The Use of Gender Inclusive Language in Promoting Gender Sensitivity and Equality

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Abstract: This study aimed to know the background knowledge and awareness regarding Gender-Inclusive Language of college students of Bulacan State University – Meneses Campus in TJS, Matungao, Bulakan, Bulacan. The explanatory sequential – mixed method, which includes survey questions and written interview guided questions were used to analyze if the knowledge and awareness of students in gender-inclusive language were enough, and also it was used to know how students would utilize the language to promote gender sensitivity and equality in classroom, institution, and community. The respondents were composed of thirty-six (36) students of Bulacan State University – Meneses Campus in Bulakan, Bulacan. The data gathered in the study were tabulated, analyzed, and describe, first the quantitative data and followed by the qualitative data as the supporting details of the tabulated data. This study's primary concern is to determine the knowledge and awareness of students about gender-inclusive language. Researchers conducted the study with survey questionnaires and written interview-guided questions. The assessment of qualitative data was achieved using a three-point Dichotomous Scale with the corresponding interpretation. This study used the percentage-frequency distribution technique to measure the number and percentage of respondents who answered each question item. After the qualitative data was analyzed, it was followed with the supporting interview questions to furtherly assess the knowledge and awareness, and also the students' insights on how they would use and utilized the gender-inclusive language. Another major concern of this study was to gather information and ideas about the promoting process of students utilizing the gender-inclusive language in their classroom, institution, and community. These data showed the result that college students in Bulacan, State University – Meneses campus were diverse learners in terms of their gender preferences or identities, together with their age and courses. The result also showed that the majority of the students had knowledge and awareness about gender-inclusive language and its use. For the further results, it was shown that the majority of the students would utilize the gender-inclusive language as part of their learning process and promoting process to promote gender sensitivity and equality in the classroom, institution, and community.

THE USE OF GENDER INCLUSIVE LANGUAGE IN PROMOTING

GENDER SENSITIVITY AND EQUALITY

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A Thesis Presented to
The Faculty of the Department of Education
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Matungao, Bulakan,Bulacan

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

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May 2022

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ABSTRACT

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This study's primary concern is to determine the knowledge and awareness of students about gender-inclusive language. Researchers conducted the study with survey questionnaires and written interview-guided questions. The assessment of qualitative data was achieved using a three-point Dichotomous Scale with the corresponding interpretation. This study used the percentage-frequency distribution technique to measure the number and percentage of respondents who answered each question item. After the qualitative data was analyzed, it was followed with the supporting interview questions to furtherly assess the knowledge and awareness, and also the students' insights on how they would use and utilized the gender-inclusive language.

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This work is dedicated to

our supportive family, friends and

classmates who make this study possible,

to the future researchers and clienteles of this study.

MIRANDA, ARLYN R.

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CHAPTER I

THE PROBLEM AND ITS BACKGROUND

Introduction

Language is one of the essential tool that everyone can use not only in the field of Education but also in other fields such as business, economic and nursing. Language can also be use in transferring messages by means of spoken or written.

Usually, languages are only used to communicate to other people or to produce useful context for readers. In the late modern era, language is now used to properly address gender inclusivity based language to display sensitivity and equality in society.

According to the United Nations (2015), gender-inclusive language refers to speaking and writing in a way that does not discriminate against a specific sex, social gender, or gender identity, and that does not reinforce gender stereotypes. Given the importance of language in creating cultural and societal views, employing gender-inclusive language to promote gender equality and eliminate gender bias is a strong strategy to eliminate gender bias.

Interestingly, gender inclusive language are widely recognized in today's situation, as the feminist fight for their rights, this kind of issue are opened in wide area of society, in the past years there is also continuous progress in gender-based issues and it is widely accepted as part of the right of people to know this certain issue.

Aside from that, gender-inclusive language are not only limited in two (2) genders identities which is male and female, but also the other gender identities that existed at this time and commonly known as LGBTQIA+ community.

In a research from Tavits & Perez (2019), several countries have promoted the use of gender-neutral pronouns and terms to improve gender equality and tolerance for lesbian, gay, bisexual, and transgender (LGBT) communities.

In that case, gender-neutral language or gender-inclusive language are now widely accepted in some of the countries not only to promote gender sensitive and equal acceptance for men and women but also for those who are part of LGBTQIA+ community, by using proper language to address their identity to avoid discrimination and top promote equality in any aspects.

In addition to that, according to the website of Victorian Government, Inclusive language recognizes and respects the diversity of people's bodies, genders, and relationships. Gender and sexuality are addressed in a number of ways. Different biological sex characteristics can exist in people. Human beings do not leave folks out of conversations or efforts when using inclusive language. This applies to both interacting directly with others and describing someone who is not present. An inclusive language recognizes the diversity of individuals.

Based on their statement, the use of gender inclusive language is a form of respect and recognition for every citizens of their place, despite of their diversity in belief, gender, and status of relationship, especially for those who are part of LGBTQIA+, they should recognized as part of the society.

The researchers was interested in this kind of timely issue not only in those present in the society but also in the premise of Bulacan State University (BulSU) specifically in one of its campus, which is Bulacan State University – Meneses Campus. This study reveals the status of acceptance and inclusion of any gender. This study was

conducted with confidentiality and the researchers followed the strict guidelines of Republic Act 10173 – Data Privacy Act of 2012.

Statement of the Problem

The main problem of the study is to determine the use gender-inclusive language in promoting gender sensitivity and equality among college students of Bulacan State University Meneses-Campus.

Specifically, it seeks to answer to the following questions:

1. Demographic Profile of the Respondents in terms of:

    1.1 age;

    1.2 gender identity; and

    1.3 year and course?

2. What is the knowledge and level of awareness of students about using gender-inclusive language?

3. How can students promote the gender sensitivity and equality with the use of gender-inclusive language in:

    3.1 classroom;

    3.2 institutional; and

    3.3 institutional-social / community?

Significance of the Study

The results of the study deemed its importance for every individual to promote gender equality and to know the proper usage of language considering all the genders in the society.

The results from this study is beneficial to the following:

Students: The study can help them raise awareness that every individual has their own beliefs which should be respected. This study can also serve as a reflection of the influences and insights of each gender. Lastly, it can help them understand the importance of using gender-inclusive language in promoting gender sensitivity and equality not only in their society but also in their institution.

Parents: The study can help them to have knowledge and awareness about the gender-inclusive issue. The study can be a revelation of the proper language use that they can use with their child and also with the teacher when they enter the school premise.

Teachers: The study can assist teachers in persuading students to the importance of using inclusive language and promoting gender equality. This study also helps them to know how they can properly address each of the students and other professional staff members of the institution. Teachers are best equipped to influence and encourage students and parents to use gender-based language to create a good learning environment. They can also use this gender-inclusive language in their formulation and implementation of their instructional materials and lessons for the class.

School Administration: This study is also beneficial to the school administration to understand the importance of using gender-inclusive language in promoting a healthy school environment for every gender inside the institution. This study can support them to promote sensitivity and equality not just among students and teachers but also among other professional staff members of the school. They can also implement this gender-inclusive language and apply it to their designed curricula for the students for promotion of the language.

Society: This study aids the society to give relevance to each member of society and provide a safer community where an individual can express their perspective on how an individual sees the world. A society that can avoid judgements or criticisms about gender roles. This can also eliminate stereotyping and discrimination by means of understanding this study. It can benefit each gender to have equal rights and prevent violence within the environment.

Future Researchers: This study is beneficial to them by giving a more significant perspective and by helping them contribute to the study. Researchers carry out this study in order to provide a comprehensive start on how to understand and develop awareness for students and society in using gender-inclusive language to promote a sensitive and equal society.

Scope and Delimitations

The researchers chose randomly selected college students as its population. The study also examined the importance of using gender-inclusive language in a school-

based premise to promote gender sensitivity and equality. The objective of the current study is to give and add knowledge about using gender-inclusive language in society and how it can be used to promote gender fairness not only in society but also in the school premise. This study also considers every student's insights and beliefs about the usage of gender-inclusive language.

The researchers conducted the study at Bulacan State University-Meneses Campus at TJS, Matungao, Bulakan, Bulacan during the academic year 2021–2022. The respondents involved were randomly selected college students, and it was executed through a survey.

CHAPTER II

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter contains theories, related literature, and related study both foreign and local, the hypothesis of the study, the conceptual paradigm, and the definition of terms that were found to have some bearing to the subject under study.

Relevant Theories

This part of the chapter contains the outline of the theories relevant to the present study. It serves as a guide for the readers and respondents to understand the ideas of this present study. It will also serve as the supporting details of this study.

Women, Peace, and Security Approach

An Institutional Approach: Changing Institutions

This institutional approach recognizes the crucial role that women can and do play in peacebuilding, and it examines how conflict and war affect women and girls differently. It recognizes that peace and security efforts are more sustainable when women are treated equally in the avoidance of violent conflict, the delivery of relief and rehabilitation, and the establishment of long-term peace.

It also states that evidence from the implementation of UN Security Council Resolution 1325 shows that when women participate in peace processes, they are usually more focused on reconciliation, economic development, education, and transitional justice—all critical elements of a lasting peace. According to a study of 156

peace agreements, including women in peace negotiations increases the likelihood of settlements lasting at least 15 years by 35 percent. A strategy aimed at amplifying such voices is aimed at women, peace, and security.

The authors added to their statement that, to promote gender equality and improve programming and policy outcomes, this method should be applied using a gender analytical lens. Program designers can use this lens to identify and address the unique experiences and roles of women and girls in their chosen field and in their society.

