ISSN 2522-6398 Vol. 8, Issue 10: 133-140, DOI: 10.25236/FER.2025.081020

Gender Representation of Boys and Girls: A Corpus-Based Study

Panyu Qin[1,a,*], Chunhong Huang[2,b]

[1]*School of Foreign Studies, Zhaoqing University, Zhaoqing, Guangdong, China*
[2]*Department of Fundamental Education, Guangzhou Traffic and Transportation Vocational School, Guangzhou, Guangdong, China*
[a]*panyuq781@163.com*, [b]*chunhong5245@163.com*
[*]*Corresponding author*

Abstract: *Despite the increasing disclosure of gender patterns in various regions and countries, uneven gender representation are still persistent. Further study revealing gender-biased representation is therefore necessary. With the growing application of corpus to the discourse of gender in recent years, the present study is to display the gender representation in the unexplored English Web 2013 sample. In line with previous works, the present study explores what verbs collocate with boy/boys and girl/girls as subjects and objects and what adjectives modify them with a view to demystifying the underlying implications. The findings of the present investigation confirms earlier literature to a certain degree, but suggest unexpected words collocating with different genders which may refresh the traditional images of boy and girl in the public's minds: the dominant occurrences of girl/girls, more athletic image of girl/girls, negative semantic prosody associated with both genders, and more mental endeavor by girls.*

Keywords: *Girl; Boy; Gender Depiction; Sketch Engine; English Web 2013 Sample*

1. Introduction

Different depiction of genders, especially the asymmetrical representations, has drew scholars' attention worldwide[1-3]. In recent years, a growing number of scholars had applied corpora to the discourse of gender. Unbalanced gender representation has been demonstrated by "analyzing gendered-differentiated pairs" [4]. For example, after analyzing the words collocating with *boy*, *girl*, *woman* and *man*, Persson [5] found there is a discrepancy between two genders' undesirable attributes: woman and girl are more likely to be denigrated because of appearance and intelligence while man and boy are criticized because of disposition and conduct. It seems unfair to condemn females for factors they can hardly change. With regard to the frequency of appearance, corpus-assisted explorations have shown a preference for male[1,3,6]. Gender difference can also be found in Pearce's examination of collocational patterns of woman and man in BNC[2]. His results displayed an unrestrained, vulnerable and dependent image of women while men are active, provocative and dominant. Besides, women are less referred to when they are single than men, and they are more likely to be confined to family role when they married. Although the frequency of appearance of both gender is consonant with earlier findings, Macalister [7] found that the data from the diachronic corpus suggested that the words collocating with *girl* become more positive in New Zealand writing for children. As Romaine[8] suggested, biased description of gender in language can be identified with collocations.

Despite the efforts made to reveal and reduce such uneven depiction and positive trend of representing both genders more equally, both genders still suffer from unbalanced depiction in "modern English-speaking societies"[1-2,4]. Therefore, further research focusing on revealing gender-biased representation is therefore necessary. With the help of Sketch Engine, the present study probed into the representation of girl/girls and boy/boys in a two-hundred-million-word web corpus, English Web 2013 sample. Following earlier literature[2,9], the objective of this study lies in demonstrating the words (verbs and adjectives) collocating with *boy/boys* and *girl*/*girls*. This paper will systematically examine 1) the verbs that collocate with lemma *boy* and *girl* as subjects or objects and 2) the adjectives modify them. This paper follows previous research on gender and collocation[2,4,7]. To be specific, the investigation will be guided by the following research questions:

1) What verbs collocate with the lemmas *boy* and *girl* as subjects and objects in English Web 2013 sample?

ISSN 2522-6398 Vol. 8, Issue 10: 133-140, DOI: 10.25236/FER.2025.081020

2) What words modify the lemmas *boy* and *girl* in English Web 2013 sample?

3) To what extent do those collocations display asymmetrical gender representation?

