Gender in Language Education of Secondary School Students

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Abstract: The investigator has taken an attempt to assess the impact of gender in language education of secondary school students. Descriptive survey method has been used for assessing the views of the secondary school students. A sample of 100 secondary school students consisting of 50 boys and 50 girls from class IX has been taken through random sampling method from Sheosagar Block of Rohtas district of Bihar. The investigator used self-made questionnaire and have administered over the secondary school students. The collected data have been analyzed and interpreted by utilizing the statistical techniques like mean and percentage. The findings of the study reveal from the views of the secondary school students that gender in language education brings impact not only in understanding the course content but also in expanding their knowledge in various fields of their life and facing the challenges in it.

Keywords: Impact, gender, language education, Secondary school, students.

I. INTRODUCTION

Gender in language education refers to the ways in which gender influences and is represented in the teaching and learning of languages. This includes recognizing and addressing gender biases and stereotypes in educational materials, classroom interactions, and broader educational practices. Gender shapes children's speech and conversational turn-taking. Boys learn to be more outspoken and take longer turns in a conversation. Girls learn to be less outspoken and take fewer turns. This continues into adulthood. In a conversation between women and men, women interrupt men four per cent of the time. The role of gender and experience, power and education of interlocutors are important in the use of linguistic strategies. Behavior of men and women, both expected and observed, is determined by the culture they are born into. A major part of this depends upon how they speak and how they should speak. Women are generally stereotyped as being more talkative than men and are interrupted more by men, which plays an important role in theory of male dominance over female. The gender influences communication on language.

The gender representation, identities, discourses, and practices are shaped by socio-cultural ideology, socio-institutional ideology, political ideology, religious ideology, racial ideology, socio-economic ideology, and power relations. These dimensions make gendered discourse and practices and a line of inquiry into gender in language education more dynamic, fluid, and complex and contribute to language education from a critical perspective. Therefore, gender in language education should be viewed as two entities: a site of social practice and a line of critical inquiry. Gender discourses and practices are inevitably inherent in the educational territory in general and in language education in particular. Language education is an institutional space and discourse that embraces educational practices such as language education policy and planning, language education curricula, language pedagogy and instruction, and language education assessment and testing.

II. REVIEW OF LITERATURE

The relevant reviews of literature on the study area of have been studied and collected in decreasing the gap between the present and the past.

Aidinlou and Dolati (2013) conducted a study on comparing male and female gender in taking turn to see which gender talks more while discussing education quality at different public and private schools in Turkey. The conversation between male and female teachers was recorded. The study revealed that female teachers talked more in discussions with their own gender. Males helped complete each other's utterances whereas females had more overlapping statements.

Bai Shuping (2009) has conducted a Study on the Chinese Teacher Influence on Students' Interest in Learning

English. The main findings of the study are boys perceived more on knowledge of the subject, charming personality, passion and enthusiasm in class, respecting students, good teacher-student rapport and mutual communication, motivational skills and reasonable expectation of students and good teaching techniques. On the other hand the girls perceived more on speaking good English and always using English in class.

Broadbridge (2003) studied on the difference between male and female speakers during conversation using recording as a method for collecting data. The study reflected that men were the ones to interrupt most and women were interrupted most. Besides this, women were more active in listening as compared to men.

Chalak and Karimi (2017) studied turn taking system and repair strategies used by Iranian learners in the classrooms. The results indicated that female students were mostly chosen by the teacher to speak while self-selection was commonly employed by the male students.

Chaudhary (2002) conducted a Comparative Study on Formal and Non- Formal Methods of Teacher Education for Teaching English. Findings of the Study are that Female students are reported to have greater learning ability than male students when compared on a sex basis. This is evident in the Environmental Studies, English and Mathematics. Children whose mothers work in the administration/management sector do better in Environmental Studies and Mathematics, while children whose mothers work in business/agriculture perform better in English language. The study on English Language Competence of Teachers and Students' Achievement in English Medium Primary Schools is both intriguing and appealing. The study has definitely contributed to the knowledge base in the selected area, namely, English Language Proficiency of Teachers in English Medium Primary Schools and Students' Achievement.

