

Addressing Feminist and Gender Issues in ESL Classrooms: An Exploratory Study

Mira M. Alameddine^{1*}, Ghada Chehimi²¹English Department, Lebanese University (Lebanon)²School of Foreign Languages, Boğaziçi University (Turkey)**Corresponding author:** Mira M. Alameddine, English Department, Lebanese University, Lebanon. Email: mira.alameddine@ul.edu.lb**Citation:** Alameddine MM and Chehimi G (2024) Addressing Feminist and Gender Issues in ESL Classrooms: An Exploratory Study. American J Sci Edu Re: AJSER-189.**Received Date:** 21 April, 2024; **Accepted Date:** 25 May, 2024; **Published Date:** 03 June, 2024**Abstract**

Sexist incidents are encountered everywhere. These incidents are the result of a lack of inclusion and the presence of gender discrimination in the educational sector. Since the 1990s, the use of sociopolitical issues, including gender and sexuality issues, has been discussed in ESL/EFL. There is an inherent male bias in some textbook examples which can have different repercussions for male and female students. Moreover, schools make it challenging for females to achieve and be self-confident because of stereotypes and the "self-fulfilling prophecy." To establish equity, gender, and diversity in Lebanese schools, the problem of sexism must be addressed and solved.

Educators in Lebanon are of two types: those who believe that teachers' sole role in ESL classrooms is to teach English as a language and nothing else; and those who believe that we should address the issue; ESL/EFL teachers have a social and moral role to play.

This paper discusses the attitudes of 27 ESL teachers from Beirut- Lebanon towards including gender and feminist issues in their ESL classrooms. It presents strategies for ESL teachers to follow in their classrooms to ensure gender equity and inclusion. To understand the feelings, values, and perceptions that shape and influence the teachers' so-called ideas, 5 teachers and 5 coordinators were interviewed. Based on the collected and analyzed data, most participants were interested in sociopolitical issues and welcomed any training.

Keywords: Lebanon, Gender, Feminism, Teaching, ESL/EFL.**Introduction**

The role of educators is laden with considerable responsibilities, heightened when the task involves imparting instruction in a foreign language. In Lebanon, where Arabic serves as the native tongue, students enrolled in English as a Second Language (ESL) programs emerge from a tapestry of cultural and religious backgrounds. Notably, both public and private educational institutions in Lebanon offer curricula in English or French, or sometimes both. Consequently, in anglophone schools, core subjects like mathematics, sciences, and history are disseminated in English, whereas in francophone establishments, French reigns supreme. Hence, in many Lebanese schools, English and French transcend the status of foreign languages and assume the mantle of second languages. This dynamic places ESL educators in a challenging scenario. Teaching English goes beyond the simple instructor-learner linguistic dynamics and delves deeper into global issues and cultural nuances. The magnitude of this role accentuates the importance of understanding an ESL teacher's typical responsibilities.

Within the confines of a classroom, the role of an ESL teacher is multifaceted, evolving based on student demographics, academic levels, and individual needs. A few pivotal responsibilities are as follows:

1. **Facilitating Language Acquisition:** The primary onus of an ESL educator is to guide students in honing their English competencies across listening, speaking, reading, and

writing. This involves crafting effective lesson plans, curating pertinent resources, and delivering tailored feedback.

2. **Cultivating a Conducive Learning Ecosystem:** ESL educators are tasked with fostering an inclusive classroom climate that champions active participation and holistic learning, buttressed by mutual respect for diverse cultural paradigms and learning styles.
3. **Monitoring Student Progression:** Regular assessments of linguistic proficiencies are crucial to track student progression and refine pedagogical strategies, ensuring alignment with students' evolving needs (Hhawes, 2019; Nunes, 2020).

Additionally, ESL educators harness a spectrum of instructional techniques and materials, ranging from textbooks to multimedia resources. Interspersing cultural contexts within language teaching is paramount. Language, after all, is inextricably linked with culture, society, and politics. Delving into pertinent global and ethical discourses enhances the language learning experience.

Johnston et al. (1998) propound the ethical nuances inherent in ESL teaching, where decisions in the classroom often resonate with profound moral implications. For example, integrating discussions on contemporary social justice issues, such as racial equity, gender parity, and environmental conservation, can provide students with insights into cultural diversities and the broader socio-political implications of language usage. Such integrations culminate in nurturing well-rounded, globally

aware students primed for adept communication in an increasingly multicultural milieu.

