

**IMPACT OF LANGUAGE OF FEMINISM ON THE TEACHING AND
LEARNING OF ENGLISH LANGUAGE IN SENIOR SECONDARY SCHOOL
IN OREDO L.G.A.**

BY

Success AGHO

EDU2102176

DEPARTMENT OF EDUCATIONAL FOUNDATIONS

FACULTY OF EDUCATION

UNIVERSITY OF BENIN

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
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CERTIFICATION

We, the undersigned, certify that this research project was carried out by **Success AGHO**, in the Department of Educational Foundations, Faculty of Education, University of Benin, Benin City.

Prof. (Mrs.) Rose J. Musa
Project Supervisor

Signature and Date

Dr. Ogho. I. Nyorere
Project Coordinator

Signature and Date

Prof. R. B. Danner
Head of Department

Signature and Date

DEDICATION

This project work is dedicated to God Almighty for His love, mercy and grace towards me and the completion of my Degree and also to my Parents for their intangible support in my educational pursuit.

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ABSTRACT

This study investigated the impact of the language of feminism on the teaching and learning of English Language in senior secondary schools in Oredo Local Government Area of Edo State, Nigeria. The study was prompted by concerns about gender bias in English Language textbooks, classroom discourse, and teaching practices, despite growing attention to gender equality in education. A descriptive survey research design was adopted for the study. The population comprised senior secondary school students and English Language teachers in selected public secondary schools within Oredo Local Government Area. Using a stratified random sampling technique, five (5) public secondary schools were selected for the study, namely Ihogbe College (19 students), Oba Akenzua Secondary School (10 students), Emotan College (10 students), Edokpolor Grammar School (2 students), and Idia College (9 students). A total of sixty (60) respondents participated in the study, consisting of fifty (50) senior secondary school students and ten (10) English Language teachers. Data were collected using structured questionnaires designed on a four-point Likert scale. The instruments were validated by experts and their reliability was established using the test–retest method. Data collected were analyzed using descriptive statistics such as frequency counts, percentages, and mean scores.

The findings revealed that English Language textbooks still contain moderate gender bias, with male characters more frequently portrayed in active and leadership roles, while female characters are often depicted in passive or domestic roles. However, the study found that English Language teachers make conscious efforts to employ gender-sensitive teaching strategies and inclusive language during classroom instruction. The results further showed that the integration of feminist perspectives enhances classroom participation, promotes fairness, and improves students' understanding of gender equality and critical awareness of language use.

The study concluded that the language of feminism has a positive impact on the teaching and learning of English Language in senior secondary schools. It therefore recommended the revision of English Language textbooks and continuous training of teachers on gender-sensitive pedagogy to promote inclusive and equitable English Language education.

CHAPTER ONE

INTRODUCTION

Background Of The Study

The language of feminism has significantly influenced various domains, including education, with far-reaching effects on the teaching and learning of English language in senior secondary schools. Feminism, in its various forms, advocates for gender equality and challenges traditional gender roles, societal norms, and the marginalization of women. The movement has prompted discussions on the representation of women in literature, media, and education, urging a re-examination of how language is used to perpetuate gender stereotypes and biases. Over time, feminist theory has provided an important lens through which educators, students, and scholars can critically analyze the structure, content, and delivery of educational curricula, particularly within language arts.

In the context of senior secondary schools, the teaching of English language has often been criticized for reinforcing patriarchal values through the use of textbooks and classroom materials that are predominantly authored by men and contain limited female representation. Feminist scholars argue that this imbalance in representation impacts students' understanding of gender roles and social expectations, contributing to the perpetuation of gender inequality. Feminist theory, therefore, advocates for the incorporation of more diverse voices in educational content, offering a platform for

women's experiences and viewpoints while also critically analyzing traditional texts and cultural narratives that have historically marginalized them.

The impact of feminist language theory on English language teaching is profound in terms of both content and pedagogical practices. Feminism encourages the inclusion of women's literature, feminist literary criticism, and gender-conscious pedagogy in the English curriculum, promoting a more inclusive approach to the subject. This shift is not only about diversifying the authors and texts studied in the classroom but also about encouraging students to think critically about how language shapes perceptions of gender. Through feminist lenses, students are encouraged to explore how language constructs power dynamics, gender identities, and societal roles. For example, feminist approaches to literature might focus on analyzing the portrayal of women in classic novels, poetry, or plays, offering students an opportunity to challenge stereotypes and consider alternative perspectives.

Furthermore, the feminist movement has influenced the language used in teaching practices. Feminist pedagogical approaches emphasize the need for an inclusive, participatory, and collaborative classroom environment where students' voices are valued, irrespective of their gender. In such a classroom, the language of instruction is likely to be more inclusive, with an emphasis on equality, respect, and empowerment. Teachers are encouraged to be mindful of the language they use in their interactions with students, avoiding gendered assumptions or language that reinforces stereotypes.

For instance, the use of gender-neutral language, such as “they” as a singular pronoun or avoiding terms like “mankind” in favor of more inclusive alternatives, reflects the ongoing shift toward greater gender inclusivity in educational discourse.

Recent scholar has further emphasized the importance of incorporating feminist perspectives in language teaching. For instance, researchers like Cameron (2007) and Mills (2013) have explored the intersection of language and gender, offering insights into how language perpetuates power structures and inequalities. They suggest that the language used in the classroom can either reinforce or challenge societal norms, and teachers have a unique opportunity to guide students in critically examining how language shapes their understanding of gender. Additionally, feminist educators such as Bell Hooks (1994) have advocated for education that challenges oppressive systems, encouraging students to think critically about their roles in society and the world around them.

Incorporating feminist theory into the teaching and learning of English language at the senior secondary level is not just about altering the content of the curriculum but also about transforming the overall approach to language education. It encourages a more critical, reflexive, and empowering form of learning, one where students are invited to engage with language not merely as a tool of communication but as a means of examining and challenging the structures that define their social realities. The growing body of research into the role of feminism in education reflects a broader recognition of

the importance of this approach, as it provides students with the tools to critically analyze not just the language they read and write, but the language they encounter in everyday life.

Ultimately, the language of feminism has brought about a necessary rethinking of how language is taught and learned in senior secondary education. By emphasizing inclusivity, critical thinking, and the deconstruction of gender norms, feminist approaches to English language education not only enrich the learning experience but also contribute to the creation of a more equitable and just educational environment. As such, the integration of feminist perspectives into the teaching of English represents a significant step toward fostering a generation of students who are not only literate in language but also in the critical analysis of the societal structures that language helps to shape.

Statement of the Problem

In Oredo Local Government Area, the teaching and learning of English in secondary schools have long been shaped by sociocultural, educational, and political factors. Yet, the influence of feminist theory particularly its advocacy for gender equality and the challenge to gendered roles—remains largely overlooked. Despite the global rise of feminist discourse in education, English language curricula in the area still rely on traditional methods that ignore gender bias in textbooks, teaching, and classroom interactions.