Elyas (2018) reflected in the study that the boys play a pivotal role in inculcating gender-equality and gender responsiveness through educational practices in the classroom. They instill particular gender-related values due to economic and social forces in society and particular communities of practice. In practice, both boys and girls are producers and consumers of gendered texts that represent gendered identities, discourses, and practices.

Hancock and Rubin (2015) focused on the influence of communication partner's gender on language. They established that there were not any significant differences in the way men and women use language. However, participants interrupted more and used more dependent clauses while speaking with a female than with a male.

King (2017) found in the study that there has been a myriad of studies into (1) gender identities and language learning situated in language classrooms and educational institutions; (2) narratives of the impact of gender and sexual identity positions upon learners' investments and agency in second language learning; and (3) the gendered experiences of teachers in the language teaching profession.

Martin and Marsh (2005) conducted the study on the impact of students' and teachers' gender and their interaction on academic motivation. The study expressed that academic motivation and engagement did not vary as a result of the teacher's gender. In terms of academic motivation and engagement boys did not show any differences in the class of a male or a female teacher.

Park et al (2016) explored differences in language use across gender using a social media dataset. The results revealed that the language identified by females was more polite, warmer and compassionate but they were still assertive in their language use.

Sonali (2001) conducted a Study on the Effect of Learning Environment upon English Language Learning and Students' Reactions towards Learning Environment. Findings of the Study at the pre-test and post-test stages, there is no significant difference in the attitudes of students in individualistic learning environments to their learning environment. At the pre-test and post-test stages, students' reactions to their learning environment changed dramatically negatively in a competitive learning environment. At the pre-test and post-test stages, students' reactions to their learning environment were greatly improved by a cooperative learning environment.

Tannen (1995) studied on the difference between male and female in the way they organize their speech on different occasions. She found that men are found to be more sensitive to the power dynamics. They tend to speak in a way that keeps them in a dominant position. On the other hand, women are more concerned about the rapport dynamic and speaking in ways that save face for others.

Wang (2023) conducted study on gender differences in speech style in public places. The study revealed men as contributing more to talk than women do in their conversation with women. It is men who always violate the rules of turn-taking and take more turns to control the conversation.

West and Zimmerman (1987) explained that the differences between men and women are created by the process of social arrangement. He said that in gendered

conversations and situations men portray dominance whilst women display deference.

Wolfe (2020) analyzed ethnic and gender differences in classroom conversational styles in a face-to-face and computer Journal. The results revealed that white males were found to participate more in a face-to-face discussion whereas white women were more comfortable having a discussion in a computer mediated setting. On the other hand, Hispanic women contributed frequently in a face-to-face conversation, spoke more than Hispanic males and disliked computer-mediated settings. The research study helped to understand how gender differences may vary across cultures.

Yalin Zhang (2009) has conducted a Study on Student-Student Interaction in Conversation Classrooms for Non-English-Majors in China. The Study is conducted in the South West Jiaotong University, Emei Campus. The main findings of this study reveal that this teacher uses a variety of interactive exercises in her discussion courses. The boy students preferred more than the girls to participate in activities that gave them more opportunity to talk, made them feel comfortable enough to speak, or were simply fascinated. The data show that the 'Pair conversation,' 'Game,' 'Interview,' 'Role play,' and 'Action Activity' motivated students to practice their oral English more than other activities used in class. The 'subject discussion' is an activity in which students either actively engaged or did not, depending on the topic chosen for discussion. Overall, the interactive activities were successful in encouraging students to use English in class.

Zhang (2010) studied the difference between male and female students in terms of participation in classroom in a Swedish school. The findings revealed that girls contributed more to the classroom talk in terms of the total number of turns and in the amount of turn length. The girls were also found to be better at elaborative talk as compared to the boys.

Zimmerman and West (1975) discussed turn-taking as an economic system and described the differences between male and female in their number of turns as parallel to the differences between them in society's economic system.

