



TAGUIG CITY UNIVERSITY
COLLEGE OF EDUCATION

**ASSESSMENT ON GENDER-FAIR LANGUAGE IN TEACHING
PURPOSIVE COMMUNICATION AT TAGUIG CITY
UNIVERSITY: INPUTS FOR GENDER-SENSITIVE
INSTRUCTIONAL MATERIALS**

A Thesis Presented to the Faculty
of College of Education
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Taguig City

In Partial Fulfillment of the Requirements
for the Degree Bachelor of
Secondary Education
Major in English

By:

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APPROVAL SHEET

This thesis titled “**ASSESSMENT ON GENDER-FAIR LANGUAGE IN TEACHING PURPOSEIVE COMMUNICATION AT TAGUIG CITY UNIVERSITY: INPUTS FOR GENDER-SENSITIVE INSTRUCTIONAL MATERIALS**” prepared and submitted by Luisito T. Camu, Mike M. Galang, Renjie D. Oliveros, Maiza S. Orbillo in partial fulfillment of the requirements for the degree in Secondary Bachelor in Education Major in English, has been examined and approved for an oral examination

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RECOMMENDATION FOR ORAL EXAMINATION

This thesis titled **ASSESSMENT FOR GENDER-FAIR LANGUAGE IN TEACHING PURPOSEIVE COMMUNICATION AT TAGUIG CITY UNIVERSITY: INPUTS FOR GENDER-SENSITIVE INSTRUCTIONAL MATERIALS** prepared and submitted by **Luisito T. Camu, Mike M. Galang, Renjie D. Oliveros, Maiza S. Orbillo** in partial fulfillment of the requirements for the degree in Secondary Bachelor in Education Major in English, has been examined and is hereby recommended for oral examination.

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survey form.

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DEDICATION

This work of love is humbly dedicated first and foremost to their God Almighty for the graced of wisdom and strength that he showered;

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ABSTRACT

Assessment of Gender-Fair Language in Teaching Purposive Communication at Taguig City University: Inputs for Gender-Sensitive Instructional Materials

Luisito C. Camu, Mike M. Galang, Renjie D. Oliveros, Maiza S. Orbillo

Keywords: Gender-Fair Language, Gender and Development, Gender-Sensitive Instructional Materials, Purposive Communication

The purpose of this study is to assess the gender-fair language in teaching Purposive Communication among College of Education students at Taguig City University. The respondents assessed their teachers in using gender-fair language during the teaching-learning process in the following areas: learning material, didactics, subject matter, learning assessment, teaching assessment, and team teaching. A total of one hundred seventy-three (173) students during academic year 2020-2021 were selected as respondents of the study. It employed descriptive research design with emphasis on survey using an adapted questionnaire as its research instrument. After gathering quantifiable information that can be used in developing questionnaire, the researchers send the validators the instrument used via email for validation. The questionnaire was administered via online in which the respondents answered. The frequencies, percentages, means, and analysis of variance were the statistical measures utilized. The results revealed that most of the



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students-respondents were young, and majorities are females. There were also fewer students-respondents from LGBTQ+ and BSE-English has the greatest number of respondents, while in regards to enrollment status, majority of them were regular students. The study revealed that among six categories under the assessment of gender-fair language in teaching Purposive Communication, team teaching got the highest result which shows that is fully practiced among the six categories in gender-sensitivity teaching. Furthermore, the test results findings showed that there is no significant difference among the profile of the respondents in terms of age, gender preference, specialization, and enrollment status. The results presented that the teachers in the College of education managed to gain the overall value interpretation of moderately practiced. This research revealed that the gender-fair language is practiced inside the College of Education as well in the teaching and learning materials.



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Chapter 1

THE PROBLEM AND ITS BACKGROUND

Introduction

Language and culture represent one another. It is important for all to understand and appreciate changes in the context and acceptability of words as communicators. The researchers expanded sensitivity includes concerns regarding the use of sexist terminology that the perceived meanings of certain terms have shifted as men and women's positions in our culture have shifted.

Human behavior and thought are heavily influenced by language. The National Council of Teachers of English (NCTE) is concerned about the vital role that language plays in ensuring equal rights for men and women. NCTE members have the ability to manipulate thinking and action by carefully selecting gender fair language. Directly as well as indirectly these pointers will help you; writing papers and publications, preparing handouts and materials, designing and delivering oral presentations, speaking with students, parents, and community members, working with students, developing curriculum selecting texts and media, exploring language use in classrooms serving on local, regional, and national committees.



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Pursuant to Section 14, Article II of the 1987 Constitution, the “State recognizes the role of women in nation-building, and shall ensure the fundamental equality before the law of women and men.” (Official Gazette, The Constitution of the Republic of the Philippines Article II section 14)

This State Policy is affirmed in the President’s Social Contract with the Filipino People as pursued through Executive Order No. 43 s. 2011, which includes Gender Equality in its sixteen-point agenda and commits to transform the government “from a lack of concern for gender disparities and shortfalls, to the promotion of equal gender opportunity in all spheres of public policies and programs. Recognizing that the use of gender-fair language is the first benchmark of gender-sensitivity, the Civil Service Commission (CSC) issued Memorandum Circular No. 12, series of 2005, attached herein, which encourages the use of non-sexist language in all official documents, communications and issuances. The Magna Carta of Women (MCW) or Republic Act No. 9710, enacted in September 2009, is the local translation of the provisions of the CEDAW (Convention on the Elimination of a; Forms of Discrimination Against Women), is obligated to pursue and implement programs, projects and activities that will contribute to the achievement of women’s empowerment and gender equality. (CHED Memorandum Order No. 1 Series of 2015 Rationale and Mandates). The majority of previous research on integrating gender and sexuality into language teaching has been conducted in Argentina (Banegas, 2020), South Africa (Jimmyns & Meyer-Weitz, 2019), and Poland



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(Pakuła et al., 2015). In the Philippines, the research, to date, has tended to focus on extreme ends of the implementation process, such as the awareness of educators about the gender perspective (Sumadsad&Tuazon, 2016) or the success in incorporating gender in their pedagogical practices (Lualhati, 2019), rather than an in-depth analysis on the overall experience of educators in the government's attempt to mainstream GAD education in Philippine colleges and universities. This would mean that previous findings on the implementation of gender mainstreaming in Philippine education have remained vague. (Tarrayo, 2021).

Gender-fair language (GFL) seeks to reduce stereotypes and prejudice based on gender. To make languages gender-neutral and handle women and men equally, two main methods have been used: neutralization and feminization. Neutralization is accomplished, for example, by replacing male-masculine forms (policeman) with gender-unmarked forms (police officer), while feminization depends on the replacement of male-masculine forms (policewoman) with gender-unmarked forms (policewoman). By integrating research on (1) language structures, (2) language policies, and (3) individual language behavior, provide a critical review of how GFL contributes to the reduction of gender stereotyping and discrimination. (Sczesny, Formanowicz, Moser, 2016).



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Background of the Study

Language is constantly evolving and will continue to adapt, sometimes ahead of and sometimes behind social values and habits. In formal education in the Philippines, the English language is well-established. When the Philippines were colonized by the United States of America, it was introduced into the formal school system.

Historically, from the 1960s to the 1980s, when feminist activists purposefully employed language to spotlight women's problems on a national level, significant progress was gained. Activists, for example, helped bring the phrase domestic abuse into the public language in the 1970s, helping to represent it as a pervasive social problem. Civil rights and feminist activists also worked hard to introduce Ms. as a term of address that denotes gender but not marital status much like Mr. In the 1970s, the term Mx. (pronounced "mix") was coined as a term of address for transgender or non-gender-binary people. In the United States today, the term Ms. is widely used. Mx. is also an option on many government websites in the United Kingdom (Mallinson and Inscoe, 2020).

Gender-fair language (GFL) aims to reduce gender stereotypes and bias. We must use gender-neutral language extensively and extend it to our students, and we must honor them. The aim of every teaching technique is to create a learning environment that encourages students to participate in the learning process. Learning requires participation and students who actively



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participate learn better and are happier with their education. Gender-balanced education requires educators to handle all students fairly as well as understand and accommodate various learning styles (Scezny, Formanowicz, and Moser 2016). The Magna Carta of Women (Republic Act No. 9710) defines Gender and Development Program (GAD) as the development perspective and process that is participatory and empowering, equitable, sustainable, free from violence, respectful of human rights, supportive of self-determination and actualization of human potentials. It seeks to achieve gender equality as a fundamental value that should be reflected in development choices and contends that women are active agents of development, not just passive recipients of development (Philippines News Agency, 2019).

This research was conducted with the participation of second-year students of Taguig City University College of Education through an online survey. Taguig City University (TCU) is a Philippines local university. It was established in 2006 of the Sangguniang Bayan ng Taguig at the Municipal Government of Taguig. It was at Gen. Santos Ave., Central Bicutan Taguig City. One of the major subjects of the College of Education included in the curriculum is Purposive Communication.

Purposive Communication is about writing, speaking, and presenting to different audiences and for various purposes. Based on Commission on Higher Education's (CHED) Memorandum Order No. 20, series of 2013 also known as the



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“General Education Curriculum Holistic Understandings, Intellectual and Civic Competencies,” (CMO 20 s 2013). Purposive Communication is a three-unit course that develops students’ communicative competence and enhances their cultural and intercultural awareness through multimodal tasks that provide them opportunities for communicating effectively and appropriately to a multicultural audience in a local or global context. It equips students with tools for critical evaluation of a variety of texts and focuses on the power of language and the impact of images to emphasize the importance of conveying messages responsibly. The knowledge, skills, and insights that students gain from this course may be used in their other academic endeavors, their chosen disciplines, and their future careers as they compose and produce relevant oral, written, audio-visual and/or web-based output for various purposes.

Gender stereotyping and prejudice are not uncommon at Taguig City University, particularly when it comes to the use of the English language. Our language both reflects and shapes our gender roles' beliefs. Evidence reveals, however, that how people use gendered language, such as personal pronouns, impacts not only their gender ideas, but also how they regard the so-called "other." The significance of why we chose this research topic is to reduce or minimize the unnecessary gender concerns in English subject matter specially in Purposive Communication whereas in this subject described as the use of language to write, speak, and present to different audiences and for various purposes.



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Gender-neutral language eliminates the need for superfluous gender concerns in subject matter, allowing you and your reader to focus on what people do rather than their gender. Students can use purposeful communication to sharpen and develop their cultural and multicultural awareness, allowing them to speak effectively and appropriately to a diverse audience in a local or global setting. This pertains to the use of language in research studies, thesis, and other academic papers.

Theoretical Framework

Expert and public perceptions of gender and sex are shifting (Hyde, Bigler, Joel, Tate, & van Anders, 2019; Schudson, Beischel, & van Anders, 2019). Gender has changed in the modern Western culture. Traditionally, gender has been perceived as binary and oppositional (women vs. males) and as a source of conflict, as a direct result of biological sex (female vs. male). The gender/sex binary is a term used to describe these notions. Gender and sex views have become more fluid in recent years, as evidenced by societal changes such as increased visibility and support for transgender and non-binary people (e.g., Virginia electing the first trans woman as a state legislator; Grierson, 2017), and discussion and implementation of gender-inclusive policies. (e.g., gender-neutral pronouns such as “ze” and “they”; Boylan, 2018), and related changes to policy and practice (e.g., Germany’s top court legally recognizing a third sex; Eddy & Bennett, 2017).



Simultaneously, there has been vehement opposition to these developments. Opponents believe that biological sex is binary and determines gender and that legislation and practice should be based on this. It's worth noting that these arguments are employed by a variety of groups that don't appear to have much in common, such as religious groups who say that more flexible gender perspectives endanger "family values" (Korolczuk & Graff, 2018) and some feminists who argue that they pose a threat to female voices and women's safety (Hines, 2019).

