

The impact of gender on language learning among students at the tertiary level.

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The English language may support and aid communication in the context of development, along with an awareness and respect for indigenous languages. In addition, the promotion of the mother tongue in certain periods in human development may also be a vital tool to support progress in developing countries. Viet Nam is on the way to reforming its educational policy to ensure sufficient support for those who can use English for their work and study. While mastering the mechanics of the English language is without doubt important, ESL learners in Asian countries should be aware that like any living language, English constantly undergoes changes. One of the most significant changes in the use of English today is the growing demand for the use of gender-neutral language in communication.

This study addresses a significant issue in classrooms: male students are more often praised by teachers for speaking out, acting confidently and expressing opinion, while female students are often praised for being quiet, studious, and polite. Moreover, males are often under pressure to fulfil the ideal role of masculinity by becoming aggressive, ambitious, and driven, whereas females tend to play an ideal role of femininity by staying supportive, enthusiastic and submissive while learning English. Therefore, gender difference is an important theme in linguistic education because it influences the design of curriculum, teaching methods, instructional strategy and students' learning processes. This study investigates language learning and gender identity and focuses on regional, ethnic, religious, and multicultural contexts, as well as the negotiation of gender in the foreign language classroom setting and the way it aligns with norms and aspects of gender interaction in L1.

This paper illustrates how an ESL lesson can make learners aware of sexist language and gives implications for curriculum designers in order to take the gender of teachers, learners and topic learning into consideration as it is a significant factor in determining quantity, quality, and the nature of classroom interaction. The aim of this paper is to raise stakeholders' awareness of TESOL professionals about the gender issues related to language education and to provoke further research, thought, and discussion about ways in which theories and practices can be applied in ESL/EFL teaching situations.