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Gender and development concepts and principles in English 10 learning materials

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ABSTRACT

This study examined how gender and development (GAD) concepts and principles are incorporated into English 10 learning materials using a mixed-methods approach. The examination of lesson plans and self-learning modules through content analysis revealed biases supporting traditional gender roles, such as inadequate representation of women and showing stereotypical gender behaviours. Interviews with English 10 public teachers highlighted diverse strategies they employed, despite limited exposure to GAD concepts, suggesting a lack of comprehensive training in this area. However, teachers still endeavour to integrate these principles into their instruction to foster inclusivity, though challenges persist, such as biases influencing disciplinary measures. The findings of this study highlight the importance of challenging narrow views and promoting inclusive practices in educational materials. This study contributes to the ongoing efforts to promote gender equality and diversity in education highlighted in UNESCO's Education for All initiative (2003), emphasizing the need for continuous awareness, sensitivity, and proactive integration of GAD principles in educational settings.

1. INTRODUCTION

The Department of Education (DepEd) issued a Gender-Responsive Basic Education (GRBE) Program that enhances and promotes K to 12 curricula that integrate gender and development in all core subjects including English together with its Gender and Development directive from the Philippine Constitution to eradicate all types of discernment touching women and justices of children and others (DepEd Order No. 32, s.2017). Aligned with GAD principles, the GRBE policy integrates gender equality, equity, sensitivity, and human rights into basic education, proactively ensuring equal access to learning opportunities and addressing gender-based barriers and discrimination (Galangam, 2021). The GRBE policy, endorsed by the Department of Education (DepEd), is in line with the Magna Carta of Women and the Enhanced

Basic Education Act of 2013. These laws aim to end discrimination and give everyone the chance to get a good education.

As a key part of personal growth and freedom, education has a significant impact on society's rules and norms. Furthermore, schools are places that change lives; they teach children the skills they need to get along in the world. A key aspect they bring into the world is their ability to communicate effectively. Within this broader educational concept, English language instruction assumes the central role in shaping students' competencies, whether in academic discourse or global communication. In line with this, teachers are responsible for ensuring that students acquire this competency throughout their educational journey. The commitment to critically equip students with this skill is evident in teachers' meticulously crafted

lesson plans, instructional materials, and teaching methods—all designed to fully align with the vision of global competence in communication. Nevertheless, due to the overarching goal of fostering global competence, the predominant focus in English language learning and teaching remains on grammatical structures and language rules (Daar, 2020). However, in pursuit of global competence, relying solely on grammatical structures and language rules is insufficient for effective communication in the real world. There must be a crucial acknowledgement of the need to integrate gender-sensitive language instruction into the teaching framework, recognising the vital role it plays in enhancing the quality and inclusivity of communication skills. This integration is deemed essential not only for fostering linguistic competence but also for promoting gender equality, as emphasized by UNESCO (2018). However, the practical implementation of gender-sensitive language instruction faces challenges both within the Philippines and globally, as articulated by Tarrayo et al. (2021).

In the Philippines, previous research has mostly focused on extremes of GAD. Some studies examined educators' awareness of gender perspectives (Sumadsad & Tuazon, 2016), while others focused on the effectiveness of integrating gender into teaching methods (Lualhati, 2019). Additionally, some research examined the benefits and approaches to incorporating the gender dimension into ELT (Tarrayo, 2021). Although research by Galamgam et al. (2021) underscored the importance of educators being informed about government-initiated GAD programs, the existing literature primarily centers on educators' perspectives, resulting in an unclear understanding of gender mainstreaming in terms of understanding how aware English 10 teachers are regarding the integration of gender and development, specifically into English language education. Furthermore, there is a lack of analysis on their lesson plans and the self-learning modules utilized by students. Prior research has primarily concentrated on educators' awareness of gender-related issues, neglecting to explore the specific challenges faced by English Language Teaching (ELT) educators in incorporating gender perspectives into their teaching practices, as well as an analysis of English learning materials. This study analyzed the content of English 10 learning materials in relation to gender and development concepts and principles.

Further, this explored teachers' awareness and understanding of incorporating gender and development into language instruction.

2. MATERIALS AND METHOD

In this study, a mixed-methods design was employed, utilizing content analysis and thematic analysis. The first analysis employed was content analysis, focusing on examining the gender and development concepts and principles in English 10 learning materials. However, to ensure a systematic approach to data analysis, a panel-validated content analysis matrix was also employed as a complementary method. The use of this matrix enabled the analysis of the frequency and distribution of specific themes and concepts within our dataset, efficiently revealing the prevalence and patterns of gender and development concepts in English 10 learning materials. This research was conducted during school year 2022-2023 at seven public schools located in the municipality of Dalaguete, chosen based on considerations of accessibility, the presence of Grade 10 English classes, and a willingness to participate in the study. Among these schools, five (5) were situated in mountainous areas, while the remaining two (2) were situated in urban settings, catering to diverse student populations. These schools exclusively employ English as the medium of instruction; however, it is not the primary means of communication among teachers and students. It is noteworthy that the participants' language profile is primarily Cebuano, with subtle morphological variations. The students' language profile includes Cebuano, Filipino, and English.