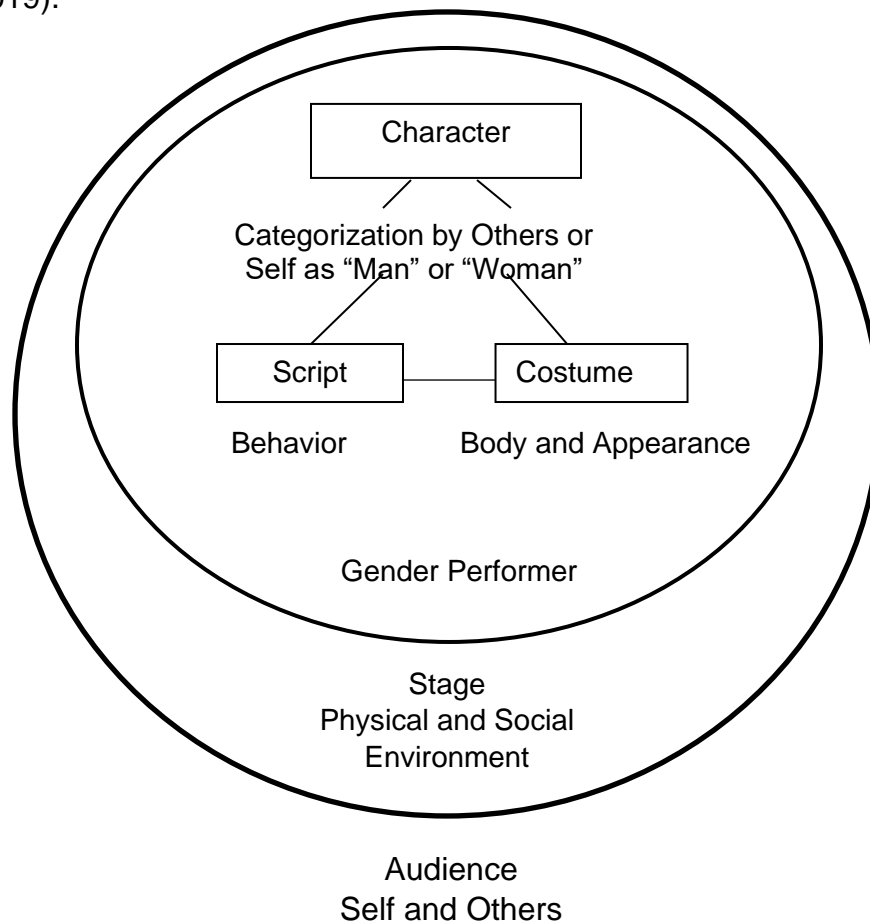


Fig. 1 Elements of binary gender/sex performance



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The gender/sex binary is generated and maintained believe, by socially regulated, binary gender/sex performance (Butler, 1990; see also Deaux & Major, 1987; Eagly & Wood, 2012). The performance of gender, propose, may be broken down into four linked but separate facets: the *character* one plays, the *costume* one wears, the *scripts* one enacts to portray the *character*, and the stage on which this performance takes place. This gender/sex performance takes place in front of an *audience* of others as well as the self.

The character is built on elements that are commonly regarded sex (i.e., sex assigned at birth) as well as gender (i.e., gender identity), demonstrating once again that separating these two concepts is not always practical or straightforward. Most of the time, others' classification and one's own categorization (i.e., gender identity) are in sync, but when they aren't, problems arise, gender trouble ensues, as we discuss in more detail below. In our conceptualization, the character one plays is based on interplay of societal forces (e.g., the acceptability and availability of different gender labels in a culture or context) and an internal sense of self. This interplay becomes particularly apparent when the categorization by others and oneself do not match (i.e., for transgender and non-binary people; Levitt, 2019).

Any performance is incomplete without a costume. Even in the absence of behavior, the outfit aids in the communication of gender/ sex to the audience. Using a broad definition of costume to include features of the body (e.g.,



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genitals and breasts, body and facial hair, and muscle mass—all of which are more sex-related) as well as how the body is presented (for example, makeup and clothing, which are more gender-specific), all of which are influenced by societal gender standards (e.g., men are expected to be more muscular than women whereas women are seen as more likely to wear jewelry than men; E. L. Haines, Deaux, & Lofaro, 2016).

Scripts are gendered behaviors that are also informed by gender norms and stereotypes and include a number of aspects such as gendered preferences (e.g., men liking cars, women liking dancing; Lippa, 2010) and gendered traits (e.g., women being emotional, men being competitive; see E. L. Haines et al., 2016). These preferences and traits are expressed through gendered behavior (e.g., watching a romantic movie, playing a sport), including verbal statements (e.g., “I like romantic movies”).

Characters, costumes, and scripts are all part of the gender/sex performance, and they all have descriptive, prescriptive, and proscriptive elements. They explain what genders/sexes are, how they behave, and what they look like. They also prescribe what genders/sexes should and shouldn't exist, how they should and shouldn't appear, and how they should and shouldn't act (see Eagly & Wood, 2012)

The stage, on the other hand, is the physical and cultural environment in which gender/sex is performed, and it is designed to support and encourage binary



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gender performance. It encompasses not only physical spaces (e.g., gender-segregated bathrooms), but also cultural (e.g., gender roles), linguistic (e.g., gendered pronouns), and legal contexts (e.g., number of legally recognized sexes). It can so highlight or obfuscate binary gender/sex performance, despite the fact that it is not directly related to gender/sex performance. Using gender-neutral language like "y'all" or "folks" to address a mixed-gender gathering highlights the fact that there are two—and only two—genders/sexes with substantial differences, but using "boys and girls" or "ladies and gentlemen" does not.

The audience consists of others, as well as the self, who observe the performance and react to it. Thus, when gender/sex is performed correctly, the performance reinforces binary, oppositional ideas of gender/ sex in the minds of the audience, including the self (Eagly, 1987; Eagly & Wood, 2012). Our view on the audience deviates from Goffman's conception in that we view the self as part of the audience, whereas he distinguishes between a "front stage," where the audience is present and the performance of gender/sex is tailored toward them, and a "back stage," where the audience is absent and the individual can act in a way that is tailored to their own wants and needs.

When gender/sex is not performed "correctly," the audience can react in a variety of ways, ranging from feeling intimidated and reacting defensively to embracing the gender issue or changing their gender ideas. These emotions are influenced by a variety of elements, including (a) personal psychological factors such as political ideology, gender/sex essentialism ideas, or the demand for



cognition (Norton & Herek, 2013; Stern & Rule, 2018; Tebbe & Moradi, 2012; Wilton et al., 2019); (b) group-based factors such as in-group status and group identification (C. T. Nagoshi et al., 2019); and (c) contextual factors such as gender/sex salience and norms (Levitt, 2019).

Conceptual Framework

For the current study, the following paradigm is used to guide the flow of the research process, as shown in Figure 2.

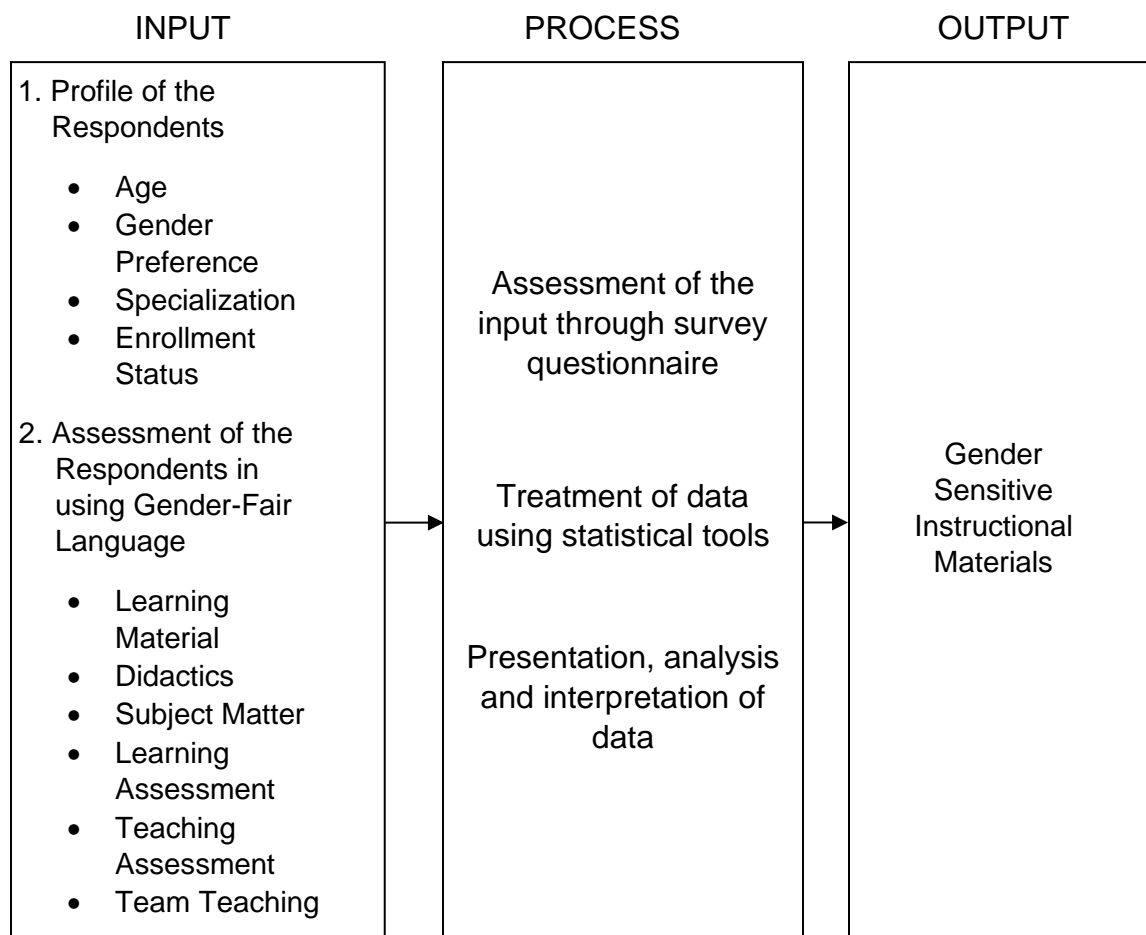


Figure 2. Research Paradigm of the Study



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In the present study, the three variables of a system are input, process and output (IPO) which define the complete cycle of a system operation. As shown in Figure 2 on page 12, the input variables include the profiling of the respondents in terms of name, age, gender preference, specialization, and enrollment status. The respondents assessing their teachers in using gender-fair language during the instruction in terms of: learning material; didactics; subject matter; learning assessment; teaching evaluation; and team teaching. The significant is the difference between the assessments of gender-fair language of the respondents when grouped according to profile. These input variables undergo a process which converts the input to output. With developing an input for gender-sensitive instructional materials.

Statement of the Problem

This study aimed to assess the gender-fair language in teaching purposive communication of the second-year students in the College of Education at Taguig City University for the academic year 2019-2021

Specifically, it sought answers to the following questions:

1. What is the profile of the respondents in terms of:

1.1 age;

1.2 gender preference;



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1.3 specialization; and

1.4 enrolment status?

2. How do the respondents assess their teachers in using gender-fair language during the instruction in terms of:

2.1 learning material;

2.2 didactics;

2.3 subject matter;

2.4 learning assessment;

2.5 teaching assessment; and

2.6 team teaching?

3. How significant is the difference between the assessments of gender-fair language of the respondents when grouped according to profile?

4. Based on the findings of the study, what inputs for gender-sensitive instructional materials can be recommended?

Hypothesis

There is no significant difference between the assessments of the respondents when grouped according to profile.



Significance of the Study

This study helped the researchers to determine the value of strategic teaching involving gender-fair language. Researchers also understand how gender-fair language affects the teacher's way of teaching.

Specifically, the results of the study would be important to the following:

CHED. The given data would be used by CHED to create a tool that can be the guide for each university in creating their own tool when measuring the gender sensitivity teaching in their university if it is effective and if the goal in gender equality is achievable.

DepEd. The given data would be used by DepEd as reference to ensure gender equality within the educational system by revising teaching materials, teacher training curricula and classroom decoration. Give equal opportunity for education to individuals with various physical, cognitive, and sensory disabilities.

Taguig City University. The given data would be used by the Taguig City University as reference for incoming students that might have gender issue or individuals with various physical, cognitive, and sensory disabilities. They can also use the data to provide different strategies within the curriculum in gender-sensitive teaching.



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College of Education. The given data would be used by the Department of College of Education on enhancing their strategies regarding gender-sensitivity teaching of the students. It can also be use by the department to create strategically plans in enhancing the ways every professor in the department is dealing with gender equality awareness.

Administration Staff. The given data would give the administration staff an overview of how teachers develop and practice the gender-fair language inside the classroom setting and how students engage with the subject. They would also know the problems and challenges that a teacher and students face in a gender role working environment so they can make a rules or policy to work comfortably.

Teachers. The given data would guide the teachers to practice gender-fair language teaching inside the classroom. It would also give the idea to the teacher about the challenges, problems and struggles of the student facing gender bullying or harassment for teacher to solve or educate the students about the said problem.

