

Pragmatic Competences of Language and Gender Studies in ELT (Teacher Awareness)

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Abstract:

The research problem examines the existence of various lexical and grammatical means forming linguistic and sociolinguistic sexism in English language classroom. In its turn, sexist language practices and their stereotyping in English language teaching (ELT) create masculine gender-bias which is perceived and understood as not referring to females or to unspecified gender referents. The discussion of the literature describes the development of language and gender studies in English language alongside pragmatic competences and politically correct language practices. The paper concretizes on teaching gender-neutral language alternatives and investigates teachers' awareness of problem of sociolinguistic sexism in ELT. The qualitative content analysis has served as an important tool for data analysis on methods of teaching nonsexist styles of English language. The research method, questionnaire, has been applied to investigate and analyze English language instructors' awareness and approaches of teaching. Hence, the implementation of gender-neutral language practices can build a foundation of gender bias free language performances that take place in English language classroom. Here, the role of social and linguistic factors determines the success of applying non-sexist teaching methods. The research findings suggest new approaches on selecting and developing gender-neutral language instructions and teaching materials for politically correct and gender bias free language outcomes.

Keywords: language and gender studies in ELT; non-sexist styles of English; gender-bias free language; generic pronouns