Peaceful Masculinities

A Sociocultural Approach: Shifting Mindsets

The approach of peaceful masculinities shifts the narrative away from males as inherently violent perpetrators and toward an understanding that masculinities are socially constructed and can be modified to promote peace. In the Balkans, programs such as the Young Men's Initiative work with young men in schools, summer youth camps, vocational training institutions, and social media to promote peaceful concepts of manhood, including respect for people of all sexual orientations and gender identities. Peaceful masculinities raise concerns about men's acceptance of violence as a component of their masculinity and seek to disassociate violence from manhood and masculinity conceptions.

It is assert that this approach is not directed at men or boys, but rather at exposing alternative, nonviolent conceptions of manhood. Numerous preconceptions about manhood, such as the division of caregiving labor, contribute to discrimination

and injustice. This strategy bolsters men's capacity to promote peaceful masculinity and gender equality.

Intersecting Identities

A Transformational Approach: Broadening Inclusion

Each person has a distinct gender identity. It is critical to consider the impact of an individual's age, marital status, race, sexual orientation, class, caste, ethnic origin, religion, and abilities on their social experiences. This method is founded on the intersectionality analytical framework, which maintains a person's marginalized identities that are inextricably linked and cannot be understood in isolation. This method examines a society's broader relationships and power dynamics, as well as the consequences of control over resources, movement, and other issues, while valuing the value of these diverse experiences.

According to this journal, the most resistant to change are social norms—specifically, the roles and expectations placed on men and women by society. This method aims to help individuals better understand how their various identities affect their influence and power in a given situation, and thus how society may or may not respond to their complaints.

Related Literature

This section provides a review of literature deemed relevant to the research considered in strengthening the importance of present study.

Gender-Inclusive Language

According to the Writing Center of University of North Carolina at Chapel Hill (2021), since the Declaration of Independence was written, English has evolved. Because most readers no longer regard "man" to be equivalent with "person", good communication demands more clarity from authors.

And as per study, the style guidelines for various academic disciplines, employing gender- neutral language has become normal practice in both journalistic and academic writing (APA, MLA, and Chicago, for example).

Gendered references in writing can be difficult to deal with, especially since there is not a widely agreed upon set of specific criteria on which to make your conclusions. However, there are several other techniques that can be "mix and match" as needed.

Several options are presented in using gender-neutral or gender inclusive language such as (1) use more than one (1) pronoun in situations where a person whose gender is not known. Writers sometimes used "he or she" or her/him." (2) The use of various genders and pronouns, another possibility is to repeat "the student," but "ask the student to explain the student's purpose and audience, and illustrate how the student has taken both into mind in the student's work" does not sound very compelling. The writer could have used plural forms, such as "respond as a reader, explaining what you were thinking when you read their writings so that they may find where a reader could struggle with their writing," but that line does not express the focus on one-on-one dialogue between the writer and the writing coach. When the other nouns are plural, the flip to "a reader" is startling. (3) Try making the nouns and pronouns plural, for the

particular noun "student" and adjust the rest of the sentence properly. (4) Use "they as a singular pronoun, some people are adamant about the use of "they" with singular antecedents, and they are likely to react negatively to work that employs this strategy. Others say that "they" should be the usual third-person, gender-neutral pronoun in all writing and speaking circumstances in English. When deciding whether the singular "they" is a good solution for any gender-related problems in your writing.

Why Gender-Neutral Language Matters?

According to Maria Garcia Canales (2020), it takes an action for equality and exploring gender-neutral language, and why it matters to the society and individual to use gender-based language on their daily basis.

Language can enhance the way of thinking and how some individuals give importance to gender- neutral language. Based to the Gender-Neutral Language Guidelines in the European Parliament, "Gender- neutral language is a general phrase including the use of non-sexist language."

Gender-neutral language is important because it does not only includes all individuals and grow ups while avoiding discriminating terminology, but it also encourages societal change and helps to achieve gender equality.

Because language reflects and impacts attitudes, it must first modify the way a person speak to treat all genders equally.

Attitudes are reflected and influenced by language. A person's language or the way he or she talks, connects with other individual and an individual's beliefs are all

heavily influenced by the culture and the society in which an individual lives. However, certain terms and idioms still exist that depict a civilization that is behind the times, as opposed to today's environment.

As a result, as society evolves and changes, so should the way it communicates to keep up with the times while still respecting other people's beliefs and promote gender equality.

Pride in being who we are: The importance of inclusive language

According to Anne Marie Uban & Maria Jose Flor Agreda (2021), there is pride in being who a person is and how people give importance to the gender inclusive language.

Language is a powerful and dynamic tool that shapes the perceptions of the world. Relationships with others, surroundings, and own identities through the words that is used to communicate. Part of the democratization of language and the pride in being who a person is acknowledged with inclusive phrases.

However, language can be used to exclude specific people and perpetuate unfavorable biases in some circumstances. The movement promotes gender equality upon using gender- inclusive language and avoiding discriminations.

A speech style guide for LGBTQ people for Spanish-speaking journalists says, "If the interviewee is transgender or is not identified as a particular gender, it is appropriate to ask for the pronouns they prefer." Even if a pronoun does not match a person's name or appearance, it must be respected. Another media guide for English-

speaking Caribbean countries focuses on preventing sensational or harmful coverage, including avoiding derogatory terms for LGBTQ people that are common in some countries of the region.

Although the language is something that individuals research and internalize from childhood, it keeps adapting at some stage in a person's lives. During the month of LGBTQ+ pride, people are seeking for the first-class approaches to convert phrases into units of extrude and inclusion. This is a studying method that everyone can necessarily encompass to avoid discrimination and abuses to all gender in the society.

What is gender-neutral language and why is it important?

Nayak (2019) strongly believes that such gender-specific classifications confuse women who work in these fields. Gender-neutral words are ones that are not associated with a certain gender.

As more individuals use gender-inclusive language, it is becoming clearer that some people are shifting away from the usage of gendered words.

In the words of Tatman (2019), a senior lecturer in gender studies at the University of Tasmania, the word "man" is added since, many decades ago, only males were authorized to work in these disciplines of study. She discussed that there's a need to increase the usage of gender-neutral terminology.

"Hundreds of years ago, we could use the English pronoun" they "to refer to a person in the singular without specifying gender. This use of "she" as a gender-neutral pronoun is now resurrected."

Even while some people may have a problem with the use of the pronoun "they" in a new situation, many others believe that the pronoun "they" should be adopted as the standard English third-person, gender-neutral pronoun. Apart from the pronoun 'they,' it is acceptable to use a couple of pronouns if the situation is no longer positive whether it is a person or a woman. A common example is the pronoun "he or she."

It is critical to utilize gender neutral terminology anytime you are referring to anything that involves both men and women or that might be performed by either a man or a woman since it is the truest representation of reality in this context.

Related Studies

This section summarizes studies that have been regarded relevant to the research objectives. This section includes a brief overview of the use of gender-inclusive language within institutions and other sectors of society.

Foreign Studies

Gender-inclusive language: a pedagogical approach to the study of the relationship between gender-biased language and gender inequality

According to the research done by Aranda (2020), it gives a comparative evaluation of the English and Spanish languages in terms of their linguistic inclusion or exclusion. To begin, a study was conducted to investigate the likely effect of discriminatory language on women's exclusion from common speech and the creation

of stereotypes. This has created a chance for English-language students to concentrate on gender-inclusive language and gender roles. Additionally, the instructional technique is complemented by quantitative research to validate the presented theory and elicit participants' viewpoints on the issue. Thus, the objective of this research is to enhance awareness among speakers (particularly teens) of the adverse influence that biased language has on society's construction. The situation can only be modified if this problem will be widely acknowledged and addressed in educational settings.

As a result, the author found that both languages accurately reflect the androcentric perspective. Humanity is classified into two (2) biologically determined classifications that have nothing to do with individual abilities or dispositions. Rather than that, they are the outcome of a society construct that has hurt humanity by suppressing individuality and goals. It is hard to avoid adopting elements of the society that have shaped the thinking and perception of the world. The combination of sexist, degrading attitudes and beliefs taught in classrooms, dictionaries, literature, and film creates powerful mind-shaping weapons for youth. Certain dictionaries, such as the Spanish Royal Academic Institution's and the Oxford Dictionary, place a premium on prescriptive, insulting, and stereotypical views of women in comparison to men.

Additionally, the author said that biased is embedded in both languages' grammatical structures. The use of explicit feminine suffixes, masculine gender-designating phrases, or masculine generic forms that include both sexes demonstrates bias towards women. To change this habit and make our conversation (whether in Spanish or English) more neutral and inclusive, the issues must be identified first. As a consequence, both the language model and classroom teaching techniques, as well as

the current educational curriculum, must be updated. Similarly, this should be taught within a peer group (particularly teens) on the persistence of sexism and the need of accepting it. They are capable of combating it if will be properly educated on how to identify it and provide them with tools. It is important to teach a feminist perspective in children from an early age so that they may learn to use language appropriately and fairly.

Ripple Effects: The Case of Gender-Inclusive Language

It was the purpose of this research to determine if the shift toward more gender-inclusive English that is occurring in Inner Circle nations is also gaining approval for English use in an Outer Circle country, namely Singapore. Student's responses to a questionnaire at a Singapore junior college, as well as student writing scripts at the same institution, provided the majority of the information for the research. It seems from the findings that gender-inclusive English was perceived positively by a large number of pupils. The use of gender inclusive formulations was prevalent in much of the students' work, which may be even more informative than the rest of the data. So, it seems that a ripple effect has occurred, in which changes within Inner Circle nations and their variants of English have had a role in changes in Outer Circle forms of expression.

