**GENDER, SEXUALITY, AND LANGUAGE: SELECTED REFERENCES**

**(Last updated 26 June 2022)**

Abbott, G. (1984). Unisex “they”. *ELT Journal, 38*(1), 45-48.

Alipour, M., Gorjian, B., & Zafari, I. (2012). The effects of songs on EFL learners' vocabulary recall and retention: The case of gender. *Advances in Digital Multimedia (ADMM)*, *1*(3), 140-143.

Al-Seghayer, Khalid. (2014). The impact of gender and reading proficiency level on online reading strategies employed by EFL learners. *Journal of Educational Sciences of King Saud University, 6*(2), 493-509.

Ansara, Y. G., & Hegarty, P. (2013). [Misgendering in English language contexts: Applying mon-cisgenderist methods to feminist research.](http://sallypro.sandiego.edu/iii/encore/plus/C__Stransgender%20and%20language__Orightresult__U__X0?lang=eng&link=http%3A%2F%2F0-search.ebscohost.com.sally.sandiego.edu%2Flogin.aspx%3Fdirect%3Dtrue%26site%3Deds-live%26db%3Deue%26AN%3D92691903&suite=cobalt) *International Journal of Multiple Research Approaches*, *7*(2), 160-177.

Ansarin, A. A., & Khatibi, S. P. (2018). The relationship between multiple intelligences and language learning strategies and gender. *English Language Teaching*, *11*(5), 84-94.

Aries, E. (1982). ‘Verbal and non-verbal behaviour in single-sex and mixed-sex groups: Are traditional sex roles changing?’ *Psychology Reports, 51*(1), 127-134.

Armstrong, J. D. (2006). Homophobic slang as coercive discourse among college students. In H. Luria, D. M. Seymour, & T. Smoke (Eds.), *Language and linguistics in context: Readings and applications for teachers* (pp.219-225). Mahwah, NJ: Lawrence Erlbaum Associates.

Babayigit, S. (2015). The dimensions of written expression: Language group and gender differences. *Learning and Instruction, 35*, 33-41.

Baker, S. C., & MacIntyre, P. D. (2003). The role of gender and immersion in communication and second language orientations. *Language Learning, 53*(S1), 65-96. doi:10.1111/0023-8333.00119

Balakrishnan, V., & Yeow, P. H. (2007). Texting satisfaction: Does age and gender make a difference. *International Journal of Computer Science and Security*, *1*(1), 85-96.

Baron, D. (1981). ‘The epicene pronoun: The word that failed.’ *American Speech, 56*(2), 83-97.

Baron, D. (1986). *Grammar and gender*. New Haven, CT: Yale University Press.

Bartning, I. (2000). Gender agreement in L2 French: Pre‐advanced vs advanced learners. *Studia Linguistica*, *54*(2), 225-237.

Bashiruddin, A., Edge, J., & Hughes-Pelegrin, E. (1990). Who speaks in seminars? Status, culture and gender at Durham University. In R. Clark, N. Fairclough, R. Ivanic, N. McLeod, J. Thomas, & P. Meara (Eds.), *Language and power* (pp. 74-84)*.*  London, UK: CILT/BAAL.

Bate, B. (1978). ‘Non-sexist language use in transition.’ *Journal of Communication, 28*(1), 139-149.

Ben‐Shakhar, G., & Sinai, Y. (1991). Gender differences in multiple‐choice tests: The role of differential guessing tendencies. *Journal of Educational Measurement*, *28*(1), 23-35.

Bergvall, V., Bing, J., & Freed, A. (Eds.). (1996). *Rethinking language and gender research: Theory and practice*. London, UK: Longman.

Bergvall, V. & Remlinger, K. (1996). Reproduction, resistance, and gender in educational discourse: The role of critical discourse analysis*. Discourse & Society, 7*(4), 453-579.

Besnier, N. (2007) Language and gender research at the intersection of the global and the local. *Gender and Language, 1*(1), 67-78.

Bilous, F. R., & Krauss, R. M. (1988). Dominance and accommodation in the conversational behaviours of same-and mixed-gender dyads. *Language & Communication*, *8*(3), 183-194.

Biria, R., Boshrabadi, A. M., & Nikbakht, E. (2014). The relationship between multiple intelligences and Iranian EFL learners’ level of L2 lexical knowledge: The case of gender. *Advances in Language and Literary Studies*, *5*(3), 9-17.

Blaubergs, M.S. (1978). Changing the sexist language: The theory behind the practice. *Psychology of Women Quarterly, 2*(3), 244-261.

Bodine, A. (1990). Androcentrism in perspective grammar: Singular ‘they’, sex-indefinite ‘he’, and ‘he’ or ‘she’. In D. Cameron (Ed.), *The feminist critique of language: A reader* (pp. 124-140). London, UK: Routledge.

Bohn, M., & Matsumoto, Y. (2008). Young women in the Meiji period period as linguistics trendsetters. *Gender and Language, 2*(1), 51-85.

Boroditsky, L., Schmidt, L., & Phillips, W. (2003). Sex, syntax, and [semantics.](http://en.wikipedia.org/wiki/Semantics) In D. Gentner & S. Goldin-Meadow (Eds.), *Language in mind: Advances in the study of language and thought*, (pp. 61-80). Cambridge, MA: [MIT Press](http://en.wikipedia.org/wiki/MIT_Press).

Bortfeld, H., Leon, S. D., Bloom, J. E., Schober, M. F., & Brennan, S. E. (2001). Disfluency rates in conversation: Effects of age, relationship, topic, role, and gender. *Language and speech*, *44*(2), 123-147.

Bradley, P. (1981). The folk-linguistics of women’s speech: An empirical examination. *Communication Monographs, 48*(1), 73-90.

Breakwell, G. (1990). Social beliefs about gender differences. In C. Fraser & G. Gaskell (Eds.), *The social psychological study of widespread beliefs* (pp. 210-225). Oxford, UK: Clarendon Press.

Brend, R. (1983). Male-female intonation patterns in American English. In C. Fraser & G. Gaskell (Eds.), *The social psychological study of widespread beliefs* (pp. 84-87). Oxford, UK: Clarendon Press.

Bresnahan, M. I., & Cai, D. H. (1996). Gender and aggression in the recognition of interruption. *Discourse Processes*, *21*(2), 171-189.

Bridgeman, B., Trapani, C., & Attali, Y. (2012). Comparison of human and machine scoring of essays: Differences by gender, ethnicity, and country. *Applied Measurement in Education, 25*(1), 27-40.

Brown, P. (1980). How and why women are more polite: Some evidence from a Mayan community. In S. McConnell-Ginet, R. Borker, & N. Furman (Eds.), *Women and language in literature and society* (pp.111-136). New York, NY: Praeger.

Brown, P. (1990). Gender, politeness, and confrontation in Tenejapa. *Discourse Processes*, *13*(1), 123-141.

Bucholtz, M. (2003). Theories of discourse as theories of gender: Discourse analysis in language and gender studies. In J. Holmes & M. Meyerhoff (Eds.) *The handbook of language and gender*(pp. 43-68). Malden, MA: Blackwell.

Bucholtz, M. (2003). Theories of discourse as theories of gender: Discourse analysis in language and gender studies. In J. Holmes & M. Meyerhoff (Eds.), *The handbook of language and gender* (pp. 43-68). Malden, MA: Blackwell.

Bucholtz, M., & Hall, K. (2006). Gender, sexuality, and language. In K. Brown (Ed.), *Encyclopedia of language and linguistics, Vol. 4* (pp. 756-758). Oxford, UK: Elsevier.

