

**Gender-inclusive
reference
Within-writer
bilingual corpus
design
QCAW paired
essays**

English
Arabic
Institutional contestation

Backlash and Bilingual Practice in the Gulf

**Tracing Gender-Inclusive Reference and Institutional Contestation
across L1 Arabic and L2 English Student Writing**

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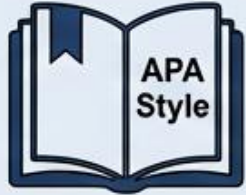
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Backlash? Gender-Inclusive Language in a Time of Resistance

**Conference
27–28 March 2026**

Inclusive Language in Bilingual Writing: A Study of Qatari Students

Institutional Rise of Inclusive Language



Singular **'they'** accepted in English style guidance

Mainstream in academic practice, recommended over generic **he/she** (APA, n.d).

Arabic-English Structural Asymmetry



Arabic encodes **gender extensively**, making **straightforward neutralisation difficult** (Alaedine, 2022).



Different linguistic resources

Rhetorical and Audience Dimension



Not just grammatical; a rhetorical choice shaped by **audience expectations & social context** (Bell, 1984).



Gap in the Evidence Base

Research on English inclusive pronouns is **substantially more developed** than on **Arabic student academic writing**.



ENGLISH RESEARCH



ARABIC STUDENT WRITING

Relevance of the Gulf Context



Important in **Gulf higher education**

Important in Gulf higher education where bilingual students navigate different norms & expectations.



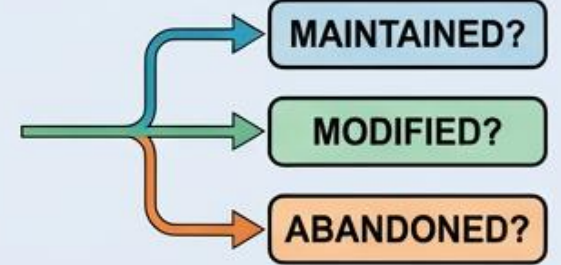
Aim of the Present Study



ENGLISH ESSAYS



ARABIC ESSAYS



Inclusive Language: English vs. Arabic Approaches


ENGLISH: Path to Normalization


 **Standard & Endorsed**
(Widely accepted in academic and institutional writing).

 **Low-Cost, Accessible Solution** (Grammatically simple way to achieve neutrality).

 **Social & Rhetorical Shift**
(Shaped by audience, context, and expectations).

ARABIC: Structural Challenge

 **Deeply Embedded Gender**
(Affects all parts of speech, making neutrality difficult).

 **No Simple Equivalent**
(Requires complex rewording or collective nouns).

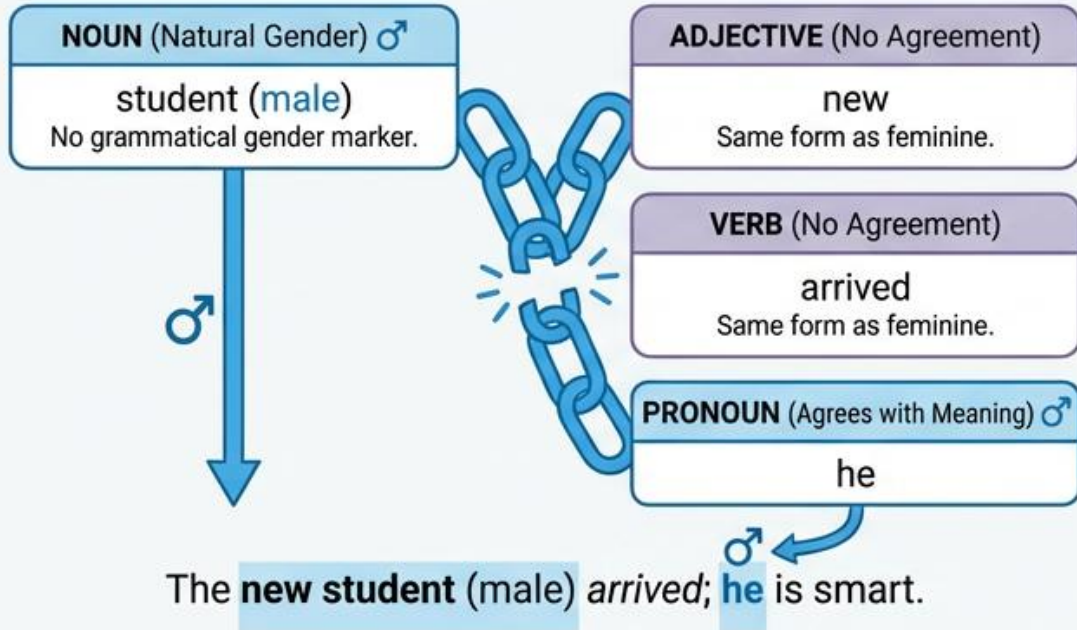
 **Social & Legitimacy Hurdles**
(Reform is complex due to social meaning and readability).