A pivotal insight for ESL educators, as posited by Widodo & Elyas (2020), is to recognize that language instruction transcends linguistic prowess, encompassing broader cultural and global literacies. These competencies, infused with human rights themes, equip students to navigate multifaceted sociopolitical landscapes, fostering respect for diversities.

In conclusion, while it isn't incumbent upon ESL teachers to exclusively focus on moral and global dialogues, integrating these into linguistic pedagogy can enrich the learning tapestry. This approach not only enhances language acquisition but also empowers students with the acumen to adroitly navigate the intricate interplay of language, culture, and society.

Incorporating Feminist and Gender Sensitivities in ESL Pedagogy: An Imperative for Modern Education

The intricate nexus between language and sociocultural constructs demands that contemporary ESL classrooms address feminist and gender issues. Language, as a dynamic entity, not only mirrors but can also mold societal paradigms, including those that relate to gender equality.

Historically, linguistic frameworks in myriad cultures have been entrenched in gender-specific norms, which inadvertently have influenced the semantic and syntactic facets of languages. These include, but are not limited to, gendered pronouns, honorifics, and salutations. Such language structures, if left unchallenged, can engender a perpetuation of patriarchal values, consequently marginalizing or sidelining specific demographic groups, predominantly women.

Amid the rich tapestry of the ESL classroom, where linguistic instruction melds with cultural sensitization, there lies an imperative to foster an environment that champions inclusivity. ESL educators have the onus to underscore the pivotal role of language in both reflecting and challenging deeply entrenched gender constructs. By weaving discussions on feminism and gender nuances into the curriculum, students can acquire an enriched perspective on the intersectionality of language and societal norms. Such an approach not only deepens their understanding of the language's sociocultural nuances but also equips them with the proficiency to navigate diverse communicative terrains.

To realize this vision of an inclusive and progressive ESL classroom, educators must be proactive. Curricular resources can be curated to echo a plethora of voices, experiences, and perspectives, transcending traditional gender binaries. Such texts can serve as catalysts for critical discourse, enabling learners to dissect and discern the nuances of language that either perpetuate or contest gender norms.

Moreover, by exemplifying the use of gender-neutral and inclusive language, educators can set a precedent for students. Encouraging students to adopt similar linguistic patterns not only contributes to a more equitable classroom environment but also prepares them to be advocates for inclusivity in larger, multicultural settings.

In conclusion, the ESL classroom of the 21st century must be a crucible where linguistic instruction converges with discussions on feminism and gender. In doing so, it promises not just linguistic proficiency, but also the cultivation of global citizens who are astutely aware of the intricacies of language and its profound implications on societal constructs.

Purpose of the Study

The purpose of the study is to investigate the attitude of ESL teachers toward teaching feminist and gender issues in their ESL classrooms as part of their moral and educational dimensions.

Research Question

To what extent do some ESL teachers believe that they have a moral and educational role in teaching gender and feminist values in their ESL classrooms?

Ethical Consideration

This is an exploratory study. The local universities' Research Ethics Committee has confirmed that no ethical approval is required. Moreover, verbal Informed consent was obtained from all individual participants included in the study.

Literature Review

Gender Dynamics in ESL Pedagogy: A Necessary Paradigm Shift

Within the realm of language education and pedagogy, gender dynamics are receiving heightened scholarly attention. An expanding body of research underscores the pivotal need and myriad advantages of addressing gender-centric concerns in ESL classrooms, for both educators and learners.

Prioritizing gender equality and counteracting entrenched gender stereotypes is fundamental in contemporary education (Cimpian, 2022). Empirical evidence highlights the detrimental repercussions of gender stereotypes on learners, manifesting in diminished aspirations, perpetuating biases, and fostering environments rife with inequities (Ucl., 2021). Educators, when armed with an understanding of these dynamics, possess the capability to dismantle such stereotypes, fostering classrooms that embody inclusivity and equality.

Delving into gender dynamics is not merely about dismantling biases; it simultaneously nurtures critical thinking and augments learners' cognizance of social justice issues (Rosa & Clavero, 2021). By engaging with multifaceted themes—ranging from gender identities to gender-based prejudice and violence—students cultivate a holistic comprehension of socio-political nuances. This knowledge metamorphoses into empathy, respect for diversity, and preparedness for navigating the complexities of our multicultural, globalized world.