The findings of this study demonstrate categorically that gender-inclusive forms exist in the English of certain members of a significant section of Singaporeans, since junior college students comprise a major share of the country's future leaders. Additional proof of Singapore English's inadequate gender-inclusive shift comes from none other than Singapore Prime Minister Goh Chok Tong, who was reported in a local newspaper as stating in a talk to university students on his party's election manifesto:

In Singapore 21, every Singaporean can dream. More than that, he or she can fulfill his or her dream. Not just the 5Cs, but the non-materialistic aspects of life too! And everyone can be the best version of themselves (Ng 1996: 3), emphasis added.

Due to a lack of prior research, it is difficult to speculate on whether the data in this study indicates a trend toward increased use of gender-inclusive English in Singapore, but given the trend internationally, at least in Inner Circle countries, it may be reasonable to suggest that gender-inclusive usage has increased and will continue to increase.

Language and Inclusivity: A Qualitative Study on Gender Fair Language

According to the Saqib, Dkhar, D'Souza, & Baksi, (2021), this research has two (2) primary objectives. To begin, confirm the variables affecting gender neutral language and, second, determine how these variables can be adjusted to gain a better understanding of college students' attitudes toward gender neutral language. This study began with qualitative interviews conducted with college students from both public and private colleges in and around Kolkata. This study used a sample size of 40 participants. Following the interviews, content analysis was conducted, followed by a data triangulation technique for optimal result verification. Cohen's kappa was used to determine the author-coder pair's concordance. This study examined six (6) factors that are expected to affect the use of gender-neutral language. The factors examined included language feminization and neutralization, the perspective of a heteronormative society, the use and effect of language and linguistics, the effect of education on gender-neutral language, gender equality in relation to household duties and responsibilities,

and gender preferences for profession. Respondents agreed that all of these factors have an effect on gender-neutral language, and the effect of education on gender-neutral language was universally agreed upon. The authors used this study to ascertain the concept of gender-neutral language and its perception among students. A comprehensive gender-neutral language model has been proposed, which is expected to advance gender-neutral language in the future. The study's specifications can be applied to a variety of different samples and age groups.

As they found out the result they concluded that, college students made a wider usage of gender neutral terminology and phrases. This demonstrates the increasing usage of 'neutralization,' which occurs when gender-neutral terms such as (salesperson or salespeople) are employed in place of male-masculine forms like as (salesmen). A sizable proportion of college students continue to view the world through heteronormative lenses, as evidenced by their responses to the question 'What word would you use to refer to the partner of a married male friend?' or their descriptions of female characteristics, rather than using gender neutral terms such as spouse or partner. The majority of college students had no idea what gender-neutral pronouns were or how they were used in the LGBTQ+ community. Gender-neutral pronouns were also used less often.

The majority of college students felt that gender does have an effect on language development. Almost all college students agree that education plays a critical role in promoting gender-neutral language, and that reforms in the educational system are also critical in encouraging and promoting gender inclusive language. The majority of college students favored that both genders engage in family activities. The general public is less aware of gender neutral terminology. Inclusive language must be regularly

used and educate individuals about their job, educational institution, and community usages.

Local Studies

Teachers' Perceptions of Gender Inclusive Language in the Classroom

This study investigated by Jamaica Vizcarra-Garcia (2021), discussed the perspective of the teachers regarding gender-inclusive language in the region of Ilocos. As she conducted this study, she states that, there has been just a brief research of instructors' attitudes toward gender-inclusive terminology. Aiming to fill a void in the body of information, the purpose of this qualitative research was to examine the collective view of higher education instructors, especially those in the teacher education program, about the use of gender-inclusive language in the classroom. Nine instructors took part in a semi-structured interview that was videotaped, transcribed, and evaluated by the researchers. Two themes emerged, namely (1) delivering instruction in an impartial manner and (2) advocating for the use of gender-inclusive terminology in the workplace. Teachers indicated sufficient awareness of gender inclusive language and universal support for its use in the classroom, which was supported by their conviction that it would promote gender equality and sensitivity among their pupils. Furthermore, it will foster a feeling of belonging among students, resulting in an increase in their engagement. In conclusion, the participants agreed that gender inclusion in language is a clearly visible trend in education that they could not afford to ignore. Therefore, it is part of their responsibility to accept and include it into their education programs.

According to the results, teachers' concept of gender-inclusive language is the use of neutral language while delivering instruction in the classroom. This implies that

they should avoid using gender-biased terminology while discussing lessons, providing examples, and developing resources. To emphasize gender equality in language, gender-indefinite phrases must be utilized.

Additionally, all instructors interviewed in this research showed support for the use of gender-inclusive terminology. They actively support its implementation in their classrooms, especially because it fosters gender equality and sensitivity in their pupils. Language, they believe, is critical in developing kids' awareness of gender problems. Additionally, the use of such language in the classroom has the potential to influence and influence students' mentalities, causing them to adopt the same and eventually become gender-sensitive instructors. Another reason instructors cite is that it boosts student involvement. Students will be more inclined to engage if professors employ gender-inclusive language because they will have a feeling of inclusion or belonging. The study's last source of data is gender-inclusive language as a standard for instructors. Teachers recognized that with the mainstreaming of gender equality, it has become a worldwide trend that should be recognized and followed.

Student's general attitude in gender-inclusive language

This study was conducted by Remigio, & Talosa, (2021), in the state university in Cagayan to see the students' attitude towards using gender-inclusive language in the classroom. The overall goal of this study was to determine the general attitude of students toward Gender-Inclusive Education. It also revealed a difference in attitude when participants were divided into two (2) groups based on their gender. A quantitative research design was employed in this study. The instrument used to assess

beliefs, recognition of sexist language, and willingness to use gender-inclusive language was a survey questionnaire developed by the International Association of Survey and Questionnaire Researchers (IASNL). Responses were obtained from College of Teacher Education students who were chosen at random from a large pool of candidates. The findings revealed that the majority of the students were female, with a positive attitude toward gender-inclusive language, indicating that the students are open to the use of gender-inclusive language in their everyday lives. However, it was discovered that neither women nor men appeared to be particularly concerned about gender-inclusive language in one way or another. The outcome is reflective of the possibility of positive feedback to Gender and Development (GAD) mainstreaming programs on the campus as a result of the use of the above said terminology.

The researchers concluded that, the study found that most students support gender-inclusive language. No significant differences in student attitude were found when categorized by gender, indicating gender neutrality. In terms of classroom education, it is important to note that more research should be done on instructors' successful ways for promoting gender-inclusive language. In this context, instructors must pick, adapt, and use gender inclusive instructional materials and methodologies, tactics, and procedures. The university should subsequently continue its gender-inclusive language usage activities to further develop student attitudes. Training sessions may be a good way to enlighten pupils. They must be educated on how to utilize gender-inclusive vocabulary in dialogue.

This study may be used by future and existing sociolinguistics and pragmatics researchers to do similar or broader research using other factors such as students' desire or unwillingness to utilize gender-inclusive language in their conversation. Similarly,

students' perceptions of instructors' performance and ability as gender-inclusive language users should be examined.

Exploring the Gender Perspective in English Language Teaching (ELT): Voices from ELT Practitioners in Philippine Higher Education Institutions

This study was conducted in the Philippines, and its participants were the Filipino English Language Teachers (ELT). This study stated that gender mainstreaming in education has been explored and examined in recent years. Even so, research in the Philippines has tended to focus on the extremes of the implementation process, such as educators' awareness of the gender perspective or their success in incorporating gender into their pedagogical practices, rather than an in-depth analysis of educators' overall experiences with the government's attempt to mainstream gender-and-development education in schools. Additionally, there is a gap in the literature on Filipino ELT practitioners' perspectives on incorporating a gender perspective into ELT. The current research examines how a group of 71 Filipino college English instructors to see the advantages, methods, and obstacles of adding the gender dimension into ELT using semi-structured interviews. Thematic analysis of interview answers indicated the following benefits: improved critical thinking abilities for learners; promotion of an inclusive and supportive learning environment; and enhanced understanding of the vital function of language (i.e., English) in recognizing diversity. Furthermore, it was discovered that teacher-participants incorporate gender information into ELT in two ways: instructional materials, teaching-learning activities, and teacher-student contact. Three (3) primary themes emerged in terms of obstacles: the student

factor, the instructor factor, and institutional limits (which were further categorized as curriculum, resources, and belief).

Researchers added that due to the fact that the current study focused only on educators' perspectives on the implementation of a gender perspective into ELT and its potential implications, more research on the learning process and institutional reaction to gender mainstreaming may be done. Future research may focus on students' perceptions of gendered dialogues and activities. This focused investigation may assist educators and government organizations in developing more responsive and realistic programs. Similarly, research on present gender integration techniques and policies at Philippine HEIs may be conducted. This kind of research might aid in bridging gaps between instructors and educational institutions, thus resolving the present disagreement in gender mainstreaming strategies.

Synthesis

Gender-Inclusive Language or Gender-Neutral Language is now an existing movement on some part of the world. Some of the countries, especially on western part of the world, are openly recognized the purpose and existence of every gender in their society. They believe that every gender identity are should be part of the community and should be recognized based on their preference and beliefs. That is why the government and some agencies that is ally of gender sensitivity and equality proposed to used gender-inclusive language to make gender friendly community and to promote sensitive and equal rights that is suitable for everyone.

In some articles and studies shown above state that, some of the awareness about the usage of the gender-inclusive language or gender-neutral language are usually starting in the premise of the institution. In that sense, the school facilitators and teachers uses the education to properly impart the knowledge and awareness to the students to spread the importance of the use of gender-inclusive language.