Bucholtz, M. & Hall, K. (2004). Theorizing identity in language and sexuality research. *Language in Society,* *33*(4), 501-547.

Burgess, B., & Kaya, N. (2007). Gender differences in student attitude for seating layout in college classrooms. *College Student Journal*, *41*(4), 940-947.

# Burton, P., Dyson, K., & S. Ardener (1994) *Bilingual women*: Anthropological approaches to second language use. Oxford, UK: Berg Publishers.

Butler, J. (1990). *Gender trouble: Feminism and the subversion of identity*. New York, NY: Routledge.

Cameron, D. (1985) *Feminism and linguistic theory*. London, UK: Macmillan.

Cameron, D. (1985). What has gender got to do with sex?. *Language and Communication, 5*(1), 19-27.

Cameron, D. (Ed.) (1990). *The feminist critique critique of languag*e.London, UK: Routledge.

Cameron, D. (1992). *Feminist and linguistic theory* (2nd ed.). London, UK: Macmillan.

Cameron, D. (1997). Performing gender identity: Young men’s talk and the construction of heterosexual masculinity. In S. Johnson & U. Meinhof (Eds.), *Language and masculinity* (pp. 47-64). Oxford, UK: Blackwell Publishers.

Cameron, D. (2005). Language, gender, and sexuality: Current issues and new directions. *Applied Linguistics*, *26*, 482-502.

Cameron, D. (2006). Gender issues in language change. In H. Luria, D. M. Seymour, & T. Smoke (Eds.), *Language and linguistics in context: Readings and applications for teachers* (pp.207-217). Mahwah, NJ: Lawrence Erlbaum Associates.

Cameron, D. (2010). Sex/gender language and the mew biologism. *Applied Linguistics*, *31*(2), 173-192.

Cameron, D., & Kulick, D. (Eds.). (2006)[. The language and sexuality reader](http://www.amazon.com/Language-Sexuality-Reader-Deborah-Cameron/dp/0415363071). London, UK and New York, NY: Routledge.

Cameron, D. & Kulick, D. (2003). *Language and sexuality.* Cambridge, UK: Cambridge University Press.

Cannon, G. & Roberson, S. (1985). Sexism in present-day English: Is it diminishing? *Word, 36*(1), 23-35.

Chambliss, C. A., & Feeny, N. (1992). Effects of sex of subject, sex of interrupter, and topic of conversation on the perceptions of interruptions. *Perceptual and Motor Skills*, *75*(3 suppl), 1235-1241.

Cheshire, J. (1985). A question of masculine bias. *English Today, 1*(1), 22-26.

Cheshire, J., & Jenkins, N. (1991). Gender issues in the GCSE oral English examination: Part II. *Language and Education, 5*(1), 19-40.

Chou, M. H. (2019). Predicting self-efficacy in test preparation: Gender, value, anxiety, test performance, and strategies. *The Journal of Educational Research*, *112*(1), 61-71.

Cin, F. M. (2017). *Gender justice, education and equality: Creating capabilities for girls’ and women’s development.* Palgrave-Macmillan.

Coates, J. (1988). Gossip revisited: Language in all-female groups. In J. Coates & D. Cameron (Eds.), *Women in their speech communities* (pp. 94-122). New York, NY: Longman.

Coates, J. (1989). Women’s speech, Women’s strength? *York Papiers in Linguistics, 13*, 65-76.

Coates, J. (1989). Some problems in the sociolinguistics explanation of sex differences. In J. Coates & D. Cameron (Eds.), *Women in their speech communities* (pp.13-26). London, UK: Longman.

Coates, J. (1991). Women’s co-operative talk: A new kind of co-operative duet? In C. Uhlig & R. Zimmerman (Eds.), *Anlistentag 1990 Marburg Proceedings* (pp. 296-311). Tübingen, Germany: Max Niemeyer Verlag.

Coates, J. (1993). *Women, men and language*. London, UK: Longman.

Coates, J. (1997). *Language and gender: A reader*. Oxford, UK: Blackwell.

Coates, J. (2004). *Women, men and language* (3rd ed.)*.* Harlow, UK: Pearson Education Limited.

Coates, J., & Cameron, D. (Eds.) (1989). *Women in their speech communities*. London, UK: Longman.

Collins P. H. (2000). Gender, black feminism, and black political economy. *Annals of the American Academy of Political and Social Science*. 568: 41-53.

Cooper, R. (1984). The avoidance of androcentric generics. *International Journal of Social Language, 50*, 5-20.

Costas, C., Kantsa V., & Yannakopoulos K. (2010). *Language and sexuality (through and) beyond gender.,* Newcastle-upon-Tyne, UK: Cambridge Scholars Publishing.

Crawford, M. (1995). *Talking difference: On gender and language.* Sage Publications. Thousand Oaks, CA: Sage.

Croll, P. (1985). Teacher interaction with individual male and female pupils in junior age classrooms. *Educational Research,* *27*(3), 220-223.

Cummings, M. (2009). Someday this pain will be useful to you: Self-disclosure and lesbian and gay identity in the ESL writing classroom. *Journal of Basic Writing, 28*(1), 71-89.

Davis, K. A., & Skilton-Sylvester, E. (2004). Looking back, taking stock, moving forward: Investigating gender in TESOL. *TESOL Quarterly, 38,* 381-404.

De Beauvoir, S. (2011). *The second sex*. 1949. (Trans. C. Borde & S. Malovany-Chevallier). London, UK: Vintage.

de Jesus, F. L., de Carvalho Figueiredo, D., & Nascimento, F. S. (2016). Screening the unspeakable: The representation of gender/sex roles and same-sex love in Brokeback Mountain. *International Journal of Language Studies, 10*(2), 33-56.

Deveci, T. (2015). A comparative study of the lifelong learning propensities of English language learners: Nationality, gender and length of study. *Learning & Teaching in Higher Education: Gulf Perspectives*, *12*(1), 1-23. http://lthe.zu.ac.ae

Dindia, K. (1987). The effects of sex of subject and sex of partner on interruptions. *Human Communication Research*, *13*(3), 345-371.

Drass, K. A. (1986). The effect of gender identity on conversation. *Social Psychology Quarterly*, 294-301.

Dubois, B. L., & Crouch, I. (1976). The question of tag questions in women’s speech: They don’t really use more of them, do they? *Language in Society, 4*(3), 289-294.

Dubois, B. L., & Crouch, I. (1979). *Man* and its compounds in recent prefeminist American English. *Papers in Linguistics, 12*(1-2), 261-269.

Dumas, J. (2010). Sexual identity and the LINC Classroom. *Canadian Modern Language Review, 66*(4), 607-627.

Eckert, P. (1990). Cooperative competition in adolescent “girl talk.” *Discourse Processes, 13*, 91-122.

Eckert, P. (1997). Gender and sociolinguistic variation. In J. Coates (Ed.), *Readings in language and gender* (pp. 57-66). Oxford, UK: Blackwell.

Eckert, P., & McConnell-Ginet, S. (1992). Communities of practice: Where language, gender, and power all live. In K. Hall, M. Bucholtz, & B. Moonwomon, (Eds.), *Locating Power, proceedings of the 1992 Berkeley Women and Language Conference* (pp. 89-99). Berkeley, CA: Berkeley Women and Language Group.

Eckert, P., & McConnell-Ginet, S. (1992). Think practically and look locally: Language and gender as community-based practice. *Annual Review of Anthropology, 21*, 461-490.

Eckert, P., & McConnell-Ginet, S. (2003). *Language and gender*. New York, NY: Cambridge University Press.

Edelman, E., & Zimman, L. (2014). Boycunts and bonus holes: Discourses about transmasculine bodies and the sexual productivity of genitals. *Journal of Homosexuality,* *61*(5), 673-690.

