by matching definition graphs word definitions on an utterance graph (conceptual input). Further, it provides a natural basis for paraphrases and explanations concerning the conceptual differences between a set of words.

1.3.4. SITCOM

A definition given by the Encyclopaedia Britannica mentions sitcoms as a situation comedy also called sitcoms, radio, or television comedy series that involves a continuing cast of characters in a succession of episodes. Often the characters are markedly different types thrown together by circumstance and occupying a shared environment such as an apartment building or workplace Encyclopaedia Britannica (2018). Sitcoms are typically half an hour in length; they are either taped in front of a studio audience or employ canned applause, and they are marked by verbal sparring and rapidly resolved conflicts.

1.4. JUSTIFICATION

The present work focuses on sexist language in the animated sitcom "The Simpson" as this popular TV program has been watched for many years not only in Bolivia but also in other countries in different languages. Due to its popularity on TV, it is fundamental to analyze this social and linguistic phenomenon; the viewers are children, young and adult people that enjoy watching this animated sitcom, but we do not understand the real content of this sitcom or the message that teaches to the new generation.

On one hand, this investigation contributes to critical linguistics pragmatics and sociolinguistics because we study the English language not only in oral and written form but also in the use of language in a society that considers aspects such as context, culture, education, age, and gender. All of them play an important role because countries have their own culture and this affects the language is the same case with education and age, for example in the USA the word "fat" [2] was considered as an insult but now it is acceptable by society as a non-offensive word. Additionally, the synonym of fat is "chubby" which is more commonly used in conversation than fat. This example illustrates that through the time, the American society change the way to see people and life. In contrast, Bolivian people use the word "Gordo" however it is not considered an offensive word because there are historical figures that look fat or overweight but different indigenous languages influence the way in which people communicate their ideas in a pejorative way like the word "lik´i" (fat) in Aimara language considered as an offensive word if it is mentioned in a conversation that is in the Spanish language because people deal with stereotypes related to culture.

On the other hand, the present study is focused on social problems like gender stereotypes that are present in different contexts like education and entertainment. Gender stereotypes involve both

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[2] Fat. Originated before the year 1000. Unacceptable on all levels. There was a time in the not-so-distant past when commenting on people's weight was fair game. https://www.dictionary.com/e/s/no-offense-words-used-inoffensive/#fat

genders men and women thanks to a society that creates models of a perfect man and woman. There is still a belief that women are the weaker sex, only women take care of their babies and men earn more money than women, both genders have conflicts as a consequence of stereotypes acquired by their parents and grandparents whose created rights and laws in favor of men. This social problem contributed to statistics related to homicides and femicides, in 2020 where reported 113 cases of femicides[3] only in Bolivia; but gender stereotypes is not only present in rights and laws it is also present in lexis for example dialogues of TV programs like animated sitcoms and these sitcoms are used to teach the English language so it is fundamental to analyze dialogues in order to find information that is useful for education.

Finally, the present study contributes to language research in that it uses critical discourse analysis as a method of research. Particularly in this study, we use the critical paradigm for the following reasons. As we mentioned before, sitcoms are watched and used as a tool to teach people of different ages and they are exposed to informal language where different linguistic resources are applied. It is necessary to study the language used in this TV program and know the different words the writers use and how this language catches the attention of people from different cultures and countries. As it comes from the United States, it creates different conflicts in our society like cultural shock, lifestyle, and education. The Simpson influence in an indirect way especially to young people, and in this study, we analyze the types of gender stereotypes that are reflected in lexical choice.

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[3] Número de feminicidios en Bolivia en 2020. Las tres ciudades del eje reportan el mayor número de casos: en primer lugar se encuentra La Paz, con 43 mujeres asesinadas por la violencia machista; en segundo lugar, Cochabamba, con 19, y en tercer lugar, Santa Cruz, con 18.
http://www.coordinadoradelamujer.org.bo/observatorio/index.php/ver_graficoInfo/547

1.5. LIMITATION OF THE STUDY

In order to narrow down the topic of the study, the limitation of the study is necessary and it is explained in the next tittles.

1.5.1. THEMATIC LIMITATION

The present work focuses on the use of language particularly on the use of vocabulary in the American animated sitcom "The Simpson" retransmitted on a local TV channel of La Paz Bolivia. The principal episodes to analyze are from different seasons. We consider the list of the famous American magazine RollingStones (2014) "Springfield of Dreams: 150 Best 'Simpsons' Episodes" and we take 10 episodes from that list.

1.5.2. TEMPORAL LIMITATION

This investigation takes into account 10 episodes from seasons 3 to 7 that were first transmitted from 1992 to 1996. On UNITEL channel of La Paz Bolivia, the episodes are retransmitted at random every day. We consider 10 episodes because it helps us to achieve our objectives.

1.5.3. SPATIAL LIMITATION

Our study is developed in La Paz Bolivia to obtain the data. Nonetheless the animated sitcom "the Simpsons" is from the United States and the original language is in the English language. In other words, we consider the episodes in the original language to analyze the gender stereotypes reflected in lexical choices and sexist language.

CHAPTER II

LITERATURE REVIEW

PRESENTATION

The objective of this chapter is to present the related research on the state of art. Basically it describes research about sexist language and lexical choices. Additionally, it is described theoretical foundations that support the present study.

2.1 RELATED RESEARCH: THE STATE OF ART

Language is a social process and this implies that language is a part of society and a socially conditioned process. Language has great potentials to influence and shape public opinions. Being the most distinctive attribute of man, language has often exerted a lot of influence on the whole gamut of human affairs: political, social, educational, economic, cultural, etc. Habermas & Shapiro (1998) state "language is also a medium of domination and social force. It serves to legitimize relations of organized power". An important field of language is vocabulary, words with meaning in context; in this investigation, we analyze sexist vocabulary in sitcoms specifically "the Simpson". To have references to previous investigations we found the following studies:

The first study developed by Glatzer (2010) "Sitcoms in a league of their own: A critical Analysis of Situational Feminism in The Golden Girls and Sex and the City" is a comparative investigation about two sitcoms where the principal characters are independent women that breaks the typical stereotype of a woman, the main objective of this work is to discover the message that communicates those sitcoms to the viewers related to sexism and feminism. In addition, the author conclude that both sitcoms showed an early feminism movement but they had limitation at the moment to introduce topics related to sexual preferences because viewers criticized this situational feminism.

The Second research: Demberg (2014) "linguistic sexism: a study of sexist language in a British online newspaper", deals with sexist language in a specific newspaper. The study is based on two levels: at the word level and at the level of discourse linguistic the results are different in each level, at the word level there are more masculine words than feminine and the last level show the difference in how men and women are referred to in terms of their relationship to others and terms of appearance.

The third study was written by Kelly (2013) "Gender Stereotypes in the Sitcom Friends" which is about the stereotypes that handle this sitcom, the results show that men act as the strong gender and the dialogues are sexist since women are seen as the week gender. Also, this research studies the frequencies of sexist or stereotype words spoken in different episodes.

To conclude, the studies mentioned have a common conclusion where stereotypes and sexism are still present in society, and in different contexts like sitcoms and newspapers, the more affected gender is feminine or women where directors or writers use adjectives as a resource to catch the attention or create different opinions. Those researches contribute to the present investigation with the results in a different context it gives us a general idea about sexist language and stereotypes. With the three investigations, we have a point of view of how to analyze sitcoms from a qualitative point of view and also we found information that contributes to our theoretical foundation.

2.2 THEORETICAL FOUNDATIONS

.2.2.1 SOCIOLOGY OF LANGUAGE

Inside society, some systems work together and are part of society, one important system to transmit information is the language and works with society additionally language does not exist without society, and society does not exist without language that is why the study of society of language is relevant for our investigation. Sociology of language would seek to understand the way that social dynamics are affected by individual and group language use. According to (Chen,

2012)"language is considered to be a social value within this field, which researches social groups for phenomena like multilingualism and Lingual conflict" (p. 1-14). In words of (Fishman, 1971) sociology of Language "focuses upon the entire gamut of topics related to the social organization of language behavior, including not only language usage per se but also language attitudes and overt behaviors toward language and toward language users". The field begins from the assumption that language is a social value, and pursues research on language in contact among social groups, especially phenomena such as language conflict and multilingualism. While Fishman tends to characterize the study at two levels: descriptive sociology of language, describing 'who speaks what language to whom and when', and dynamic sociology of language, explaining the different rates of change of language behavior in different groups, his definition is far from clear in terms of levels of analysis.

2.2.2. SITCOMS AND REAL ENGLISH

A definition mentioned by Cambridge dictionary Sitcom is a combination of words that means situation comedy, in other words, it is a TV program where the main idea is comedy taking into account the real-life and real problems of everyday life. To write or create hilarious dialogues, the authors of sitcoms consider everyday language or real English. But it is necessary to understand the meaning of "real" English. For Cambridge dictionary real means, existing in fact and not imaginary Cambridge University Press (2019), considering this definition, we can say that real English is a language that exists and is spoken language by people because it has a system, rules that people know.

Real English also involves the use of the language in different situations like in sitcoms, where the language is used as a powerful tool to create jokes and funny scenes. In this situation, real English is closely related to culture and country due to we know that there are different variations of the English language.

As we notice, the English language is the official language in different countries like United States, United Kingdom, and Australia. VOA[4] argues that the American and British English language has six principal differences between them: vocabulary, collective nouns, auxiliary verbs, past tense verbs, tag questions, and spelling.

The first one is vocabulary some words are different in form but the same in meaning (synonymy) as in apartments and flats. This happens due to external factors, for American people an apartment is "a set of large rooms with expensive furniture and decoration in" but for British people, a flat is "a set of rooms for living in, especially on one floor of a building" Cambridge University Press (2019).

The second one is collective nouns, in this section, there are singular collective nouns but in other countries can be singular or plural as in the example mentioned by VOA news: in American English, collective nouns are singular. For example, staff refers to a group of employees; a band refers to a group of musicians; a team refers to a group of athletes. Americans would say, "The band is good". But in British English, collective nouns can be singular or plural. You might hear someone from Britain say, "*The team are playing tonight*" or "The team is playing tonight."

The third difference is auxiliary verbs, they are extra verbs that help form a grammatical function British sometimes use "shall" to express the future. For example, "I shall go home now." Americans know what shall mean, but rarely use it in conversation. It seems very formal. Americans would probably use "I will go home now." In question form, a British might say, "Shall we go now?" while an American would probably say, "Should we go now?"

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[4] Voice of America (VOA) is the largest U.S. international broadcaster, providing news and information in more than 40 languages to an estimated weekly audience of more than 275 million people. VOA produces content for digital, television, and radio platforms. VOA is part of the U.S. Agency for Global Media (USAGM), the government agency that oversees all non-military, U.S. international broadcasting. It is funded by the U.S. Congress.

The fourth difference is the past tense verbs, we know that there are regular and irregular verbs in the English language Americans tend to use the –ed ending; British tend to use the "t" ending the past tense of "to learn" in American English is learned. British English has the option of learned or "learnt". The same rule applies to "dreamed and dreamt, burned and burnt, leaned and leant".

The fifth difference is the tag question; a tag question is a special construction in English. It is a statement followed by a mini-question. We use tag questions to ask for confirmation. They mean something like: "Is that right?" or "Do you agree?" They are very common in English. Americans use tag questions, too, but less often than British.

And the last one is spelling, Noah Webster, an author, politician, and teacher started an effort to reform English spelling in the late 1700s. He was frustrated by the inconsistencies in English spelling. Webster wanted to spell words the way they sounded. Spelling reform was also a way for America to show its independence from England. Webster mentions words like color (from colour), honor (from honour), and labor (from labour) that have differences in spelling depending on American or British language.

2.2.3. SITCOMS AND CULTURE

Television sitcom is a genre that has sparked a great deal of critical controversy over the years, yet as well as being enormously successful in terms of ratings it has also spawned some important shows that have proved creative high points for television both in Britain and America. In addition sitcom, more than any other genre different from soap operas, aims to offer a look at the real world, albeit from a comic perspective. For all these reasons sitcom is an important area of the media that is well worth studying.

Sitcom means comedy arising from a situation. Because of the need for a lot of time and space to establish characters and setting and to develop a relationship with the audience, sitcom is an exclusive form to broadcasting; originating in the radio in 1940s and coming to succeed on

television in the 1950s with hits like "I Love Lucy"[5] in the US and "Hancock's Half Hour"[6] in Britain Bfi National Library (2004).

These two landmark shows set the American and British varieties of sitcom on different courses and distinctive styles developed that still predominate today. American sitcoms are usually produced by a team of writers and large numbers of episodes are produced for each hit series to aid syndication that is the sale of shows to affiliate TV stations so that reruns appear for years after production has ceased. Artistically the team system prioritizes the power of the jokes and allows each line to be refined for maximum effect. The best US shows are notable for a high density of laughs and very tight plotting.

In Britain shows are typically produced by one. Practically this means that many less episodes can be produced. Artistically British series are very much about the personal vision of the writer, which inevitably produces as many misses as hits. However at its best this authorship has given

The humor a resonance and depth, based around our identification with particular sitcom characters. Critics, particularly in newspapers, often compare British and American sitcoms (in recent years usually to the detriment of British programs) but it is important to note that they are different forms that have different aims and strengths. They have developed to suit their respective cultures.

Like all genres there are certain conventions that define a sitcom. Part of the reason for the criticism that sitcom has received is that these conventions have been considered too rigid, to the point where they are seen as stifling creativity and creating a production line of identikit, tame shows. The traditional sitcom is invariably 30 minutes long and shot in a heavily lit studio in front of a

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[5] **I Love Lucy** is an American television sitcom that originally aired on CBS from October 15, 1951, to May 6, 1957, with a total of 180 half-hour episodes, spanning six seasons.

[6] **Hancock's Half Hour** was a BBC radio comedy, and later television comedy series, broadcast from 1954 to 1961 and written by Ray Galton and Alan Simpson.

few recurring sets. The show performed in a theatrical style in front of a studio audience whose laughter is captured on the soundtrack. The narratives are designed so that the situation is mostly unchanging and the conclusion of each episode represents a return to the status quo. It can be argued however that genre conventions and codes can encourage creative expression and that rules present a challenge to bring out the unexpected and exciting from the familiar. American series still follow this format pretty closely and successes like "Seinfeld" and "Friends" show it can still work well.

In the UK however there has been a revolution in the approach to sitcoms in the last few years. The format has been opened out with the laugh track removed, more shooting on location and use of a stronger narrative so that characters have more room to develop.

The culture is closely related to what we speak, we say words that show our culture. When we speak, we demonstrate and transmit what our parents and family learned from their parents. We demonstrate the knowledge to foreign people. Sitcoms are a way to teach the culture because we mix many factors to create funny scenes and dialogues that are closely related to culture.

Some authors see culture as another skill that foreign people should learn. This skill refers to the ability to perceive and understand cultural differences and finally appreciate those cultural differences.

For example, in Bolivia, we say *"se ha estido"* this sentence can have a translation in another language because of is a combination of rules and languages like Spanish and Aimara language it is a colloquial language Isidoro (2011) this sentence also has many meanings but all those meanings are closely related to an incident or the action to cut or break something off as we can see, this type of colloquial language[7] has a relation with the culture and context. There are similar

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[7] The definition of colloquial refers to words or expressions used in ordinary language by common people.(www.yourdictionary.com)

cases in dialogues of The Simpsons like "Yo, goober!" (Season 7 / episode 5) this is an expression that does not have a literal translation but the meaning depends on the culture and the context, in the American context this expression means: a stupid, o clumsy person Prompsit Language Engineering (2019).

As a result, we can say that it is impossible to separate the culture from the language, and in this case, we cannot separate the culture and sitcoms for the reason that sitcoms use the language as a powerful tool to have a big audience.

2.2.4. SITCOMS AND PRAGMATICS

Pragmatics deals with the ways of people's communication and interpretation of intentions. It also focuses on ways of the appropriate use of the language in various situations depending on the relationship between the participants, the setting, and the context of the situation. Pragmatics works at the level of meaning and how other people understand those meanings in spoken conversations.

The author Kasper (1993) defines pragmatics as "the study of people's comprehension and production of linguistic action in context" (p.3) this means it is a process that involves comprehension production and context, an utterances needs context to understand the meaning of it.

Although pragmatic competence is an integral part of language competence. Citizens indirectly learn this skill, they select the appropriate words according to the situation or context as an example, and we can mention a person does not say the same words when he/she speaks with a friend or with his / her boss. This problem is present also in sitcoms; writers of dialogues consider different factors to obtain good results or viewers, they study the reactions and how the viewers will interpret the different dialogues. To create hilarious dialogues, writers pay attention to society and the common vocabulary that is spoken especially among young people. In the case of The

Simpsons' dialogues, the writers use words in different languages and also consider the history to illustrate this case, we found this example: Where's my burrito? (Season 4/ episode 17) as we can understand, the name of "burrito" comes from the Spanish language it is the name of typical food from Mexico maybe the writers use this name due to most of the viewers of the sitcom are from Latin America especially from Mexico that is the way they consider that using that name, the viewers will interpret the dialogue amusing.

To obtain many followers of the Simpsons, writers as we mentioned take into account different factors, one of them is pragmatics since interpretation is an important factor in order to create hilarious dialogues without creating problems with culture or other topics that can be offensive to the viewers.

2.2.5. SEXIST VOCABULARY IN SITCOMS

Regarding the present investigation, it is indispensable to mention the theory about sexist vocabulary because the general objective is to identify sexist language or vocabulary. In American sitcoms, writers use a variety linguistic resources that is reflected in dialogues although, to catch the attention of viewers, writers use sexist vocabulary.

Sexist vocabulary is part of gender stereotypes and this is reflected in the research of Thompson & Zerbinos (1997) mention that children from 4 to 9 years old perceived cartoons where characters from both genders men and women act violent, women are described as egocentric people that is only interested in men. This research shows that stereotypes is perceived by young people and are demonstrated in actions and dialogues. Moreover, Nayef (2016) argues women encourage gender inequality men masculine hegemony in sitcoms. TV programs and movie applied gender stereotypes, women characters still deals with inequality of treatment for example an actress in an

interview answers questions about her appearance but an actor answers questions about how difficult was a scene.

Additionally, Rybacki & Rybacki (1991 p. 142) identify five kinds of sexist language. 1) Man as Standard, 2) Women Are Different, 3) Non-Human Terms, 4) Negative Words, and the last, 5) Sex-Role Descriptors. The first one refers to words like "salesman", "fireman" that are the principal or standard words present in dictionaries and represent both genders. The second type of sexist language means different words to name something in both genders like "prince and princess" or "waiter and waitress", the third type non-human terms deals with nouns of things or animals instead of pronouns that affects specially women like "chicks" and "plum". The forth sexist language is negative words used to describe women that involves words like "whore" and "slut" these are words that are consider as an insult or informal language. The last one is sex-role descriptors this term involves words that represent an occupation and the gender for example if in a sentence there is the term " nurse" the receptor of the message immediately imagine or associate that word with a woman the same happens with "driver" the receptor imagines a man driving.

To sum up, American sitcoms apply different linguistic resources that are reflected in dialogues nevertheless, those linguistics resources affect women using sexist vocabulary. Women are victims of gender inequality receiving adjectives and nouns that are impolite comparing them with animals or things using non-human terms. They also receive negatives words that are used in informal conversations naming them whore or slut. On the other side, men enjoy of masculine hegemony whose are treated respect, most of the terms or occupations are associated with men like in the case of driver.

2.2.6. SEXIST TERMS: VOCABULARY

A fundamental theory to consider for the analysis is the sexist terms used in dialogues, a definition mentioned by the web page Encyclopaedia Britannica, (2018)Pragmatics, in linguistics and philosophy, the study of the use of natural language in communication; generally, the study of the relations between languages and their users. It is sometimes defined in contrast with linguistic semantics, which can be described as the study of the rule systems that determine the literal meanings of linguistic expressions. Pragmatics is then the study of how both literal and nonliteral aspects of communicated linguistic meaning are determined by principles that refer to the physical or social context in which language is used. Among these aspects are conversational and conventional "implicatures" (e.g., "John has three sons" conversationally implicates that John has no more than three sons; "He was poor but honest" conventionally implicates an unspecified contrast between poverty and honesty). Other aspects include metaphor and other tropes and speech acts.

