**Bibliography on Sex/Gender and Languages**

Student Name

Course/Number

Date

Instructor’s Name

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Research on the impacts of gender on language and various types of interactions has shown different results concerning dominance, social categorization, and class participation in various learning institutions and societies. The dominance factor is demonstrated by aspects like interruptions and change of subjects, to mention a few, and social categorization is depicted by how the genders climb the social ladder. The behavior of different genders observed and expected is influenced by their cultures. This majorly relies on how they talk and their responses. Females are considered more talkative, but the studies in the literature show that men are more assertive when talking. The differences indicate the general concept that there are language and gender variations. Since childhood, the differences are learned since they form part of their growth into adolescence when adult identity is adopted. This makes them use language differently, with girls understanding that there are expectations to how they speak compared to boys who show some arrogance.

**“Hosseini, C. (2015). Gender differences in the classroom: A linguistic study of how language is used, from a gender perspective.”**

The study assesses the difference in students' language use based on gender. The focus is on how they speak and if the tutor's didactics influence classroom engagements. The findings show different results in language use, and the tutor's didactics may be why the variations are experienced in a learning environment.

Observation is used to assess gendered talk. Students were observed while in class to determine the random events of speech. The class had eight boys and eight girls, and it was during an English lesson since the students were comfortable speaking the language. The observations were meant to clarify language from a gender perspective. The main focus was on identifying the differences in how boys and girls communicate in class. The observation lasted 30 minutes.

The logic of the analysis is that humanity has a predetermined idea of how different genders should speak. Females are supposed to be powerless, soft, and correct, while males speak roughly and are expected to swear a lot.

The results indicated that boys were more assertive in class, and the tutors had to speak to them on several occasions. Girls were usually in the background, and some expressed a few words in the entire period. This shows the significant variations in class engagements based on gender, attributed to the social norms, while the tutor's didactics had a considerable influence. It is evident that girls, knowingly or unknowingly, have an idea of how their environment expects them to behave, unlike boys, who are loud and do not follow the rules like lifting their hands and speaking English while in class.

The research confirms previous studies on males' and females' use of language. Despite the assessed country promoting gender equality in their schools, there is a clear difference between how boys and girls speak in class and the space boys use in class compared to girls. This results in girls taking less space and energy from the tutor and ending up in the background.

The strengths include a clear indication of the difference between how boys and girls communicate. Boys talk a lot in higher tones and are not afraid to change the subject, while girls adhere to rules, speak with a soft tone, and wait to be guided.

The weaknesses include the limited time and place to add students' perceptions of social norms and their behavior in class. This would help get a clear picture of the many gender differences and how they influence didactics. Another weakness is that the result may not reflect accurate outcomes from a nationwide perspective since it involves a single class.

Azhar & Iqbal, (2018), provides a different opinion by stating that even though there are differences in how boys and girls speak in the classroom, boys talked more and were more enthusiastic in a class taught by females while female students were active participants in classes taught by male tutors.

A quotation that might be used explains that social and natural gender is correlated and related to biology based on the genetic distinction between male and female that defines the social variation of a father and mother.

**“Azhar, K. A., & Iqbal, N. (2018). Turn-taking and gender differences in language classroom. Journal of NELTA, 23(1-2), 54-67.”**

The study seeks to assess gender differences in how male and female learners take turns and engage in classrooms. The study involved two groups of first-year students in Geography and Economics classes at the University of Karachi. A teacher's gender played a significant role in influencing class participation among students.

Data were collected through observation using field notes and informal interactions with the tutors who engaged in the research. The logic of the analysis was when research focused on language from different angles, people turned to assess gender differences in language use in various contexts. The context of this study was on the teacher's gender, and it involved college students.

The results showed how male and female students participate in class. Boys interrupted more and were more enthusiastic in the class where the tutor was female and were passive listeners when taught by a male tutor. Girls were more active when taught by a male tutor and were passive listeners in classes taught by a female tutor. The study shows that gender differences occur in how male and female students act in class. The teacher's gender influences the class discourse.

The study's strength is it will help tutors comprehend how males and females have different contributions to a class's discourse, and this would help improve interactions. Its weakness is that results cannot be generalized since it was done in Pakistan in a college setting. The previous study showed the difference between how boys and girls engage in class though it did not include the teacher's gender, and the study was carried out in Sweden, where boys and girls enjoy more equal rights (Hosseini, 2015). A quotation that would be helpful is the indication that female students were selected mainly by tutors to speak, whereas male students adopted self-selection.