[Eliason, M.J. (2014). An exploration of terminology related to sexuality and gender: Arguments for standardizing the language,](http://sallypro.sandiego.edu/iii/encore/plus/C__Stransgender%20and%20language__P2__Orightresult__U__X0?lang=eng&link=http%3A%2F%2F0-search.ebscohost.com.sally.sandiego.edu%2Flogin.aspx%3Fdirect%3Dtrue%26site%3Deds-live%26db%3Dsih%26AN%3D93803265&suite=cobalt) *Social Work in Public Health* *29*(2), 162-175.

Edelsky, C. (1981). Who’s got the floor? *Language in Society, 10*(3), 383-421.

Edley, N., & Wetherell, M. (1997). Jockeying for position: The construction of masculine identities. *Discourse & society*, *8*(2), 203-217.

Ehrlich, S. (1997) Gender as social practice: Implications for second language acquisition. *Studies in Second Language Acquisition, 19*(4), 421-446.

Ehrlich, S., & King, R. (1992). Gender-based language reform and the social construction of meaning. *Discourse and society, 3*(2), 151-166.

Endo, O. (1991). Issues and challenges facing female teachers of JSL. *The Language Teacher, 15*(7), 7-10.

Engelhard Jr., G., Gordon, B., & Gabrielson, S. (1992). The influences of mode of discourse, experiential demand, and gender on the quality of student writing. *Research in the Teaching of English*, *26*(3), 315–336.

Ervin-Tripp, S. M., & Lampert, M. D. (1992). Gender differences in the construction of humorous talk. In K. Hall, M. Buchholtz, & B. Moonwomon (Eds.), *Locating Power: Proceedings of the Second Berkeley Women and Language Conference* (pp. 108–117). Berkeley, CA: Berkeley Women and Language Group.

Esposito, A. (1979). Sex differences in children's conversation. *Language and Speech*, *22*(3), 213-220.

Everett, C. (2008). Evidence for language-mediated thought in the perception of non-gendered figures, *Texas Linguistic Forum,* *52*, 24-33.

Everett, C. (2011). Gender, pronouns and thought, *Gender and Language* *5*(1), 133-152.

Farley, S. D., Ashcraft, A. M., Stasson, M. F., & Nusbaum, R. L. (2010). Nonverbal reactions to conversational interruption: A test of complementarity theory and the status/gender parallel. *Journal of Nonverbal Behavior*, *34*(4), 193-206.

Fasold, R. (1988). Language policy and change: Sexist language in the periodical news media. In P. Lowenberg (Ed.), *Language spread and language policy* (pp. 187-206). Washington, DC: Georgetown University.

Fernández-Garcia, M. (1999). Patterns of gender agreement in the speech of second language learners. In J. Gutiérrez-Rexach & F. Martínez-Gil (Eds.) *Advances in Hispanic linguistics: Papers from the 2nd Hispanic linguistics symposium* (pp. 3-15).  Somerville, MA: Cascadilla Press.

Fishman, P. (1978). What do couples talk about when they’re alone? In D. Butturf & E. Epstein (Eds.), *Women’s language and style* (pp. 11-22). Akron, OH: University of Akron.

Fishman, P. (1978). Interaction: The work women do. *Social problems, 25*(4), 397-406.

Fitzsimons, M., Sheahan, N., & Staunton, H. (2001). Gender and the integration of acoustic dimensions of prosody: Implications for clinical studies. *Brain and Language*, *78*(1), 94-108.

[Fleming, B. (2015). The vocabulary of transgender theory,](http://sallypro.sandiego.edu/iii/encore/plus/C__Stransgender%20and%20language__P2__Orightresult__U__X0?lang=eng&link=http%3A%2F%2F0-search.ebscohost.com.sally.sandiego.edu%2Flogin.aspx%3Fdirect%3Dtrue%26site%3Deds-live%26db%3Dsih%26AN%3D101804621&suite=cobalt) *Society* *52*(2),114-120.

Francine, F., & Anshen, F. (1983). *Language and the sexes*. Albany, NY: State University of New York.

Francine, F., & Treichler, P.A. (1989). *Language, gender and professional writing*. New York, NY: Modern Language Association.

Freed, A. (1992). We understand perfectly: A critique of Tannen's view of cross-sex communication. In K. Hall, M. Bucholtz, & B. Moonwomon (Eds.) *Locating power: Proceedings of the second Berkeley Women and Language Conference* (Vol. 1, pp. 144-152.). Berkeley, CA: Berkeley Women and Language Group.

Gal, S. (1978). Peasant men can't get wives: Language and sex roles in a bilingual community. *Language in Society, 7* (1), 1-17.

Gallagher, A., Bridgeman, B., & Cahalan, C. (2002). The effect of computer-based test on racial-ethnic and gender groups. *Journal of Educational Measurement, 39*(2)*,* 133-147.

Gershuny, N. L. (1977). Sexism in dictionaries and texts: Omissions and commissions. In A.P. Nilsen, H. Bosmajian, H.L. Gershuny, & J.P. Stanley (Eds.), *Sexism and language* (pp. 143-159). Urbana, IL: National Council for Teachers of English.

Giles, H., Smith, P., Browne, C., Whiteman, S. & Williams, J. (1980). Women’s speech: The voice of feminism. In S. McConnell-Ginet, R. Borker & N. Furman (Eds.), *Women and language in literature and society* (pp. 150-156). New York, NY: Praeger.

Goldstein, T. (2001). Researching women’s language practices in multilingual work- places. In A. Pavlenko, A. Blackledge, I. Piller and M. Teutsch-Dwyer (Eds.) *Multilingualism, second language learning, and gender* (pp. 79 -98). Berlin: Mouton de Gruyter.

Gordon, D. (2004). “I’m tired. You clean and cook”: Shifting gender identities and second language socialization. *TESOL Quarterly,* *38*(3), 437-457.

Graddol, D., & Swann, J. (1989). *Gender voices*. Malden, MA: Blackwell Publishing.

Graham, A. (1974). The making of a non-sexist dictionary. *ETC: A review of general semantics, 31*(1), 57-64.

Graham, A. (1975). The making of a non-sexist dictionary. In S. McConnell-Ginet, R. Broker, & N. Furman (Eds.), *Language and sex: Difference and dominance* (pp. 57–63). Rowley, MA: Newbury House.

Grujicic-Alatriste, L. (2008). Pragmatics in academia: The role of gender and power relations in the use implicatures. *TESOL/AL Teachers College Web Journal, 8*(2). Retrieved from <http://tesol-dev.journals.cdrs.columbia.edu/wp-content/uploads/sites/12/2015/06/3.6_ForumGrujicic_2008.pdf>

Hall, K., & Bucholtz, M. (Eds.). (1995). *Gender articulated: Language and the socially constructed self*. New York, NY: Routledge.

Harbeck, K. M. (Ed.). (1991). Coming out of the classroom closet: Gay and lesbian students, teachers and curricula. Binghamton, NY: Harrington Park Press.

Hawkins, K. (1988). Interruptions in task-oriented conversations: Effects of violations of expectations by males and females. *Women's Studies in Communication*, *11*(2), 1-20.

Hellinger, M. (1989). Revising the patriarchal paradigm. Language change and feminist language politics. In R. Wodka (Ed.), *Language, power and ideology* (p. 273-288). Amsterdam, the Netherlands: John Benjamins.

Hellinger, M. (1991). Feminist linguistics and linguistisch relativity. *Working Papers on Language, Gender and Sexism, 1*(1), 25-37.

