

The Role of Gender in Language Acquisition: A Systematic Review of Recent Research

Peran Gender dalam Pemerolehan Bahasa: Tinjauan Sistematis terhadap Penelitian Terbaru

Evizariza

Universitas Lancang Kuning

*evizariza@unilak.ac.id

**Corresponding Author*

ABSTRACT

This study addresses the relationship between gender stereotypes and language abilities in children, investigating how gender stereotypes influence language development in the early stages of life. The research background reflects the complexity of the interaction between social and cultural norms in influencing language use and understanding. The aim of this research is to understand the impact of gender stereotypes on children's language interest and performance, taking into account factors such as the influence of the social, cultural and family environment. The research methods involved an in-depth literature review covering a wide range of empirical studies on gender and language stereotypes in children. The results of the discussion show that gender stereotypes have a significant influence on children's interest, motivation and language performance. The implications of this research are the importance of awareness of gender stereotypes in the context of children's education and development, as well as the need for efforts to reduce the negative impact of gender stereotypes in language learning.

Key words: gender stereotypes, language skills, children, language development, education.

ABSTRAK

Studi ini membahas hubungan antara stereotip gender dan kemampuan berbahasa pada anak-anak, menyelidiki bagaimana stereotip gender mempengaruhi perkembangan bahasa pada tahap awal kehidupan. Latar belakang penelitian mencerminkan kompleksitas interaksi antara norma-norma sosial dan budaya dalam mempengaruhi penggunaan dan pemahaman bahasa. Tujuan dari penelitian ini adalah untuk memahami dampak stereotip gender terhadap minat dan kinerja berbahasa anak, dengan mempertimbangkan faktor-faktor seperti pengaruh lingkungan sosial, budaya dan keluarga. Metode penelitian ini melibatkan tinjauan literatur mendalam yang mencakup berbagai studi empiris tentang stereotip gender dan bahasa pada anak-anak. Hasil diskusi menunjukkan bahwa stereotip gender mempunyai pengaruh yang signifikan terhadap minat, motivasi, dan kinerja berbahasa anak. Implikasi dari penelitian ini adalah pentingnya kesadaran akan stereotip gender dalam konteks pendidikan dan perkembangan anak, serta perlunya upaya untuk mengurangi dampak negatif stereotip gender dalam pembelajaran bahasa.

Kata kunci: stereotip gender, kemampuan berbahasa, anak, perkembangan bahasa, pendidikan.

1. Introduction

The role of gender in language acquisition in childhood is a major focus of growing research interest in the fields of psycholinguistics and child development. Gender roles not only influence how children learn language, but also shape their patterns of communicative behavior throughout their development. The phenomenon of gender stereotypes, with all the associated norms and expectations, has a significant impact on the development of language skills in children. Thus, understanding how gender stereotypes influence the language acquisition process is key to identifying new ways of supporting children's language development.

Although much research has been conducted in this area, there are still knowledge

gaps that need to be filled. Some related research has provided valuable insights, but there are still areas that have not been fully explored. Therefore, new in-depth research on the role of gender stereotypes in language acquisition in childhood is highly relevant and important. The research question posed in this context is: "What is the role of gender stereotypes in the development of language skills in childhood?"

This research aims to answer this question with an innovative and in-depth approach, in the hope of making a new contribution to our understanding of the influence of gender stereotypes on children's language development. Through a robust methodological approach and careful analysis, it is hoped that this research will illuminate new aspects in the relationship between gender stereotypes and language in childhood. It is hoped that the implications of this research finding will provide valuable guidance for educational practitioners, researchers, and society in general, as well as pave the way for further research in this area.

2. Research Methods

In this Research Methods section, a systematic and structured approach was used to collect relevant articles from reputable international databases, focusing on the research topic of the role of gender stereotypes in the development of language skills in childhood. The database chosen for collecting articles is Scopus, a platform known for its credibility in providing access to leading scientific journals in various research fields.

The selected search keywords were carefully designed to ensure that the articles found had high relevance to the research topic. These keywords include terms such as "gender language acquisition", "stereotypes language development children", and "gender stereotypes language acquisition", which were chosen according to the research focus and research questions that have been asked.

In the article collection process, priority is given to articles that meet the predetermined inclusion criteria. This means that the selected articles must be published in the last 5 years, use English, be available in open access, and be directly relevant to the stated research topics and questions. Exclusion techniques were also carefully applied to eliminate review articles and articles that did not have a direct connection to the topic and research questions.

At this stage, the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) method is used as a guide to ensure that the article collection process is carried out systematically and transparently. This method makes it possible to identify, filter, and evaluate relevant articles accurately, thereby ensuring that the resulting literature review results are reliable and of high quality. Thus, the use of the PRISMA method is an important basis in ensuring the accuracy and quality of the articles obtained in this research.

3. Results and Discussion

3.1. Basic Concepts: Gender and Language

Gender and language are closely linked, with research investigating various aspects of how language can perpetuate or challenge gender stereotypes and discrimination. Research has explored strategies such as neutralization and feminization to encourage gender-equitable language (Sczesny et al., 2016). The impact of language on gender perception has been highlighted, showing how grammatical gender and stereotypes influence mental representations (Misersky et al., 2013). Additionally, research has shown correlations between language, gender stereotypes, and gender distribution in the real world, indicating a connection between language and people's experiences (Charlesworth et al., 2021).