Zyoud (1999) showed that when computers are used to their greatest potential, they can assist students in learning vocabulary, grammar and understanding for students with varying IQs, motivation and attitudes. It allows students to study more effectively since it gives them the freedom and responsibility to learn at their own speed. The

girls have a favorable attitude towards computer-assisted English language training than boys.

III. OBJECTIVES OF THE STUDY

The objectives of the study are as follows.
The followings are the objectives of the study.
1. To find out the determinants of gender in language education.
2. To study the factors influencing gender in language education.
3. To find out the strategies of the teacher in enhancing gender equality in language education.
4. To study the impact of gender in language education of secondary school students.

IV. METHODOLOGY OF THE STUDY

The methodology used for the study is stated below.

A. Research Method
Descriptive survey method has been undertaken to study the impact of gender in language education of secondary school students.

B. Sample
A sample of 100 secondary school students consisting of 50 boys and 50 girls both of class IX from Sheosagar Block of Rohtas district of Bihar has been taken using random sampling method.

C. Tool of the Study
The investigator has developed a questionnaire for studying the impact of gender in language to collect data from them.

D. Delimitation of the Study

The present study is delimited to two secondary schools named as Nishan Singh Ucha Madhyamik School, Nishan Nagar and Ucha Madhyamik School, Raipurchore located in Sheosagar Block of Rohtas district of Bihar. This study is also delimited to the boys and girls of these two schools.

E. Data Collection
The investigator personally visited the institutions for administering the questionnaire over the secondary school students for collection of data.

F. Statistical Techniques used
The statistical procedure like mean and percentage were used for analysis and interpretation.

G. Analysis and interpretation
The investigator has used the statistical techniques like mean and percentage for analysis and interpretation of data. The

responses of the secondary school students collected are analyzed through the table.

TABLE I
Determinants of gender in language education

Sl. No.	Various Determinants	Boys	%	Girls	%	Total	%
a.	Gender Representation in Teaching Materials	48	96	46	92	94	94
b.	Classroom Dynamics	42	84	38	76	80	80
c.	Gender Bias and Stereotypes	39	78	31	62	70	70
d.	Gender Equality and Equity	38	76	35	70	73	73
e.	Cultural and Societal Influences	39	78	31	62	70	70

It is found in the table 94% of secondary school students have given their views on gender representation in teaching materials as one of the determinants which involves analyzing how genders are portrayed in textbooks, reading materials, and other educational resources and these materials may reflect societal biases, such as depicting men in more active roles and women in more passive ones. 80% of secondary school students have given their views on classroom dynamics in which gender affects how students participate in class. 73% of secondary school students have given their views on gender equality and equity in which gender creates an inclusive environment where all students, regardless of gender, have equal opportunities to succeed. 70% of secondary school students have given their views on gender bias and stereotypes about which addresses assumptions about the activities suitable for boys and girls. 70% of secondary school students have given their views on cultural and societal influences which can impact language education and help educators in creating more effective and inclusive teaching strategies.

TABLE II
Factors influencing gender in language education

Sl. No.	Factors	Boys	%	Girls	%	Total	%
a.	Cultural Norms and Values	39	78	46	92	85	85
b.	Teaching Materials	42	84	38	76	80	80
c.	Teacher Expectations and Behaviors	48	96	45	90	93	93
d.	Classroom Dynamics	37	74	40	80	77	77
e.	Access to Resources	39	78	31	62	70	70
f.	Socioeconomic Factors	35	70	31	62	66	66
g.	Policy and Institutional Practices	39	78	37	74	76	76

It is expressed in the table that more than 66% of secondary school students have given their views on cultural norms and values, teaching materials, teacher expectations and behaviors, classroom dynamics, socio-economic factors and policy and institutional practices being the factors influencing gender in language in education.