Furthermore, gender-inclusive pedagogical strategies correlate with enhanced academic outcomes and heightened learner engagement (Rosa & Clavero, 2021). Evidence suggests that when learners perceive an environment of support and recognition, it directly translates to amplified motivation and academic achievement. Gender-sensitive classrooms, thus, act as catalysts, potentially reducing absenteeism and attrition rates among marginalized cohorts (How Gender Disparities Affect Classroom Learning, 2021).

Yet, challenges persist. Johnson and Chang (2012) elucidate that certain ESL environments inadvertently perpetuate gender imbalances, often sidelining female students while male counterparts dominate discourses. Rooted in historical gender biases, these patterns exacerbate the silencing of female voices in diverse cultural contexts.

For educators, incorporating gender dynamics in curricula facilitates professional enrichment, honing their pedagogical acumen (Marshall & Reinhartz, 1997). Equipped with strategies that foreground gender issues, educators can foster holistic learning environments that cater to the myriad needs of diverse student populations.

However, it is pivotal to acknowledge the reticence of some educators. Yoshihara (2013) unveils a disparity in perceptions between EFL instructors and their learners concerning the integration of gender and sexuality discourses. While learners showcase enthusiasm towards these themes, certain educators display hesitance, primarily due to the sensitive nature of subjects such as women's rights and domestic violence.

The nexus between gender dynamics and language pedagogy warrants deeper exploration. By prioritizing gender concerns within the ESL framework, educators have the potential to forge transformative learning spaces that champion gender equality, promote social justice, and sculpt global citizens equipped for the diverse challenges of our interconnected world.

It is essential to highlight the difference between male and female ESL students and their performance to better understand the context in which gender biases are either applied, avoided, or discussed.

The gendered interplay in the realm of second and foreign language acquisition stands prominently in the educational discourse, with consistent observations suggesting superior performance by females in certain settings (Burstall, 1975; Boyle, 1987; Arnot, 1996). Certain geographical landscapes, such as in the context of English-medium schools, witness such pronounced differences that boys are often subjected to modified entrance prerequisites. One manifestation of this disparity is observed in the GCSE foreign language examinations within the UK, wherein female students consistently outperform their male counterparts, though the amplitude of this performance gap is dynamic (Clark, 1998; Arnot et al., 1996).

Nevertheless, these gendered distinctions in academic achievement are not universally applicable. Evidenced within the UK context, male students demonstrate superior performance in A-level examinations, albeit this distinction is diminishing over time (Arnot et al., 1996). Certain studies conducted within the confines of British mixed-gender schools even suggest male dominance in foreign language proficiency (Cross, 1983; Bügel and Buunk, 1996; Morris, 1998).

It is imperative, however, to approach examination outcomes with a discerning lens, remaining wary of potential biases ingrained within the testing procedures themselves (Sunderland, 1995). Pedagogical evaluations, spanning classroom

assessments and assignments, often exhibit a potential bias stemming from educators' implicit beliefs about female students possessing inherent linguistic aptitude (Altani, 1995; Stanworth, 1983). Such presuppositions might inadvertently influence educators' interactions, engendering differential treatment favoring female students (Clark, 1998).

Subject selection further unveils gendered patterns, with linguistic disciplines often being delineated as predominantly 'female-centric'. In post-Year 11 UK educational settings, there's a pronounced trend of male students eschewing language courses more than their female counterparts. However, contemporary observations suggest a narrowing of this gendered disparity in subject selection, potentially influenced by evolving societal perspectives and pedagogical advisories (Arnot et al., 1998). A consequential decline in the perceived relevance of modern languages in the UK further complicates this trend (Nuffield Language Enquiry, 2000).

The intricate dynamics between gender and language learning necessitate a holistic examination, encompassing performance metrics, subject preferences, and the broader societal and pedagogical implications intertwined within this discourse.

The Influence of Neurophysiological and Cultural Factors on Gender Disparities in Language Learning

The academic performance of individuals can arguably be attributed to a certain level of 'ability,' which could be inherent or developed through learning experiences. In the realm of foreign language acquisition, is it plausible to ascribe the seemingly enhanced performance of females to biological determinants, specifically, neurophysiological variations between genders?

Historically, the assertion has been that females may inherently possess superior linguistic capabilities compared to males, particularly concerning certain facets of their native language (L1) (Maccoby & Jacklin, 1974). The empirical underpinning of this claim, however, is still under scrutiny. Delving into neuroscientific data, Hirst (1982) postulates a potential link between gender-based linguistic aptitude and distinct patterns of brain lateralization. Yet, this relationship remains speculative. Contrarily, Klann-Delius (1981) posits that biological determinants alone fall short of explicating potential gender disparities in language development and acquisition.