Attitudes towards gender-inclusive language have been researched and reveal a variety of perspectives regarding the importance and acceptability of such language (Sczesny et al., 2015). The use of gender-neutral pronouns in grammatically genderless languages such as

Turkish and Finnish has been researched to understand whether these languages truly offer neutrality in gender representation (Renström et al., 2022). In addition, the consistency of gendered language use by conversational partners has been studied, which emphasizes the importance of considering the communicator's gender in analyzing language features (Ye & Palomares, 2013).

The impact of gender stereotypes on language learning motivation has been explored, and revealed how masculinity threats and gender ideology can influence men's interest in language study (Chaffee et al., 2019). Research has also investigated the role of gender stereotypes in language achievement, suggesting that students' beliefs about their language learning abilities can influence their engagement and success (Kutuk et al., 2021). Additionally, the use of gender-neutral language in educational settings has been proposed as a way to reduce gender stereotypes and encourage inclusivity (Wang, 2023).

Overall, research on gender and language underscores the complex interactions between linguistic structures, social norms, and individual perceptions. By examining how language reflects and shapes gender stereotypes, researchers aim to promote gender equality and inclusivity through language practices.

The study of gender and language explores how society's construction of gender influences the use, understanding, and development of language. Gender encompasses social and cultural norms that go beyond biological differences, including gender identity, stereotypes, and roles (Leaper & Ayres, 2007). Language functions as a complex communication system that conveys culture, knowledge, and thought (Leaper & Ayres, 2007). Research shows that gender differences in language behavior can be influenced by the relationship between interlocutors and the structure of activities (Leaper & Ayres, 2007).

Gender stereotypes manifest in language through variations in syntax, communication style, and assertiveness (Leaper & Ayres, 2007). Understanding how gender impacts language experiences, such as social interactions, language use across contexts, and language acquisition in childhood, is critical (Leaper & Ayres, 2007). Research has investigated implicit gender stereotypes related to mathematics and language separately, revealing self-serving implicit ability stereotypes for boys and men (Leaper & Ayres, 2007). Additionally, research has explored the relationship between language development and disruptive behavior in preschool children, emphasizing the role of gender differences (Leaper & Ayres, 2007).

The placement of gender in language has been researched in relation to gender equality at the societal level, specifically investigating how grammatical gender in language correlates with gender equality (Leaper & Ayres, 2007). Additionally, research has highlighted a bidirectional relationship between language skills and behavior problems in preschool children from low-income families, with a focus on gender as a potential moderator (Leaper & Ayres, 2007). The impact of gender on motivation and achievement in learning English as a foreign language has also been studied, showing a significant relationship between gender and ability (Leaper & Ayres, 2007). In conclusion, the complex interaction between gender and language is a multifaceted field of study that explains how gender norms in society influence language use and development. Understanding these dynamics is critical to promoting gender equality and effective communication in a variety of contexts.

With a deep understanding of the basic concepts of gender and language, research on the role of gender stereotypes in the development of language skills in childhood can be carried out in a more focused and comprehensive manner. This paves the way for further research that could lead to a better understanding of the complexity of the relationship between gender and language and its implications in the context of education and human development.

3.2. Gender Stereotype Theory in Language Development

Gender stereotype theory significantly influences various aspects of development,

learning, and language use. Research has shown that gender stereotypes can impact foreign language achievement, based on Bandura's social cognitive theory (Kutuk et al., 2021). Word embeddings across child and adult language corpora demonstrate the embeddedness of gender stereotypes in natural language (Charlesworth et al., 2021).

Individuals' use of language often reflects gender stereotypes, where each gender maintains certain linguistic characteristics (Rizki et al., 2023). Exposure to gender-equitable language can help individuals break gender stereotyping habits and reduce biases in thinking (Kollmayer et al., 2018). Gender stereotypes influence language processing even in languages that do not have grammatical gender (Xu & Sturt, 2023).

Gender stereotypes are prevalent among adults and students, and research has directly assessed gender stereotypes in language among elementary and middle school students (Plante et al., 2009). The use of gendered language is influenced by factors such as the salience of gender identity, which impacts emotional references and tentative language (Palomares, 2008). Efforts to promote gender equality in schools aim to overcome gender stereotypical socialization practices that contribute to gender development and differentiation (Kollmayer et al., 2020).

Threats of masculinity and gender ideology can hinder men's motivation to learn languages, reflecting how stereotypes influence individual choices and behavior in educational settings (Chaffee et al., 2019). Role nouns in various languages reflect gender stereotypes, emphasizing the importance of considering stereotypes in cross-cultural comparisons (Misersky et al., 2013). Incorporating beliefs such as gender stereotypes into pragmatic models can help understand specific patterns of language and gender marking inventories (Pozniak & Burnett, 2021). In conclusion, gender stereotypes play an important role in language development, influencing learning, use, and performance. Overcoming these stereotypes is critical to promoting gender equality and creating an inclusive linguistic environment.

Gender stereotype theory is critical to understanding how societal norms and expectations influence language development. One important theory is gender socialization theory, which emphasizes the impact of family, school, and media in spreading gender stereotypes to children from a young age (Ghavami & Peplau, 2012). This theory suggests that children learn and imitate gender behavior, including language use, from their environment. Additionally, gender stereotype theory in cognitive psychology highlights the role of individual cognition in establishing and perpetuating gender stereotypes, which influences the way language-related information is perceived and processed (Charlesworth et al., 2021).