TABLE III
Enhancing gender equality in language education

Sl. No.	Statements	Boys	%	Girls	%	Total	%
a.	Inclusive Curriculum Design	45	90	36	72	81	81
b.	Teacher Training	47	94	48	96	95	95
c.	Gender-Neutral Language	41	82	37	74	78	78
d.	Equal Participation	49	98	47	94	96	96
e.	Role Models	38	76	35	70	73	73

f.	Supportive Environment	39	78	31	62	70	70

It is found in the table that 96% of secondary school students have given their views on equal participation that both boys and girls are equally encouraged speaking, participating in activities and taking on leadership roles. 95% of secondary school students have responded on teacher training which provides professional development for the teachers on gender sensitivity and inclusive teaching practices and this helps the teachers recognize and address their own biases and create a more equitable classroom environment. 81% of secondary school students have responded on inclusive curriculum design as the students come from different culture based backgrounds as a tool of effective leaning. 78% of secondary school students have responded on gender-neutral language by calling the particular name of the student instead of boy or girl which affects gender. 73% of secondary school students have responded on role model that recognizes them various fields of interest and inspire for challenging traditional gender norms.

TABLE IV
Creating inclusive & equitable learning environment

Sl. No.	Statements	Boys	%	Girls	%	Total	%
a.	Teacher as facilitator of equal participation	49	98	46	92	95	95
b.	Challenger of Stereotypes	42	84	48	96	90	90
c.	Supporter of all students	42	84	39	78	81	81
d.	Professional development	41	82	40	80	81	81
e.	Parental engagement	37	74	40	80	77	77

It is found in the table that 95% of secondary school students have given their views on teacher as facilitator of equal participation as the teacher gives scope to all the students in all the classroom activities irrespective of gender. 90% of secondary school students have given their responses on challenger of stereotypes enhancing critical thinking skills as well as understanding of gender. 81% of secondary school students have given their responses on teacher as supporter of all students in every classroom activities. 81% of secondary school students have given their responses on professional development of the teacher who get training about gender sensitivity and inclusive teaching practices. 77% of secondary school students have given their responses on parental engagement as the teachers involve parents in discussions about gender equality and the importance of supporting their children's education, regardless of gender.

TABLE V
Reducing gender bias in classroom interactions

Sl. No.	Statements	Boys	%	Girls	%	Total	%
a.	Using Gender-Neutral Language	45	90	46	92	91	91
b.	Reflecting on Personal Biases	42	84	48	96	90	90
c.	Encouraging Mixed-Gender Collaboration	40	80	43	86	83	83
d.	Providing Equal Feedback	39	78	40	80	79	79
e	Creating a Supportive Environment	42	84	37	74	79	79

It is found from the table 91% of the students view on using gender-neutral language by calling the particular name of the student by the teacher instead of boy or girl which affects gender. 90% of the students view on reflecting on personal biases as the teachers reflects on their own biases and these biases affect interactions with the students through regular self-assessment and professional development helping in recognizing and addressing these biases. 83% of the students view on encouraging mixed-gender collaboration that promotes activities as the students work in mixed-gender groups and it breaks down the gender barriers as well as encouraging mutual respect and understanding among the students. 79% of the students view on providing equal feedback by the teacher that builds confidence and encouraging participation among the students. 79% of the students view on creating a supportive environment where all the students think valued and respected.

TABLE VI
Implementing inclusive & supportive practices

Sl. No.	Various practices	Boys	%	Girls	%	Total	%
a.	Awareness and Training	45	90	46	92	91	91
b.	Encouraging Diverse Strategies	41	82	47	94	88	88
c.	Creating an Inclusive Environment	40	80	43	86	83	83
d.	Collaborative Learning	37	74	40	80	77	77
e	Resource Accessibility	42	84	37	74	79	79

Sl. No.	Various practices	Boys	%	Girls	%	Total	%
a.	Group Discussions and Debates	46	92	46	92	92	92
b.	Role-Playing Activities	42	84	48	96	90	90
c.	Collaborative Projects	39	78	43	86	82	82
d.	Gender Equality Workshops	39	78	40	80	79	79
e.	Interactive Games	41	82	37	74	78	78
f.	Peer Teaching	39	78	40	80	79	79

It is found from the table 91% of the students view on awareness and training that the teachers use various languages in the classroom as they aware about the inclusion of various students coming from different cultures and languages which creates a close gap between boys and girls. 88% of the students view on reflecting on encouraging diverse strategies as the teachers uses collaborative learning strategy, interactive class, group activities, different languages individual care which creates a better environment in the class.