Studies have shown that most of their participants are either teachers or students who are actively participated to see the result. Studies made by Aranda (2020), Saqib, Dkhar, D'Souza, & Baksi, (2021), Vizcarra-Garcia (2021), Remigio, & Talosa, (2021), and Tarrayo, Potestades, & Ulla, (2021), are conducted in some university and colleges to find out if the college students are aware in using gender-inclusive language. Those studies shown that some of the students are not fully aware about gender-inclusive language and they didn't know how to use that certain language, but majority of their college students participants are have knowledge about the use of gender-inclusive language. As they revealed the result of their study, the researchers also found out that their study helps the researchers to educate and give awareness on some college students that they can use in their field. On the other hand, the studies conducted for teachers the result is clearly shown that some of the teachers are fully aware about the gender-inclusive language and aside from that, the study shown that those teachers are using the language in their pedagogical practices in their school. In that sense those teacher are purposively using that language to avoid gender biases and discrimination in all form, and they using this language to inform their students about the importance of using gender-inclusive language inside the school.
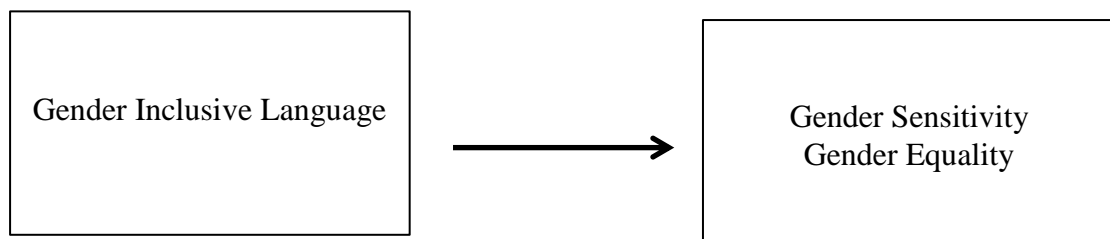
The studies and literatures points to the fact that gender-inclusive language are now widely accepted not only in society but also inside the school premise. The use of

gender-inclusive language is not just all about the fair treatment in different existing genders, otherwise, it is used also as promotion to build gender friendly environment and serve sensitivity and equality for the sake of freedom of everyone and justice to express themselves without any discriminative judgement and violence.

Conceptual Framework

Figure 1 presents the conceptual framework of the study. It consists of two (2) variables, the gender inclusive language as an independent variable and gender sensitivity and equality as the dependent variable.

Figure 1. Conceptual Model of the Study

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┌─────────────────────────────┐                      ┌─────────────────────────────┐
│                             │                      │                             │
│                             │                      │                             │
│  Gender Inclusive Language  │        ───────▶      │     Gender Sensitivity      │
│                             │                      │      Gender Equality        │
│                             │                      │                             │
│                             │                      │                             │
└─────────────────────────────┘                      └─────────────────────────────┘
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In **Figure 1**, gender inclusive language as independent variable pertains to transforming language from traditional usage into inclusive and neutral one. It is a tool to create a social change and permits the students to expose in a new culture of language structures by giving an accurate perspective of the reality through reflecting social diversity rather than perpetuating the norms--- to contribute in reduction of gender biased, discriminatory and stereotyping.

In another variable, gender sensitivity and equality refers to the process of raising awareness and understanding about gender inequality and their role and state in society. It recognizes gender differences, gaps and stereotypes in both sexes.

Definition of Terms

In the best of understanding of the study, the following terms are discussed and operationally defined for clarity purposes.

Gender-Inclusive Language - It refers to speaking and writing in a manner that is inclusive of all sexes, social genders, and gender identities, and that does not reinforce gender stereotypes.

Gender Sensitivity - It refers to the acknowledgement of gender roles, the identification of advantage and discrimination among genders, and, most significantly, the development of gender awareness.

Gender Equality - It refers to the situation in which persons of both genders have equal rights, obligations, and opportunities to express themselves in the society.

CHAPTER III

METHODS OF RESEARCH

The research methodology for this study is discussed in detail in this chapter. Research methodology describes the right processes and techniques that should be utilized to address research issues and evaluate material in order to derive accurate and reliable conclusions from the findings. This chapter examines the study's validity and reliability from a critical point of view. Incorporated into this are the research design, sample selection, research process, as well as statistical tools and treatment options.

Methods and Techniques of the Study

This research design that describes the study is the Explanatory Sequential Research- Mixed Method design. According to Creswell & Piano Clark, 2018, this is used when the researcher is interested in following up the quantitative results with qualitative data.

In the context of social science research, the analysis of explanatory sequential analysis refers to the method of organizing and analyzing behavioral data in an attempt to reveal continuous patterns or regularities of observed behavior.

With the use of this research design, it aims to elaborate why a specific phenomenon work in the way individuals do. Moreover, this study focuses on the use of gender-inclusive language, enable to promote gender sensitivity and equality in the premise of the target population and area of the study. The respondents in this study was evaluated on how often the usage of gender-inclusive language in relation on how they used the language to promote gender sensitivity and equality.

Survey form and structured interview guide questions used to answer the research problems. To gather all the necessary data, both survey-questionnaire and interview questions were given to the respondents. All the data gathered from the respondents will be confidential and secured.

Population and Sample of the Study

The population of the study was the randomly selected students from First Year to Fourth Year and each of department from Bulacan State University- Meneses Campus. This aims to overview if the students' knowledge and awareness in using the gender inclusive language and how they can able to promote gender sensitivity and equality.

The researchers conducted the study to college students because they are the essential participants of this study. It is important to note that most of the observations and experiences in the class environment came from the students.

Students were given a survey to rate their knowledge and awareness in using gender inclusive language and at the same time, to promote gender equality within the environment. The insights or student's perspective helped the researchers to determine their knowledge about the study.

Sampling Design

The researchers used the probability sampling technique utilizing the stratified random sampling. The reason for choosing this technique is to obtain the selected sample accurately and randomly from different department of Bulacan State University- Meneses Campus that would properly represented the entire population.

Research Instrument

The researchers collected the data needed from the provided questionnaire to students of Bulacan State University- Meneses Campus and was sent in their email address and social medias. The questionnaire is composed of systematic sets of question prepared to answer by the respondents to collect data and facts and it was formulated based on the given SOPs of the research.

Preparation. The first part of the questionnaire asked the demographic profile of the respondents. The researchers made the tool for profile; it determined the age, year and course, and gender identity.

The second part is the tool to determine the knowledge and awareness of the respondents about gender inclusive language in promoting gender sensitivity and equality. It contains nine (9) items quantitative questions to which the respondents will be asked to respond on the basis of a three-point scale: "Yes, Not Sure and No." Then nine (9) items of qualitative questions that serve as the interview guided questions follow it.

Validation. The researcher requested some BulSU-Meneses faculty, who are subject and content experts in research studies.

Administration. Permission from the campus dean and chairpersons of each department, Bulucan State University-Meneses Campus, was secured before the conduct of the research. Their administration and teachers were informed about the purpose of conducting the study. The researcher personally collected and evaluated the survey-questionnaires.

Data Gathering Procedures

In relation to the study's methods and techniques, the researchers produced two (2) sets of data gathering instruments, which were survey questionnaire and interview guide questions for the randomly selected students of Bulacan State University—Menses Campus at TJS, Matungao, Bulakan, Bulacan. Before beginning the study, the researchers wrote a request letter that and was sent to the institution's administration.

Before the researchers conducted their study, the survey-questionnaire was checked and evaluated by the Faculty on Research Studies to ensure the validity and reliability of the instrument.

The respondents were informed about the purpose of conducting the study, and the researcher conducted by inviting them to a short-time meeting to explain the purpose of the study. They were given enough time to complete the instrument with no time limit. The responses of the participants were automatically collected after the participant finished the survey, the researchers check the responses to see if all the items were answered and to ensure that all of the participants participated in the study.

Ethical Considerations

In conducting the study, all the relevant data gathered were treated with confidentiality in accordance to R.A. 10173 or the "Data Privacy Act of 2012" and was only used merely for the purpose of writing the study. Since the participants are going to state their gender-identities together with their age, and year and courses, the data

gathered and names of the participants were kept anonymously to protect their identities and to any harmful instances.

Data Analysis

The research data that have been gathered were analyzed separately: first the quantitative data were subjected to statistical treatment and followed by qualitative data. The researchers used percentage frequency distribution to draw out the conclusion of the quantitative and qualitative data collected.

The demographic profile of the participants was measured with the use of frequency count and relative frequency to see percentage of the accumulated demographic data. The profile includes, age, gender identity, and year and course of the participants.

$$\text{Relative Frequency} = \frac{\textit{Frequency of the Class}}{\textit{Total Numnber of Participants}} \; x \; 100$$

The quantitative data gathered measured and analyzed by means of percentage, where the number of answer each items divided with a total number of the participants, and the computed data was multiplied by 100.

$$\text{Percentage Value} = \frac{\textit{Σ of answer/item}}{\textit{Total Number of Participants}} \; x \; 100$$

In treating the response of measures, researcher used the following interpretation to interpret the quantitative data gathered:

Scale	Interpretation
Expected Answers	Yes
Least Expected Answers	No

The qualitative data analyzed as supporting data for the computed quantitative data. Both quantitative and qualitative data will used to explain and interpret the gathered data of the study.

CHAPTER IV

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the data analysis and interpretation of the study. The chapter is organized according to the result from the questions guided by the statement of problem of the study. The findings and the interpretation of quantitative data followed by the qualitative data are also presented.

This chapter presents, analyzes, and interprets the data gathered from the thirty-six (36) college student participants of Bulacan State University – Meneses Campus during the A.Y. 2021-2022. The researchers gathered the data through survey questionnaires and written interview questions, and recorded and secure the profile of each participants. These data were primary used as bases and answer for the presentation that follows the sequence according to the statement of the problem provided in the Chapter 1 of this research.