Research has shown that gender stereotypes can indeed influence language development from early childhood (Bigler & Liben, 2007). Research has explored implicit gender stereotypes related to various fields, such as mathematics and language, and revealed differences in the way these stereotypes are perceived and internalized by individuals (Steffens & Jelenec, 2011). Additionally, research has investigated the role of parents in transmitting gender stereotypes through language, suggesting that gender talk during activities such as reading picture books may contribute to the intergenerational transmission of stereotypes (Endendijk et al., 2014).

Understanding the mechanisms underlying the relationship between gender stereotypes and language achievement is critical (Kutuk et al., 2021). Research has also investigated how gendered language can impact performance, with findings showing that gendered language does influence individuals' performance in a variety of tasks (Kollmayer et al., 2018). Additionally, examining the content of gender stereotypes across different developmental stages is critical to understanding the evolution of these stereotypes over time (Sullivan et al., 2022). In conclusion, gender stereotype theory offers a comprehensive framework for understanding how societal norms and individual cognition shape language development and perception. By exploring these theories, researchers can gain valuable insight into the complex relationship between gender stereotypes and language behavior.

In the context of language development in childhood, these theories provide an important basis for understanding how gender stereotypes can influence the language acquisition process. By considering the social, cultural, and cognitive factors involved, research on gender stereotypes in language development can provide deep insight into the complexity of the relationship between gender and language. With a better understanding of these theories, we can identify effective intervention strategies to reduce the negative influence of gender stereotypes in children's language development and promote inclusive and equitable language development.

3.3. The Role of Social and Cultural Environments in the Formation of Gender Stereotypes

Gender stereotypes are strongly influenced by the social and cultural environment. Research shows that children develop stereotypes based on the gender roles they observe in their peer groups (Tobin et al., 2010). The family, which is in close physical and social proximity, plays an important role in the formation of gender stereotypes, especially through the socialization process (Hussain et al., 2015). Additionally, higher education in digital environments has been highlighted as an important factor in overcoming gender stereotypes (Abdulina et al., 2021).

Research has shown that social stereotypes, according to social role theory, contribute to the existence of gender differences (Sekščińska et al., 2023). Patriarchal culture has been linked to gender role stereotypes, which affect individuals in various fields, such as nursing (Cho & Jang, 2021). Additionally, the creation of social stereotypes involves processes such as assigning psychological salience, categorizing individuals, developing stereotypes, and applying stereotype filters (Shenouda & Danovitch, 2013).

The impact of gender stereotypes extends to educational settings, where they play an important role in socialization and gender role formation (Naz et al., 2015). Parental and media influences have been identified as key factors that shape gender stereotypes and influence career choices among young students (Hassan et al., 2022). In addition, the influence of gender stereotypes on children's attitudes towards subjects such as mathematics has been noted (Jacobs, 1991).

In conclusion, gender stereotypes are closely related to the social and cultural environment, and are influenced by family, education, media, and societal norms. Understanding and overcoming these stereotypes is essential in promoting gender equality and combating bias in various aspects of life.

In understanding the formation of gender stereotypes, the social and cultural environment, especially the family and school environment, plays an important role. The family as the main socialization agent introduces children to expected gender roles and behavior (Hussain et al., 2015). Gender stereotypes and roles are developed and inherited within the family structure through social interactions and relationships (Hussain et al., 2015). Parents, through their behavior and division of tasks, can model gender role behavior to their children (Rozenberg, 2024). Additionally, family size and cultural expectations interact with gender stereotypes to influence children's self-evaluations and educational choices (Lin, 2022).

In the school environment, teachers, curriculum, and social norms can reinforce or challenge existing gender stereotypes (Alan et al., 2018). Teachers may inadvertently demonstrate gender bias in providing attention or feedback, which can perpetuate gender disparities in the classroom (Retelsdorf et al., 2015). Gender stereotypes conveyed by socialization agents, including teachers, play an important role in maintaining gender disparities in education (Kollmayer et al., 2020). In addition, textbooks and educational materials can also influence students' perceptions of social roles and identities ("undefined", 2017).

Mass media, including television advertisements, also contribute to the socialization of

gender roles and stereotypes (Putri & Undiana, 2022). Advertisements not only promote products but also shape people's perceptions of gender roles, thus reinforcing certain stereotypes (Putri & Undiana, 2022). In addition, nonverbal bias patterns shown on television can transmit gender stereotypes to children (Lamer et al., 2022).

Overall, the social environment, which includes family, school, and media influences, plays an important role in spreading and perpetuating gender stereotypes in individuals from a young age. Understanding these dynamics is critical in overcoming and challenging gender stereotypes to promote gender equality and inclusivity in society.

Mass media, including advertising, films, and digital media, play an important role in perpetuating and spreading gender stereotypes to the wider public. Gender stereotypes depicted in the media can have a significant impact on children's perceptions of what is considered typical behavior and personality traits of each gender (Eisend, 2009; Shafi, 2020). Research shows that the depiction of gender roles in television advertising is prevalent globally and is influenced by various factors such as cultural dimensions, gender-related development indices, and product type (Matthes et al., 2016; Paek et al., 2010). In addition, the depiction of men and women in British television advertising has been of concern, particularly regarding its impact on perceptions of sex roles, particularly in children (Furnham & Skae, 1997).