Students. The result would provide the students with some knowledge on how to respect each other differences in gender. It would give the students an overview of what is the role gender-fair language in individuals, society and the country. At the end of this study, the students will finally realize what their right as an individual is.



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Parents. Like teachers, the parents too would guide their students to have awareness of the gender-fair language. The parents would also educate their child about the differences of every individual.

Future Researchers. Research in gender-fair language will benefit from the study by obtaining information of insights when it comes on using gender-pronoun words for students in the classroom.

Scope and Limitation

This study is limited to the survey on assessment on second-year students in the College of Education at Taguig City University for academic year 2020-2021. The collected data were from the five programs in the College of Education namely: Bachelor of Secondary Education major in English, Bachelor of Secondary Education major in Mathematics, Bachelor in Secondary Education major in Science; Bachelor in Physical Education, and Bachelor in Elementary Education. This research tackles about how gender-fair language in teaching Purposive Communication and was assessed of the respondents in terms of name, age, gender preference, specialization, and enrollment status. The respondents assessed their teachers in using gender-fair language during the instruction in terms of: learning material; didactics; subject matter; learning assessment; teaching evaluation; and team teaching.



Definition of Terms

For better understanding, the following terms are hereby defined conceptually as they are used in the study.

Competence. The quality or state of being competent: such as the quality or state of having sufficient knowledge, judgment, skill, or strength (as for a particular duty or in particular respect); the knowledge that enables a person to speak and understand a language.

Didactics. Is a theory of teaching, and in a wider sense, a theory and practical application of teaching and learning. In demarcation from "mathetics" (the science of learning), didactics refers only to the science of teaching.

GAD (Gender and Development). Gender and Development (GAD) came into being as a response to the perceived shortcomings of women in development (WID) programmers.

Gender. A social and cultural construct, which distinguishes differences in the attributes of men and women, girls and boys, and accordingly refers to the roles and responsibilities of men and women.

Gender Bias. Making decisions based on gender that result in favoring one gender over the other which often results in contexts that are favoring men and/or boys over women and/or girls.



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Gender Equality. The concept that women and men, girls and boys have equal conditions, treatment and opportunities for realizing their full potential, human rights and dignity, and for contributing to (and benefitting from) economic, social, cultural and political development.

Gender Equity. The process of being fair to men and women, boys and girls, and importantly the equality of outcomes and results.

Gender Mainstreaming. This refers to the process in which gender equality perspectives and considerations become the norm and not just the responsibility of specific individuals (often women) or departments in isolated and unsustainable ways.

Gender Roles. Social and behavioral norms that, within a specific culture, are widely considered to be socially appropriate for individuals of a specific sex.

Gender Sensitivity. Gender sensitivity is the act of being aware of the ways people think about gender, so that individuals rely less on assumptions about traditional and outdated views on the roles of men and women.

Language. The principal method of human communication, consisting of words used in a structured and conventional way and conveyed by speech, writing, or gesture.

Learning Assessment. Refers to strategies designed to confirm what students know, demonstrate whether or not they have met curriculum outcomes or the goals



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of their individualized programs, or to certify proficiency and make decisions about students' future programs or placements.

Learning Materials. Refers to one of four elements of integral self-evaluations in addition to neuroticism, self-efficacy, and self-esteem. ... Learning materials can also include online resources, videos, and other interactive materials that reinforce course content.

National Council of Teachers of English (NCTE). Is a United States professional organization dedicated to "improving the teaching and learning of English and the language arts at all levels of education.

Purposive Communication. Is about writing, speaking, and presenting to different audiences and for various purposes.

Subject Matter. Matter presented for consideration in discussion, thought, or study.

Teaching Assessment. In education, the term assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.

Team Teaching. Coordinated teaching by a team of teachers working together.



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Chapter 2

REVIEW OF LITERATURE AND STUDIES

Presented thematically, this chapter is a summary of relevant foreign and local literature and studies. The prime purpose of this chapter is to provide the researchers with a theoretical background of what is already known in the area and what is still needed to be undertaken by the researchers.

Gender and Development in the Philippines

The Department of Education (DepEd) released a gender-responsive basic education policy (DepEd Order No. 32, s. 2017) that "commits to integrate the concepts of gender equality, gender equity, gender sensitivity, and gender responsiveness into all aspects of basic education." In the provision and control of basic education, non-discrimination and human rights are paramount. "Signed by DepEd Undersecretary Alberto T. Muyot, the policy specifically "seeks to enable DepEd to undertake gender mainstreaming in education to address both enduring and emerging gender and sexuality-related issues in basic education, to promote the protection of children from all forms of gender-related violence, abuse, exploitation, discrimination, and bullying and to promote gender equality and non-discrimination in the workplace and within DepEd". Finally, the policy broadens DepEd's gender and development (GAD) initiatives by addressing



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challenges that affect not only women but also other sexual minorities. To be respectful of people of varied SOGIE, the policy uses the more inclusive definitions of "gender identity" and "gender expression." The LGBT community is being highlighted as a result of the policy. For example, the Department of Education is presently considering include LGBT Pride Month in the school calendar. Violations of the policy are dealt with by a Complaint/Grievance Committee. Similarly, the Department of Education (DepEd) is interested in to "strengthen gender and development institutional procedures," the GAD Focal Point System should be institutionalized. With the policy ordered to be immediately disseminated and strictly implemented, the onus is now on schools to implement the same.

CHED has been fighting for gender and development to be mainstreamed in higher education since 2010. It has released a number of important policy pronouncements and publications, the most notable of which is CHED Memorandum Order (CMO) No. 01, series of 2015, also known as the "Establishing the Gender and Development Policies and Guidelines in CHED and HEIs."

In accordance with its Gender and Development (GAD) duty as provided in the 1987 Philippine Constitution, the Department of Education (DepEd) issues the enclosed Gender-Responsive Basic Education Policy Republic Act (RA) No. 9710 or the Magna Carta of Women (MCW), RA 10533 or the Enhanced Basic Education Act of 2013, and the Philippines'



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International Human Rights Commitments to the Universal Declaration of Human Rights (UDHR), Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), and the Convention on the Rights of the Child (CRC) among others.

On August 14, 2009, Republic Act No. 9710, also known as the Magna Carta of Women, was signed into law, mandating non-discriminatory and pro-gender equality and equity measures to enable women's participation in the formulation, implementation, and evaluation of national, regional, and local development policies and plans. Memorandum Circular No. 2011 – 01, dated October 21, 2011, was issued to all Government Departments, including their attached agencies, offices, and bureaus, State Universities and Colleges (SUCs), Government-Owned and Controlled Corporations (GOCCs), and all other government instrumentalities, as guidelines and procedures for the establishment, strengthening, and institutionalization of their respective departments.

The Philippines is placed 17th out of 156 countries in the Global Gender Gap, according to Philippine News Agency 2021. The World Economic Forum's 2021 Report (WEF). However, the Philippines came in second in Asia Pacific, behind New Zealand, and fourth overall. The Philippines came in 18th place in economic participation, 33rd place in political empowerment, 34th place in health and survival, and 39th place in educational achievement out of the four indicators. The country's potential to close gender gaps in educational



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attainment, health, and survival was highlighted in the WEF report. The Philippines is one of just 18 countries worldwide to have bridged at least 79.5 percent of economic participation and opportunity gaps. The Philippines is one of the rare countries that have closed the gender gap in senior positions, as well as in professional and technical ones, all at the same time. The WEF report, on the other hand, recommended that the Philippines increase women's rights. Only 49.1% of women are employed, resulting in a 65.3 percent closing of the gender gap in this statistic. Similarly, wage and income disparities persist. On average, 22% of the pay gap and 31% of the income difference have not yet been bridged. According to the research, just 36.2 percent of the gender gap has been closed in terms of political empowerment, with women holding only 28% of the seats in parliament. According to the World Economic Forum, the corona virus illness 2019 (Covid-19) has pushed back gender parity by 36 years. It means that closing the global gender gap will now take 135.6 years. In several important economies and industries, progress toward gender parity has stalled. This is partly owing to the fact that women are more typically employed in the industries most affected by lockdowns, as well as the additional pressures of caring for children at home.

The Philippine Commission on Women (PCW) created the Gender and Development (GAD) Local Learning Hub (LLH) as a certification program for local government entities through its Local GAD Resource Program (LGRP) (LGUs). Its goal is to institutionalize the exchange and replication of local



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experiences, as well as to highlight GAD-related innovations, so that local governments can begin and strengthen their gender mainstreaming efforts. This is in accordance with the Magna Carta of Women (MCW), which requires government entities, including local governments, to implement gender mainstreaming as a strategy to promote women's human rights and eliminate gender discrimination in their systems, structures, policies, and practices. Programs, processes, and procedures are all examples of these.

PCW has approved 12 LGUs as GAD LLHs across the country as of 2020. Each LGU GAD LLH provides a unique set of services and activities in the areas of health, the environment, social safety, child care, women's livelihood, GAD capacity training and advocacy, and GAD-related databases and institutional procedures. These initiatives work together to achieve the Gender's strategic objectives.

Gender-Fair Language in Education

Boys and girls must feel welcome in a safe and secure school environment, according to UNESCO publications (2017). Governments, schools, instructors, and students all play a role in ensuring that schools are free of violence and discrimination and that they deliver gender-sensitive, high-quality education. Governments can achieve this by developing nondiscriminatory curricula, facilitating teacher education, and ensuring proper sanitary facilities. Schools are in charge of dealing with school-related violence as well as offering



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comprehensive health education. Teachers should adhere to professional guidelines for proper disciplinary procedures and give objective instruction. Students must also act in a nonviolent and inclusive manner.

Schmalz (2015) interviewed a dozen Lesbian, Gay, Bisexual, Transgender, Queer plus (LGBTQ+) students, many of whom identified as gender fluid, gender queer, gender non-conforming, transgender, and/or non-binary, and found these students experience a great amount of anxiety and frustration. Several students expressed concern that professors and staff would mis-gender them or make other micro-aggressions. They talked about their fear of being "outed" in class by professors and having to "come out" every semester when they had to communicate with faculty about their names or pronouns. One student shared, "Every day it's scary to just be in class, not knowing what people are going to say". In recent years, students on campuses across the country have become increasingly vocal in resisting binary thinking with respect to gender identity and expression.

According to Levine and Stark (2015) and Phillips (2014), respecting gender identity and expression in the classroom affirms students who identify as non-binary, gender non-conforming, and/or transgender, as well as creating a culture of inclusion and diversity in education that has indirect benefits for all. According to research, allowing non-majority kids access to learning environments promotes all students by increasing creativity and boosting problem solving and decision-making. Furthermore, allowing students to



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self-identify their names and pronouns they use in the classroom benefits all students, including overseas students and those who use their middle name as their primary name.

Harbin, B., Roberts, L. M., Nelson, R., & Purcell, C. (2020) mentioned that students and leaders in the classroom may have limited prior interactions with transgender and/or non-binary individuals. Consequently, instructors and students may be unfamiliar with the experiences of non-binary and/or transgender people. Feeling anxious in public restrooms; feeling disrespectful when people make assumptions about their gender, identity, and pronouns; feeling unsafe in learning places on campus; and enduring high levels of discrimination and harassment are examples of these experiences. Importantly, as previously said, some classroom leaders identify as non-binary and non-heterosexual.

Gender fair language is viewed of as grammatical rectification for gender inequities in language, assuming that language and society mirror one another (Redfern, 2013 as cited by Talosa, 2018). Gender-fair language tries to identify and change language aspects that lead to misunderstanding and misinterpretation of sexual identities. The use of “Man” as a generic form in the English language and the ambiguous use of the pronoun “He” are two particular causes of misconceptions that are at the center of gender-fair language. They're troublesome because they frequently favor male-dominated language reception while undermining gender-inclusive



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language use. Even today, adjectives like mankind, salesperson, or descriptions like average working man are employed, regardless of whether they are referring to males or girls. The majority of the English-speaking community uses and accepts words like mankind and salesman, as well as definitions like average working man, man on the street, and so on.

Gender-fair teaching is good teaching, according to the Council for Women's Concerns (2020). Men and women in the classroom typically have extremely different educational experiences, despite the fact that the number of women participating in higher education is gradually increasing. Women and men respond differently to various teaching approaches, classroom arrangement, questions, and conversation, according to recent national studies. Even the best instructors, both male and female, frequently treat women and men in ways that limit women's classroom experiences of equity. Any teaching strategy should aim to create a learning environment that encourages students to participate in the learning process. Learning requires participation, and students who actively participate learn more and are more satisfied with their education. Gender-balanced education requires instructors to treat all students equally as well as acknowledge and accommodate varied learning styles. As a result, gender-neutral language is inclusive, allowing you to say exactly what you mean. Men and women, for example, if all genders are intended. To avoid using masculine pronouns, use plural phrases (e.g., students/their). Titles such as



"chairman" and "fireman" are likewise inappropriate. Two non-biased titles are "chair" and "firefighter."