Broadly analyzing cognitive gender disparities, Ekstrand (1980) underscores two recurring trends in research outcomes: the inconsistency in findings and the diminutive scale of documented differences. Drawing from a more socio-cultural paradigm, Halpern (1986) underscores the prominence of verbal superiority among females across diverse L1 verbal tasks. Such patterns could be indicative of enhanced self-efficacy among females in linguistic tasks, subsequently impacting their proficiency in both native and foreign languages.

Critically analyzing gender variations in verbal capabilities, Hyde and Linn's (1988) meta-analytical review spanning 165 studies suggests that, within the American socio-cultural milieu, gender-based differences in verbal aptitude are minuscule. A noteworthy trend is the declining magnitude of gender

disparities in verbal proficiency research from the mid-20th century up to the 1980s. Although this shift could be attributed to changing publishing paradigms, Hyde and Linn (1988) propose a sociological interpretation. They speculate that the 1970s' broader acceptance of fluid gender roles permitted males to immerse themselves in activities traditionally reserved for females, potentially nurturing their verbal competencies.

Consequently, the premise of inherent verbal 'ability' seems inadequate to account for gender discrepancies in L1 proficiency. Echoing this sentiment, Ekstrand (1980) emphasizes that the extensive empirical evidence underlining gender similarities infers that behavioral variations are predominantly shaped by societal norms. Therefore, gender disparities in foreign language proficiency likely mirror, and possibly amplify socially constructed gender norms. The trend of male students in single-sex educational settings displaying a heightened affinity for foreign languages, as opposed to those in coeducational contexts, further bolsters this sociological interpretation.

Gender Perceptions in Foreign Language Pedagogy: Insights from Educators

Multiple scholarly inquiries have delved into understanding educators' perspectives concerning the intricacies and implications of gender within the academic realm (Altani, 1995). Clark (1998) offers significant insights by highlighting diverse perceptions teachers hold regarding potential deterrents to boys' enthusiasm and motivation in foreign language studies. Several articulated factors encompass societal norms that inadvertently devalue linguistic proficiency among boys, a prevalent belief casting doubts over boys' communicative efficacy, the noticeable dearth of male figures in language pedagogy, and an overarching proclivity among male students to exhibit diminished academic commitment.

However, this gender-centric framework does not uniformly resonate across the educator community. Evidence from a cross-national study by Aeginitou et al. (1994) accentuates this variability, wherein English language educators did not identify gender as a pivotal instructional determinant. Instead, these educators exhibited heightened cognizance towards classroom dynamics, especially emphasizing disruptive conduct prevalent among male students in co-educational settings. Furthermore, educators' reflections veered towards discerning gender-related achievement trajectories. However, aspects like gender representations within instructional materials and linguistic structures in English appeared peripheral in their considerations.

This nuanced interpretation is further underscored by Burstall (1970), whose investigative endeavor with primary and secondary French instructors in the UK revealed an overwhelming consensus that downplayed the significance of gender in their pedagogical practices. Nonetheless, it remains imperative to recognize the temporal context of Burstall's findings, as societal perceptions and educational paradigms have witnessed considerable transformations over the decades. Contemporary evaluations might proffer divergent interpretations, reflecting the evolving dynamics of gender awareness and inclusivity in the academic sphere.

Methodology

Research Design

The research adopted a qualitative research design, recognized for its ability to delve deeply into real-world issues by examining the intricacies of human and social phenomena. Such a design is adept at elucidating individuals' feelings, perspectives, and understanding within a specific social milieu (Tenny, 2022). Given our objective to comprehend instructors' attitudes toward the integration of feminist and gender topics in their ESL classrooms, the qualitative approach was deemed most appropriate.

Participants

The study hinged on a convenience sample, a non-probability sampling technique wherein participants are chosen due to their accessibility. Such sampling is often invoked for preliminary research endeavors or situations where rigorous sampling is impracticable. The benefits of this sampling method include expediency, cost-effectiveness, and the capability to encompass a diverse participant demographic (Edgar & Manz, 2017).

Our sample comprised 27 instructors from three distinct universities, all of whom were professional associates of the researchers. All instructors participated actively by completing the provided questionnaire. Additionally, a subset of this group, consisting of five teachers and five coordinators, were chosen for in-depth interviews. It's pertinent to note the gender disparity, with a majority of female participants (25 out of 27).

