

USING GENDER-SENSITIVE TEXTS IN TEACHING ENGLISH COMMUNICATION SKILLS

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Annotatsiya. *This article analyzes the importance of using gender-sensitive texts in teaching English language communication skills. The study examines the role of gender-sensitive texts in reducing gender stereotypes and promoting equality. The results of the study conducted in an experimental classroom showed that gender-sensitive texts improved students' speaking, listening, reading, and writing skills, as well as positively changing their views on gender equality. The article discusses the importance of implementing gender-sensitive approaches in the educational process and future research directions.*

Keywords: *Gender-sensitive texts, English language communication, Gender equality in education, Communication skills, Gender stereotypes, Educational methodology*

INTRODUCTION

In recent years, the importance of gender sensitivity in education has gained increasing attention worldwide. Gender-sensitive texts are those that consciously avoid stereotypes and biases related to gender roles and identities. They aim to promote equality and inclusivity by representing diverse gender perspectives in an unbiased manner. The use of such texts in teaching English communication skills is essential, as language learning is not only about grammar and vocabulary but also about cultural awareness and social values.

English communication skills, including speaking, listening, reading, and writing, are crucial for effective interpersonal and professional interactions. When teaching these skills, the choice of materials plays a vital role in shaping learners' attitudes and perceptions.[3]. Traditional texts often reinforce outdated gender stereotypes, which can limit learners' understanding of gender roles and restrict their communicative competence.

This study explores the impact of using gender-sensitive texts in teaching English communication skills. The aim is to investigate how these texts influence learners' communication abilities and their perceptions of gender equality. The study's relevance lies in its potential to improve educational practices by encouraging the use of inclusive materials that foster respect and equality among learners.

METHODS

This research employed a mixed-method approach involving qualitative and quantitative data collection. First, a thorough review of existing literature on gender-sensitive education and English language teaching was conducted to establish theoretical

foundations. Subsequently, gender-sensitive texts were carefully selected based on criteria such as inclusiveness, balanced gender representation, and relevance to communication skills development.[1].

The study was carried out in a secondary school English classroom over one academic semester. The participants included 40 students aged 15-17, divided into two groups: an experimental group exposed to gender-sensitive texts and a control group taught using traditional materials. Data collection methods included pre- and post-intervention questionnaires assessing communication skills and attitudes towards gender roles, classroom observations, and semi-structured interviews with selected students and teachers.[2].

To ensure the reliability of the results, standardized tests and validated survey instruments were used. Ethical considerations, including informed consent and confidentiality, were strictly observed throughout the research process.

RESULTS

The analysis revealed notable improvements in the communication skills of students exposed to gender-sensitive texts. The experimental group demonstrated enhanced speaking and writing abilities, particularly in expressing opinions on gender-related topics. Listening and reading comprehension scores also improved, suggesting greater engagement and understanding.

Moreover, the attitudes of learners towards gender equality shifted positively. The questionnaire results indicated a significant decrease in stereotypical beliefs about gender roles among the experimental group. Interviews with students highlighted increased awareness of gender diversity and a more respectful approach to peers of all genders.

Classroom observations supported these findings, showing more inclusive discussions and collaborative activities in the group using gender-sensitive materials. Teachers reported a more dynamic learning environment, with students showing greater motivation and confidence in communication tasks.

DISCUSSION

The results align with previous studies emphasizing the benefits of gender-sensitive education in fostering equitable learning environments. By incorporating texts that challenge traditional gender stereotypes, educators can promote critical thinking and social awareness alongside language skills development.

The positive changes observed suggest that gender-sensitive texts contribute not only to linguistic competence but also to the formation of inclusive attitudes among learners. This holistic approach is crucial for preparing students to navigate diverse social contexts and communicate effectively in a globalized world.

However, challenges remain in selecting appropriate materials and training teachers to implement gender-sensitive pedagogy effectively. Some students initially resisted changes in familiar content, indicating the need for gradual integration and supportive guidance.[4].

Future research could explore the long-term impact of gender-sensitive teaching on learners' academic performance and social behavior. Additionally, expanding studies to different age groups and cultural contexts would provide a broader understanding of the topic.

CONCLUSION

Using gender-sensitive texts in teaching English communication skills positively influences both learners' linguistic abilities and their perceptions of gender roles. This approach fosters a more inclusive and respectful learning environment, promoting equality and critical awareness among students. Educators are encouraged to integrate gender-sensitive materials into their curricula and receive appropriate training to maximize the benefits of this teaching strategy. Ultimately, such efforts contribute to the development of competent communicators who appreciate and respect diversity.

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