2.1. Data gathering tools

The first tool is a content analysis matrix, which involves examination of students' self-learning modules and teachers' lesson plans. This matrix is structured with various categories and codes for systematic data organization. For instance, it includes descriptors like 'Type of Learning Material,' 'Title of Material,' and 'Quarter' to specify the source, title, and academic timeframe of the materials, respectively. Additionally, terms such as 'Competency' and 'Domains' denote the skills and abilities targeted by the lessons, while 'Type of Material' distinguishes between different formats. Other important fields in the matrix include 'Date of Publication,' 'Page Number,' 'Passage/Quotations,' and 'Nature of Interaction,' which provide contextual information and examples of biases identified. Furthermore, a set of gender-bias codes

was established to facilitate the identification and categorization of biases within the materials. These codes encompass various types of biases, such as stereotyping and masochism, and were utilized by the researcher and panel during the analysis process.

The second tool is an interview guide structured to facilitate semi-structured interviews with the teachers to capture their awareness of GAD concepts and principles in their language instruction. The interview questions were validated by a data analyst, an external panel member, and an internal panel member to ensure quality. The interview guide comprises five questions directed toward teachers of English 10 students. It focuses on obtaining insights about their techniques or strategies for integrating gender and development concepts, the perceived influence on students' overall learning experience, problems faced by the participants while integrating gender and development concepts and principles in their language instruction, metrics for inclusivity, and their evaluation of efficacy and improvements they think can be made to better integrate GAD concepts in the curriculum.

2.2. Source of data

2.2.1. Lesson plan

The study incorporated 10 lesson plans, one per teacher, each meticulously designed and detailed. These lesson plans were instrumental during teaching observations conducted by school principals and were exclusively crafted for English 10 classes. Focusing on specific domains within English 10, these plans targeted competencies in oral language, writing and composition, grammar awareness, vocabulary development, and reading comprehension, encompassing a total of five out of the 14 domains available in the English 10 curriculum. All the lesson plans were strategically aligned with Quarter 3 of the academic year and adhered to a comprehensive format, specifically tailored for teaching observations. Notably, the detailed lesson plans provided explicit guidance, including anticipated responses from both teachers and students.

2.2.2. Self-learning modules

SLMs emerged as an alternative method for delivering educational content amid the COVID-19 pandemic. These modules, available in print or digital formats, consist of a series of lessons or activities designed for students to complete independently. In the current context, they are now

termed Self-Learning Home Tasks (SLHT) and are continuously utilized to support student learning. Each week, students receive a copy to work on at home, guided by teachers' instructions. Parents are expected to supervise their children during their study period. These modules, crafted by teachers, are specifically aligned with the Most Essential Learning Competencies (MELC) determined by the Department of Education. All SLHTs used in this study were sourced from Quarter 3. These modules were examined through content analysis to gauge the integration of gender and development concepts and principles.

3. RESULTS AND DISCUSSION

3.1. Analysis of English 10 learning materials under GAD

The tasks under investigation were categorized according to gender biases outlined in the guide. Out of the sixteen gender-bias codes indicated in the guide, three were identified in both the SLMs and lesson plans: 1) underrepresentation of women; 2) representation and visibility; and 3) stereotyping. No other codes, aside from those mentioned, were found to be violated. Therefore, codes that are not observed or violated in either material are not included in the discussion.

3.1.1. Underrepresentation of women from SLMs and LPs

The investigation examined both textual and visual components of students' self-learning modules (SLMs) and teachers' lesson plans to assess gender representation. Table 1 summarizes the findings, revealing four cases of underrepresentation, with two in the SLMs and two in lesson plans. SLM Q3-W4 Activity 3 "What's More" mainly focused on male characters. Similarly, sample critiques did not adequately represent women, leading to incomplete portrayals and falling short of providing a comprehensive and inclusive perspective. Another sign of bias was evident in the visuals of both SLMs and lesson plans, where there was a significant difference in the number of men and women shown. For example, in Lesson Plan Q1-W2 I. Preliminaries "Activating Prior Knowledge," there were more men than women. An unequal number of visual representations between men and women implies a gender imbalance within educational environments (Javier, 2016). Also, in a sample activity item from Q3-W1, the stories mostly focused on men's experiences, ignoring those of people of other genders. This supports gender bias as this indicated

example item only references a male individual and does not consider women or individuals of other genders (Javier, 2016). Furthermore, the sample statement limits the representation of diverse experiences.