The stereotype content model suggests that individuals often prefer groups that are rated as stereotypically admirable, characterized by high warmth and competence (Zawisza & Cinnirella, 2010). Additionally, the concept of "femvertising," which depicts women in empowering roles in advertising, has been hypothesized to reduce backlash among female viewers, thereby leading to more positive attitudes toward ads and brands (Åkestam et al., 2017). Gender stereotypes in advertising have been shown to have negative impacts across gender, highlighting the need to go beyond binary definitions of gender in research (Åkestam et al., 2021).

Research also explores the impact of gender stereotypes in advertising on consumer sentiment, highlighting the moderating effect of gender stereotypes on consumer responses to traditional and non-traditional advertising approaches (Lucka et al., 2021). Additionally, research shows that advertising continues to convey negative gender stereotypes and unequal gender roles, even in regions where gender equality is a social demand (Montes, 2021). The prevalence of gender stereotypes in advertising varies by country, and research suggests that countries with higher levels of masculinity may exhibit more gender stereotypes in advertising (Odekerken-Schröder et al., 2002). In conclusion, mass media, especially advertising, plays an important role in forming and reinforcing gender stereotypes. Understanding the factors that influence the depiction of gender roles in the media is critical to addressing and mitigating harmful stereotypical perceptions that can influence society's perceptions of gender norms and behavior.

Taking into account the strong influence of these social and cultural environments, research on gender stereotypes in language development must take these contexts into account to better understand how gender stereotypes are formed and maintained in society. With a better understanding of the role of the social and cultural environment, it is hoped that more effective intervention strategies can be developed to reduce the negative impact of gender stereotypes on children's language development and promote a more inclusive and gender equal environment.

3.4. Literature Review on the Relationship between Gender Stereotypes and Language Ability in Children

Gender stereotypes significantly influence children's language abilities and interests. Research has demonstrated that stereotypes associating high-level intellectual ability with specific genders can impact children's interests (Bian et al., 2017). Language plays a vital role in constructing and perpetuating gender stereotypes, affecting power dynamics between men

and women (Bauer et al., 2017). Studies in various languages have established norms on the gender perception of role nouns, emphasizing the influence of stereotypicality on language processing (Misersky et al., 2013).

Furthermore, gender stereotypes concerning language have been directly examined among elementary and high school students, revealing differing perceptions of masculinity and femininity in subjects like mathematics and language (Plante et al., 2009). Stereotype threat, where tests are framed as assessments of language abilities, can trigger gender stereotypes and affect boys' performance in language arts (Bedyńska et al., 2020). Implicit gender stereotypes, such as linking math with males and language with females, can shape self-serving beliefs among boys and men (Steffens & Jelenec, 2011).

Language itself can perpetuate gender stereotypes, with male language often associated with being "ingenious" and female language with being "beautiful" (Meier et al., 2020). Studies have also explored how stereotypes in mathematics and language arts can disadvantage boys, impacting their academic achievements (Chaffee, 2023). Gender stereotypes can even influence anticipatory eye movements during sentence interpretation, displaying a bias towards aligning information with female stereotypes (Guerra et al., 2021).

Moreover, deeply ingrained stereotypes and cultural beliefs in languages can subconsciously affect beliefs, efforts, and performance, reinforcing gender inequality (Kricheli-Katz & Regev, 2021). Gender stereotypes are prevalent in educational materials, influencing the development of children's gender identities (Parham, 2013). Implicit gender roles in textbooks and language used in educational materials can reinforce gender stereotyping (Şeker & Dinçer, 2014; Teliousi et al., 2020). In conclusion, the relationship between gender stereotypes and children's language abilities is intricate and multifaceted. Language not only mirrors but also perpetuates societal gender norms and stereotypes, impacting children's perceptions and performance across academic domains, including language arts. Addressing and mitigating these stereotypes in educational materials and language usage is essential for advancing gender equality and creating a supportive learning environment for all children.

4. Conclusion

By integrating the results and discussion from a literature review of the relationship between gender stereotypes and language abilities in children, the conclusions of this discussion provide a deeper understanding of the complexity of the interactions between gender stereotypes and language development in childhood.

First, it was found that gender stereotypes significantly influence children's language interests and abilities. Stereotypes that associate intellectual abilities with certain genders can influence children's interest in learning languages (Bian et al., 2017). Additionally, language plays an important role in reinforcing gender stereotypes, which can influence power dynamics between men and women (Bauer et al., 2017).

Second, findings show that gender stereotypes in language have been directly explored among primary and secondary school students, revealing different perceptions regarding masculinity and femininity in subjects such as mathematics and language (Plante et al., 2009). Stereotype threat, in which tests are directed as an assessment of language ability, can trigger gender stereotypes and influence boys' performance in language (Bedyńska et al., 2020).

Third, language itself can reinforce gender stereotypes, with male language often associated with "genius" and female language with "beautiful" (Meier et al., 2020). Studies also explore how stereotypes in mathematics and language can harm boys, affecting their academic performance (Chaffee, 2023). Gender stereotypes can even influence anticipatory eye movements during sentence interpretation, indicating a bias towards aligning information with female stereotypes (Guerra et al., 2021).

Fourth, deep-seated gender stereotypes and cultural beliefs in language can

unconsciously influence confidence, effort, and performance, reinforcing gender inequality (Kricheli-Katz & Regev, 2021). Common gender stereotypes in educational materials influence children's gender identity development (Parham, 2013). Implicit gender roles in textbooks and the language used in educational materials can reinforce gender stereotypes (Şeker & Dinçer, 2014; Teliousi et al., 2020).