83% of the students view on creating an inclusive environment in which the teacher gives scope to all the students irrespective of gender that promotes better classroom activities and breaks down the gender barriers. 79% of the students view on resource accessibility by the teacher that all the students access to a wide range of learning resources, such as books, online tools, and language learning applications and builds confidence and encouraging participation among the students. 73% of the students view on collaborative learning where all the students work together decreasing gender gap.

It is found from more than 78% of the responses of the students that the students are involved in various practices such as group discussions and debates, role-playing activities, collaborative projects, gender equality workshops, interactive games and peer teaching through which students learn language irrespective their gender.

TABLE VII
Involving students in various activities

TABLE VIII
Involving students in reflective activities

Sl. No.	Various reflective activities	Boys	%	Girls	%	Total	%
a.	Learning Journals	40	80	46	92	86	86
b.	Peer Feedback Sessions	42	84	48	96	90	90
c.	Self-Assessment Checklists	47	94	43	86	90	90
d.	Video Diaries & Reflective Essays	38	76	40	80	78	78
e.	Group Discussions	43	86	38	76	81	81
f.	Mind Maps & Portfolios	39	78	40	80	79	79

It is found from more than 78% of the responses of the students that the students are involved in various reflective practices such as learning journals, peer feedback sessions, self-assessment checklists video diaries and reflective essays, group discussions and debates, mind maps and portfolios in which all the students learn language irrespective their gender.

TABLE IX
Impact of gender on students' learning outcomes

Sl. No.	Various Impacts	Boys	%	Girls	%	Total	%
a.	Gender Representation in Teaching Materials	39	78	46	92	85	85
b.	Classroom Dynamics	42	84	48	96	90	90
c.	Impact on Language Learning	39	78	43	86	72	72
d.	Teacher Perspectives	39	78	40	80	79	79
e.	Global Perspectives	36	72	37	74	73	73

It is found in the table 90% of the students tell that classroom dynamics bring positive impact on gender in language learning due to interaction of the teacher with the students that influences gender bias and addressing these biases create equitable learning environment.

85% of the students view that gender representation in teaching materials bring positive impact on gender in language learning as textbooks and other educational resources often reflect societal gender biases. The boys are frequently indulged in more active and diverse roles while the girls show passive roles and can influence gender roles.

79% of the students view that teacher perspectives bring positive impact on gender in language learning as the teachers recognize the importance of incorporating gender equality into their teaching practices.

73% of the students view that global perspectives bring positive impact on gender in language learning as the cultural norms and societal expectations significantly influence gender roles in education and in some cultures girls are encouraged to be more passive than the boys.

72% of the students view that language learning bring positive impact on gender due to social patterns and learning strategy.

TABLE X
Impact of gender on learning insights

Sl. No.	Various Impacts	Boys	%	Girls	%	Total	%
a.	Performance Differences	40	80	44	88	84	84
b.	Learning Strategies	41	82	46	92	87	87
c.	Classroom Interaction	40	80	43	86	83	83
d.	Motivation and Attitudes	35	70	40	80	75	75
e.	Cultural and Contextual Factors	42	84	37	74	79	79
f.	Access to Resources	39	78	35	70	74	74

87% of the students view that learning strategies bring positive impact on gender in language learning as these strategies include seeking help, using language learning resources, and practicing language skills more frequently. 84% of the students view that performance differences bring positive impact on gender in language learning due to socialization patterns, learning strategies and attributes towards language learning. 83% of the students view that classroom interaction brings negative impact on gender in language learning as the some teachers give more emphasis to a specific gender. 79% of the students view that cultural and contextual factors bring impact on gender due to cultures, societal norms and expectations about gender roles that can influence how boys and girls approach language learning.