2. Research tool and sample

Following previous studies, a frequently adopted mature and efficient corpus tool, Sketch Engine[10] is applied in this study. The present study mainly use its functions like KWIC concordances and word sketch difference in Sketch Engine[10], the query tool, for analysis. Frequency for verbal collocations will be provided for comparison with authentic examples given for further discussion.

The English Web 2013 sample used for research belongs to the English Web Corpus (enTenTen) family[11], which collected texts with linguistic values from the Internet. "The corpora were complied by means of web crawler technology combined with a computerized language identification algorithm" [12]. The representativeness of English Web Corpus is undeniable considering the data size and data source:(1) it's a set of the web corpora built with more than two hundred million words; (2) the data are derived from a wide range of text sources, web sites and domains. This makes possible a broad study of gender-related language use while many previous studies focus on British English[2,13].

3. Collocational Patterns of *Boy* and *Girl* in American Web English 2013 Sample

As the foundation for further analysis, frequency data for *boy* and *girl* in the grammatical categories, are shown in Table 1.

Table 1: Distributional Patterns of Girl and Boy

lemma	frequency	subject	object	modifier
BOY	22561	6717	5161	10484
GIRL	35177	10271	8837	16896

The total number for *boy* is 22561 and for *girl* 35177 in Table 1, suggesting an unexpected results --- less frequency of appearance for males, which contradicts earlier literature[5,14]. But it supports the findings of Norberg[4]: "girls are more visible than boys".

3.1 Boy and Girl as Subjects

In this section, the data for verbs collocating with lemmas *boy* and *girl* are presented and analyzed. Table 2 and 3 present base form of the verbs. They are exhibited in order of logDice. Due to the limitation set by Sketch Engine, Table 2 only presents the top seven verbs patterning with either *boy* or *girl* as subjects exclusively. Table 3 displays the top ten verbs occurring with both *boy* and *girl* as subjects. The frequency and logDice for another lemma are provided in parentheses. When a particular relationship for one lemma appears twofold comparing another, a difference of no more than two in logDice can be seen[15]. These words are displayed in bold font (in Table 3, Table 6 and Table 8). A difference in logDice score of two or more indicates that a relationship has a strong preference for one lemma[9]. These words are capitalized and displayed in bold font (in Table 6 and Table 8).

Table 2: Verbs Collocating with Either BOY or GIRL as Subjects

BOY			GIRL		
Verb	Frequency	logDice	Verb	Frequency	logDice
stare	8	5.1	dream	21	6.0
wake	8	5.1	gotta	19	5.9
kill	10	4.9	sing	18	5.6
scout	6	4.8	participate	21	5.5
pretend	6	4.8	scream	15	5.4
chase	6	4.7	dress	14	5.3
push	7	4.5	dance	13	5.3

ISSN 2522-6398 Vol. 8, Issue 10: 133-140, DOI: 10.25236/FER.2025.081020

Table 3: Verbs Collocating with Both BOY and GIRL as Subjects

Favoring BOY			Favoring GIRL		
Verb	Frequency	logDice	Verb	Frequency	logDice
jump	**13 (9)**	**5.5 (4.5)**	**give**	**49 (15)**	**5.1 (3.5)**
throw	**11 (7)**	**5.2 (4.1)**	**wear**	**107 (32)**	**7.8 (6.4)**
ride	**20 (12)**	**6.3(5)**	**look**	**135 (54)**	**6.5 (5.3)**
hear	**11 (6)**	**5 (3.7)**	**think**	**52 (21)**	**5.8 (4.6)**
meet	**34 (15)**	**6 (4.5)**	**need**	**85 (37)**	**5.7 (4.6)**
cry	22 (17)	6.5 (5.6)	**hold**	**26 (11)**	**4.9 (3.9)**
tend	21 (15)	5.5 (4.7)	**want**	**135 (61)**	**6.6 (5.6)**
stop	12 (9)	4.9 (4.2)	say	113 (58)	4.8 (3.9)
manage	12 (9)	4.8 (4.1)	feel	47 (22)	5.8 (4.9)
turn	45 (37)	6.1 (5.6)	age	37 (14)	6.7 (5.8)