On the other hand, in lesson plan Q1-W8, the teacher presents different clips for the students to identify the type of character development. When looking at instructions for analyzing videos, there was a clear gender imbalance, with mostly male characters featured. Of the five clips, only one featured a female character, highlighting a significant difference. Butler (2009) discussed paradigm shifts in perceptions of femininity and masculinity is essential for creating an unbiased representation of these learning tools for learners. The section on the underrepresentation of women in this study indeed suggests an unfair representation of women, as the positive indicators – such as the absence of biases or assumptions, the challenging or subverting of traditional gender roles or activities, and the promotion of respect for women’s experiences and perspectives related to gender and development – are not evident in either SLMs or the lesson plans. Despite the absence of biases and the potential to challenge traditional gender norms, there is an absence of equitable representation of male and female characters in the instructional content in this study.

3.1.2. Representation and visibility of genders from SLMs and LPs

In the analysis of representation and visibility among all genders, the narratives predominantly feature female characters whose roles are defined by perceived vulnerabilities. In one activity, "What Can I Do," there was a story called "The Origin of Rice and Steams" with only female characters. These characters were shown with different vulnerabilities, such as visual impairment, and ranged in age from young to old. However, having only women in roles where they seem vulnerable might unintentionally support traditional ideas about gender. These statements state that there is no data on the representation of women and men, the inclusion and recognition of non-binary gender identities, or the representation of LGBTQ+ individuals in the materials. In connection to this absence of data, the study can suggest that the educational materials may not adequately reflect the diverse gender identities and sexual orientations present in society. This could limit the kinds of roles

present in society and create narrow, possibly unfair views of them.

The study found examples in the modules that reinforce negative stereotypes about women. For example, in another activity called "What’s More," one point focused too much on Cinderella going to the ball as the most important thing about her. This suggests that a woman’s value is only about going to parties, not about her talents or achievements. Ho (2009) reveals in the study that there are persistent challenges in developing sensitive educational materials, particularly in areas where male perspectives dominate, and gender roles among women continue to escalate, representing them in vulnerable roles.

3.1.3. Stereotyping from SLMs and lesson plans

Stereotyping is the unfair assignment of characteristics to a group of people, based on individual attributes and differences (Sadker & Zittleman, 2002). The analysis of stereotyping from SLMs and Lesson Plans revealed notable instances where traditional gender roles and stereotypes were perpetuated. Specifically, there is a recurring portrayal of women and men in stereotypical gender roles or activities across various sections of the SLMs. These gender stereotypes are evident in the depictions of characters and narratives throughout the materials. In SLM Q3-W3, Q3-W1, and Q3-W4, the materials reinforce gender stereotypes through portrayals of activities and roles associated with specific genders. For instance, activities within these sections often presented scenarios where women and men were depicted in stereotypical gender roles. On Page 15, the "What Is It" activity shows binary gender assumptions, limiting the possibility of men being the head of the household rather than women, as seen in the evidence.

Furthermore, the study identified the repeated use of gender-specific language, particularly the term "he," throughout various activities in the SLMs. This shows gender bias because it assumes that all writers are men. By only using male pronouns for argumentative writing, the activity excludes the experiences and viewpoints of women and non-binary individuals. These language choices add to the feeling of exclusion for these groups in academic settings. Linguistic bias can be found in the pronoun preference in generic construction and to gender word preference (Sadker & Zittleman, 2002). This language choice reflects a binary gender assumption, excluding non-binary or gender-nonconforming individuals from representation in

the materials. This is further supported by Shallaita et al. (2021) stating that gender-bias and stereotypes in textbooks can manifest in many ways. In a text it is done using language which devalues members of one sex and fosters the notion of male supremacy using the generic masculine pronoun. In SLM Q3-W3 Activity 1 "What I Know," all options about the writer's view on corporal punishment use "he" consistently. This means that only male perspectives are considered, suggesting that expressing opinions is something only men do. This reinforces the idea that certain activities are only associated with men, leaving out women and non-binary individuals. By using "he" all the time, the activity unintentionally supports these assumptions, which can overlook the valuable contributions of women and non-binary people in discussions and decision-making.

Examples in Activity 1, "What I know" and "Multiple Choice", show the reinforcement of gender stereotypes using masculine pronouns to describe the writer's stance or the actions of individuals, further solidifying traditional gender norms within the educational context. Similarly, in SLM Q3-W4 Activity 6 "What Can I Do," the short story "Clothes Make the Man" suggested a link between a man's identity and his clothing choices, reflecting traditional notions of masculinity. Such narratives may reinforce stereotypes about gender and appearance, prioritizing external factors over individual character and capabilities.