A definition used within this study is Mills (1995) "a statement is sexist if it contributes, promotes or exploits an unfair or irrelevant or impertinent distinction between the sexes" (p. 85). Both genders are included in this definition. However, Cameron suggests that it is women who are suffering from sexist structures in language Cameron, Feminism & Linguistic Theory (1992, p. 100) as it is mentioned in the previous subtitle, women are the principal gender that is implicated with sexist language receiving different adjectives and nouns that offend their integrity such as the use of "whore" or other words that describe women negatively. However, linguistic sexism also concerns language use that in different ways diminishes women and makes them invisible Weatherall (2002, p. 76). Feminists state that English is a language with sexist structures. The subject of sex and gender is in itself an interesting area that will only briefly be mentioned in this thesis. Oxford Advanced Learner's Dictionary describes *sex* as the biological state of being either

female or male and *gender* as the social categorization of females and males. The term gender will be used henceforth. Also worth pointing out briefly in connection to this type of study is that the system of categorizing in two genders is problematic. Freed (2003) criticizes the division of people into the categories of women and men, females and males. For example, transsexuals and intersexuals are to some extent excluded from these categorizations.

The opinions about linguistic sexism vary between linguists, some believe that sexist language characterizes a sexist society, and others believe that sexist language influences society to be more sexist when discussing this is as mentioned the theory of linguistic determinism, which is a theory which believes that language determines the way the world is perceived by the language-user. A supporter of the theory of linguistic determinism, Spender (1980) argues that sexist language enables sexist world-views. She also argues that those with power, in other words, men have the ability to create language and consequently the reality.

Critics of linguistic determinism argue that if this would be the case, speakers of languages with very few words for colors would not be able to perceive different colors. However, it is vital to point out that two forms of the theory exist: the strong one that argues that language determines how we interpret the world and the weak one that argues that language is only one factor in how we construct the world. According to Holmes (2008), most sociolinguists believe that language to some extent affects our world-view and consequently the way we view gender.

2.2.7. TYPES OF INDIRECT SEXISM

There are different ways of saying and expressing disagreement with somebody in an indirect way. In words of Abbas Degan and Nesaem Mehdi in their investigation "A critical discourse analysis of Donald Trump's sexist ideology," they consider humor as part of indirect sexism. By the way, Mills S. (2008) affirms that there are six types of indirect sexism: Humor, presupposition,

conflicting messages, Scripts and metaphors, collocation, and androcentric perspective. To continue there are the explanation of some of them that contribute to the present study.

2.2.7.1. HUMOR

Humor often puts the dialogues and scenes on another level; humor exaggerates certain features associated with a social group and plays with stereotypical knowledge for funny effects.

For example, the stereotypes of women mention that they always exaggerate when they are talking, otherwise, men do not do that they just say a word while a woman creates a story. Lakoff (1990) comments: "Saying serious things in jest both creates camaraderie and allows the speaker to avoid responsibility for anything controversial in the message. It's just a joke, after all" (p. 270). Humor plays with different resources like controversial issues, offenses and this is used only to create laughs but this is only acceptable if the receptor understands that is part of a joke.

Another illustration of indirect sexism used in the sitcom is the following dialog: "hey, Flanders! You smell like manure!" this utterance is mentioned by Homer Simpson to his neighbor, if we listen and watch with the corresponding scene, for viewers it sounds funny but if we analyze utterance in another context, we understand that it is an indirect way to describe that Flanders smells unpleasant or we can say that men smell unpleasant. As in this example, the use of sexist language is necessary to create laughs and catch the attention of the viewers.

Additionally, humor is classified according to the authors, for example, Urbansky (2022) classifies humor by considering personal humor styles. There are four types of humor expressive, aggressive, affiliative and subtle. Inside these types of humor, styles such as magnet, stand-up, sweetheart and sniper. In the following figure it is explained the styles.
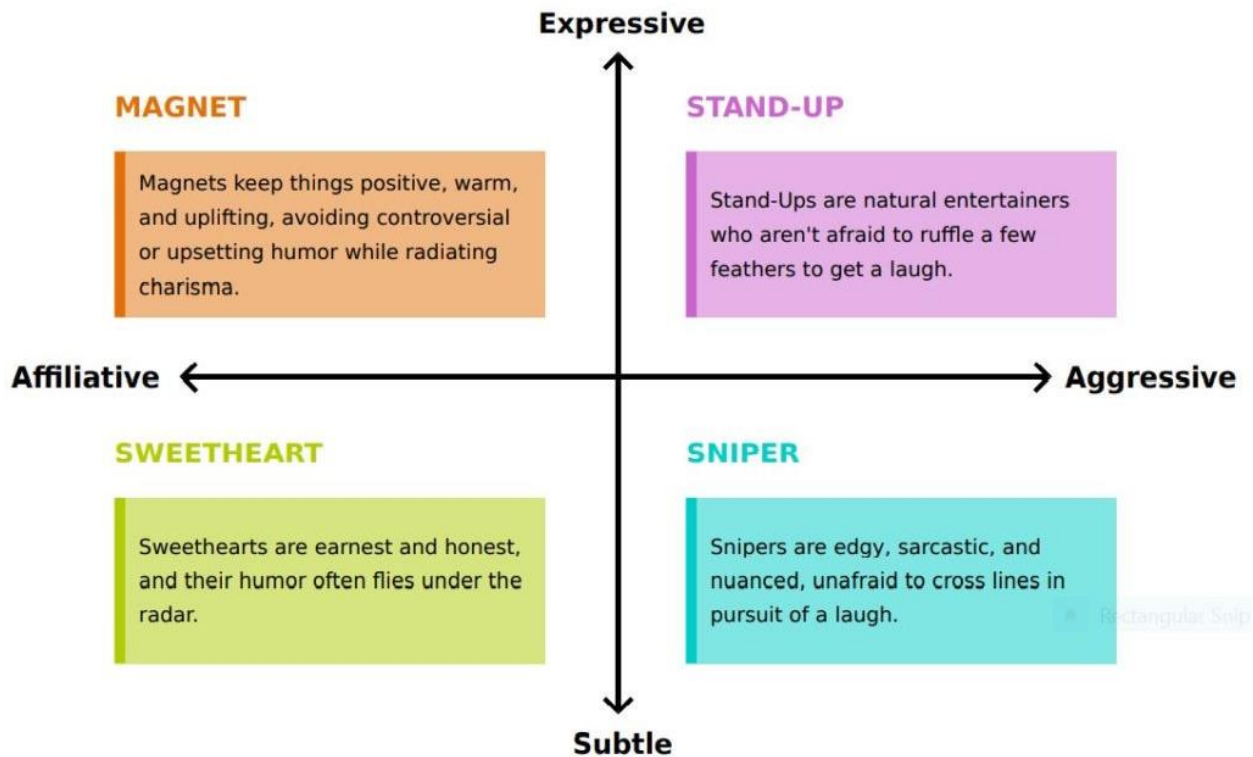
*Figure 1*Personal humor style

Humor deals with a combination of different stages for example the magnet style is present in two fields due to it works with body gestures and the topics are friendly. On the contrary, stand-up works with expresions like body movements and jokes consider topics that are aggressive.

Humor combines different styles there are no rules to create hilarious situations because audience is always changing and they want jokes that reflect social problems.

2.2.7.2. SEXIST HUMOR

Sexist jokes are not only used to obtain laughs but also they display behavioral problems. The author Flood (2019) mentions that there are five key points to identify sexist humor and its problems reflected in behavior. The first one involves sexist and violence-supportive attitudes. When there are a group of men, sexist jokes are accepted it does not matter if the joke includes topics such as violence against women, they enjoy these types of jokes. However, this behavior

reflects psychological problems where a man did not develop emphaty for a woman. Kochersberger, Woodzicka, Romero-Sanchez, & Carretero-Dios, (2014, pp. 441-460). The second one is about "sexist jokes reinforce gender inequalities". Women feel uncomfortable with these type of jokes but men feel comfortable with these sexist humor and that reinforce the gender stereotypes and prejudices. The third one refers to "exposure to sexist and violent jokes". Sexist jokes not only create a bad atmosphere among men and women but also they demonstrate social problems such as violence. The authors Viki, Thomae, Cullen, & Fernandez (2007) argue that "male students who read sexist jokes were more likely to blame the victim and to report higher proclivity to rape, in vignettes or hypothetical scenarios of acquaintance rape" (122-132). Offensive words reflect thoughts and emotions but it also entails feelings about negative events such as when a kid does not have the attention of his parents and he is frustrated as a consequence that kid can handle their emotions when he is an adult because nobody taught him how to express those feelings. Nevertheless, jokes can have positive effects and that is the fourth point. Jokes can change a bad day of a person only with a joke for example cartoons deal with jokes and it is the principal characteristic of them. When a child watches them he put his attention on what the characters are saying and he ignores what his parents are saying because that cartoon causes happiness. And the last point is "affective ways to challenge sexist jokes". if a person is part of a sexist joke, there are ways to react and answer considering the joke and using that joke as an opportunity to say what you think about those types of jokes. Nevertheless, women receive bad comments about their bodies when they break the stereotypes of a perfect woman. As an illustration of that, when a woman wears a tight dress no matter where is she, people always comment about how that woman is dressed, and the comments that come from men mention if a woman wears that kind of clothes is because she wants the attention of people, especially men but that is not a valid excuse to talk about the clothes of women.
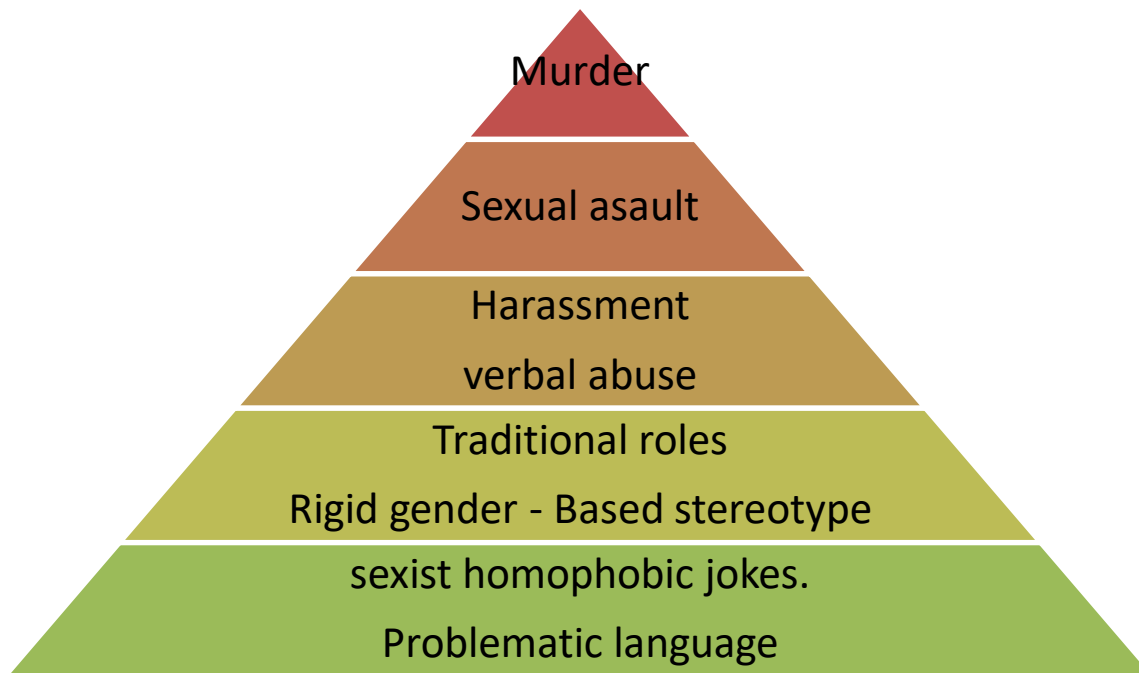
Figure 2 *Sexist Humor*

In conclusion, Sexist humor is part of a representation of violence when the jokes are offensive to women or men when a person does not feel welcome with that type of comment. Violent comments carry a deeply personal problem and the person that is saying those jokes can handle his emotions.

2.2.7.2.   PRESUPPOSITION

This term deals with more than one meaning, and assumption. Presupposition in linguistics works with pragmatics and semantics the author Keenan (1971) mentions semantics is related to finding evidence under assertion and negation. Meanwhile, pragmatics is based on the concept of using the language appropriately. At the moment to use the language appropriately, the speaker assumes about the context in the language communication and also is treated as a felicity condition. This refers to presupposition deals with meaning context and assumption. Speaker and receptor of the message play with an utterance where both assume with affirmative and negative forms.

On the other side Levinson (1983) said that presupposition exist when an utterance is understood when the speaker and the addressee know the context. There is also assumptions whether the utterances are in affirmative, negative or question form and presuppositions are associated with a lexical item in other words in this stage presupposition is present considering different words in an utterance for example nouns, verbs, etc. To illustrate the characteristic of presupposition there is the following example. (u) John's dog is small. (p) John has a dog. "u" means utterance and "p" refers to presupposition. There is a sentence in affirmative form and the presupposition emerges from it in a positive form and also it is possible in negative form.
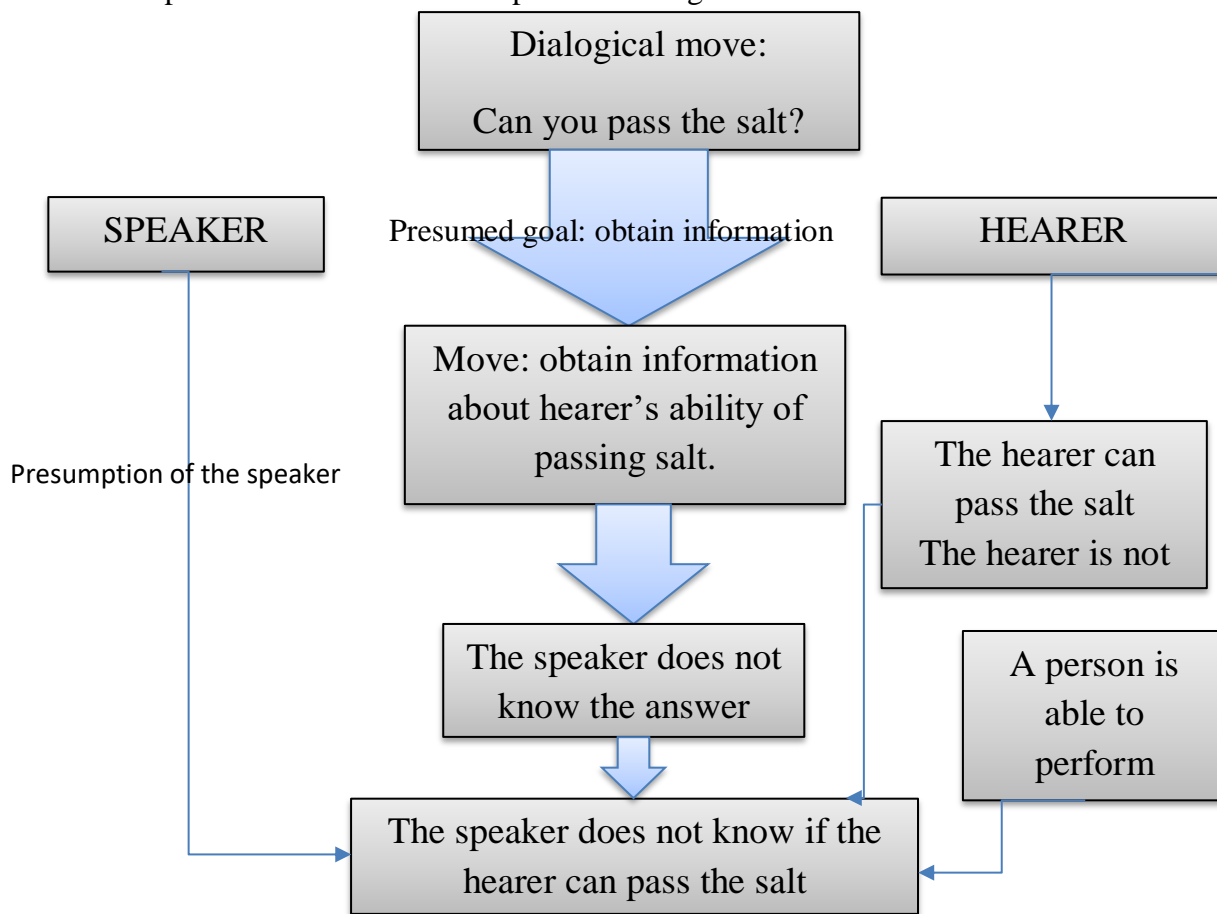
Figure 3 *Presupposition of indirect speech*

To sum up, presupposition involves pragmatics and semantics and it has three principal characteristics: presuppositions work with assumptions and context speaker and addressee must

know the context, presupposition is present in affirmative negative or question form and finally presuppositions emerge analyzing the different lexical items in utterances.

2.2.8. TYPES OF LINGUISTIC SEXISM

Linguistic sexism is reflected in different forms like personal titles and androcentric pronouns. Despite that, some authors highlight the way in which women use the language, investigations prove that women do not use the language in the same way like men. To continue, it is explained in details the types of linguistic sexism.

2.2.8.1.   PERSONAL TITLES

In common conversation we can used different words to refer someone in a polite way. For example a lawyer needs to ask some information to a coworker and he uses "Mister/Mr." follow by his full name or only last name, this word is known as personal title, or title.

Personal titles are mentioned for both genders men and women like "mister/Mr., miss/Ms., and missus/Mrs." When titles where used first time in 1950, they revealed the marital status but in the present is used to refer someone in a polite way Edens (2020). Besides that "Ms." is used to call to women in general it does not matter their marital status the same case applies for men "Mr." but there is not a special word to describe men that are married or single. Additionally, the occupations like doctor/ "Dr., PhD, DPhil, MD, or DO", professor/ "prof." and others are considered professional titles.

Titles also involves a list of form of address to someone, as an illustration of this list there are titles referring to politics (ambassador, prime minister), religion (holiness, eminence, excellency), and monarchy (king, queen, emperor, majesty) each of them with their abbreviations.

 To sum up, personal titles are adjectives and/or nouns that are mentioned in conversations to demonstrate respect or reverence to someone regardless of his marital status. On the other side,

titles consider the knowledge and relevance in education, medicine, politics, religion and monarchy of people mentioned in conversations.

2.2.8.1. ANDROCENTRIC PRONOUNS OR DETERMINERS AS GENERICS

The use of androcentric[8] pronouns or determiners as generics leads to the participation of females and males in language because "women are invisible in language when they are subsumed in generic expressions using masculine forms" Pawels (2003, p. 550) in other words, the presence of female gender is not mentioned when we use masculine expressions but with the use of androcentric pronouns like "they" female are mentioned. In the case of "he", this masculine form does not involve both genders but is used formally.

The asymmetrical treatments of the two categories are extended to female courtesy titles. We know that there are nouns to demonstrate difference like Mr., miss, and Mrs., but if we notice, for the male gender there is only one general adjective that is Mr. and for females, there are two and this depends on marital status. The assumption underneath this different treatment of the two categories is that "woman is a sexual being dependent on man; whereas man is simply defined as a human being whose existence does not need a reference to woman" Holmes & Meyerhoff (2003 p. 553). Man is considered an independent person whereas women are codependent this means that at the moment to mention a woman, it is required take into a count men. For example to use personal titles men only have one but women have more than two depending on their marital status.

Additionally, the social groups like feminist proposed some changes to the English language in order to be more inclusive. The author Nordquist R. (2019) explains about a singular and neutral "they" proposed by feminist in a radio program and it was well accepted by listener because there

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[8] "Androcentrism in prescriptive grammar" was written to denounce that the use of he as generic pronoun was the result of male regulation.

are people that do not identify themselves as part of one gender woman or man. On the other side, the pronoun "he" was porposed as a generic pronoun in 1850 and from that year text and document use "he" when the authors want to describe a woman or a man.