ENGLISH: Model of Integration
(Grammar & Editorial)

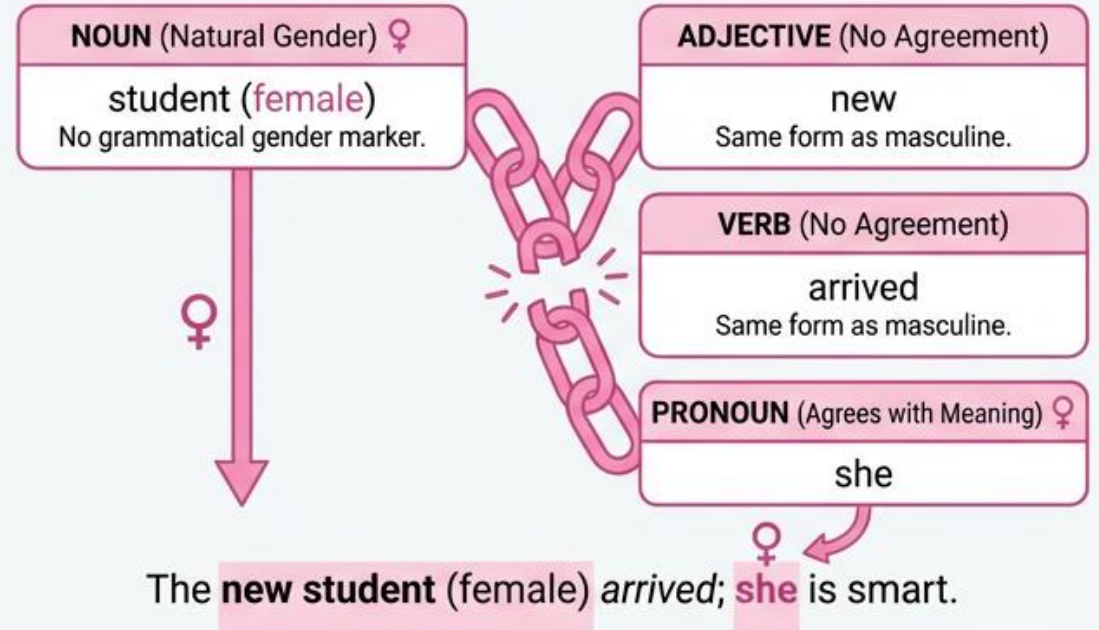
ARABIC: Case of Contestation
(Structurally Constrained)

Natural Gender in English: Agreement by Meaning & the Pronoun Effect

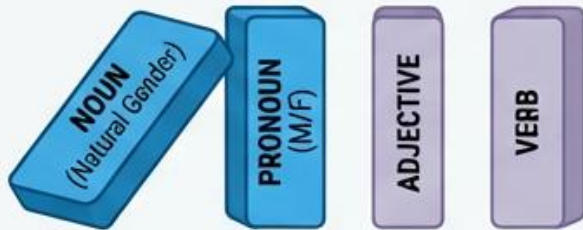
1. The Masculine Sentence (Natural Agreement) ♂



2. The Feminine Sentence (Natural Agreement) ♀



SUMMARY OF CONNECTION (English vs. Arabic)



English: Noun (Meaning) only forces → Pronoun Agreement.
Adjectives & Verbs are Gender-Neutral.

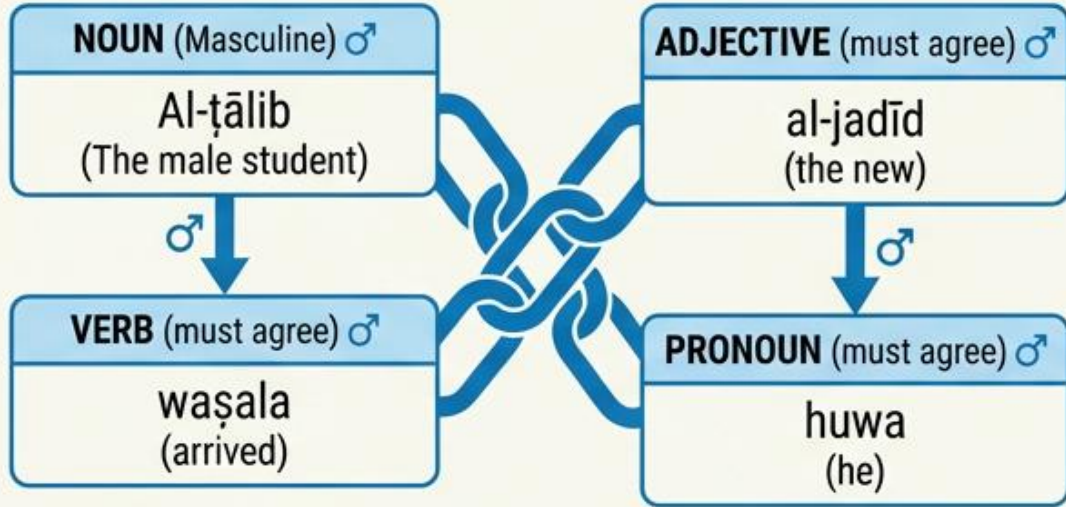
The "Pronoun Effect":
Agreement is Limited to
Pronouns in English



Arabic (for comparison): Noun (Grammatical Form)
forces → Adjective, Verb, & Pronoun Agreement.