As shown in Tables 2 and 3, the data include various verbs. "Without future analysis, it is difficult to draw any lessons from these data"[4]. Therefore, verbs are organized into several categories defined by Macalister[7]: "activity verbs" (e.g., *bring*, *move* and *play*), "communication verbs" (e.g., *ask*, *call* and *reply*), "mental verbs" (e.g., *decide*, *discover* and *feel*) as well as "existence verbs" (e.g., *live*, *look*, and *stand*), "occurrence verbs" (e.g., *become*, *grow* and *fall*) and "aspectual verbs" (e.g., *keep*, *start* and *stop*). Following Macalister[7] and Norberg[4], we excluded verbs *be*, and *do* from the categories.

Table 4: Semantic Categorization of Verbs

	BOY	GIRL
Activity verbs	1197 (41%)	1837 (38%)
Communication verbs	127 (4%)	405 (8%)
Mental verbs	531 (18%)	953 (2%)
Occurrence verbs	198 (7%)	246 (5%)
Existence verbs	758 (26%)	1291 (26%)
Aspectual verbs	76 (3%)	142 (3%)
total	2887	4874

The proportional differences between gender representation within most categories are marginal. However, the proportion of mental verbs is notable. For lemma *boy*, 18% of the cases are related to mental verbs while for lemma *girl* it is 2%. Considering the more frequent appearance of lemma *girl*, the discrepancy of mental verbs for different genders are particularly significant.

3.1.1 Activity Verbs

"Activity verbs primarily denote actions and events that could be associated with choice"[16]. It is observed that both *girl* and *boy* are associated with physical activities. But the activities they participate in vary. Verbs like *jump*, *throw*, *ride* and *turn* pattern strongly with *boy* and *stare*, *kill*, *chase* and *push* appear exclusively with *boy* while *girls dance*, *give*, *wear* and *hold*. Verbs like *dance* occur exclusively with *girl*.

A probe into the objects, which collocate with verbs with a preference for either gender, disclosed stereotyped attributes or personalities. For instance, *Jump*, *throw* and *ride* occur with both lemma, but with a stronger preference for *boy*. However, girls tend to jump ropes (3 out of 9 girls) while boys jumping over the hurdles, jumping off cliff and wing, jumping out of the window and car, and jumping across the rocks (6 out of 13 cases). Besides, comparing to girls, only boys (5 out of 11 cases) throw stones and rocks.

It is seems that boys are more naughty and bellicose and they are more likely to face dangerous situation as shown in (1) and (2). The verbs *ride* collocating with both boys and girls as subjects in a similar way as they both tend to ride bicycles.

(1) The boys *jumped* off this cliff, I was too scared.

(2) One boy *threw* stones at me every day on the way home from the bus.

Even the verbs preferring girls, like *hold*, tend to show readers they are less belligerent than boys: boys (2 out of 11 cases) tend to hold hammer and hand grenade while only one of 26 examples depict girl holding a knife. Although the data are not large enough for a general conclusion, the difference in girls and boys representation may intensify the traditionally-accepted images of both genders.

ISSN 2522-6398 Vol. 8, Issue 10: 133-140, DOI: 10.25236/FER.2025.081020

3.1.2 Mental Verbs

"Mental verbs denote a wide range of activities and states experienced by humans; they do not involve physical action an do not necessarily entail volition" [16]. The most remarkable difference in Table 4 lies in mental verbs. Despite the significant proportional differences of mental verbs between genders, mental verbs in this corpus like *need*, *know*, *discover*, *love* and *face* are calculated as more likely to occur around girl, which is different from what Norberg[4] has discovered. Activities involving "cognitive meanings" (e.g., know), "emotional meanings" (e.g., love), "perception" (e.g., see) and "receipt of communication" (e.g., read) are closely related to lemma *girl*[16]while verb *hear* is closely linked to boys. That is to say, to a certain degree, activities that involves mental endeavor or intelligence are more often carried out by girls.