2.2.8.2.   ANDROCENTRIC CONSTRUCTION WITH MAN/MEN

Many words end in –man/ men like postman, policemen, etc. These kinds of words are usually used to mention a group of people where there are men and women, besides that female category is included in the group with a male form. An alternative to these sexist compounds is using forms that contain person/people instead for example chairperson instead of chairman. Compounds with woman/women may also be an alternative like a policewoman. Although reference to gender is arguably irrelevant Laine & Watson (2014, p. 5) it is more proper from a non-sexist perspective to introduce a female reference with a compound with the termination woman than with a compound man if the reference is female. Despite this, when a referent is a mixed group of men and women, a compound with –men as a generic is the option usually used.

2.2.8.4.   WOMEN'S LANGUAGE

A conversation between a man and a woman is more polite than a conversation between two men because each of them use different words or expressions to give a message. The selection of words change depending on the gender due to different factors like society and educations for example a conversation among women there are not interjections like "damn!", "what the hell!" Because these kind of interjections demonstrate toughness and power that are more suitable with men.

This selection of words and/or expressions according to gender occurs due to society created stereotypes that indicates women are weaker than men and if a woman acts like a man, this actions is not acceptable by the society Lakoff (1973). Additionally, parents, teachers and professor teach children taking into account their gender; women learn how to be polite and delicate on the contrary, men learn how to be rude and strong. But with those impositions on women, they also

acquired different linguistics resources to express respect and be polite such as tag questions. In words of Lakoff (1973) "…women's speech sounds much more 'polite' than men's. One aspect of politeness is as we have just described: leaving a decision open, not imposing your mind, or views, or claims, on anyone else. Thus a tag-question is a kind of polite statement, in that it does not force agreement or belief on the addressee." (p. 56) in contrast to we learnt about tag questions, in this case tag question is used to obtain a conversation without forcing and specting and specific answer. Another resourse use by women is ask questions, according to Fishman P. (1983) they ask questions to maintain a conversation while men answer without trying to maintain it, but women have problems introducing a new topic in conversations. For women is dificult to introduce a new topic due to men do not try to maintain a conversation and they only mention minimal answers like fillers or short answers where they demonstrate lack of interest.

To conclude, education, society and context determite the way in which women act in a conversation with men. However, society create stereotypes where women are consider the weak gender and men are the strong gender for that reason, women act as pasive in a conversation and they use questions and tag question not only to obtain information but also to maintain the conversation and to show interest. On the other side men can handle conversations in the same way as women but they can introduce a new topic catching the atencion of women.

2.2.8.5. FEMALE IDENTITY

Female identity comes from gender identity that means a person who refers to or identifies himself or herself in one way. This may or may not coincide with his or her male or female gender. a definition given by Ghosh (2020) "Gender identity, in nearly all instances, is self-identified, as a result of a combination of inherent and extrinsic or environmental factors; gender role, on the other hand, is manifested within society by observable factors such as behavior and appearance." there are different factors that involves gender identity for example, family, education, beliefs, etc. these

factors have an important role in life of a child and it is reflected when he/she develops his personality in his youth. Nevertheless, society disagrees if a person does not identifies according to his biological gender (male or female). Additionally, from a psychological point of view female identity starts in infancy and continues throughout life. The author Emmerich (1973) describes 3 important levels: first level, learning an adequate behavior male or female child. Second level, acquiring concept and recognizing a potential male or female adult and the third level, behaving in an adequate way depending if a person is male or female adults across life span (pp. 406-417).

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                                    ┌────────────────────────┐
                         ┌─────────┐│ Discrimination of male │
                         │ Infancy ││ and females.           │
                         └─────────┘│ Correct categorization │
                                    │ of self.               │
                                    └────────────────────────┘
┌──────────────────┐     ┌────────────┐  ┌──────────────────────┐
│ level I:         │─────│ Pre-school │  │ Learning content of  │
│ child sex-role   │     └────────────┘  │ sex roles.           │
└──────────────────┘                     │ Acquiring gender     │
                                         │ constancy.           │
                                         └──────────────────────┘
                         ┌──────────────┐ ┌─────────────────────┐
                         │ Grade school │ │ Elaboration of child│
                         └──────────────┘ │ sex-role content.   │
                                          │ Development of      │
                                          │ strong same- sex    │
                                          │ friendships.        │
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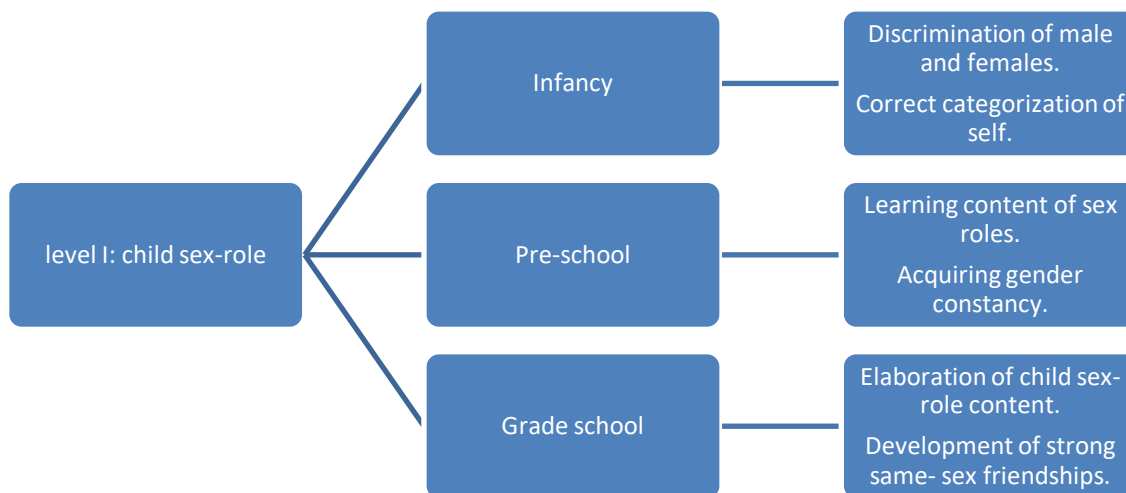
Figure 4 First level: Child sex-role

The first level: child sex-role behavior involves 3 stages infancy, pre-school and grade school. In the stage of infancy, a child is learning to recognize and classify male and female. Different facts contributes to this discrimination of male and female because children do not have a model of each gender but they learn specially from their parents and environment. Girls and boys start differentiating and also they start categorizing both genders. Depending on the context, some children show discrimination with things for example boys play with cars and girls with dolls but

this do not demonstrate the sexual preferences or gender identity at all. In the next stage pre-school, children start interacting with the world and with more people. They are establishing principal characteristic from each gender and with social interaction they reinforce their early knowledge about being man or woman. The last stage is grade school, in this sub level children interact with adults that teach them sex-role content with different activities and context according to their genders. As children are starting developing their personality and preferences, they also develop a strong same sex friendship and with this interaction they are ready to suffer changes in their bodies.
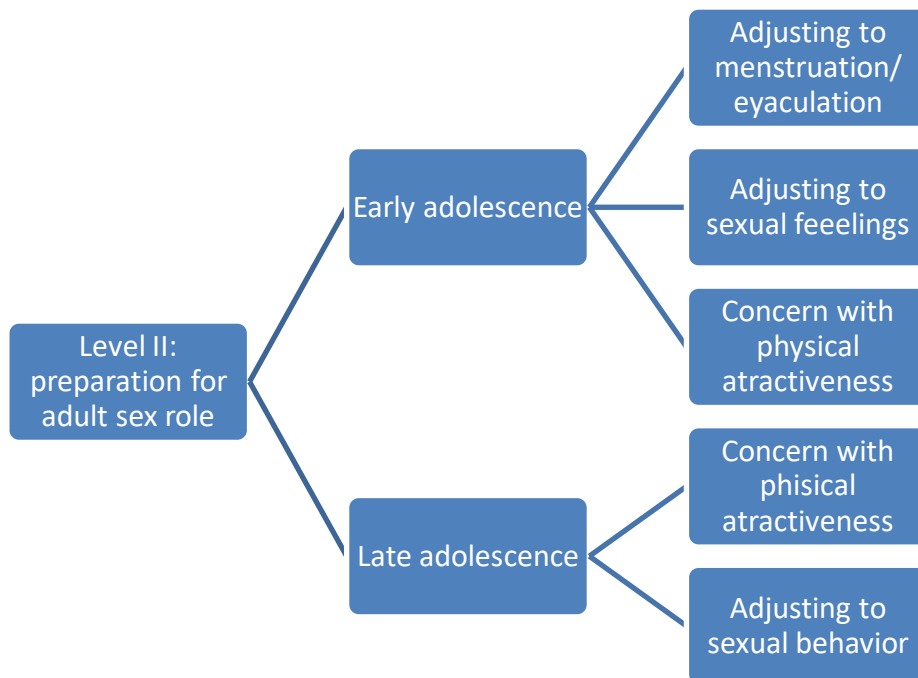
Figure 5 second level: preparation for adult sex-role

Level II: preparation for adult sex role. As in the first level, in this there are two sub levels early adolescence deals with physiological changes like menstruation and eyaculation, with these physiological changes, boys and girls begin to feel attracted to people, especially those of the opposite gender. The other sub level is late adolescence in this stage, the teenagers are still concerning with physical attractiveness learning and discovering sexual behavior. Girls have more

problems than boys in order to girls choose and wait for their special couple and this is the result of society and context because the stereotype says that women is like princesses and men are gentlemen so women must act in a delicate way. News, tv series, sitcoms, movies etc. create and impose a model of a perfect woman.
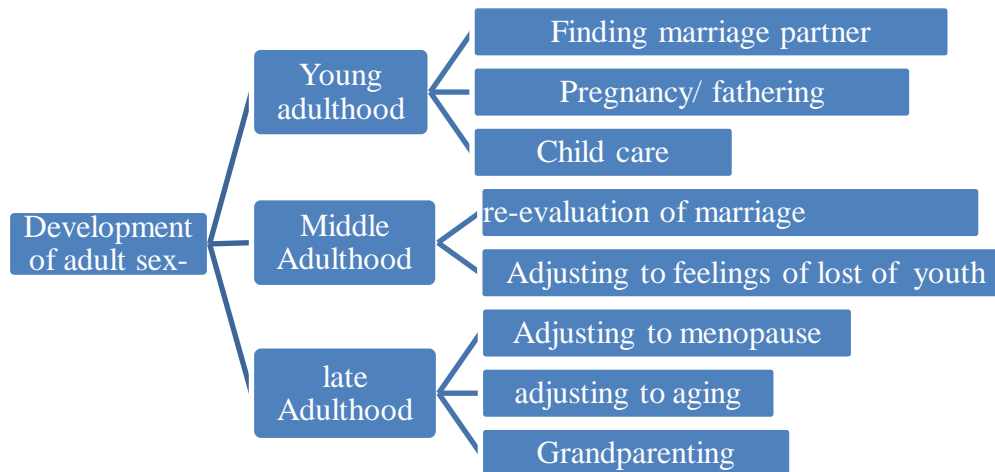
Figure 6 third level: develpomentof adult sex-role

In the last level, the development of adult sex-roles, adolescents have design their future with a couple and are in the begging of young adulthood. Both adult man and woman prepare their next step that is marriage nevertheless, women have more responsibilities than men because the next stage is pregnancy for women and fathering for man. Women must decide between to follow an academic life or family and take care of their children. In contrast, men can deal with both and the principal reason is that only women can give birth to a baby.

The next sub level called middle adulthood takes into account a re-evaluation of marriage and life. Adults are ready for upcoming physiological changes such as white hair and at this point the human body starts to lose their senses. Finally, those physiological changes are only the beginning for the last sublevel named late adulthood. Women and men cannot look like as when they were young,

they created a family and now are interacting with a new generation their grandsons and granddaughters.

To sum up, women and men suffer changes through their whole life but there are stages where women have changes that men do not have as in the case of pregnancy. As the body of both genders change in different ways, society take advantage of those changes and create gender stereotypes. Nevertheless, women with all those physical changes can have and they can do the same activities that men do.

2.2.8.6.   FEMALE NOUNS AS DERIVED FROM DUAL NOUNS

Another issue of the male as a principal norm in the language is displayed in the asymmetrical use of suffixes[9] as indicators of gender. Doctor, poet, actor, author, etc. they are neuter nouns that should be used to refer to both female and male referents.

Despite this, these forms are usually used to refer to the male category only and the feminine counterpart becomes the result of attaching a derivational suffix to the form like poetess, actress, etc. such morphological[10] process reveals that dual nouns such as poet or actor are socially understood as being male. Again, the female form is the "marked version" of the abnormal. Priestess, tigress, princess, etc. are words that diminish females because the system sets the male as the norm and different word endings are needed for the secondary category. Sorrels D. (1983) Nouns that represent both genders are not illustrated in the same way by society, men are the principal representation of ocupations. In contrast, to notice the presence of women it is necessary the use of sufixes.

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[9]"A suffix is a letter or group of letters added at the end of a word which makes a new word". (Cambridge University Press, 2019)

[10] Derived from Morphology, "it is the study of the internal structure of words and forms a core part of linguistic study today". (Cambridge Dictionary Press, 2019)

2.2.8.7.   MISOGYNY AND MISANDRY

Women received different adjectives from men that describe the hate and disgust to women for different reasons. There is the same problem with men, where groups of women create a society with the purpose of demonstrate hate over men.

Those social problems are classified as misogyny and misandry, the first one is the hatred of women and the other one is the hatred of men. The hatred between men and women began within social problems through history but to understand about misogyny and misandry, it is relevant to understand the meanings. In words of Code (2000, p. 346) "Misogyny has taken shape in multiple forms such as male privilege, patriarchy, gender discrimination, sexual harassment, belittling of women, violence against women, and sexual objectification" hatred women is misunderstood with sexism but misandry entails more than hate it also entails privilege, discrimination and comments that denigrate women. This social problems show the differences created by society and with it gender stereotypes. Misogyny took relevance when women couldn't vote in the United States because the government did not consider women as with men Cooney (2005). This movement was the begging of misogyny, men created gender stereotypes justifying that women only have babies and take care of their families. On the other side, men also receive comments, discrimination and sexual objectification only for being men. In contrast to women, the origin of misandry took place with feminist people Pyatkova (2018) explains "The spread of feminist views led to the emergence of such a phenomenon in society as misandry, which is the presence of negative attitudes toward men" society is always changing and as a consequence, women change the of think the same actions occurs with men. In the latest years, men notice that women have privileges in a specific context for example in some countries when a woman is pregnant, she is not allowed to work until baby born on the opposite men do not have these privileges when they have babies but some

countries are changing their laws and now women and men must have permissions when they are going to have a baby.

The hatred between men and women gives way to new gender stereotypes considering their ideologies such as being part of feminist. Men clasify feminist as a group of women that act violently and look like a men but the reality is different. Feminists were present in every historic event, they were punished with physical penalties such as hanging them in front of citizens.

In conclusions, the hatred between men and women creates new gender stereotypes because different social groups have opinions over the oposite sex but misandry were present in historics events where women did not have the same rights than a men.

2.2.9. LEXICAL CHOICES

Lexical choices refer to the selection of linguistics resources following one or more purposes in this case the main objective of the Simpsons is to create jokes and be hilarious. The lexical choices that are consider for the present study involves: ambiguity, repetition, synonymy, meronymy, hypernymy and hyponymy, collocation and adjectives.

2.2.9.1. LEXICAL AMBIGUITY

Politicians and comedians have something in common that is the use of lexical ambiguity. This term is closely related to the meanings of words, according to Brinton (2000) lexical ambiguity is "a word that allows more than one meaning in context" in other words, a word or phrase can have different meanings, and the context gives a clue to select the adequate meaning. Additionally, lexical ambiguity is used especially in comedy, Christianto (2019) argues "…the ambiguity could be an effective source of humor when it particularly involves dual interpretations in which one interpretation gives a serious meaning and tone, whereas the other interpretation gives a humorous meaning which is not likely to occur in normal contexts." Comedians mention lexical ambiguity

due to it is their principal tool to make people laugh, they speak with words that are ambiguous and indirectly tell the joke. Lexical ambiguity also deals with context to find the original meaning of a word that is ambiguous.

Besides that, this linguistic characteristic creates problems in interpretation due the context gives the clue and the receptor chose the meaning, for example, the sentence "The fisherman went to the bank." Nordquist R. (2019) There is no context and the word "bank" has two meanings one of them is: a place where people save their money; and the other one is: a group of fish in a river or lake.

To conclude, lexical ambiguity deals with the meaning of a word, and this is used especially by comedians where in order to make people laugh, they use words that are ambiguous but on the other side, as in the previous example in everyday life ambiguous words can create miss understatement due to the absence of context, interpretation is free.

2.2.9.2.   REPETITION.

When a person is learning a new language or his mother tongue, repetition is important because is a way to keep information. In words of Ochs & Schieffelin (1983) "Repetition forms a crucial resource by which children and adult learners of a second or foreign language gain increasing competence in the language of interaction. Language learners are exposed to and make use of repetition, in both the classroom and naturalistic contexts, as the acquisitional processes of knowing and using the language of interaction come together and are separable" to understand and learn words or phrases, it is relevant interact with society with the purpose of transmit knowledge and repeat the message more than one time. This action of repetition contribute to memorize or retain the information and with practice in the future, the receptor or learner will use that knowledge in different context. Aditionally, Literary Devices (2018) say repetition

"…is a literary device that repeats the same words or phrases a few times to make an idea clearer and more memorable. There are several types of repetition commonly used in both prose and poetry. As a rhetorical device, it could be a word, a phrase, or a full-sentence, or a poetical line repeated to emphasize its significance in the entire text."

Repetition means mentioning a word or phrase more than one time and this action has different purposes one of them is to emphasize an idea as an illustration of this, in the presentation of the sitcom, the word "Simpsons" is repeated in a literary way and spoken; the main purpose is to advertise to the viewers that the main characters are called the Simpson.

2.2.9.3. SYNONYMY

In essence, two or more words can refer to the main idea but in a deep investigation they do not have the same meaning at all "it denotes sameness in meaning or sense" Lyons (1968)**.** For one meaning, exist different words phenomenon is called synonymy, but meanings of the other words have some difference, as an illustration of this, the word funny is a synonym of amusing, hilarious, playful, entertaining and ridiculous as we can notice, there are different words to represent the meaning of: "causing laughter" Cambridge Dictionary Press (2019) or something that makes people laugh. The difference between "funny" and "amusing" is that the second word represents something that is one level above "funny", something "funnier" and not only "funny" the same action occurs with the other words or in other cases the words are used in a different context. According to Cruse (1986), there are three types of synonyms: "absolute and contextual", "cognitive" and "plesionymy" The first one deals with words that mean the same thing using a scale but in order to determine if two words are synonyms we consider different aspects like context and frequency of use. Otherwise, there are no established rules to determine that two or

more words are absolute synonyms but we can consider absolute synonyms if the words are understandable and the frequency of use. The second one is a contextual synonym, it is related to the impact that causes at the moment to select a synonym in other words, a contextual synonym deals with semantics for example when we say: that hurts me! It is different from "ouch" the last one is more expressive but this type of synonym not only works with semantics but also considers sociolinguistics due to dialects and context are important. Additionally, some words are part of dialects and are used in a specific context, these words are part of dialects are known as slangs, they help us to know the social status. Consequently, the use of slang can have benefits in a conversation at the moment to catch the attention of someone and make new friends. When we use a contextual synonym, as a result of this combination we can interact easily at the moment to create a conversation with foreign people.

The third one is plesionymy, this type of synonym is similar to contextual synonym due to both work with context and society. But plesionymy deals with words that are synonyms and have some differences depending on the frequency of use. In addition to classify a word as a plesionymy synonym the principal point to consider is a scale where words are classified from the most used to the least used according to context and society.

To conclude, a synonym considers different aspects mentioned before. Where society and culture have an important role at the moment to classified words as a synonym. And like the other rhetorical devices, it is necessary to put the words in context in order to be analyzed.

