

Tracing Attitudes of ELT and non-ELT Female Pakistani Teachers towards Trans-Inclusive English Language

According to Ansara and Hegarty (2014), language has an impact on society. Language, as a large component of the human being, is one of the important factors that have an unanticipated influence on the equality and emancipation of women in any situation. (Gentner and Meadow 2003; Corbett, 1991).

Keeping in this context, this research aims to focus on the attitude of educators towards trans-inclusive language. Thus this study aims to analyze and evaluate the attitude of teachers (both ELT and non-ELT) toward the usage of trans-inclusive language. The comparison of the attitude of both categories ELT and non-ELT is the main focus of the research. For this purpose, a hypothesis has been formed which is tested.

Significance of the study

Teaching Gender-neutral language is very important. It inculcates in the student a sense of individual regardless of gender. Teaching gender-neutral language is important as it is associated with the intellectual growth of the students. When learners are taught more trans-inclusive language, there are more chances of a gender-inclusive society. This study is significant in the aspect that it analyses how the ELT and non-ELT female teachers respond toward trans-inclusive linguistics forms and record the comparisons of attitudes between ELT faculty and non-ELT faculty.

Methodology

This study follows a mixed method to evaluate and analyse the attitudes of female Pakistani teachers (both ELT and non-ELT faculty) towards trans-inclusivity regarding English language usage. For this, simple random sampling is used. A total of 50 teachers are selected, half of them are ELT, and others are non-ELT faculty from the two public educational institutes of Multan for questionnaires, and 10 teachers are interviewed. (five ELT and 5 non-ELT).

The research design employed by the researchers is descriptive comparative. Descriptive statistics are used along with inferential statistics. The Likert scale is used to evaluate the attitudes of the participants as Likert (1931) developed this scale to assess attitudes. In a questionnaire with twenty statements, 12 comprise closed-ended question statements assessing the educators' attitudes on a five-point Likert scale ranging from "strongly agree" to "strongly disagree." The rest of the eight closed-ended statements are designed to obtain data on educators' attitudes regarding gender-inclusive language.

References

- Ansara, Y. Gavriel & Hegarty, Peter (2014). "Methodologies of Misgendering: Recommendations for Reducing Cisgenderism in Psychological Research". *Feminism & Psychologu* 24(2), pp. 259-270.
- Corbett, Greville G. (1991). *Gender*. Cambridge: Cambridge University Press.
- Gentner, Dedre & Goldin-Meadow, Susan (eds.) (2003). *Language in mind: Advances in the study of language and thought*. Cambridge (Mass.): MIT press.

Contact

Prof Dr Mamona Yasmin Khan
The Women University Multan
Department of English
mamoonakhan@gmail.com

Mubashira Aziz
The Women University Multan
Department of English
mubirabia9876@gmail.com