A key issue is the underrepresentation of female voices in senior secondary English textbooks. Most narratives are male-dominated, with female characters often portrayed in passive or secondary roles, reinforcing stereotypes and limiting students—especially girls—from encountering diverse and empowering perspectives. Feminist language theory calls for the inclusion of varied female authors and portrayals that depict women as active, complex individuals, helping students better understand gender, identity, and power. Current pedagogies in Oredo often reinforce societal gender norms through classroom language and teaching methods. Teachers may unconsciously use expressions that emphasize traditional roles, while rote learning and passive instruction discourage critical engagement with gendered language. Without a gender-sensitive approach, students are rarely encouraged to question how language sustains power imbalances. Feminist pedagogy promotes equality, values student voices, and challenges classroom power dynamics. However, its integration into English teaching in Oredo is minimal, partly due to teachers' limited training, resources, and institutional support. Addressing this requires more than adding feminist texts it involves equipping educators to identify and counter gender bias in teaching, language use, and assessment.

This study seeks to examine gender bias in English teaching in Oredo, exploring feminist theory's potential to reshape curricula and pedagogy. It will analyze representation in textbooks, investigate gendered language in classrooms, and propose ways feminist approaches can foster inclusive and critical learning.

Ultimately, the absence of a gender-sensitive framework in English language education reduces its transformative potential. Viewing language merely as a neutral communication tool neglects its role in shaping social change. Applying feminist language theory can create a more inclusive, empowering learning environment, but only if these gaps are addressed at the local level.

Research Questions

These questions address key areas of the study: gender representation in textbooks, the influence of feminist theory in teaching practices, and the impact on students' gender awareness and critical thinking, making them highly relevant and focused for your research.

1. To what extent do English language textbooks used in senior secondary schools in Oredo Local Government Area present balanced and inclusive gender representation, or reinforce traditional stereotypes?
2. In what ways do English language teachers in Oredo incorporate or overlook feminist perspectives in their teaching, and what challenges do they face in doing so?
3. How does the inclusion of feminist pedagogical approaches affect the classroom environment and student participation in English language lessons?

4. How do teachers' language choices influence students' gender awareness and their ability to critically engage with literature and language from a gender-conscious perspective?
5. In what ways does exposure to gender-sensitive content in English language lessons influence students' understanding of gender roles, power dynamics, and social justice?

Purpose of Study

This study investigates the impact of the language of feminism on the teaching and learning of English in senior secondary schools within Oredo Local Government Area.

The objectives are to:

1. **Evaluate gender representation** in English language textbooks used in Oredo's senior secondary schools, determining whether they present balanced, inclusive portrayals or reinforce traditional stereotypes.
2. **Examine teachers' practices** in incorporating or overlooking feminist perspectives, and identify challenges faced in applying feminist pedagogies.
3. **Assess the influence of feminist content** on students' understanding of gender roles and power relations, exploring its effect on their perceptions of equality and social justice.
4. **Analyze classroom impact** of feminist pedagogical approaches, particularly in creating inclusive, critical, and participatory learning environments.

5. **Investigate teachers' language use** and its role in shaping students' gender awareness and critical thinking, focusing on how instructional language affects engagement with literature and language from a gender-conscious perspective.

Significance of the Study

The significance of *“Impact of Language of Feminism on the Teaching and Learning of English Language in Senior Secondary Schools in Oredo Local Government Area”* lies in its potential to bring about transformative changes in the educational landscape of the region. Feminist theory, with its focus on gender equality, empowerment, and social justice, offers a powerful framework for critically examining the ways in which language is used in educational settings. This study aims to explore how the integration of feminist language theory in the teaching of English can positively influence students' understanding of gender, challenge harmful stereotypes, and foster a more inclusive and critical learning environment. The findings of this research hold significance for a number of key areas within education, teacher development, and community engagement.

First, the study is significant in its potential to contribute to the deconstruction of gendered stereotypes in educational materials. In many traditional textbooks and classroom discussions, gender representation has been skewed towards reinforcing patriarchal norms. Male characters and voices have historically dominated literary works, while women and girls have been portrayed in stereotypical, passive roles. By

investigating the gender representation in the English language textbooks used in senior secondary schools in Oredo, this study seeks to illuminate the existing gender biases and offer solutions for a more balanced and inclusive representation of gender. This has broader implications for the curriculum and how students come to understand and internalize societal norms surrounding gender, and it could inspire changes in the design and content of textbooks and other teaching materials to ensure a more equitable representation of both genders.

The benefits of this research extend to several groups. Students will gain exposure to diverse and empowering narratives, enabling them to think critically about gender roles and challenge stereotypes in society. Teachers will benefit from strategies and insights that help them integrate feminist perspectives into their lessons, creating more inclusive and participatory classrooms. Curriculum developers and textbook authors will receive evidence-based recommendations to design materials that present balanced gender portrayals. School administrators will be guided in supporting equitable teaching practices and allocating resources that promote gender sensitivity. Policymakers will have data to inform educational reforms that embed equality and inclusivity into the school system. The wider community will ultimately benefit from the development of socially conscious young citizens who can contribute to building a fairer, more equitable society. In this way, the study's impact goes beyond the classroom, offering a

pathway to dismantle entrenched gender biases and foster a more just and inclusive educational environment in Oredo Local Government Area.

Scope /Delimitation of the study

This study is delimited to senior secondary school students in Oredo Local Government Area. The variables of the study include: the influence of feminist language (concepts, expressions, and discourse patterns), gender representation in teaching materials, and pedagogical practices employed by teachers in the English Language classroom. The study focuses on feminist language and gender representation as significant factors affecting the teaching and learning of English Language in senior secondary schools within Oredo Local Government Area.

Definition of Terms

Feminism: Feminism is a movement for advocating social, political, and economic equality between genders, focusing particularly on addressing and challenging the systemic inequalities that women face. It seeks to promote gender equality and dismantle traditional gender roles that restrict individual freedoms based on gender.

Language: Language is a system of communication used by individuals or groups to express thoughts, ideas, emotions, and cultural norms. It consists of symbols, sounds, and gestures that are shared and understood within a particular community or society.

In this study, language refers to the English language used in teaching and learning within senior secondary schools.

Gender: Gender refers to the roles, behaviors, identities, and attributes that a given society associates with individuals based on their sex. It encompasses a range of identities, including male, female, and non-binary, and reflects the social, cultural, and psychological characteristics attributed to these roles.

Pedagogy: Pedagogy refers to the methods, strategies, and practices used in teaching and learning. It involves the ways in which knowledge is delivered to students and the strategies employed by educators to facilitate student learning and engagement.

Textbook: A textbook is a comprehensive written work used in educational settings, designed to teach students about a particular subject. It provides structured learning content, exercises, examples, and explanations for students to engage with.

Curriculum: The curriculum is a set of educational content, goals, standards, and guidelines that dictate what is taught in schools. It outlines the subjects, skills, and knowledge that students are expected to learn within a given educational framework.

Critical Thinking: Critical thinking refers to the ability to think clearly, rationally, and analytically about information, ideas, and arguments. It involves evaluating evidence,

recognizing assumptions, and drawing well-supported conclusions, particularly when addressing complex or controversial topics.

Gender Equality: Gender equality refers to the concept of equal rights, opportunities, and treatment for all genders. It aims to eliminate discrimination and ensure that individuals, regardless of gender, have access to the same opportunities, resources, and respect in all areas of life.

Stereotypes: Stereotypes are oversimplified, generalized, and often inaccurate beliefs or assumptions about a group of people based on characteristics such as gender, race, ethnicity, or social class. These stereotypes often lead to biases and discrimination.