2.2.9.4. MERONYMY

Words are part of a group, a category, or a system. This phenomenon in linguistics is called meronymy. Panther & Thornburg mention as a cognitive phenomenon not just a figure of speech

with a considerable role in the organization of meaning (semantics[11]), utterance production and interpretation (pragmatics), and even grammatical structure Panther & Thornburg (2007). On the other side, meronymies are words that are connected with other words, the principal word is part of another one. As in the following example: the word "finger" is meronymy of "hand" because a finger is part of a hand. Additionally, this rhetorical resource is more complex than the other ones on account of the analysis of words go on from extra-linguistic part-whole to co-meronymy. These terms involve terms that have the function to connect the principal meronymy words, for example, a CPU and screen are meronymies but they are connected by a cable, the word and the thing "cables" are extra-linguistic finally co-meronymy are the items "CPU and screen". Otherwise, meronymy has the characteristic of following a hierarchy and being cohesive in other words, if we are talking about parts of the body, we just mention the parts that we can see and do not mention bones, veins, blood vessels, muscles, etc. Finally, meronymy works as a company where there are different levels and in each level, there are employers that have something in common, those employers have a connection with other levels on account of messengers that connect with different levels sending messages and thanks to that interaction with messengers a company works but the employers from a specific area cannot be in another area because that employer does not know how to apply his knowledge in something that does not understand. Meronymy study especially those words that have more similar characteristics in a group but also studies the special cases where words can be similar but if we study in the deepest way that word cannot be part of a specific group due to that word can have different characteristics.

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[11] Semantics means "the meaning and interpretation of words, signs, and sentence structure. Semantics largely determine our reading comprehension, how we understand others, and even what decisions we make as a result of our interpretations." (Gentry, 2018)

2.2.9.5.   HYPERNYMY AND HYPONYMY

In order to explain a definition of words, people select or choose words that are related or the meaning is part of a category. Hypernymy is a linguistic devices that the meaning refers to something in general. the author Feldman (1995)mentions "A hypernym is a word with a general meaning that has basically the same meaning of a more specific word…The hypernym tends to be a basic-level category that is used by speakers with high frequency." A hypernym word is like a steam of a tree and the other words related to the steam are the roots or hyponym words. Specific words that are related to a general word is a hyponym, Nordquist R. (2019) argues "in linguistics and lexicography, hyponym is a term used to designate a particular member of a broader class. For instance, daisy and rose are hyponyms of flower. Also called a subtype or a subordinate term." Words or terms that are hyponyms have characteristic that share among them and are connected with a hypernym for example red and yellow are hyponyms of colors and colors is the hypernym. However, hyponyms involves connotations as Bowring, Carter, Goddard, Reah, & Sanger (1997) argue "Hyponyms are more likely to carry strong connotations[12] than hypernyms, though this is not an invariable rule. The word 'animal' can carry negative connotations in metaphors such as 'He behaved like an animal.'" Words that demonstrate specific meaning as hypernyms involves connotations because the speaker and the addressee give to the utterance an extra meaning and this occurs depending on different factors like culture, context, feelings, emotions, etc.

To conclude, hypernyms deal with meaning that involves concepts in general a description of something on the other side, hyponyms are words that are more specific but it is related to hypernyms. Additionally, as hyponyms are specific, they are related to connotations due to people

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[12] Connotation. The act of connoting; the suggesting of an additional meaning for a word or expression, apart from its explicit meaning. https://www.dictionary.com/browse/connotation

give an extra meaning but there are exceptions when the utterance is part of metaphor and in this case hypernyms deals with connotations.

2.2.9.6.   COLLOCATION.

The term collocation has a different definition and it depends on the point of view of the person and the field where collocation is studied. As a general definition, we can mention collocation involves words that work together and have one meaning, according to Beare (2018) collocation refers to "a group of two or more words that usually go together. A good way to think of collocation is to look at the word collocation. Co - meaning together - location - meaning place. Collocations are words that are located together." Additionally, words are written together because they depend on the meaning. To recognize a collocation, words are repetitive and they are commonly found in different texts or in common situations in the same position, as an example, we have: "break a leg" and "have lunch" both are considered collocations, the first one is commonly mentioned in theatre plays or performances and the meaning of this collocation is to wish good luck; the second one means to eat food at midday. They are considered collocation because we cannot change one word the meaning can change and they are usually used together the same occurs with having lunch, we cannot say "get lunch" which is not usually and it is considered incorrect.

On the other side, some authors mention collocation as a synonym of idioms but in the words of Sinclair (1991) "… collocation as part of the idiom principle (lexically determined choices)" collocation shares a principal characteristic with idioms that are both of them works with two or more words and have one meaning. The words that are used in collocations or idioms cannot be translated word by word, the translation depends on the context and culture due to collocation and idioms reflects the culture of a country but this is not valid in literature where writers play with words to create different atmospheres.

Collocation has different combination of lexical categories, the authors Benson, Benson, & Ilson, (1986) established 8 types of grammatical collocations but for the present investigation it is take into account two principal combinations noun + that-clause and adjective + that-clause.

Noun+ that-clause it is a sentence that is compound by subject pronoun and follow by a clause using the conjunction "that" or the pronoun "which". For example they reached an agreement that he would built a new mall in the town. The sentence follows the formula connected in this case with the conjunction "that". The other type of collocation is **adjective + that-clause**, to illustrate the formula next is an example. Jane was afraid that she would fail her presentation. After an adjective the sentence is follow by "that" and a clause in this case it is admitted change with "which" or another conjunction.

In conclusion, collocations are words that are together and have a meaning, this process co-occur in an utterance. It is identified by the frequency of use and some authors classify idioms as part of collocation due to a group of words have only a meaning. Additionally there are different combination of lexical categories to form collocations, the lexical categories used are nouns adjectives, verbs and conjunctions.

2.2.9.7.   ADJECTIVES

In the present research, one of the principal objects of the study are adjective due to adjectives can modify an idea and give us extra information or description. Baker & Ellece (2011) Define "…Is a Word which describes something, usually being used to give additional information about a noun or pronoun." Adjectives modify nouns and pronouns, they mention additional information about that noun. There are different a variety of adjectives to describe different things, animals, places, people, feelings, and emotions. For this study, we consider classifying into two big groups of

adjectives, positive and negative adjectives there are different categories of adjectives in the English language. But in order to classify adjectives into positive and negative, we need to consider different definitions about what is considered as positive or negative and this is explained below.

2.2.9.7.1.   POSITIVE ADJECTIVES

There are different categories of adjectives but in order to not deviate from the objectives we take into account two types of adjectives and the first one is positive adjectives. In the words of Citation Machine (2019) "Positive adjectives describe people, places, and things positively. Using these noun modifiers, you can express emotions such as satisfaction, love, amusement, hope, and more. When you speak about someone with good describing words, you grow their confidence and build people up." In other words, positive adjectives are words that express ideas, opinions, and emotions in a good way, words that describe a positive opinion of someone or something. An illustration of a positive adjective is: "she is a beautiful lady." In this sentence, the adjective "beautiful" is considered a positive adjective because it describes something good about a person this word causes positive effects on people. Nonetheless, adjectives do not have a perfect classification because if for a person the adjective "pretty" is not considered offensive that does not mean it has the same meaning for another person because no one grew up in the same context or environment.

2.2.9.7.2.   NEGATIVE ADJECTIVES

The second type of adjectives to study is negative adjectives. To categorize an adjective as negative, the Citation Machine (2019) explains "A change of just one word in a sentence can change the whole meaning and make you feel bad about a situation." As in the previous definition, an adjective is classified negative taking into account the result that an adjective creates when is mentioned in a conversation or dialogue. A negative adjective makes feel terrible, angry, or sad

and can change the meaning of an utterance but negative adjectives are also used as a tool to create jokes like in this sentence from a Simpson's episode: "You people make me sick."(episode 20/ season 4) when we read this sentences without context, we understand it as a complaint or insult but the reality is that the adjective is insulting people but the according to the context it also has the function to create laughs due to is said by an artist to people that are not listening what he said, people are only looking at him.

2.2.10. RHETORICAL DEVICES

An instrument applied to persuade people and that is present in dialogues is rhetorical devices. Before to mentions the different devices, it is important to understand the concept of rhetoric. Rhetoric is not a new branch from literature or linguistics, Silva Rhetoricae (2016) mentions "Rhetoric was used in ancient Greek and for different purposes; Rhetoric studies the effectiveness of language comprehensively, including its emotional impact as much as its propositional content". Rhetoric involves more than language or text, rhetoric is also involved culture, emotions, and opinions to create an impact over people using the language but to persuade people, rhetoric uses different devices to obtain results on people. Before mentioning the different devices of rhetoric, there is another field similar to rhetorical devices that are called figures of speech and it is explained below.

2.2.10.1. RHETORICAL DEVICES OR FIGURES OF SPEECH

Rhetorical devices and figures of speech share different features one of the representative features that share is both of them have the function to persuade people. But the principal difference is rhetorical is the principal root that involves figures of speech and it considers more aspects than figures of speech. On one hand, rhetoric refers to the study and put into practice effective communication and it is considered as an art of persuasion because we can manipulate people

through language. Nordquist (2020) On the other hand, the figure of speech is "… a phrase or word having different meanings than its literal meanings. It conveys meaning by identifying or comparing one thing to another, which has connotations or meaning familiar to the audience. That is why it is helpful in creating vivid rhetorical effect." LiteraryDevices Editors (2013) Figures of speech are related to linguistic features and are tools used in rhetorical, these tools have the function to persuade people through different actions like the selection of words, the use of synonyms, adjectives, and others but not only is used to persuade people but also they help us to analyze different texts like essays, poems, discourse, and dialogues. The most common figures of speech are idioms, litote, irony, understatement, epizeuxis, and hyperbole that are used in the present study for the analysis.

2.2.10.2. HYPERBOLE

In a common conversation that we have among our friends or family, we use different linguistic resources to catch the attention of an audience, exaggeration is a linguistic resource that is used not only with common people but also comedians use this tool to make laugh; it is used to emphasize words or sentences exaggerating ideas but it is known as hyperbole. In words of LiteraryDevices Editors (2013) "hyperbole is a figure of speech that involves an exaggeration of ideas for the sake of emphasis. A hyperbole is an unreal exaggeration to emphasize the real situation." As we mentioned before exaggeration is the principal characteristic of hyperbole and it helps to emphasize ideas in real situations.

Hyperbole is present in a different context, Harris (2010) argues "In formal writing the hyperbole must be clearly intended as an exaggeration, and should be carefully restricted. That is, do not exaggerate everything, but treat hyperbole like an exclamation point, to be used only once a year." Exaggeration acts like an exclamation mark and in a formal context, this figure of speech can

change the whole meaning of an utterance. But in everyday conversation, "we use hyperbole to create an amusing effect, or to emphasize our meaning. However, in literature, it has very serious implications. By using hyperbole, a writer or a poet makes common human feelings remarkable and intense to such an extent that they do not remain ordinary." Harris (2010) In common conversation hyperbole is used to laugh or it is used ironically on the other side, sometimes hyperbole expresses feelings and emotions and this characteristic is not only in literature context it is also present in common conversation.

2.2.10.3. LITOTE

Another rhetorical resource that is commonly used in everyday conversations is litote; we use this resource to criticize someone but not in a direct way. In words of Literary Terms (2015) "Litotes is an understatement in which a positive statement is expressed by negating its opposite. Some people argue that it's a way of affecting psychological distance from the conversation topic. On the other hand, sometimes litotes can be a way of softening the impact of criticism." Litotes are utterances that expressed the opposite of the real meaning of an expression and also help with the impact of bad news. This resource is commonly used in oral expression and in some cases in written text that are related to literature to understand this resource there is the following example: "the trip wasn't terrible" in this sentence, the person who said it, he is trying to soften the real meaning that is the trip was terrible.

In conclusion, this rhetorical device is used to persuade people but the principal difference among the other rhetorical devices is that litote has the characteristic of lies because the truth of an utterance is not mentioned.

2.2.10.4. UNDERSTATEMENT

To express an opinion but reduce the importance of that opinion we use understatement. To understand better about this resource first we need to know a definition. Understatement "expresses an idea as less important than it actually is, either for ironic emphasis or for politeness and tact. When the writer's audience can be expected to know the true nature of a fact which might be rather difficult to describe adequately in a brief space, the writer may choose to understate the fact as a means of employing the reader's own powers of description." Harris (2010) As in the previous rhetorical resources, this resource shares a principal characteristic with the other ones which is to emphasize an idea. In contrast to litote, understatement does not negate a sentence, it uses irony to be polite when the sentence is referring to something bad. As an illustration of this resource, the following sentence reflects understatement: "in La Paz, the weather is a bit cold." The true meaning is that the weather is too cold but it has the quantifier "a bit" to minimize the real meaning.

Understatement has a variety of uses. We can use it for irony, comedy, modesty, and/or politeness. The use can vary according to the situation or context for example actors and comedians use understatement for irony and create jokes but in common conversation among friends or colleagues understatement is used to show modesty and to be polite with others (Harris, 2010). We can infer that understatement is present when we try to reduce the impact of bad news using adjectives but it is not only present in a situation or context it is also present in comedy and literature where understatement has other functions.

2.2.10.5. EPIZEUXIS

When we need to highlight ideas or words, we repeat consequently the idea, and this action is called epizeuxis. In words of Peachum (1977) cited in Nordquist R. (2019) epizeuxis is "A figure

whereby a word is repeated, for the greater vehemence, and nothing put between: and it is used commonly with a swift pronunciation... This figure may serve aptly to expresse(sic) the vehemence of any affection, whether it be of joy, sorrow, love, hatred, admiration or any such like." To recognize an idea that is part of epizeuxis it is necessary to consider mainly if the sentence has repeated words and depending on the person that is using epizeuxis, the idea has a different meaning but as the other rhetorical devices, epizeuxis is used to emphasize words or ideas. As the previous definition mentions epizeuxis can express different feelings or emotions or it can express irony but the condition to express irony is the use of tone when a person is saying the repeated words or ideas. An interpretation of epizeuxis we find examples in different texts by William Shakespeare where there are repeated words to emphasize ideas. For example in the following extract from King Lear by William Shakespeare exists epizeuxis "And my poor fool is hanged! No, no, no life! Why should a dog, a horse, a rat have life, and thou no breath at all? Thou'lt (sic) come no more, Never, never, never, never!" as we can notice, there are repeated words exaggerating the idea persuading people through this repetition. Epizeuxis in this context also is highlighting important words to understand the writing. To summarize, this rhetorical device works principally repeating words or ideas but it is called epizeuxis because it also expresses feelings and emotions and this is appreciated taking into account the context and the intentions of the writers and authors.

2.2.10.6. IDIOMS

In the English language exists expressions that cannot be translated in a literal way like in the Spanish language. These expressions contain two or more words that together have one meaning. A definition given by Writing explained (2020) "Idioms are a type of figurative language, which means they are not always meant to be taken literally. Idioms express a particular sentiment, but they do not literally mean what the individual words themselves mean." The principal

characteristic of it is: idioms are a group of words that are not translated in a literal way. Besides that, idioms are closely related to culture and to understand idioms is also necessary to know the culture. Additionally Kovecses & Szabco (1996) argue there are 3 principal characteristics to recognize idioms "First, the general meaning of idioms appears to be determined by the particular 'source domains' that apply to a particular target domain Second, more specific aspects of idiomatic meaning are provided by the 'ontological mapping' that applies to a given idiomatic expression Third, connotative aspects of idiomatic meaning can be accounted for by 'epistemic correspondences'". In Baker's opinion (1992), the most fortunate and ideal situation would be that they find an idiom with a similar meaning in the target language. However, if they do not, then there are other factors to consider. She proposes five strategies. 1) Using an idiom of similar meaning and form. 2) Using an idiom of similar meaning but dissimilar form. 3) Translation by paraphrase According to Baker, this can be considered the most common way of translating idioms when it is inappropriate to use idiomatic expressions in the target text because of differences in stylistic preferences or when no match can be found in the target language. 4) Translation by omission in certain situations, idioms may be omitted from the target text. The reason for this may be that they cannot be easily paraphrased, they do not have a close match in the target language, or because of stylistic considerations. 5) Strategy of compensation Baker concludes that the use of the typical phraseology of the target language, including its own natural fixed and semi-fixed expressions, the right level of idiomaticity can seriously influence the readability of a translation. If a translator manages to deal with these issues successfully, it means that his or her target text will feel less foreign.

In other words, people or citizens from a specific country create idioms according to the context. Due to they consider different aspects that are related to their culture or society and to understand idioms, we need to learn not only the meaning of the words but also the customs and culture in as

much as we will understand the origin of idioms. To illustrate what are idioms, we have the following example: in Bolivia, we say García Sierra (2020)"estar camote" this idiom takes the name of a vegetable to create a different meaning and only Bolivian people understand the meaning especially citizens from La Paz. This idiom considers a vegetable that is typical from Bolivia the principal characteristic is the color red and people associated this characteristic with the color of cheeks when someone falls in love.

To conclude, idioms are closely related to culture and society and they are a representation of a country and their knowledge. It is necessary to know the origin of idioms to understand their meaning.

2.2.11. METHODOLOGICAL FOUNDATION

In order to develop the present study, it is fundamental to apply a method according to the objectives mentioned in chapter I. The method that suits with the analysis is critical discourse analysis that is explained below.

2.2.11.1.   CDA AS A HERMENEUTIC APPROACH

Language is the principal object of study in this work but talking about only language is like a big field so to achieve our objectives, we applied critical discourse analysis henceforth (CDA) due to it studies the language as a social practice.

In other words, CDA studies ideologies and power that are expressed through the language Baker & Ellece (2011). This concept is supported by Van Dijk (2011) furthermore, he mentions CDA focuses on social cognition politics, and culture. We can say that CDA is a world where the principal object of study is the language and it is necessary to consider the society and culture that are closely related to the language. But CDA is more than language and society; it also involves the study of the different levels of discourse like phonology, syntax, and semantics. On the other

hand, CDA has no limits with the study because it considers other semiotic dimensions like sounds, gestures, pictures, and others.

For the purpose of illustrating the concept of CDA, it is necessary to explain the different levels or dimensions that are inside CDA and they are the essential components for the present investigation. The following dimensions were developed by Fairclough (1989) who proposes three dimensions description, interpretation and explanation.
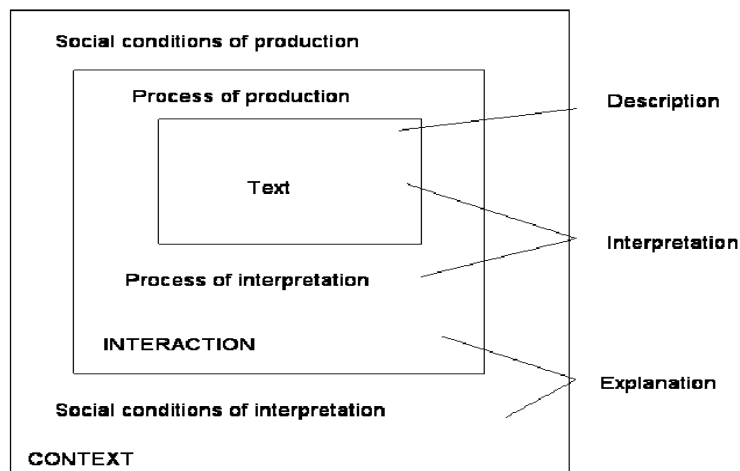
Figure 7Diagrammatic representation of Fairclough's CDA

The first dimension is the description, in this stage, the author not only considers words or sounds as a text but also considers different types of communicating a message e.g images diagrams, and also a combination of images and sounds like in television, because they communicate a message and represents the culture. In addition to that, when a text is created, two important social processes occur: a text represents the world and also shows social interaction Halliday M. (1978). This process is part from a general view of a text but in linguistics, at the moment to analyze text we study the vocabulary part and the different levels that involve vocabulary like grammar, phonology, and lexical. All these levels are part of sociocultural practice the principal object of study of discourse analysis within CDA.

