

GENDER AND LANGUAGE USE

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ABSTRACT

Gender issue which is a social construction according to culture and belief has been studied in language use since 1970s. When a language is expressed, it is considered that men and women use different expressions. There are some theories that have been proposed related to this concern such as the Deficit Theory, the Dominance Theory, the Radical Theory, the Difference Theory and the Reformist Theory. Gender in language use which is one of discussions in pragmatics consists of some terminologies that are used to represent men and women directly in a language, those are Grammatical Gender, Lexical Gender, Referential Gender and Social Gender. Furthermore, lots of stereotypes found express more negative opinions related to the language of women compared to men. Some factors affect gendered use of linguistic varieties like work and marriage opportunities, industrialization and urbanization, and social network. In education in particular, three areas important to be focused on, those are subject matter, teaching and learning process and classroom material.

ABSTRAK

Isu gender yang merupakan sebuah konstruksi sosial dalam suatu budaya dan kebudayaan tertentu telah dipelajari dalam penggunaan bahasa sejak tahun 1970an. Ketika bahasa diekspresikan, maka diyakini bahwa laki-laki dan perempuan menggunakan bahasa yang berbeda. Ada beberapa teori yang dikembangkan yang berkenaan dengan isu tersebut, diantaranya the Deficit Theory, the Dominance Theory, the Radical Theory, the Difference Theory and the Reformist Theory. Gender dalam penggunaan bahasa yang sering didiskusikan dalam studi pragmatic memiliki beberapa istilah yang menunjukkan perbedaan penggunaan bahasa pria dan wanita secara langsung diantaranya Grammatical Gender, Lexical Gender, Referential Gender and Social Gender. Selanjutnya, banyak stereotipe yang berkembang yang mengekspresikan bahasa-bahasa wanita yang dianggap lebih negative jika dibandingkan dengan bahasa pria. Ada beberapa faktor yang mempengaruhi penggunaan gender dalam variasi linguistik seperti pekerjaan, pernikahan, industrialisasi dan urbanisasi, dan jaringan sosial. Khususnya dalam bidang pendidikan, tiga aspek penting yang menjadi fokus dalam isu ini adalah mata pelajaran, proses belajar mengajar, dan materi ajar.

Key words: Gender, Language, women, men



A. INTRODUCTION

Gender Issue has been a concern for many activists and researchers till present. The studies have been done in many kinds of fields such as in domestic affairs, work places, political cases and even in language use. In the language use in particular, the gender issues are aroused due to the belief that there are differences in terms of men and women in expressing their language when they interact in their social life. Women and men speak differently where women' way of talk are considered to be more inferior like being powerless and unimportant.

A lot of debates and research have been done after this issue was published. The following discussion will try to present about gender and language use. The first discussion will be about the overview of gender and language in order to see the definition of gender and its difference from sex, the history of gender and language use. The next one will be the discussion of some theories that were proposed related to the topic. Furthermore, pragmatics and its relation to the gender and language use is also part of discussion because through pragmatics, the language use in any social context can be analyzed. To be more specific, categories of gender in language will be discussed to see what actually items that are focused on for this issue. Then, the next concern will be about gender and the use of language varieties and gender stereotype in language. Finally, the discussion will be about gender in language education.

B. DISCUSSION

1. Overview of Gender and Language

The term “gender” is sometimes misunderstood by some certain people by considering it is the same as “sex”. In fact, they have different definitions, “Sex is designation based on biology, whereas gender is socially and psychologically constructed by the process of interactions in the family, social and education settings.”¹ In other words, “gender is not something we have, but something we do, something we perform. Sex is a biological categorization based primarily on reproductive potential, whereas gender is the social elaboration of biological sex.”² It means that sex is something that is brought with when a person is born. From some certain characteristics someone can be

¹ Shubhra P. Gaur, Achieving Inter-Gender Communication Effectiveness in Organizations, Vision: The Journal of Business Perspective 2006 10: 11, P. 12.