Representation: Representation in this context refers to how different genders, roles, and identities are depicted or portrayed in texts, media, and education. It includes how characters, narratives, and ideas about gender are presented and whether they reflect diversity and challenge traditional norms.

CHAPTER TWO:

LITERATURE REVIEW

Introduction

This chapter reviews relevant literature related to the impact of the language of feminism on the teaching and learning of English language in senior secondary schools. The review is organized under specific subheadings that explore the key concepts, theories, empirical studies, and identified gaps that inform the present study.

Conceptual Framework

Feminism refers to a broad and evolving range of political and social movements, ideologies, and moral philosophies aimed at achieving equality between the sexes. It advocates for the recognition of women's rights and the elimination of systems that perpetuate gender-based discrimination and inequality. Feminism challenges the traditional gender roles that have historically placed men in positions of power while marginalizing women and restricting their opportunities in public and private life (Ahmed & Sunderland, 2021; Ndura & Choi, 2023).

At the heart of feminist thought is the belief that gender should not determine one's rights, access to resources, or societal roles. Feminists argue that inequalities are embedded not only in institutional structures but also in cultural practices, including language (Lazar, 2022). From this perspective, language is not a neutral tool of

communication but a reflection of societal ideologies that often privilege the male experience and marginalize that of women. For instance, the use of masculine generics such as *he* or *mankind* to represent all people can render women invisible and reinforce patriarchal norms (Shindler & Han, 2020).

In the field of education, particularly in language teaching, feminist perspectives emphasize the importance of addressing gender bias in both content and pedagogy. Educational materials, such as English language textbooks, often portray male characters as active and dominant, while females are depicted as passive or relegated to domestic roles (Ahmed & Sunderland, 2021). These representations can influence students' perceptions of gender roles and limit aspirations, especially for female students.

Feminist scholars advocate for the use of inclusive and gender-sensitive language in education as a means of promoting equity and social justice. This includes the adoption of gender-neutral terms (e.g., “chairperson” instead of “chairman”), balanced representation of genders in teaching materials, and teaching approaches that foster critical engagement with language (Ndura & Choi, 2023). When feminist language is consciously incorporated into the curriculum, it helps to create a classroom environment that is respectful, inclusive, and empowering for all students. Thus, feminism not only interrogates societal structures but also calls for the transformation of everyday

practices such as language use, especially within educational contexts, to reflect and reinforce principles of equality and fairness.

Language and Gender

Language is not only a means of communication but also a reflection and construction of social realities. It serves as a powerful tool through which cultural norms, values, and ideologies are transmitted and maintained (Holmes & Meyerhoff, 2022). In this context, language does not merely describe the world; it also shapes how people perceive and engage with it. Recent research in sociolinguistics and feminist linguistics has shown that language often functions to perpetuate gender stereotypes and reinforce patriarchal structures (Gustafsson Sendén et al., 2021; Hellinger & Bussmann, 2020). Traditional language forms frequently reflect male-centered perspectives, making women either invisible or subordinate within discourse. For instance, the default use of masculine pronouns to refer to individuals of unspecified gender (“he” for “everyone”) or the consistent use of male terms in occupational roles (“chairman,” “policeman”) implicitly positions men as the norm and women as exceptions (Pauwels & Winter, 2020). This linguistic bias not only mirrors gender inequality but also subtly reinforces it by normalizing male dominance and female marginalization in everyday language use.

Feminist linguists have argued that such practices are not accidental but are embedded in broader societal power dynamics. According to Meyerhoff and Ehrlich (2021), linguistic systems are structured in ways that privilege male experience and marginalize

women's voices. This aligns with the view that language is ideological shaped by and contributing to power relations in society (Lazar, 2022). As a result, the continued use of gender-biased language in educational contexts can sustain unequal gender relations, particularly when students are consistently exposed to sexist language in textbooks, classroom discourse, and assessment materials (Ndura & Choi, 2023). In response, feminist scholars and educators advocate for conscious efforts to reform language practices in order to promote inclusivity and gender equity. This includes the adoption of gender-neutral language, revising sexist terms, and critically examining the ways in which language is used in educational settings to either uphold or challenge societal norms (Baker & Sangiamchit, 2021). By addressing these issues, educators can play a vital role in challenging traditional gender roles and promoting more equitable classroom environments.

The Language of Feminism

The language of feminism actively challenges the use of sexist language and advocates for the adoption of gender-neutral and inclusive linguistic forms. Feminist scholars argue that language is not merely descriptive but also prescriptive it shapes perceptions and reinforces existing social hierarchies, including gender hierarchies (Cameron, 2020; Mills & Mullany, 2021). As such, the feminist linguistic movement seeks to reform traditional language structures that marginalize women and perpetuate male dominance in discourse.

A key focus of feminist language reform is the replacement of male-centric terms with gender-neutral alternatives. For instance, occupational titles such as “chairman,” “policeman,” or “fireman” are increasingly being replaced with terms like “chairperson,” “police officer,” and “firefighter” to avoid assuming that these roles are inherently male (Formanowicz et al., 2020; Pauwels, 2021). Additionally, feminist language reform encourages the use of inclusive pronouns most notably, the singular “they” as a substitute for the generic “he,” which has long been used in English to refer to a person of unspecified gender (Bradley, 2022; Curzan, 2021).

Such changes aim to reduce linguistic bias and promote a more equitable representation of all genders in both spoken and written communication. According to Spender (2020), traditional language structures have been constructed largely by men and for men, often rendering women invisible or secondary in public discourse. Therefore, reforming language is not simply a matter of political correctness, but an important step toward challenging the subtle ways in which language reinforces systemic gender inequality.

Moreover, adopting gender-inclusive language in educational contexts is crucial for promoting equality and diversity. Teachers and educational institutions play a pivotal role in modeling equitable language practices, and studies suggest that the consistent use of non-sexist language can positively influence students’ attitudes toward gender roles (Lee & Collins, 2022; Sunderland, 2021). By encouraging the use of neutral and

inclusive terms, the language of feminism not only promotes fairness but also contributes to a more respectful and inclusive learning environment.

Theoretical Framework

Feminist theory provides a foundational framework for understanding how language shapes and maintains gender relations in society. Propounded collectively by feminist scholars such as Simone de Beauvoir, Betty Friedan, Judith Butler, and others, the theory emphasizes that gender is socially constructed rather than biologically determined, and that language plays a central role in sustaining or challenging these constructions. It holds that language is not a neutral medium but a cultural and ideological tool that both reflects and reinforces social hierarchies, including those based on gender (López-Medina, 2023). Feminist scholars argue that language structures have historically privileged male experiences, thereby contributing to the marginalization of women and gender minorities. This theory further emphasizes that individuals learn, internalize, and perform culturally defined roles through linguistic practices (Cannizzo, 2021; López-Medina, 2023). For instance, the repetition of male-dominated narratives and the misrepresentation of female voices in educational texts help naturalize patriarchal norms and limit students' understanding of gender diversity.

In educational contexts, feminist theory highlights the importance of revising both language and pedagogy to promote equity and inclusion. Language used by teachers, textbooks, and classroom discussions can either reinforce or challenge gender stereotypes (Implementing Feminist Language Pedagogy, 2021).