Gender-Sensitive Instructional Materials

According to UNESCO Bangkok (2017), teachers inspire and empower – they can also discourage and impose limitations, regardless of whether they are making a conscious effort to do so. In Asia, where millions of girls find themselves either on the sidelines of education or excluded entirely, this role of teachers in perpetuating or actively combating gender inequality is especially critical.

When it comes to addressing gender inequities in education, the role of teachers is critical, according to Libing Wang (2017), Chief of Section for Educational Innovation and Skills Development at UNESCO Bangkok. Gender-sensitive curricula, textbooks, and all of the most up-to-date materials can be made available to schools, but if teachers do not understand and believe in gender sensitive education, you won't have gender sensitive classrooms. That is the heart of the issue – but addressing it is no simple matter. Many aspects need to be examined, from the broadest policy level to individual classrooms.

UNESCO Bangkok's initiative, "Enhancing Girls' and Women's Right to Quality Education through Gender Sensitive Policy-making, Teacher Development and Pedagogy in South, Southeast and Central Asia," aims to take



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an initial step in addressing these dimensions in five Asian countries: Cambodia, Myanmar, Nepal, Sri Lanka and Uzbekistan.

The five-year project began in 2015, the same year that the international community agreed to the 2030 Agenda for Sustainable Development, including Sustainable Development Goal (SDG) 5 on promoting gender equality and empowering all women and girls, as well as SDG4 target 5 on eliminating gender disparities in education by 2030. The project's first phase, which is part of the UNESCO-HNA Partnership for Girls' and Women's Education, includes evaluations of teacher education institutions' gender responsiveness, teacher education curriculum and textbook development policies, teaching practices, and teaching and learning materials used in teacher education and in schools.

Textbooks and learning materials can perpetuate a skewed focus on gender. The 2016 Global Education Monitoring report detailed how stereotypical representations of gender – men as doctors, women as nurses – are rampant in textbooks worldwide. In an interview with Viet Nam media, UNESCO Gender Programme Manager Phuong Nhung underlined the insidious impact that stereotypes can have on young learners in an interview with Vietnamese media. “If students continue to be exposed to gender-stereotypical imagery in textbooks as they grow older, gender stereotypes will become more entrenched in their minds.”



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The U.S. Agency for International Development (USAID) 2015, shares this growing international concern for promoting educational experiences that are fair and respectful to all children, including children who are marginalized (e.g., due to sex, disability, racial or ethnic status) and children who are in conflict situations. Furthermore, USAID understands the need of equitable teaching and learning resources in combating societal bias and stereotypes. Because school is such an important part of most children's lives, and because a child's school experiences are concentrated on teaching and learning materials, the messages conveyed by such materials—whether overtly or implicitly—can have a powerful and lasting impact.

Gender-Responsive Basic Education (GRBE) is inclusive education that ensures girl's and boy's and women's and men's equal access to learning opportunities addresses gender-based barriers and the intersection of different forms of discrimination takes affirmative steps where necessary to reduce gender gaps and disparities in the management of the learning process, provides all learners with a learner-friendly environment that addresses their diverse learning needs and results in the progressive achievement of gender equality in educational outcomes (DepEd Order No. 32, s. 2017).

The United Nations Millennium Development Goals emphasize on giving equal access to education for girls and boys, but research suggests that simply sending females to school is not enough; policies must be established to keep them in school, and curricula must be revised to fit a girl's education



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(Fernandes et al., 2015). This concept necessitates a re-evaluation of the curriculum and practice by school systems. Gender biases and stereotypes are still present in curricula, instructional techniques, resources, and learning media, according to the Philippine Commission on Women (PCW).

In developing or highly industrialized countries like the Philippines, studies have shown that there are still challenges in gender-responsive and sensitive curriculum, instructional delivery, assessment, facilities, and training (Hernandez and Cudiamat (2017); Kirkup, 2011; Hartl, 2009; and Towery, 2007). Blumberg (2008) emphasized the importance of reviewing textbooks to assess gender and development in the classroom, as it may be an impediment to gender equality in education, as stereotypes about gender roles may contribute to lower achievement, particularly in under-resourced schools in developing countries.

Implementation of Gender-Equality in Teaching English

Classroom activities that promote engagement do not necessarily result in favorable student results (e.g., Eddy and Hogan, 2014; Knight et al., 2016; Ballenet al., 2017a; Cooper et al., 2018a). Individual beliefs and emotional states, in particular, have an impact on how comfortable students feel in classes that encourage engagement (Cohen et al., 2019).

The curriculum is gendered in two ways, according to a research by the Gender and Education Association (GEA) (2021): (1.) Masculinity and femininity



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are related with several topics. (2.) Depending on whether they are educating girls or boys, teachers teach different subject or approach it differently.

In most Western countries, mathematics and science, as well as technology, are considered manly subjects. Humanities and languages (the native tongue and current foreign languages) are linked to femininity, though not as strongly as the link between masculinity and mathematics, science, and technology. This gendering of particular curriculum subjects is not related to attainment. In England and Wales, for example, math achievement is almost equal for girls and boys, but it is firmly identified as masculine. Gender segregation is particularly strong in vocational curriculum. As a result, where students choose vocational topics, they are more or less educated in single-gender classes. It's important to understand that this gender marking is not hard and fast, and is mediated by society. It tends to be high status areas that are seen as masculine, lower status ones as feminine.

Teachers tend to use commonsense views about what girls and boys are likely to enjoy or relate to when they plan their teaching, especially of single-sex groups. This can cause problems because they may then teach boys and girls differently, leading to an impoverished curriculum for one gender.



Synthesis of Related Literature and Studies

The above collection of both foreign and local literatures and studies provides information on the study of the researchers since it is relevant and timely on the research made.

The research found out that the Department of Education (DepEd) issued a gender-responsive basic education policy (DepEd Order No. 32, s. 2017). The policy specifically seeks to enable DepEd to undertake gender mainstreaming in education. The policy also finally broadens DepEd's gender and development (GAD) programs by tackling not only women's issues, but also other sexual minorities; with the policy the LGBTQ+ is getting highlighted.

Likewise, CHED has been pushing for the agenda to mainstream gender and development in higher education since 2010. The Memorandum Order (CMO) No. 01, series of 2015 or the "Establishing the Policies and Guidelines on Gender and Development in CHED and HEIs.

Whereas, the Republic Act No. 9710 or the Magna Carta of Women which mandates non-discriminatory and pro-gender equality and equity measures to enable women's participation in the implementation and evaluation of policies plan for national, local, and regional development.

In the study of gender-fair language in education institutions such as governments, schools, teachers, and students all have a part to play in ensuring that



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schools are free of violence and discrimination and to provide a gender-sensitive , good quality education.

As what Levine and Stark (2015); Philips (2014) stated, respecting gender identity and expression in classroom affirms students who identify as non-binary, gender-conforming, and transgender additionally creates a culture of inclusion and diversity in education that has indirectly benefitted to all.

In addition to Redfern (2013) as cited by Talosa (2018), gender-fair language is thought of as grammatical correction for gender inequalities in language, assuming that language and society reflect one another.

This study in gender-sensitive instructional materials as mentioned by UNESCO Bangkok (2017), teachers inspire and empower and can also discourage and impose limitations, regardless of whether they are making a conscious effort to do so.

This study explained that textbooks and learning materials can perpetuate a skewed focus on gender. In an interview with Vietnam media to UNESCO Gender Programme Manager Phuong Nhung mentioned the insidious impact that these stereotypes can have on young learners.

In addition, USAID recognizes the role that equitable teaching and learning materials can play overcoming social bias and stereotypes.

This study has shown that there are still existing challenges in gender-responsive and sensitive in terms of curriculum, instructional delivery,



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assessment, facilities, and training in developing or highly industrialized countries such as Philippines.

This research in implementation of gender-equality in teaching English that mostly others perspective that teaching mathematics and science are seen as masculine subject areas, as is technology. Whereas, humanities and languages tend to associated with femininity though this is less strong as the link between mathematics and science. Vocational curricula are particularly strongly gendered.

This study simply implies that teachers tend to use common sense views about what girls and boys are likely to enjoy or relate to when they plan their teaching. This can cause problems because they may then teach boys and girls differently.



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Chapter3

RESEARCH METHODOLOGY

This chapter presents the research methodology used in the study such as the research method used, population and sample size, sampling technique, and description of respondents, instrumentation, data gathering procedures and statistical treatment data.

Research Method Used

The descriptive method of research was utilized in this study. Penwarden (2014) claimed that the descriptive method gathers quantifiable information that can be used for statistical inference on the target audience through analysis. Jackson (2011) stated that descriptive methods are viewing and recording the participants. It involves an in-depth study of an individual or group of individuals and the participants answer questions administered through interviews or questionnaires.

The description was used for frequencies, averages and other statistical calculations. Often the best approach, prior to writing descriptive research, is to conduct a survey investigation.



Population and Sample Size

The respondents of the study involved the second-year students during academic year 2020-2021 at Taguig City University. They were the ones who undergone the subject of General Education 5, which is Purposive Communication.

The researchers used simple-random sampling to obtain the desired number of the respondents. In statistics, a simple random sample of size n consists of n individuals from the population chosen in such a way that every set on n individuals have an equal chance of being in the selected sample.

Table 1
Population and Sample Frame

Program	Population	Sample	Percent
BSE English	90	58	33.53
BSE Math	43	36	20.81
BSE Science	45	17	9.83
BPED	45	8	4.62
BEEEd	83	54	31.21
Total	306	173	100.00

The population and sample frame for this study are shown in Table 1. It displays the total number of respondents, which is three hundred sixty (306) sophomore students. The number of samples was determined using Slovin's formula. It shows that the sample needed is one hundred seventy-three (173). The sample is composed of 53 BSE English students, 36 BSE Math students, 17 BSE Science students, 8 BPED Students and 54 BEEEd students.



Slovin's Formula:

$$n = \frac{N}{1 + Ne^2}$$

where:

n = number of samples

N = total population

e = margin of error

Description of the Respondents

A total of 173 of student of College of Education in all majors were the respondents of the study. They are described according to their demographic profile in terms of age, gender preference, specialization and enrollment status.

The main concern of this research is how the respondents assess their teachers in teaching purposive communication using gender-fair language during the instruction in terms of: learning material, didactics, subject matter, learning assessment, teaching assessment, and team teaching.

Instrumentation

After thorough research in developing the questionnaires, the group validated the panels by sending them emails after conducting extensive research



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in developing the questionnaires. After the panel validations, the Dean's approval is required before we began an online survey.

The main instrument for data gathering was the questionnaire for Taguig City University second year students in the College of Education. The first part of the survey questionnaire seeks the profile of the respondent's and specialization where they belong. The second part determines the category of Learning Materials, Didactics, Subject Matter, Learning Assessment, Teaching Assessment, and Team Teaching.

Data Gathering Procedure

The researchers used instruments in gathering information. The procedures used in determining the data analysis forms were planned as follows:

First, the researchers send the letter for validation and also the document needed to the validators; second, the validation is conducted via online; third, the researchers created a survey using questions forms; fourth, the researchers used Google forms, to administer the survey; fifth the researchers asked permission to the respondents to be part of the study and send the online survey forms to their respective majors; sixth, the researchers introduced themselves and explain the purpose of the study to the respondents; seventh, the researchers collected the data using survey questionnaires on the forms thru spreadsheet. After gathering all data the researchers will tally the scores and



analyze the answer of the respondent through the help of SPSS and some recommendations from the adviser.

Statistical Treatment of Data

Data obtained from the answered questionnaire were tallied, categorized and analyzed statistically using descriptive analysis. The researchers used the following statistical treatment of data:

Percentage

Percentage is used to determine the percentage usually for data in demographic profile in terms of age, gender preference, specialization, and types of student. Percentage explains information as a proportion of the whole. Percentages are calculated by taking the number of the subcategory and dividing by the total number in the population.

The formula is:

$$\% = \frac{f}{N} \times 100$$

where:

% = Percent

f = Frequency



N= Number of cases

100= constant Number

Mean

Mean is the sum of all scores divided by the number of cases. The mean is the best measure for regular distributions, it is most reliable, stable, least probable error, and is most generally recognized measure of central tendency.