Henely, N. (1987). This new species that seeks a new language: On sexism in language and language change. In J. Penfield (Ed.), *Women and language in transition* (pp. 3-27). Albany, NY: SUNY Press.

Henry, A., & Cliffordson, C. (2013). Motivation, gender, and possible selves. *Language Learning, 63,* 271-295.

Higgins, C. (2010) Gender identities in language education. In S. McKay & N. Hornberger (Eds.), *Sociolinguistics and Language Education* (pp. 370-397). Bristol: Multilingual Matters.

Hirschman, L. (1994). Female–male differences in conversational interaction. *Language in Society*, *23*(03), 427-442.

Holmes, J. (1990). Politeness strategies in New Zealand women’s speech. In A. Bell & J. Holmes (Eds.), *New Zealand ways of speaking English* (pp. 252-275). Clevedon, UK: Multilingual Matters.

Holmes, J. (1992). Language and gender: A state-of-the-art survey article. *Language Teaching, 24*(4), 207-220.

Holmes, J. (1992). Women’s talk in public contexts. *Discourse and Society, 3*(2), 131-150.

Holmes, J. (2006). *Gendered talk at work*. Oxford, UK: Blackwell Publishers.

Holmes, J., & Meyerhoff, M. (Eds.). (2003). *The handbook of language and gender.* Oxford, UK: Blackwell.

Horne, S. G., Ovrebo, E., Levitt, H. M., & Franeta, S. (2009). Leaving the herd: The lingering threat of difference for same-sex desires in postcommunist Russia. *Sexuality Research & Social Policy*, *6*(2), 88-102.

Hruska, B. (2004). Constructing gender in an English dominant kindergarten: Implications for second language learners. *TESOL Quarterly , 38*, 459-484.

Ide, S. (1982). Japanese sociolinguistics: Politeness and women’s language. *Lingua, 57*(2), 357-385.

Inoue, M. (1994). Gender and linguistic modernization: Historicizing Japanese women’s language. In M. Bucholtz, A.C. Liang, L.A. Sutton, & C. Hines (Eds.), *Cultural performances: Proceedings of the third Berkeley women and language conference* (pp. 322-333). Berkeley, CA: Berkeley Women and Language Group.

Inoue, M. (2006). *Vicarious language: Gender and linguistic modernity in Japan*. Berkeley, CA: University of California Press.

Jamaleddin, Z. (2014). A comparison between male and female in their willingness to communicate and use of socio-affective strategies. *International Journal of Educational Investigations*, *2*(4), 70-81.

James, C. L. (2010). Do language proficiency tests scores differ by gender? *TESOL Quarterly, 44*(2), 387-398.

James, D., & Clarke, S. (1993). Women, men, and interruptions: A critical review. In D. Tannen (Ed.), *Gender and conversational interaction* (pp. 231-280). New York, NY: Oxford University Press.

Jefferson, G. (2004). A note on laughter in ‘male–female’ interaction. *Discourse Studies*, *6*(1), 117-133.

Jenkins, N., & Cheshire, J. (1990). Gender issues in the GCSE oral English examination. Part 1. *Language and Education, 4*(4), 261-291.

Johnson, S., & Meinhof, U. (Eds.). (1997). *Language and masculinity.* Oxford, UK: Blackwell.

Julé, A. (2004). Speaking in silence: A case study of a Punjabi girl. In B. Norton & A. Pavlenko (Eds.), *Gender and English language learners* (pp. 69-80). Arlington, VA: TESOL.

Kadt, E. D. (2002). Gender and usage patterns of English in South African urban and rural contexts. *World Englishes*, *21*(1), 83-96.

Kalčik, S. (1975). “…like Ann’s gynecologist or the time I was almost raped”: Personal narratives in women’s rap groups. *Journal of American Folklore, 88*, 3-11.

Karimi, M., & Biria, R. (2017). Impact of risk taking strategies on male and female EFL learners’ test performance: The case of multiple choice questions. *Theory and Practice in Language Studies*, *7*(10), 892-899. Retrieved from <https://www.academypublication.com/issues2/tpls/vol07/10/10.pdf>

Kelsky, K. (2001). *Women on the verge: Japanese women, western dreams*. Durham and London, UK: Duke University Press.

Kissau, S., & Wierzalis, E. (2008). Gender identity and homophobia: The impact on adolescent males studying French. *Modern Language Journal*, *92*(3), 402-413.

Kendall, S., & Tannen, D. (1997). Gender and language in the workplace. In R. Wodak (Ed.), *Gender and discourse* (pp. 81-105). Thousand Oaks, CA: Sage Publications.

Khazan, O. (2014, May 29). Vocal fry may hurt women’s job prospects. *The Atlantic*. Retrieved from www.theatlantic.com/business/archive/2014/05/employers-look-down-on-women-withvocal-fry/371811/

Kiesling, S. F. (2009). Fraternity men: Variation and discourses of masculinity. In N. Coupland & A. Jaworski (Eds.), *The new sociolinguistic reader* (pp. 187-200). Basingstoke, UK: Palgrave Macmillan.

Kitzinger, C. (2005). “Speaking as a heterosexual”: (How) does sexuality matter for talk in interaction? *Research on Language and Social Interaction*, *38*(3), 221–265.

Kitzinger, C. (2007). Is 'woman' always relevantly gendered? *Gender and Language,* *1*(1), 39-40.

Kobayashi, Y. (2007). Japanese working women and English study abroad. *World Englishes, 26* (1), 62-71.

Kotthoff, H. (2000). Gender and joking: On the complexities of women’s image politics in humorous narratives. *Journal of Pragmatics,* *32*(1), 55-80.

Kotthoff, H. (2006). Gender and humor: The state of the art. *Journal of Pragmatics, 38*(1), 4-25.

Kramarae, C. (Ed.) (1980). *The voices and words of women and men*. Oxford, UK: Pergamon.

Kramarae, C. (1981). *Women and men speaking*. Rowley, MA: Newbury House.

Kramarae, C. & Treichler, P. (1985). *A feminist dictionary*. London, UK: Pandora.

Kubota, R. (2003). New approaches to gender, class, and race in second language writing. *Journal of Second Language Writing*, *12*(1), 31-47.

Kulick, D. (1998). Anger, gender, language shift, and the politics of revelation in a Papua New Guinean village. In B. B. Schieffelin, K. A. Woolard, & P. V. Kroskrity (Eds.), *Language ideologies: Practice and theory* (pp. 87-102). New York, NY: Oxford University Press.

Kumashiro, K. (2002). *Troubling education: Queer activism an anti-oppressive pedagogy*. New York, NY: Routledge Falmer.

Kyratzis, A., & Cook-Gumperz, J. (2008). Language socialization and gendered practices in childhood. In N. Hornberger (Ed.), *Encyclopedia of language and education*, *8* (pp.145-56). Springer.

Labov, W. (1990). The intersection of sex and social class in the course of linguistic change. *Language variation and change, 2*(2), 205-254.

LaFrance, M. (1992). Gender and interruptions: Individual infraction or violation of the social order?. *Psychology of Women Quarterly*, *16*(4), 497-512.

Lakoff, R. (1973). Language and woman’s place. *Language in Society, 2*(1), 45-80.

Lakoff, R. (1975). *Language and woman’s place*. New York, NY: Harper and Row.

Lampert, M. D. (1996). Studying gender differences in the conversational humor of adults and children. In D. I. Slobin, J. Gerhardt, A. Kyratzis, & J. Guo (Eds.), *Social interaction, social context, and language: Essays in honor of Susan Ervin-Tripp* (pp. 579-598). Mahwah, NJ: Erlbaum.

