

Tracing Attitudes of ELT and non-ELT Female Pakistani Teachers towards Trans-Inclusive English Language

Dr. Mamona Yasmin Khan

Associate Professor

Mubashira Aziz

M.Phil Scholar

The Women University, Multan

Contents

- Introduction(along with a brief background)
- Statement of the problem
- Significance of the study
- Research aims and Objectives
- Methodology
- Findings and Results
- Pedagogical implications
- References

INTRODUCTION

BACKGROUND

- According to Ansara and Hegarty (2014), language has an impact on society.
- Language, as a large component of the human being, is one of the important factors that have an unanticipated influence on the equality and emancipation of women in any situation. (Gentner and Meadow 2003; Corbett, 1991).
- Bughio., et al. (2104) analyzes 42 Pakistani Urdu, English, and Pakhtun textbooks and found out the language of textbooks promotes masculinity in the decision-making process, as well as in the household and public realms of activity, resulting in women's subordination.
- Gender-inclusive language involves two ways, one is the feminization or balancing and the other is the usage of gender-neutral language i.e. neutralization.(Sendén, Black, and Lindqvist,2015).

➤ Why is gender-inclusive language important?

- Gender-inclusive language is important because the foundation lies in the fact that it alleviates gender discrimination. (Sczesny, Formanowicz and Moser 2016).

➤ What is trans-inclusive language?

- Inclusive language is **a way of acknowledging and respecting the diversity of bodies, genders and relationships**. People express their gender and sexuality in different ways. People can have different biological sex characteristics.

STATEMENT OF THE PROBLEM

Gender relations and roles in Pakistan are said to have strong origins in religious principles and political discourses, and these concepts have been utilized to define these roles by various administrations (Shaheed, 2010) and these roles are depicted in language.

In terms of design, description of characters, and representation, the Pakistani textbooks are clearly male-dominated. (Bughio., et al 2104). The significance of the attitudes of teachers towards any subject is worth examining because Students become what they are taught to be. This research considers the attitudinal response of ELT and non-ELT female teachers towards gender-sensitivity language.

Significance of the Study

- Teaching gender-neutral language is important as it is associated with the intellectual growth of the students. When learners are taught more gender-inclusive language, there are more chances of a gender-inclusive society.
- This study is significant in the aspect that it analyzes how the ELT and non-ELT teachers respond toward gender-inclusive linguistics forms and record the comparisons of attitudes between ELT faculty and non-ELT faculty.
- This highlights how gender inclusivity is regarded by ELT teachers.

RESEARCH AIMS AND OBJECTIVES

- How do selected ELT teachers respond to trans-inclusive language(English) more positively as compared to non-ELT teachers?
- To evaluate ELT and non-ELT teachers' attitudes toward gender-inclusive linguistic choices.
- To compare ELT and non-ELT teachers' attitudes towards gender-inclusive language.
- To examine whether the teachers prevent or prevail in a discussion about gender-inclusive language.
- To assess whether feminization of language occurs more or gender-neutralization of language through the responses.

Methodology

- This study follows a mixed method to evaluate and analyze the attitudes of female teachers (both ELT and non-ELT faculty) towards trans-inclusivity regarding English language usage. For this, purposive sampling has been used.
- A total of 60 female teachers are selected, half of those are ELT, and others are non-ELT faculty from the two public educational institutes of Multan for questionnaires, and 10 teachers are interviewed (five ELT and 5 non-ELT).

...to be continued

- The research design employed by the researchers is descriptive comparative. Descriptive statistics is used along with inferential statistics. The Likert scale is used to evaluate the attitudes of the participants as Likert (1931) developed this scale to assess attitudes. In a questionnaire with twenty statements, 12 comprises closed-ended question statements assessing the educators' attitudes on a five-point Likert scale ranging from "strongly agree" to "strongly disagree." The rest of the eight closed-ended statements are designed to obtain data on educators' attitudes regarding gender-inclusive language.

Findings & Results

- The study shows that ELT faculty shows more positive attitudes towards trans-inclusive linguistic terminology when compared with the non-ELT faculty.
- For example, they tended to opt for the terms ‘partners’ instead of ‘husband’ and ‘wife’.
- The significant finding emerges that the ratio of female ELT faculty responding more actively and positively in voting for the trans-inclusive language as compared to non-ELT faculty.

-
- **Folks** or **everybody**, between guys, or ladies and gentlemen
 - **Partner**, **significant other**, or **spouse** between girlfriend or boyfriend, or wife or husband
 - **Parental leave** between maternity or paternity leave
 - **Child** of between son or daughter
 - **Kid** or **child** between boy or girl
 - **Sibling** between sister or brother
 - **Nibling** between niece or nephew
 - **Mx.** between Ms., Miss, Mr., or Mrs.