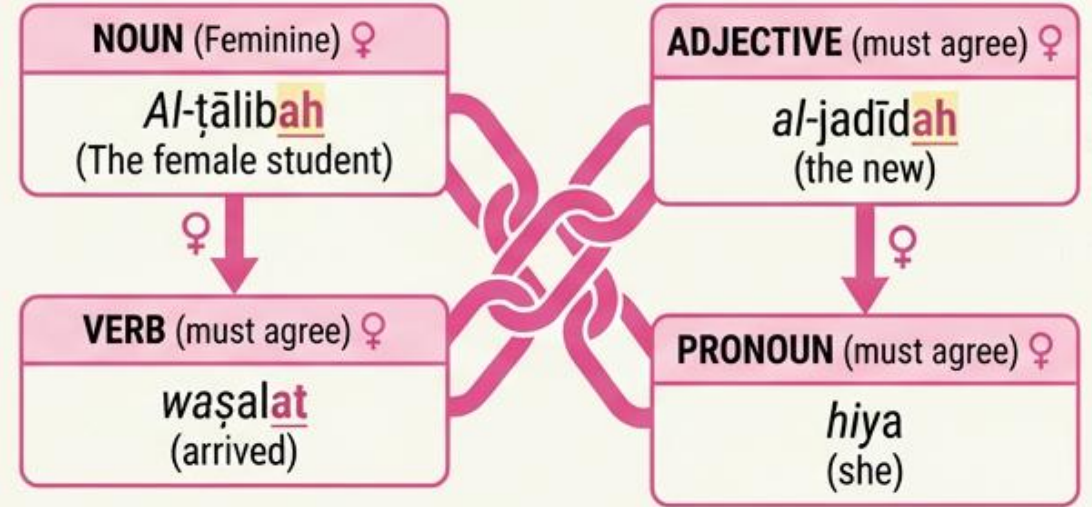
Widespread Gender Encoding in Arabic: The Domino Effect of Noun Gender

1. The **Masculine Sentence** (The '**Male**' Chain) ♂



Waṣala al-ṭālib al-jadīd; huwa dhakī.
(Arrived **the-[male]-student the-[male]-new**; **he** is smart.)

2. The **Feminine Sentence** (The '**Female**' Chain) ♀



Waṣalat al-ṭālibah al-jadīdah; hiya dhakiyyah.*
(Arrived-**[female] the-[female]-student the-[female]-new**; **she** is smart.)

SUMMARY OF CONNECTION

The Domino Effect:
Noun Gender Forces Agreement
Across the Sentence



Noun (Masculine) forces → Adjective (M) → Verb (M) → Pronoun (M).



Noun (Feminine) forces → Adjective (F) → Verb (F) → Pronoun (F).

Literature review: English language research

Previous research shows that singular *they* is no longer a fringe form in contemporary English.

- ❑ Contemporary English research treats singular *they* as a **legitimate grammatical option** rather than a usage error (Konnelly & Cowper, 2020).
- ❑ Style guides and editorial norms have reinforced this shift by **normalising singular *they* in academic prose**, especially through APA guidance (American Psychological Association [APA], n.d)
- ❑ English, therefore, offers an increasingly **routine and institutionally supported** inclusive strategy (APA, n.d.; Konnelly & Cowper, 2020)

[Sources] Konnelly and Cowper (2020) on singular *they*; APA Style guidance on singular *they* (APA Style, n.d.).

Literature review: Arabic language research

Arabic research points to workaround strategies rather than one stable neutral form.

- ❑ Inclusive Arabic often relies on **lexical pairing, collective nouns, reformulation, or visibly gendered morphology** (Alaedine, 2022).
- ❑ **Innovative graphic forms remain marginal** because they can seem orthographically awkward or ideologically marked (Alaedine, 2022).
- ❑ The literature frames **Arabic inclusivity as constrained and contested rather than settled** (Alaedine, 2022; Soliman et al., 2023).

[Sources] Arabic gender-inclusive discussion from Kohl emphasizes structural constraints, stylistic cost, and the marginal status of innovative forms (Alaedine, 2022).

Literature review: institutional contestation

The two languages differ not only grammatically but also in how inclusive practice is institutionally framed.

English

- Stronger codification through style guides and editorial practice
- Singular they presented as a legitimate academic choice
- Inclusive usage easier to align with formal writing norms

Arabic

- Guidance exists, but conventions remain less stable
- Inclusive alternatives intersect with readability and ideology
- Students may avoid visibly marked forms in formal prose

[Sources] APA Style provides explicit English guidance; Arabic discussion and guidance remain less settled in practice (APA Style, n.d.; Alaedine, 2022).