Lampert, M. D., & Ervin-Tripp, S. M. (1998). Exploring paradigms: The study of gender and sense of humor near the end of the 20th century. In W. Ruch (Ed.), *The sense of humor: Explorations of a personality characteristic* (pp. 231-270). Berlin, Germany: De Gruyter.

Lapayese, Y., Huchting, K., & Grimalt, O. (2014). Gender and bilingual education: An exploratory study of the academic achievement of Latina and Latino English learners. *Journal of Latinos and Education, 13*(2), 152-160.

[Leap, W. L., & Provencher, D. M. (2011). Language matters: An introduction.](http://sallypro.sandiego.edu/iii/encore/plus/C__Stransgender%20and%20language__P2__Orightresult__U__X0?lang=eng&link=http%3A%2F%2F0-search.ebscohost.com.sally.sandiego.edu%2Flogin.aspx%3Fdirect%3Dtrue%26site%3Deds-live%26db%3Dqth%26AN%3D62597717&suite=cobalt) *Journal of Homosexuality* *58*(6/7), 709-718.

Leet-Pellegrini, H.M. (1980). Conversational dominante as a function of gender and expertise. In H. Giles et al. (Eds.)., *Language: Social psychological perspectives* (pp. 97-104). Oxford, UK: Pergamon.

Lin, A., Grant, R., Kubota, R., Motha, S., Sachs, G. T., Vandrick, S., & Wong, S. (2004). Women faculty of color in TESOL: Theorizing our lived experiences. *TESOL Quarterly*, *38*(3), 487-504.

Ling, R., Baron, N. S., Lenhart, A., & Campbell, S. W. (2014). “Girls text really weird”: Gender, texting and identity among teens. *Journal of Children and Media*, *8*(4), 423-439.

Livia, A., & Hall, K. (Eds.). (1997). *Queerly phrased: Language, gender, and sexuality*. New York, NY: Oxford University Press.

Lott, B. (1987). Sexist discrimination as distancing behaviour: 1. A laboratory demonstration. *Psychology of Women Quarterly, 11*(1), 47-58.

Macaro, E., & Akincioglu, M. (2018). Turkish university students' perceptions about English medium instruction: Exploring year group, gender and university type as variables. *Journal of Multilingual and Multicultural Development, 39*(3), 256-270.

Maestri, E. (2018). *Translating the female self across cultures: Mothers and daughters in autobiographical narratives*. Philadelphia, PA: John Benjamins Publishing Company.

Makoni, S., & Makoni, B. (2011). The discursive construction of the female body in family planning pamphlets. In V. Ramanathan & P. McPherron (Eds.), Language, bodies, and health (pp. 193-221). New York, NY: De Gruyter Mouton.

Maltz, D., & Borker, R. (1982). A cultural approach to male-female miscommunication. In J. Gumperz (Ed.), *Language and social identity* (pp. 196-215). Cambridge, UK: Cambridge University Press.

Martyna, W. (1978). What does “he” mean? *Journal of Communication, 28*(1), 131-138.

Martyna, W. (1980). The psychology of the generic masculine. In S. McConnell-Ginet, R. Borker, & N. Furman (Eds.), *Women and language in literature and society* (pp. 69-78). New York, NY: Praeger.

Martyna, W. (1983). Beyond the he/man approach: The case for non-exist language. In B. Thorne, C. Kramarae & N. Henley (Eds.), *Language, gender and society* (pp. 482-493). Rowley, MA: Newbury House.

Martinez-Roldan, C. (2005). Examining bilingual children's gender ideologies through critical discourse analysis. *Critical Inquiry in Language Studies,* *2*(3), 157 – 178.

Marzban, A., & Barati, Z. (2016). On the relationship between critical thinking ability, language learning strategies, and reading comprehension of male and female intermediate EFL university students. *Theory and Practice in Language Studies*, *6*(6), 1241-1247. Retrieved from <https://www.academypublication.com/issues2/tpls/vol06/06/14.pdf>

Matsumoto, Y. (1996). Does less feminine speech in Japanese mean less femininity? In N. Warner, J. Ahlers, L. Bilmes, M. Oliver, S. Wertheim, & M. Chen (Eds.), *Gender and belief systems: Proceedings of the fourth Berkeley women and language conference* (pp. 455-467). Berkeley, CA: Berkeley Women and Language Group.

Matsumoto, Y. (2002). Gender identity and the presentation of self in Japanese language and culture in teaching Japanese as a foreign language. *Japanese Language and Literature, 37*, 27-48.

[Matte, N., Devor, A. H., & Vladicka, T. (2009). Nomenclature in the world professional association for transgender health's standards of care: Background and recommendations,](http://sallypro.sandiego.edu/iii/encore/plus/C__Stransgender%20and%20language__P2__Orightresult__U__X0?lang=eng&link=http%3A%2F%2F0-search.ebscohost.com.sally.sandiego.edu%2Flogin.aspx%3Fdirect%3Dtrue%26site%3Deds-live%26db%3Dqth%26AN%3D48768051&suite=cobalt) *International Journal of Transgenderism* *11*(1), 42-52.

McConnell-Ginet, S., Broker, R., & Furman, N. (Eds.) (1980). *Women and language in litersture and society*. New York, NY: Praeger.

McElhinny, B. (2003). Theorizing gender in sociolinguistics and linguistic anthropology. In J. Holmes & M. Meyerhoff (Eds.), *The handbook of language and gender* (pp. 21-42). Oxford, UK: Blackwell.

McElhinny, B. (Ed.) (2007). *Words, worlds and material girls: Language, gender, globalization*. Berlin: Mouton de Gruyter.

McConnell-Ginet, S. (2011). *Gender, sexuality, and meaning: Linguistic practice and politics.* Oxford, UK: Oxford University Press.

McGloin, N. (1990). Sex difference and sentence-final particles. In S. Ide, & N. McGloin (Eds.), *Aspects of Japanese women’s language* (pp. 23-41). Tokyo, Japan: Kuroshio Shuppan.

McIlvenny, P. (Ed.). (2002). *Talking gender and sexuality*. Philadelphia, PA: John Benjamins.

McMahill, C. (2001). Self-expression, gender, and community: A Japanese feminist English class. In A. Pavlenko, A. Blackledge, I. Piller, & M. Teutsch-Dwyer (Eds.) *Multilingualism, second language learning, and gender* (pp. 307-244). Berlin, Germany: Mouton.

Meece, J.L. Glienke, B.B. & Burg, S. (2006). Gender and motivation. *Journal of School Psychology, 44*, 351-373. doi:10.1016/j.jsp.2006.04.004

Menard-Warwick, J. (2004). “I always had the desire to progress a little”: Gendered narratives of immigrant language learners. *Journal of Language, Identity, and Education*, *3*(4), 295-311*.*

Menard-Warwick, J. (2006). “The thing about work”: Gendered narratives of a transnational, trilingual Mexicano. *International Journal of Bilingual Education and Bilingualism*, *9*(3), 359-415*.*

Mey, J. (1984). Sex and language revisited: Can women’s language change the world? *Journal of Pragmatics, 8*(2), 261-283.

Miller, L. (2004). Those naughty teenage girls: Japanese Kogals, slang, and media assessments. *Journal of Linguistic Anthropology, 14*(2), 225-247.

Moje, E., & MuQaribu, M. (2003). Literacy and sexual identity. *Journal of Adolescent & Adult Literacy, 47*(3), 204-208.

Mukundan, J., & Nimehchisal, V. (2008). Gender representation in Malaysian secondary school English language textbooks. *Indonesian JELT*, *4*(2), 65-84.

Mullany, L. (2007). *Gendered discourse in the professional workplace.* Basingstoke, UK: Palgrave Macmillan.