75% of the students view that motivation and attitudes bring positive impact on gender in language learning as female

students often exhibit higher motivation and more positive attitudes towards language learning that leads to better engagement and higher achievement in language courses.

74% of the students view that access to resources bring positive impact on gender in language learning as the girls have less access to language learning materials and opportunities compared to boys.

V. MAJOR FINDINGS OF THE STUDY

1). 94% of secondary school students have given their views on gender representation in teaching materials as one of the determinants which involves analyzing how genders are portrayed in textbooks, reading materials, and other educational resources and these materials may reflect societal biases, such as depicting men in more active roles and women in more passive ones.

2). 80% of secondary school students have given their views on classroom dynamics in which gender affects how students participate in class. 73% of secondary school students have given their views on gender equality and equity in which gender creates an inclusive environment where all students, regardless of gender, have equal opportunities to succeed.

3). 70% of secondary school students have given their views on gender bias and stereotypes about which addresses assumptions about the activities suitable for boys and girls. 70% of secondary school students have given their views on cultural and societal influences which can impact language education and help educators in creating more effective and inclusive teaching strategies.

4). More than 66% of secondary school students have given their views on cultural norms and values, teaching materials, teacher expectations and behaviors, classroom dynamics, socio-economic factors and policy and institutional practices being the factors influencing gender in language in education.

5). 96% of secondary school students have given their views on equal participation that both boys and girls are equally encouraged speaking, participating in activities and taking on leadership roles.

6). 95% of secondary school students have responded on teacher training which provides professional development for the teachers on gender sensitivity and inclusive teaching practices and this helps the teachers recognize and address their own biases and create a more equitable classroom environment.

7). 81% of secondary school students have responded on inclusive curriculum design as the students come from different culture based backgrounds as a tool of effective leaning. 78% of secondary school students have responded

on gender-neutral language by calling the particular name of the student instead of boy or girl which affects gender. 73% of secondary school students have responded on role model that recognizes them various fields of interest and inspire for challenging traditional gender norms.

8). 95% of secondary school students have given their views on teacher as facilitator of equal participation as the teacher gives scope to all the students in all the classroom activities irrespective of gender.

9). 90% of secondary school students have given their responses on challenger of stereotypes enhancing critical thinking skills as well as understanding of gender. 81% of secondary school students have given their responses on teacher as supporter of all students in every classroom activities.

10). 81% of secondary school students have given their responses on professional development of the teacher who get training about gender sensitivity and inclusive teaching practices.

11). 77% of secondary school students have given their responses on parental engagement as the teachers involve parents in discussions about gender equality and the importance of supporting their children's education, regardless of gender.

12). 91% of the students view on using gender-neutral language by calling the particular name of the student by the teacher instead of boy or girl which affects gender. 90% of the students view on reflecting on personal biases as the teachers reflects on their own biases and these biases affect interactions with the students through regular self-assessment and professional development helping in recognizing and addressing these biases.

130. 83% of the students view on encouraging mixed-gender collaboration that promotes activities as the students work in mixed-gender groups and it breaks down the gender barriers as well as encouraging mutual respect and understanding among the students.

14). 79% of the students view on providing equal feedback by the teacher that builds confidence and encouraging participation among the students. 79% of the students view on creating a supportive environment where all the students think valued and respected.

15). 91% of the students view on awareness and training that the teachers use various languages in the classroom as they aware about the inclusion of various students coming from different cultures and languages which creates a close gap between boys and girls.

16). 88% of the students view on reflecting on encouraging diverse strategies as the teachers uses collaborative learning

strategy, interactive class, group activities, different languages individual care which creates a better environment in the class.

17). 83% of the students view on creating an inclusive environment in which the teacher gives scope to all the students irrespective of gender that promotes better classroom activities and breaks down the gender barriers.

18). 79% of the students view on resource accessibility by the teacher that all the students access to a wide range of learning resources, such as books, online tools, and language learning applications and builds confidence and encouraging participation among the students.