The second dimension is interpretation, at this level, two important processes occur, the process of production and interpretation. According to Fairclough N. (1989), the process of interpretation implicates the following sub-levels: the surface of utterance, the meaning of utterance, local coherence, text structure, and point. All these sublevels are known as phonology, grammar, vocabulary, semantics, pragmatic, cohesion, and schemata.
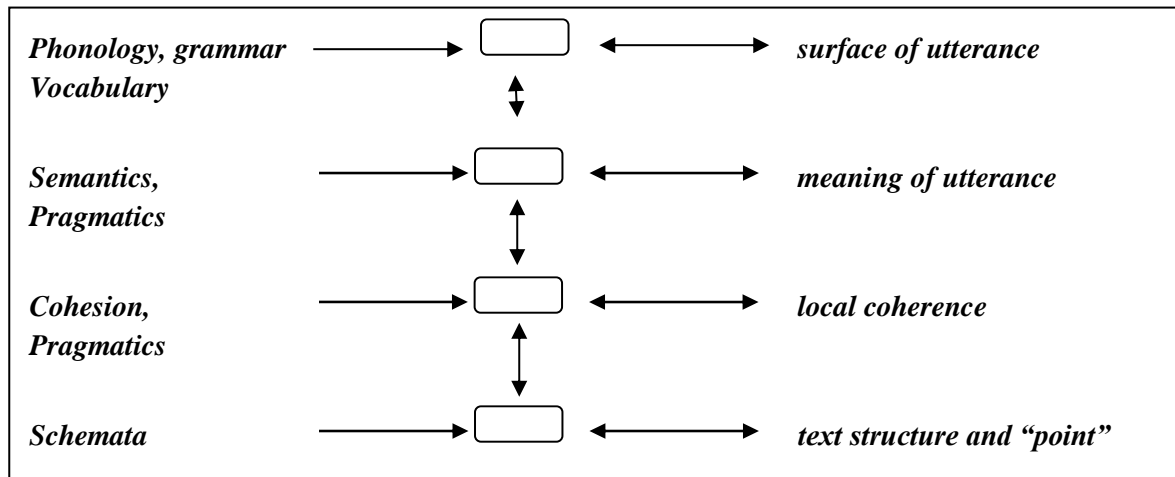
*Figure 8*Diagrammatic representation of Interpretation*

The first sub-level starts with a basic sound or type that is converted by the interpreter but to do this, that person must have previous knowledge of the language where the linguistic intelligence is present. The second sub-level works with utterances, prepositions, and meaning, interpreters use their abilities to blend grammar and meaning of words to understand prepositions in context. The third sub-level is called local coherence where it is considered connections in a specific text but coherence involves different semantic resources. Halliday & Hasan (1976) Explain that cohesion works with: reference substitution ellipsis conjunction and lexical cohesion on account of at the moment to connect utterances, it is important to keep in mind that the connections among utterances in a text make sense. The fourth sub-level text structure embraces the previous sub-levels and long-term memory interpreters, it is a combination of the whole process put into practice. The interpreter also applied his long-term memory according to the situation or context

and choose an adequate repertoire where there are specific words, utterances, and texts for a specific context.

To resume, interpretation is the level or stage where a person decodes and interprets sounds and symbols. To realize this action, interpretation includes different fields of linguistics, where the process starts with a simple sound or letter and ends in a complex process where it is also implicated in long-term memory.

The third dimension is the explanation, at this point, discourse is part of society and explanation shows the principal role of society over discourse and the possible effects. On one hand, power plays a role where it can determine discourse and the results of the past, on the other hand, different social levels influence discourse. Fairclough N. (1989) Defines "discourse as part of a social process as a social practice, showing how it is determined by social structure, and what reproductive effects discourses and cumulatively have on those structures, sustaining them or changing them." society influences discourse and it can change or restructure discourse, this act occurs considering the power that is part of social struggles. All this process is reflected in three levels: social, institutional, and situational practice where an idea is expressed in different ways and according to relationship, place, time, and context discourse can change.

Furthermore, van Dijk (2011) mentions "Hermeneutics may contribute especially to our understanding of historical and literary discourse, for example, by spelling out parameters of social, cultural and historical situations that may have influenced the text through the ways the authors have represented such situations." Hermeneutics helps us understand discourse considering the social, cultural, and historical situations that are present in the text. As Fairclough mentions society is important at the moment to study discourse and Van Dijk also mentions society that influences discourse.

In conclusion, critical discourse analysis as a hermeneutic approach contributes to the present study with the different dimensions to be analyzed. The two principal authors of critical discourse analysis mention that text society and culture are part of CDA and among them, some relationships can change a result but the principal object of the study is the text that is influenced by society and culture. For the present research, we are going to consider the different dimensions to obtain results that are at the level of critical discourse analysis.

2.2.10. DISCOURSE METHODOLOGY

Intending to understand the type of methodology applied in this study, first, it is essential to know the definition of discourse. In words of Brown & Yule (1983) discourse is "any form of language in use" having said that, discourse involves a variety of ways of communication for example oral and written language and other non-verbal communication like sounds and gestures..

On one hand, Stubbs (1983) mentions discourse has no relationship with the text, the first one is interactive and the second one is a non-interactive monologue. We can infer that discourse is present in an oral expression than in written expression because oral expression involves other characteristics like pitch, tone, gesture, and others that can affect the message but in the case of written expression that is present in the text, there is no interference with other extra-linguistic resources. On the other hand, Frances & Tator (2002) mention "Discourse is how language is used socially to convey broad historical meanings. It is language identified by the social conditions of its use, by who is using it, and under what conditions. Language can never be 'neutral' because it bridges our personal and social worlds…" discourse is present in any way of expression but the characteristic to consider is the relationship with society, personal opinions, and language.

To conclude, discourse methodology involves a focus where there is a relationship between language and society in which text and talk occur. On the other side, ideology has a strong influence at the moment to express opinions or take decisions and this is represented in text or oral

presentation (common conversation, dialogues). As ideology is involved, this leads to the presence of cultural aspects where is represented at the moment to create utterances and try to persuade people. In this research project, discourse is applied as a methodology on account of the main object to analyze is sexism in dialogues where language, society, and ideologies are involved.

CHAPTER III

STUDY DESIGN

PRESENTATION

The purpose of this chapter is to define the type of research, to explain the method used, to specify the sample selection, the technique used for the research and finally, to present the procedure for data analysis.

3.1. RESEARCH TYPE

The present research describes the different lexical choices and rhetorical devices used in the dialogues of the Simpsons' 10 most watched episodes. Therefore, the type of this research is descriptive. Moreover, Ethridge (2004) states that "descriptive studies may be characterized as simply the attempt to determine, describe or identify what is, while analytical research attempts to establish why it is that way or how it came to be." In other words this research answer the question of "what" in order to explain de data analysis.

Furtermore, variables play an important role in this study because they are characteristics that describes the present study and descriptive research has more than one variable as a principal characteristic Borg & Gall (1989) (pp.782-804). The variables provide more information describing the research; additionally there are other characteristics of a descriptive research that involves explanation and validation of results. Descriptive studies are flexible with the objectives of a study for that reason, in data analysis, there is the possibility to find different phenomena that are important to study in that case, the objectives of the study can change through developing the analysis.

3.2. METHODOLOGICAL APPROACH

The present study is a qualitative research because it is focused on gathering and analyzing non-numerical data such as a text, a video or audio in order to understand concepts or experiences.

In words of Polonsky & Waller (2011) qualitative method:

> "…often regarded as providing rich data about real life people and situations and being more able to make sense of behavior and to understand behavior within its wider context. However, qualitative research is often criticized for lacking generalization, being too reliant on the subjective interpretations of researchers and being incapable of replication by subsequent researchers."

On the other side, Leedy and Ormrod (2001) define this method as "a detailed and systematic examination of the contents of a particular body of materials for the purpose of identifying patterns, themes, or biases" (p. 155). The method is designed to identify specific characteristics of the content in the social areas. The researcher is able to analyze verbal, visual, behavioral patterns, themes, or biases. The procedure for the content analysis study is designed to achieve the highest objective analysis possible and involves identifying the body of material in this case episodes to be studied and defining the characteristics or qualities to be examined Leedy & Ormrod (2001). The collection of data is a process of two steps. First, to analyze the materials and put them in a table mentioning characteristics or qualities. Second, to conduct a statistical analysis so that the results are reported in a quantitative format. Finally the report has five sections: the description of the materials, the characteristics and qualities studied, a description of the methodology, the statistical analysis, and drawing conclusions about the patterns.

3.3. RESEARCH TECHNIQUES

To obtain results in a qualitative research, it is fundamental the implementation of research techniques. Content of analysis is the technique that suits with the study of the 10 most watched episodes of "The Simpsons".

Qualitative content analysis is mainly inductive[13], because a researcher chose a specific topic and sample, as a consequence the results and conclusions are focus only in that sample. The ten most watched episodes of "the Simpsons" are the content to analyze. Furthermore, an inductive research follow specific steps in order to obtain results applying descriptive method, the steps are explained below.

The author Mayring (2000) explains the steps about content of the analysis from an inductive perspective, the first step starts with a research question or questions this works as a guide for the study, and the next stage is to determine the object of study, draw limits and explain the variables. After this process, the creation of units of analysis considering the material in this case dialogues of the 10 episodes most watched, with this action, it emerges a specific delimitation involving the material. During this process it is important to check the categories this with the purpose of to demonstrate reliability[14] and also it is essential consider the research question due to categories must be connected with it. The next step is to look through the analysis of data and check the whole process. Finally the last step is to interpret the result taking into account the first step due to research question needs to be answer with interpretation of results. Each step is connected among them but the principal connection is the research question. The author emphasize this section because it is crucial do not lost the purpose of the investigation and the whole content must be connected.

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[13] Inductive. Inductive is a way to describe something that leads to something else, so when applied to reasoning it just means you collect information and draw conclusions from what you observe.
https://www.vocabulary.com/dictionary/inductive

[14] Reliability. It is defined as the probability that a product, system, or service will perform its intended function adequately for a specified period of time, or will operate in a defined environment without failure.
https://asq.org/quality-resources/reliability
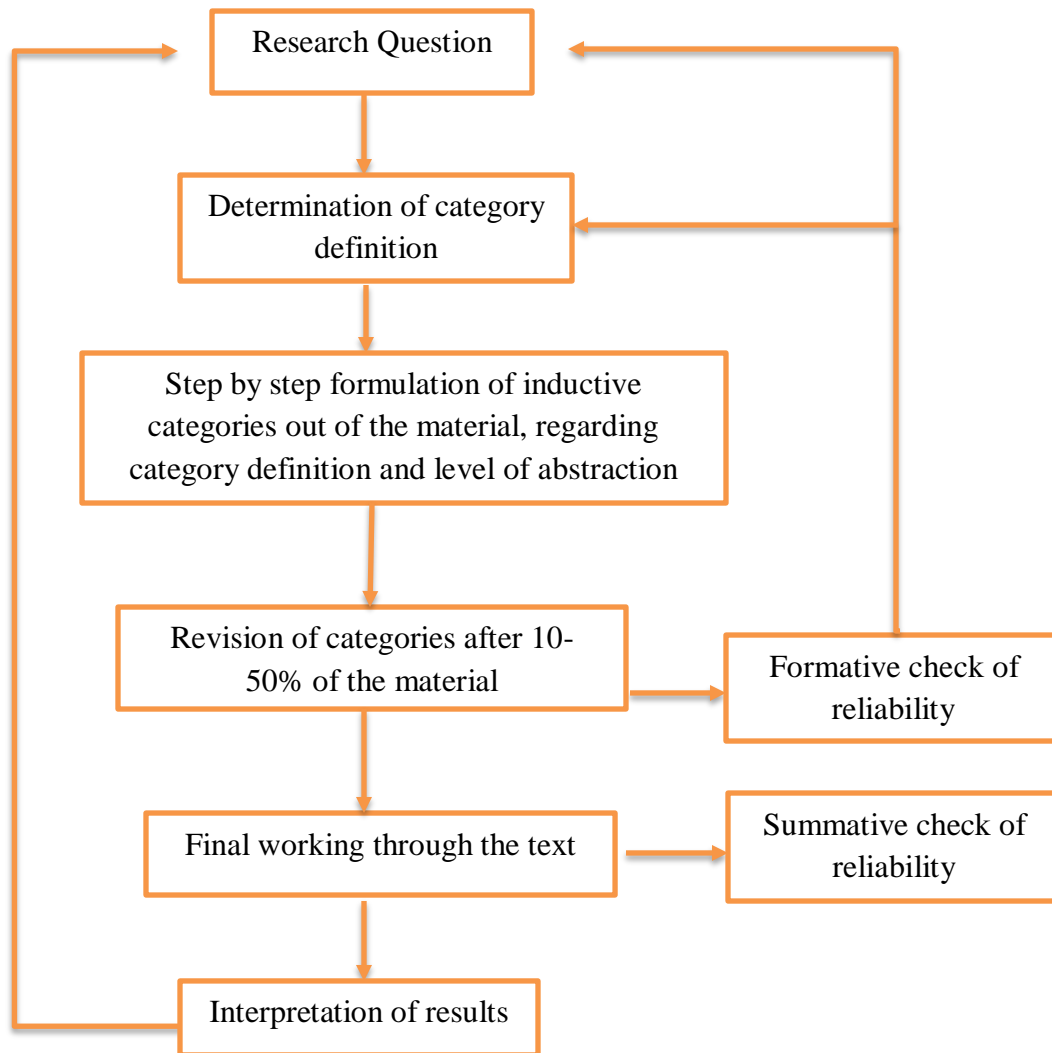
Figure 9 *Model of inductive category development*

So, therefore content of analysis follows a process where each step is connected with research question or questions. Before to obtain the final result, the author check the whole process and starts establishing a formative and summative check. Finally the interpretation of results is related to the principal research question.

3.4. SAMPLE AND SAMPLE SELECTION

American animated sitcoms as much as they are popular among viewers from different ages. According to Fowler (2019) Futurama, South Park, Batman, Rick &Morty, and the Simpson are

the 5 most American animated sitcoms watched in different countries. Viewers enjoy those TV programs because their topics are related to real-life or fiction and have hilarious scenes. Besides that, it is improbable to develop a study analyzing all those American animated sitcoms. Because the content to analyze is enormous and finishing this research takes more time, with that in mind, researchers select a sample.

A sample comes from the universe, and it is the smallest unit to study. This sample represents the elements selected from the universe Hernández (2014). The selection of the sample is decided by the researcher considering different factors like accessibility to the elements to study and the objective or objectives of the research. The sample in the present investigation is non-probabilistic due to the elements that are analyzed; they depend on the characteristics of the research and not from the probability Hernández & Johnson (2014). The sample selected for the research is considering "The Rolling Stone magazine" where it mentions a list of best episodes of the Simpsons without considering the year or season only taking into account the preference of fans.

In the list of rolling stone magazine, there are 150 episodes, but to achieve the objectives previously mentioned, the sample only consists of the 10 most-watched episodes for the simple reason that 150 episodes are a huge quantity to develop and without mentioning that the episodes have a length between 20 to 25 minutes. On the other hand, it was necessary to transcribe the dialogues following transcription guidelines for different words like interjections, fillers, proper nouns, and other linguistics elements.

To conclude, the present study applies qualitative research technique and regards inductive research, this kind of research indicates specific steps in order to develop the analysis of data or content of the analysis from an inductive perspective. The final steps indicate a connection with research question with the purpose of obtain results, those results must prove reliability and it is supported with theoretical foundations and also they answer that research question.

3.5. DOCUMENTATION

To achieve the objectives of this research, it is fundamental to systematize the information; documentation is an important tool to understand how systems work. Documentation entails historical, sociocultural characteristics and non-numerical processing approach. The researcher takes into account a variety of elements apart from material information. Sharma (2020) mentions documentation plays and important role when the author of the study presents proofs of the process of analysis. It also covers who, what, when, where, why, and how of data entry, processing, output, and controls. Sangi (2009) mentions "Documentation project should aim to collect/ create audio, video graphic and text documentation material covering use of language in a variety of social and cultural contexts" In the present study, critical analysis of sexist language diplayed in the 10 most watched episodes of the American animated sitcom "The Simpsons" attenps to find out the evidence of gender stereotypes between women and men of different ages. The research techniques aim to prove the following elements:

a) Gender stereotypes

b) Sexist language in dialogues of the 10 most watched episodes of "The Simpsons"

c) Linguistics resources used in dialogues

3.5.1. PROCEDURE FOR DATA ANALYSIS

In this section of the study, there is the procedure for data analysis of the 10 most watched episodes of the Simpsons. To carry out the analysis, it is put into practice the theory that is mentioned in chapter 3.

1st step. For the delimitation of the study, it was considered the rolling stone magazine where there is a list of 150 best Simpsons' episodes and from that list, we take 10 best episodes.

2nd step. It was necessary to transcribe the episodes and to do this process, it was applied a guide to transcribe different expressions like screams, laughs, and others. For the transcription it was also necessary to consider transcription from different web pages about dialogues of Simpsons this was for the purpose of understanding slang and contractions; the web pages considered, they are mentioned in references.

3rd step. After transcribing the 10 episodes, the next step was the classification of them in season. We made this classification to classify the results and show the differences and similarities among seasons.

Season 3:   "flaming Moe's"

Season 4:   "Marge vs. the monorail"

               "Krusty get Kancelled(sic)"

               "Last exit to Springfield"

               "Whacking day"

Season 5:   "Homer goes to College"

               "Cape feare(sic)"

               "Rosebud"

Season 7:   "Itchy and Scratchy land"

                "Lisa the vegetarian"

4th step As soon as the classification according to seasons was made, the analysis and interpretation of each episode was developed. In this step in order to develop the analysis, it was fundamental to apply the units of analysis that were divided into two principal groups, lexical choices and rhetorical devices.

Categorization:

- Lexical choices (Positive words that describe woman, negative words to describe women, words referring to jobs, words that indicate difference, words that represent the culture)

- Rhetorical devices (Hyperbole, litote, understatement, epizeuxis, idioms)

5th step. The last step was the data report and conclusion. In this section it was showed the result of the analysis and this entailed to conclusions about the 10 most watched episodes analyzed. To sum up, the process of analysis carried out 5 step, delimitation, transcription, classification, analysis and interpretation, and finally data report and conclusion. The principal units of analysis were lexical choices and rhetorical devices in the next chapter is developed the whole process of analysis.
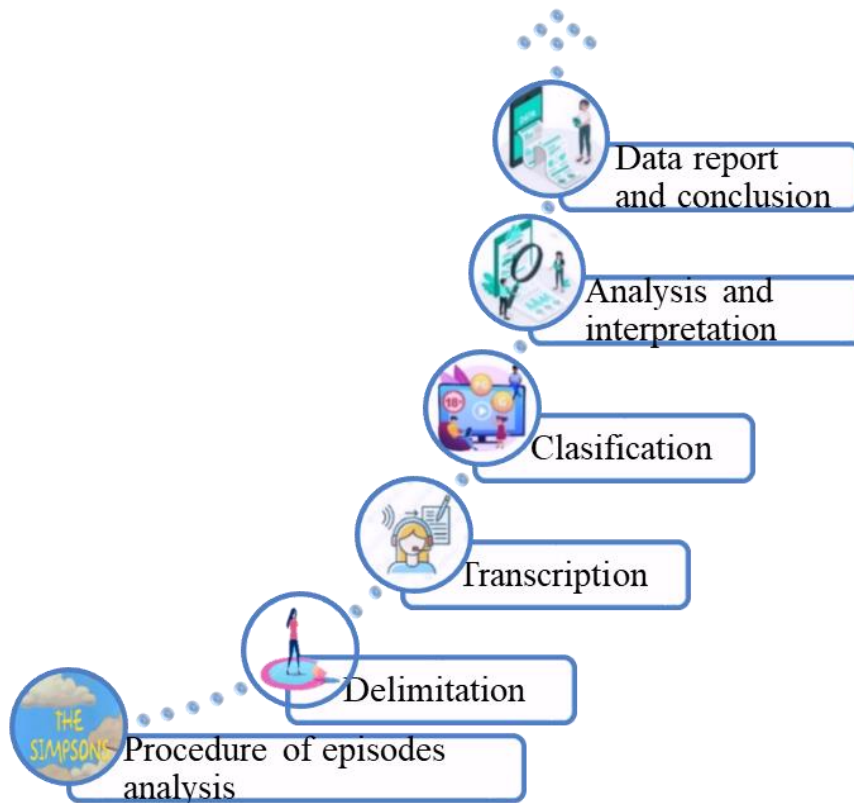
Figure 10 Procedure of episodes analysis

3.5.2. DESCRIPTION OF EPISODES

To understand the context of the 10 episodes, next is detailed and described each episode. In the ten episodes there are different characters and scenes but those scenes are connected with the principal ideal.

3.5.2.1. "ITCHY AND SCRATCHY LAND" SEASON: 6

The Simpson family goes to itchy & scratchy land in order to have great memories but different things happens in that land. Bart and homer Simpson are creating problems with some characters in the games but suddenly, robots start to attack people, and everybody escape from the land except the Simpsons. They discover the way of stop the robots, and finally escape from the land.