3.1.3 Communication Verbs

Another salient category is communication verbs. "Communication verbs can be considered a special subcategory of activity verbs that involve communication activities (speaking and writing)" [16]. In most cases, communication verbs (e.g., say, ask, talk) have a preference for girls. Verb *sing* is attached to girl exclusively. Only the verb *reply* collocates with boys more frequently. Both genders share the verb *tell* similarly. It can been observed that girls are more willing to communicate with others.

3.1.4 Occurrence Verbs

"Verbs of simple occurrence primarily report events (typically physical events) that occur apart from any volitional activity" [16]. The most outstanding occurrence verb is *age* and it is closely related to girl. The times of girls' ages are mentioned outnumbered nearly twofold comparing boys.

3.2 Boy and Girl as objects

The previous section has elaborated on the details of what activities boys and girls usually participate in. This section provides information about verbs collocating with them as objects. Table 5 offers verbs collocating exclusively with either gender and Table 6 shows the verbs shared by them. The top ten verbs are listed in the table 5 and 6 in the order of logDice. "Verbs in the passive with girl or boy as grammatical subjects showing what individuals are undergoing rather than performing"[4].

Table 5: Verbs Collocating with Either BOY or GIRL as Objects

BOY			GIRL		
Verb	Frequency	logDice	Verb	Frequency	logDice
homeschooling	12	6.2	kiss	33	6.8
circumcise	7	5.4	empower	37	6.6
bully	7	5.3	rescue	18	5.9
babysit	6	5.2	assault	16	5.8
outperform	6	5.1	impress	18	5.8
free	7	5.1	miss	23	5.1
die	9	5.0	target	16	5.1
separate	8	4.9	exploit	11	5.1
beat	10	4.9	blame	12	5.0
kick	6	4.7	abduct	9	5.0

3.2.1 Violence and Criminality

Table 5 and Table 6 suggest that as young individuals, both boys and girls are confronted with violence or even criminality. Verbs like *bully*, *beat* and *kick* associated exclusively with boy and verbs like *molest*, *abuse*, *abandon* and *kill* have stronger preference for boy. Verbs patterning exclusively with girl in the data are *assault*, *exploit* and *abduct*. Other verbs entail violence collocating with girl include *force* and *rape*. Both genders are represented as common objects of violence and criminality. But there are more violent conducts associated with boys as shown in (3) and (4).

(3) He *killed* a boy during a college football game.

(4) That same year, Jackson was accused of *molesting* a young boy.

It is worth mentioning that girls are tend to be victims of sexual aggression or harassment[2,4,9], as shown in (5) and (6). Besides, out of 16 cases of *assault* collocating with girl, about 43% of *assault* are directly modified by adverb sexually. This confirmed Pearce's[2] findings --- the objectives of rape are mainly women in samples from the New Model Corpus.

ISSN 2522-6398 Vol. 8, Issue 10: 133-140, DOI: 10.25236/FER.2025.081020

(5) Apparently (according to rumors) one girl was *raped* in a club toilet while we were there.

(6) Police are hunting a man who sexually *assaulted* a teenage girl on her way to school.

3.2.2 Vulnerability and Obedience

Verbs show vulnerability and obedience collocate with *girl* most frequently (e.g., empower and rescue). Instead of mastering their own life, girls rely on others' assistance to control their life, as can be seen in (7). Furthermore, the recipient of verb *rescue* and *target* only refers to *girl*.

(7) Recently, NUK added sport to its programme activities as an effective strategy in empowering rural girls.

In terms of logDice, the verb *go* (6.4(3.3)) has a particularly higher collocation strength for lemma *girl*. A closer examination displays that verb *go* occurring with *girl* often indicates an order from others in (8) and (9) rather than the girl's volition to act.

(8) You *go* girl!

(9) *Go* girl!

Other verbs closely related to lemma girl are encourage, educate, force and allow among which the verb *encourage* is especially closely attached to girls as the logDice is 6.1 for girls and 4 for boy. It's reasonable to conclude that in this corpus girls are described as passive recipients of instructions and dependent on others' emotional support and help. This may offer readers an impression that they are vulnerable and need more help and support from the society.

