

правильно поняты и усвоены, недостаточно указать на их значение, также при необходимости можно указать и на взаимосвязь языка и культуры. Поэтому, как считает Маслова В.А., язык способен отображать культурно-национальную ментальность его носителей [8; с. 63].

Усваивая чужой, новый язык, человек одновременно усваивает чужой, новый мир. С новым иностранным словом учащийся как бы транспортирует в своё сознание, в свой мир понятие из другого мира, из другой культуры. Таким образом, изучение русского языка сопровождается своеобразным раздвоением личности. Именно эта необходимость перестройки мышления, перекраивания собственной, привычной, родной картины мира по чужому, непривычному образцу и представляет собой одну из главных трудностей (в том числе и психологическую) овладения иностранным языком.

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GENDER SENSITIVITY IN ENGLISH LANGUAGE EDUCATION

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Annotation. This paper explores the role of gender sensitivity in English language education, emphasizing the importance of equitable representation, inclusive language practices, and awareness of gender bias in teaching materials and classroom dynamics. The study discusses the integration of gender-sensitive pedagogy in English language curricula, analyzes its impact on learner motivation and participation, and offers practical strategies for promoting gender inclusivity. Findings suggest that gender-sensitive approaches not only foster more inclusive learning environments but also enhance educational outcomes by supporting all learners equitably.

Keywords: Gender Sensitivity, Inclusive Language, English Language Education, Gender Bias, Gender-Inclusive Pedagogy, Learner Engagement

Introduction. In recent decades, the importance of gender sensitivity in education has gained increasing recognition, particularly in language learning contexts. English language education, which often serves as a tool for global communication and cultural exchange, must be critically examined through the lens of gender inclusivity. Gender sensitivity refers to the conscious efforts to recognize, respect, and accommodate gender diversity in educational environments. In language education, this includes addressing gender bias in textbooks, encouraging balanced participation, and using inclusive teaching methods and materials.

Traditional English teaching materials have often reinforced gender stereotypes—portraying women in domestic roles and men in professional or authoritative positions. Such representations can inadvertently influence learners’ perceptions of gender roles and limit their aspirations. Therefore, embedding gender sensitivity into English language education is essential for fostering an equitable learning experience for all students, regardless of gender identity [6].

The research objectives of this paper are:

- ✓ To examine the presence and impact of gender bias in English language teaching (ELT) materials and practices.
- ✓ To highlight the significance of inclusive and equitable language in promoting learner engagement.
- ✓ To provide strategies for implementing gender-sensitive practices in English language classrooms
- ✓ The research questions guiding this study are:
- ✓ How does gender bias manifest in English language education?
- ✓ What are the effects of gender-sensitive teaching on student engagement and learning outcomes?
- ✓ What strategies can English language educators use to foster gender inclusivity in their classrooms?

Understanding Gender Bias in ELT

Gender bias in English language education can manifest in several ways, including:

- ✓ Textbook Content: Research shows that many ELT textbooks present male characters more frequently and in a wider range of professions than female characters. Women are often depicted in passive roles or as secondary to male figures [2].
- ✓ Classroom Interaction: Teachers may unconsciously give more attention or speaking time to male students, reinforcing unequal participation [1].
- ✓ Language Structures: The English language itself can present gender challenges, such as the default use of masculine pronouns or the lack of non-binary alternatives in traditional grammar instruction [3].

These biases can negatively affect learners, particularly girls and non-binary students, by diminishing their confidence, limiting participation, and reinforcing societal stereotypes. To counter this, educators must be aware of the hidden curriculum—the implicit messages about gender that students receive through language use and pedagogical practices.

Benefits of Gender-Sensitive English Language Teaching[4]:

- ✓ Increased Student Engagement: When students see themselves represented in learning materials and feel respected in classroom interactions, they are more likely to participate actively.
- ✓ Improved Learning Outcomes: Inclusive practices create a supportive environment where all learners can thrive, leading to better academic performance.
- ✓ Promotion of Critical Thinking: Addressing gender issues through language study encourages students to question stereotypes and become more socially aware.
- ✓ Empowerment and Equity: Gender-sensitive teaching helps dismantle barriers to participation and achievement, particularly for marginalized groups.

- ✓ Preparation for Global Citizenship: Understanding and respecting gender diversity is crucial for effective communication in global and multicultural contexts.

Strategies for Implementing Gender Sensitivity in ELT [6]:

- a. Educators should evaluate textbooks and other materials for gender bias and, where possible, select or create resources that represent diverse gender identities and roles.
- b. Teachers can model gender-inclusive language, such as using “they” as a singular pronoun or avoiding unnecessary gendered terms.
- c. Teachers should monitor classroom interactions to ensure balanced participation and consciously call on all students equally.
- d. Professional development programs can help educators recognize and address their own biases and adopt inclusive teaching methods.
- e. Lessons can include discussions about gender roles, equality, and representation in society and media, fostering critical engagement [5].

Despite its importance, integrating gender sensitivity into English language education faces challenges such as:

In some contexts, discussing gender issues may be considered sensitive or controversial. Many educators have not received formal instruction on gender-inclusive pedagogy. Existing textbooks and curricula may lack diverse and inclusive content.

Overcoming these challenges requires institutional support, ongoing teacher training, and collaboration among stakeholders to prioritize gender equity in education.

Conclusion. Gender sensitivity in English language education is not just a matter of fairness—it is essential for creating an inclusive, effective, and empowering learning environment. By acknowledging and addressing gender bias in teaching practices and materials, educators can support the development of confident, critical, and engaged learners. Promoting gender inclusivity prepares students not only to succeed academically but also to participate actively in a diverse and equitable global society. Future efforts should focus on developing comprehensive frameworks for gender-inclusive pedagogy and expanding access to inclusive educational resources.

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