3.5.2.2. "FLAMING MOE'S" SEASON: 3

Moe's tavern is for bankruptcy, and Moe wants to safe the tavern but he does not have any idea to earn money so homer remember a recipe that he created called flaming homer's. Moe change the name of the recipe to flaming Moe's, and immediately earn costumers with that beverage, different companies try to discover the principal ingredient but nobody can find it. Homer is furious because Moe does not recognize to homer, and the recipe so homer Simpson will do something to stop Moe's success.

3.5.2.3. "HOMER GOES TO COLLEGE" SEASON: 5

A surprise inspection discovers that Homer Simpson did not finish the university. For that reason, Mr. Burns is forced to register homer Simpson at university where different things will happen because homer Simpson meets 3 roommates, and with those new friends, Homer has some crazy plans, and ideas to get fun at the university.

3.5.2.4. "CAPE FEARE" SEASON: 5

Bob Sideshow plans killing Bart Simpson due to Bart destroyed the career of bob. Bob starts sending letters to Bart, and when he is finally free, he starts scarring Bart. The Simpsons are worried about it so they move to another city thinking that bob can find them. Bob sideshow finds a way to capture the Simpson but not Bart because bob has a special plan to kill him.

3.5.2.5. "WHACKING DAY" SEASON: 4

Springfield is celebrating a holiday, the whacking day, this day citizens search snakes in the town to kill them. On one hand, homer enjoys this day so he is practicing how to kill many snakes, on the other hand, Lisa is worried about snakes for, they control different plagues in the city, she tries to save the snakes, and stops the holiday but she needs some help to call the attention of the snakes, and the citizens.

3.5.2.6. "LAST EXIT TO SPRINGFIELD" SEASON: 4

Mr. Burns offers to his employers to give up the dental plan in exchange for free beer but homer stops his coworkers, in that moment objections start against Mr. Burn. Apart from that, Lisa needs treatment for her teeth, and that procedure is expensive to pay it. Mr. Burns will plan different things in order to convince employers but they will resist the different obstacles thanks to homer's idiocy.

3.5.2.7. 'KRUSTY GETS KANCELLED" SEASON: 4

The Krusty's show has an enemy, a new TV program presented by Gabo, a puppet with a particular vocabulary that catches the attention of Springfield citizens. Bart, and Lisa will help Krusty to return to the TV but first, they must sabotage Gabo's program besides that, Krusty is out of shape, he will exercise with the family Simpson.

3.5.2.8.   "ROSEBUD" SEASON: 5

The richest person in Springfield, Mr. Burns, feels gloomy because he lost his favorite teddy bear, Bobo. Bobo is one of the first toys that Mr. Burns had when he was a child and now in the present he misses it, but for different actions, Bobo will be in the Simpson's house. Homer, and the other members of the family try to return Bobo if Mr. Burns gives them money, and other extravagant things that homer has in mind, by contrast, Maggie loves bob. Mr. Burns will try to convince Maggie to return Bobo.

3.5.2.9.   "LISA THE VEGETARIAN" SEASON: 7

The Simpsons go to a farm where they met different animals, but a baby lamb catches the attention of the family. They fall in love with the baby lamb especially Lisa. From that point, Lisa decides to be a vegetarian on the other side homer is planning a barbecue where many friends are invited. Lisa feels upset because nobody understands her point of view but she will find people that help her how to deal with people that love eat meet.

3.5.2.10.   "MARGE VS. THE MONORAIL" SEASON: 4

Springfield has a large sum of money from Mr. Burn's forfeit so citizens are asked to give suggestions to spend the money. Different citizens gave their opinions including Marge Simpson but at the last minute, an estranged man appears giving his suggestion to build a monorail on Springfield. The monorail is built but there is something that is not okay when homer Simpson (the driver of the monorail) starts operating. He should find a way to stop the monorail.

3.5.3. TEXT TRANSCRIPTION

In this part of the research, the selected episodes are transcribed as evidence of spoken language in order to carry on the analysis of our corpus. We transcribed the dialogues to show how the

analysis is realized due to is difficult to analyze the spoken dialogues, and show the result of the research. The use of informal language is commonly said in dialogues for that reason we transcribed in a literal way to avoid interferences in the data analysis.

3.5.3.1. TRANSCRIPTION GUIDELINES

To analyze the ten episodes, it was important to transcribe the dialogues, and for that purpose, the study takes as a guide "Transcription Style guide" (Transcribeme, 2018). A document about how to transcribe different lexical items like interjection, fillers, abbreviations, and colloquialisms.

Interjections. They are sounds that do not have meaning but represent feelings and emotions. "An interjection is a short utterance that usually expresses emotion, and is capable of standing alone" Nordquist R. (2019). In the English language, the most common interjections are the following, and to this list, we add the famous interjection that homer Simpsons says d'oh!

- Eee   ew   jeeze
- Huh   hm   mhm
- Oh   okay   uh-huh
- uh-oh   whoa   whew
- yeah

Fillers Nordquist R. (2019) "A filler is a word is a meaningless word, phrase, or sound that marks a pause or hesitation in speech. Also known as a pause filler or hesitation form". Fillers do not have meaning if they are alone, and only represent feelings emotions, or pauses while a person is thinking something to answer or in other cases filler is used when a person does not know how to answer. Some common fillers are:

Er   erm   um   uh

Abbreviations. "An abbreviation is a shortened form of a word or phrase" Nordquist R. (2019) In American English, many abbreviations are followed by a period (Dr., Ms.). In contrast, British

usage generally favors omitting the period (or full stop) in abbreviations that include the first and last letters of a single word (Dr, Ms). When an abbreviation appears at the end of a sentence, a single period serves both to mark the abbreviation, and to close the sentence.

Acronyms. "An acronym is a word formed from the initial letters of a name" Nordquist R. (2018) words that are acronyms are usually used when the name is long or it is part of another language. In the Simpson episodes, different acronyms are understandable if we know the culture.

Colloquialisms. It is also known as slang, they have usually contracted words these types of words are transcribed that they are spoken but the expressions should be understandable. For example: what is up? = wassup. Going to= gonna.

4.4.5. CATEGORIES OF ANALYSIS

To develop the analysis, we establish units of analysis. They are based on the theory explained in chapter 2, the unit of analysis are divided into two major categories lexical choices and rhetorical devices.

4.4.5.1. LEXICAL CHOICES

The selection of words or lexis have an important role at the moment to create jokes or catch the attention of audience. To continue there is a brief description of the units of analysis that are part of lexical choices.

Positive adjectives for women in the English language, there are adjectives that we cannot use for both genders, and also there are nouns that do not have a feminine form. Words that describe in a respectful way for women are classified as positive adjectives.

Negative adjectives for women English or Spanish language has negative words to describe women but this depends on the context and the intention**.** Negative adjectives are usually used as tools to make a joke.

Words referring to jobs there are adjectives, and nouns that refer to jobs but those words do not include both genders for example the noun/adjective lawyer is used for both genders but is mainly used for men, in contrast to the Spanish language the word have the two forms masculine and feminine, another example is the word housewife, this noun does not have an equivalence in a masculine form.

Adjectives that indicate differences in the English language have specific adjectives only for one gender. The adjective is one of those words that show a vocabulary gender divide and a wider level of everyday sexism. A label is thrown at women, usually with negative connotations, that would never be used for a man.

Use of pronouns Language tends to shift towards inclusivity, and gender-neutral pronouns are becoming more widely used "They" is the most commonly used gender-neutral pronoun.

Words that represent the American culture. There are words that a foreign learner does not understand and this happens because the word is closely related to the culture and only native speakers can understand them.

4.4.5.2. RHETORICAL DEVICES

In this section it is explained the principal concepts about rhetorical devices applied in the study. The rhetorical devices that are explained are: hyperbole, litote, understatement, epizeuxis and idioms. The definition of them are in chapter II.

Hyperbole this rhetoric device exaggerates ideas to emphasize and catch the attention in a specific sentence of a text. It is usually used to express feelings and emotions with humor.

Litote works negating ideas with the objective to minimize the impact of the message and also it is part of irony due to the real meaning being the opposite of a sentence. To identify litotes, we consider the tone that people use at the moment to say the sentence.

Understatement this rhetorical device deals with reducing the impact of an utterance, in other words, an understatement utterance shows an idea less important than it is. In contrast to litote, understatement does not mention opposite ideas but also involves irony to catch the attention of the receptor.

Epizeuxis the repetition of a word in a phrase is called epizeuxis. It is used to emphasize an idea through the repetition of a word and it represents feeling and emotions.

Idioms are the combination of two or more words that are not translated word by word, on the contrary, to understand idioms it is necessary to consider these words as a unit due to it takes into account the culture to know the meaning.
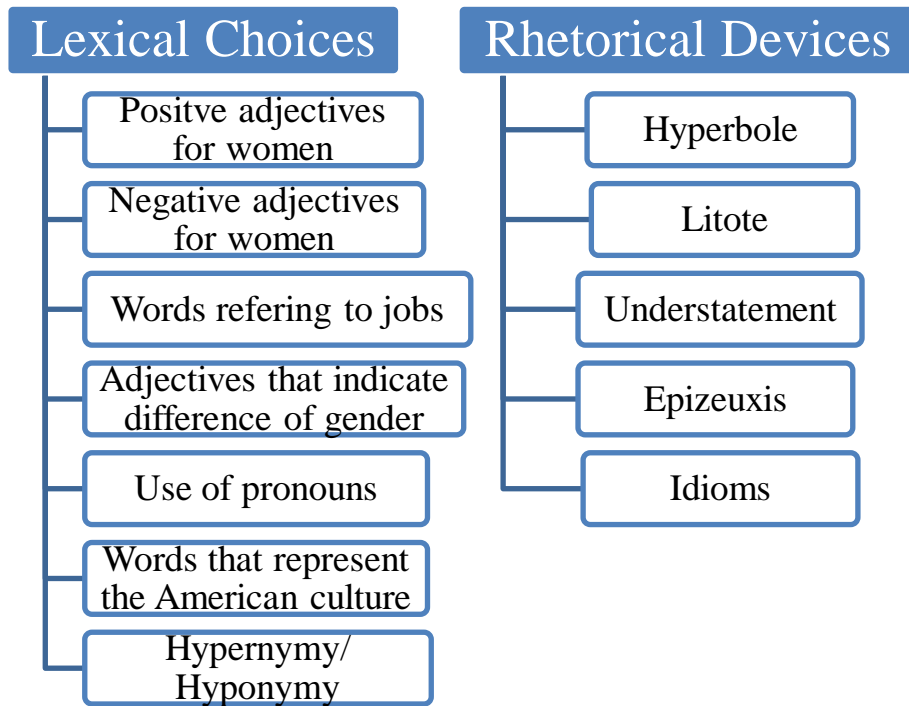
Figure 11 *Units of Analysis*

To conclude, the study is descriptive because the method used is qualitative and it is supported the process of analysis through documentation technique that is the acquisition of material and this proves the whole study of the 10 most watched episodes. The data analysis entails 5 principal steps that is applied in the next chapter.

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

PRESENTATION

The objective of this chapter is to presents the analysis and interpretation of data. To carry out the data analysis, we applied the theory mentioned in chapter 2. This chapter contains the context of the facts, critical discourse analysis of 10 most-watched episodes, the analysis of gender stereotypes in dialogues, the emerging of hypotheses, and the reliability and validity of the present investigation.

4.5. LEXICAL CHOICES

4.5.1. POSITIVE ADJECTIVES FOR WOMEN

Concerning positive adjectives for women, we select the following examples to illustrate the issue. Also we present our interpretation.

Season: 4/Marge vs the monorail	
Context: Mr. Lanley is answering students' questions about the monorail in Lisa's class.	
Child: Can Superman outrun The Flash? *Lanley: Uh, sure. Why not? Hello, **little girl.** Wondering if your dolly can ride the monorail for free?* *Lisa: Hardly. I'd like you to explain why we should build a mass transit system in a small town with a centralized population.*	In this sample, the noun "girl" is accompanied by the adjective *little* that is not considered offensive for women due to Lanley does not meet Lisa but he tries to change the conversation greeting and asking Lisa using the adjective *little*. As a result, Lisa replies with a questions and that demonstrates interest in what Lanley said.

Sample 2

Season: 5/ cape feare	
Context: Grandpa looks like a woman because he could not take his pills and in that moment Jasper see to the grandpa thinking that he is a woman.	
Grandpa: Look what happened without my pills!! *Marge: Huh!?! Bart run upstairs and get Grandpa's medicine! (Jasper walks over to Grandpa.)* *Jasper: Not so fast. I want to court this **fair young lady**.* *Grandpa: There's something you should know about me.*	In sample 2 the adjectives that are present in the dialogue are **fair** and **young** referring to a lady but in this context Jasper confused Grandpa with a lady because he looks like a fair and young lady fulfilling with stereotypes of a woman. It is not considered offensive as it is mentioned in a polite way describing what Jasper sees.

4.5.2. NEGATIVE ADJECTIVES FOR WOMEN

Characters use a variety of adjectives to describe someone, but they also use negative adjectives for describe women like in the following sample.

Season: 3/ flaming's Moe)	
Context: Homer is telling an anecdote to Moe about how he invented Flaming's Homer	
Moe: Take it easy, Homer. I learned how to make other drinks at bartender's school. Gin and tonic? Do they mix? *Homer: Hey, I know a good drink, really hits the spot, I invented it myself. One night, Marge's **beastly sisters** were showing slides from their vacation.*	In this dialogue, we found a negative adjective that describes women in the animated sitcom. The adjective **beastly** is mentioned by Homer, he uses this adjective to describe two women that are Marge's sisters and they do not have a good relationship. The word beastly is commonly used to describe wild animals hence; Homer Simpsons is comparing Marge's sisters with wild animals and this adjective it is also part of hypernymy and hyponymy due

	toinvolves categories from a specific to general noun.

Sample 2

Season: 7/ Lisa the vegetarian	
Context: Lisa's classmates are watching a video about eat meat and everybody knows that Lisa is against to eat meat that is why her classmates star to tease her.	
Girl: Apparently, my crazy friend here hasn't heard of the food chain. *Boy: Yeah. Lisa's **a Grade a moron**.*	The second dialogue is a compound noun ***a Grade a moron*** addressed to Lisa, it is part of informal language or colloquialism. It means a person that has mental problems but in a derogative way. Lisa receives this colloquialism as a consequence of her decisions about meat nevertheless, her classmates do not accept the way of thinking and star to call her ***a Grade a moron.*** On the other side, it is part of linguistic sexism due to using those nouns mentioned by a man and it is addressed to a woman using words in a derogative way showing disagree.

4.5.3. WORDS REFERRING TO JOBS

Some words are used in a specific context like nouns or terminology related to jobs. In the ten episodes analyzed, there are common nouns that are associated with jobs of the different characters like in the following dialogues.

Season: 5/Homer goes to colleague
Context: Homer is in Nuclear Physics 101 class and he tries to demonstrate that he has experience about how a proton accelerator works.

Professor: This proton accelerator destabilizes the atom in this chamber here, then propels it— *Homer: Uh, excuse me, **Professor** Brainiac but I worked in a nuclear power plant for 10 years and, uh, I think I know how a proton accelerator works.*	Each episode has different nouns or occupation related to work. In the previous dialogues the nouns a ***Professor*** and **doctor** are occupations that involves both genders man and woman there are not difference of gender. However, in this context ***professor*** and ***doctor*** are represented by men characters and the typical gender stereotype is reflected where men are seen as the smart gender and only they work in important positions.

Sample 2

Season: 5/ Homer goes to colleague ***Context:*** Homer is mad because he received detention for his accident in class. Therefore, he plans a prank with his friends and Bart.	
*Homer: I'm telling you. A big, crazy prank is just what the **doctor** ordered…* *Bart: So it's a prank you're looking for, is it? I'll give you your prank…*	As it is explained in chapter 2, there are female nouns that derived from dual nouns, in this case there is not presence of female or women in dialogues but those nouns ***professor*** and ***doctor*** involves both genders. In addition to that there are occupations that were stereotyped as jobs only for women such as nursery and housekeeper the same problem is present with jobs that are denominated only for men. When the activity involves where is required physical strength such as builder.

4.5.4. NOUNS THAT INDICATE DIFFERENCE OF GENDER

As in chapter 2 is mentioned, there are different types of adjectives that indicate differences in gender. In the 10 episodes, we found the following adjectives.

Season: 7/ Lisa the vegetarian	
Context: Flanders family is in the backyard eating a barbecue and Homer disrupts asking to Ned Flanders why didn't he invite him? But Ned Flanders explains that it was only Flanders' party.	
Flanders: Oh, gosh, Homer. This is strictly a Flanders affair. I got family here from around the globe. Here's Jose Flanders. *Jose Flanders: Buenos ding-dong-diddly-días,* ***señor.***	In the English language, there are common nouns or personal titles that are only used for one gender like man, son, boy, husband, and dad are used only for man. On the other hand, there are nouns only for women like ***Mrs.*** and ***lady***. However, these personal tittles are used according to the marital status. When a woman is married she receives the tittle of Mrs. But this is not accepted when a man is married, society only uses Mr with this sample the English and Spanish language share some stereotypes as in the case of marital status.

Sample 2

Season: 5/ cape feare	
Context: the episode starts with the tv announcer introducing McBain a famous actor.	
Announcer: ***Ladies and Gentlemen****, it's "Up Late with McBain. I'm your announcer Uppen Kupin Fuer Wolfcastle and here's McBain!*	In the animated sitcom, the Simpson those common nouns are used in different dialogues, general nouns like people or person are not used to avoid misunderstanding of gender identity. Another word that indicates the difference is the word ***señor*** that is in the Spanish language which is also mentioned in the Simpson and represents a man. Thus Personal titles demonstrate the importance and relevance of both genders in each episode.

4.5.5. USE OF PRONOUNS

Pronouns are present in most of the dialogues due to in English language it is necessary to write the subject in sentences. In contrast, Spanish language it is not relevant mention the subject because it can be omitted, the conjugated verb give information about the subject. Here are some examples in dialogues.

Season: 4/marge vs the monorail **Context:** Lisa imagines with a modern class and in her imagination, Genghis Khan is her teacher.	
Lisa: Mmm, excellent. *Genghis Khan: Hello, Lisa. I'm Genghis Khan.* ***You****'ll go where **I** go [Woman Screaming] defile what I defile, eat who I eat.* *Bart: Hmm? Come on, Lise. **We** both know how this money should nay, must be spent.*	The different pronouns used in the Simpson's dialogues like ***I, you, he, she, they, we, our, and it;*** those subject pronouns are present in the 10 episodes representing women and men. The writers of dialogues did not use neutral pronouns to represent a character that is identified as an androgynous character. The interaction among principal and secondary characters is informal so in the different scenes they call other characters by their proper names and when they interact with a character that they do not meet before, they only use ***he or she*** depending on the gender. Characters also use possessive, reflexive, indefinite demonstrative, and relative pronouns in each episode.
Sample 2 **Season:** 4/Krusty gets kancelled(sic) **Context:** Springfield's citizens are interested on the new tv program and they are speculating about who is Gabbo.	
*Lovejoy: **Everyone** is saying "Gabbo this" and "Gabbo that," but **no one** is saying "workship this" and "Jericho that.* *Jasper: " What's this about Gabbo?*	On the other side, the use of ***we*** and ***you*** involve both genders men and women and they also consider characters with different sexual preferences.

4.5.6. WORDS THAT REPRESENT THE AMERICAN CULTURE.

There are different expressions that represent the American culture in different episodes, we found the following examples:

Season: 4/Krusty Gets Kancelled(sic) **Context:** Krusty is watching TV when Gabo's show is on air and he is annoyed because Gabo's show is increasing the level of viewers.	
*Secretary: Don't forget the Special Olympics. Krusty: Oh, yeah. I slaughtered the Special Olympics. Are those our ratings? Let me see. I lost to **Channel Ocho**? What the hell is that? Bumblebee man: Dos huevos, por favor. Ay! Oh, que lastima*	As we can notice the expression does not have meaning if we do not take into account the culture. The noun of **channel ocho** [15] is connected more with Latin America instead of the United States and it is mentioned by a Mexican character who is clumsy and has tanned skin. The description of this character reflects the stereotypes that American people have about Mexican people. **Channel ocho** represents a famous TV program of Mexico that it was an inspiration for the creator of the Simpson so in the dialogue Krusty mentions that he ***lost channel ocho*** refers to he lost the viewers of Mexican people or Latin American people.