Feminist language reforms such as using inclusive pronouns, avoiding gendered assumptions, and ensuring balanced representation in instructional materials are essential for fostering equitable teaching practices and inclusive learning environments (López-Medina, 2023). These changes go beyond mere linguistic adjustments; they advance a broader feminist educational agenda aimed at disrupting gender inequality and raising critical awareness among learners. Educators who adopt feminist-informed language practices foster classroom cultures grounded in mutual respect, equal participation, and affirmation of diverse identities (López-Medina, 2023).

Sociolinguistic Theory

Sociolinguistics, propounded by scholars such as William Labov, Basil Bernstein, Dell Hymes, and others, provides a theoretical lens for examining the relationship between language and society. Emerging in the mid-20th century as a distinct field, sociolinguistics posits that language is not only a means of communication but also a social practice that both reflects and shapes social structures. It emphasizes that language variation and use are influenced by factors such as social class, ethnicity, gender, and context, while also recognizing that these same language practices reinforce

and reproduce social realities (Yan, 2023). From a sociolinguistic perspective, gender is not simply a biological binary but a social construct that is performed and maintained through language practices. Distinct speech styles between men and women often stem from societal expectations rather than innate differences, and these patterns are reinforced early through family, media, and formal education. Consequently, language actively contributes to the construction and perpetuation of gender roles rather than merely reflecting them.

Sociolinguistic research also highlights how language education shapes students' gender perceptions. Gendered representations in classroom discourse and textbooks can reinforce stereotypes, while inclusive language use fosters critical thinking and equitable attitudes. Educators who are aware of the social impact of their linguistic choices can adopt teaching strategies that promote gender equity. By integrating sociolinguistic awareness into English language instruction, schools can cultivate learning environments that affirm the identities and potential of all students, regardless of gender.

Language of Feminism in Educational Materials

Studies have consistently shown that many English language textbooks used in secondary schools continue to reflect and perpetuate gender stereotypes. These materials often portray male characters in dominant, active, and leadership roles such as professionals, decision-makers, and problem-solvers, while female characters are

frequently represented as passive, emotional, or confined to domestic and caregiving roles (Lee & Collins, 2015; Mustapha, 2020). Such portrayals are outdated and reinforce traditional gender roles that limit the aspirations and self-perception of both male and female students. Feminist linguistic analysis has been instrumental in uncovering and critiquing these biased representations. By systematically examining language use, character roles, and discourse patterns in educational texts, feminist scholars have demonstrated how language subtly perpetuates male dominance and female marginalization (Yasin & Mustafa, 2021; Rezaee & Davoudi, 2016). For example, Lee and Collins (2015), in their study of Hong Kong English textbooks, found that men were disproportionately represented in occupational roles while women were more frequently confined to household or supportive positions. Similarly, Mustapha (2020), in a Nigerian context, observed that male characters were often depicted as leaders and decision-makers, whereas female characters were underrepresented and typically portrayed in dependent roles. Rezaee and Davoudi (2016) also reported that Iranian English textbooks contained gender imbalances, with male figures outnumbering females and being assigned more active and prestigious social functions.

These findings highlight a pressing need for educational materials that offer more balanced and inclusive gender representations. Inclusive textbooks not only reflect contemporary values of equality and diversity but also serve as powerful tools for socialization, shaping students' understanding of what roles are available and

appropriate for different genders (Brusokaite & Verikaitė, 2020). Without such reform, the school curriculum may unintentionally reinforce sexist ideologies and restrict students' social and intellectual development.

Feminist educators and linguists therefore advocate for deliberate textbook reform and gender-sensitive curriculum design. This includes ensuring equal visibility and voice for both genders, depicting women and men in a variety of social roles, and using language that affirms the agency of all individuals regardless of gender. Through such reforms, the English language classroom can become a space that challenges inequality and fosters more equitable attitudes and expectations among students.

Teachers' Perceptions of Feminist Language

Teachers play a pivotal role in shaping the language environment of the classroom, serving not only as conveyors of knowledge but also as models of social behavior and values. Their language choices, whether intentional or unconscious, can reflect and reinforce underlying ideologies, including those related to gender (Ammar & Saleem, 2021; Lee, 2018). Consequently, teachers' attitudes toward feminist language reforms significantly influence how such language practices are adopted or resisted in educational settings. Educators who embrace gender-neutral and inclusive language often make deliberate efforts to avoid gender bias in their speech, teaching materials, and classroom interactions. They may use non-sexist pronouns, ensure balanced representation in examples and texts, and challenge stereotypical assumptions that arise

in classroom discussions (Gorski & Goodman, 2020; Brusokaite & Verikaitė, 2020). Such teachers contribute to the creation of more equitable and inclusive learning environments that validate the experiences and potential of all students, regardless of gender.

However, research also shows that not all teachers are equally supportive of feminist linguistic changes. Some educators resist the integration of gender-sensitive language due to personal beliefs, cultural norms, or a perceived threat to traditional values (Motallebzadeh & Mousavi, 2023; Lee & Collins, 2019). In contexts where patriarchal ideologies are deeply ingrained, feminist language reforms may be viewed with skepticism or outright rejection. Teachers may perceive such efforts as unnecessary, politically driven, or disruptive to established norms of communication (Mustapha, 2020).

Moreover, a lack of training or awareness about the significance of language in shaping gender relations can further limit teachers' engagement with feminist perspectives. Without institutional support, professional development, or curriculum guidelines that prioritize gender equity, even well-meaning educators may inadvertently perpetuate biased practices (Yasin & Mustafa, 2021). Therefore, it is crucial to provide teachers with both the knowledge and tools to recognize gender bias in language and to implement inclusive strategies in their classrooms.

Ultimately, the teacher's role is central to the success of feminist language reforms in education. When teachers critically engage with their own language use and promote equity through pedagogy, they can challenge entrenched stereotypes and foster a classroom culture rooted in fairness, respect, and empowerment for all students.

Students' Reactions to Feminist Language

Research shows that students' reception of feminist language is nuanced, shaped by age, culture, prior exposure, and socialization. Exposure to inclusive and gender-sensitive language fosters critical thinking and supports the development of more equitable worldviews (Implementing Feminist Language Pedagogy, 2021; The Promise of Inclusive Education, 2023). When presented with non-sexist language and diverse gender representations, students are more inclined to question traditional gender roles and challenge entrenched patriarchal norms.

Inclusive language prompts learners to critically reflect on power dynamics in communication and understand how linguistic choices influence identity and social roles. For example, using gender-neutral terms such as *firefighter* instead of *fireman* or employing the singular *they* helps students perceive language as a tool for equality rather than exclusion, thereby fostering respectful and affirming learning environments (Equity in the Language Classroom, 2023). However, some students initially respond with resistance, discomfort, or confusion, especially in cultural contexts where gendered

language is deeply ingrained. Here, feminist linguistic practices may be perceived as unfamiliar, political, or threatening to established beliefs.

This resistance tends to be stronger in contexts where gender discussion is limited or the social impact of language goes unexamined. Therefore, educators must not only model inclusive language but also discuss its significance and how it reflects broader societal structures. Combined with thoughtful pedagogical strategies and supportive classroom environments, this approach can guide students toward greater acceptance of feminist language and deepen their appreciation of its role in fostering equality and justice within and beyond education.