Part I refers to the demographic profile of the students, in terms of, their age, gender identity, and year & course. Part II contains the quantitative data followed by qualitative data of the students' knowledge and insights to the main concept of the study and on how they would promote the gender sensitivity and gender equality through the use of gender-inclusive language.

Part I – Demographic Profile of the Students

Part I discusses the demographic profile of the student-participants, this includes their age, gender identity, and their year and section.

Table 1. Frequency and Percentage Distribution of Students' Age

Age	Frequency	Percentage
18-20	10	27.8
21-25	25	69.4
26-30	1	2.8
Total	36	100

Table 1 presents the frequency and percentage distribution of the age of the student-participant of the research. This finding shows that out of 36 students-participants, 25 of them or 69.4 percent were in the age of 21-25, 10 of them or 27.8 percent were in the age of 18-20, and there was only 1 or 2.8 percent who are in the age of 26-30 and no one belonged to the age group of Below 18. This means that the most of the student-participant are at the middle early adulthood.

Table 2. Frequency and Percentage Distribution of Students' Gender Identity

Gender Identity	Frequency	Percentage
Man/Male	11	30.6
Woman/Female	15	41.7
Lesbian	0	0
Gay	4	11.1
Bisexual	4	11.1

Transgender Man	0	0
Transgender Woman	1	2.8
Queer	0	0
Intersex	0	0
Asexual	0	0
Prefer Not To Say	1	2.8
Total	36	100

Table 2 shows the frequency and percentage of gender identity of the student-participant. The findings shows that the highest among gender identity of the student-participants are at 15 or 41.7 percent are woman/female, the next are at 11 or 30.6 percent are man/male, the two gender identities who falls at 4 or 11.1 percent are those who are gay and bisexual, and the last who falls at 1 or 2.8 percent are transgender woman and prefer not to say their identity and no one belonged to the lesbian, transgender man, queer, intersex and asexual. This shows that the participants of this study are diverse in terms of gender-identity.

Table 3. Frequency Distribution of Students' Courses and Year Level

Course and Year Level	First Year	Second Year	Third Year	Fourth Year	Total
BSED	2	1	3	10	16
BSCPE			2	2	4

BSIT	1	2		1	4
BSHM		1	1		2
BSBA		1	1	2	4
BPED		1	2		3
BTVTED		1		2	3
Total	3	7	9	17	**36**

Table 3 shows the frequency of student-participant according to their courses and year level. The findings shows that the highest among the courses who participated in this research was from Bachelor of Secondary Education in total of 16 and the most year level who participated are from the fourth year level in the total of 17 participants. Some other participants are came from the courses of BSCPE, BSIT, BSHM, BSBA, BPED, and BTVTED and in the year level of first year, second year, and fourth year. The table above shows that the participants of this research were diverse and the researcher ensure that the data gathered are from different year level and courses.

Part II – Knowledge and Promotion of Students in Gender Sensitivity and Equality Using Gender-Inclusive Language

Part II discusses the knowledge and insights of students towards the use of gender-inclusive language and how they can promote gender sensitivity and equality in the classroom, institution, and community through the use of gender-inclusive language.

Table 4. Frequency and Percentage of Knowledge and Promotion of Student in

Gender-Inclusive Language

Survey Questions	Yes	No
1. Have you ever heard about the issue of gender-inclusive language before?	29 (80.6 %)	7 (19.4 %)
2. Is there any policy in your institution regarding gender-inclusive language?	12 (33.3 %)	24 (66.7 %)
3. Do you agree in implementation of gender-inclusive language in your institution?	33 (91 .7 %)	3 (8.3 %)
4. Do your instructors/professors use gender-inclusive language in teaching?	25 (69.4 %)	11 (30.6 %)
5. In your own writing and speaking production, do you used gender-inclusive language?	26 (72.2 %)	10 (27.8 %)
6. Do you believe that gender-inclusive language are fair for males, females and intersecting identities?	30 (83.3 %)	6 (16.7 %)
7. Do you think this gender-inclusive language can promote gender sensitivity and equality inside your classroom?	33 (91.7 %)	3 (8.3 %)

8. Do you think this gender-inclusive language can promote gender sensitivity and equality in your institution?	33 (91.7 %)	3 (8.3 %)
9. Do you think this gender-inclusive language can promote gender sensitivity and equality in your community?	33 (91.7%)	3 (8.3 %)

Table 4 shows the data gathered from the responses of the student-participants in each items. Each items was analyzed with the percentage frequency distribution that shows the percentage of the answers of the student-participants in each items, this serves as a basis of the researchers to observe the level of knowledge of students regarding gender-inclusive language and promotion with the used of the gender-inclusive language to promote gender sensitivity and equality inside the class, institution, and community. In items 1, 29 or 80.6 percent answered yes and 7 or 19.4 percent answered no, it concludes that the participants heard about gender-inclusive language issue. In item 2 that has 12 or 33.3 percent answered yes and 24 or 66.7 percent answered no concludes that they knew about the gender-inclusive language related policy. In item 3, 33 or 91.7 percent said yes and 3 or 8.3 percent said no, it concludes about their agreement in implementing gender-inclusive language in their institution. Item 4, 25 or 69.4 percent said yes and 11 or 30.6 percent said no, it concludes that their instructors/professors uses gender inclusive language in teaching. In item 5, 26 or 72.2 percent answered yes and 10 or 27.8 percent answered no, this concludes that they use gender-inclusive language in their writing and speaking production. Item 6 shows that, 30 or 83.3 percent answered yes and 6 or 16.7 percent answered no, it concludes that

gender-inclusive language are fair for male, female and intersecting identities. Item 7 shows, 33 or 91.7 percent answered yes and 3 or 8.3 answered no, concludes that gender-inclusive language can promote gender sensitivity and equality inside the classroom. Item 8 shows, 33 or 91.7 percent answered yes and 3 or 8.3 percent answered no, it concludes that gender-inclusive language can promote gender sensitivity and equality in their institution. Item 9 shows that, 33 or 91.7 percent answered yes, and 3 or 8.3 percent answered no, this concludes that gender-inclusive language can promote gender sensitivity and equality in community.

The researcher divided the survey questionnaire and written interview question in to two (2) concepts: the knowledge and insight part and the promotion part. The knowledge part was intended to measure the knowledge and insight of the students regarding gender-inclusive language. The survey questions that are included in knowledge part are items, 1, 2, 4, 5, and, 6. While in the promotion part are items number 3, 7, 8, and, 9. To support the survey answers researchers prepared written interview questions, in the knowledge part the number items 1, 2, 3, 4, 5, 6, and, 7 are included, while in the promotion part are the items 8, and 9.

Concept I: Knowledge and Awareness

This part shows the quantitative and qualitative data of the responses of the student-participants regarding their knowledge and insight in gender-inclusive language.

Table 5. Percentage Frequency Distribution in Quantitative Question (Survey)

Item Number	Highest Frequency and Percentage per Item	
	Answer	Frequency and Percentage
1. Have you ever heard about the issue of gender-inclusive language before?	Yes	29 (80.6 %)
2. Is there any policy in your institution regarding gender-inclusive language?	No	24 (66.7 %)
4. Do your instructors/professors use gender-inclusive language in teaching?	Yes	25 (69.4 %)
5. In your own writing and speaking production, do you used gender-inclusive language?	Yes	26 (72.2 %)
6. Do you believe that gender-inclusive language are fair for males, females and intersecting identities?	Yes	30 (83.3 %)

Table 5 shows the highest answer in each item, this also shows the level of knowledge and insight of the student-participants regarding gender-inclusive language. In item Number 1 it measures the students' knowledge if they heard about the issue of gender-inclusive language and the 29 or 80.6 percent of them answered yes. Item Number 2 shows the data about the students' knowledge if there are existing policy about gender-inclusive language, 18 or 50 percent of them answered not sure. Item Number 4 answers that if their instructors/ professors uses gender-inclusive language in teaching, 25 or 69.4 percent of them answered yes. Item number 4 shows the data if the students uses the gender-inclusive language in their writing and speaking production in class, 26 or 72.2 percent of them answered yes. In the last, item number 6 it shows the insights of the students if it is fair for male, female and intersecting identities when they used the gender-inclusive language, and 30 or 83.3 percent of them answered yes.

Table 6. Content Analysis on Knowledge and Awareness of Students

Code	Key Ideas	Organizing Themes
• It will promote gender equality.		
• Still practicing and promoting inclusivity.	**Insight in Gender-Inclusive Language**	**Knowledge and Awareness in Gender-Inclusive Language**
• It helps to reduce gender stereotyping and promotes social change.		

• Good for all professions.		
• Both male/ female and also part of LGBTQ+ community.	**Recipient of the Language**	
• BulSU may benefit.		
• Allows all members of our institution to appreciate and respected.		
• Fair for everyone, especially in the institution and community surrounded by it.	**Fairness for all Gender Preferences**	
• Fair for male, female and intersecting identities.		
• Important to have knowledge about this topic.	**Importance of Knowing the Language**	
• Raising awareness to gender equality and sensitivity.		
• Avoids gender biased and promote gender sensitivity.		**Use of Gender-Inclusive Language in Classroom, Institution, and Community**
• For formality.	**Writing and Speaking Production**	
• Speak inclusively.		

• No concrete institution policy regarding gender inclusivity.	Insight in Institution's Policy	Institution Policy about Gender-Inclusive Language
• Essential to implement.	Implementation in Classroom, Institution, and Community	Language Implementation
• It depends on the school.		
• Aids to the elimination of discrimination.		