Literature review: bilingual writing and audience design

Bilingual writers are expected to recalibrate rather than carry one stable repertoire across languages.

- ❑ Recent research shows that multilingual language choice shifts with audience and context rather than remaining stable across settings (Gonzales, 2025; Liu, 2021).
- ❑ In bilingual writing, strategies are therefore likely to be recalibrated across languages rather than transferred automatically (Curry & Lillis, 2022; Gonzales, 2025).

[Sources] Audience design theory from Bell (1984) provides the sociolinguistic frame for context-sensitive bilingual style shifting.

Literature review: research gap

The literature is growing, but the bilingual comparison remains underdeveloped.

- ❑ Much of the existing work treats English pronoun change and Arabic structural constraints separately.
- ❑ There is still limited corpus-based work comparing the same writers across L1 Arabic and L2 English.
- ❑ The Gulf university context remains underrepresented in this discussion.

[Sources] This gap statement synthesises the literature strands above: English pronoun-change research, Arabic gender-constraint research, and audience-design theory.

Literature review: positioning the present study

The study connects grammar, pedagogy, and institutional norms in one bilingual corpus frame.

- ❑ It examines gender-inclusive reference across paired Arabic and English student essays by the same writers.
- ❑ It moves beyond single-language description by tracing how inclusive practice changes across languages within the same corpus.
- ❑ The study positions inclusive language as bilingual, strategic, and institutionally shaped.

[Sources] Study positioning draws on the uploaded manuscript sections for findings, discussion, and implications.

Study focus and research questions

Within-writer comparison of gender-inclusive reference in paired English and Arabic essays

Analytical focus

- Which inclusive strategies appear in English writing?
- Which strategies appear in the same writers' Arabic texts?
- Do writers transfer inclusive practice across languages, or recalibrate it?

Core claim

The same bilingual writers do not carry one stable inclusive repertoire across languages. They move from a low-cost neutraliser in English to structurally heavier, lexically dispersed, or conventionally gendered solutions in Arabic.

195

paired writers

98,807

English tokens

95,582

Arabic tokens

3

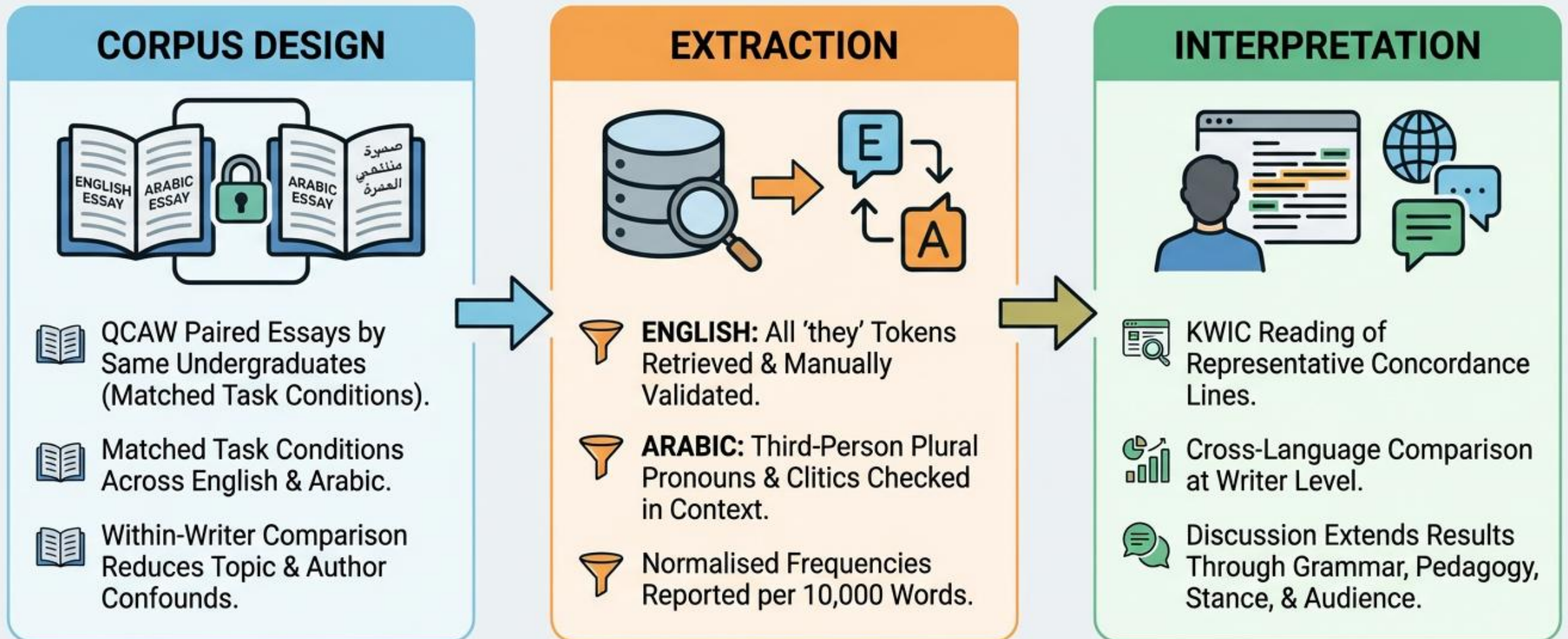
RQs

Why this matters

- Shows how grammar, pedagogy, and audience design jointly shape inclusive writing.
- Provides a bilingual evidence base for writing instruction and corpus-informed feedback design.