² Penelope Eckert and Sally McConnell-Ginet, Language and Gender, Cambridge University Press, UK:2003, P. 10.



classified as male or female, such as genitals and reproductive organs. Whereas gender can be seen as something that is not brought with when someone is born, rather than something that is created by humans socially and psychologically according to their belief and rules when they have contact or communicate each other. Imagine a boy is bought a car and blue cloth by his parents, while a girl is bought a doll and pink cloth. These phenomena show how the parents try to form their children who have opposite sex differently when they start bringing them up.

Gender is referred variously across areas of social science. In a specific social setting, the culture legalizes values, expectations, meanings and patterns of behavior and communication of its society. Concerning gender for example, it can be seen a lot of structures that are formed. Based on what emerge on television, magazines or personal experiences, it shows the representations of gender issues. Women are assumed in home making, care giving and subservient roles. Conversely, men are represented as leader and breadwinner. Furthermore, in many cultures women take the name of their husbands after getting married, sons have more freedom to play outside the house and daughters have to be more at home and take care of younger siblings. Additionally, it shows that at some certain schools or academies the gendered based positioned are offered for the student recruitment so that they will be able to fulfill requirement of future work position. Due to daily practices, such gender issues are considered normal or even are not realized as the forms of gender identities.³

Related to gender in language, Sidiqi mentions that “In linguistics, the term referred to the grammatical categories that indexed sex in the structure of human languages. Feminist theorists of the 1960s to 1970s use the term ‘gender’ to refer to the construction of the categories ‘masculine’ and ‘feminine’ in society. This construction was related to biological sex in contested way.”⁴ However, the connection between gender and language could be found long before the start of women’s movement in the late 1960s and early 1970s. Perhaps it appeared one century before this issue was raised as a scholarly study. The different way of talk between men and women was expressed in worldwide proverbs which represented women’s verbosity in expressing language and content’s of women talk rebutting, for example:

³ Shubhra P. Gaur, Achieving Inter-Gender Communication Effectiveness in Organizations, *Vision: The Journal of Business Perspective* 2006 10: 11, P. 12.

⁴ Fatima Sadiqi, *Women, Gender and Language in Morocco*, Brill NV, Leiden: 2003, P. 2.



‘A women’s tongue wags like a lamb’s tail’ (England).
 ‘The North Sea will be found wanting in water than a woman at loss for a word’ (Jutland).
 ‘Many women, many words, many geese, many turds’(England).
 ‘Three women make a market’ (Sudan).
 ‘Three women together make a theatrical performance’ (China).
 ‘Women are nine times more talkative than men’ (Hebrew).
 ‘Women’s and children’s opinion’ (China).
 ‘A woman’s tongue spreads gossip fast’ (China).
 ‘Men talk like books, women lose themselves in details’ (China).
 ‘Never listen to a woman words’ (China).
 ‘The tongue is babbling, but the head knows nothing about it’ (Russia).
 ‘Three inches of a woman tongue can slay a man six feet tall’ (Japan).⁵

Besides, the expressions on how women use the language were found not only in proverbs, but also in fictions, such as:

‘Silence gives the proper grace to women’ (Sophocles, *Ajax*)
 ‘As men/do walk a mile, women should talk an hour/After supper. ’Tis their exercise’ (Francis Beaumont and John Fletcher, *Philaster*, II.iv).
 ‘How hard it is for women to keep counsel!’ (Shakespeare, *Julius Caesar*, II.iv.9).
 ‘Her voice was ever soft,/gentle and low, an excellent thing in woman’ (Shakespeare, *King Lear*, V.iii.2740).
 ‘She has brown hair, and speaks small like a woman’ (Shakespeare, *Merry Wives of Windsor*, I.i.48).⁶

The concern about gender and language had been begun in the nineteenth-century. It can be seen from the movement of women that were published to public. Then it also emerged on feminist campaign about personal names and on feminist philosophy. However, the research of gender and language issues was just developed in 1960s and 1970s together with the second movement of feminism. At that era, the writers

⁵ Jane Sunderland, *Language and Gender*, Routledge, New York: 2006, Pp. 2-3.