In summary, the analysis reveals gender biases in educational materials, underscoring the urgent need for fairer and more inclusive representations. The examination focused on both written and visual elements of students' learning materials and teachers' plans to identify examples of underrepresentation, stereotyping, and bias. A prevalent depiction emerged wherein women were often portrayed in vulnerable roles, potentially limiting the diversity of roles they are shown in and reinforcing narrow views about women. Instances were found where negative stereotypes about women were reinforced, such as equating Cinderella's worth solely with attending a ball. Brugeilles and Cromer (2009) state that representations of other gender systems in school textbooks are captured in (1) the characteristics of the school textbook: syllabus, text and pictures, situating a character in a textbook; (2) the characteristics of the character in a school textbook; (3) personal characteristics of the character. Moreover, Swim (2013) claimed that gender-bias in textbooks is called subtle sexism. Subtle sexism

represents unequal and unfair treatment of women, but is not regarded as direct sexism because, regarding conventional stereotypes, it is assumed to be a norm. The subtle sexism in textbooks can also be called hidden or unseen because it is placed between lines. To specify, the biased items are not directly related to the content of the subject; however, they have a strong connection with the implied meaning that could be taken for the background analysis. Gender bias in textbooks can cause long-term drawbacks to learners' performances and their social behaviour. The U.S. Department of Health and Human Services states that biased presentations of sexes shape gender identity and foster perceptions of inferiority or superiority. Language in these materials also played a significant role in reinforcing biases, as evidenced by the exclusive use of male pronouns in activities, which may imply that only men's opinions matter, leaving out women and non-binary individuals. These findings show the importance of addressing gender biases in educational materials to create more inclusive and equitable learning environments for all students.

3.2. Teachers' awareness of GAD

This section presents the outcomes of interviews conducted with teachers to gauge their awareness of gender and development (GAD) concepts and principles in language instruction. The interviews yielded three overarching themes: 1) strategies and techniques; 2) GAD in English Language Teaching (ELT); and 3) challenges encountered. Within these themes, six sub-themes emerged, including: 1) acceptance; 2) accommodation; 3) conducive learning environment; 4) synergy; 5) balancing differences; and 6) need for respect. These findings reflect the teachers' responses as guided by the interview protocol. The interview protocol comprised five questions addressing the strategies and techniques employed by teachers to integrate GAD into their teaching practices, the impact of GAD on student learning experiences, challenges faced in incorporating GAD, approaches to ensure inclusive and sensitive instruction for LGBTQ+ and indigenous community members, and methods used to evaluate the effectiveness of GAD integration. The presentation of findings in the table encompasses the major themes and subthemes identified in the interviews, along with core ideas encapsulating the essence of each theme.

3.2.1. Strategies and techniques

In connection with this main theme, embedding Gender and Development (GAD) concepts and principles is crucial for fostering a fair and inclusive learning environment for students. Teachers employ diverse strategies and techniques to infuse GAD ideas into their language teaching. It is notable that these methods prioritize accepting and accommodating students, enhancing their comfort in the classroom. These approaches transcend traditional teaching methods, encouraging students to become more open and engaged. However, it is important to recognize that there is no one-size-fits-all strategy for integrating GAD, as it encompasses broader aspects beyond classroom practices. According to Manuel (2024), the integration of GAD should promote holistic student development, emphasising self-empowerment and employing unconventional strategies to manage learners' behaviours during the learning process.

a. Embracing diversity and inclusion in the classroom

During the interview, P-01 emphasized the importance of providing equal opportunities for all students to participate in various activities, such as argumentative speeches and debates, regardless of their gender.

("So equal opportunity for students to take part because they have argumentative speeches, debates, and everything like that, so initially, everyone is given the chance to do the task assigned to them regardless of whether they are boys or girls.")

P-01 shared their practice of using students' preferred names, particularly for those belonging to the LGBTQ community. The teacher aims to foster a more inclusive and supportive environment where students feel accepted and comfortable expressing themselves.

("...I have students who belong to the LGBTQ community, so I use their preferred names, which are their aliases. In this way, they are already more open and comfortable.")

In the interview excerpt from P-03, the importance of creating a safe, respectful environment for effective communication is highlighted. P-03 emphasized the significance of ensuring that students' rights are respected and that they feel secure in expressing themselves.

("...because communication happens when a person feels comfortable, so ensuring that their rights as

individuals are respected and that the environment is safe for them to express themselves would really help them develop their communication skills.)

P-09 highlights their proactive approach to fostering inclusivity and collaboration among students. P-09 added that by consistently organizing work groups and promoting collaboration, they can ensure that all students are actively included in the classroom activities. As a result of this approach, P-09 explains that there is a significant reduction in discrimination within the classroom environment.