3.2.3 Objective of Courtship

Close connection between girls and verbs like *kiss* and *miss* indicating a more passive role of girls in a relationship. For example, as shown in (10), k*iss* and *miss* appear exclusively with girls, described as a receiver of someone's kisses.

(10) ... because he was supposed to kiss the girl ...

Table 6: Verbs Collocating with Both BOY and GIRL as Objects

Favoring BOY			Favoring GIRL		
Verb	Frequency	logDice	Verb	Frequency	logDice
molest	**9 (6)**	**5.8 (4.5)**	**GO**	**93 (10)**	**6.4 (3.3)**
enroll	**12 (8)**	**5.8 (4.6)**	**ENCOURAGE**	**56 (12)**	**6.1 (4)**
train	8 (6)	4.5 (3.6)	**educate**	**49 (10)**	**6.8 (4.9)**
raise	70 (46)	6.2 (5.4)	**force**	**30 (7)**	**5.7 (3.9)**
abuse	20 (20)	6.6 (6)	**rape**	**45 (8)**	**7.3 (5.5)**
grow	16 (12)	4.1 (3.5)	**meet**	**156 (44)**	**6.8 (5.1)**
hope	9 (8)	4.7 (4.1)	**look**	**33 (8)**	**5.9 (4.2)**
abandon	6 (6)	4.5 (4)	**know**	**79 (26)**	**5.1 (3.6)**
kill	51 (46)	6.4 (6)	**get**	**201 (82)**	**5 (3.7)**
leave	34 (28)	4.3 (3.9)	**allow**	**42 (16)**	**4.6 (3.3)**

3.3 Modifiers for Boy and Girl

The modifiers of boys and girls display the characteristics ascribed to them and show us the image of them in the public's eyes. The modifiers collocating with either gender are presented in Table 7. The modifiers shared by both genders are shown in Table 8. However, as the Sketch Engine takes into account the names of TV works and anime (e.g., Astro Boy, Moxie Boy, Zombie Boy and Gossip Girl) as well as the frequent mention of age (e.g., 8-year-old and11-year-old), top fifteen adjectives are listed and examined.

3.3.1 Physical Appearance

This study shows that girls are often identified by their physical appearance and looks which is in line with previous literature[5,17]. In Table 8, words like *pretty, hot, gorgeous* and *beautiful* are more likely to occur with girl. Moreover, modifiers with sexual undertone like *naked* are exclusively related to girls as shown in (11).

(11) When a guy gets caught watching a *naked* girl in a movie, he's got some pretending or explaining to do.

ISSN 2522-6398 Vol. 8, Issue 10: 133-140, DOI: 10.25236/FER.2025.081020

Compared to the large number of words describing a girl's physical appearance, the number of terms for boy's look is rather limited. It can be observed that only *handsome* occurs exclusively with boy. Attributes also differ in modifying physique of both genders. Girls are either *skinny* or *fat* while boys are *small* and *big*. At first glance, a difference in number of modifiers is visible. However, a closer examination discloses their underlying implication. Most terms frequently used to describe a boy's physical appearance is limited to statement of facts --- physical size rather than looks --- while description of a girl's physical appearance entails evaluation, as illustrated in (12), (13), (14), and (15).

(12) "It's a big nest," said Josh, a *big* dark boy who rode shotgun in the crowgirl's station wagon ....

(13) The family, who has two *small* boys and a baby girl, had driven half way across the country for a job and the promise of a better life.

(14) I hate being the *fat* girl at the gym.

(15) Now, we're blessed with the two most *beautiful* girls in the world.

A stronger association between *cute* and *innocent* and girl also reflects an unfair of gender representation. It reinforces the impression that girls are inherently more innocent and more readily forgiven, thereby implying that they bear less responsibility.