The summarized formula is:

$$\bar{X} = \frac{\sum X}{N}$$

where:

\bar{X} =Arithmetic Mean

$\sum X$ = Sum of all the scores

N= Number of scores or cases

Analysis of Variance (ANOVA)

ANOVA is used to find out if the frequency of two or more variables in the study differs significantly or test the significant difference among several groups.

The formula is:



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$$H = \frac{12}{N(N+1)} \sum^K \frac{R_j^2}{n_j} - 3(N+1)$$

Where:

k = number of groups

n_j = number of observations in the j th group

N = number of observations in all the number of observations in group combined

R_j = the sum of the ranks in the j th group

Arbitrary Scale of Values

Designed through researcher's subjective selection of items. Collect few statements or items which it is believes appropriate to the given topic.

Where:

1-1.75 = Not Practiced (NP)

1.76-2.50 = Slightly Practiced (SP)

2.51- 3.25 = Moderately Practiced (MP)

3.26-4.00 = Fully Practiced (FP)



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Chapter 4

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the data gathered, analysis of the data and interpretation of the result. The findings presented in Tables 2 to 16 were sequenced following the order of the statement of the problem.

**Table 2
Demographic Profile of the Respondents According to Age**

Age	Frequency	Percent
18 years old and below	0	0
18 – 20 years old	125	72.2
21 – 23 years old	43	24.9
24 years old and above	5	2.9
Total	173	100.0

Table 2 shows the age distribution of the respondents. Results showed that majority of the respondents are between 18 to 20 years old which corresponds to 72.2% or 125 out of 173 student respondents. The table also shows that there is notable 5 or 2.9% of the respondents who are 24 years old and above, and 24.9% of the respondents are in the age bracket of 21 – 23 years old. The results showed that the student-respondents are considered as young adults. According to Moran (2016), today's young adults are subgroup of the "Millennial" generation. Most of them are *digital natives* which means they grew up with access to digital communications technology.



Table 3
Demographic Profile of the Respondents According to Gender Preference

Gender Preference	Frequency	Percent
Male	28	16.1
Female	135	78.2
LGBTQ	10	5.7
Total	173	100.0

Table 3 depicts the gender preference profile of respondents. Results divulged that that 5.7% of the respondents chose LGBTQ as their gender preference. Also, it can be gleaned that most of the students are female with 78.2%, while the male consists of 16.1% of the total population. It can be implied that the education courses in Taguig City University are female-dominated. As stated to the article of National Women's History Museum (2017), women – based on the popular belief that they were more nurturing than men – were seen as the ideal candidates to fill the need of the profession. With this, colleges have expanded their teacher training programs and encouraged their female students to enroll at the expense of other majors.

Table 4
Demographic Profile of the Respondents According to Specialization

Program	Frequency	Percent
Bse - English	58	33.3
Bse - Mathematics	36	20.7
BPEd	17	9.8
Bse - Science	8	4.6
BEEEd	54	31.6
Total	173	100.0



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Table 4 presents the profile of the student-respondents according to their program. Results display that 58 of the total no. of respondents or 33.3% belong to BSE English. It also shows that BEEd being not far with 54 respondents or 31.6%. The data followed by 36 respondents which belong to Bse Mathematics or 20.7%. Also, the data indicates that 17 of the total respondents or 9.8% belong to BPED. Finally, BSE Science who has only with 8 respondents or equivalent to 4.6%. The results indicate that Bse English and BEEd have more respondents than the rest.

Bettinger et al. (2016) also examined the effects of learners' participation on their online course performance and persistence. More active participation in discussion forums was associated with higher performance in the courses and lower dropout rates in the following academic term. Learners' active participation can therefore be considered a key factor in learning success in online courses.

Table 5
Demographic Profile of the Respondents According to Enrollment Status

Enrollment Status	Frequency	Percent
Regular	172	99.4
Irregular	1	0.6
Total	173	100.0

Table 5 indicates the profile of the respondents according to their enrollment status. The results shows that majority of the respondents were



regular students with 172 of the total respondents or 99.4%. While, only 1 or 0.6% out of the 173 total respondents was irregular. Thus, the data indicates that the enormous amount of respondents were regular types of student.

Table 6
Assessment on Gender-Fair Language in Teaching Purposive
Communication in terms of Learning Material

A. Learning Material	Mean	Verbal Interpretation
1. Spoken and written language uses either gender-neutral or female and male forms	3.24	Moderately Practice
2. Female and male connoted (sub-) domains appear equally often and with same importance.	3.17	Moderately Practice
3. Female and male persons appear in the material (photos, examples, and pictures) to the same extent.	3.10	Moderately Practice
4. Female and male persons are presented in the material (photos, examples, pictures) at the same hierarchal levels and in non-stereotypic roles.	3.06	Moderately Practice
5. Can identify gender bias in classroom texts or materials.	2.81	Moderately Practice
General Mean	3.08	Moderately Practice

Legend: 1 -1.75 –Not Practiced (NP); 1.76 - 2.50 –Slightly Practice (SP); 2.51 -3.25 –Moderately Practiced (MP); 3.26 - 4.00 –Fully Practiced (FP)

Table 6 displays the assessment of how the student-respondents assess their teachers in using gender-fair language during the instruction in terms of learning materials. As shown on the table, the respondents “moderately practice” on all of the indicators under learning material with the mean of 3.08. It is remarkable to note that, *spoken and written language uses either gender neutral*



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or female and male forms garnered the highest mean 3.024. While the indicator *female and male connoted (sub-) domains appear equally often and with same importance ranked* as the second highest ($\bar{x} = 3.17$). Moreover, the indicator *can identify gender bias in classroom texts or materials* got the lowest mean of 2.81 with a verbal interpretation of “moderately practice”.

Based on the study of Tarrayo, Potestades, and Ulla (2021), English Language Practitioners (ELT) practitioners in the Philippine Higher Education Institutions utilized instructional materials and provide activities on topic related to gender equality, gender-fair language (GFL), and the like. They also disclosed that, with academic freedom, they give their students gender-issue-centered readings such as those catcalling and deconstructing gendered discourses; facilitate class discussion on gender-fair and inclusive language deconstruction of sexist examples used in Philippine media, and debates on gender concepts; and incorporate GFL-consciousness-raising activities such as role playing.



Table 7

**Assessment on Gender-Fair Language in Teaching Purposive
Communication in terms of Didactics**

B. Didactics	Mean	Verbal Interpretation
1. The teacher addresses female and male students equally often and with equally stimulating demands.	3.21	Moderately Practiced
2. The teacher equally takes on contributions from female and male students.	3.27	Fully Practiced
3. The teacher gives equally intensive and constructive feedback to female and male students.	3.31	Fully Practiced
4. In group tasks each student takes various and non-stereotypic roles and functions.	3.20	Moderately Practiced
5. The teacher reinforces non-stereotypic behavior of students and regulates stereotypic behavior of students.	3.16	Moderately Practiced
General Mean	3.23	Moderately Practiced

Legend: 1 -1.75 –Not Practiced (NP); 1.76 - 2.50 –Slightly Practice (SP); 2.51 -3.25 –Moderately Practiced (MP);
3.26 - 4.00 –Fully Practiced (FP)

In terms of didactics, Table 7 shows how student-respondents rate their teachers' use of gender-fair language during instruction. The table reveals that the majority of respondents rated didactics as “moderately practice” with the general mean of 3.23. However, the teacher equally accepts contributions from female and male students, who received a mean of 3.27, and the teacher equally gives with a 3.31, female and male students receive equally intensive and constructive feedback. The results were both “fully practiced.” Furthermore, the teacher addresses female and male students equally frequently and with equally stimulating demands, yielding a total score of 3.21. In group tasks, each student takes on a



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variety of non-stereotypical roles and functions, yielding a mean of 3.20. Finally, the teacher reinforces non-stereotypic behavior of students and regulates stereotypic behavior of students had the lowest total score of 3.16. Respondents answered "moderately practiced" in each case.

According to UNESCO (2020), teachers need to use descriptive instead of judgmental language if they seek to mainstream gender. They also need to establish communication patterns by considering words and phrases carefully before using them in class.

They need to relate to female and male learners as individuals, and not through gender-based perspectives. Teachers need to focus on each individual learner's skills and/or weaknesses, and thus conduct a class session free from gender bias. Moreover, teachers need to make sure that they are fair in their treatment of students regardless of their gender.



Table 8

**Assessment on Gender- Fair Language in Teaching Purposive
Communication in terms of Subject matter**

C. Subject Matter	Mean	Verbal Interpretation
1. The relation between teaching content and the gender dimension (gender theory, stereotypes, inequalities etc.) is revealed.	2.97	Moderately Practiced
2. Students reflect about gender-related structural dependencies/constraints within their domain, work environment, and job market.	3.09	Moderately Practiced
3. Both female and male authors and researchers are considered.	3.32	Fully Practiced
4. Holds equal academic and behavioral expectations of all students regardless of gender.	3.32	Fully Practiced
5. Provides students with equal opportunities for class participation regardless of their gender.	3.40	Fully Practiced
General Mean	3.22	Moderately Practiced

Legend: 1 -1.75 –Not Practiced (NP); 1.76 - 2.50 –Slightly Practice (SP); 2.51 -3.25 –Moderately Practiced (MP); 3.26 - 4.00 –Fully Practiced (FP)

Table 8 presents the assessment of how the student-respondents assess their teachers in using gender-fair language during the instruction in terms of didactics. As stated in the table, the assessment of the respondents as indicated under subject matter was “moderately practiced” with the general mean of 3.22. It appears here that, the highest mean of 3.40 belongs to *provide students with equal opportunities for class participation regardless of their gender* and the respondents assess it with “fully practiced”.



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While, under the indicators of *both female and male authors and researchers are considered* with a mean of 3.32, together with *hold equal academic and behavioral expectations of all students regardless of gender* also have the mean result of 3.32, both were assessed as “fully practiced”. The *students reflect about gender-related structural dependencies/constraints within their domain, work environment, and job market* with a mean of 3.09 and with verbal interpretation of “moderately practiced”. However, under the *relation between teaching content and gender dimension (gender theory, stereotypes, inequalities etc.)* is revealed have the lowest mean of 2.97 and an interpretation “moderately practiced”.

As stated by Dehler et al., (2009), cited by Lualhati (2019), pedagogy includes what is taught, how teaching takes place and how what is taught is learnt. In the context of gender inside the classroom, it refers to teaching and learning processes that pay attention to the specific learning needs of girls and boys. Integrating gender in the delivery of subject matter helps present the whole spectrum of a domain, interest female and male students alike, and prepare students for the gender-related conditions of work environments in that domain.



Table 9

Assessment on Gender-Fair Language in Teaching Purposive Communication in terms of Learning Assessment

D. Learning Assessment	Mean	Verbal Interpretation
1. Female and male students perform equally well in learning outcome measure.	3.34	Fully Practiced
2. Objective criteria are used in the assessment of student performance.	3.34	Fully Practiced
3. The learning assessment also contains assessment of gender competence.	3.02	Moderately Practiced
4. Feedback and learning assessment methods are reflected to ensure that prejudice and stereotypes are not adopted.	3.14	Moderately Practiced
5. Ask students' feedback on the learning assessment methods to ensure that prejudice and stereotypes are not adopted.	3.14	Moderately Practiced
General Mean	3.20	Moderately Practiced

Legend: 1 -1.75 –Not Practiced (NP); 1.76 - 2.50 –Slightly Practice (SP); 2.51 -3.25 –Moderately Practiced (MP); 3.26 - 4.00 –Fully Practiced (FP)

In terms of Learning Assessment, Table 9 shows how student-respondents rate their teachers' use of gender-fair language during instruction. As illustrated in the table, under the indicators of *both female and male students perform equally well in learning outcome measure* and *objective criteria are used in the assessment of student performance* have an outstanding mean result of 3.34 and verbal interpretation of “fully practiced”. On the other hand, *feedback and learning assessment methods are reflected to ensure that prejudice and stereotypes are not adopted* also *ask students' feedback on the learning assessment methods to ensure that prejudice and stereotypes are not*



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adopted came next with a mean equivalent to 3.14 and both have verbal interpretation “moderately practiced”. Came in last, the indicator *the learning assessment also contains assessment of gender competence* have a mean of 3.02 and verbal interpretation ‘moderately practiced’.