Table 6 shows the collective answers of the students from the written interview provided by the researchers. This table shows the qualitative data, the first column contains the textual data or textual codes from the student-participants, the second column contains the key ideas from the topic and also from the questionnaires provided by the researchers, and the third column contains the themes that shoes the important concept from the topic of this research.

Theme 1: Knowledge and Awareness in Gender-Inclusive Language

This theme shows the knowledge and awareness of students about gender-inclusive language. Key ideas under this shows the essential part of knowledge and awareness of the student-participants, first key idea shows the insight of students regarding the gender-inclusive language. Next was the recipient of the language which is shows who are the beneficiaries of the language. The next key idea shows the answers of the students regarding fairness of this language for everyone. Lastly, the importance of knowing the gender-inclusive language.

According to the website of Transformation Journey, the objective of gender-inclusive language is to avoid word choices which may be construed as prejudiced, discriminatory or humiliating by indicating that one sex or social gender is the norm. Using gender-fair and inclusive language also helps eliminate gender stereotyping, fosters social transformation and aids to attaining gender equality. This statement shows that having a knowledge and awareness in gender-inclusive language can promote an equal and safe society for everyone. It shows also how important the gender-inclusive language in the means of communicating with others.

Theme 2: Use of Gender-Inclusive Language in Classroom, Institution, and Community

This theme shows the answers of the students on how they were used and will be use the gender-inclusive language on their academic set up. Key idea under this shows how students uses gender-inclusive language in their writing and speaking production in school, according to them they uses the gender-inclusive language to eliminates the gender biases and discrimination in their class. Aside from that they uses this particular language to speak inclusively and also for formality inside the class, institution and community.

Theme 3: Institution Policy about Gender-Inclusive Language

This themes shows the answer of the student-participants about their knowledge and insight regarding the policy inside the institution about the gender-inclusive language usage. According to the answers of the student-participants, this kind of policy was not yet implemented in the institution premises, they also says that there are no concrete policy regarding usage of the gender-inclusive language. Some student-

participants says that only programs like webinars and meetings are only implemented to discuss some related topics about this.

The gender-inclusive language policy, according to the Students' Union website, intends to promote gender equality and diminish the influence of gender on education and participation in the Students' Union. Gender neutral language must be used if the pronouns of a person have not been indicated. Pronouns must be honored after they've been uttered.

Theme 4: Language Implementation

This theme shows the knowledge and insight of the students about the importance of the implementation of gender-inclusive language in classroom, institution, and community enable to promote gender sensitivity and equality. The student-participants answers on this part was only pointing one perspective, that this language must and important to implement in the schools not just for educational purposes but also for the awareness and for setting up the gender-friendly learning environment.

Concept II: Promoting Process

This part shows the quantitative and qualitative data of the responses of the student-participants regarding their process of promotion in gender-inclusive language to attain the gender sensitivity and equality.

Table 7. Percentage Frequency Distribution in Quantitative Question

(Survey)

Survey Questions	Highest Frequency and Percentage per Item	
	Answer	**Frequency and Percentage**
3. Do you agree in implementation of gender-inclusive language in your institution?	Yes	33 (91.7 %)
7. Do you think this gender-inclusive language can promote gender sensitivity and equality inside your classroom?	Yes	33 (91.7 %)
8. Do you think this gender-inclusive language can promote gender sensitivity and equality in your institution?	Yes	33 (91.7 %)
9. Do you think this gender-inclusive language can promote gender sensitivity and equality in your community?	Yes	33 (91.7 %)

Table 7 shows the frequency and percentage of the highest answer in each of the items. Each of the items shown in the data of student participants' answer, regarding the promotion of gender-inclusive language aligned to the promotion of gender sensitivity and equality in the classroom, institution, and community. In items number 3, 33 or 91.7% of the students answered yes as agreement towards the implementation of gender-inclusive language in their institution. In item number 7, 33 or 91.7% answered yes. This states that the gender-inclusive language can promote gender sensitivity and equality in the classroom. Item number 8, shows the data that 33 or 91.7% of the students answered yes, this implies that gender-inclusive language can promote gender sensitivity and equality inside the institution. In item number 9, 33 or 91.2% answered yes regarding the use of gender-inclusive language in the community can promote gender sensitivity and equality.

Table 8. Content Analysis on Promoting Process using Gender-Inclusive Language

Code	Key Ideas	Organizing Themes
• Gives individuals freedom of expression	**Promotion in**	
• Gives respect and values to everyone	**Classroom, Institution, and**	
• Eradicates stereotyping and gender biases	**Community**	

		Gender-Inclusive
• Continuously utilizing the gender-inclusive language to the class		Language Use to Promote Gender
	Students Promoting Process using Gender-Inclusive Language	Sensitivity and Equality
• Implementing webinars and programs		
• Institutional-social engagements		
• Promotion through social media platforms		

Table 8 shows the collective answers of the students from the written interview provided by the researchers. This table shows the qualitative data, the first column contains the textual data or textual codes from the student-participants, the second column contains the key ideas from the topic as well as the questionnaires provided by the researchers, and the third column contains the theme that shoes the important concept from the topic of this research.

Theme 1: Use of Gender-Inclusive Language to Promote Gender Sensitivity and Equality

This theme shows the qualitative answers of student-participants regarding the promoting process of gender sensitivity and equality with gender-inclusive language. According to the answers of student-participants that gender-inclusive language might help everyone inside the classroom, institution, and even community to engage in any

social gathering with freedom to express themselves and also to value and gives respects to everyone's identity and capabilities, on that way, gender stereotyping, and biases will not be foster and build a healthy and gender-friendly environment. Aside from that, some student-participants state their own way of promoting with the use of gender-inclusive language, some of them said that they would continuously utilizing the gender-inclusive language in the classroom, institution, and community to promote gender sensitive and equal society. Some of the respondents proposed that the institutions could provide webinars or meetings and institutional-social engagements concerning gender related topics included the gender-inclusive language. The respondents can also use their own social media platforms to spread information and knowledge regarding this language, so it can help everyone set the environment more light and free from any gender discrimination and biases.

CHAPTER V

SUMMARY OF FINDINGS, CONCLUSIONS,
AND RECOMMENDATIONS

This chapter presents the summary of the findings, conclusions, and recommendations concerning the use of Gender-Inclusive Language in Promoting Gender Sensitivity and Equality in Bulacan State University – Menses Campus in the TJS, Matungao, Bulakan, Bulacan with the help of student-participants form first year to fourth year in any courses.

The research design utilized by this study was Explanatory Sequential Research- Mixed method in which the survey questionnaires and written interview were the main tools to gather quantitative and qualitative data. The participants of the study were thirty-six. This was stratified and randomly selected from first year to fourth year in any courses.

The results were obtained using Percentage Frequency Distribution together with the qualitative data as supporting data from the qualitative data. The findings were exhibited using the necessary tables and explanations. The quantitative result were analyzed, and interpreted using descriptive analysis such as percentage frequency distribution, while the qualitative result were analyzed to support the quantitative data.

SUMMARY OF FINDINGS

The study focused on the level of knowledge and awareness of students in gender-inclusive language and how it can utilized to promote gender sensitivity and equality in classroom, institution and community.

Based on the specific problems and answers, the findings of the study are as follows:

1. The respondents participated in this study were diverse participants , 25 or 69.4 % of the participants were ranging in the age of 21-25 years old, 10 or 27.8% of them were 18-20 years old, and 1 or 2.8% was at 26-30 years old. Furthermore, when it comes of their gender identity, it shows that the respondents of the study were diverse, most of the respondents are women/females which were in 15 or 41.7%. The men/males were at 11 or 30.6%, gays and bisexual were at 4 or 11.1%, transgender woman and prefer not to say were 1 or 2.8 percent, and no one participated who were lesbian, transgender man, queer, intersex, asexual. Addition to that, most course and year level participated on the study came from BSED which were 16 participants, four (4) participants came from BSCPE, BSIT and BSBA. Three (3) participants came from BPED, three (3) from BTVTED, and two (2) from BSHM. In the year level most of the participant came from fourth year which 17, 9 from third year, seven (7) from second year, and three (3) from first year.

2. The level of knowledge and awareness of the student-participant shown in the quantitative and qualitative data gathered by researcher in the chapter four (4) under the concept one (1): knowledge and awareness. The study reveals that most of the participants has a background knowledge about gender-inclusive language and the level of their awareness in usage and purpose of the language were measured that they are

using and have a knowledge about the use of gender-inclusive language. In addition to that, it was also analyzed that gender-inclusive language can positively be used in promoting gender sensitivity and equality in the classroom, institution and community.

3. The use of gender-inclusive language were applicable to promote gender sensitivity and equality in classroom, institution, and community. According to the analyzed data in the Chapter 4 under concept two (2): promoting process, shows that the student-participants agree that gender-inclusive language can able to promote gender sensitivity and equality to achieve healthy learning environment and to eliminates stereotyping and gender biases. Aside from those, the students utilized the gender-inclusive language inside and outside of the campus to facilitate awareness and contribute the useful information to achieve gender-friendly environment.

CONCLUSIONS

Gender-inclusive language are useful to give respect and honor to every individual and professional. This type of language are suited for everyone to set a respective boundary in any gender, this might help everyone to see every perspective and experiences in this modernized society. Furthermore, this study is useful for everyone to understand and to know more about the language.

1. The diversity of respondents of the study helps the researchers to see different perspective. Majority of the students in Bulacan State University – Meneses campus participated openly in the study and the researcher saw different perspectives and insights according to the gender preferences that they carried on. The researchers concluded that even though the campus are still implementing the formality inside the

institution, gender related issues and topics are still existing and openly facilitating for healthy learning and working environment for students and professionals.