Table 7: Modifiers Modifying Either BOY or GIRL

BOY			GIRL		
Adjective	Frequency	logDice	Adjective	Frequency	logDice
astro	49	7.2	gossip	91	7.4
moxie	49	7.2	flower	54	6.5
frat	36	6.8	Asian	35	5.8
handsome	34	6.6	slave	31	5.8
game	68	6.4	dream	33	5.7
naughty	26	6.3	skinny	27	5.6
donut	24	6.2	sorority	26	5.6
zombie	25	6.1	girly	23	5.5
altar	22	6.1	party	40	5.5
drummer	22	6	Muslim	27	5.4
8-year-old	20	6	geek	20	5.2
whipping	17	5.7	jersey	22	5.2
delivery	24	5.7	naked	20	5.2
deuterium	16	5.6	dancing	19	5.1
shepherd	16	5.6			

Table 8: Modifiers Modifying Both BOY or GIRL

Favoring BOY			Favoring GIRL		
Adjective	Frequency	logDice	Adjective	Frequency	logDice
BAD	**269 (51)**	**7.7 (5.1)**	**AMERICAN**	**65 (11)**	**5.8 (3.5)**
POSTER	**45 (14)**	**7 (4.6)**	**SMART**	**43 (7)**	**5.8 (3.6)**
twin	**40 (19)**	**6.8 (5.1)**	**PRETTY**	**136 (22)**	**7.7 (5.6)**
big	**268 (100)**	**6.7 (5.1)**	**hot**	**53 (13)**	**5.7 (4)**
African	**27 (14)**	**5.7 (4.3)**	**gorgeous**	**36 (9)**	**5.9 (4.4)**
toddler	**15 (9)**	**5.5 (4.1)**	**Indian**	**33 (8)**	**5.5 (4)**
small	**124 (57)**	**5.5 (4.3)**	**nice**	**65 (20)**	**6 (4.6)**
fan	**24 (15)**	**5.8 (4.5)**	**fat**	**26 (8)**	**5.3 (4)**
healthy	**35 (20)**	**5.3 (4.2)**	**other**	**331 (128)**	**5.1 (3.8)**
farm	**43 (29)**	**6.5 (5.4)**	**underage**	**21 (6)**	**5.3 (4.2)**
11-year-old	17 (14)	5.7 (4.8)	**beautiful**	**214 (81)**	**7.5 (6.4)**
birthday	57 (46)	7 (6.2)	**cute**	**67 (24)**	**6.8 (5.8)**
17-year-old	19 (18)	5.9 (5.1)	**innocent**	**25 (8)**	**5.4 (4.4)**
grade	22 (19)	5.6 (4.9)	adolescent	95 (31)	7.4 (6.5)
adorable	18 (17)	5.7 (4.9)	missing	22 (8)	5.3 (4.4)

3.3.2 Personality

In terms of personality, the data shows that boy is *naughty* and *bad* while the adjectives for girl are *girly*, and *dancing*. Although both genders are subject to evaluation based on their behavior, boys seem

ISSN 2522-6398 Vol. 8, Issue 10: 133-140, DOI: 10.25236/FER.2025.081020

to have a predominantly negative semantic prosody, as shown in (16) and (17).

(16) Another good boy having his life snuffed out by a *bad* boy.

(17) She is being painted as a *bad* girl by the media for marketing purposes.

The adjective with negative semantic prosody for girl is *girly*. It seems like a boundary for girl and girly girl and is undesirable characteristics that needs to be overcome, as illustrated in (18) and (19).

(18) I am a "*girly* girl" and this took me years to get over ....

(19) I wasn't always such a *girly* girl.

Another word that worth mentioning is *smart*. It has a stronger preference for girls as the logDice indicated --- 5.8 for the lemma girl and 3.6 for boy. At first glance, it may convey the impression that girls are smarter. But taking into social reality, the visibility of such adjectives imply a deep-seated stereotype: men are assumed to be inherently intelligent while girls analytical abilities should be marked out.

4. Discussion and Conclusion

This study investigated the gender representation in an unexplored two-hundred-million-word corpus, English Web 2013 sample, by exploring what verbs collocate with boys and girls as subjects and objects and what terms modify them. Not only can it demystify the underlying gender asymmetry and implications, but it furthers readers' understanding of disguised ideology in the form of language.