Thus, the conclusions of this study underscore the importance of being aware of and addressing gender stereotypes in the context of children's language development. Efforts to correct these stereotypes in educational materials and language use are critical to advancing gender equality and creating supportive learning environments for all children. Nevertheless, further research is needed to understand in more depth the complexity of the interaction between gender stereotypes and language development and to develop more effective intervention strategies in reducing the negative impact of gender stereotypes on children and creating gender-inclusive learning environments.

5. References

- Abdulina, N., Abisheva, A., Movchun, V., Lobuteva, A., & Lobuteva, L. (2021). Overcoming gender stereotypes in the process of social development and getting higher education in digital environment. *International Journal of Emerging Technologies in Learning (Ijet)*, 16(12), 36. <https://doi.org/10.3991/ijet.v16i12.19005>
- Åkestam, N., Rosengren, S., & Dahlén, M. (2017). Advertising “like a girl”: toward a better understanding of “femvertising” and its effects. *Psychology and Marketing*, 34(8), 795-806. <https://doi.org/10.1002/mar.21023>
- Åkestam, N., Rosengren, S., Dahlén, M., Liljedal, K., & Berg, H. (2021). Gender stereotypes in advertising have negative cross-gender effects. *European Journal of Marketing*, 55(13), 63-93. <https://doi.org/10.1108/ejm-02-2019-0125>
- Alan, S., Ertaç, S., & Mumcu, I. (2018). Gender stereotypes in the classroom and effects on achievement. *The Review of Economics and Statistics*, 100(5), 876-890. https://doi.org/10.1162/rest_a_00756
- Bauer, M., Brussoni, M., Giles, A., & Fuselli, P. (2017). Safe kids week: analysis of gender bias in a national child safety campaign, 1997–2016. *Injury Prevention*, 25(2), 104-109. <https://doi.org/10.1136/injuryprev-2017-042442>
- Bedyńska, S., Krejtz, I., Rycielski, P., & Sędek, G. (2020). Stereotype threat as an antecedent to domain identification and achievement in language arts in boys: a cross-sectional study. *Social Psychology of Education*, 23(3), 755-771. <https://doi.org/10.1007/s11218-020-09557-z>
- Bian, L., Leslie, S., & Cimpian, A. (2017). Gender stereotypes about intellectual ability emerge early and influence children's interests. *Science*, 355(6323), 389-391. <https://doi.org/10.1126/science.aah6524>
- Bigler, R. and Liben, L. (2007). Developmental intergroup theory. *Current Directions in Psychological Science*, 16(3), 162-166. <https://doi.org/10.1111/j.1467-8721.2007.00496.x>
- Chaffee, K., Lou, N., Noels, K., & Katz, J. (2019). Why don't “real men” learn languages? masculinity threat and gender ideology suppress men's language learning motivation. *Group Processes & Intergroup Relations*, 23(2), 301-318. <https://doi.org/10.1177/1368430219835025>
- Chaffee, K., Lou, N., Noels, K., & Katz, J. (2019). Why don't “real men” learn languages? masculinity threat and gender ideology suppress men's language learning motivation. *Group Processes & Intergroup Relations*, 23(2), 301-318. <https://doi.org/10.1177/1368430219835025>
- Chaffee, K., Lou, N., Noels, K., & Katz, J. (2019). Why don't “real men” learn languages? masculinity threat and gender ideology suppress men's language learning motivation. *Group Processes & Intergroup Relations*, 23(2), 301-318. <https://doi.org/10.1177/1368430219835025>