2. Based on the result findings that, students in Bulacan State University – Meneses campus, have enough knowledge about gender-inclusive language and its uses for communication and learning. The researchers concluded that college students in the said campus are knowledgeable and aware on the research topic, aside from those, students are open to accept more learning regarding this topic, so that they can facilitate the language and to use as part of structure of their learning and production with formality and respect to every gender in their classroom, school/institution, and community.

3. Promoting gender sensitivity and equality is possible if one area or institution is willing to implement it. According to the result findings, students in Bulacan State University – Meneses campus are accepting the chance to implement the gender-inclusive language inside the institution to promote gender sensitivity and equality to every gender. In addition to that, they want to use different platforms such as; webinars/seminars, institutional-social engagements, and also with the use of their social media platforms to reach large number of people to spread the information and awareness of the language to promote gender sensitivity and equality.

RECOMMENDATIONS

Related studies and literature suggest gender-inclusive language are essential to promote gender sensitivity and equality to the society particularly in some schools and institutions. From the findings and conclusions, the following recommendations were drawn:

1. Diversity of learners in one school/institution are essential, to know the inputs of different perspectives and to know the gap and boundaries that should make an early action to solve. Researchers recommended that accepting diverse perspective were help to build a healthy learning environment and gender-friendly spaces for students and professionals like in inside the classroom and workplace, inside the facility of their campus, outside the school/institution, and other areas where they can use the gender-inclusive language.

2. Gender-inclusive language are used to impart knowledge and awareness related to the gender differences of learners and facilitators. Researchers recommended to the institution and to facilitators, to add the concept of implementing and facilitating gender-inclusive language in teaching and other program of the school such as institutional-social engagements to provide portion of learning process of students to inform them and to send awareness to them that there is this kind of existing language related to gender.

3. Students' knowledge and awareness regarding gender–inclusive language serves as basis of implementation of the language to be part of learning and programs that should be implemented by the school/institution. Addition to that, researchers recommended this paper to the administration and particularly to the office of Gender and Development to use this as the basis that Bulacan State University-Meneses campus has a diverse learners and professionals, thus, they should implement more institutional-social engagements such as educating and helping not only women and children but also other genders and ages where every students and professionals are part of this movement to impart knowledge and awareness including the topic of gender-inclusive language to the society for information and awareness purposes. Researchers

proposed this study also to the future researchers to find some gray area on this study

and continue for further elaboration and expansion for the future purposes.

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APPENDIX A

LETTER FOR THE ADVISER

October 20, 2021

Dyan Grace O. Crespo, LPT, MAE.
Language Teacher
This University

Dear Ma'am,
Greetings!
We are writing to humbly ask you to serve as our adviser for our thesis entitled "**The Use of Gender Inclusive Language in Promoting Gender Sensitivity and Equality**." We believe that your qualification, experiences, and expertise will be in completing out research work.
Your utmost consideration and most favorable responses are highly appreciated.

Respectfully yours,

MIRANDA, ARLYN R.

PANGANIBAN, NEIL M.

PINGOL, JETRO C.

Received by:

DYAN GRACE O. CRESPO, LPT, MAE.
Research Adviser

APPENDIX B

LETTER OF REQUEST TO CONDUCTTHE STUDY

March 20, 2022

Dr. Alberto J. Valenzuela
Dean, Bulacan State University
Meneses Campus

Dear Sir;
Good day!
The undersigned are students of Bulacan State University-Meneses Campus under the Bachelor of Secondary Education major in English, and presently conducting research entitled: **"The Use of Gender-Inclusive Language in Promoting Gender Sensitivity and Equality"** as part of the requirements of the program.

In this regard, we humbly request the approval of your good office to conduct the data gathering and collection on March 21-April 01, 2022. Rest assured that all information derived herein will be treated with the utmost confidentiality.

Thank you very much.
Respectfully,

Miranda, Arlyn R.

Panganiban, Neil M.

Pingol, Jetro C.

Noted by:

Christina D. Vicencio, Ph. D.
Research Professor

Dyan Grace O. Crespo, MA. E.
Research Adviser

Approved by:

Alberto J. Valenzuela, Ed. D
Campus Dean

APPENDIX C

RESEARCH INSTRUMENT (QUESTIONNAIRE)

Direction: Please response by answering the questions.

I.   Demographic Profile

1.1 What is your:

1.1 Age _____

1.2 Gender Identity:

a. Man / Male
b. Woman / Female
c. Lesbian
d. Gay
e. Bisexual
f. Transgender Man
g. Transgender Woman
h. Queer
i. Intersex
j. Asexual
k. Other: _____

1.2 Year and Course _____

II.   Survey Questions:

Questions	YES	NO
1. Have you ever heard about the issue of gender-inclusive language before?		
2. Is there any policy in your institution regarding gender-inclusive language?		
3. Do you agree in implementation of gender-inclusive language in your institution?		
4. Do your instructors/professors use gender-inclusive language in teaching?		
5. In your own writing and speaking production, do you used gender-inclusive language?		

6. Do you believe that gender-inclusive language are fair for males, females and intersecting identities?		
7. Do you think this gender-inclusive language can promote gender sensitivity and equality inside your classroom?		
8. Do you think this gender-inclusive language can promote gender sensitivity and equality in your institution?		
9. Do you think this gender-inclusive language can promote gender sensitivity and equality in your community?		

APPENDIX D

RESEARCH INSTRUMENT (INTERVIEW GUIDE)

Direction: Answer the following questions.

1. What is your opinion about using gender-inclusive language in your institution?

   _____
   _____

2. What is your comment about the institution policy about using gender-inclusive language?

   _____
   _____

3. Who do you think can benefit on this gender-inclusive language issue in your institution? Why?

   _____
   _____

4. In your own writing and speaking production, do you use gender-inclusive language? Why? Why not?

   _____
   _____

5. Why do you think that gender-inclusive language are fair for males, females and intersecting identities?

   _____
   _____

6. Why do you think it is important to know and to have knowledge about gender-inclusivity language issue like this especially in your institution?

   _____
   _____

7. Why do you think it is essential to implement the gender-inclusive language inside the classroom, institution, and community?

   _____
   _____

8. How do you think this gender-inclusive language can promote gender sensitivity and equality in your classroom, institution, and community?

   _____
   _____

9. As a student, in what way you can promote gender sensitivity and equality in your classroom, institution, and community by just using gender-inclusive language?

   _____
   _____

APPENDIX E

TABLE 6: CONTENT ANALYSIS ON KNOWLEDGE AND AWARENESS OF STUDENTS

Knowledge and Awareness of Students		
Textual Data	**Key Ideas**	**Themes**
In my opinion, the use of gender-inclusive language in our institution is one of the key roles to express different words by different people to understand. It will promote gender equality by easily and freely showing their perspectives for everyone's sake without hesitation. **– Student 18**		
On my own opinion about the using of gender inclusive language in my institution they still practicing and promoting inclusivity but i am not sure if there is a specific policy platform for that. Perhaps for me it really important to understand the concept of gender inclusive language at school and to insist to our students to be aware about stereotyping and discrimination that we avoid bias towards a particular gender preferences. **– Student 20**	**Insight in Gender-Inclusive Language**	
Using gender-fair and inclusive language also helps reduce gender stereotyping, promotes social change and contributes to achieving gender equality. **– Student 21**		
For me, gender-inclusive language is the easiest way to promote the equality in our society. For example, I used gay lingo for communication to other people and the response of other people is in respectful way. So that's why, we can promote the		

	Recipient of the Language	Knowledge and Awareness in Gender-Inclusive Language
equality and respect to every LGBTQIA plus community. **– Student 12**		
<mark>Gender inclusive language is for the good for all gender or the professions</mark>, because most of the time the common term for professions is male term. **– Student 22**		
I think people can <mark>benefit the gender-inclusive language is both male/female and part of LGBTQ+</mark> because it is a powerful way to promote gender equality and fight gender bias. **– Student 5**		
<mark>All of us will get a benefit</mark> to gender-inclusive language, because it promotes gender equality and it eradicates gender bias. **– Student 7**		
I think that <mark>everyone would benefit from it.</mark> Respect is earned. We just cannot tell someone to respect us without showing them any sign of respect from us. A respectful institution, community, society is a peaceful one. **– Student 11**		
<mark>BulSU may benefit</mark> in a way of, they well be known for being gender inclusive friendly institution and students and workers inside the organization will respect BulSU even more. **– Student 17**		
Inclusive language <mark>allows all members of our institution</mark> to feel appreciated and respected, allowing them to contribute their skills to help us achieve our goals. Speech is an example of a form of activity. Our words have consequences, whether we like it or not. Even if we don't want them to, they have the ability to include or exclude. **– Student 29**		
<mark>It is fair for everyone</mark>, because it makes us feel welcome no matter what identity that we had and there will be no gender bias. **– Student 7**		

