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GENDER EQUALITY AND WOMEN EMPOWERMENT



LET US PROMOTE
Gender Equality &
Women Empowerment

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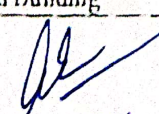
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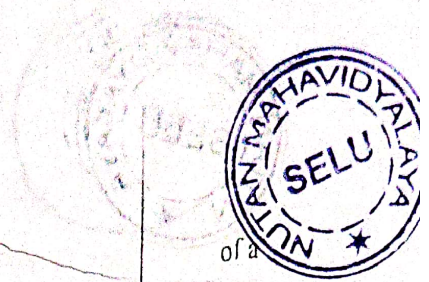
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Gender Issues in English Language Teaching and Learning

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...can identify the gender inequality in teaching learning when all the boys students sit on one side of the class, and all the girls students sit together on the another side. Teachers stand at one side in front of the class and ask questions to the class, only male answer the questions when teacher asks female they reply don't know. The teacher is not giving the female students to participate. Whenever it happens male students laugh at the and make jokes the teacher is not disciplining male students for interrupting female or laughing at them. The teacher is not trying to make the class interactive or active. Teachers should give longer time to females when ask questions in the class. There is more between calling on female and male students. Teachers support and encourage students when it's their turn to answer. The significance of teacher's gender in language teaching is increasingly becoming a crucial topic among researchers. Many studies shows that there is a strong relationship between language students' achievement as well as their attitude toward language and the gender of their language teacher.

Keywords:

Gender Issues, English Language, Teaching and Learning.

Introduction:

In an individual's life gender plays an important role. It shapes the entirety of the experience at all levels. It is main descriptor of every person. The relationship between language and gender is bi-directional; that is, language helps to shape gender and gender is presented by language. In recent years, gender differences are a hot issue and people from all walks of life have given more and more attention on it. Gender which is part of our lives, is not a biological factor as it is a social product. Since 1950s when Simon de Beauvoir wrote "The Second Sex", we realize that we are not born men and women but we learn the behaviours and beliefs that are assigned to us by our culture. Gender as a part of our identity is not stable but under continual construction with the influence of the factors we are exposed to. Among these factors are family, school, and media. Language is a factor that is existent in all them. Like gender language is a social institution and language use is a social practice (Fairclough 1989). The beliefs and system

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...a culture are embedded in its language. The relation between language and gender is one. Gender is reflected and constructed by the language.

As Manjari, S. (2005), discusses regarding gender issues in the language arts class and shared that successful interaction between teacher and pupil often provides the impetus behind effective language teaching and reinforces students' motivation for language learning. Teachers play an important role in the successful implementation of language teaching curriculum programs. An inevitable factor in all teachers that, to a varying degree, influences aspect of classroom behavior, from the task of teaching itself to basic communication between teacher and learner, is the teacher's gender. Maggie Humm defines gender in a 1989 publication "a culturally-shaped group of attributes and behaviours given to the female or the male" that have been useful once, but after ten years sounds crude, deterministic and misleading. In particular, Humm's idea of attributes and behaviours being 'given' raises many questions of what or whom?', 'given once and for all?' and of how 'the female' and 'the male' recipients accepted these attributes and behaviours passively? even graciously?

In contemporary society one of the interesting phenomena is gender differences which are socially and culturally constructed. Their impacts can not only be seen politically, where women fight for their political rights, in household in which women fight against domestic harassment. Discourse on gender differences, in fact exists in the use of language in communication too, highlighting that women and men are different in the ways they communicate and therefore they should be treated in different manner.

The importance of education of this era was touched upon by the National Policy on Education 1986. The policy mentions "Secondary education begins to expose students to differentiated roles of science, the humanities and social sciences. This is also an appropriate stage to provide children with a sense of history and national perspective and give them the opportunities to understand their constitutional duties and rights as citizens. Conscious internalization of a healthy work ethos and of the values of a humane and composite culture will be brought about through appropriately formulated curricula" (Experts from National Policy on Education 1986). In the context of gender, the policy presents that sex stereo-typing in vocational and professional courses will be eliminated and participation of women in new technologies and non-traditional occupations would be encouraged.

Objectives of the Study:

Following are the main objectives of the study.

1. To study about Gender Issues in English Language Teaching and Learning.



Survey English Language Teaching Learning
International Language Learning and Language Teaching
to explore the strategies related to Gender Issues in English Language Teaching and Learning

Language Teaching and Learning:

to describe learning as to see things in the light of past experience. It is also right of
to get the idea of what 'learning' means what happened with us in the past. So, for
the people may think of 'learning' as something takes place in a classroom, school, and
the other learning we may think at night a person sitting alone and memorize a lot of things
which he can pass an examination. However, a bit of reflection will show that 'learning' is
more than that. However, children learn lot of things before going to school like they learn
to walk and behave and many basic things. Educational psychologists say us that
what which brings a change in our behavior is 'learning'.

the question arises here what is 'Teaching' is based upon past experiences. Our
experience was in school, where the teacher was a 'master' or 'mistress' standing before the
telling us what to do and what not and telling something to learn. We experienced the
teaching at college. Some of us experienced teaching where the 'teacher' is equal to learner
take account of the experiences of learner and even learns from the learner. That is why
MacMahon say 'Teaching is helping other people to learn' Edmund Amidon (1967)
is an interactive process primarily involving class room talk which takes place
between teacher and pupil and occurs during certain definable activities." Balenovic (2011)
the that a foreign language is learned for practical reasons and that instrumental motive will
be dominant in learning. A large portion of young learners tend to learn languages out of
interest or simply love for a foreign language, while on the other hand adults have
pragmatic reasons for learning foreign languages which tend to be far more pragmatic.