As mentioned by European Institute for Gender Equality (EIGE) 2016, prior to developing training, gender practitioners should conduct a gender-learning needs assessment aiming at assessing participants’ knowledge of gender issues and concepts, to better tailor training to their identified needs.

Gender-learning needs assessment should particularly focus on assessing the ‘problems’, such as individual resistance or organizational weaknesses, and on developing tackling strategies. Commissioning authorities should support this exercise by actively encouraging staff to participate in and providing the trainers with relevant information on the organization’s work and procedures.



Table 10

Assessment on Gender-Fair Language in Teaching Purposive Communication in terms of Teaching Assessment

E. Teaching Assessment	Mean	Verbal Interpretation
1. Female and male participants equally bring in their opinion to the evaluation of the teaching (questionnaire, discussion etc.)	3.30	Fully Practiced
2. The analysis of teaching evaluation data separates by student sex if the number of students permits (minimum 20).	2.96	Moderately Practiced
3. Student's satisfaction on all relevant characteristics of the course (e.g., learning activities, teacher-student interaction, use of technology, practical relevance of content, perceived learning outcomes etc.) are analyzed separated by student sex (if the number of students permits, minimum 20) and used for further development of the teaching.	3.08	Moderately Practiced
4. Evaluation assessments of gender-equality are applied during the course and consequences are derived and implemented.	3.13	Moderately Practiced
5. The teacher self-evaluates gender equality of his or her teaching (teaching activities, interaction with students, own stereotypes etc.)	3.21	Moderately Practiced
General Mean	3.14	Moderately Practiced

Legend: 1 -1.75 –Not Practiced (NP); 1.76 - 2.50 –Slightly Practice (SP); 2.51 -3.25 –Moderately Practiced (MP); 3.26 - 4.00 –Fully Practiced (FP)

Table 10 demonstrates how student-respondents rate their teachers' use of gender-fair language during instruction in terms of Teaching Assessment. As demonstrated by the table, the indicator *female and male participants equally bring in their opinion to the evaluation of the teaching*



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(questionnaire, discussion etc.) got the highest mean out of all with 3.30 and the only one assessed as “fully practiced”. Respectively, the other indicators were not far behind to one another in terms of their mean results and all the respondents answered “moderately agree”. Indicators such as, *the teacher self-evaluates gender equality of his or her teaching (teaching activities, interaction with students, own stereotypes etc.)* with a mean of 3.21. Next, was *evaluation assessments of gender equality are applied during the course and consequences are derived and implemented* got mean of 3.13. On the other note, *the student’s satisfaction on all relevant characteristics of the course (e.g., learning activities, teacher-student interaction, use of technology, practical relevance of content, perceived learning outcomes, etc.) are analyzed separated by student sex (minimum of 20)*, have the mean of 3.08. The lowest mean of 2.96 was belong to *the analysis of teaching evaluation data separates by student sex if the number of students permits (minimum 20)*.

As stated by Caroline Heider (2015), despite the progress made over the last two decades, women still lag behind men when it comes to economic opportunity, education, employment and participation in decision-making. Gender disparities persist in many countries - which go to show that bringing about greater gender equality is a tough job. The issues of gender equality have a lot to do with behavior. These behaviors are determined by mindsets, which in turn are formed by longstanding traditions and cultural factors. Influencing these norms is hard enough without a critical voice that reminds us that results have not (yet) been



achieved, or things could have been done better. That's where evaluation comes in. Evaluation can strengthen our ability to achieve gender equality in three important ways. First, it can enable us to take a critical look at existing norms, to look at existing programs and ask whether we are doing the right things. Secondly, evaluation allows us to review operational results in order to understand what has worked and why. And third, it provides a window through which we can compare results across the world in order to foster knowledge sharing.

Table 11

**Assessment on Gender- Fair Language in Teaching Purposive
Communication in terms of Team Teaching**

E. Team Teaching	Mean	Verbal Interpretation
1. Male as well as female teachers/tutors are involved.	3.39	Fully Practiced
2. Male and female teachers/tutors are involved in equally roles and functions.	3.41	Fully Practiced
3. Male and female teachers intentionally modify or challenges school practices which perceived as gender bias and gender insensitive.	3.08	Moderately Practiced
4. Explicitly expresses gender equality and fairness as a teaching principle.	3.28	Fully Practiced
5. Ensures that the content of the course syllabus includes values and attitudes of gender equality.	3.31	Fully Practiced
General Mean	3.29	Fully Practiced

Legend: 1 -1.75 –Not Practiced (NP); 1.76 - 2.50 –Slightly Practice (SP); 2.51 -3.25 –Moderately Practiced (MP); 3.26 - 4.00 –Fully Practiced (FP)



Table 11 depicts how students rate their teachers' use of gender-fair language during instruction in terms of team teaching. Based on the table, under the category of team teaching collected, overall mean result of 3.29 and the respondent's perceived verbal interpretation of "fully practiced". Out of the five indicators *male and female teachers/tutors are involved in equally roles and functions* with the highest mean of 3.41. It is followed by; *male as well as female teachers/tutors are involved* and got a mean of 3.39. Next, is *explicitly expresses gender equality and fairness as a teaching principle* with mean result to 3.28. While, the indicator *ensures that the content of the course syllabus includes values and attitudes of gender equality* have a mean of 3.31. Lastly, the mean result of 3.28 belongs to indicator *male and female teachers intentionally modify or challenges school practices which perceived as gender bias and gender insensitive* and have a verbal interpretation "moderately practiced".

According to Tasdemir & Yildirim (2017), within the team-teaching model, both instructors share the responsibilities within the classroom and both evaluate and monitor student needs and learning. They also suggested that while the contributions may vary in a team-teaching model, the instructor must work together to create a learning environment that one single instructor could create on their own. Additionally, collaboration allows instructors to be more reflective of their practices so they can make improvements in future instruction.



Table 12

Overall General Mean on the Assessment of Gender-Sensitivity Teaching

	Mean	Verbal Interpretation
A. Learning Material	3.08	Moderately Practiced
B. Subject matter	3.23	Moderately Practiced
C. Didactics	3.22	Moderately Practiced
D. Learning Assessment	3.20	Moderately Practiced
E. Teaching Assessment	3.14	Moderately Practiced
F. Team Teaching	3.29	Fully Practiced

Legend: 1 -1.75 –Not Practiced (NP); 1.76 - 2.50 –Slightly Practice (SP); 2.51 -3.25 –Moderately Practiced (MP); 3.26 - 4.00 –Fully Practiced (FP)

Table 12 represents the general mean on assessment of gender-sensitivity teaching. In regards to learning material it garnered the result with the lowest general mean of 3.08. Then, came next the teaching assessment that received the general mean of 3.14. Whereas, learning assessment obtain a general mean of 3.20. Didactics came in fourth with general mean of 3.22. Second to last is subject matter acquiring a result of general mean 3.23. Lastly, Team Teaching succeeds to have the highest general mean of 3.29. Five (5) of the gender-sensitivity teaching instructions gain with an overall verbal interpretation of “moderately practiced”, while team teaching have an impressive verbal interpretation of “fully practiced”.



In order to ensure that the importance of gender sensitivity/equality is widely promoted, international institutions such as the United Nations should attempt to support economic sensitization initiatives around the world that embrace female empowerment. On a more serious note, gender sensitivity/equality is proven to be a concern not only in emerging economies (typically in Africa and Latin America), but its severity is also resounding itself in developed economies likewise. (The Guardian 2016).

Therefore, education curriculum from as early as in the kindergarten stage must seek to introduce curriculum akin to sensitizing people around gender inclusivity. This will minimize insults connected with discrimination such as blatant discriminatory utterances of President Donald Trump. (BBC News, July 2019).

Table 13

Difference on the Assessment of the Respondents on Gender-Fair Language in Terms of Age

Components	F- value	p - value	Decision	Remarks
Learning Material	0.826	0.481	Failed to reject H_0	Not Significant
Didactics	0.782	0.505	Failed to reject H_0	Not Significant
Subject Matter	0.609	0.610	Failed to reject H_0	Not Significant
Learning Assessment	0.714	0.545	Failed to reject H_0	Not Significant
Teaching Assessment	0.902	0.441	Failed to reject H_0	Not Significant
Team Teaching	1.029	0.381	Failed to reject H_0	Not Significant

Decision Rule: "If p-value is less than or equal to the level of significance (0.05), reject H_0 , otherwise failed to reject H_0 ."



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The significant difference on the assessment of the respondents on gender-fair language among the six components in terms of age presented in Table 13. The table evidently reveals the p-value of all of the components is greater than the level of significance of 0.05. Hence, the null hypotheses were failed to reject. It is then concluded that the difference on how the student-respondents assess their teachers in using gender-fair language during the instruction is not statistically significant when grouped according to their age. According to the study of Filipino ESL Students Androgyny Trait, Awareness and Attitude in Gender- Fair Language, the data gathered were analyzed with the use of Statistical Software at 0.05 level of significance. Findings revealed that most of the ESL students are female, 17 years old, Iloco as mother tongue of the students and fourth year level. Most of them are androgynous and are generally aware of gender fair language. Moreover, as to attitude towards Gender Fair language, findings revealed that the students are indeed aware that sexist language disregard or belittles either men or women but were found to be limitedly aware of sexist terms yet are utmost willing to change sexist words. Students from the higher year level were found to have better awareness in gender fair language as compared to the lower ones. Further, students' belief on sexist language and age relates to student's awareness in gender fair language. It was then concluded that the more positive ESL students' attitude in gender fair language is, the higher their awareness. Talosa (2018).



Table 14

**Difference on the Assessment of the Respondents on Gender-Fair
Language in Terms of Gender Preference**

Components	F- value	P- value	Decision	Remarks
Learning Material	0.963	0.384	Failed to reject H_0	Not Significant
Didactics	0.091	0.913	Failed to reject H_0	Not Significant
Subject Matter	0.696	0.500	Failed to reject H_0	Not Significant
Learning Assessment	0.087	0.917	Failed to reject H_0	Not Significant
Teaching Assessment	0.210	0.811	Failed to reject H_0	Not Significant
Team Teaching	0.455	0.635	Failed to reject H_0	Not Significant

Decision Rule: "If p-value is less than or equal to the level of significance (0.05), reject H_0 , otherwise failed to reject H_0 .

Table 14 presents the significant difference in gender preference between the six components based on respondents' assessments of gender-fair language. According to the table, the p-value for each component is greater than the level of significance of 0.05. Thus, the null hypotheses were failed to reject. It is then concluded that the difference on how the student-respondents assess their teachers in using gender-fair language during the instruction is not statistically significant when grouped according to their gender preference.

The prevalent argument against the use of gender-fair language was not validated in this study because gender-fair language had no effect on any component of comprehensibility. The rewriting of the texts in terms of word



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familiarity, sentence syntactical complexity, and text local cohesiveness, on the other hand, invariably resulted in statistically significant and practically important improvements. This suggests that generic text wording, such as the real power supply contract utilized in this study, is a far more important predictor of comprehensibility than the inclusion of gender-neutral terminology.

This begs the question of how to encourage the adoption of gender-neutral terminology. Gabriel et al. (2018) proposed that masculine forms are more prevalent and so easier to access in language production, and can be used with little cognitive effort, whereas gender-fair forms are likely to demand intentional effort, at least at first. According to research conducted by Koeser, Kuhn, and Sczesny (2015), reading gender-fair texts encourages women to use gender-fair language, whereas men must be made aware of gender-fair forms in order to use them. Arguments in favor of gender-fair language, according to Koeser and Sczesny (2014), justify the usage of gender-fair language.



Table 15

**Difference on the Assessment of the Respondents on Gender-Fair
Language in Terms of Specialization**

Components	F- value	P- value	Decision	Remarks
Learning Material	2.139	0.078	Failed to reject H_0	Not Significant
Didactics	1.289	0.276	Failed to reject H_0	Not Significant
Subject Matter	1.524	0.197	Failed to reject H_0	Not Significant
Learning Assessment	1.299	0.272	Failed to reject H_0	Not Significant
Teaching Assessment	1.635	0.168	Failed to reject H_0	Not Significant
Team Teaching	2.373	0.054	Failed to reject H_0	Not Significant

Decision Rule: "If p-value is less than or equal to the level of significance (0.05), reject H_0 , otherwise failed to reject H_0 .

Table 15 demonstrates the significant difference on the assessment of the respondents on gender-fair language among the six components in terms of their specialization. As presented on the table, the p-value of all of the components is greater than the level of significance of 0.05. Hence, the null hypotheses were failed to reject. It is then concluded that the difference on how the student-respondents assess their teachers in using gender-fair language during the instruction is not statistically significant when grouped according to their program.