Data Collection Instruments

To facilitate comprehensive data gathering, a triad of tools was employed:

Survey: This instrument was meticulously crafted, drawing insights from the extensive literature review. Following a pilot phase to ascertain its reliability and validity, the survey was fine-tuned for the primary research. The Likert scale, ranging from "strongly agree" to "strongly disagree", was incorporated to gauge participants' concurrence or dissent with various statements.

Interviews: Personalized interviews were conducted with a selected group to gain a richer and nuanced understanding of their attitudes.

Secondary and Existing Data: Archival data and existing literature were consulted to provide a more holistic understanding and contextual backdrop for the research findings.

The merger of these tools ensured a multi-faceted exploration of the central research question, allowing for both breadth and depth in the collected data.

Six questions were asked of the teachers and coordinators. These were:

1. What teaching strategies do you use in class?
2. What is the role of an ESL teacher?
3. How do you address gender and feminist issues in class?
4. Can ESL teachers follow the feminist pedagogical model in class to teach about feminist and gender issues?
5. Do they notice any difference in their behavior of calling out female vs. male students in class?
6. Do they make sure to collect appropriate texts that portray both genders equally?

Data Collection and Results

The data was collected during the Spring semester of 2023 from three different private Lebanese universities. The tables below show the results of the survey and the interviews.

Table 1: Survey Results

Questions	SA	A	N	D	SD	T
ESL teachers have a moral role to play in their classes	18	8		1		27
ESL teachers have a social role to play in their classes	19	7	1			27
ESL teachers should take an active role in forming their learners' identities	9	10	7		1	27
ESL teachers should incorporate feminist perspective in their lesson plans	5	10	10	2		27
ESL teachers are responsible for discussing gender issues in class	8	10	8	1		27
Are ESL teachers facilitators in helping learners form and discover their identities?	7	16	3	1		27
Should ESL teachers interfere with the student's development of their identities?	5	3	10	4	5	27
ESL teachers should decide on the material discussed in class that addresses gender issues.	8	14	3	2		27
ESL teachers should address issues that affect both female and male learners.	18	7	2			27
The administration should not interfere with the ESL teacher's active role in discussing gender issues.	7	10	7	3		27
Guardians should not interfere with the ESL teacher's active role in discussing gender issues.	4	6	12	5		27

Open-ended Questions	Teacher's Answer(s)
Teaching strategies	- All that foster-student-centered classes - Cooperative learning, inquiry-based method, flipped classroom, role play
ESL Teacher Role	- Responsible for the whole learner's well being - Social responsibility to foster students' cognitive, emotional and social development - Only one disagreed: "I think it is limited to language teaching."
ESL Teacher & Gender in the class	- Debate; finding proper texts; class and group discussions; current events; cultural programs
Feminist Pedagogical Model	- Possible; follow moral structure by teaching humanism - 1 participant did not answer; 2 did not know what it is
Calling on male vs. female students	- Majority agree the same; few said not sure
Female vs. male portrayal in teaching texts	- Texts are chosen deliberately; they depend on the chosen theme

Table 2: Interview Questions

Table 1 shows the findings that elucidate educators' perceptions about the incorporation of gender and feminist topics within the classroom context. A predominant portion of educators perceive this inclusion as a conduit to engendering equality, aligning with the findings of Cimpian (2022).

Pedagogical Role & Social Responsibility

Educators overwhelmingly concur on the pivotal social function they inhabit within the classroom. Educational establishments, often regarded as crucibles for socialization, hold immense influence over students' perceptions of societal roles and

responsibilities. This notion finds resonance in empirical studies that emphasize the classroom's role in shaping students' social perspectives and role assimilation.

Ferolyn et al. (1995) in their seminal work, "Students' Perceptions of Their Roles in the Classroom: A Qualitative Study", accentuate this concept. Their research delineates that students predominantly adopt roles delineated to them by their educators. It underscores the potent influence educators wield in molding student perspectives.

Role Perception and Identity Formation

A salient theme emerging from the findings is the educators' acknowledgment of their instrumental role in fostering students' identity development. Constructive representation, especially of female roles, can significantly bolster students' self-esteem. Furthermore, by aiding students in navigating their inherent identities, educators can empower them to eschew societal stereotypes and embrace their authentic selves, a notion corroborated by Ucl. (2021).

Divergent Opinions

While the findings predominantly lean towards the proactive role of educators in shaping student identities, a significant outlier observation emerges. An approximate cohort of 19 educators, spanning the spectrum from indifferent to strong dissent, opine that teachers shouldn't intervene in students' identity development. One potential rationale, as conjectured by Yoshihara (2013), might be the educators' hesitancy or inadequacy in deploying varied methodologies to address the topic efficaciously.