("...I always have work groups, collaboration, and I make sure to let them count off, so that everyone is really included. So far, because of this, there has been no discrimination in my class since they create their own bonding, and they feel comfortable with each other since they've been together since their first year.")

These findings suggest that creating an environment where all students feel included and respected is crucial for effective communication and collaboration in the classroom. Teachers can help students feel more comfortable expressing themselves by providing equal opportunities for participation regardless of gender, using preferred names to foster inclusivity, and ensuring a safe and supportive atmosphere.

P-04 discusses their approach to handling topics that may involve bias. They emphasize the importance of addressing bias by presenting both perspectives and offering suggestions on how to prevent bias from influencing discussions.

("...if there's a topic that seems to touch on bias, I always present the biased side, and I always provide ideas on what can be done to avoid bias as well.")

P-06 reflects on their approach to discussing topics related to the LGBTQ community. They emphasize the importance of being sensitive and considerate when providing examples, recognising the potential impact of their words on individuals' feelings and experiences. They acknowledge the need to create a supportive environment where students feel accepted and respected, understanding that their words can have lasting effects on individuals' lives.

("...let's say dealing with the LGBT, for example, you discuss and give examples. Where does this person belong? If you're a girl, you're just with girls, if you're a boy, you're just with boys. I didn't feel anything wrong with what I said, but later on, I realized that maybe this person was hurt and didn't

realize it. You really have to be very careful. It's okay if it's just a joke, but what if they remember it and carry it with them for the rest of their life.")

P-02 emphasizes the importance of using examples based on rural experiences to encourage students to share their own experiences. The teacher aims to create a comfortable environment where students feel motivated to share their stories by relating the examples to rural life. According to them, this approach not only fosters a sense of camaraderie but also promotes active student participation.

("... I make sure that the examples I give are based on experiences in the countryside to encourage them to share their own experiences. This is the only way they share in jolly once this is discussed, experiences in the countryside.")

The importance of establishing respect and sensitivity towards students' sexual preferences, particularly those who identify as LGBT, is emphasized with P-09. They emphasized the need as well to be mindful of joking about or making light of students' sexual orientation or gender identity. P-09 also adds heavily to creating an inclusive environment where students feel respected and supported in expressing their gender preferences.

("We must truly establish respect first, then be sensitive enough and consider whether it's appropriate to joke about their sexual preference, especially when their classmates are aware of their gender preference.")

The results of teacher interviews show that they are making a strong effort to create classrooms where everyone feels included and respected. Teachers use different methods to talk about sensitive topics like bias, LGBTQ+ issues, and rural life. They want to make sure that students feel supported and can grow in a positive environment. A common theme in the interviews is the importance of talking about bias from different angles. Teachers want students to think critically and talk openly about bias. They give students opportunities to hear different perspectives and help them learn how to address bias fairly. Teachers also focus on being sensitive and understanding, especially when talking about LGBTQ+ topics. They use careful language and treat all students with respect. They create a safe space where students can be themselves without worrying about being judged.

Teachers also bring in students' real-life experiences to class discussions. They connect lessons to things students know from their own lives, like living in

rural areas. This helps students feel like their experiences matter and makes them more engaged in learning. In this way, teachers actively adjust teaching methods, materials, and assessments to accommodate the unique needs of diverse learners.

3.2.2. GAD integration in ELT

Assessing Gender and Development (GAD) in English Language Teaching (ELT) involves examining its impact on students' overall learning experience and the effectiveness of its integration into language instruction. Through structured questions in interviews, two key subthemes emerged: 1) the creation of an enhanced learning environment, and 2) the collaborative integration of GAD principles. These interviews shed light on classroom dynamics that may not always align with the ideal teacher-student relationship, especially concerning diverse community members such as LGBTQ+ and indigenous individuals. The indicators within this major theme focus on nurturing students' holistic well-being, encompassing self-esteem, cognitive development, a sense of togetherness, and an understanding of diversity. According to Weimer (2019), employing effective teaching tactics that consider gender and development enhances students' cognitive, psychomotor, and affective abilities. Furthermore, the findings on GAD in ELT extends beyond the confines of the classroom, impacting a profound influence on the comprehensive development of students.

b. Enhanced learning environment

P-04 emphasizes the significance of creating an inclusive classroom environment where students feel a sense of equality and belongingness. By ensuring that all students understand and feel they have equal rights in the classroom, students become more confident in expressing their ideas. Additionally, this inclusive atmosphere encourages girls, in particular, to participate actively, fostering a conducive environment where students feel comfortable sharing their personal experiences, leading to enhanced learning outcomes."

(You can better connect with your class because once they understand that they have equal rights inside your classroom, they will feel very confident to speak up with their ideas. Additionally, some girls also try to speak up, so in the learning process, it's like their personal experiences are coming out, and they learn best when they feel included.")