I think that gender-inclusive language are <mark>fair for males, females and intersecting identities</mark> will help to each of us to accept and understand about our identity choices. **– Student 9**	**Fairness for all Gender Preferences**	
It is <mark>fair for all of the gender</mark> to respect each other and their decision on what they want to be. So respect them by simply call them on what they want to call them. **– Student 31**		
<mark>Gender inclusive language is fair</mark> because it promotes equality and to avoid stereotyping between different genders and identity. **– Student 35**		
It is <mark>important to have a knowledge about this topic</mark>, because it helps to recognize people's rights and people will gain knowledge and their mind will be more open in this issue and also to gender identities. **– Student 7**	**Importance of Knowing the Language**	
It is <mark>important to have knowledge about gender-inclusive language</mark> to avoid hurting someone else's feeling. In general, gender-inclusive language aims to promote feminist or the equality of all sexes, and to be gender-fair. **– Student 8**		
<mark>Raising awareness to gender equality and sensitivity</mark> would help a lot from our LGBTQIA+ community to be more confident about themselves and to never be ashamed of their chosen gender. **– Student 11**		
It's 20th century already and a lot of things change and by that, <mark>it is important to know even the basic knowledge</mark> about gender-inclusivity especially in our institution to make a happy and open communication organization. **– Student 17**		
<mark>It is important that we are aware about this issue</mark> for it is something sensitive that may cause bullying and inequality		

because of the "call signs" and identity calling especially to those who are still uncertain about their identity. **– Student 27**		
In my own <mark>writing and speaking production</mark> I always using gender-inclusive language as much as possible, because for me it avoids words that may be interpreted as gender biased and also it promotes gender equality. **– Student 7**		
Personally, I'm <mark>using gender-inclusive language</mark> to promote gender sensitivity and to respect one's identify and to be respected in return. **– Student 8**		
In my own <mark>writing and speaking production,</mark> I'm using this depend on the person I'm talking too to respect their sensitivity about their identity. **– Student 9**	**Writing and Speaking Production**	**Use of Gender-Inclusive Language in Classroom, Institution, and Community**
Honestly, <mark>I use gender-inclusive language but it depends on how I use it</mark>. For example, in a formal way, our professor asks each one of us to make an essay about our subject matter, I use the formal language that I have learned in school, while in an informal way, my best friend personally messages me on my messenger account, and I expected to message her were we comfortable to talk with. **– Student 18**		
Learning from the past leads me to always <mark>speak inclusively</mark> and we should start practicing in because it creates a domino effect and change the narrative about genders. **– Student 19**		
I <mark>used gender inclusive language</mark> it develop relationships with others, our surroundings, and our own identities through the words we use to communicate. Part of the democratization of language and the pride in being who we are is identifying ourselves in our own terms and being		

	Insight in Institution's Policy	Institution Policy about Gender-Inclusive Language
acknowledged with inclusive phrases. **- Student 29**		
Based on my experience <mark>I never encounter a concrete and institution policy regarding gender inclusivity</mark>, but if the institution is willing to do it now it will make an impression of having safe space and free environment for an individual. **– Student 19**	Insight in Institution's Policy	Institution Policy about Gender-Inclusive Language
Actually, I <mark>don't have any idea about the institution policy</mark>. **– Student 34**		
<mark>I am not sure if there is a specific policy</mark> for gender inclusive language in my campus but the good thing is they always looking for the rights of their students. I hope that they implementing rules or policy that strengthens the rights of other social gender. **– Student 20**		
<mark>I think it is essential to implement the gender-inclusive language inside the classroom, institution and community</mark> because it helps to reduce gender stereotyping, promotes social change and contributes to achieving gender equality. **– Student 9**	Implementation in Classroom, Institution, and Community	Language Implementation
PHILIPPINES IS CATHOLIC COUNTRY, WE KNOW THAT MALE IS FOR FEMALE AND FEMALE IS FOR MALE TOO. BUT, <mark>THE IMPLEMENTATION OF GENDER INCLUSIVE LANGUAGE IS DEPENDS ON THE SCHOOL</mark> AND WE HAVE OWN FREEDOM TO SPEAK AND WHAT LANGUAGE WE WANT TO USE BUT WE MUST KNOW OUR LIMITATION. **– Student 12**		
<mark>It is critical because gender-inclusive language aids in the elimination of discrimination</mark> against a specific sex, social gender, or gender identity as well as the avoidance of gender stereotypes. It will establish a classroom, institution,		

and community that are all gender-inclusive. **– Student 24**		
<mark>It must for those places that needs formality</mark>. But not in school. For me, using gender-inclusive language in school will be act like a wall for build friendships. **– Student 17**		
<mark>It is beneficial to implement the gender-inclusive language</mark> by ensuring that every individual has an opportunity and rights to make the most their lives better. **– Student 18**		
<mark>In terms on the classroom</mark>, we really need to prioritize teaching students to have an equal treatment to any gender because I think if do, definitely they will carry it wherever they go and whatever they do. **–Student 15**		
<mark>Inclusive education is vital</mark> because it allows all students to be a part of their community and develop a sense of belonging, as well as prepare them for life as children and adults in the community. It provides more learning chances.**- Student 29**		

APPENDIX F

TABLE 8. CONTENT ANALYSIS ON PROMOTING PROCESS USING GENDER-INCLUSIVE LANGUAGE

| Code	Key Ideas	Organizing Themes
Because it will improve someone's consciousness and awareness towards your classmates, colleagues and the people in your community who are experience issues on a daily basis. – **Student 17**	**Promotion in Classroom, Institution, and Community**	
This bring the learning for every individual to be aware about certain issues like this. With the knowledge learned this will eradicate gender issues. – **Student 19**		
It promotes gender sensitivity and equality by teaching and learning females and males to join together with their activities, building inclusive projects that are connected in institutions, and sharing household chores to the community that brings light and healthy lifestyles in the world. – **Student 18**		
Gender-inclusive language will promote gender sensitivity and equality in classroom, institution and community through making people belong to these group realize the worth of every person in their surroundings regardless of their gender. - **Student 26**		

It give an opportunity to express yourself not just only in the institution but also in your community. Moreover it gives emphasis on the different existing issues that other gender experience within at school or workplace. – **Student 20**		
Gender-inclusive language can promote gender sensitivity and equality in a way of avoiding the bias between different identity and it will be a good way to educate ourselves that someone's social identity does change, too. – **Student 35**		**Gender-Inclusive Language Use to Promote Gender Sensitivity and Equality**
As part of Lgbt Community... Using gender-inclusive language means speaking and writing in a way that does not discriminate against a particular sex, social gender or gender identity, and does not perpetuate gender stereotypes. Given the key role of language in shaping cultural and social attitudes, using gender-inclusive language is a powerful way to promote gender equality and eradicate gender bias. - **Student 1**	**Students Promoting Process using Gender-Inclusive Language**	
As a student, I can promote it by explaining it to my classmates what is the importance and why we should use gender-inclusive language, which can also benefit them. And now a days most of us, usually using a social media platforms, which also I can use to promote it. – **Student 7**		
As a student in what way I can promote the gender sensitivity and equality in classroom, institution and community by knowing and understand this kind of action. To		

spread the positivity and equality to each of us. – **Student 9** As a student leader, the eldest child, and a friend to everyone I am a safe space for them to open up and be confident about themselves. I can promote gender sensitivity by starting with myself and giving everyone my respect of their chosen gender by that, I can influence and in hopes that I can be a role model as well to the other people in respecting and promoting gender equality. – **Student 11**		
As a student, I will promote gender sensitivity and equality by making events, webinars and games since people are usually actively physical and mental aspects that will affect the gender's identity. – **Student 18**		
It is critical for students at all levels of their academic careers to promote awareness and learning about equality for people of all gender identities. Through awareness activities, historical events, laws, and cultural shifts, assist students in identifying instances of gender bias. – **Student 29**		

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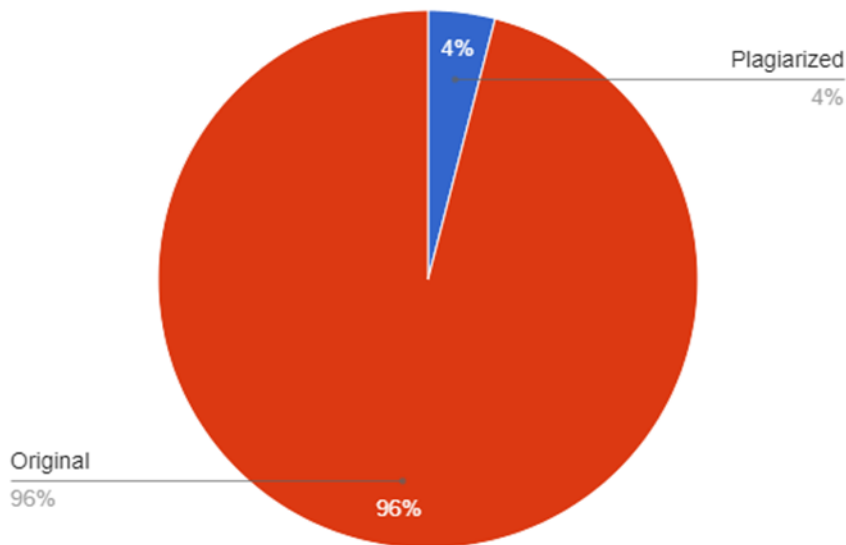
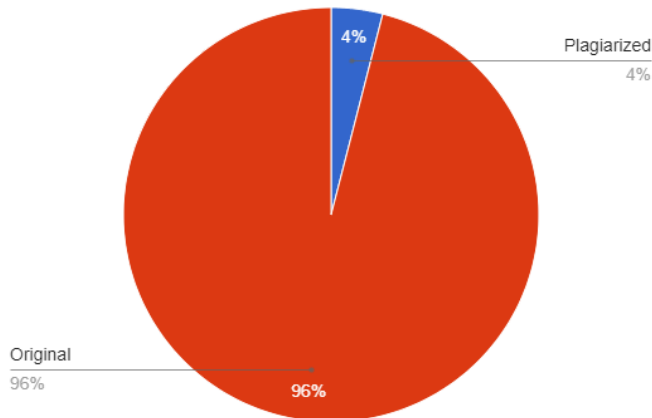| Date	Thursday, May 13, 2022
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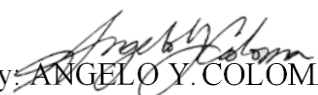| Date	Friday, May 13, 2022
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by: ANGELO Y. COLOMA

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