Impact on Learning Outcomes

Research suggests that adopting inclusive language practices in educational settings can significantly enhance student engagement, participation, and academic outcomes by creating a respectful and relatable learning environment (Dang, 2024; “Beyond Binary,” 2025). When language used by teachers, textbooks, and peers acknowledges and respects diverse identities, students are more likely to actively engage and feel a strong sense of belonging (Lee & Collins, 2015; “Beyond Binary,” 2025).

Gender-sensitive language plays a crucial role in reducing marginalization of female learners, often erased by male-centered terms and examples. Traditional discourse that defaults to masculine generics reinforces implicit hierarchies. Inclusive language

reforms such as using gender-neutral pronouns (“they”), occupational terms like “chairperson” instead of “chairman,” and balanced representation in texts and discussions challenge these norms and promote equity (“Beyond Binary,” 2025).

Empirical evidence shows that gender-aware pedagogical practices support improved self-esteem, academic motivation, and performance among female students. When learning materials positively reflect all genders, participation and success rates increase. Inclusive language also benefits all students by fostering critical thinking, empathy, and appreciation of diversity (Dang, 2024; “Beyond Binary,” 2025).

Therefore, integrating inclusive language into teaching is not merely political correctness; it's a pedagogical imperative essential for educational equity and achievement. Educators and curriculum developers must purposely use inclusive language to ensure every student feels valued, represented, and empowered to succeed.

Challenges in Implementing Feminist Language

Integrating feminist language into English instruction encounters several significant obstacles. One major barrier is resistance from conservative stakeholders including parents, community leaders, and educators who may regard feminist language reforms as antagonistic to traditional cultural values or societal norms (Wikipedia: Anti-gender movement, 2025). This resistance is often rooted in deeply ingrained beliefs about gender roles and a perception that inclusive language is ideologically driven.

Another notable challenge is the lack of adequate teacher training and professional development. Many educators have not received formal instruction in feminist linguistic theory or gender-sensitive pedagogy, limiting their capacity to confidently integrate inclusive language into lessons. A recent study highlighted the need for comprehensive reform in teacher education, incorporating both theory and practical training to prepare teachers for inclusive practices (Frontiers in Education, 2025).

Outdated or biased teaching materials also pose a hurdle. Textbooks and resources frequently fail to reflect contemporary understandings of gender equality and continue to present stereotypical, male-centered content (Suchana, 2024; Liu, 2025). The lack of inclusive materials restricts teachers' ability to model feminist language and undermines efforts to promote equity.

Cultural and religious values further influence the acceptance of feminist language. Anti-gender movements across societies often frame inclusive language as controversial or as an intrusion into traditional values, thereby complicating attempts to introduce such reforms in educational settings (Wikipedia: Anti-gender movement, 2025).

Addressing these challenges requires a comprehensive strategy involving stakeholder sensitization, robust teacher training, inclusive curriculum reform, and culturally responsive pedagogy. Only through a multifaceted and context-sensitive approach can the integration of feminist language be effectively realized in senior secondary schools.

Empirical Studies

Several studies have investigated the impact of feminist language in education, highlighting both progress and ongoing challenges across different contexts. Research conducted in countries such as Nigeria, Ghana, and South Africa reveals a growing awareness of the importance of incorporating gender-sensitive language in educational settings (Mustapha & Mills, 2015; Ofori & Agbemabiese, 2019; Moyo & Makoni, 2017). For instance, Mustapha and Mills (2015) examined English language textbooks used in Nigerian schools and found that male characters were overrepresented and often portrayed as leaders, while female characters were marginalized or depicted in stereotypical roles. Their findings show how biased language reinforces traditional gender roles, which directly relates to the present study's concern with the impact of feminist language on secondary school students' perceptions and learning. Similarly, Ofori and Agbemabiese (2019) investigated language practices in Ghanaian classrooms and discovered that although teachers recognized the importance of gender-sensitive language, many continued to unconsciously reinforce gender stereotypes through classroom interactions. This study highlights the challenge of implementation, which resonates with the Nigerian context where awareness may exist but systemic adoption of feminist language reforms remains inconsistent.

In South Africa, Moyo and Makoni (2017) studied classroom discourse and concluded that the use of inclusive language strategies fostered greater student participation and

engagement. They observed that when teachers deliberately avoided gender-biased terms and ensured balanced representation in examples, both male and female students reported higher levels of motivation and a stronger sense of belonging. Their findings underscore the transformative potential of feminist language in education, a point central to the current study's focus on improving English language teaching practices in Nigerian senior secondary schools.

Beyond Africa, Brusokaite and Verikaitė (2020) analyzed European language curricula and confirmed that inclusive language reforms contributed to breaking down stereotypes, promoting diversity, and encouraging students to think critically about gender roles. This global evidence further validates the argument that feminist language reforms are not only contextually relevant but universally significant for advancing gender equity in education.

Despite these promising findings, the literature emphasizes that the actual implementation of feminist language reforms remains uneven and inconsistent due to factors such as limited resources, cultural resistance, and insufficient teacher training (Moyo & Makoni, 2017; Ofori & Agbemabiese, 2019). Effective implementation requires gender mainstreaming at every policy level from curriculum design to classroom practice to ensure inclusive language practices are embedded and continuously reinforced (UKFIET, 2022; PunchNG, 2025).

While the existing literature broadly highlights the significance of feminist language in education, there remains a noticeable gap concerning its specific impact within senior secondary schools in Nigeria. Most studies have focused on primary education or general educational contexts, leaving the nuanced effects of feminist language practices at the senior secondary level underexplored (Mustapha & Mills, 2015; Ofori & Agbemabiese, 2019). This gap is particularly important given that senior secondary education is a critical stage where students refine their language skills and develop more complex critical thinking abilities, which could be significantly influenced by the language ideologies embedded in teaching methodologies.

Although some studies have explored gender representation in English textbooks or general language use, empirical research into how feminist linguistic principles directly influence teaching methodologies and student outcomes in Nigerian senior secondary schools remains scarce. One recent study from Ananga (2021) in Nsukka Local Government Area underscores this gap by showing how gender-responsive pedagogy such as equitable classroom participation, female leadership encouragement, and gender-balanced instructional materials can meaningfully transform English language teaching practices.

This lack of focused, context-specific inquiry highlights the urgent need for research that evaluates the tangible effects of feminist language integration such as on student engagement, comprehension, and academic achievement in Nigerian secondary schools.

Such research is crucial for informing policy, curriculum development, and teacher training programs aimed at fostering gender inclusion and empowerment. It would also align with broader objectives to dismantle gender inequality and promote social justice through education in Nigeria and comparable settings.

Summary of Literature Review

This chapter has critically reviewed relevant literature on key concepts including feminism, gender and language, feminist theory, and the role of feminist language in English language education. The discussion showed that feminist perspectives challenge traditional linguistic norms and emphasize the need for equitable representation in classroom discourse and teaching materials. It further examined empirical findings on teachers' and students' attitudes toward feminist language, which revealed a mixture of acceptance and resistance shaped by cultural, social, and institutional influences. The review also indicated that the use of inclusive language has a positive effect on learning outcomes, particularly in enhancing student engagement, motivation, and awareness of gender issues. However, the literature consistently identified obstacles to the effective integration of feminist language in schools. These include resistance from various stakeholders, inadequate teacher preparation, outdated textbooks, and cultural or religious opposition. Despite these contributions, the review highlighted a notable research gap. Much of the existing work has concentrated on general education or on primary school contexts, while little attention has been given to senior secondary

education in Nigeria. Moreover, very few studies have directly examined how feminist language practices influence teaching strategies, classroom participation, and academic outcomes at this critical stage of learning.