Discussions

- Female faculty were found to believe more in trans inclusive language than male faculty, which is generally supported by prior literature (Ahmad & Kamal, 2000; Khan, & Sabir, 1993; Lueptow, Garovich, & Lueptow, 1995), but at odds with the findings of Keith and Jacqueline (2002) and Kimberly and Mahaffy (2002). The findings revealed that non- ELT faculty had more egalitarian as well as more traditional attitudes toward gender inclusive language than ELT faculty.
- According to Kiani et al.,(2009) these results can be the result of individual differences or the influence of external elements like the media or religious affiliation.

-
- The tool used to examine views, awareness of sexist language, and willingness to employ trans-inclusive language was a survey questionnaire utilising the IASNL. The majority of the teachers showed a favorable attitude toward gender-inclusive language, which suggests that they are receptive to its use, according to the results. However, it has been discovered they appeared to care all that much about gender-inclusive language.

General attitude in gender-inclusive language

- Table reveals the general attitude of the students in Gender-inclusive language.
- Following the scale of scores, 65% of them showed a supportive attitude to gender-inclusive language while 26.6% of them revealed a neutral attitude to it. Meanwhile, there was only one or .83% who exhibit a negative attitude towards the language. This finding indicates that the majority of the respondents manifest a supportive attitude to the language. This finding implies that the respondents are supportive of language reform through Gender-inclusive language.

General attitude towards trans-inclusive language

Attitude	Frequency (n=60)	Percentage
Supportive attitude	39	65
Neutral attitude	16	26.66
Negative attitude	5	8.33

Difference in the educators' belief in sexist language when grouped according to sex

Sex	Mean	t-value	Probability
Male ELT faculty	3.46		
Female ELT faculty	3.34	1.04	0.303

Pedagogical Implications

- People are capable and potent linguistic agents, regardless of gender. A slight change in language usage can accelerate societal development or indicate that reformation-level change is about to occur. Once a gender-inclusive language attitude has been established, it is important to continue practicing the cultural shift in language's gender terms. Language education in higher education curricula should continue aiming for gender inclusion and linguistic perfection with an emphasis on the exhibition of attitude as indicative of habit formation. Language instructors, students, and administrators should keep vying for this linguistic status quo on the basis of this.

-
- To seek guidance when one is unclear and apologize honestly and freely when one erred is a crucial need. We must all work to overcome our prejudices, improve, and adopt a critical mindset when it comes to language and gender.
 - Teachers are in a unique position for modeling, which is difficult because the sheer fact of exposure to stimuli is enough to reinforce attitudes toward that stimulus. The principles of linguistic registers may be included by teachers in this context, either directly or indirectly. This may provide students with a solid foundation for being cautious about their vocabulary choices and developing a strong linguistic attitude. A policy should be created by the institution requiring teachers to use language that is inclusive of both genders while speaking to students and peers.

REFERENCES

- ~~Ansara and Hegarty, (2014): Methodologies of Misgendering: Recommendations for Reducing Cisgenderism in Psychological Research. SAGE Journal, 24(2), 259-270~~
- Corbett, G. G. (1991). *Gender*. Cambridge University Press.
- Gentner, D., & Goldin-Meadow, S. (Eds.). (2003). *Language in mind: Advances in the study of language and thought*. MIT press.
- Gustafsson Sendén, M., Bäck, E. A., & Lindqvist, A. (2015). Introducing a gender-neutral pronoun in a natural gender language: the influence of time on attitudes and behavior. *Frontiers in psychology*, 6, 893.

REFERENCES

- KHAN, A. R., KHAN, A., & ULLAH, Z. (2017). Linguistic Sexism: An Analysis of the Written Passages of the Students of University of Sargodha. *The Discourse*, 3(2), 33-42.
- Khan, Q., Sultana, N., Bughio, Q., & Naz, A. (2014). Role of language in gender identity formation in Pakistani school textbooks. *Indian Journal of Gender Studies*, 21(1), 55-84.
- Likert, R. (1931). A technique for the measurement of attitudes." Archives of Psychology. New York: Columbia University Press.
- Remigio, M., Theresa, R., & Talosa, A. D. (2021). Students' General Attitude in Gender-Inclusive Language. *International Journal of Evaluation and Research in Education*, 10(3), 864-870.
- Sczesny, S., Formanowicz, M., & Moser, F. (2016). Can gender-fair language reduce gender stereotyping and discrimination?. *Frontiers in psychology*, 7, 25.
- Shaheed, Farida (2010). Contested identities: gendered politics, gendered religion in Pakistan. *Third World Quarterly*, 31 (6), 851-867
- Wondimu, M. (2019). English Foreign Language Teachers Awareness and Attitude towards Gender-Sensitivity in Language Use. *Abyssinia Journal of Business and Social Sciences*, 4(1), 30-38.

A photograph of a weathered wooden wall, possibly a shed or barn. The wall is made of vertical wooden planks, many of which are missing or damaged, revealing a corrugated metal surface underneath. Two rectangular openings, likely door frames, are visible on the wall. In the foreground, a wooden board is attached to the wall, featuring the words "THANK YOU." painted in large, bold, black letters. The bottom of the image shows a blurred asphalt surface.

THANK YOU.