⁶ Jane Sunderland, *Language and Gender*, Routledge, New York: 2006, P. 3.

or authors wrote articles and books regarding two important issues that were the nature and significance of gender bias in language and of gender differences in language use. For example, Cheris Kramer, Barrie Thorne and Nancy Henley aroused some significant questions in their essays 'Do women and men use language in different ways? In what ways does language – in structure, content and daily usage – reflect and help constitute sexual inequality? How can sexist language be changed?' Other researchers of gender and language still attracted to ask such questions to investigate their research at that time. Those questions were used to question the social condition in which appeared gender inequality which was reflected through language where men got power and social advantage but conversely women got lack of power and social disadvantage. Feminist language researchers then also argued that the power of men can be seen in the language in various things. The argument was men had more power to control languages because most of philosophers, orators, politicians, grammarians, linguists, lexicographers were men. As a result, to show male highest position over women, sexism was encoded into language by men. Even a researcher argued that it was important to promote women as users and innovators of the world wide web, so that it will not increase men's supremacy over women on internet language use.⁷

Starting from 1970s, there were feminist campaigns which consisted of serious controversial discussion about rejecting the use of sexist language forms. However, Lakoff (1973) disagreed with them by arguing that language change is followed by social change, not vice versa. If it can be assured that sexism was really supported by sexism, it is accepted to refuse the use of its. However, Social psychologist like Crawford and English 1984 and Wilson and Ng (1988) supported the campaigns by showing some facts that were gotten based on what had been experienced and seen that some characteristics of language use consisted of bias against women cognitively. To support their claim, they used the theory of Edward Sapir and Whorf (1956) that is called linguistic relativity which states that people are formed by symbolic guide of their language to see the world or social reality.⁸

2. Theories of Language and Gender

There are some theories that develop regarding language and gender as stated in

⁷ Ann Weatherall, *Gender, Language and Discourse*, Routledge , New York: 2002, pp. 2-5.

⁸ Ann Weatherall, *Gender, Language and Discourse*, Routledge , New York: 2002, pp. 2-5.



Sadiqi⁹, those are:

a. The Deficit Theory

In this theory, it is believed that the language of women is not good enough as the language of men. So, women are considered to copy most of men's language, while men play important role in creating the language. As a result, women use the language by imitating men's language and by expressing the language that is not as perfect as men. The work of De Beauvoir (1949) and Danish grammarian Jespersen (1922) supported those ideas. Meanwhile, Lakoff's view is a little different. She argued that gender inequity that happened when women expressed their language occurred because they were marginalized in their social life. They were hoped to speak in certain ways according to their social level which is lower than men's. Consequently, the language expression of women was not as efficient as men's.

b. The Dominance Theory

Dominance theory considered that men and women could express language differently because there was an inequity of power relations between men and women. Men dominated the language because men had more power in politics and culture in social life. Due to their power, men could have control over many aspects, including language use. This theory was supported by the findings of O'Barr and Atkins (1980), Zimmerman and West (1975), Swacker (1975), Spender (1980) and hultz (1990). Nonetheless, some studies argued against this theory by mentioning that the term of power in this theory is oversimplified. They argued that in a communication process, the sex of communicant is less crucial than experience and social status. It means that women can express language better if they have higher level status than men's in society.

c. The Radical Theory

This theory stemmed from the Sapir-Whorfian Hypothesis and Orwell's views which considered humans view their world through the language that they use and express. Therefore, the fact about the world is built based on the language that is created by men. Women were just the followers who merely imitate the language that were created by men. As a result, women had lack of experiences and perceptions because