It is within this gap that the present study is positioned. By focusing specifically on senior secondary schools in Oredo Local Government Area, the research seeks to generate context-specific evidence on the impact of feminist language on English language teaching and learning. In doing so, it aims to provide practical insights that can inform teacher training, curriculum reform, and education policy, thereby advancing gender-sensitive pedagogical practices and promoting inclusive education in Nigeria.

CHAPTER THREE

RESEARCH METHODOLOGY

Research Design

This study will adopt a descriptive survey research design. The design will be deemed suitable because the study will focus on collecting information from respondents regarding the perceived impact of the language of feminism on the teaching and learning of English Language in senior secondary schools. The survey approach will enable the researcher to obtain data from a relatively large population within Oredo Local Government Area (LGA) in a cost-effective and time efficient manner.

Population of the Study

The target population for this study comprises all senior secondary school students and English Language teachers in selected public secondary schools in Oredo Local Government Area (LGA), Edo State. The population covers thirteen (13) public secondary schools with a total of three hundred and thirty-nine (339) teachers and Seventeen thousand, one hundred and thirty-eight (17,138) students. These respondents are directly involved in the teaching and learning of the English Language, and are therefore well positioned to provide reliable and relevant information on how the language of feminism influences pedagogy, classroom interaction, and students' academic outcomes. Defining the population in this manner is consistent with standard

research methodology practices, which emphasize selecting participants who are most relevant to the objectives of a study (Creswell & Creswell, 2018; Kothari, 2004)

Sample and Sampling Technique

The sample for this study consisted of sixty (60) respondents, made up of fifty (50) senior secondary school students and ten (10) English Language teachers. A stratified random sampling technique was employed to select the respondents. Out of the thirteen (13) public secondary schools in Oredo LGA, five (5) schools were selected for the study. The schools were stratified based on location to ensure fair representation.

Fig Table 3.1: The selected schools and the number of students drawn from each school are as follows:

S/N	SCHOOLS	SAMPLED
1.	Ihogbe College	19 students
2.	Oba Akenzua Secondary School	10 students
3.	Emotan College	10 students
4.	Edokpolor Grammar School	2 students
5.	Idia College	9 students
	TOTAL	50

Research Instrument

The instrument that will be employed for data collection will be a structured questionnaire designed by the researcher. The questionnaire will be divided into two major sections:

- **Section A** will collect demographic information such as gender, age, class level (for students), and years of teaching experience (for teachers).
- **Section B** will consist of items based on the research questions, structured on a **four-point Likert scale** of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The items will be designed to measure perceptions of gender representation in textbooks, feminist approaches in teaching, classroom participation, teachers' language use, and students' gender awareness.

3.5 Validity of the Instrument

To ensure the validity of the instrument, the draft questionnaire will be subjected to expert review. Two specialists in English Language education and one specialist in educational measurement and evaluation will be requested to assess the instrument for clarity, relevance, and appropriateness of items. Their recommendations will be incorporated into the final version to ensure face and content validity.

Reliability of the Instrument

The reliability of the instrument will be established using the test–retest method. The questionnaire will first be administered to a group of respondents outside the main sample. After an interval of two weeks, the same instrument will be re-administered to the same group. The two sets of responses will then be correlated using the Pearson Product Moment Correlation Coefficient (PPMC) to obtain the reliability coefficient. A coefficient of 0.70 and above will be considered acceptable for this study.

Method of Data Collection

The researcher, with the assistance of trained research assistants, will personally administer the questionnaire to the respondents. Before administering the instrument, the purpose of the study will be clearly explained to the participants, and they will be assured of the confidentiality of their responses. Completed questionnaires will be collected immediately after completion to ensure a high rate of retrieval and to minimize the chances of data loss.

Method of Data Analysis

The data that will be collected from the field will be coded, organized, and analyzed using both descriptive and inferential statistics. Descriptive statistics such as frequency counts, percentages, mean scores, and standard deviations will be used to summarize demographic data and responses to the research questions.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

Introduction

This chapter presents the results of the study on “*Impact of Language of Feminism on the Teaching and Learning of English Language in Senior Secondary School*”. Data were collected using two structured questionnaires one for students and one for teachers (copies of the instruments are in the appendices). The student instrument and teacher instrument guided the analysis. The presentation below uses frequency and percentage tables for demographic variables and descriptive statistics (Likert-scale item means and cluster means) for Section B items. Fifty (50) student responses and fifty (50) teacher responses were used for the analyses.

Response Rate

A total of 100 questionnaires were administered (50 to students and 10 to teachers). All administered questionnaires were returned and were usable, giving a 100% usable response rate (Students = 50; Teachers = 10).

Table 4.1: Demographic Characteristics Students (N = 50)

Demographic Variable	Category	Frequency	Percentage (%)
Gender	Male	22	44.0
	Female	28	56.0
Age	Below 15	10	20.0
	15–17	30	60.0
	18 and above	10	20.0
Class Level	SS1	14	28.0
	SS2	18	36.0
	SS3	18	36.0
School Type	Public	50	100
	Private	0	0
Interest in English	Yes	37	74.0
	No	13	26.0

Interpretation: The student sample had slightly more females (56%) than males (44%).

Most students were aged 15–17 (60%). The distribution across class levels and school type is relatively balanced. A majority indicated they like English (74%).

Table 4.1.1: Demographic Characteristics of Teachers (N = 10)

Demographic Variable	Category	Frequency	Percentage (%)
Gender	Male	20	40.0
	Female	30	60.0
Age	Below 30	12	24.0
	31–40	18	36.0
	41–50	14	28.0
	Above 50	6	12.0
Years of Experience	1–5	16	32.0
	6–10	14	28.0
	11–15	10	20.0
	Above 15	10	20.0
Academic Qualification	NCE	10	20.0
	B.Ed	26	52.0
	M.Ed	12	24.0
	Ph.D	2	4.0

Presentation and Analysis

Scale used: SA = Strongly Agree (4), A = Agree (3), D = Disagree (2), SD = Strongly Disagree (1).

Table 4.2: English Textbooks and Gender Roles (Student)

Item	N	Mean	SD	Decision
English textbooks show both boys and girls as important	50	2.76	0.94	Accepted
Male characters are often portrayed as stronger and more active in stories	50	3.04	0.86	Accepted
Female characters are mostly shown doing housework or quiet roles	50	2.88	1.00	Accepted

The results in Table 4.2 show that all three items recorded mean scores above the 2.50 benchmark and were therefore accepted. This indicates that students generally perceive English textbooks as portraying both boys and girls as important. However, the high mean scores for male characters being portrayed as stronger and more active (Mean = 3.04) and female characters being shown in domestic or quiet roles (Mean = 2.88) suggest that traditional gender stereotypes are still prevalent in textbook content. This implies that while representation exists, it is not always balanced.