The interview with P-03 highlights the teacher's role in fostering motivation among all class members. It also promotes respect among classmates, fostering open-mindedness and eliminating biases. This approach motivates students to participate more actively in class discussions, as they feel comfortable expressing themselves without fear of judgment.

("...so it promotes motivation among all class members. It also develops respect for their classmates, so through this, their minds are more open to things like this without any hesitation. This motivates those students more, and the class becomes livelier because they are not embarrassed, as they are open-minded.")

P-09 and P-08 shared insights into the classroom dynamics, sharing the active participation and engagement of LGBTQ students during class discussions. This reflects a positive aspect of inclusivity and acceptance in the classroom, indicating a welcoming atmosphere for diverse perspectives and experiences.

(Through our everyday experiences in mingling during class hours, especially during our discussions, most of the time it's the LGBTQ students who are the most lively in class and they're also the most cheerful in their circle of friends, but my students are aware that they're different inside the classroom, yet they seem not to mind it.)

("When I enter the classroom, they're not afraid of the subject, they're not afraid of me as their teacher, they're not afraid to express themselves most of the time. It's not just about speaking in pure English or discussing theories; I also encourage them to share personal insights. That's when I feel they truly engage because it comes from their hearts.")

It is also important to note, for P-04, the importance of patience in nurturing values among students, particularly in fostering inclusivity and understanding of diverse identities. It highlights the teacher's recognition that these values may not be immediately apparent but can gradually influence students' interactions and relationships, especially within a school community where LGBTQ+ individuals are prevalent.

("... we cannot see this directly, but over time we need to be patient that whatever values we are instilling in the children, one way or another, will resonate with them in dealing, bonding, or even

understanding their peers, especially in our school where there are many LGBTQ+ members.")

In the interviews with educators, one significant aspect of these efforts was the promotion of equality among students. Educators emphasize the importance of ensuring that all students feel equally respected and valued within the classroom. Teachers aim to instill confidence in students to express their ideas and perspectives freely by acknowledging and affirming students' rights. Furthermore, teachers recognize the need to address biases and stereotypes that may exist within the classroom. They seek to challenge preconceived notions and promote understanding and empathy among students by encouraging critical thinking and open dialogue. Through these discussions, students were encouraged to consider diverse viewpoints, fostering a more inclusive learning environment.

Another key finding was the emphasis on students' active participation and engagement. Educators note that creating a safe and supportive atmosphere encouraged students, particularly girls, to speak up and share their personal experiences. By providing opportunities for students to voice their thoughts and opinions, educators aim to foster a sense of belonging and empowerment.

Moreover, educators highlight the importance of promoting respect and acceptance for diverse identities, particularly among LGBTQ+ students. The Women and Gender Institutes Study claims that persistent gender challenges remain evident in classrooms as GAD in ELT becomes prominent. Ongoing gender biases in schools reinforce the need for gender advocacy in education, as highlighted in its programs. By creating an environment where differences are celebrated and respected, educators seek to eliminate discrimination and promote understanding among students. This result in the study is being substantiated by the study of Hernandez and Cudiamat (2018), which reaffirmed that gender-responsive teaching strategies should be implemented in the teaching space to promote gender equality and enhance students' academic performance. This approach not only encouraged students to embrace their own identities but also fostered a sense of community and belonging within the classroom.

c. Collaborative integration of GAD

In the interview, P-06 expressed the importance of explicitly incorporating Gender and Development (GAD) concepts into teaching practices, rather than

merely integrating them, as this largely depends on teachers' awareness. They highlight the need to develop global competence among students but note that traditional teaching methods still prevail in their classes, suggesting a need for improvement in this aspect.

("It would be good if we could specifically teach GAD instead of just integrating it because it depends on the awareness of the teachers. We are trying to develop global competence, but our classes are still traditional, which should be improved.")

P-02 acknowledges that it is not a new concept to have diverse cultures and preferences among students, and they advocate for fostering understanding by sharing and emphasizing that individuals are not limited by traditional gender roles.

("...acknowledge that it is not a new concept to have diverse cultures and preferences among students, and they advocate for fostering understanding by sharing and emphasizing that individuals are not limited by traditional gender roles.")

There is a necessity, according to P-04, of inclusivity, advocating for the removal of gender-based barriers, such as prioritising boys' names over girls' in class records or adhering to traditional gender norms during activities. It emphasizes the importance of a comprehensive curriculum that encompasses diverse perspectives and experiences, not only in textbooks but also in language instruction, promoting inclusivity across all aspects of education.

("...we should be inclusive without any barriers in terms of gender, such as in class records where boys' names should not take precedence over girls', or when lining up, groups should be mixed. The curriculum, both in textbooks and language instruction or teaching, should be holistic overall.")