- Chaffee, K. (2023). When stereotypes disadvantage boys: strength of stereotypes in mathematics and language arts and their relations with grades. *Journal of Applied Social Psychology*, 54(2), 71-82. <https://doi.org/10.1111/jasp.13013>
- Charlesworth, T., Yang, V., Mann, T., Kurdi, B., & Banaji, M. (2021). Gender stereotypes in natural language: word embeddings show robust consistency across child and adult language corpora of more than 65 million words. *Psychological Science*, 32(2), 218-240. <https://doi.org/10.1177/0956797620963619>
- Charlesworth, T., Yang, V., Mann, T., Kurdi, B., & Banaji, M. (2021). Gender stereotypes in natural language: word embeddings show robust consistency across child and adult language corpora of more than 65 million words. *Psychological Science*, 32(2), 218-240. <https://doi.org/10.1177/0956797620963619>
- Charlesworth, T., Yang, V., Mann, T., Kurdi, B., & Banaji, M. (2021). Gender stereotypes in natural language: word embeddings show robust consistency across child and adult language corpora of more than 65 million words. *Psychological Science*, 32(2), 218-240. <https://doi.org/10.1177/0956797620963619>
- Charlesworth, T., Yang, V., Mann, T., Kurdi, B., & Banaji, M. (2021). Gender stereotypes in natural language: word embeddings show robust consistency across child and adult language corpora of more than 65 million words. *Psychological Science*, 32(2), 218-240. <https://doi.org/10.1177/0956797620963619>
- Cho, S. and Jang, S. (2021). Do gender role stereotypes and patriarchal culture affect nursing students' major satisfaction?. *International Journal of Environmental Research and Public Health*, 18(5), 2607. <https://doi.org/10.3390/ijerph18052607>
- Eisend, M. (2009). A meta-analysis of gender roles in advertising. *Journal of the Academy of Marketing Science*, 38(4), 418-440. <https://doi.org/10.1007/s11747-009-0181-x>
- Endendijk, J., Groeneveld, M., Pol, L., Berkel, S., Hallers-Haalboom, E., Mesman, J., ... & Bakermans-Kranenburg, M. (2014). Boys don't play with dolls: mothers' and fathers' gender talk during picture book reading. *Parenting*, 14(3-4), 141-161. <https://doi.org/10.1080/15295192.2014.972753>
- Furnham, A. and Skae, E. (1997). Changes in the stereotypical portrayal of men and women in british television advertisements. *European Psychologist*, 2(1), 44-51. <https://doi.org/10.1027/1016-9040.2.1.44>
- Ghavami, N. and Peplau, L. (2012). An intersectional analysis of gender and ethnic stereotypes. *Psychology of Women Quarterly*, 37(1), 113-127. <https://doi.org/10.1177/0361684312464203>
- Guerra, E., Bernotat, J., Carvacho, H., & Bohner, G. (2021). Ladies first: gender stereotypes drive anticipatory eye-movements during incremental sentence interpretation. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.589429>
- Hassan, M., Luo, Y., Gu, J., Mushtaque, I., & Rizwan, M. (2022). Investigating the parental and media influence on gender stereotypes and young student's career choices in pakistan. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.890680>
- Hussain, M., Naz, A., Khan, W., Daraz, U., & Khan, Q. (2015). Gender stereotyping in family. *Sage Open*, 5(3), 215824401559525. <https://doi.org/10.1177/2158244015595258>
- Hussain, M., Naz, A., Khan, W., Daraz, U., & Khan, Q. (2015). Gender stereotyping in family. *Sage Open*, 5(3), 215824401559525. <https://doi.org/10.1177/2158244015595258>
- Jacobs, J. (1991). Influence of gender stereotypes on parent and child mathematics attitudes.. *Journal of Educational Psychology*, 83(4), 518-527. <https://doi.org/10.1037/0022-0663.83.4.518>
- Kollmayer, M., Pfaffel, A., & Schober, B. (2018). Breaking away from the male stereotype of a specialist: gendered language affects performance in a thinking task. *Frontiers in Psychology*, 9. <https://doi.org/10.3389/fpsyg.2018.00985>
- Kollmayer, M., Pfaffel, A., & Schober, B. (2018). Breaking away from the male stereotype of a specialist: gendered language affects performance in a thinking task. *Frontiers in Psychology*, 9. <https://doi.org/10.3389/fpsyg.2018.00985>
- Kollmayer, M., Pfaffel, A., & Schober, B. (2018). Breaking away from the male stereotype of a

- specialist: gendered language affects performance in a thinking task. *Frontiers in Psychology*, 9. <https://doi.org/10.3389/fpsyg.2018.00985>
- Kollmayer, M., Schultes, M., Lüftenegger, M., Finsterwald, M., Spiel, C., & Schober, B. (2020). Reflect – a teacher training program to promote gender equality in schools. *Frontiers in Education*, 5. <https://doi.org/10.3389/feduc.2020.00136>
- Kollmayer, M., Schultes, M., Lüftenegger, M., Finsterwald, M., Spiel, C., & Schober, B. (2020). Reflect – a teacher training program to promote gender equality in schools. *Frontiers in Education*, 5. <https://doi.org/10.3389/feduc.2020.00136>
- Kollmayer, M., Schultes, M., Lüftenegger, M., Finsterwald, M., Spiel, C., & Schober, B. (2020). Reflect – a teacher training program to promote gender equality in schools. *Frontiers in Education*, 5. <https://doi.org/10.3389/feduc.2020.00136>
- Kricheli-Katz, T. and Regev, T. (2021). The effect of language on performance: do gendered languages fail women in maths?. *NPJ Science of Learning*, 6(1). <https://doi.org/10.1038/s41539-021-00087-7>
- Kutuk, G., Putwain, D., Kaye, L., & Garrett, B. (2021). Relations between gender stereotyping and foreign language attainment: the mediating role of language learners' anxiety and self-efficacy. *British Journal of Educational Psychology*, 92(1), 212-235. <https://doi.org/10.1111/bjep.12446>
- Kutuk, G., Putwain, D., Kaye, L., & Garrett, B. (2021). Relations between gender stereotyping and foreign language attainment: the mediating role of language learners' anxiety and self-efficacy. *British Journal of Educational Psychology*, 92(1), 212-235. <https://doi.org/10.1111/bjep.12446>
- Kutuk, G., Putwain, D., Kaye, L., & Garrett, B. (2021). Relations between gender stereotyping and foreign language attainment: the mediating role of language learners' anxiety and self-efficacy. *British Journal of Educational Psychology*, 92(1), 212-235. <https://doi.org/10.1111/bjep.12446>
- Kutuk, G., Putwain, D., Kaye, L., & Garrett, B. (2021). Relations between gender stereotyping and foreign language attainment: the mediating role of language learners' anxiety and self-efficacy. *British Journal of Educational Psychology*, 92(1), 212-235. <https://doi.org/10.1111/bjep.12446>
- Lamer, S., Dvorak, P., Biddle, A., Pauker, K., & Weisbuch, M. (2022). The transmission of gender stereotypes through televised patterns of nonverbal bias.. *Journal of Personality and Social Psychology*, 123(6), 1315-1335. <https://doi.org/10.1037/pspi0000390>
- Leaper, C. and Ayres, M. (2007). A meta-analytic review of gender variations in adults' language use: talkativeness, affiliative speech, and assertive speech. *Personality and Social Psychology Review*, 11(4), 328-363. <https://doi.org/10.1177/1088868307302221>
- Lin, Y. (2022). Family size and children development how does the number of children affect the growth of chinese college students.. <https://doi.org/10.2991/assehr.k.220704.044>
- Lucka, N., Caldieraro, F., & Zanini, M. (2021). The influence of gender stereotyping and issue advocacy on consumer sentiment. *Marketing Intelligence & Planning*, 39(6), 777-791. <https://doi.org/10.1108/mip-11-2020-0469>
- Matthes, J., Prieler, M., & Adam, K. (2016). Gender-role portrayals in television advertising across the globe. *Sex Roles*, 75(7-8), 314-327. <https://doi.org/10.1007/s11199-016-0617-y>
- Meier, T., Boyd, R., Mehl, M., Milek, A., Pennebaker, J., Martin, M., ... & Horn, A. (2020). Stereotyping in the digital age: male language is “ingenious”, female language is “beautiful” – and popular. *Plos One*, 15(12), e0243637. <https://doi.org/10.1371/journal.pone.0243637>
- Misersky, J., Gygas, P., Canal, P., Gabriel, U., Garnham, A., Braun, F., ... & Sczesny, S. (2013). Norms on the gender perception of role nouns in czech, english, french, german, italian, norwegian, and slovak. *Behavior Research Methods*, 46(3), 841-871. <https://doi.org/10.3758/s13428-013-0409-z>
- Misersky, J., Gygas, P., Canal, P., Gabriel, U., Garnham, A., Braun, F., ... & Sczesny, S. (2013). Norms on the gender perception of role nouns in czech, english, french, german, italian,