DATA & METHODOLOGY

Sequential Corpus Analysis: Quantitative Extraction & Concordance-Based Interpretation



Findings summary

Evidence-based overview of the three research questions

- A clear English–Arabic asymmetry emerged across the paired corpus.
- English showed a limited but identifiable inclusive pathway centred on singular they.
- Arabic showed no equally routinised counterpart and relied on a more dispersed repertoire.
- The writer-level comparison showed recalibration rather than stable transfer.

English
**Compact
route**

Arabic
**Dispersed
repertoire**

Cross-
language
**Recalibration, not
transfer**

Key point: the same writers adapt inclusive practice differently across English and Arabic.

RQ1: English findings

English shows a compact but limited inclusive pathway

98,807

English tokens

830

all they hits

21

validated singular they

2.13

per 10,000 words

Measure	Value
Corpus size	98,807 tokens
Total they hits	830
Validated singular they	21
% of all they hits	2.53%
Rate per 10,000 words	2.13
Main inclusive pathway	Singular they
Supporting resources	Plural neutralisation; lexical avoidance

- Singular they occurred mainly with generic antecedents such as a student, a learner, an individual, and a person.
- The most common environments were modal and conditional frames.
- The form is recognisable, but not highly frequent across the corpus.

English inclusivity is compact, low-cost, and clause-integrated.

RQ1: English concordance examples

The screenshot shows the AntConc software interface. The window title is 'AntConc'. The menu bar includes 'File', 'Edit', 'Settings', and 'Help'. The 'Target Corpus' section shows 'Name: English Corpus', 'Files: 195', and 'Tokens: 98807'. A list of files from 1B.txt to 25B.txt is visible on the left. The main area displays concordance results for the word 'they'. The results are organized into columns: File, Left Context, Hit, and Right Context. The search query is 'they', and the context size is set to 10 token(s). The results show various examples of 'they' used in different contexts, such as 'they can use technology' and 'they can use email'. The progress bar at the bottom indicates 100% completion.

	File	Left Context	Hit	Right Context
1	6B.txt	understand parts of the lesson and find confusing words so,	they	can use technology to search about the right information.
2	47B.txt	shelves of books to find a certain piece of info,	they	can use technology instead where all the info they
3	127B.txt	economic fields. Students who wants to go to any college,	they	can use technology as an alternative teacher, and actually
4	140B.txt	s also makes students life easier. They can study online,	they	can use technology in classroom, and they can get
5	120B.txt	For example, if students want to search about specific topic,	they	can use the famous website "Google", for more academic
6	102B.txt	variety of online devices to share school material with students.	They	can use the help email assistance to connect with
7	179B.txt	sites, blogs, and multimedia presentations as part of their project.	They	can use the web for research and as a
8	211B.txt	city because if lack of time or money, but now	they	can use email or phone to interact and speak
9	220B.txt	city because of lack of time or money, but now	they	can use email or phone to interact and speak
10	61B.txt	the distance between their home and their city, but know	they	can use their phone and emails to talk together,
11	143B.txt	school work. Instead of writing on paper which took time,	they	can use their computer at the comfort of their
12	11B.txt	receive a letter, and for people who separate them countries,	they	can use emails that will help them to be

English writers had a recognisable inclusive route, even if it was not highly frequent.

28B.txt allow student to make their studies in any time so they will be committed to a specific time. For instance,

64B.txt technology made it easier for a student to study because they can have various ways to go back and study

77B.txt their teachers. For example, if any student has a question, they use emails to ask the teachers, now they do

93B.txt the technology the student can search up for any topic, they want through millions of studies and books, which helps,

136B.txt video lessons; If a student is revising for an exam, they can refer back to the captured lecture a teacher

139B.txt teachers, if the student having a problem or a question they can send an email to their teachers.

RQ2: Arabic findings

Arabic shows rare pronominal candidates and broader reformulation strategies

95,582

Arabic tokens

407

screened plural pronoun/clitic tokens

Measure	Value
Corpus size	95,582 tokens
Screened plural pronoun/clitic tokens	407
Validated singular-plural candidates	0

- Arabic did not show a stable equivalent to singular they.
- Inclusive work was distributed across collective nouns, neutral lexical reformulation, and rare explicit pairing.