Murphy, B. (2010). *Corpus and sociolinguistics: Investigating age and gender in female talk.* Amsterdam, The Netherlands: John Benjamins.

Nadafian, M., & Mehrdad, A. G. (2015). The relationship between EFL students’ gender and their willingness to communicate in same-sex classrooms. *International Journal of Educational Investigations*, *2*(1), 93-102.

Nagatomo, D. H. (2016). *Identity, gender and teaching English in Japan.* Bristol, UK: Multilingual Matters.

Nakamura, M. (2003). Discourse construction of the ideology of women’s language: Women’s disciplinary book/moral textbooks and the unification of written and spoken language in the Meiji/Taisho periods (1868-1926). *Nature-People-Society, 35*, 1-39. Kanagawa, Japan: Kanto Gakuin University.

Nelson, C. (1999). Sexual identities in ESL: Queer theory and classroom inquiry. *TESOL Quarterly*, *33*(3), 371-391.

Nelson, C. D. (2004). Beyond straight grammar: Using lesbian/gay themes to explore cultural meanings. In B. Norton & A. Pavlenko (Eds.) *Gender and English language learners* (pp. 15-28). Alexandria, VA: TESOL.

Nelson, C. (2006). Queer inquiry in language education. *Journal of Language, Identity, and Education, 5,* 1-9.

Nelson, C. D. (2009). *Sexual identities in English language education: Classroom conversations.* New York, NY: Routledge.

Nohara, M. (1992). Sex differences in interruption: An experimental reevaluation. *Journal of Psycholinguistic Research*, *21*(2), 127-146.

Norton, B. (2000). *Identity and language learning: Gender, ethnicity and educational change*. London, UK: Longman.

Norton, B., & Pavlenko, A. (Eds.) .(2004). *Gender and English language learners*. Alexandria, VA: TESOL.

Norton, B., & Pavlenko, A. (2004) Addressing gender in the ESL/EFL classroom. *TESOL Quarterly, 38*(3), 504-514.

O’Barr, W., & Atkins, B. K. (1980). “Women’s language” or “powerless language”?. In S. McConnell-Ginet, R. Borker, & N. Furman (Eds.), *Women and language in literature and society* (pp. 93-110). New York, NY: Praeger/Greenwood Publishing Group.

Ochs, E. (1992). Indexing gender. *Rethinking context: Language as an Interactive Phenomenon*, *11*(11), 335.

Ochs, E. (1992). Indexing gender. In A. Duranti & C. Goodwin (Eds.), *Rethinking context: Language as an interactive phenomenon* (pp. 335-358). Cambridge, UK: Cambridge University Press.

Ochs, E. (1993). Indexing gender. In B.D. Miller (Ed.), *Sex and gender hierarchies* (pp. 146-169). Cambridge, MA: Cambridge University Press.

Ohara, Y., Saft, S., & Crookes, G. (2001). Toward a feminist critical pedagogy in a beginning Japanese-as-foreign-language class. *Japanese Language and Literature, 35*, 105-133.

Okamoto, S. (1994). “Gendered” speech styles and social identity. In M. Bucholtz, A.C. Liang, L.A. Sutton, & C. Hines (Eds.), *Cultural performances: Proceedings of the third Berkeley women and language conference* (pp. 569-581). Berkeley, CA: Berkeley Women and Language Group.

Okamoto, S. (2008). Rethinking ‘norms’ for Japanese women’s speech. In S. Sato & N.M. Doerr (Eds.), *Rethinking language and culture in Japanese education: Beyond the standard* (pp. 82-105). Bristol, UK: Multilingual Matters.

Okamoto, S., & Sato, S. (1992). Less feminine speech among young Japanese females. In K. Hall, M. Bucholtz, & B. Moonwomon (Eds.), *Locating power: Proceedings of the seond Berkeley women and language conference* (pp. 478-488). Berkeley, CA: Berkeley Women and language Group.

Okamoto, S., and Smith, J. S. (Eds.). 2004. *Japanese language, gender, and ideology: Cultural models and real people*. Oxford, UK: Oxford University Press.

Orcutt, J. D., & Mennella, D. L. (1995). Gender and perceptions of interruption as intrusive talk: An experimental analysis and reply to criticism. *Symbolic Interaction*, *18*(1), 59-72.

Pavlenko, A. (2001). Language learning memoirs as a gendered genre. *Applied Linguistics, 2*(2), 213-240.

Pavlenko, A. (2001). Bilingualism, gender, and ideology. *International Journal of Bilingualism, 5*(2), 117-151.

Pavlenko, A. (2001). "How am I to become a woman in an American vein?": Negotiation of gender in second language learning. In A. Pavlenko, A. Blackledge, I. Piller, & M. Teutsch-Dwyer (Eds.), *Multilingualism, second language learning, and gender* (pp. 133-174). Berlin, Germany: Mouton de Gruyter.

Pavlenko, A. (2002) Socioeconomic conditions and discursive construction of women’s identities in post-Soviet countries. In M. Kelemen & M. Kostera (Eds.), *Critical management research in Eastern Europe: Managing the transition* (pp. 83-110). London, UK: Palgrave/McMillan.

Pavlenko, A. (2004). Gender and sexuality in foreign and second language education: Critical and feminist approaches. In B. Norton & K. Toohey (Eds.), *Critical pedagogies and language learning* (pp. 53-71). Cambridge, UK: Cambridge University Press.

Pavlenko, A. (2005). "Ask each pupil about her methods of cleaning": Ideologies of language and gender in Americanization instruction*. International Journal of Bilingual Education and Bilingualism, 8*(4), 275-297.

Pavlenko, A., Blackledge, A., Piller, I., & M. Teutsch-Dwyer (Eds.) (2001) . *Multilingualism, second language learning, and gender.* Berlin/New York, NY: Mouton de Gruyter.

Pavlenko, A., & Piller, I. (2007). Language education and gender. In S. May (Ed.) *Encyclopedia of language and education* (pp. 57-69). Volume 1. Berlin, Germany: Springer.

Pearson, B.A. & Lee, K.S. (1992). Discourse structure of direction-giving: Effects of native/nonnative speaker status and gender. *TESOL Quarterly, 26*(1), 113-127.

Penelope, J. (1978). Two essays on language and change: I. Power and the opposition to Feminist proposals for language change. *College English, 44*(8), 840-880.

Penfield, J. (Ed.) (1987). *Women and language in transition*. Albany, NY: SUNY Press.

Phillips, S.U., Steele, S., & Tanz, C. (Eds.) (1987). *Language, gender and sex in comparative perspective*. Cambridge, UK: Cambridge University Press.

Pilkington, J. (1998). ‘Don’t try and make out that I’m nice’: The different strategies women and men use when gossiping. In J. Coates (Ed.), *Language and gender: A reader* (pp. 254-269). Oxford, UK: Blackwell.

Piller, I. (2002). *Bilingual couples talk: The discursive construction of hybridity*. Amsterdam, The Netherlands: John Benjamins.

Piller, I., & Pavlenko, A. (2004). Bilingualism and gender. In T. Bhatia & W. Ritchie (Eds.) *Handbook of bilingualism.* (pp. 489-511). Oxford, UK: Blackwell.

Piller, I., & Pavlenko, A. (2007). Globalization, gender, and multilingualism. In L. Volkmann & H. Decke-Cornill (Eds.), *Gender studies and foreign language teaching* (pp. 15-30). Tübingen, Germany: Narr.

Piller, I. & Pavlenko, A. (2009). Globalization, multilingualism, and gender: Looking into the future (p. 10). In V. Cook & L. Wei (Eds.) *Contemporary applied linguistics. Volume 2. Linguistics for the real world.* London, UK: Continuum.