- norwegian, and slovak. *Behavior Research Methods*, 46(3), 841-871. <https://doi.org/10.3758/s13428-013-0409-z>
- Misersky, J., Gygas, P., Canal, P., Gabriel, U., Garnham, A., Braun, F., ... & Sczesny, S. (2013). Norms on the gender perception of role nouns in czech, english, french, german, italian, norwegian, and slovak. *Behavior Research Methods*, 46(3), 841-871. <https://doi.org/10.3758/s13428-013-0409-z>
- Misersky, J., Gygas, P., Canal, P., Gabriel, U., Garnham, A., Braun, F., ... & Sczesny, S. (2013). Norms on the gender perception of role nouns in czech, english, french, german, italian, norwegian, and slovak. *Behavior Research Methods*, 46(3), 841-871. <https://doi.org/10.3758/s13428-013-0409-z>
- Montes, A. (2021). Gender stereotyping and retro-sexism in advertising discourse from a postfeminist perspective. *Feminismo/S*, (38), 177. <https://doi.org/10.14198/fem.2021.38.07>
- Naz, A., Hussain, S., Hussain, B., & Shah, N. (2015). Gender stereotyping in school and its impacts on primary and middle level schooling. *Pakistan Journal of Gender Studies*, 10(1), 39-52. <https://doi.org/10.46568/pjgs.v10i1.224>
- Odekerken-Schröder, G., Wulf, K., & Hofstee, N. (2002). Is gender stereotyping in advertising more prevalent in masculine countries?. *International Marketing Review*, 19(4), 408-419. <https://doi.org/10.1108/02651330210435690>
- Paek, H., Nelson, M., & Vilela, A. (2010). Examination of gender-role portrayals in television advertising across seven countries. *Sex Roles*, 64(3-4), 192-207. <https://doi.org/10.1007/s11199-010-9850-y>
- Palomares, N. (2008). Explaining gender-based language use: effects of gender identity salience on references to emotion and tentative language in intra- and intergroup contexts. *Human Communication Research*, 34(2), 263-286. <https://doi.org/10.1111/j.1468-2958.2008.00321.x>
- Palomares, N. (2008). Explaining gender-based language use: effects of gender identity salience on references to emotion and tentative language in intra- and intergroup contexts. *Human Communication Research*, 34(2), 263-286. <https://doi.org/10.1111/j.1468-2958.2008.00321.x>
- Parham, F. (2013). Gender representation in children's efl textbooks. *Theory and Practice in Language Studies*, 3(9). <https://doi.org/10.4304/tpis.3.9.1674-1679>
- Plante, I., Théorêt, M., & Favreau, O. (2009). Student gender stereotypes: contrasting the perceived maleness and femaleness of mathematics and language. *Educational Psychology*, 29(4), 385-405. <https://doi.org/10.1080/01443410902971500>
- Pozniak, C. and Burnett, H. (2021). Failures of gricean reasoning and the role of stereotypes in the production of gender marking in french. *Glossa a Journal of General Linguistics*, 6(1). <https://doi.org/10.5334/gjgl.1310>
- Pozniak, C. and Burnett, H. (2021). Failures of gricean reasoning and the role of stereotypes in the production of gender marking in french. *Glossa a Journal of General Linguistics*, 6(1). <https://doi.org/10.5334/gjgl.1310>
- Putri, I. and Undiana, N. (2022). Semiotics analysis of gender roles in television ads in hygiene product.. <https://doi.org/10.2991/assehr.k.220601.037>
- Renström, E., Lindqvist, A., Akbaş, G., Hekanaho, L., & Sendén, M. (2022). Are gender-neutral pronouns really neutral? testing a male bias in the grammatical genderless languages turkish and finnish. *Journal of Language and Social Psychology*, 42(4), 476-487. <https://doi.org/10.1177/0261927x221146229>
- Retelsdorf, J., Schwartz, K., & Asbrock, F. (2015). "michael can't read!" teachers' gender stereotypes and boys' reading self-concept.. *Journal of Educational Psychology*, 107(1), 186-194. <https://doi.org/10.1037/a0037107>
- Rizki, S., EF, A., & Fauzi, E. (2023). Analysis of women's language features in the movie cruella (2021). *Madah Jurnal Bahasa Dan Sastra*, 13(2), 181-194. <https://doi.org/10.31503/madah.v13i2.492>
- Rizki, S., EF, A., & Fauzi, E. (2023). Analysis of women's language features in the movie