RQ2: Arabic raw search pools

Broader lexical search space, but only a small validated pronominal core

Search item	Raw hits
الشخص – The Person	93
الإنسان – Human	125
الجميع All Everyone	46
الطلبة Students	28
الناس People	430
الأفراد Individuals	132

Search item	Raw hits
الطلاب والطالبات Male and female students	2
كل طالب وطالبة Every male and female student	0
الطالبة / الطالب Male/female student	0
الفرد the individual	120
كل شخص Every person	9
أي شخص Any person	7

Raw search pools support the Arabic profile, but they are not all equivalent to validated inclusive tokens.

RQ2: Arabic strategy types

Inclusive work is distributed across several non-equivalent resources

Strategy type	Example forms	Role in corpus
Collective nouns	الجميع، الطلبة، الناس	Main broad-reference strategy
Explicit binary pair	الطلاب والطالبات	Visible inclusion, but rare
Neutral lexical reformulation	الفرد، كل شخص، أي شخص	Broader human reference without pronominal neutralisation

218A.txt	أهمها استخدامها في مختلف المواقع الخاصة بوزارات الدولة وبالتالي يستطيع	أي شخص إنهاء معاملته بكل يسر وسهولة دون حذر للملأ
161A.txt	بإمكانه مساعدة جميع الطلاب والأهم من ذلك يمكن للطلاب أو	أي شخص اختيار اللغة التي يريد، كما أنها تقدم معلومات
158A.txt	مع الأشخاص الآخرين أصبح أسهل بكثير، فالآن بإمكاننا التواصل مع	أي شخص بضغطة زر، ويهذه الطريقة نحصل على مكالمة
93A.txt	واحدة يتحدثون ويضحكون فيما بينهم تجمعهم رابطة قوية. بالمقابل الآن	كل شخص مشغول بهاتفه الخاص، لذلك إذا قارنت، تجد أن
211A.txt	الباحثين يعمل سلسلة من التجارب المعقدة البنية على طريقة تفكير	كل شخص ولكن هذه السلسلة قاموا بها لاختبار أطفال المدارس،
21A.txt	والحيوية، ويسردون الذكريات الجميلة ويطننون على بعضهم البعض فيعرفون	كل شخص وما حققه وما واجهه من مشكلات، فيستطيع الفرد جديد

166A.txt المجتمعات وتقويتها وما يشهده من ضعف علاقات وسوء تفاهم بين الأفراد في المجتمع الواحد تعود أسبابه إلى رسالة نصية أو
76A.txt أو كتابية رسالة إلكترونية سريعة الوصول. الأحداث التي تحدث بين الأفراد في المجتمع كالإصغاء والأهل مثل إصابة مريض أو زواج
60A.txt أيضا أدى انتشار التكنولوجيا إلى توفير مواد تعرض العنف بين الأفراد في المجتمعات سواء مسلسلات أو ألعاب أو حتى برامج
166A.txt وختاماً. تبقى للتكنولوجيا أهميتها التي لا نستغنى عنها ولو تمكن الأفراد في المجتمعات من استخدامها على الوجه الصحيح لما تفقت
119A.txt مواجهة المواقف السلبية، إذا القينا نظرة عن قرب على رعبات الأفراد في إضافة الخصائص البشرية للبرامج على الهواتف الذكية وقبول

174A.txt الحديث هي من أهم الاختراعات الحديثة التي قد أثرت على الجميع في أنحاء العالم، وقد تدخلت التكنولوجيا بشكل كبير جدا
69A.txt غيره، ليس لكمل أو تهاون، بل لأننا نعرف كيف أصبح الجميع في حالة تشغيل، وبالتالي تصبح الـ (SMS) عند البعض
151A.txt يسهل فهم المعلومة وتوصيلها للطلاب، فتحتوي الحصة على المتعة الجميع في حضورها وينتظرون حضور هذه الحصة بفارغ الصبر
الجميع فيبهذه

40A.txt هناك منصات نقائلية ي طرح الدكتور موضوع النقاش من ثم يتقاطون الطلبة في تبادلهم بالآفكار. يسهل على الطالب الوصول إلى ما
206A.txt على كل الأحوال من مهاراتهم الحياتية والأكاديمية، وكما أرى بأن الطلبة في حياتنا الواقعية يتعلمون بسرعة أكبر وفهم أوسع من
96A.txt هي خدمة توفير المعلومات، والحقائق، والمعرفة لجميع فئات البشر الطلبة في مختلف المراحل العمرية. الآن يأتي السؤال الأظم وهو :
151A.txt أنا أوافق على استخدام التكنولوجيا في التعليم وأرى أنها تساعد الطلبة في معرفة المزيد من المعلومات، وهي طريقة فعالة في

