Gender Issues in Language Learning

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ABSTRACT

Gender and education is a broad category where several thematic strands of inquiry emerge: socialization in schools, the social experience of schooling, textbooks, books, curriculum, educational attainment, educators/education workers, higher education, and cross-cultural educational practices. Many of the articles in each of these sub-categories may also be cross-referenced across these thematic areas as well. An interesting trend in the scholarship is the movement from primarily gender studies in the early days of Gender-Society, to a greater intersectional contemporary focus as well as increased scholarship contexts.

Gender is a social construct that impacts attitudes, roles and responsibilities and behavior patterns of boys and girls, men and women. Increasing attention has been given to the importance of achieving gender equality in education. Gender bias is preference toward one gender over the other. Gender bias occurs when people make assumptions regarding behaviors, abilities of others based upon their gender. The social barriers standing in the way of girls attending schools. 1) Poverty 2) Misconceptions 3) limited benefits in educating girls. 4) lack of women teachers. 5) Supportive facilities. After marriage girls are part of another family. so educating girls are not necessary. Two types of parental and social attitude. Perfect altruistic perfect capitalistic . Female literacy rate is lower than male teracy rate. mpared to boys far fewer girls are enrolled Ehe school and many o them are drop out. owlevel of education sigificantly affect the healtand nutritional status of women. Teaching and learning The methodology followed in delivering content related to various domains of knowledge not only promotes learning and understanding of but also overall personality of children. In the past three decades, gender issues have received a wide coverage in the education literature. Working at the intersections of gender, race, and class, education scholars have tried to understand which students are disadvantaged by particular contexts and what can be done to address these inequities. Two areas remain largely invisible in the larger field of research on gender in education, however. One relates to the unique challenges faced by educators working in linguistically and culturally diverse contexts, where learners bring with them distinct and oftentimes conflicting gender ideologies and practices. Second, are those working in foreign Language Classrooms, where students are introduced to the 'imaginary worlds' of other languages whose gender ideologies and practices may appear unfamiliar or perhaps even illegitimate. We contend that gender representation, identities, discourses, and practices are shaped or constructed by particular sociocultural norms and ideologies intertwined with other ideologies, such as socio-institutional ideology, political ideology, religious ideology, racial ideology, socio-economic ideology, and power relations. These dimensions make gendered discourse and practices and a line of inquiry into gender in language education more dynamic, fluid, and complex. In other words, they contribute to (re)constructing genderness in language education from a critical perspective. Therefore, gender in language education should be viewed as two entities: a site of social practice and a line of critical inquiry. Gender discourses and practices are inevitably inherent in the educational territory in general and in

language education in particular. We define language education as an institutional space and discourse that embraces four educational practices: language education policy and planning, language education curricula, language pedagogy and instruction, and language education assessment and testing. Inadvertently or advertently, the issues of gender and genderness have seeped into educational territories, discourses, and practices. For example, policy makers may promote the inclusion of gender equity or equality in language education policy and planning documents. Language curriculum designers may put emphasis on gender issues when designing curriculum documents, such as syllabi, lesson plans, and textbooks. At a pedagogical level, teachers and teacher educators may teach gender issues in order to build a self-awareness of gender responsiveness. Another example of gender responsiveness is the use of gender-neutral language or texts in classroom interactions. Therefore, it is a must for policy makers, curriculum developers, materials writers, teachers, teacher educators, and students to build and enhance their critical awareness of gender-related issues, such as gender responsiveness, gender mainstreaming, gender (in)equality, and gender stereotyping. This is because teachers and teacher educators not only teach language knowledge, skills, and attitudes, but they also build students' critical awareness of particular values, such as moral values, cultural values, and gender-related values.

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