Sample 2

Season: 5/ rosebud **Context:** Homer is preparing his act of comedy for Burns' birthday while Marge is listening the jokes.

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[15] **Channel Ocho** is the television channel which Bumblebee Man was broadcast on. "Ocho" is the Spanish translation for the number eight, meaning the station would presumably be Channel 8.

Marge: Homer, you've got to stop insulting everyone, especially your boss! *Homer: Marge, the **comedy roast is an American tradition**. It's what gives us the freedom to criticize our social betters. (outside) Hey Flanders! You smell like manure!* *Flanders: Uh oh. Better cancel that dinner party tonight. Thanks for the nose news, neighbor!*	Homer alludes to **comedy roast[16] is an American tradition,** this phrase entails different characteristics about American comedy. Comedy in United States deals especially with jokes that are easy to understand and spontaneous in contrast to British comedy that is more elaborated. In this context, Homer prepares jokes about Mr. Burns criticizing his look and age, he also mentions insulting people is well accepted by the audience and to demonstrate what he says, and Homer insults his neighbor. This issue is evidence of gender stereotype where men accept mistreatment without complaining.it is also part of American culture because the type of jokes takes into account critics about people and the way people present jokes in front of the audience

4.5.7. HYPERNYMY/ HYPONYMY

In most of the episodes there are dialogues that involves hypernyms or meronyms words as in the case of the following dialogues.

Season: 3/ Flamming Moe's   **Context:** Lisa and her friends have a slumber party and they are playing to fortune-telling about their husbands with a candle.

*Wanda: It's a mop. My husband will be a **janitor**.*	The episode "Flamming Moe's" demonstrates the use of hyponyms describing specific

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[16] **Comedy roast.** It is a form of humor in which a specific individual, a guest of honor, is subjected to jokes at their expense, intended to amuse the event's wider audience. https://en.wikipedia.org/wiki/Roast_(comedy)

*Lisa: That looks like an Olympic torch to me. He could be an **athlete** and go on to have a great acting career.* *Wanda: It's a dustpan.*	occupations such as ***Janitor*** or ***athlete*** and they derive of the hypernym "professions". Nevertheless, these nouns are part of gender stereotypes specially the noun "janitor" that has a negative connotation because Wanda is worried about her future husband's occupation. This is a gender stereotype that affects specially men with the type of job that they have, in this case being a janitor implies a work that is not seen good by society due to the low salary and it is also related to people that do not like to study. Another gender stereotype reflected in this example is the way how women or girls described as a typical woman who will marry in the future.

Sample 2

Season: 4/Krusty Gets Kancelled (sic) **Context:** Bart and Lisa are gathering celebrities for Krusty's show. So they go to invite to Bette Midler and she is road checking that no one leave trash behind.	
Lisa: Miss Midler, I can't believe you do this all by yourself. *Bette Midler: We're Americans. We deserve clean highways…You **pigs**!*	In the episode "Krusty Gets Kancelled (sic)", Bette Midler mentions the noun ***pigs*** but in the dialogue functions as an adjective and it is also a hyponym that derives from the hypernym "animal". ***Pigs*** is used as an insult result of the actions of a man who threw trash in front of Bette Midler. It is part of gender stereotype and a sexist word as a result of it is addressed to a man and this carries to the interpretation where men do not think about their acts and consequences, they do not think about pollution. On the other side, women are

	responsible of cleaning what men do. In addition, to name a man as an animal is consider sexist language, women show power through the language, criticizing men for their acts.

4.6. RHETORICAL DEVICES

4.6.1. HYPERBOLE

When we need to emphasize an idea indirectly, we use different resources like sarcasm and exaggerations; hyperbole is a rhetorical device that deals with them, and the principal objective is to highlight the sentence or a specific word. In the following dialogues there are example of hyperbole found in season 7 and 5.

Season: 7/ Lisa the vegetarian	
Context: In this dialogue, Lisa and Homer disagree on eating meat, Lisa recommends to eat less meat but Homer does not accept her opinion, then Lisa gets angry destroys Homer's party and shouts Homer that she can't live in a house with that prehistoric carnivore.	
Homer: I don't need any serving suggestions from you you barbecue-wrecking, know-nothing, know-it-all. *Lisa: That's it! I can't live in a house with this **prehistoric carnivore** I am out of here!* *Homer: That's it! Go to your room!*	The hyperbole in this context is ***prehistoric carnivore*** referring to Homer Simpson due to Lisa cannot accept Homer's preferences about eat meat. On one hand, this utterance is classified as hyperbole because this is an exaggeration of description. On the other hand, it is part of sexist language due to a woman set up a man as someone clumsy and stubborn in as much as the man cannot take into account the opinion of a woman and Lisa takes advantage of her gender because if that

	utterance was mentioned by Bart , Homer immediately would punish Bart.

Sample 2

Season: 5/ rosebud	
Context: marge is listening to Homer's jokes and she notice that jokes are about Mr. Burns thereupon, argues that is not correct but homer explain why that kind of jokes will be hilarious.	
Marge: Homer, you've got to stop insulting everyone, especially your boss! *Homer: Marge, the comedy roast is an American tradition. It's what gives us the freedom to criticize our social betters. (outside) Hey Flanders!* ***You smell like manure!***	In Rosebud episode, Homer tells to Ned Flanders that he ***smell like manure*** using this hyperbole as an exaggeration and a sarcastic way to obtain laughter. Moreover, this phrase is another example of gender stereotype is disguised as jokes. Men criticize between them using nouns that are offensive but the one who receives that noun, he just accepts it without complaining and this show the stereotype among men, they do not get offended if comments about their body comes from another man.

4.6.2. LITOTE

In common conversation, we use different rhetorical devices for example litote. This device is recognized by using negative words to express an idea that is positive or true. Additionally, litote applies negative words for an idea that is true with the objective to minimize the impact of the message. As an illustration of litote, in the following dialogue, we can notice how litote works in context.

Season: 7/ Itchy and scratchy land
Context: the Simpson family is traveling to Itchy and Scratchy land and grandpa is staying at Simpson's house to feed the pets.

Marge: (to Grandpa) and remember, every morning give one bowl of Kibble to Santa's Little Helper. Do you want me to write any of this down? *Grandpa: **No! I ain't senile,** dad-blast it.* *Marge: OK, bye bye.* *Homer, Bart & Lisa: Bye!* *Grandpa: Wait a minute! What was that last thing you said? "Grampa's Little Helper"...what's that? (looks to the animals) Which one of you is the mailman? (the animals roll their eyes slowly towards one another)*	Grandpa mentions that is not too old and he can handle the problem saying: ***No! I ain't senile.*** This utterance is consider as litote because grandpa is negating a situation that is true. He is an elderly man and have problems to remember things and this is supported in the next dialogue when he answers to Marge. On the other side, the utterance is part of gender stereotype and sexist language due to writers describe an elderly man as a typical man that cannot remember conversations or misunderstand words but this a resource to create an hilarious scene.

Sample 2

Season: 3/ Flaming Moe's	
Context: the Simpson family is watching TV and it is on air "eye on Springfield" a popular tv program where the anchor is Kent Brockman and he is explaining the next interview.	
Kent Brockman: Tonight we salute the silver anniversary of the Great Springfield Tire Yard Fire and still burning strong. We watch Springfield's oldest man meet Springfield's fattest man. *Homer: **He's not so fat.***	Homer comments about what he watches on TV, a chubby man and Homer says ***He's not so fat*** comparing he with that man. It is considered a litote phrase thanks to the verb in a negative form ***He's not***, homer is negating a fact that man is fatter than he but homer does not accept that. Moreover, it is also an example of gender stereotype whereby men have problems with overweight and they are proud of it and society accepts this problem without criticizing. This occurs only because they are men and critics are not allowed.

4.6.3. UNDERSTATEMENT

This rhetorical device is the opposite of hyperbole, in other words instead of exaggerating an idea, understatement minimizes the impact of the message. To do this action, we use different adjectives and irony to be polite with people. In the following example, there are words that represent understatement

Season: 7/ Cape Feare	
Context: In this scene, Lisa is reading a letter from her friend Anya. The letter explains about Anya's president that he was overthrown and replaced by General Thrull when Lisa is reading, the voice of Anya's is speaking and at this point Anya's voice is changed by General Thrull.	
Lisa: It's from my pen pal Anya! *Anya's voice: "Dear Lisa, As I write this I am very sad. Our president has been overthrown and (turns into man's voice) replaced by the benevolent General Thrull. All hail Thrull and his glorious new regime! Sincerly, **Little Girl**."*	As in the other rhetorical devices, the context is a tool that helps us to understand the dialogue the letter ends with the sign ***little girl*** referring to Anya. Understatement in this example is used to conceal the bad news and general Thrull, on the other side, the general Thrull refers to Anya as a weak poor small girl and he is described as a strong tall man this is a gender stereotype and sexist language in this case a man is better and stronger than a woman.

Sample 2

Season: 5/ rosebud	
Context: Homer is presenting his jokes in Mr. Burns' party but no one laughs.	
Burns: How dare you! *Homer: Whoo, tough crowd. Better bring out the big guns. (to audience) Here's an*	The sample 2 Homer mentions the utterance ***a little... cheeky***[17] referring to an interpretation that is offensive but the phrase ***a little...***

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[17] Cheeky. Informal: boldly rude, impudent, or disrespectful in usually a playful or appealing way.
https://www.merriam-webster.com/dictionary/cheeky

*impression of Mr. Burns that you might find **a** **little... cheeky**!*	diminishes the impact of the word ***cheeky*** that is way the phrase is classified as understatement. But it is also part of gender stereotype due to as a man, Homer thinks that prepare those kinds of jokes in front of people and his boss will be accepted. Create jokes or an act of comedy about an elderly man demonstrate that old people or old men must accept criticism, and jokes about their age, personality without complaining.

4.6.4. EPIZEUXIS

To highlight specific information or words in a conversation, we repeat that word and that action is called epizeuxis. This device involves repeated words or words in a sentence and those words should be in sequence furthermore, epizeuxis is used to persuade people and it is present in different advertisements related to food but not only is present in advertising it is also present in common conversations, like in the following dialogue:

Season: 7/Lisa the vegetarian **Context:** Lisa is asking to Homer if he can serve anything but meat in his party and he explains to Lisa why it is necessary eat meat.	
*Homer: But all normal people love meat. If I went to a barbecue and there was no meat, I would say, "Yo, goober! Where's the meat?" I'm trying to impress people here, Lisa. **You don't win friends with salad.** Homer, Bart and Marge: you don't win friends with salad, you don't win friends with salad*	Homer is debating with Lisa about eating meat and Homer mentions that Lisa does not get friends eating only salad. After that Bart stars repeating the phrase ***you don't win friends with salad*** and Homer with Marge follow Bart with the objective to get angry Lisa. This is part of gender stereotype because Homer Bart and Marge see Lisa as a girl that does not

	follow the stereotype of a woman that eat everything without excuses and it is reflected with that epizeuxis **you don't win friends with salad**. on the other side, another stereotype present in this dialogue is that a girl needs to eat meat in order to have friends and be happy.

Sample 2

Season: 5/ cape Feare	
Context: Bart is concerned about who writes the threatening letter and ask Milhouse to find the author of that letters in the school.	
*Milhouse: I checked around, the girls are calling you "**fatty fat fat fat**" and Nelson is planning on pulling down your pants, but no one is trying to kill ya.* *Bart: Ah, that's a relief.*	The second sample millhouse says the following epizeuxis… *fatty fat fat fat…* repeating the adjective **fat** but this repetition is not what Milhouse thinks about Bart, it is an opinion of the girls showing sexism. Two or more girls criticize to Bart because he is worried about who wants to kill him and those girls do not understand that problem, they just make fun of Bart. In addition to that the adjective fat is classified as an offensive word because it alludes to a person that is not interested in his health but those girls that are repeating that adjective do not consider people that have problems at the moment to lose weight.

4.6.5. IDIOMS

Idioms are expressions that are used in informal conversations. The Simpson's dialogues use idioms to represent an idea for example

Season: 4/ last exit to Springfield	
Context: homer is talking with his coworkers about the dental plan and explains why they do not give up their dental plan while Mr. Burns and Smithers are watching them through the camera.	
Burns: Simpson, eh? New man? *Smithers: Actually, sir, he thwarted your campaign for governor, you ran over his son, he saved the plant from meltdown, his wife painted you in the nude...* *Burns: **he doesn't ring a bell.***	To understand idioms it is necessary to use a dictionary due to the meaning of idioms is not translating word by word. Idioms are also related to culture and as we know the American animated sitcom the Simpson is developed in the United States that fact is present in idioms because the different idioms that are in dialogues reflect the culture and society according to the year of each episode. Mr. Burns is talking with Smithers while they are watching the spy camera and notice that Homer Simpson is the new president of his fellows. The idiom ***ring a bell[18]*** means to seem familiar so in this situation Mr. Burns says to Smithers that Homer Simpson is not someone that he meets. It is part of gender stereotype because this is a representation that elderly people cannot recognize familiar faces or forget names.

Sample 2

Season: 4/ whacking day
Context: Skinner is worried about the bad kids and their pranks thus, he deceived the kids telling that they won new bicycles and they must pick up in utility basement "B".

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[18] **Ring a bell**. To seem familiar, remind one of something, or stimulate an incomplete or indistinct memory. https://idioms.thefreedictionary.com

Nelson: Aw, who cares? Time to get me a mountain bike. Hey, what gives? Where are the mountain bikes? *Skinner: Sorry about the ruse, gentlemen. You're being **swept under the rug** for the superintendent's visit. Enjoy.*	On the opposite side, in the episode "Whacking Day", Skinner argues the idiom ***swept under the rug***[19] that means to hide someone and in this context, skinner hides kids that are troublesome. In addition, to hide someone or in this case kids shows how children are seen, as the typical stereotype in witch male kids have behavioral problems and girls not in contrast, an adult person have power over children and he/she can treat children disrespectfully as they cannot contradict adults.

To conclude, writers of dialogues uses a variety of lexical choices and rhetorical devices where they show that gender stereotypes and sexist language are still present but they do not only affect women but also affect men from different ages like in the example of idioms, where the sentence demonstrate that elderly people cannot remember names or faces. In contrast, women are seen as weak and delicate and if they try to change the attitude the other characters feel uncomfortable as in the examples of hyperbole and epizeuxis. Nevertheless, adjectives are employed to describe women politely like in the case of positive adjectives for women.

4.7. MAJOR FINDINGS

The major findings that we found in the analysis are the following which are summarized in the next tables.

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[19]**Swept under the rug**. To hide (something that is illegal, embarrassing, or wrong). https://www.merriam-webster.com/dictionary

ANALYSIS OF LEXICAL CHOICES			
POSITIVE WORDS THAT DESCRIBE WOMEN	NEGATIVE WORDS TO DESCRIBE WOMEN	WORDS REFERING TO JOBS	
• Adjectives • Adjectives of gender	• Adjectives • Nicknames	• Dual nouns • Meronyms • Androcentric construction with man/men	
NOUNS THAT INDICATE DIFFERENCE	USE OF PRONOUNS	WORDS THAT REPRESENT THE CULTURE	HYPERNYMY/ HYPONYMY
• Synonyms	• Androcentric pronouns • Object pronoun • Possessive pronoun • Reflexive pronoun • Indefinite pronoun • Demonstrative pronoun • Relative pronoun	• Colloquialism	• Common nouns • Connotation

Table 1*Analysis of lexical choices*

ANALYSIS OF RHETORICAL DEVICES		
HYPERBOLE	LITOTE	UNDERSTATEMENT
• Exaggeration to describe actions between men characters.	• Negative expression to positive sentences between man and woman characters.	• Minimize the impact of bad actions mentioned between man and woman.
EPIZEUXIS		IDIOMS
• Repetitions of nouns among men characters		• Phrases that represent culture.

Table 2 *Analysis of Rhetorical Devices*

The description of the tables (lexical choices and rhetorical devices) are mentioned in detail in the next stage:

The major findings are based on a critical analysis as a method of research and there are two principal categories of analysis: lexical choices and rhetorical devices. These major findings represent and illustrate the process of investigation and analysis applied in the 10 most watched episodes of the American animated sitcom "The Simpsons". On the other side, this stage contributes to understanding the use of language and it also contributes to emerge a new theory.

First, the major findings of **lexical choices** set forth the following results: the use of a variety of lexical choices is present in each episode like adjectives, pronouns, and phrases that represent the culture. Gender stereotypes is reflected in sexist language against women, like the phrase: "a Grade a moron" that is mentioned by a man to a woman and showing a typical stereotype where women cannot have different preferences as the majority because society do not accept that change and as a result, men can criticize them calling clumsy.

Second, the major findings of **rhetorical devices** launch the following results: the ten episodes have a common result. Exaggeration is the principal tool that is applied in each episode to describe women and show displeasure, not only women are the principal gender that receive phrases or utterances criticizing their gender but also, elderly men and children get comments mentioned by women or young men. Other rhetorical devices that show gender stereotype reflected in sexist language between men and women are: litote, understatement, epizeuxis, and idioms.

Indeed, adult men implement lexical choices and rhetorical devices to make fun over children, women and elderly men. However, women demonstrate that even though all gender stereotypes reflected in sexist language, they can act differently, convey thoughts, feelings and emotions freely. At the end of this paragraph are illustrations of main findings as a summary of data analysis which introduce **emerging hypotheses** of the present study.

LEXICAL CHOICES

• Positive adjectives for women
• Negative adjectives for women
• Words referring to jobs
• Nouns that indicate difference of gender
• Use of pronouns
• Words that represent the american culture.
• Hypernymy/ hyponymy

EPISODES

• "Flaming moe's"
• "Marge vs. The monorail"
• "Krusty get kancelled(sic)"
• "Last exit to springfield"
• "Whacking day"
• "Homer goes to college"
• "Cape feare"
• "Rosebud"
• "Itchy and scratchy land"
• "Lisa the vegetarian"

FINDINGS

• Adjectives of gender
• Dual nouns
• Meronyms
• Androcentric construction with man/men
• Androcentric,object, possessive, reflexive, indefinite, demonstrative and relative pronouns
• colloquialism

RISING RESULTS

• social rejection
• disrespect to women and children
• missinformation
• persuation
• authority over women

Figure 12 *diagram: data analysis and interpretation (lexical choice)s*

RHETORICAL DEVICES

Hyperbole

Litote

Understatement

Epizeuxis

Idioms

EPISODES

"flaming moe's"

"marge vs. the monorail"

"krusty get kancelled(sic)"

"last exit to springfield"

"whacking day"

"homer goes to college"

"cape feare"

"rosebud"

"itchy and scratchy land"

"lisa the vegetarian"

FINDINGS

Exaggeration to describe actions between men characters.

Negative expression to positive sentences between man and woman characters.

Minimize the impact of bad actions mentioned between man and woman.

Repetitions of nouns among men characters.

Phrases that represent culture.

RISING RESULTS

Criticism over elderly men and children

Manipulation to children

Abuse among children

Social critics directed to women with different thinking.

demonstration of power

Figure 13 Diagram: Data Analysis and interpretation (Rhetorical Devices)

4.8. EMERGING HYPOTHESES

As a result of the analysis, the following emerging hypotheses contribute to our theory.

H1. The American animated sitcom the Simpsons use different linguistics resources to make people laugh. To obtain this result, writers of dialogues play with stereotypes in dialogues where women are considered the weak gender and men are the stronger and clumsy gender. To show this difference between both genders, adjectives have an important role in an utterance.

H2.the Simpsons deal with sexist vocabulary whereby most of the characters mentions sexist words in each episode. This sexist vocabulary is a representation of how people in the last decade accepted sexism as something common in society, especially in American culture.

H3. The American animated sitcom "the Simpsons" employs lexical choice as an instrument to obtain viewers of specific ages. The words that writers use are selected carefully according to the viewers because the content does not make sense for children.