194A.txt عوضا عن اللقاء الشخصي أو الأوساط الاجتماعية، فطالما كان تجمع الناس في الأسواق والمجالس عبارة عن أساس حياة الناس اليومية
137A.txt والردشة مع بعضهم. فقد أثبتت الدراسات أن الوقت الذي يقضيه الناس في التواصل عبر المواقع يفوق بثلاث مرات الوقت الذي
97A.txt القيام بأصنافهم اليومية وقد أحققهم عنها وقد قل التواصل بين الناس في السنوات الأخيرة بسبب الإيمان على الأجهزة. أولا، قللت
162A.txt وتفككت نسيج الحياة الاجتماعية، وقللت من فرص التفاعل والتواصل مع الناس في المجتمع بصفة عامة ومع الأسرة بصفة خاصة، من

205A.txt الذي لم يسبق له مثيل من قبل، فاليوم أصبح لجميع الطلاب والطالبات القدرة على أن يتعلموا بشكل أسرع من خلال
205A.txt التعليم، وأصبح التعليم أكثر متعة، مما أدى إلى زيادة تفاعل الطلاب والطالبات مع المعلمين والمعلمات، وأصبحت هناك القدرة على الإبداع
10A.txt للناس، ومن أهم تلك الفئة المستفيدة من ذلك هم الطلاب والطالبات، حيث شهد الزمن الحالي الطفرة الكبيرة والواضحة في

108A.txt الصحيح لهذه الأجهزة يصبحه الكثير من الإيجابيات فإنها تسهل على الفرد أداء عمله في وقت قصير فحيث ارتطبت كثير من
95A.txt الاجتماعية والتواصل الإحتصامي بل وعلى عكس ذلك فقد عززتها بكون الفرد أصبح بإمكانه التواصل مع من يريد في الوقت الذي
119A.txt هذه التكنولوجيا لن نشعرنا بالملل أو الوحدة إطلاقاً، ولكن تجعل الفرد أقل انبهاها لأقرب الأفراد لديه، كما إنها تصعب الاختلاء
120A.txt وحركة الفتح والخلق وهذا الفضول أصبحوا عادة لا شعورية عند الفرد. أمام هذا الوضع يمكن القول أصبحت الهواتف ومواقع التواصل

14A.txt يتيح لنا التنوع في القراءة بكل يسر وسهولة حيث يحمل الإنسان مكتبة كبيرة في جهاز يحمل بيد واحدة. استخدام التكنولوجيا
139A.txt لأن الإنسان لا يستطيع العيش وحده ولكن هذه الأشياء تجعل الإنسان منزول. وأيضا من الناحية الأخرى، العائلة أهم شيء في
41A.txt على حياتنا هي الأساس ضد فطر ننا، وطبيعتنا الإنسانية، حيث إن الإنسان هو كائن اجتماعي ليسل إلى العيش والتفاعل مع الأشخاص

107A.txt ولكن في بعض الأحيان لا نعلم عن هذه الأمور لأن الشخص لم يشتر هذا الحدث، وفي حالة علمنا بحدث كهذا،
191A.txt العديد من الحجج المستمرة بين الأصدقاء المقربين بسبب عدم فهم الشخص لما يريد. إن يوصله لهم لأنه يستخدم بعض الكلمات
134A.txt المزيفة التي يظهرها الشخص لآخرين. تلك المثالية التي قد يدعيها الشخص لمواكبة من حوله تسبب أمراض نفسية عديدة منها الاكتئاب.

Arabic inclusivity was less neutralised than reformulated.

RQ3: Cross-language comparison

Inclusive practice was not consistently maintained across languages

- The dominant pattern was English-only inclusive use.
- Stable bilingual maintenance was limited.
- No writer showed Arabic-only inclusive use.

Cross-language outcome	Writers	Percentage
Inclusive in English only	166	85.1%
Inclusive in both English and Arabic	26	13.3%
Non-inclusive in both languages	3	1.5%
Inclusive in Arabic only	0	0.0%

The dominant cross-language pattern was not transfer, but asymmetry.

Cross-language interpretation

Writers reorganised inclusive reference across languages rather than carrying one stable form across both

Dimension	English essays	Arabic essays
Main inclusive pathway	Singular they	No single stable equivalent
Supporting resources	Plural neutralisation, lexical avoidance	Collective nouns, lexical reformulation, rare pairing
Frequency profile	Limited but identifiable	Dispersed and weakly standardised
Typical realisation	Pronoun in core clause position	Collective reference, lexical reformulation, plural phrasing
Structural effort	Low	Higher
Overall interpretation	Recognisable compact route	Recalibration to language-specific affordances

Cross-language differences reflect language-specific affordances, not one stable bilingual norm.

Final takeaway

One-slide synthesis across the three research questions

Research question	Main answer
RQ1	English relied mainly on singular they, with limited support from plural neutralisation and lexical avoidance.
RQ2	Arabic showed only rare singular-plural candidates and relied more on collective, lexical, and occasional paired strategies.
RQ3	Most writers were inclusive in English only, showing recalibration rather than stable cross-language transfer.