Piller, I., & K. Takahashi (2010). At the intersection of gender, language, and transnationalism. In N. Coupland (Ed.) *The handbook of language and globalization*. (pp. 540-553). Malden, MA: Wiley Blackwell.

Preece, S. (2008). Multilingual gendered identities: Female undergraduate students in London talk about heritage languages. *Journal of Language, Identity, and Education, 7,* 41–60.

Prewitt-Freilino, J. L., Caswell, T. A., & Laakso, E. K. (2012). The gendering of language: A comparison of gender equality in countries with gendered, natural gender, and genderless languages.” *Sex Roles*, *66,* 268-281.

Poynton, C. (1989). *Language and gender: Making the difference*. Oxford, UK: Oxford University Press.

Rees, C. E., & Monrouxe, L. V. (2010). “I should be lucky ha ha ha ha”: The construction of power, identity and gender through laughter within medical workplace learning encounters. *Journal of Pragmatics*, *42*(12), 3384-3399.

Rey, J. (2001). Changing gender roles in popular culture: Dialogue in Star Trek episodes from 1966 to 1993. In S. Conrad & D. Biber (Eds.), *Variation in English: Multi-dimensional studies* (pp. 138-156). London: Longman.

Reichenbach, A. (2015). Laughter in times of uncertainty: Negotiating gender and social distance in Bahraini women’s humorous talk. *Humor: International Journal of Humor Research*, *28*(4), 511–539.

Saft, S., & Ohara, Y. (2004). Promoting critical reflection about gender in EFL classes at a Japanese university. In B. Norton & A. Pavlenko (Eds.) *Gender and English language learners* (pp. 143-154). Alexandria, VA: TESOL.

Satake, K. (2003). Terebi anime no rufusuru “onna kotoba/otoko kotoba” kihan [A norm of “women’s language/men’s language spread by television animations]. *Kotoba* [*Language*], *24*, 64-74.

Savignon, S. J. (2006). Gender and power in applied linguistics: An epistemological challenge. *International Journal of Applied Linguistics*, *16*(1), 88-92.

Schneider, J., & Hacker, S. (1973).rSex role imagery and use of the generic “man” in introductory texts. *American Sociologist, 8*, 12-18.

Schnurr, S. (2009b). *Leadership discourse at work: Interactions of humour, gender and workplace culture.* Basingstoke, UK: Palgrave Macmillan.

Shaw, J. (1995). *Education, gender, and anxiety*. London, England: Taylor & Francis.

Sheldon, A. (1990). Pickle fights: Gendered talk in pre-school disputes. *Discourse Processes, 13*(1), 5-31.

Shibamoto, S. J. (1985). *Japanese women’s language*. Orlando, FL: Academic Press, Inc.

Siddiqui, S. (2013). *Language, gender and power: The politics of representation and hegemony in South Asia*. Oxford, UK: Oxford University Press.

Siegal, M., & Okamoto, S. (2003). Toward reconceptualizing the teaching and learning of gendered speech styles in Japanese as a foreign language. *Japanese Language and Literature, 37*(1), 49-66.

Silveira, J. (1980). Generic masculine words and thinking. *Women’s Studies International Quarterly, 3*(2), 165-278.

Simon-Maeda, A. (2004). Transforming emerging feminist identities: A course on gender and language issues. In B. Norton & A. Pavlenko (Eds.), *Gender and English language learners* (pp. 127-143). Alexandria, VA: TESOL.

Skapoulli, E. (2004). Gender codes at odds and the linguistic construction of hybridity. *Journal of Language, Identity and Education,* *3*(4), 245-260.

Skilton-Sylvester, E. (2002). Should I stay or should I go? Investigating Cambodian women’s participation and investment in adult ESL programs. *Adult Education Quarterly,* *53*(1), 9- 26.

Sklar, E. S. (1983). Sexist grammar revisited. *College English, 45*(4), 348-358.

Smith, P. (1985). *Language, the sexes and society*. Oxford, UK: Basil Blackwell.

Smith, S. J. (1992). Women in charge: Politeness and directives in the speech of Japanese women. *Language in Society, 21*(1), 59-82.

Smith-Lovin, L., & Brody, C. (1989). Interruptions in group discussions: The effects of gender and group composition. *American Sociological Review,* 424-435.

Sommers, E., & Lawrence, S. (1992). Women’ ways of talking in teacher-directed and student-directed peer response groups. *Linguistics and Education, 4*(1), 1-36.

Song, J. (2019). “She needs to be shy!”: Gender, culture, and nonparticipation among Saudi Arabian female students. *TESOL Quarterly, 53*(2), 405-429.

Song, X., Cheng, L., & Klinger, D. (2015). DIF investigation across groups of gender and academic background in a large-scale high-stakes language test. Papers in Language Testing and Assessment, 4(1), 97-124.

Speer, S. A. (2005). *Gender talk*. London, UK: Routledge.

Speer, S. A., & Stokoe, E. (Eds.). (2011). *Conversation and gender*. Cambridge, UK: Cambridge University Press.

Spender, D. (1980). *Man made language.* New York, NY:Routledge.

Stanley, J. (1978). Sexist grammar. *College English, 39*(7), 800-811.

Storer, G. (2002). Interactions between Thai male sex workers and their customers. In C. Barron, N. Bruce, & D. Nunan (Eds.), *Knowledge and discourse: Towards an ecology of language* (pp. 133-146). London, UK: Pearson Education.

Sunderland, J. (2004). Classroom interaction, gender, and foreign language learning. In B. Norton & K. Toohey (Eds.), *Critical pedgagogies and language learning* (pp. 222-241). Cambridge, UK: Cambridge University Press.

Sunderland, J. (1990). Vocabulary and gender. *English Studies, 4*, 8-10. Sunderland, J. (1991).

Sunderland, J. (1991). The decline of man. *Journal of Pragmatics, 16*(6), 505-522.

Sunderland, J. (1992). Gender in the EFL classroom. *ELT Journal, 46*(1), 81-91.

Sunderland, J. (2015). Researching language and gender. In Paltridge, B., & Phakiti, A. (Eds.), *Research methods in applied linguistic: A practical approach* (pp. 505-525). New York, NY: Bloomsbury Academic.

Sunderland, J., Crowley, M, Abdul Rahim, F., Leontzakou, C., & Shattuck, J. (2001). From bias ‘in the text’ to ‘teacher talk around the text’: An exploration of teacher discourse and gendered foreign language textbook texts*. Linguistics and Education*, *11*(3), 251-286.

Swann, J. (1998). Talk control: An illustration from the classroom of problems in analysing male dominance of conversation. In J. Coates (Ed.) *Language and Gender* (pp. 185-196). Oxford, UK: Blackwell.

Talbott, M. (1992). The construction of gender in a teenage magazine. In N. Fairclough (Ed.), *Critical language awareness* (pp. 175-199). London, UK: Addison Wesley Longman.

Tannen, D. (1990). *You just don’t understand*. New York, NY: Morrow.

Tannen, D. (1993). Rethinking power & solidarity in gender and dominance. In D. Tannen (Ed.), *Gender and conversational interaction* (pp. 165-188). New York, NY: Oxford University Press.

Tannen, D. (1994). *Gender and discourse.* Oxford, UK: Oxford University Press.

Tannen, D. (1994). *Talking from 9 to 5: How women’s and men’s conversational styles affect who gets heard, who gets credit, and what gets done at work.* New York, NY: W. Morrow.

Tannen, D. (1995). *Talking from 9 to 5: Women and men in the workplace: Language, sex, and power*. New York, NY: Avon Books.