**"Svirina, L., & Ashrapova, A. (2020). Gender differences in selections among topics for producing meaningful utterances. Utopía y praxis latinoamericana: revista internacional de filosofía iberoamericana y teoría social, (12), 287-293."**

The research looks at conversation topics to improve learners' speaking skills. By assessing the preferences ratio concerning subjects for oral statements among students and tutors, it determined the problems that modern students are more interested in. The study used a self-completed questionnaire. It had a single question asking students the topic they preferred to discuss in class. It concentrated on boys and girls in secondary education. The sample population included 43 boys and 43 girls. The findings were processed using comparative data assessment.

The logic of the assessment is that personalization influences language learning. The communicative approach allows the learners to be open and create meaningful statements. The results show that gender variations in selecting subjects for class discussions are weaker. The current generation of secondary school learners is focused on the material instead of the spiritual elements of their surroundings. They are career-oriented and are ready to participate in socio-political activities instead of family relationships and personal issues. Girls prefer leisure activities and clothes topics while boys prefer discussing school activities and computers.

The conclusion states that school children are more mature and concerned about world issues and career prospects. While looking at the significance of dealing with students' experiences to improve interest in classroom interactions and involve them in proper communication, it is essential to understand the challenges of speaking skills between boys and girls and personalize the types of learning activities, and it is also important to choose subjects that relate to their preferred cultural, political, and social issues in both genders.

The strengths include the personalization of training and creation of productive skills, and speech shows an improved targeting in organizing educational activities. The research findings can be used to create textbooks and learning programs for foreign language tutors. The research fails to consider that each person’s vocabulary reflects their living conditions, phrases, life experiences, and familiar words used in their daily lives. The study does not clearly define how gender variations happen in the classroom, and it could not be generalized. A quotation that may be applicable states that what teachers felt was interesting to students was among the least favored by the learners.

**“Pakzadian, M., & Tootkaboni, A. A. (2018). The role of gender in conversational dominance: A study of EFL learners. Cogent Education, 5(1), 1560602.”**

The study assesses the role of gender in conversational dominance in discussions concentrating on Persian students. The data evaluated were from 10 Iranian dyads. The study showed that women indicated increased acceptance during conversations, making them play a facilitative role in interactions. Men always try to be dominant by being more assertive when a topic is discussed.

The methods used involved ten male and ten female graduate students in the Sadr Institute of Higher Education English class. They were asked to choose topics from a variety they were given. The discussions were recorded for future reference. The logic of the analysis is that male dominance is shown in various ways during male and female interactions.

The results of the study showed different self-oriented conversational methods among both genders. Males were always more dominant, which is attributed to their self-oriented strategies during interactions with females. The conclusions include the self-oriented methods in males and other-oriented methods in females were reinforcing and complementary instead of competing. Male dominance is not imposed and predetermined on females.

The research's strength is it shows the need to teach students a wide range of pragmatic skills required to improve their interactions while mitigating the disadvantages they experience during interactions. Even though students may be oriented toward using a specific conversational method due to gender differences, they should possess the ability to gain strategies correlated to different methods. The study's weakness is the lack of investigation of how other gender-specific variables could influence conversational dominance and give evidence showing the significance of each strategy. Another weakness is conversations as the only means of data collection.

According to Eckert (1989), females indicate more significant differences than males in using linguistic variables correlated to social category memberships. An applicable quote shows that men try to maintain dominance during interactions by utilizing various methods like interruptions, changing topics, raising topics, asking questions, and criticizing.

**“Eckert, P. (1989). The whole woman: Sex and gender differences in variation. Language variation and change, 1(3), 245-267.”**

The study shows that the speaker's sex is an essential social factor in assessing phonological differences. The connections of linguistic variables with gender reflect the impact of linguistic traits of gender. Since differences are attributed to orientation to various social influences, the effect of sex on linguistic characteristics is seen in variations within gender categorizations. Information indicates that sex has different impacts on variables and that the importance of gender cannot be assumed based on the idea that male and female interactions are more or less conservative.

The methods used include a large-scale sociolinguistic survey to get information on the communities concerning their linguistic data and the relations between survey categories and linguistic variants. This is interpreted based on the general knowledge of the dynamics correlated with the groupings. The logic of analysis is sex is a biological category that is important in differentiating norms, roles, and expectations. This, in turn, influences how they speak.

The results show that there is every reason to assume that girls indicate huge differences compared to boys in using different linguistic variables correlated with social categorization. The research concludes that there are increased category variations in both genders. This means that females assert their category identities using language compared to males. The research's strength is that gender on linguistic traits is depicted in sex categories. The weaknesses include the lack of information on women affected some of the assessments on sex variations.

Azhar & Iqbal, (2018), provides a different opinion by stating that even though there are differences in how boys and girls speak in the classroom, boys talked more and were more enthusiastic in a class taught by females while female students were active participants in classes taught by male tutors. A quotation that may be applicable is that girls relying on symbolic manifestation depicts the idea that women, due to their limited access to direct power, achieve status through social membership symbols.

**References**

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