P-07 believes that educators should collectively integrate GAD across various aspects of teaching and learning. This integration extends to all subjects emphasizing that there is inclusivity and equity across the curriculum.

("We should ideally not only integrate GAD into one subject because this is what we observed with English teachers here. It should be in all subjects, not just focusing on one subject like English.")

The need for improvements within public school system, particularly concerning gender norms is

highlighted by P-08. For instance, there's a strict requirement for boys to have short haircuts and wear masculine uniforms regardless of their preferences. It suggests that instead of enforcing rigid standards, there should be more acceptance and accommodation, especially for those who identify differently, such as allowing boys with longer hair or acknowledging their differences without prejudice.

("...just for improvement, because for example here in the school, boys are required to have boy haircuts and wear masculine uniforms even if they don't want to. It would be better if it's just adapted and accepted, so if a boy is gay, it's okay for them to have long hair, it should just be accepted what their differences are because they are who they are.")

The interviews with educators shed light on how we can make schools more inclusive and fairer for everyone. One big idea that came up is that there should be a direct teaching of GAD concepts, not just mixing them in with other subjects. This means making sure teachers understand and talk about issues like gender equality and diversity in all their lessons, not just in English class, for example.

Another thing is about accepting differences. One teacher mentioned that students have diverse cultures and preferences, and that it is important to share and discuss these differences. For instance, teachers should not assume that only boys like certain things and only girls like others. Teachers should encourage everyone to be themselves and not feel limited by traditional ideas about what boys and girls should do or like. Also, there is a need to break down gender-related barriers. Another teacher mentioned how boys are often expected to have short hair and wear clothes that look more masculine, even if they do not want to. They suggested that instead of forcing everyone to follow these strict rules, they should be respected and accepted for who they are. For instance, if a boy wants to have long hair or wear something different, people around them should be okay with that.

3.2.3. Challenges encountered

In the pursuit of creating an inclusive and equitable learning environment, educators encounter a myriad of obstacles that require careful consideration and innovative solutions. Within the classroom, teachers grapple with challenges ranging from maintaining order and student engagement to accommodating diverse learning needs and managing limited time effectively. However, when viewed through the lens

of Gender and Development (GAD), these challenges take on an added layer of complexity. Amid efforts to integrate GAD principles into teaching practices, teachers navigate a unique set of challenges that demand heightened awareness and sensitivity. Through this analysis, two distinct subthemes have emerged: 1) balance amid differences; and 2) need for respect.

d. Balance amid differences

P-01 highlights in this analysis the tendency for LGBTQ students to exhibit higher energy levels, often characterized by a jovial and enthusiastic demeanour. However, when these students express themselves or share their ideas, particularly if they are identified as gay or bisexual, their unique perspectives and contributions may be met with ridicule or laughter from their peers.

("...usually, when they talk and if they are identified as gay or bisexual, they are very cheerful and energetic. Their ideas are usually different from normal, so usually, the students would laugh and make fun of them.")

When talking about teaming up with their classmates, P-07 states that LGBTQ students often attract attention and admiration from their peers due to their entertaining and cheerful nature. It implies that classmates enjoy interacting with LGBTQ individuals because they find them amusing and enjoyable to be around.

("... in fact, they actually compete to be with LGBTQ members because they are fun. It's a joy for us because they are happier to join them because they are fun.")

P-08 emphasizes in the following statements that people are not all the same—students come from different cultures, genders, and social statuses and that there is importance in recognising and embracing diversity in the classroom. Prioritizing differences over inclusivity stops the creation of an inclusive classroom environment.

("I emphasize that we are not all the same in terms of culture, gender, or even our status in society, ma'am, so if we prioritize our differences, we won't be inclusive.")

In the analysis of striking a balance amid differences of the students, there is a distinct perception into the experiences of LGBTQ students within the classroom environment. P-01 highlights how LGBTQ students often exude higher levels of energy and enthusiasm, which can be perceived

positively. However, when these students express themselves, especially if they identify as gay or bisexual, their unique perspectives may be met with ridicule or laughter from their peers, as noted in the analysis. On the other hand, P-07 points out that LGBTQ students are often sought out by classmates as companions due to their entertaining and cheerful personalities, fostering admiration and enjoyment among peers. Additionally, P-08 emphasises the importance of recognising and embracing diversity in the classroom, underscoring that we all come from different cultural, gender, and social backgrounds. This result is being supported by the study of Cablao (2020), which stated that many public and private institutions in the Philippines have struggled to include diverse identities of students as implementation of GAD continues but improvements on its policies are still medieval. Prioritizing these differences over inclusivity can hinder the creation of an inclusive classroom environment.

e. Need for respect

P-03's experience highlights the detrimental impact of disregarding a student's preferred name, leading to feelings of exclusion and hurt. This oversight can persistently affect the students' participation in class activities, ultimately hindering their engagement and overall learning experience. It emphasizes the importance of acknowledging and valuing each student's identity to foster an inclusive and supportive classroom environment.