⁹ Fatima Sadiqi, *Women, Gender and Language in Morocco*, Brill NV, Leiden: 2003, Pp. 2-12

they had limited linguistic expression.

d. The difference Theory

According to The Difference theory, because boys and girls were not socialized similarly, they had different sociolinguistic subcultures which are called male subcultures and female subcultures. In this theory, the place of women's conversation was tried to be taken back by feminist by arguing that the pattern of women's speech was different from men's. Even women are considered to have some superiority in some certain linguistic domains. However this theory was criticized by arguing that it just pay attention on women's contributions to the language, but it ignore the social reality that women and men are considered unequal.

e. The Reformist Theory

In this theory, reformist feminists criticized sexist language that is considered unreasonable and able to create bias when the reality is represented. They also proposed reforming language by avoiding the use of sexist words in language and neutralizing the sexist words like chairperson instead of chairman, Ms instead of Missus or Miss, men and women instead of men, humanity instead of mankind and he or she instead of he. Although this theory is very popular, some critics were addressed by arguing that the prejudice cannot be changed because there is no control toward people say and mean.

3. The Relation between Feminism and Pragmatics in Language and Gender Issue

In gender study, feminism is a familiar term. "Feminism in its beginning was considered as a watershed movement for it aimed at questioning the various ideologies that propagated negative and inferior images of females."¹⁰ The theorization of gender and the project of women emancipation are the main focus of feminist research. Because the concept of gender is often used lied on women, regarding the use of language, women' use of language becomes the central point in feminist issues. When men's language is considered normal and women' language is not considered normal, sociolinguistics studies were used to challenge such claim which consider women inferior. Research about women's use was done. However, later the research expanded to the study of men's language use which focuses on not simply as normal linguistic behavior, but also

¹⁰ Insha Siraj, Black Feminism: How, Why and What, Golden Research Thoughts, Volume 3, Issue 2, June 2014, P. 1.



male linguistic behavior in particular.¹¹

In pragmatics, the investigations focus on language use in terms of speech or writing and explicit or implicit assumption making about the communicative function of language and the dynamics of linguistic interaction.¹² From its definition, pragmatics can be understood as “the study of meaning in relation to the context in which a person is speaking or writing. This includes social, situational and textual context. It also includes background knowledge context; that is, what people know about each other and about the world.”¹³ Thus when feminist studies investigate the use of language and its concern with gender, they have very close relevance to pragmatics studies. In other words, those studies can be done by using pragmatic approach.

4. Categories of Gender in language

It is important to know some terminologies that are used to represent men and women directly in a language. There are four terms as stated in Hellinger and Bubmann¹⁴:

a. Grammatical gender

In linguistics, the category of grammatical gender is a crucial issue. In some languages, they consist of three gender classes like feminine, masculine or neuter. Grammatical gender is a basic part of a noun that determines which kind of agreement such as article, adjective, verb, numeral or preposition that can follow the noun. In English language for example, although it is common to refer to the pronoun of an animal as “it”, the pronoun can be changed to be “he or she” as in person’s pronoun when the sex of the animal is known. The following sentences will show how the subject pronoun of an animal can be different:

I saw a cat on the street. **It** ran so fast. (unknown cat)

I brushed my beautiful cat “Meow”. She was very happy. (house pet and very well-known)

Occasionally, in some languages like in Serbian, Croatian, Bosnian and Russian,

¹¹ Christine Christie, *Gender and Language: Towards a Feminist Pragmatics*, Edinburgh University Press, Edinburgh: 2000, Pp. 13-14.

¹² Christine Christie, *Gender and Language: Towards a Feminist Pragmatics*, Edinburgh University Press, Edinburgh: 2000, Pp. 17.

¹³ Brian Paltridge, *Discourse Analysis*, Continuum, London, 2008, P. 53.