Table 1 provides a panoramic view of educators' stances on gender and feminist themes in classrooms. While the majority champion the cause, citing its myriad benefits, a notable fraction remains reticent, spotlighting the nuanced complexities inherent in this discourse.

Table 2 furnishes crucial insights garnered from educator interviews regarding their pedagogical practices about gender inclusivity.

Instructional Strategies

A significant portion of educators leverage a multifaceted approach, amalgamating instructional strategies like cooperative learning, inquiry learning, and role play. Such techniques are pivotal in nurturing wholesome self-esteem among students. Tarigan's (2018) research further validates the efficacy of these methodologies in mitigating gender disparities within educational frameworks.

Implicit Moral Role

Interestingly, many educators subconsciously adopted a moral stance in their pedagogical practices. Their choices, encompassing gender-neutral texts and balanced topical discussions, were intrinsically geared towards negating gender-based preconceptions. These deliberations aimed at not only elevating the self-worth of female students but also encouraging male students to cultivate an inclusive understanding of gender characteristics.

Divergent Perspective

A notable deviation from the predominant ethos was observed in the feedback from one male educator. His perspective, rooted in a more conservative belief system, emphasized the unidimensional role of educators as mere transmitters of knowledge, excluding any moral or societal imperative. This viewpoint might stem from his upbringing in a traditionalist milieu, where gender roles, though evolving, are still influenced by patriarchal norms.

Pedagogical Alignment

Most interviewees professed an alignment with pedagogical techniques and resources that championed humanism and egalitarianism. Their practices resonated deeply with the tenets of feminist pedagogy, underscoring a conscious endeavor to cultivate an equitable classroom environment.

Table 2 also delineates a comprehensive understanding of educators' conscious and subconscious efforts in fostering gender equity within classrooms. While a predominant sentiment favors inclusive pedagogy, divergent perspectives underscore the multifaceted nature of this discourse.

In short, the data collected concludes that most teachers believe that teachers should address gender and feminist issues in their ESL classrooms.

Conclusion and Recommendations

This study is important on several levels.

1. Empowerment through Awareness: One of the primary imperatives of this study stems from the profound relevance of feminism and gender discourse in the lives of ESL students. Addressing these issues can profoundly affect their educational journey, interpersonal relationships, and future professional trajectories. By integrating discussions on these themes, ESL educators not only enhance the course curriculum but also instill critical awareness in students. This heightened understanding empowers them to champion their rights and advocate for others.

2. Unique Positionality of ESL Teachers: ESL educators often occupy a unique pedagogical space. Given the diverse backgrounds of their students, there's a likelihood that they might be the sole purveyors of impartial and factual insights on feminism and gender issues for some learners. In this capacity, ESL teachers can play a transformative role. They can challenge and disintegrate stereotypes, cultivating a classroom ethos that champions inclusivity and equality. This paves the way for holistic learning experiences where all students feel acknowledged and valued.

3. Identifying and Addressing Barriers: An inquiry into the perspectives and apprehensions of ESL instructors concerning feminist and gender discourses is pivotal. Recognizing potential challenges or reservations can provide a framework for the academic community. This understanding can inform the creation of effective strategies to navigate these barriers. Consequently, this ensures that the ESL curriculum remains comprehensive, and every student gets the opportunity to engage with and understand crucial feminist and gender narratives.

The pertinence of this study is multifaceted. Beyond the integration of feminism and gender themes in the curriculum, it underscores the transformative potential of ESL educators. Their role extends beyond mere linguistic instruction; they can shape perceptions, challenge norms, and foster an environment of mutual respect and understanding.

The attitudes of some of these Lebanese instructors are very encouraging and promising. They give hope for future generations that sometime soon, we will have a society that treats its citizens based on their abilities and not their gender. For this to happen, the following recommendations should be applied:

1. Since the curriculum is a way society "teaches" social identity, a new one should be developed that promotes equality.
2. Change in attitudes toward incorporating humanity into the curriculum and teaching must be implemented at the highest levels.
3. The Ministry of Education should adopt and implement a gender-neutral language arts curriculum.

4. The schoolbooks should be carefully selected to include gender-empowering material.
5. Adequate teacher training sessions should be administered to endow these teachers with the tools that would enhance closing the gender gap and eliminating stereotypes.

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