19). 73% of the students view on collaborative learning where all the students work together decreasing gender gap.

20). More than 78% of the responses of the students that the students are involved in various practices such as group discussions and debates, role-playing activities, collaborative projects, gender equality workshops, interactive games and peer teaching through which students learn language irrespective their gender.

21). More than 78% of the responses of the students that the students are involved in various reflective practices such as learning journals, peer feedback sessions, self-assessment checklists video diaries and reflective essays, group discussions and debates, mind maps and portfolios in which all the students learn language irrespective their gender.

22). 90% of the students tell that classroom dynamics bring positive impact on gender in language learning due to interaction of the teacher with the students that influences gender bias and addressing these biases create equitable learning environment.

23). 85% of the students view that gender representation in teaching materials bring positive impact on gender in language learning as textbooks and other educational resources often reflect societal gender biases. The boys are frequently indulged in more active and diverse roles while the girls show passive roles and can influence gender roles.

24). 79% of the students view that teacher perspectives bring positive impact on gender in language learning as the teachers recognize the importance of incorporating gender equality into their teaching practices.

25). 73% of the students view that global perspectives bring positive impact on gender in language learning as the cultural norms and societal expectations significantly influence gender roles in education and in some cultures girls are encouraged to be more passive than the boys.

26). 72% of the students view that language learning bring positive impact on gender due to social patterns and learning strategy.

27). 87% of the students view that learning strategies bring positive impact on gender in language learning as these strategies include seeking help, using language learning resources, and practicing language skills more frequently.

28). 84% of the students view that performance differences bring positive impact on gender in language learning due to socialization patterns, learning strategies and attributes towards language learning. 83% of the students view that classroom interaction brings negative impact on gender in language learning as the some teachers give more emphasis to a specific gender.

29). 79% of the students view that cultural and contextual factors bring impact on gender due to cultures, societal norms and expectations about gender roles that can influence how boys and girls approach language learning.

30). 75% of the students view that motivation and attitudes bring positive impact on gender in language learning as female students often exhibit higher motivation and more positive attitudes towards language learning that leads to better engagement and higher achievement in language courses.

31). 74% of the students view that access to resources bring positive impact on gender in language learning as the girls have less access to language learning materials and opportunities compared to boys.

VI. SUGGESTIONS FOR FURTHER STUDY

Some of the suggestions for further study are given.

a) A study can be undertaken on the challenges of gender in language education.

b). A study can be taken up on factors affecting gender in language education.

c). A study can be undertaken on the problems of the secondary school teachers in inequality in gender.

d). A study can be undertaken on the impact of gender in language education.

VI. CONCLUSION

The capability of the secondary school students in learning language education differs from gender to gender. The language learning is affected due to various factors such as cultural norms and values, teaching materials, teacher expectations and behaviors, classroom dynamics, access to resources, socioeconomic factors, policy and institutional practices. There are various strategies like inclusive curriculum design, teacher training, gender-neutral language, role models, supportive environment, parental involvement, policy implementation, monitoring and evaluation, role model, curriculum developer, facilitator of equal participation, challenger of stereotypes, supporter of all students, professional development, parental engagement,

using gender-neutral language, equal participation, challenging stereotypes, diverse role models, reflecting on personal biases, inclusive teaching materials, encouraging mixed-gender collaboration, providing equal feedback, creating a supportive environment, awareness and training, encouraging diverse strategies, creating an inclusive environment, personalized feedback, role models and mentors, collaborative learning, reflective practices and resource accessibility, group discussions and debates, role-playing activities, inclusive reading materials, collaborative projects, creative writing, gender equality workshops and classroom displays.

Gender representation in teaching materials, classroom dynamics, impact on language learning, teacher perspectives, global perspectives, performance differences, learning strategies, classroom interaction, motivation and attitudes, cultural and contextual factors and access to resources brings impact gender in language learning.
The findings of the study will help the learners, planners, policy makers, researchers, administrators to implement the results obtained from the problem for further researchers.

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