¹⁴ Marlis Hellinger & Hadumod Bubmann, *Gender across Language (Volume 2)*, John Benjamin Publishing Company: Amsterdam: 2002, Pp. 6-11.



new subclasses of their grammatical gender can appear. In some languages however, it can be decreased such as in Germanic, Romance and most Iranian language, or even the original gender system can disappear totally as occurred in English and Persian. In old English for instance, *wif* (neuter) and *wifmann* (masculine) were used to refer to “woman”.

b. Lexical Gender

In linguistics, “gender” is usually used as property of extra-linguistic of femaleness or maleness. It can be seen in English personal noun of mother, sister, son and boy. Lexically, the meaning of mother and sister represents femaleness while son and boy relate to maleness. In other words, such nouns can be referred to “gender specific” (female specific or male specific). However, there are many words that can be classified as “gender-indefinite” or “gender-neutral” which does not specify to sex of referent, For example: citizen, patient or individually. In all languages, lexical gender becomes crucial base in deciding the form of terminologies, address terms and a number of personal pronouns. In Bahasa for instance, “*bibi* and *ibu*” are used to address aunt and mother respectively, it is similar to “*paman* and *bapak*”, the former means uncle and the latter means father.

c. Referential gender

Referential gender can be understood as the linguistic expressions that are used to non-linguistic reality. It means a word can be changed its basic function grammatically and lexically to be feminine, masculine or neuter when idiomatic expressions are used. For example, in German language *mädchen* “girl” is neutral grammatically, possesses a lexical-semantic specification of femaleness and commonly used to refer to female. In contrast, when it is used as an idiomatic expression like in “*Mädchen für alles*” or “girl for everything” or “maid of all work”, it might be expressed for male as well. Although metaphorically *mädchen* is neutral, it seems that the transmission of gendered message happens where derogatory connotations appear.

Many languages use “generic masculines” when it refers to both males and females. It means that grammatically, masculine nouns are used more widely to represent male and female lexicons in linguistic expression, while feminine nouns are used specifically to express female nouns only. For example, in Russian: *Vrac* (male) “physician”, In



French: minister (male) “minister, in Arabic: muhami (male) “lawyer” is be used to refer to males, females or the persons whose gender are not known contextually. It is seldom to use female lexicons to represent such generalization. In English for example, it is often to use pronoun “he” to refer to unclear third person singular. For example” An Indonesian can ride his motorbike for many hours.

d. Social gender

Social gender can be understood as the social separation between masculine and feminine roles and character traits. It means that personal nouns are formed specifically socially when there is no any difference between feminine or masculine words if it is viewed grammatically or lexically. For example, in English, there are a lot of many higher-status occupational terms like lawyer, surgeon or scientist which are usually referred to male-specific pronoun he. In contrast, Female-specific pronoun she will be used to refer to low-status occupational titles such as secretary, nurse or schoolteacher.

5. Gender Stereotype in Language

There are a lot of gender stereotypes occur when language are produced. Even some scholars wrote about them, as done by Otto Jepsen who wrote that when women speak, they will produce softspokenness, irrational topic shift talking a lot but making no sense. He supported his idea by referring to proverbs, witticisms, the opinions of authors and fictional characters. In English, there are some vocabularies that are used and it seems these vocabularies are represented to stereotype women’s characteristic which is vocal and aggressive verbally, those are scold, gossip, nag, termagant, virago, harpy, harridan, dragon, battleaxe, (castrating) bitch, fishwife, magpie, jay, parrot, and poll. These words are actually are not important to be expressed to represent women. A good thing is some of the words are not used anymore in modern English, they were used in old fashioned English only.¹⁵

Stereotypically, women are also represented as language users in television situation comedy, newspaper cartoons even in horror novels. To create humorous things, women are often represented as nagging and have excessive and never ending speech. Even in a horror novel as written by James Herbert “The Survivor”, women is called as empty chatter by talking trivially and emotionally. Their talk is considered non sense or

¹⁵ Maria Talbot in *The Handbook of Language and Gender*, Janet Holmes and Miriam Meyerhoff (Edt), Blackwell Publishing: USA, 2003, P. 469.

lack of content and they are called woman shop which emphasizes women main focus was only shopping. Meanwhile, men are represented as the creatures who can speak very well and intelligently in public and they are logical or rational and they are called man work which means the priority of theirs is work.¹⁶ These exposures through media and publishers certainly expand the stereotypes to be spread widely. As a result, these kinds of stereotypes may be believed as the truth by many people in a certain society about how men and women talk.