Takahashi, K. (2012) Multilingualism and gender. In M. Martin-Jones, A. Blackledge, & A. Creese (Eds.). *The Routledge handbook of multilingualism* (pp. 419-435). New York, NY: Routledge.

Takahashi, K. (2013). *Language learning, gender and desire: Japanese women on the move.* (Vol. 16). Bristol, UK: Multilingual Matters.

Takasaki, M. (2002). “Onna kotoba” o tsukurikaeru josei no tayoo na gengo koodoo [Women’s various verbal behaviors that reconstruct “women’s language”]. *Gengo* [*Language*], *31*(2), 40-47.

Tannen, D. (1995). *Talking from 9 to 5: Women and men in the workplace: Language, sex, and power*. New York, NY: Avon Books.

Thorne, B., & Henley, N. (Eds.) (1975). *Language and sex: Differences and dominance*. Rowley, MA: Newbury House.

Thorne, B., Kramarae, C., & Henley, N. (Eds.) (1983). *Language, gender and society*. Rowley, MA: Newbury House.

Toth, E. (1970). How can a woman “man” the barricades? *Women: A Journal of Liberation, 2*(1), 57.

Treichler, P.A. (1989). From discourse to dictionary: How sexist meanings are authorized. In F. Frank & P.A. Treichler (Eds.), *Language, gender and professional writing* (pp. 197-211). New York, NY: Modern Language Association.

Trudgill, P. (1975). Sex, covert prestige, and linguistic change in the urban British English of Norwich. In B. Thorne & N. Henley (Eds.), *Language and sex: Difference and dominance* (pp. 88-104). Rowley, MA: Newbury House.

Vandrick, S. (1997). The role of hidden identities in the postsecondary ESL classroom. *TESOL Quarterly*, *31*(1), 153-157.

Vandrick, S. (2000). Language, culture, class, gender, and class participation. Retrieved from http://files.eric.ed.gov/fulltext/ED473086.pdf

Vandrick, S. (2009). *Interrogating privilege: Reflections of a second language educator.* Ann Arbor, MI: University of Michigan Press.

Vandrick, S. (2013). Promoting gender equity in the postsecondary ESL class (pp. 73-88). In T. Smoke (Ed.). (2013). *Adult ESL: Politics, pedagogy, and participation in classroom and community programs*. New York, NY: Routledge.

Vetterlin-Braggin, M. (Ed.) (1981). *Sexist language: A modern philosophical analysis*. Totowa, NJ: Littlefield Adams.

Wadell, E., Frei, K., & Martin, S. (2012). Professional development through inquiry: Addressing sexual identity in TESOL. CATESOL Journal, *23*(1), 99-109.

Waksler, R. (1995). She’s a mensch and he’s a bitch: neutralizing gender in the 90s. *English Today, 11,* 3-6.

West, C., & Zimmerman, D. (1987). Doing gender. *Gender in Society,* *1*, 125-151.

Weatherall, A. (2002). *Gender, language, and discourse.* Hove, UK: Routledge.

Weatherall, A., & Gallois, C. (2003). Gender and identity: Representation and social action. In J. Holmes & M. Meyerhoff (Eds.), *The handbook of language and gender* (pp. 487-508). Malden, MA: Blackwell.

Wetherell, M., & Edley, N. (2009). Masculinity manoeuvres: Critical discursive psychology and the analysis of identity strategies. In N. Coupland & A. Jaworski (Eds.), *The new sociolinguistic reader* (pp. 201-214). Basingstoke, UK: Palgrave Macmillan.

Werner-Wilson, R. J., Price, S. J., Zimmerman, T. S., & Murphy, M. J. (1997). Client gender as a process variable in marriage and family therapy: Are women clients interrupted more than men clients?. *Journal of Family Psychology*, *11*(3), 373.

West, C., & Zimmerman, D. (1983). Small insults: A study of interruptions in cross-sex conversations between unacquainted persons. In B. Thorne, C. Kramarae, & N. Henley (Eds.), *Language, Gender and Society* (pp. 102-117). Rowley, MA: Newbury House.

White, L. (2004). Gender and number agreement in non-native Spanish. *Applied Psycholinguistics, 25, 105-133.*

Widodo, H. P., & Elyas T. (2020). Introduction to gender in language education. *Sexuality and Culture, 24* (4), 1019-1027. DOI:10.1007/s12119-020-09753-1.

Willett, J. (1996). Research as gendered practice. *TESOL Quarterly, 30,* 344-347.

Wilson, L.C. (1978). Teachers’ inclusion of males and females in generic nouns. *Research in the Teaching of English, 12*(2), 155-161.

Woods, N. (1989). Talking shop: Sex and status as determinants of floor apportionment in a work setting. In J. Coates & D. Cameron (Eds.), *Women in their speech communities* (pp. 141-157). London, UK: Longman.

Woolard, K. A. (1997). Between friends: Gender, peer group structure, and bilingualism in urban Catalonia. *Language in Society, 26*, 533-560.

Wu, A. D., Park, M., & Hu, S. F. (2021). Gender fairness in immigration language testing: A study of differential options functioning on the CELPIP-G reading multiple-choice questions. *International Journal of Quantitative Research in Education*, *5*(3), 244-267.

Yılmaz, C. (2010). The relationship between language learning strategies, gender, proficiency and self-efficacy beliefs: A study of ELT learners in Turkey. *Procedia-Social and Behavioral Sciences*, *2*(2), 682-687.

Yuasa, I. P. (2010). Creaky voice: A new femine voice quality for young urban-oriented upwardly mobile American women? *American Speech*, *85*(3), 315–337.

Zhao, X., & Gantz, W. (2003). Disruptive and cooperative interruptions in prime‐time television fiction: The role of gender, status, and topic. *Journal of Communication*, *53*(2), 347-362.

Zimman, L., (2009). The other kind of coming out: Transgender people and the coming out narrative genre. *Gender & Language,* *3*(1), 53-80.

Zimman, L. (2010). Female-to-male transsexuals and gay-sounding voices: A pilot study. *Colorado Research in Linguistics 22(*1).<http://www.colorado.edu/ling/CRIL/Volume22_Issue1/>.

Zimman, L. (2013). Hegemonic masculinity and the variability of gay-sounding speech: The perceived sexuality of transgender men. *Journal of Language & Sexuality* *2*(1), 5-43.

Zimman, L. (2014). The discursive construction of sex: Remaking and reclaiming the gendered body in talk about genitals among trans men. In L. Zimman, J. Raclaw, & J. Davis (Eds.), *Queer excursions: Retheorizing binaries in language, gender, and sexuality* (pp. 13-34). Oxford, UK: Oxford University Press,

Zimman, L., Davis, J., & Raclaw J (Eds.). (2014). *Queer excursions: Retheorizing binaries in language, gender, and sexuality.* Oxford, UK: Oxford University Press.

[Zimmer, B., Solomon, J., & Carson, C. E. (2014). Among the new words.](http://sallypro.sandiego.edu/iii/encore/plus/C__Stransgender%20and%20language__P1__Orightresult__U__X0?lang=eng&link=http%3A%2F%2F0-search.ebscohost.com.sally.sandiego.edu%2Flogin.aspx%3Fdirect%3Dtrue%26site%3Deds-live%26db%3Deue%26AN%3D102070497&suite=cobalt) *American Speech* *89*(4), 470-496.

Zimmerman, D., & West, C. (1975). Sex roles, interruptions and silences in conversation. In B. Thorne & N. Henley (Eds.), *Language and sex: Difference and dominance* (pp. 105-129). Rowley, MA: Newbury House.