- English offered a recognisable, low-effort, inclusive route.
- Arabic offered a more constrained and structurally heavier repertoire
- The study shows language-specific bilingual recalibration, not one stable shared inclusive norm.

Discussion

Gender-inclusive reference across L2 English and L1 Arabic student writing

Core claim

Inclusive practice is reorganised across languages rather than transferred intact.

- English offers a limited but recognisable route through singular they (APA, n.d.; Konnelly & Cowper, 2020).
- Arabic offers no equally routinised counterpart and instead relies on collective, lexical, and occasional paired forms (Alaedine, 2022; Soliman et al., 2023).
- Writer-level results support recalibration across languages rather than stable transfer (Bell, 1984).

Discussion: English and Arabic patterns

Low-cost English neutralisation contrasts with structurally heavier Arabic reformulation.

English: limited but recognisable route

- Singular they functions as a legitimate academic option, reinforced by style guidance.
- The corpus suggests selective uptake rather than full routinisation.
- Inclusive reference remains compact and clause-integrated when used.

(APA, n.d.-a, n.d.-b; Konnelly & Cowper, 2020; Stormbom, 2019, 2022)

Arabic: dispersed and reformulation-based

- No compact equivalent to singular they emerged in the Arabic essays.
- Inclusive work is re-distributed across collective nouns, lexical reformulation, and rare visible pairing.
- The Arabic system is less absent than dispersed, and less neutralised than reformulated.

(Alaedine, 2022; Soliman et al., 2023)

Interpretation: the English–Arabic difference is not just numerical. It reflects different grammatical architectures and different costs for making inclusivity visible in formal writing.

Cross-language recalibration rather than transfer

The same writers behave differently across the two languages under matched task conditions.

- Most writers were inclusive in English only, not in both languages.
- This weakens a simple transfer explanation.
- A better interpretation is recalibration: writers re-distribute inclusive work according to language-specific affordances and audience expectations.

(Bell, 1984)

Outcome distribution

English only 166 (85.1%)

Both 26 (13.3%)

Neither 3 (1.5%)

Arabic only 0 (0.0%)

Percentage of writers by outcome



Implications

The findings matter for theory, bilingual corpus design, and inclusive-writing pedagogy.

Theory

- Inclusive language is language-specific, not universally transferable.
- English-centred models cannot simply be projected onto Arabic.

(Konnelly & Cowper, 2020; Alaedine, 2022)

Method

- Paired bilingual corpora reveal re-distribution of strategies within the same writers.
- This design is stronger than comparing unrelated English and Arabic datasets.

(Bell, 1984)

Implications

The findings matter for theory, bilingual corpus design, and inclusive-writing pedagogy.

Applied Corpus Linguistics

- Pairing texts by writer reveals cross-language strategy shifts that aggregate corpora hide.
- Frequency counts need concordance-based micro-analysis to recover discourse function and stance.
- Morphologically aware tokenisation is essential for gender-rich languages such as Arabic.

(Konnelly & Cowper, 2020; Alaedine, 2022)

Writing Pedagogy

- English instruction can continue modelling singular they as a standard academic option.
- Arabic instruction may focus on collective nouns, balanced binary pairs, and context-sensitive reformulation.
- Feedback tools should be language-aware rather than assuming one inclusive norm transfers across both languages. *(Bell, 1984)*
- Inclusive-writing instruction should be language-specific.

Conclusion

The main contribution is a bilingual account of how inclusive reference is reorganised across English and Arabic.

- English provides a compact and institutionally legitimate route to inclusive reference through singular they.
- Arabic requires more dispersed and structurally heavier alternatives, mainly collective and lexical reformulation.
- The same bilingual writers adapt to those unequal conditions rather than transferring one stable norm intact.

Take-home

Inclusive writing in bilingual settings is best understood as recalibration under unequal linguistic conditions.

(APA, n.d.-b; Alaedine, 2022; Bell, 1984)

Limitations and future research

The current corpus identifies a robust pattern, but not the full ecology of inclusive writing

Limitations

- Single institution and first-year argumentative essays only.
- Textual output cannot fully recover writer intention
- Essay-level pairing may miss finer intra-textual correspondences.

Future directions

- Longitudinal tracking of the same cohort to test change over time.
- Reader-response experiments on masculine plurals versus binary pairs in Arabic.
- Comparative work with other gendered or diglossic languages such as Spanish.
- Pedagogic intervention studies testing whether explicit instruction alters Arabic practice.

Closing conclusion

Inclusive language is a situated bilingual practice, not a single transferable skill

- ❑ Qatari bilingual undergraduates show high fluency with English mechanisms for gender inclusivity, especially singular they, but rely on more conventional or structurally heavier solutions in Arabic.
- ❑ The gap is produced by the interaction of grammar, pedagogy, sociolinguistic meaning, and audience expectations.
- ❑ A bilingual corpus approach is therefore essential for describing inclusive writing accurately and for designing realistic teaching and feedback interventions.

Thank you

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