Furthermore, there are some words that are used to represent men and women in terms of styles of talk. They seem oppose each other. Women are classified as sympathy, rapport, listening, private, connection, supportive, intimacy. However, men are considered problem-solving, report, lecturing, public, status, oppositional and independence. It can be seen how women are considered to have the sense of nurturing so that they can be a good mother, while on men's characteristic it shows that men have power and position in public. Additionally, women are also considered to have disfluency, unfinished sentence, does not have logical speech order, approval seekers by not being sure about their own statement, speaking less than men in mixed group and preferring to co-operative strategy, while men preferring competitive strategies.¹⁷

6. Gender and the Use of Linguistic Varieties

Concerning gender, there are some factors that affect the gendered use of linguistic varieties. The first is employment opportunity. When people try to work, they are usually obligated to express specific types of language skills. Men and women can choose different kinds of jobs because they can be gender specific or maybe only men or women only who are interested to certain jobs based on local or temporary considerations. Although sometimes the work situation does not obligate them to speak by using specific linguistic skills, to be in a certain workplace make people can form their own varieties. So, men or women can use different language varieties when they are exposed to different kinds of workplace.¹⁸

¹⁶ Maria Talbot in *The Handbook of Language and Gender*, Janet Holmes and Miriam Meyerhoff (Edt), Blackwell Publishing: USA, 2003, P. 470.

¹⁷ Maria Talbot in *The Handbook of Language and Gender*, Janet Holmes and Miriam Meyerhoff (Edt), Blackwell Publishing: USA, 2003, P. 476.

¹⁸ Penelope Eckert and SallyMcConnel-Ginet, *Language and Gender*, Cambridge University Press: Cambridge, 2003, P. 283.



The second factor which may affect the gendered use of linguistic varieties is marriage opportunities. When a girl get married with a rich, educated, noble man, her language development can change to follow her husband's language varieties. She will be exposed to the language that is used by her husband and his family so that her previous language can change step by step as the way her husband uses. The third factor is industrialization and urbanization. Industrialization and urbanization play important role to make people change and shift their languages. When people move from a small village or agricultural community to a bigger town or city to change their job from being farmers to be workers in big factories or companies, they will change their language from a local one to be a global one. They may follow regional or national standard. Meanwhile, gender pattern of change will be affected by the social change that occurs at or around workplace.¹⁹

Additionally, linguistic varieties might be also affected by women's and men's social network. Based on Lesley Milroy study, it shows that the use of local language was supported by social networks. The number and kinds of connection of a network are affected by class. In working-class communities where people live close each other so that they can spend time together with their relatives and neighbors, the connection and communication are easier to be built. Meanwhile, in poor situation for women, women did not have many networks. As a result, when it is compared to their male peers who had more networks, they used less vernacular language than the male peers use. In another place however, Milroy found that the women who were involved in bigger in more networks and employment used more vernacular language.²⁰

7. Gender and Language Education

Gender and second or foreign language education are two issues that are crucial to be combined and discussed together because they have attracted many educational practitioners. There are three important areas that should be paid attention about the field of gender and second or foreign language education. Firstly, it is the subject matter. Something that cannot be ignored is the subject matter that is taught and learned in second or foreign language education consists of gender concern, such as grammar and

¹⁹ Penelope Eckert and SallyMcConnel-Ginet, *Language and Gender*, Cambridge University Press: Cambridge, 2003, Pp. 283-284.