- cruella (2021). *Madah Jurnal Bahasa Dan Sastra*, 13(2), 181-194. <https://doi.org/10.31503/madah.v13i2.492>
- Rozenberg, T. (2024). The role of parents in predicting gender-stereotypic attitudes towards heed occupations and gender-stereotypic interest in these careers. *European Journal of Social Psychology*, 54(2), 478-494. <https://doi.org/10.1002/ejsp.3029>
- Szczesny, S., Formanowicz, M., & Moser, F. (2016). Can gender-fair language reduce gender stereotyping and discrimination?. *Frontiers in Psychology*, 7. <https://doi.org/10.3389/fpsyg.2016.00025>
- Szczesny, S., Moser, F., & Wood, W. (2015). Beyond sexist beliefs. *Personality and Social Psychology Bulletin*, 41(7), 943-954. <https://doi.org/10.1177/0146167215585727>
- Şeker, M. and Dinçer, A. (2014). An analysis of gender stereotyping in english teaching course books. *Cukurova University Faculty of Education Journal*, 43(1). <https://doi.org/10.14812/cufej.2014.007>
- Sekścińska, K., Jaworska, D., Rudzinska-Wojciechowska, J., & Kusev, P. (2023). The effects of activating gender-related social roles on financial risk-taking. *Experimental Psychology (Formerly Zeitschrift Für Experimentelle Psychologie)*, 70(1), 40-50. <https://doi.org/10.1027/1618-3169/a000576>
- Shafi, S. (2020). The representations and implications of gender stereotypes portrayed in three selected tv advertisements shown in bangladesh: a critical interpretation. *Shanlax International Journal of English*, 9(1), 1-12. <https://doi.org/10.34293/english.v9i1.3461>
- Shenouda, C. and Danovitch, J. (2013). Does a male nurse know about football? american and egyptian children's understanding of gender and expertise. *Journal of Cognition and Culture*, 13(3-4), 231-254. <https://doi.org/10.1163/15685373-12342093>
- Steffens, M. and Jelenec, P. (2011). Separating implicit gender stereotypes regarding math and language: implicit ability stereotypes are self-serving for boys and men, but not for girls and women. *Sex Roles*, 64(5-6), 324-335. <https://doi.org/10.1007/s11199-010-9924-x>
- Steffens, M. and Jelenec, P. (2011). Separating implicit gender stereotypes regarding math and language: implicit ability stereotypes are self-serving for boys and men, but not for girls and women. *Sex Roles*, 64(5-6), 324-335. <https://doi.org/10.1007/s11199-010-9924-x>
- Sullivan, J., Ciociolo, A., & Moss-Racusin, C. (2022). Establishing the content of gender stereotypes across development. *Plos One*, 17(7), e0263217. <https://doi.org/10.1371/journal.pone.0263217>
- Telioussi, V., Zafiri, M., & Pliogou, V. (2020). Occupation and gender stereotypes in primary school: the case of the english language coursebooks in greek primary schools. *Universal Journal of Educational Research*, 8(4), 1135-1148. <https://doi.org/10.13189/ujer.2020.080403>
- Tobin, D., Menon, M., Menon, M., Spatta, B., Hodges, E., & Perry, D. (2010). The intrapsychics of gender: a model of self-socialization.. *Psychological Review*, 117(2), 601-622. <https://doi.org/10.1037/a0018936>
- Wang, X. (2023). An investigation on gender stereotypes targeting female role on family, career and characteristics for international students through interview and iat. *Journal of Education Humanities and Social Sciences*, 8, 963-972. <https://doi.org/10.54097/ehss.v8i.4387>
- Xu, Z. and Sturt, P. (2023). The influence of stereotypical information on gender inference in chinese. *Sn Social Sciences*, 3(2). <https://doi.org/10.1007/s43545-023-00618-6>
- Xu, Z. and Sturt, P. (2023). The influence of stereotypical information on gender inference in chinese. *Sn Social Sciences*, 3(2). <https://doi.org/10.1007/s43545-023-00618-6>
- Ye, Z. and Palomares, N. (2013). Effects of conversation partners' gender-language consistency on references to emotion, tentative language, and gender salience. *Journal of Language and Social Psychology*, 32(4), 433-451. <https://doi.org/10.1177/0261927x13494832>
- Zawisza, M. and Cinnirella, M. (2010). What matters more—breaking tradition or stereotype content? envious and paternalistic gender stereotypes and advertising effectiveness. *Journal of Applied Social Psychology*, 40(7), 1767-1797. <https://doi.org/10.1111/j.1559-1816.2010.00639.x>