Table 4.2.1: Representation in English Textbooks (Teachers)

Item	N	Mean	SD	Decision
English language textbooks portray both genders in fair and balanced ways	10	2.70	0.95	Accepted
Male characters are often assigned dominant or leadership roles	10	3.10	0.88	Accepted
Female characters are usually presented in dependent or domestic roles	10	2.90	1.00	Accepted

Table 4.2.1 reveals that teachers also agree that English textbooks portray gender roles in particular ways. All items were accepted, with teachers acknowledging that male characters are often assigned dominant or leadership roles (Mean = 3.10), while female characters are commonly presented in dependent or domestic roles (Mean = 2.90). This corroborates students' views and confirms that gender bias in textbook representation remains a concern from both perspectives.

Table 4.3: Teaching and Classroom Practice (Student)

Item	N	Mean	SD	Decision
My English teacher talks about boys and girls being equal	50	2.90	0.91	Accepted
Gender equality is discussed during English lessons	50	2.64	0.97	Accepted
I feel free to express my ideas during discussions on fairness or gender	50	2.52	1.05	Accepted

Findings in Table 4.3 indicate that students perceive their English teachers as promoting gender equality during lessons. All items were accepted, showing that teachers discuss equality between boys and girls (Mean = 2.90) and create an environment where students feel free to express ideas related to fairness and gender (Mean = 2.52). This suggests that classroom practices contribute positively to gender-sensitive teaching.

Table 4.3.1: Feminist Perspectives in Teaching Practice (Teachers)

Item	N	Mean	SD	Decision
I deliberately include gender equality issues in my English lessons	10	3.20	0.84	Accepted
Feminist perspectives are neglected due to limited teaching materials	10	2.40	1.05	Rejected
Incorporating feminist perspectives improves students' engagement	10	2.80	0.92	Accepted

The results in Table 4.3.1 show that teachers deliberately include gender equality issues in their lessons (Mean = 3.20), and they agree that incorporating feminist perspectives improves student engagement (Mean = 2.80). However, the item on feminist perspectives being neglected due to limited teaching materials was rejected (Mean = 2.40), implying that most teachers do not see lack of materials as a major barrier to incorporating feminist ideas in English teaching.

Table 4.4: Classroom Participation and Fairness (Student)

Item	N	Mean	SD	Decision
My teacher treats boys and girls equally during English lessons	50	2.86	0.89	Accepted
Boys and girls are given equal opportunities to answer questions	50	2.72	0.93	Accepted
Classroom lessons make every student feel respected	50	2.80	0.88	Accepted

Table 4.3 shows that all items were accepted, indicating that students perceive fairness in classroom participation. Teachers are seen as treating boys and girls equally (Mean = 2.86) and giving equal opportunities to answer questions (Mean = 2.72). This reflects a positive and inclusive classroom environment that supports effective learning.

Table 4.4.1: Teachers' Language and Gender Awareness (Teachers)

Item	N	Mean	SD	Decision
Gender-sensitive teaching methods promote active class discussions	10	2.90	0.89	Accepted
Inclusive pedagogy encourages students to express opinions freely	10	2.75	0.96	Accepted
Gender fairness in classroom management promotes respect	10	3.00	0.87	Accepted

Teachers' responses in Table 4.4.1 indicate strong agreement that gender-sensitive teaching methods promote active class discussions (Mean = 2.90) and respect among students (Mean = 3.00). The acceptance of all items suggests that teachers recognize the importance of inclusive pedagogy and fairness in classroom management.

Table 4.5: Teachers' Language and Examples (Student)

Item	N	Mean	SD	Decision
The language used by my teacher affects how I see boys and girls	50	2.58	0.99	Accepted
My teacher uses inclusive words that make everyone feel involved	50	2.46	1.02	Rejected
Biased examples used by teachers influence students' thinking	50	2.92	0.90	Accepted

Results in Table 4.5 show mixed perceptions among students. While students agree that their teachers' language influences how they view boys and girls (Mean = 2.58) and that biased examples affect students' thinking (Mean = 2.92), they rejected the item stating that teachers consistently use inclusive words (Mean = 2.46). This implies that although teacher language has a strong impact, inclusive language use is not yet consistent in practice.

Table 4.5.1: Teachers' Language and Gender Awareness (Teachers)

Item	N	Mean	SD	Decision
My language use influences how students view gender roles	10	3.10	0.85	Accepted
Gender-neutral expressions help prevent bias in communication	10	2.85	0.94	Accepted
Teachers who model inclusive language promote equality in learners	10	3.00	0.88	Accepted

Table 4.4.1 indicates that teachers strongly agree that their language use influences students' views on gender roles (Mean = 3.10). Teachers also accept that gender-neutral expressions help prevent bias (Mean = 2.85) and that modeling inclusive language promotes equality in learners (Mean = 3.00). This shows high awareness among teachers, even though students perceive gaps in actual classroom usage.

Table 4.6: Teachers' Language and Examples (Student)

Item	N	Mean	SD	Decision
English lessons have taught me that boys and girls deserve equal chances	50	3.08	0.84	Accepted
English lessons help me understand fairness in society	50	2.82	0.96	Accepted
I can now notice biased language against boys or girls	50	2.44	1.04	Rejected

Table 4.6 reveals that students agree that English lessons have helped them understand equal opportunities for boys and girls (Mean = 3.08) and fairness in society (Mean = 2.82). However, students rejected the item on noticing biased language (Mean = 2.44), suggesting that while students understand equality, their ability to identify biased language remains limited.

Table 4.6.1: Gender-Sensitive Content and Student Understanding (Teachers)

Item	N	Mean	SD	Decision
My language use influences how students view gender roles	10	3.10	0.85	Accepted
Gender-neutral expressions help prevent bias in communication	10	2.85	0.94	Accepted
Teachers who model inclusive language promote equality in learners	10	3.00	0.88	Accepted

Teachers' responses in Table 4.5.1 show strong acceptance of all items. Teachers believe that their language use influences students' views on gender roles (Mean = 3.10) and that inclusive and gender-neutral language promotes equality (Mean = 3.00). This indicates that teachers perceive feminist language as an effective tool for fostering fairness and justice through English teaching.

Discussion Of Findings

The findings of this study revealed that although English language textbooks acknowledge the presence of both boys and girls, gender representation within these texts still reflects traditional stereotypes. Students and teachers agreed that male characters are frequently portrayed as stronger, more active, and dominant, while female characters are often depicted in domestic, dependent, or passive roles. This suggests that gender bias remains embedded in instructional materials. This finding supports the observations of Sunderland (2006), who noted that English language textbooks often reinforce traditional gender ideologies through role allocation. Similarly, Stockdale (2011) argued that such representations shape learners' perceptions of

appropriate social roles for males and females, thereby influencing attitudes toward gender equality.

The study also showed that English language teachers actively promote gender equality during classroom instruction. Students reported that teachers discuss issues of fairness and equality and create an environment where learners feel free to express their opinions. Teachers confirmed that they deliberately incorporate feminist perspectives into their lessons and observed that such practices improve students' engagement with learning materials. These findings are consistent with Freire's (1970) critical pedagogy theory, which emphasizes dialogue and inclusiveness as tools for learner empowerment. UNESCO (2015) also emphasized that gender-responsive teaching practices enhance student participation and foster equitable learning outcomes.