²⁰ Penelope Eckert and SallyMcConnel-Ginet, *Language and Gender*, Cambridge University Press: Cambridge, 2003, P. 287-288.



noun. In English grammar, pronoun *she* is represented by pronoun *he* only. Additionally, it may also consist of the matters related to gender and language change. For instance in English language teaching, *chairman* is replaced by *chair* so that there is no sign of men's dominance in such word and human beings can be represented in general, *Ms* is used to replace *miss*. A language Classroom is the place where language is practiced or can be called as Community of Practice (CofP). If gendered practice is applied there, most probably it will create the community that will use male and female language more. Thus, although language consists normative grammatical features related to sex, teacher should try to avoid a gendered style as much as possible when teaching students in a language classroom.²¹

Secondly, the area of gender and second and foreign language education is process. The processes include teaching and learning processes. Regarding learning processes, there are some concerns that are part of its that might be gendered, those are attitude and motivation, learner's own beliefs, expectations and models of language learning, learning styles and strategies, student-talk in the classroom, cognitive or psycholinguistic processes and performance and achievement. For example, whether it is different between male and female students in performing and achieving the four skills of speaking, listening, reading and writing or whether girls will get vocabulary acquisitions faster than boys or not. Furthermore, teaching processes may be gendered as well, for example the teachers can believe that gender is an important factor in language acquisition so that it can affect teachers' teaching practice. Teachers will try to treat male and female students differently.²²

Thirdly, the last area is classrooms material. Many materials that are used by teachers in teaching a foreign or second language such as handouts, commercially published textbooks, teacher's guides, grammar and dictionary, test and curricula. It is interesting to know about gender representation in them. In dictionary for example, how the gender-related words are explained and whether new non-sexist words are

²¹ Jane Sunderland, *Theorizing Gender Perspectives in Foreign and Second Language Learning*, Editor: Rosa Maria Jimenez Catalan: *Gender Perspectives on Vocabulary in Foreign and Second Language*, Palgrave McMillan: New York, 2010, Pp. 1-3.

²² Jane Sunderland, *Theorizing Gender Perspectives in Foreign and Second Language Learning*, Editor: Rosa Maria Jimenez Catalan: *Gender Perspectives on Vocabulary in Foreign and Second Language*, Palgrave McMillan: New York, 2010, Pp. 3-4.



included. The same for textbooks, the questions arise about whether men and women are in equal and realistic representation numerically, socially, and professionally. Classroom materials can be mediated by teachers and students. It will depend on the responses of theirs in dealing with classroom materials that consists of gender issues, whether they will support the issues or reject the issues that consist of stereotype or other particular things.²³

C. CONCLUSION

Based on what has been explained above, it can be derived some points from this writing. Firstly, gender concern can be found in the use of many languages across the globe. Secondly, the gender based language which seem express the differences in language of men and women can be found not only in common expressions, but also in famous proverbs and fictions. Thirdly, in many cases, women languages are considered to be more inferior than men's language because it consists of disfluency, unfinished sentence and approval seekers and does not have logical speech order. Fourthly, the separation between masculine and feminine roles in language may be affected by the different social status and power distance between men and women where men is often considered to have higher position than women. Those conclusions were derived based on the language and gender studies that have been done in many fields and in many countries. Talking about Indonesian context in general and Acehnese context in particular, it seems that there is still lack of research that has been conducted related the issue of gender and language. Thus, it is very crucial for the next researchers to find out the gender expressions that maybe used in those languages as well.

²³ Jane Sunderland, *Theorizing Gender Perspectives in Foreign and Second Language Learning*, Editor: Rosa Maria Jimenez Catalan: *Gender Perspectives on Vocabulary in Foreign and Second Language*, Palgrave McMillan: New York, 2010, Pp. 4-6.



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