Jawaharlal Nehru said regarding importance of English language: "I would like
to see an associate, additional language, which can be used not because of facilities, but
to deal with the people of non-Hindi areas to feel that certain doors of advance are
open to them. So I would have it as an alternative language as long as people of India require it."
The command of English is of paramount importance for an individual to be successful in
various aspects of life such as professional, personal and educational. Knowing English allows
people to actually broaden their world. Anywhere in the world you go, you can find someone
who speaks English. We must recognize that English is an international language, the most

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- To explore English Language Teaching Learning.
- To explain Language learning and Language Teaching.
- To suggest the strategies related to Gender Issues in English Language Teaching and Learning.

Language Teaching and Learning:

To describe learning as to see things in the light of past experience. It is also right of people get our ideas of what 'learning' means what happened with us in the past. So, for some people may think of 'learning' as something takes place in a classroom, school, and college. About learning we may think at night a person sitting alone and memorize a lot of things or he can pass an examination. However, a bit of reflection will show that 'learning' is more than that. However, children learn lot of things before going to school like they learn how to walk and behave and many basic things. Educational psychologists say us that action which brings a change in our behavior is 'learning'.

Once again the question arises here what is 'Teaching' is based upon past experiences. Our experience was in school, where the teacher was a 'master' or 'mistress' standing before the class instructing us what to do and what not and telling something to learn. We experienced the 'teaching' at college. Some of us experienced teaching where the 'teacher' is equal to learner takes account of the experiences of learner and even learns from the learner. That is why MacMohhan say: 'Teaching is helping other people to learn'. Edmund Amidon (1967), teaching is an interactive process primarily involving class room talk which takes place between teacher and pupil and occurs during certain definable activities." Balenovic (2011) says that a foreign language is learned for practical reasons and that instrumental motive will lead to success in learning. A large portion of young learners tend to learn languages out of curiosity, interest or simply love for a foreign language, while on the other hand adults have different reasons for learning foreign languages which tend to be far more pragmatic.

Pt. Jawaharlal Nehru said regarding importance of English language, "I would have English as an associate, additional language, which can be used not because of facilities, but because I do not wish the people of non-Hindi areas to feel that certain doors of advance are closed to them. So I would have it as an alternative language as long as people of India require it". Good command of English is of paramount importance for an individual to be successful in various aspects of life such as professional, personal and educational. Knowing English allows people to actually broaden their world. Anywhere in the world you go, you can find someone who speaks English. We must recognize that English is an international language, the most

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important language of this planet. More than a quarter of the world's population speaks this means that near about 1.6 billion people relate and understand with the help of English of William Shakespeare.

Most of the movies are in English, the largest film industry especially Hollywood is produced in English. Most of the international trade, business meetings, conferences are conducted in English which is the most widely used language internationally. English is not only classy but a possibility to continue studies in the best universities. Education is very important to improve ourselves but learning English also improves the quality of life. People can access to jobs that they could not even take into consideration. Shopping and bargaining or negotiate a rent for the house. The English language brings many benefits in the person's life. The English language has a lot of barriers including culture. Knowing the customs and habits of other countries allow us to understand ourselves. Around the world we are different and similar at the same time and the English language allow us to relate and therefore to understand with each other.

Gender Issues in English language Teaching Learning:

In many studies it is observed that male and female students have no significant difference in IQ, but they have a certain gender differences on the intelligence quality and type such as memory, attention and quality of thinking. In English language teaching more focus is given to image thinking, emphasizing the interaction between teachers and students which requires knowledge and large amount of memory. Thus it is not surprising that girls are better than boys at early stages of language learning. In the light of the above we will discuss the issues and challenges related to gender in English language teaching learning as follows.

1. Gender Differences in Physical and Environmental Factors:

Psychology studies have shown that the partial side of the two brain hemispheres of men and women is quite different in the development speed and level of specialization. In men, the left hemisphere on sexual partial side of sexual function is earlier and stronger than men, who is better than men in terms of language expression and short-term memory. Men, on the other hand, develop the right hemisphere, so they are better than women in spatial perception, visual comprehensive ability and experimental observation. Biologically speaking, women's speech pronunciation organs developed much earlier than men, so the female student is good at listening hearing and expression and their verbal expression ability and auditory perception are better than boys. Women's hearing for the dominant language is usually sensitive conscious.