("...it's not enough to just identify them based on their alias or real name because sometimes I still forget and don't recognize them, so it keeps happening that they get hurt until such time that they no longer participate in class.")

P-06's observation underscores the need for educators to adopt a holistic approach in addressing instances of bullying targeting LGBTQ+ members within the classroom. It emphasizes the importance of teachers in guiding students on how to handle such situations with sensitivity and empathy, fostering a supportive environment where all students feel safe and accepted. This observation highlights the critical role of teachers in shaping the attitudes and behaviors of students, particularly regarding inclusivity and respect for LGBTQ+ individuals.

(...usually, they laugh or make fun if the topic is about homosexuals or gays because they are very cheerful, very energetic. Usually, their ideas are

really different from the norm, so usually, the students would laugh, they would mock because he's gay... of course, you tackle it right there and you tell them that the person you are laughing at is actually a person, he just has a different preference from us, but he's still a person.)

P-05 suggests in these transcripts that among the students, particularly the boys, there tends to be more unruly behavior compared to girls. The teacher's approach is to enforce strict discipline with these students. Additionally, there are instances where students gather, and the teacher is unsure whether it's just a casual gathering or if some individuals are being targeted. Based on the teacher's experience, they believe that boys require firm, autocratic guidance.

(...when I asked a group of students, especially the boys, they are the kind of students who are somewhat unruly compared to girls. My approach is to be strict enough in dealing with those kinds of people. There are a few students who gather together; I don't know if they just gather or if some are being influenced. Based on my experience, I believe that boys need strong, autocratic instruction.)

However, the preconceived notion highlighted in the interview suggests that boys are perceived as more unruly or difficult to manage than girls. This stereotype could potentially lead to biased treatment or expectations in the classroom, where boys might face stricter discipline or less patience from teachers based solely on their gender.

These findings on the challenges encountered by teachers in integrating GAD in the classroom offers awareness into the significant influence that teachers wield over student experiences. P-03's experience vividly illustrates the importance of recognizing and using students' preferred names. When teachers overlook this aspect of students' identities, it can result in feelings of exclusion and emotional distress. Such feelings can then impede students' active participation in classroom activities and hinder their overall learning experience. This highlights the critical need for educators to create an inclusive environment where every student feels valued and respected.

Similarly, P-06's observation emphasizes the responsibility of educators in addressing instances of bullying, particularly targeting LGBTQ+ individuals. It stresses the essential role teachers play in fostering empathy and sensitivity among

students. Educators contribute significantly to the overall well-being of their students by cultivating an environment where all students, regardless of their sexual orientation or gender identity, feel safe and accepted. Conversely, P-05's insights shed light on gender dynamics within the classroom. The observation suggests a perception that boys may exhibit more disruptive behavior compared to girls. Consequently, teachers may feel compelled to adopt stricter disciplinary measures with male students. However, this raises concerns about the potential for biased treatment based on gender stereotypes.

The analysis of English 10 learning materials reveals several key points regarding gender and development concepts. These include the underrepresentation of women, the portrayal and visibility of gender, and the presence of stereotypes within SLMs and lesson plans of teachers. Additionally, the study explores teachers' awareness of GENDER and Development (GAD). Findings encompass major themes, strategies, and techniques for integrating GAD into English Language Teaching (ELT), as well as the challenges encountered in this process.

The identification of underrepresentation of women, representation and visibility in gender roles, and stereotyping in both SLMs and lesson plans highlights a systemic bias that shows a limitation in the diversity of perspectives presented to students. The presence of these biases emphasizes the importance of challenging traditional and narrow views in promoting more diverse representations. Findings from interviews with teachers reveal that although teachers are not exposed to the concept of GAD, they still employ diverse strategies to foster inclusivity, including acceptance and accommodation, aiming to create a conducive learning environment. They prioritize promoting equality and respect for diverse identities, challenging biases and stereotypes within the classroom.

4. CONCLUSION

The result of the study emphasizes the identification of systemic biases in educational materials, such as the underrepresentation of women and the perpetuation of gender stereotypes. There is a necessity for diverse and empowering representations to challenge narrow views.

Furthermore, teachers' efforts to integrate Gender and Development (GAD) concepts into language instruction reflect proactive steps towards fostering

inclusivity and equality in educational settings. However, challenges persist, including biases influencing perceptions and disciplinary measures, particularly towards LGBTQ+ students. Therefore, addressing systemic biases and promoting inclusive practices are essential for promoting gender equality and diversity in education, aligning with the theory's

emphasis on challenging narrow views and fostering inclusivity.

CONFLICT OF INTEREST

The authors declare no conflicts of interest.

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