Cowan (2019), as students move into high school, they tend to choose subjects conventionally associated with and expected of their gender. That's maths and science for boys – arts and literature for girls. Despite females and males having similar levels of capabilities in maths and science, the academic choices of girls don't often reflect their ability. A US study on gender stereotypes found that 'common stereotypes associate high-level intellectual ability (brilliance, genius) with men more than women.' These typecasts discourage young girls from pursuing certain subjects and fields, and eventually influence their career choices. In other words, girls grow up believing they aren't good at maths and science.

Table 16

Difference on the Assessment of the Respondents on Gender-Fair Language in Terms of Enrollment Status

Components	F- value	P- value	Decision	Remarks
Learning Material	0.016	0.899	Failed to reject H_0	Not Significant
Didactics	0.126	0.723	Failed to reject H_0	Not Significant
Subject Matter	0.438	0.509	Failed to reject H_0	Not Significant
Learning Assessment	0.380	0.539	Failed to reject H_0	Not Significant
Teaching Assessment	0.286	0.593	Failed to reject H_0	Not Significant
Team Teaching	0.550	0.459	Failed to reject H_0	Not Significant

Decision Rule: "If p-value is less than or equal to the level of significance (0.05), reject H_0 , otherwise failed to reject H_0 .



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Table 16 shows the significant difference on the assessment of the respondents on gender-fair language among the six components in terms of types of students. As presented on the table, the p-value of all of the components is greater than the level of significance of 0.05. Hence, the null hypotheses were failed to reject. It is then concluded that the difference on how the student-respondents assess their teachers in using gender-fair language during the instruction is not statistically significant when grouped according to their types as a student.

According to Australia University ECU (2019), gender bias in the classroom is a worldwide phenomenon, and its impact is felt when it comes to self-esteem, test results and professional choices. According to the research of Myra and David Sadker who have studied schools across America for over 20 years, boys seem to dominate teacher time and attention. These findings are collated in their book, *Still Failing at Fairness: How Gender Bias Cheats Girls and Boys in School and What We Can Do About It*, and suggest that boys demand to be taken notice of, while girls wait patiently to be acknowledged.



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Chapter 5

**SUMMARY OF FINDINGS, CONCLUSION, AND
RECOMMENDATION**

This chapter presents the summary of findings, the conclusion and recommendations based on the analysis of the result on the assessment of gender-fair language in teaching purposive communication at Taguig City University as perceived by the second-year students of 5 specializations in the college of education at Taguig City University.

Summary of the findings

The results of this study presented in this section were based on the statement of the problem. The following are some of the findings.

1. With regards to the collected data from the general profile of the respondents, the majority age of respondents are 18 -20 years old with 72. 2 %, while minority of the respondents are 25 years old and above with 2.9% as shown in the column of Table 2. In terms of gender preference, female dominated with 78.2%, also results shows that 5.7% were from LGBTQ+ in the column of Table 3. With reference to the specialization, BSE- English has the most respondents with 33.3 %, however BSE Science has the least respondents with 4.6% as presented in the column of Table 4. Finally, in the



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enrollment status of the respondents, mostly are regular with an outstanding 99.4%, which makes irregular with a 0.6% as exhibit in column of Table 5.

2. The data revealed that among the six (6) categories under the assessment of gender-fair language in teaching Purposive Communication, team teaching had the highest mean out of all with 3.29 as shown in column of Table 11. Meanwhile, didactics came in second with 3.23 as seen in column of Table 7. On the other hand, came in third is the subject matter with a mean of 3.22 as presented in the column of Table 8. Also, came in fourth is the learning assessment which has the mean of 3.20 in the column of Table 9. Next in fifth place is teaching assessment with a mean of 3.14 as shown in the column of Table 10. It is clear to see that the lowest mean is the learning material with 3.08. The five gender-sensitivity teaching instructions have the same results for verbal interpretation of moderately agree and for team teaching receives an impressive verbal interpretation of fully practiced.
3. In addition, the ANOVA test results and findings show that there is no significant difference on the assessment of gender-fair language among the profile of the respondents in terms of age, gender preference, specialization, and enrollment status.



CONCLUSIONS

Based on the findings of the study, the following conclusion has been drawn.

1. Regarding to the summarized findings of this study, it is therefore concluded that in terms of age of the students-respondents most of them are younger and considered digital natives in this generation, that also benefitting them to easily access information and educate themselves. But it also leads them to increased fatigue, stress, depression, and they often use social media or any platform on the internet to express themselves, rather than spend time with their parents and siblings. Also, it shows that most of the respondents are female; it predicts that there were more enrolled girls in the university and sees a progress in terms of education and profession. Although, there were fewer students-respondents from LGBTQ+, they have the courage to express their opinions in discrimination and stigma against them especially in education. In terms of specialization, most of the students-respondents came from BSE-English, thus concluded them to actively participate in discussion forums, increases their interests and engagement in a certain topic and helps them to get different perspectives.

Furthermore, according to the results on the enrollment status, most of them were regular students of this university, which means they are more likely to engage in their studies, save money, and graduate early. They too can be flexible in their study time.



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2. Based on the findings, the study concluded that majority of second-year students in the College of Education of Taguig City University most of them answered “moderately practiced” and “fully practiced” to the assessment of gender-fair language in teaching Purposive Communication in regards to learning materials, didactics, subject matter, learning assessment, teaching assessment, and team teaching. Because of this, it is concluded that the learning objectives in the curriculum has been effective and met the expectations of the students in terms of gender issue in the school.

RECOMMENDATIONS

In view of the foregoing conclusions, the following recommendations are hereby proposed:

1. Taguig City University should assess faculty member's qualifications and skills with regards to gender and development within departments in the university.
2. Professors should enhance teaching methods to ensure that they address both cognitive and affective domains in gender learning and also build awareness of gender in the learning environment to ensure a respectful and non-discriminatory classroom.
3. College of Education should extend their help in personal communication with the students when students have encounter gender stereotyping and discrimination, cyber bullying at school or at social media.



Inputs for Gender-Sensitive Instructional Materials

1. Equal Representation of Men and Women in Textbooks.

Characters in teaching and learning materials should accurately reflect the variety of characteristics found in the society in which students will use them, because most societies are made up of roughly half girls and women and half boys and men. The characters in teaching and learning materials should reflect this distribution. Most societies are made up of approximately 50 percent girls and women and 50 percent boys and men; therefore, the characters in teaching and learning materials should reflect this distribution. In contexts where multiple languages are spoken and ethnic groups are present, characters in teaching and learning materials should reflect the distribution of these languages and ethnicities that exists in the broader social context. (a) Frequency of characters from different subgroups in society - Characters from various societal subgroups should exist in society with the same proportionate frequency as they do in the general population. For example, on average, 15 percent of people worldwide have disability. Therefore, approximately 1 out of 7 characters in the stories and images should be children or adults with a physical or cognitive disability. Similarly, there should be a proportional representation of children and adults related to the ethnic and religious makeup of the country. (b) Frequency of female and male characters- Female and male characters should appear with equal frequency in teaching and learning materials. Although a particular story may be focused on a male or female character,



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there should be equal representation of both genders across all stories and text in materials. (c) Naming of male and female characters - If some characters are not identified and do not have names, those characters should be equally representative of each sex. The majority of unnamed characters should not be predominately one sex.

2. Gender Equitable and Inclusive Illustrations in Teaching and Learning Materials.

To avoid stereotyping in illustrations, consider the following considerations when developing teaching and learning materials. (a) Size and placement- Character illustrations representing all social subgroups should be the same size and appear with roughly equal frequency. The characters should also appear in similar roles. More specifically related to one's sex, female and male characters should appear in open and enclosed places with approximately equal frequency (e.g., both in the house or classroom, both outside in the village or field: Portray female characters engaging in activities that are usually restricted to boys). (b) Inclusiveness - Approximately 15 percent of illustrations should be of characters with disabilities, ideally with a range of types of disabilities portrayed (e.g., individuals with mild to severe physical disabilities: include illustrations depicting female and male characters in comparable roles, depict male and female characters appearing in open, as well as closed, spaces). Illustrations should proportionally represent characters from different ethnic and religious groups (e.g., Portray characters from



different ethnic or religious groups, Include characters from marginalized groups in stories.).

3. Gender Equitable and Inclusive Language

Characters can be used to address this reality and serve as role models on how to deal with the resulting trauma in areas where social or political conflicts have resulted in widespread physical violence. To avoid stereotyping in illustrations, consider the following considerations when developing teaching and learning materials. It should be noted that the use of gender. (a) Use of nonrestrictive gender pronouns- When speaking about a non-specific character, the use of “he” or “she” or “him” and “her” should be alternated rather than consistently using male pronouns. When speaking about a particular character, the appropriate personal pronoun should be consistently used to refer to that character (i.e., “she” or “he”). When specific groups are mentioned, appropriate masculine and feminine forms of roles (e.g., sportsmen, sportswomen, postmen, postwomen) should be used. The neutral form of a title and function should be used when possible (e.g., chairperson, rather than chairman). (b) Use of “relational” definitions- If female characters are identified by familial relationships, then male characters should be identified in the same manner. If male characters are identified by broader social roles, then female characters should be identified in the same manner. For example, if a female character is referred to as “the mother,” then the male character should be called “the uncle.” Conversely, if a male character is called “a teacher,” then the female character should also be referred to in an occupational role, such as “the



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Parent Teacher Association member,” or “the farmer. (c) Use of “person-first” language- Language used to describe individuals with disabilities should promote a positive image of the person and not use any negative stereotypes or labels. (d) When people with disabilities are mentioned, “person-first” language should be used (i.e., “a girl who is blind” instead of “a blind girl”).

4. Gender Equitable and Transformational Roles

When creating teaching and learning materials, consider the following to ensure that character representations are a balanced reflection of traditional and non-traditional gender and social roles.

a) Interpersonal relations - Relationships between girls and boys, women and men, and those with and without disabilities should be portrayed as equal and mutually respectful, with all characters participating in decisions and activities and playing both traditional and non-traditional roles. (e.g., a father caring for an infant) to promote collaboration and cooperation. In materials, characters representing all social subgroups (e.g., characters with disabilities, male and female characters, members of all ethnicities) should be portrayed with proportional frequency in leading and supporting roles (e.g., observing, participating, leading, watching, and assisting). Particularly in contexts in which ethnic, language, or other cultural tensions may exist, illustrations should portray members from each social group interacting in harmonious and mutually beneficial ways. (b) Activities - Characters representing all subgroups should be represented in all typical areas of activities with



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proportional frequency. These activities include education (e.g., classroom, home-work, experiments), leisure (e.g., sports, recreational activities), and chores or responsibilities (e.g., caring for siblings, getting water, cleaning). Characters representing all subgroups should be portrayed with proportional frequency as engaging in indoor and outdoor activities. Characters with disabilities should be portrayed as having a wide range of personal traits, interests, and occupations (e.g., a leader, a lawyer, athletic). Characters representing all subgroups should be shown in non-traditional and traditional occupations (e.g., female truck driver, male nurse). Characters should depict a range of ethnicities, characteristics, and abilities. All characters should be portrayed as having a range of intellectual abilities and potential and as achieving various academic, intellectual, social, and personal goals.



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APPENDICES



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**Appendix A
Research Instrument**

“ASSESSMENT OF GENDER-FAIR LANGUAGE IN TEACHING PURPOSEFUL COMMUNICATION AT TAGUIG CITY UNIVERSITY: INPUTS FOR GENDER-SENSITIVE INSTRUCTIONAL MATERIALS”

QUESTIONNAIRE FOR STUDENT-RESPONDENT

Dear Respondent,

This is a study on the “ASSESSMENT OF GENDER- FAIR LANGUAGE IN TEACHING PURPOSEFUL COMMUNICATION AT TAGUIG CITY UNIVERSITY: INPUTS FOR GENDER- SENSITIVE INSTRUCTIONAL MATERIALS.”

You have been chosen as one of the research respondents. Please accomplish the questionnaire below as honest as possible. Rest assured that whatever you have provided shall be treated with utmost confidentiality.

Thank you for your support and cooperation.