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...generally better than men's. What's more, girls have the advantage of intelligence, which indicates girls have reason to get higher scores in English than boys. If, on the other hand, on the basis of equal quality state and the same teaching guide, it is normal girls' scores are even not as good as boys.

From theory to experience, all researches show that female students' memory is significantly better than that of male students in foreign language learning (including understanding, mechanical memory, short-term memory and long-term memory). And girls' memory activities are also far stronger than boys'. In a word, foreign language learning is a memory (Jia, 1996). If you want to learn English well, you need a large number of memory activities. We teachers should especially seize this strong point of the girl in the teaching of a large number of the reasonable vocabulary tests, text writing, dialogues, story shows, retelling, and pronunciation training and so on. And let them accumulate abundant English language materials, in order to lay a solid foundation to improve all aspects of the English language learning abilities.

Education and Environmental Factors:

Zhongliang points out that the individual style of thinking is developed with age in the education psychology, "according to the research of Chong Delin, preschool age is mainly sensitive thinking action, elementary school period is mainly image abstract thinking, junior high school period is the main experience on abstract logical thinking, and the senior high school period is main theoretical model on abstract logic thinking" (Feng, 1997). Senior high school students are in the last two periods, and their abstract logical thinking should be the in a proper level. Until now, however, people often think that abstract logical thinking of girls is less than that of boys, because that female suffers family, social and gender discrimination in school education. However, there is no scientific basis in second language acquisition. In fact, numerous examples show that the girls' abstract logical thinking is not inferior to that of boys, and their ability of thinking in images is better than boys. On second language acquisition-English language learning, students should not only need a better image thinking, but also need to have a good abstract logical thinking ability, especially in grammar learning and reading comprehension. And girls just have these two styles of thinking. So it is so natural that the girl's has better English scores than boys.

1. Gender Differences in IQ:

It is well known that intelligence is not a kind of single ability but the combination of attention, observation, memory, thinking ability. And of these factors, different gender students show their different characteristics, so we teachers should make the student's show their distinct



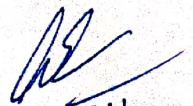
gender characteristics through learning activities. And it has a great influence on acquisition of language (especially English). These differences mainly display in the following aspects: perceptions and memory in gender difference. First, Feeling and perception are the beginning of all human activities and also the foundation of knowledge. According to the research at home and abroad, the perspective of male is more sensitive than that of women, while the hearing, pain and tactile sensations of women are significantly higher than that of male, especially fingertip tactile sensitivity, which makes women more outstanding than men in the field of operating activities. As a result of these differences, there are obvious difference in perception between men and women. American psychologist Michael Bryant concluded that the male given priority to visual perception and spatial perception (including the other party and the group of observation), and women take advantage in the auditory perception of voice recognition and positioning (especially discern pitch). So girls English listening comprehension ability is better than boys.

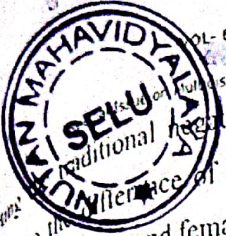
4. Gender Differences in Learning Strategies:

Learning strategies are ways for learners to store and process information. According to the information processing theory, the linguist Mott divided strategies into three categories: metacognitive strategies, cognitive strategies and social/affective strategies (O'Malley, 1996). With the right strategy, learners can correct incorrect learning behaviors in second language acquisition at any time, making more self-learning guidance, and higher efficiency. According to our daily teaching observation, it can be easily found that girls' English strategy is more conscious than that of boys. Their learning strategies include the plan and the reflection.

Conclusion:

It can be considered that female and male students are different in second language acquisition. Following this, the difference between the male and female students in second language, especially in learning English should attract the attention of pupil and teacher. It can be known that male and female students are different in second language acquisition. Therefore, the difference between the male and female students in second language, especially in English learning should attract the attention of students and teachers. We educators should admit this kind of difference, attach importance to this difference according to gender difference, learn their respective advantages of the concept on teaching of gender difference, and improve the efficiency of English teaching and learning. As education workers, we should teach according to the characteristics of the male and female students and the teaching material arrangement. And we should not only understand the discrepancies between male and female students mentally.


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negative gender bias and gender concepts, more should be done in the process of teaching, and at the same time, but also play the respective roles of the male and female students according to the difference of teaching to help them overcome their short points. So it is advocated to cooperative learning.

Following are some of the suggestions which would be helpful for teachers who can create a gender responsive classroom environment for learning.

1. Teachers should try to give value equally the learning ability of both male and female students.
2. During teaching teacher should try to facilitate both male and female students' abilities to learn and progress equally and try to develop their ability to the fullest.
3. Teachers must react cautiously to unfriendly and potentially gender-biased attitudes that students may demonstrate towards their female and male peers.
4. Teachers should provide help to those students who have gender-biased attitudes in order to prevent them from happening in the future.
5. Teachers must ensure that the themes, subjects, and pictures used in class materials are relevant to the life experiences of both female and male students.
6. Teachers must ensure they female and male students are not just depicted according to stereotypes and ensure a gender balance of authors.

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