4.9. RELIABILITY AND VALIDITY OF THE STUDY

4.9.1. RELIABILITY

To support and create the trustworthiness of this project that is qualitative in nature and the analysis is based on interpretative work. It is necessary to argument the reliability for the following aspects:

- ✓ This work cited authors that contributed with definitions and concepts related to linguistics, gender stereotypes, sexism, critical discourse analysis, and American animated sitcoms.
- ✓ The present study used information from different resources to develop a theoretical framework and data analysis. Additionally, the information obtained comes from different authors and years and these differences helped us to understand and make a contrast among authors and concepts.

✓ The methodology applied for the study demonstrates reliability in the whole process of investigation, following a specific method to obtain results according to the objectives.

✓ The process of analysis follows a thorough process that selects and categorizes the information according to the parameters established.

✓ The major findings are the evidence that the present study applied and put into practice the theory to answer the research questions.

5.5.2. VALIDITY

✓ The technique applied to find the solution to our problem follows a specific methodological approach CDA that suits the investigation and especially with the data analysis.

✓ The interpretation of the result obtained after the data analysis is useful for the Bolivian context because contributes to linguistics and languages.

✓ The context of the study (episodes of "the Simpson") is genuine and authentic.

✓ The corpus of the study (10 most-watched episodes) is valid for scientific investigation in social sciences and linguistics.

CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

Taking into consideration the research objectives and data analysis, this chapter presents a summary of the major findings in relation to linguistic resources used to analyze the 10 most watched episodes of the American animated sitcom the Simpson. It is necessary to highlight the ten most watched episodes because this was the delimitation of the present study considering the famous magazine "Rolling Stones".

The analysis of these 10 episodes involve Fairclough's, (1995) model of Critical Discourse Analysis, concerning the relationship between discourse and sociocultural practice. It also deals with van Dijk's (2011) theory about language and power. The implementation of these theories contributes to achieve the objectives, because they are related to language, socio-cultural problems and power. Moreover it was relevant the implementation of units of analysis or linguistic resources to put into practice in data analysis.

The linguistics resources that writers used in the sitcom "The Simpson" in the present study were divided into two principal groups, lexical choices and rhetorical devices. After the whole process of data analysis we have the following conclusions:

First, the analysis of the 10 most watched episodes considering lexical choices like: positive and negatives adjectives for women, words referring to jobs, nouns that indicate difference of gender, use of pronouns and words that represent the culture. Present results related to gender stereotypes reflected in sexist language that involves both gender men and women from different ages. Adult men are the principal authors of criticize women according to gender stereotypes where in the past,

women were not allowed to give their opinion or to respond men with different positions in families (husband, father, brother, grandfather). Others stereotypes that follow men characters is: women are delicate, follow rules, do not use rude words and they take care of their siblings. In the ten episodes the words related to jobs, relevant occupations like scientists or doctors are represented only by men on the contrary women are housekeeper, singer or student. With these results, it is demonstrated that writers of dialogues consider mainly men characters instead of women only with the purpose of men characters have more opportunities to make different activities and make laugh to the viewers however, women must follow gender stereotypes and that is an obstacle at the moment to create jokes. On the other side, there are utterances that involve sexism such as in the case of words that represent the American culture where writers let us know that American men are part of gender stereotype describing men as clumsy and distracted people that only work to provide money to their families.

Second, the results of the ten episodes analyzed considering rhetorical devices launched the following conclusions: dialogues apply lexical resources like hyperbole, litote, epizeuxis, understatement and idioms. General results that share with lexical choices is the fact that sexism in both gender is still present and it is reflected in gender stereotypes that affect men and women from different ages despite that, with the use of rhetorical devices, elderly men are described as senile citizen that cannot remember familiar faces or understand young people. In addition, elderly men are not treated with dignity, they suffer insults or are part of physical jokes. Nonetheless, women from different ages are treated with respect and that is represented when men use litote and epizeuxis utterances.

Finally, sexism is present in dialogues of each episode analyzed. Women from different ages and elderly men are the principal objectives of men that use different linguistics resources in different situations or contexts. When a woman attempts to change her actions, immediately she is a victim

of a misogyny society and receives adjectives and comments of redress because men do not tolerate radical changes especially if it is a woman. In contrast, young men are victims of misandry but the principal context involves when there are a group of women in public places. On the other side, elderly men represent stereotypes in which they are describe as people who can remember things, names and are dependent on adults or children for certain activities. They show respect to woman from different ages, they say adjectives that are well accepted describing the appearance with compliments.

5.2. RECOMMENDATIONS

In this section, there are some important recommendation to encourage future studies applying CDA, in different social problems related to linguistics and languages and sociolinguistics.

First, at the time of making the data analysis, the researcher must consider a critical point of view but must avoid personal beliefs and opinions. The most important issue is to apply questions that contribute to find answers to the main objectives.

Second, when a researcher studies dialogues of a sitcoms, he must consider different aspects related to future result and how those results will contribute to linguistics or another field. If the study deals with CDA, as a researcher it is important analyzed the use of power and how is it use in different context and with different people. Additionally, the use of different rhetorical devices are relevant to analyzed.

The CDA method opens up a wide range of analysis possibilities in different contexts for example not only in sitcoms but also in cartoons, TV series, soap operas and movies with different categories of viewers. The present study only considered written texts but for future analysis, the

analysis of non-linguistics features such as body movements, gestures, and modulation of the voice are relevant to analyze adding more information to the future results.

These recommendations are suggested with the purpose of motivate to researchers that are interested in analyze dialogues of TV programs using CDA as a principal method of analysis and also with this recommendation, researchers have a guide to consider important aspects that are not developed in the present investigation.

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ANNEXES
ANNEX A
LEXICAL CHOICES

season 4 : Marge vs the monorail							
Words that describe women	**negative words that describe women**	**Words referring to Jobs**	**Nouns that indicate difference of gender**	**use of pronouns**	**sex role descriptors**	**words that represent the culture**	**Hypernymy/ hyponymy**
Little girl	You wife-beating drunk	The governor's a crook.	Son	He	Hindu friend.	"No fat chicks"?	scientist.
Young lady		Agent Malone	-Boy Scouts	we		Crybaby	
Little lady		Police officers	Hire firemen	they		put all our eggs in one basket	
		Teacher		I		Blow all our money	
		Celebrity	brain-dead slobs	you		the mule with a spinning wheel	
		a monorail conductor	Ladies and gentlemen	myself		a crazy breed	
		A damn good conductor.	husband			Betty Ford Clinic	

			Sir			Folks	
			-Mr				
			Grampa				
			Mom				
			Superman				
			Miss				
			lady				
			Men				
			gentleman				
			Dad				

season 7: Lisa the vegetarian							
Words that describe women	**negative words that describe women**	**Words referring to jobs**	**Words that indicate difference**	**use of pronouns**	**sex role descriptors**	**words that represent the culture**	**Hypernymy/ hyponymy**
Miss	Lisa's a Grade A moron	Doctor	señor	we	You know what you should serve, Marge	Yo, goober!	prehistoric carnivore
A certain agitator-For privacy's sake, let's call	Oh! Then you must think I'm a monster.		Lord	Somebody		Don't kid yourself	

her Lisa S							
			Dad	Who			
			Miss	Yourself			
			Mr.	They			
			Sir	Everyone			
			homeboy	everybody			
			mother	Nobody			
			mother				

season 5: rosebud							
Words that describe women	negative words that describe women	Words referring to jobs	Words that indicate difference	use of pronouns	sex role descriptors	words that represent the culture	Hypernymy/ hyponymy
		carbon blobs from Sector 7G.	Man	I	Go to hell, you old bastard	the comedy roast is an American tradition.	old man
			Sir	everyone	Burns is so old	Fellas	
			Mr	Who	Bad baby	Mob	

			Mom	everybody	beer-swilling		
			Men	We			
			Ladies and gentlemen,	You			
			Boy				
			Aunt				

season 4: "Krusty gets Kancelled"							
Words that describe women	**negative words that describe women**	**Words referring to jobs**	**Words that indicate difference**	**use of pronouns**	**sex role descriptors**	**words that represent the culture**	**Hypernymy/ hyponymy**
		Coast Guard	Son	I	My Son is a Nerd	Channel Ocho	
		agent	Sir	everybody	a bad widdle boy	Dos huevos, por favor.	
			Mr	they	He is so stupid	sobs	
			Boys	no one	Dorky teenagers	Chilly Willy	
			Man	yourself	Bunch of old	A horsie	
				anyone		civic center	
				everyone			

season 4: "last exit to Springfield"							
Words that describe women	negative words that describe women	Words referring to Jobs	Words that indicate difference	use of pronouns	sex role descriptors	words that represent the culture	Hypernymy/ hyponymy
little Lisa	She'll be a freak	Workingman	Son	I	Japanese will eat us alive	Crack those atoms	
		Doctor	Sir	ourselves	Homer Simpson was not the brilliant tactician	The Big Book of British Smiles	
		Maggie's teeth are coming in crooked	grandfather	nobody		charge two bits a gander	
		Braces	Workingman	Who		Where's my burrito?	
		Hired goons	Queen	he		Sugar Daddy	
		Fellow workers,	Man	We		shenanigans	
		A lumbering dinosaur.	mister	ourselves		fellas	

						a nickel	

season 4: "whacking day"							
Words that describe women	**negative words that describe women**	**Words referring to Jobs**	**Words that indicate difference**	**use of pronouns**	**sex role descriptors**	**words that represent the culture**	**Hypernymy/ hyponymy**
lady		Superintendent	gentlemen	We	he's a drunk	Jell-O brick	mob,
		Counsel	man	I	a cafeteria worker posing as a nurse	Whacking Day	
		a panel of hillbillies	sir	You	I am evil Homer	pennyweight	
		Referee	mrs	myself	Johnny Deformed	Battle of Ticonderoga	
			Lord	they	mob	Squishy	
			Miss	Them	chums		
			lady	everyone			

season 5: "cape feare"							
Words that describe women	**negative words that describe women**	**Words referring to jobs**	**Words that indicate difference**	**use of pronouns**	**sex role descriptors**	**words that represent the culture**	**Hypernymy/ hyponymy**
Little baby		Chief	Ladies and gentlemen	I	pen pal	Dennis the Menace	homosexual
fair, young maiden		Parole	Boys	You	benevolent General Krull	"pooblicli bary.	
			Grampa	Someone	"fatty-fat fat fat"	I've got Steve and Eydie tickets	
			maiden	who	You awful man		
				him			

season 5: "Homer goes to colleague"							
Words that describe women	**negative words that describe women**	**Words referring to Jobs**	**Words that indicate difference**	**use of pronouns**	**sex role descriptors**	**words that represent the culture**	**Hypernymy/ hyponymy**
		nuclear fission	boy	I	Good boy	fellas	Barber or clown

		Workstation	God	We	Lovely Smithers	School of Hard Knockers	jocks and nerds
		power surge	sir	You	I suck	Chug-a-Lug House	
		nuclear physics	mr.	My	Nerd	hot-dog admissions officer	
		Man	Gentlemen	He		jocks and nerds	
		lawyers	dad	They		Hacky Sack	
		Mr president		Somebody		M.I.T.	
		Barber		He			
		Doctor		Everyone			
				Anyone			
				Myself			

season 3: "flaming Moe's"							
Words that describe women	negative words that describe women	Words referring to jobs	Words that indicate difference	use of pronouns	sex role descriptors	words that represent the culture	Hypernymy/ hyponymy
	Beastly sisters	janitor	husband	I	Oldest man	moxie	janitor.
		athlete	brother	We	Fattest man.		

		Bartenders	mom and dad	Everyone	your brother is so gross	
		teacher	mother	You	People are healthier and drinking less	
		waitress		my	You wuss	
				Your	You poor	
					Mr. Nut ball	

season 6: "Itchy and Scratchy land"						
words that describe women	negative words that describe women	words referring to jobs	Words that indicate difference	use of pronouns	sex role descriptors	words that represent the culture
	lady, you disgust me	professor	Dad	I	senile	
			mother	you	The babies look unhappy.	
			granpa	Me	Roger Meyers Sr. the gentle genius	
			ma'am	they	your older, balder, fatter son	

| | | | | We | elders | |
| | | | | nobody | Are you two bonkers | |

season 4 : Marge vs the monorail					
hyperbole	Litote	understatement	epizeuxis	idioms	phrasal verbs
that sash is cutting off the air to your brain.	There ain't no monorail, and there never was!	my plane leaves in less than one minute.	Monorail. Monorail. Monorail.	put all our eggs in one basket	come on
			I'm going to see Mr. Lanley. Mr. Lanley? Mr. Lanley?	put them on the map	call off
				dead-end job	put on
				blow all our money	showed off
				throw up your hands	put out
					come from
					go-nowhere

					spend on
					hold on
					come before
					came off
					run out
					gobbling up
					turning on
					stands out
					go away
					rung along
					watch it
					cutting off
					beat it
					shut off
					go on

season 7: Lisa the vegetarian					
hyperbole	**Litote**	**understatement**	**epizeuxis**	**idioms**	**phrasal verbs**
The greatest barbecue this town has ever seen.	x	It's just a little dirty	Bart: What a load of crappy crap crap!	a load of crappy crap	come out
These are the best ever.		It's just a little slimy	This is "lamb," not "a lamb.	take a peek	blow in
A wonderful, magical animal.		It's just a little airborne	Homer: Wait a minute, wait a minute, wait a minute.	when pigs fly.	blow down
It's rich in bunly goodness.			You don't win friends with salad You don't win friends with salad	big-time	get into
The students are over-stimulated.			It's still good. It's still good.		come on
That colored chalk was forged by Lucifer himself!			wrong, wrong, wrong!		shut up

If a cow ever got the chance, he'd eat you and everyone you care about.			She admitted it! She admitted		pin down
a toast to the host who can boast the most roast					grow up
I can't live in a house with this prehistoric carnivore					fill it up
I'm a monster.					stand up
what a horrible father I am!					Give it up
					made out
					go out
					hang out
					come back
					looking for
					stand by

| | | | | | messed up |
| | | | | | broken into |

season 5: rosebud					
hyperbole	**Litote**	**Understatement**	**epizeuxis**	**idioms**	**phrasal verbs**
would you rather live with this twisted, loveless billionaire?	I'm not saying Mr. Burns is incontinent...	you might find a little... cheeky!	All we own, we o-own, all we own, we o-own.	the big guns.	bright on
I always get some terrible job			Bobo... Bobo...	as dry as a bone.	Bring back
Too rich!			Lobo... Bring back Sheriff Lobo... Lobo... Lobo	playing hardball	send-up
You smell like manure!			Reject the first offer.		run over

			Reject the first offer		
I'd just like to say this gig sucks!			Two plus two is four, two plus two is four		bring out
Go to hell, you old bastard!			My box! My box!		run down
Have the Rolling Stones killed					help out
Mr. Burns is so old!					take on
Those are choc-full of... heady goodness!					look at
the most valuable widdle bear in the world					cheer you up
					held up

					turn off
					back on
					getting along
					Hang onto

season 4: "Krusty gets Kancelled"					
hyperbole	Litote	understatement	Epizeuxis	idioms	phrasal verbs
He's my worthless half-brother.	you wouldn't be interested.	I was a little nervous that day	Gabbo! Gabbo! Gabbo!	saved up quite a nest egg	I'll figure it out
You could fly higher than an eagle			ain't what she used to be, ain't what she used to be	Two wrongs don't make a right	hand up
I can do most anything!			Give it away give it away	wind beneath my wings	time out

hyperbole	Litote	understatement	epizeuxis	idioms	phrasal verbs
			give it away now,		
				take out the trash	give out
				take America by storm	holding up
				my two cents	Come on
					come over
					giving it away
					buzz off
					get into

season 4: "last exit to Springfield"					
hyperbole	Litote	understatement	epizeuxis	idioms	phrasal verbs

my most diabolical creation: swank.	x	a little more... affordable.	I don't brush! I don't brush!	he doesn't ring a bell.	clean up
to human misery!		this happy little fellow	where is my burrito?! Where is my burrito?!	make a big splash	Come on
a house of lies			dental plan...without the dental plan		turn out
when you shake up a can of spray paint? that's a kid's tooth!			Homer! Homer! Homer!		take him away
killed in the ring!			organized crime. Mmm... organized crime...		walling him up
this is the largest tv in the free world.			the mirror. The mirror!		coming onto
a thousand monkeys working at a thousand typewriters.			nope. nope. nope.		get back

they'll have written the greatest novel known			a bug, i tell you, a bug!		turn my office into
it was the best of times			strike! strike! strike! strike!		shake up
i'll ground you into the earth like a bug!			it was him. let's get him, fellas.		turn up
there is no god!					give up
a devil named burns.					ran over
we'll fight till the death or else fold like umbrellas.					get down
"a lumbering dinosaur".					looking out

season 4: "whacking day"					
hyperbole	Litote	understatement	epizeuxis	idioms	phrasal verbs

this pigsty.	x	Some monsterism.	Beans, beans, the musical fruit	swept under the rug	tipped off
judge me harshly			I am evil Homer. I am evil Homer. I am evil Homer.		clean up
It's all so barbaric.			O whacking day, o whacking day,		get back
The more you eat, the more you toot			Snakes, snakes everywhere.		pick your bikes up
We'll pulverise.			I don't know, I don't know why		get out
my unlimited love to y'all					threw away
					beat up
					lead on.
					bend over
					sent out

					comming out

season 5: "cape feare"					
hyperbole	**Litote**	**understatement**	**epizeuxis**	**idioms**	**phrasal verbs**
This is horrible!	x	Little Girl.	fat fat fat	sunk to a new low.	cuts it off
benevolent General Thrull		fatty	DIE BART DIE		pulling down
slowly and painfully		little scamp			put squirrels down
felicitous circumstances					knock it off!
					figured it out
					seat up.
					turn around
					pull up
					tied him up
					Take him away

season 5: "Homer goes to colleague"					
hyperbole	Litote	understatement	Epizeuxis	idioms	phrasal verbs
I'm giving you the beating of your life	he couldn't "bee" here.	less-gifted	The bee bit my bottom! Now my bottom's big!	you're a shoo-in	rounded up
dismember the corpse and send his widow a corsage	no good.	a cute little piggy.	What do I do? What do I do?	go nuts	gettin' away.
the war isn't over.	you won't pay	a bit of an ogre myself.	The box. The box!	out of their minds	Come back
nerds are my mortal enemy		a little magic box.	I am so smart. I am so smart. I am so smart.		go away
our best target.			Intruder alert. Intruder alert.		stop by
powerful friends.			Curly, straight, curly, straight, curly, straight, curly, straight.		come in

the status of kings on Earth!			Plug it in! Plug it in!		falling into
My purpose in life is to witness this moment.			The TV! The TV!		threw up
Not in a million years!					Lighten up
I'm dangerously unqualified!					pick you up
					take that back
					walk right up
					roll him up
					throw him off
					work out

season 3: "flaming Moe's"					
hyperbole	Litote	understatement	Epizeuxis	idioms	phrasal verbs
Oldest man	He is not so fat	x	Truth or dare! Truth or dare!	Take it easy	Growing up
Fattest man			Flaming Moe, I'm Moe	hits the spot	cut me off
beastly sisters			Walk this way, walk this way	got the hang of it.	Cut his gums up
a million-dollar idea like that.			Moe...Moe...Moe.	dead-end job	cracked down
weight of the world				throw in the tow'l	fill out
My new watering hole.					turn-ons.
your majesty.					getting rich off
half a million bananas					filled up
					stopped by

					come up
					hanging out.
					going under,
					hold on
					speak up
					got you down
					figured it out
					got hooked down

season 6: "Itchy and Scratchy land"					
hyperbole	**Litote**	**understatement**	**Epizeuxis**	**idioms**	**phrasal verbs**
The violentest place on Earth	We don't need to do that, Marge	x	Can we, can we, can we?	got an ace up my sleeve.	end up

Everybody's a sinner	you can't get lost		No, no, no, no, no, no.		pulled out
Bart's dead!	where nothing can possib-lie go wrong		What'll I do? What'll I do?		meet up
Nazi Supermen Are Our Superiors	I will never hurt you.		I'm not tired. I'm not tired at all.		come on
your older, balder, fatter son.	No! I ain't senile, dad-blast it.		Smashy-smashy.		Come along
			Roger Meyers Jr: As Roger Meyers Jr.,		getting away
					crawl into
					turn out