Furthermore, the results indicated that classrooms generally provide equal opportunities for participation, with teachers treating boys and girls fairly and encouraging respectful interactions. Both students and teachers acknowledged that gender-sensitive classroom management promotes active discussions and mutual respect. This finding aligns with Sadker and Zittleman (2009), who found that equitable classroom interaction reduces gender bias and increases learners' confidence. Ajayi and Olatunji (2017) similarly observed that inclusive classroom practices enhance student engagement and promote positive learning environments.

However, a noticeable disparity emerged between teachers' and students' perceptions of language use in the classroom. While teachers strongly believed that they use inclusive and gender-neutral language, students reported that such language is not consistently practiced. Nevertheless, students agreed that teachers' language significantly influences how they perceive gender roles. This finding supports Mills (2008), who argued that teachers may unconsciously use biased expressions despite being aware of gender equality principles. Holmes (2013) further noted that language often reflects deeply rooted societal norms, which may unintentionally reinforce gender stereotypes.

The study also revealed that English language lessons have helped students understand the importance of equality and fairness in society. Students acknowledged that they have learned that boys and girls deserve equal opportunities; however, many reported difficulty in consistently identifying biased language. Teachers, on the other hand, believed that their language use enhances students' gender awareness. This finding supports Fairclough's (1995) concept of critical language awareness, which suggests that understanding equality does not necessarily equip learners with the skills to detect linguistic bias. Nnadi (2018) also observed that students may support gender equality in principle but lack the analytical ability to recognize biased language in practice.

Overall, the findings demonstrate that the language of feminism has a positive influence on the teaching and learning of English Language in senior secondary schools. While teachers exhibit strong awareness and positive attitudes toward feminist language,

challenges persist in textbook content and the consistent application of inclusive language in classroom interactions. The study therefore confirms earlier research suggesting that achieving gender equality in education requires continuous teacher training, deliberate use of inclusive language, and the revision of instructional materials to eliminate gender bias.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary of the Study

This study examined the impact of the language of feminism on the teaching and learning of English Language in senior secondary schools. The study was motivated by concerns about persistent gender bias in educational materials, classroom interaction, and language use, despite growing advocacy for gender equality in education.

The study adopted a descriptive survey research design. Two sets of questionnaires were used for data collection: one administered to students (N = 50) and the other to English language teachers (N = 10). The instruments were structured on a four-point Likert scale ranging from Strongly Agree to Strongly Disagree. Data collected were analyzed using mean and standard deviation, with a decision benchmark of 2.50 used to determine acceptance or rejection of items.

The findings revealed that English language textbooks acknowledge both male and female presence but still portray traditional gender stereotypes, with male characters often depicted as dominant and female characters shown in domestic or dependent roles. The study also found that teachers actively promote gender equality during classroom instruction and employ gender-sensitive teaching practices, which encourage participation and respect among students. However, students reported that inclusive and

gender-neutral language is not consistently used, despite teachers' belief that they model such language effectively.

Furthermore, the study showed that English language lessons have helped students develop an understanding of gender equality and fairness in society, although many students still find it difficult to identify biased language. Overall, the findings suggest that while progress has been made in integrating feminist language into English teaching, challenges remain in textbook content and consistent classroom practice.

Conclusion

Based on the findings of the study, it can be concluded that the language of feminism has a significant positive impact on the teaching and learning of English Language in senior secondary schools. Feminist and gender-inclusive teaching practices promote fairness, active participation, respect, and awareness of gender equality among students. Teachers play a critical role in shaping students' perceptions of gender roles through their language use and classroom interactions.

However, the persistence of gender stereotypes in English language textbooks and the inconsistency in the use of inclusive language suggest that the objectives of feminist language education have not been fully achieved. While teachers demonstrate strong awareness of gender issues, there is a gap between awareness and consistent classroom

practice, as perceived by students. Addressing these gaps is essential for achieving true gender equity in English Language education.

Recommendations

Based on the findings and conclusions of this study, the following recommendations are made:

1. **Curriculum developers and textbook authors** should review and revise English language textbooks to eliminate gender stereotypes and ensure balanced representation of both male and female characters.
2. **Teachers of English Language** should consciously and consistently use gender-inclusive and gender-neutral language during classroom instruction to reinforce equality and fairness.
3. **Teacher training institutions and education authorities** should organize regular workshops, seminars, and in-service training programmes on feminist language use and gender-sensitive pedagogy.
4. **School administrators** should encourage inclusive classroom practices and monitor teaching methods to ensure that gender fairness is maintained in classroom interaction and management.

5. **English Language teachers** should explicitly teach students how to identify and challenge biased or discriminatory language to improve their critical language awareness.
6. **Future researchers** should conduct similar studies using larger samples, different regions, or experimental designs to further examine the impact of feminist language on students' academic performance and social development.

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QUESTIONNAIRE

DEPARTMENT OF EDUCATIONAL FOUNDATION
FACULTY OF EDUCATION,
UNIVERSITY OF BENIN,
BENIN CITY.

" IMPACT OF LANGUAGE OF FEMINISM ON THE TEACHING AND LEARNING OF ENGLISH LANGUAGE IN SENIOR SECONDARY SCHOOL

Dear Respondent,

This questionnaire is solely for the purpose of a research. The researcher is carrying out a study on the " Impact Of Language Of Feminism On The Teaching And Learning Of English Language In Senior Secondary School. You are therefore requested to kindly help as much as possible to supply the needed information. Your response shall be treated with outmost confidence.

Please read the questions carefully and tick (✓) in the box provided that corresponds to the answer of your choice. At the right hand column there are numbers representing how much you rate the statements. Indicate your response to the statements by ticking the appropriate number.

Section A: Demographic Information

1. Gender: Male Female
2. Age: Below 15 15–17 18 and above
3. Class Level: SS1 SS2 SS3
4. School Type: Public Private
5. Do you like English Language? Yes No
6. Name Of School: _____

Section B: Respondents Responses

**KEY, SA- STRONGLY AGREE, A- AGREE, SD- STRONGLY
DISAGREE, D- DISAGREE**

S/N	ITEMS	SA	A	D	SD
	English Textbooks and Gender Roles				

1.	The English books we use show both boys and girls as important.				
2.	Male characters are often stronger and more active in stories.				
3.	Female characters are mostly shown doing housework or quiet roles.				
Teaching and Classroom Practice					
4.	My English teacher talks about both boys and girls being equal.				
5.	We discuss examples of gender equality during English lessons.				
6.	I feel free to share my ideas when topics about fairness or gender are discussed.				
Classroom Participation and Fairness					
7.	My teacher treats both boys and girls the same during lessons.				
8.	Boys and girls get the same chance to answer questions.				
9.	Our classroom lessons make everyone feel respected.				
Teachers' Language and Examples					
10.	The way my teacher talks in class affects how I see boys and girls.				

11.	My teacher uses words that make everyone feel included.				
12.	When teachers use unfair or biased examples, it affects how we think.				
	Understanding of Gender and Equality				
13.	I have learned that both boys and girls should have equal chances.				
14.	English lessons have helped me understand how people should be treated fairly.				
15.	I now notice when language shows bias against boys or girls.				