In a nutshell, the findings manifested the inequality between boys and girls in the corpus. The findings, on the one hand, confirmed earlier literature to a certain degree: (1) girl identity is closely connected to physical appearance and looks; (2) girls are confronted more sexual assaults; (3) girls are more vulnerable and obedient, and they tend to receive advice or order from others; (4) girl are more often considered recipient of courtship; (5) boy's personality involves more negative semantic prosody. On the other hand, however, it reveals unexpected collocations which may refresh the traditional images of both genders in the public's mind. The present investigation found that: (1) the occurrences of girls outnumbered that of boys; (2) the number of girl joining in physical activities surpasses that of boy, but boys are more likely to be subject to dangerous situation; (3) both genders are connected to negative semantic prosody in terms of their personality; (4) activities that involves mental endeavor or intelligence are more often carried out by girls.

References

[1] Jackie F. K. Lee. (2019). In the Pursuit of A Gender-equal Society: Do Japanese EFL Textbooks Play A Role? Journal of Gender Studies 28(2), 204-217.
[2] Pearce, M. (2008). Investigating the collocational behaviour of MAN and WOMAN in the BNC using Sketch Engine, Corpora 3 (1), 1–29.
[3] Setyono, B. (2018). The portrayal of women in nationally-endorsed English as a foreign language (EFL) textbooks for senior high school students in Indonesia. Sexuality & Culture, 22(4), 1077-1093.
[4] Norberg, C. (2016). Naughty Boys and Sexy Girls The Representation of Young Individuals in a Web-Based Corpus of English. Journal of English Linguistics, 44(4), 291-317.
[5] Persson, G. (1990). Meanings, models and metaphors: A study in lexical semantics in English. Stockholm: Almqvist & Wiksell.
[6] Xiong, T., He, J., & Li, L. (2017). The Representation of Gender in a Popular Primary School EFL Textbook Series in China. International Journal of Education, 5(5), 79-87.
[7] Macalister, J. (2011). Flower-girl and bugler-boy no more: changing gender representation in writing for children. Corpora, 6(1), 25-44.
[8] Romaine, S. (2000). Language in society: An introduction to sociolinguistics. Oxford University Press.
[9] Baker, P. (2014). Using corpora to analyze gender. London: Bloomsbury Academic.
[10] Kilgarriff, A., Rychlý, P., Smrz, P. & Tugwell, D. (2004) The Sketch Engine. In: Proceedings of EURALEX. Lorient, France.
[11] Janusz, T., Johnson, J., Maci, S., Kovář, V., Incelli, E., Hidalgo Tenorio, E., & Jakubíček, M. (2013). The TenTen Corpus Family. Proceedings of the 7th International Corpus Linguistics Conference CL 2013.
[12] Andersen, G. (2020). Three cases of phraseological borrowing: A comparative study of as if, Oh

ISSN 2522-6398 Vol. 8, Issue 10: 133-140, DOI: 10.25236/FER.2025.081020

wait and the ever construction in the Scandinavian languages. Ampersand, 7. Retrieved from https://sci-hub.tw/10.1016/j.amper.2020.100062
[13] Xu, J., He, J., & Li, X. (2014). Discursive Construction of Male of Female Family Members: A Study Based on BNC. Journal of PLA University of Foreign Languages, 5(5), 79-87.
[14] Li, Q. (2020). A Corpus-Based Study of Gender Representation in Chinese EFL Textbooks. International Journal on Studies in English Language and Literature, 8(4), 15–25.
[15] Rychlý, P. (2008). A Lexicographer-Friendly Association Score. RASLAN.
[16] Biber, D., Johansson, S., Leech, G., Conrad, S & Finegan, E. (2000). Longman Grammar of Spoken and Written English, 360-371. Beijing: Foreign Language Teaching and Research Press.
[17] Sigley, R., & Holmes, J. (2002). Looking at girls in Corpora of English. Journal of English Linguistics, 30(2), 138–157.