Sincerely,

Luis T. Camu
Renjie D. Oliveros
Mike M. Galang
Maiza S. Orbillo
Researchers

Part I. Personal Information

Email* _____

Name of respondent _____

Gender

- ☐ Male
- ☐ Female
- ☐ LGBTQ+



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Age

- ☐ 18 years old and below
- ☐ 18-20 years old
- ☐ 21 – 23 years old
- ☐ 24 years old and above

Specialization

- ☐ BSE- English
- ☐ BSE- Mathematics
- ☐ BPED
- ☐ BSE- Science
- ☐ BEED

Enrollment Status

- ☐ Regular
- ☐ Irregular

Part II. Gender-Sensitivity Teaching

Instruction: Please select the level of assessment in each item of specific Gender- Sensitivity Teaching that corresponds to the attributes of the instructors by ticking the choice of your answer. You may refer to the Likert scale (4points scale below).

Scale to use (4-point scale)

4 = Fully Practiced (FP)

2 = Slightly Practiced (SP)

3 = Moderately Practice (MP)

1 = Not Practiced (NP)

A. LEARNING MATERIAL

1. spoken and written language uses either gender-neutral or female and male forms*

1

2

3

4

☐☐☐☐



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2. female and male connoted (sub-) domains appear equally often and with same importance*

1

☐

2

☐

3

☐

4

☐

3. female and male persons appear in the material (photos, examples, and pictures) to the same extent.*

1

☐

2

☐

3

☐

4

☐

4. female and male persons are presented in the material (photos, examples, pictures) at the same hierarchal levels and in non-stereotypic roles.*

1

☐

2

☐

3

☐

4

☐

5. can identify gender bias in classroom texts or materials.*

1

☐

2

☐

3

☐

4

☐

B. DIDACTICS

1. the teacher addresses female and male students equally often and with equally stimulating demands.*

1

☐

2

☐

3

☐

4

☐



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2. the teacher equally takes on contributions from female and male students.*

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. the teacher gives equally intensive and constructive feedback to female and male students.*

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. in group tasks each student takes various and non-stereotypic roles and functions.*

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. the teacher reinforces non-stereotypic behavior of students and regulates stereotypic behavior of students.*

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C. SUBJECT MATTER

1. the relation between teaching content and the gender dimension (gender theory, stereotypes, inequalities etc.) is revealed.*

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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2. students reflect about gender-related structural dependencies/constraints within their domain, work environment, and job market.*

1

☐

2

☐

3

☐

4

☐

3. both female and male authors and researchers are considered.*

1

☐

2

☐

3

☐

4

☐

4. holds equal academic and behavioral expectations of all students regardless of gender.*

1

☐

2

☐

3

☐

4

☐

5. provides students with equal opportunities for class participation regardless of their gender.*

1

☐

2

☐

3

☐

4

☐

D. LEARNING ASSESSMENT

1. female and male students perform equally well in learning outcome measure.*

1

☐

2

☐

3

☐

4

☐

2. objective criteria are used in the assessment of student performance.*

1

☐

2

☐

3

☐

4

☐



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3. the learning assessment also contains assessment of gender competence.*

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. feedback and learning assessment methods are reflected to ensure that prejudice and stereotypes are not adopted.*

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. asks students' feedback on the learning assessment methods to ensure that prejudice and stereotypes are not adopted.*

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

E. TEACHING ASSESSMENT

1. female and male participants equally bring in their opinion to the evaluation of the teaching (questionnaire, discussion etc.)*

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. the analysis of teaching assessment data separates by student sex if the number of students permits (minimum 20).*

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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3. student's satisfaction on all relevant characteristics of the course (e.g., learning activities, teacher-student interaction, use of technology, practical relevance of content, perceived learning outcomes etc.) are analyzed separated by student sex (if the number of students permits, minimum 20) and used for further development of the teaching.*

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. evaluation assessments of gender-equality are applied during the course and consequences are derived and implemented.*

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. the teacher self- assess gender equality of his or her teaching (teaching activities, interaction with students, own stereotypes etc.)*

1	2	3	4
---	---	---	---

F. TEAM TEACHING

1. male as well as female teachers/tutors are involved*

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. male and female teachers/tutors are involved in equally roles and functions*

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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3. male and female teachers intentionally modifies or challenges school practices which perceived as gender bias and gender insensitive.*

1

☐

2

☐

3

☐

4

☐

4. explicitly expresses gender equality and fairness as a teaching principle.*

1

☐

2

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3

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4

☐

5. ensures that the content of the course syllabus includes values and attitudes of gender equality*

1

☐

2

☐

3

☐

4

☐



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**Appendix B
Letter of Request to Validate the Research Instrument**



Republic of the Philippines
City of Taguig
Taguig City University
Gen. Santos Avenue, Central Bicutan, Taguig City



COLLEGE OF EDUCATION

March 16, 2021

DR. FRED A UMANG
Director, Gender and Development
Taguig City University

Dear **Dr. Umang**:

Greetings of Peace and Love!

In reference to my request from the College of Education, I am writing to ask your good office to please allow us to conduct our study and to administer our research instrument to second-year students of G.E 5 of school year 2020-2021.

Your kind and positive response regarding this matter will be highly appreciated. Rest assured that the information gathered shall be dealt with utmost confidentiality.

Thank you for your support and cooperation. To God be the glory!

Very respectfully yours,

RENJIE D. OLIVEROS
Researcher
Contact Number-09669474477

MAIZA S. ORBILLO
Researcher
Contact Number-09154885247

MIKE M. GALANG
Researcher
Contact Number-09333523122

LUIS T. CAMU
Researcher
Contact Number-09174655077

Attachments:
Research Instrument



**TAGUIG CITY UNIVERSITY
COLLEGE OF EDUCATION**

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**Republic of the Philippines
City of Taguig
Taguig City University
Gen. Santos Avenue, Central Bicutan, Taguig City
COLLEGE OF EDUCATION**



March 16, 2021

MS. FRED A UMANG
Director, Gender and Development
This University

Dear Dir. Umang:

Greetings of Peace and Love!

The undersigned are conducting a research titled "ASSESSMENT OF GENDER-FAIR LANGUAGE IN TEACHING PURPOSEIVE COMMUNICATION AT TAGUIG CITY UNIVERSITY: INPUTS FOR GENDER-SENSITIVE INSTRUCTIONAL MATERIALS" - a requirement for the degree, Bachelor of Secondary Education major in English.

This study aims to assess the gender-fair language in teaching purposive communication which is intended to all second-year students for academic year 2020-2021.

With your expertise, the undersigned are humbly asking your permission to validate the adapted questionnaire for the study using the provided rating tool.

Thank you for your support and cooperation. To God be the glory!

Very respectfully yours,

RENJIE D. OLIVEROS
Researcher
Contact Number-09069474477

MAIZA S. ORBILLO
Researcher
Contact Number-09154885247

MIKE M. GALANG
Researcher
Contact Number-09333523122

LUIS T. CAMU
Researcher
Contact Number-09174055077

Contents noted by:

PROF. FLOR DELIZA B. FERRER
Thesis Adviser



**TAGUIG CITY UNIVERSITY
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Republic of the Philippines
City of Taguig
Taguig City University
Gen. Santos Avenue, Central Bicutan, Taguig City



COLLEGE OF EDUCATION

March 16, 2021

PROF. IGNA ANA V. DIMCO

Faculty, Elementary Education Department
Taguig City University

Dear **Prof. Dimco:**

Greetings of Peace and Love!

In reference to my request from the College of Education, I am writing to ask your good office to please allow us to conduct our study and to administer our research instrument to second-year students of G.E 5 of school year 2020-2021.

Your kind and positive response regarding this matter will be highly appreciated. Rest assured that the information gathered shall be dealt with utmost confidentiality.

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COLLEGE OF EDUCATION**

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Republic of the Philippines
City of Taguig
Taguig City University
Gen. Santos Avenue, Central Bicutan, Taguig City
COLLEGE OF EDUCATION



March 16, 2021

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This University

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Researcher
Contact Number-09174655077

Contents noted by:

PROF. FLOR DELIZA B. FERRER
Thesis Adviser



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Republic of the Philippines
City of Taguig
Taguig City University
Gen. Santos Avenue, Central Bicutan, Taguig City



COLLEGE OF EDUCATION

March 16, 2021

PROF. ARCHIE L. FERRER

Program Chair, BSE English

Taguig City University

Dear **Prof. Ferrer**:

Greetings of Peace and Love!

In reference to my request from the College of Education, I am writing to ask your good office to please allow us to conduct our study and to administer our research instrument to second-year students of G.E 5 of school year 2020-2021.

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LUIS T. CAMU

Researcher

Contact Number-09174655077

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Republic of the Philippines
City of Taguig
Taguig City University
Gen. Santos Avenue, Central Bicutan, Taguig City
COLLEGE OF EDUCATION



March 16, 2021

PROF. ARCHIE L. FERRER
Program Chair, BSE English
This University

Dear Prof. Ferrer:

Greetings of Peace and Love!

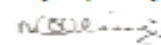
The undersigned are conducting a research titled "ASSESSMENT OF GENDER-FAIR LANGUAGE IN TEACHING PURPOSIVE COMMUNICATION AT TAGUIG CITY UNIVERSITY: INPUTS FOR GENDER-SENSITIVE INSTRUCTIONAL MATERIALS" - a requirement for the degree, Bachelor of Secondary Education major in English.


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Contact Number-09889474477


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Researcher
Contact Number-09333523122


MAIZA S. ORBILLO
Researcher
Contact Number-09154885247


LUIS T. CAMU
Researcher
Contact Number-09174655077

Contents noted by:


PROF. FLORDELIZA B. FERRER
Thesis Adviser



**TAGUIG CITY UNIVERSITY
COLLEGE OF EDUCATION**

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Republic of the Philippines
City of Taguig
Taguig City University
Gen. Santos Avenue, Central Bicutan, Taguig City



COLLEGE OF EDUCATION

March 16, 2021

DR. AMALIA C ROSALES

Dean, Graduate School Vice President for Academic Affairs
Taguig City University

Through: **DR. JENNIFER E. TOLANG**
Dean, College of Education

Dear **Dr. Rosales:**

Greetings of Peace and Love!

In reference to my request from the College of Education, I am writing to ask your good office to please allow us to conduct our study and to administer our research instrument to second-year students of G.E 5 of school year 2020-2021.

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Republic of the Philippines
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Gen. Santos Avenue, Central Bicutan, Taguig City



COLLEGE OF EDUCATION

March 16, 2021

DR. AMALIA C ROSALES

Dean, Graduate School Vice President for Academic Affairs
Taguig City University

Through: **DR. JENNIFER E. TOLANG**
Dean, College of Education

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Greetings of Peace and Love!

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**TAGUIG CITY UNIVERSITY
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**“ASSESSMENT OF GENDER- FAIR LANGUAGE IN TEACHING PURPOSE
COMMUNICATION AT TAGUIG CITY UNIVERSITY: INPUTS FOR GENDER-
SENSITIVE INSTRUCTIONAL MATERIALS”**

Dear Respondent,

This is a study on the “ASSESSMENT OF GENDER- FAIR LANGUAGE
IN TEACHING PURPOSE COMMUNICATION AT TAGUIG CITY UNIVERSITY:
INPUTS FOR GENDER- SENSITIVE INSTRUCTONAL MATERIALS.”

You have been chosen as one of the research respondents. Please
accomplish the questionnaire below as honest as possible. Rest assured that what-
ever you have provided shall be treated with utmost confidentiality.

Thank you for your support and cooperation.

Sincerely,

Luisito T. Camu

Mike M. Galang

Renjie D. Oliveros

Maiza S. Orbillo

Researchers



Statistician's Certificate

This is to certify that the thesis “ **ASSESSMENT OF GENDER-FAIR LANGUAGE IN TEACHING PURPOSEFUL COMMUNICATION AT TAGUIG CITY UNIVERSITY: INPUTS FOR GENDER-SENSITIVE INSTRUCTIONAL MATERIALS**”, by the following students of Bachelor of Secondary Education Major in English: **Camu, Luisito T., Galang, Mike M., Oliveros, Renjie D., Orbillo, Maiza S**, has been statistically reviewed by the undersigned.

This certificate is issued on June 15, 2021 upon the request of the researchers.

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Grammarian's Certificate

This is to certify that the thesis “ **ASSESSMENT OF GENDER-FAIR LANGUAGE IN TEACHING PURPOSEFUL COMMUNICATION AT TAGUIG CITY UNIVERSITY: INPUTS FOR GENDER-SENSITIVE INSTRUCTIONAL MATERIALS**”, by the following students of Bachelor of Secondary Education Major in English: **Camu, Luisito T., Galang, Mike M., Oliveros, Renjie D., Orbillo, Maiza S**, has been reviewed and edited by the undersigned.

This certificate is issued on July 15, 2021 upon the request of the researchers.

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