



UNVEILING LANGUAGE-BASED GENDER DISCRIMINATION IN FOSTERING GENDER EQUALITY THROUGH DISCOURSE ANALYSIS

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Abstract:

The study aims to uncover how language-based discrimination contributes to gender inequality in school context. Using a model of critical discourse analysis, the study examines fourteen students from diverse departments of UMDC on how language patterns reinforce stereotypes and create unequal treatment through textual, processing and social analysis. Researchers observed linguistic patterns that imply the use of a non-inclusive language, which most likely contained phrases, lines, or words that favored one gender over the other. When challenged with the aforementioned gender discrimination through the application of these patterns, a variety of emotional reactions developed. Furthermore, researchers uncovered gender discrimination at UMDC through the use of language that violated community standards for a number of reasons. There were occasions where language used in an academic setting demonstrated prejudice and biases against persons based on their gender through the use of non-inclusive language. By investigating the impact of language on attitudes, the study assists educators and communities in raising awareness of creating inclusive environments in which gender prejudices are addressed. This study aligns with the 5th SDG, which is to achieve gender equality and empower all women and girls.

Keywords: language-based gender discrimination, fostering gender equality, discourse analysis

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1. Introduction

In communication, gender discrimination through language is expected, which makes communication not exempt from being used as a tool for gender inequality and discrimination. Geoffrey Leech's study of language functions and their diverse roles in communication highlights the expressive function that allows individuals to express emotions (Grin, 2022). Linguistic discrimination or linguicism involves unjust treatment based on a person's speech patterns (Awal, 2023). Additionally, prejudices arising from language use can lead to stigmatization and unfair judgments about an individual (Levitina, 2021).

Gender-discriminatory language stands in stark contrast to gender-sensitive language, encompassing linguistic elements that perpetuate stereotypes based on an individual's gender (Delavande & Zafar, 1970). In Kathmandu, there has been gender-based bullying through language in schools. It is the ongoing psychological abuse of a weaker person by an individual or group of more substantial individuals. This type of behavior is discrimination qualifies as language-based discrimination (Neupane, 2014). A subtle but ubiquitous kind of discrimination in communication is gender-discriminatory language, which reinforces unequal power dynamics based on gender and perpetuates stereotypes. It frequently marginalizes or denigrates people based only on their gender (Lereya *et al.*, 2024).

Research on gender-based discrimination has generated much interest because it raises social consciousness. However, in the setting of schools, policing gender-based discrimination by closely examining language patterns is an unexplored avenue. Language discrimination occurs when someone is mistreated because of their language or how they talk. It involves syntax, vocabulary size, and accents, and only a few studies have examined it; for this reason, this study was conducted to close the gap.

A study was carried out that utilized emotion to incorporate psychological theories of emotions. The experiment was undertaken to determine how an animated agent's verbal and non-verbal communication influences learners' cognitive and affective features. A male and a female agent were utilized in this research project (Romero-Hall, 2016). Acknowledging linguistic diversity and incorporating native languages into instruction fosters metalinguistic awareness and academic success while promoting a positive self-identity (Álvarez, 2020). Acknowledging linguistic variety fosters inclusivity in which people from diverse linguistic backgrounds, regardless of gender identity, feel respected (Wijayanti, 2024).

The study by Fairclough's three-dimensional model of discourse analysis is a paradigm for performing critical discourse analysis (CDA), which is Fairclough's three-dimensional framework for the analysis of discourse. Three dimensions make up the model: text, sociocultural practice, and discourse practice.

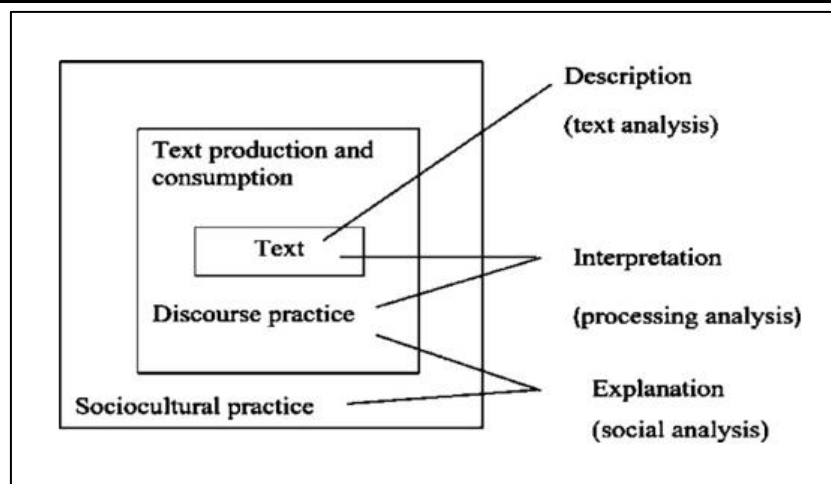


Figure 1: Fairclough's Three-dimensional Model of Discourse Analysis

The study occurred at the University of Mindanao Digos College (UMDC), with fourteen (14) diverse students as participants who experienced language-based gender discrimination. Due to its area limitation, students who face discrimination in a different locality may or may not reflect other people's perspectives and experiences. However, this study gives insight into language-based gender discrimination. It delved deeper into how language might influence how gender and sexual identities were constructed in educational environments.

The study aimed to provide valuable information about the use of language in communication, unveiling language-based gender to foster gender equality. Students thoroughly understood language equality in gender communication, which helped them improve their communication skills by acting and speaking in an inclusive, nonviolent manner. Educators engaged in reflective practice by offering gender-sensitization seminars, which helped them become more conscious of and responsive to their prejudices. The school effectively promoted gender equality, eliminated gender bias by utilizing language inclusivity of genders, and supported gender-sensitive education.

Communities have advanced towards a more just and equitable society by encouraging gender-inclusive language to make the environment more friendly and inclusive of everyone, regardless of gender identification. The study's findings served as related literature or a foundation for other research projects for future researchers. Furthermore, it improved individuals' mental health and general well-being. It fostered inclusive communication and promoted equality by understanding how language shapes societal perceptions and biases related to gender and lessening prejudice and gender stereotypes.

2. Research Objectives

The study identified how language and communication patterns contribute to gender-based discrimination, particularly by perpetuating stereotypes and biases. Specifically, the study delved into the following language-based gender discrimination using Fairclough's three-dimensional model of discourse analysis:

- 1) To identify instances of prejudice against gender employed in language through textual

analysis.

- 2) To explore language data to look for instances of bias or discrimination and how it impacts people's mental and emotional well-being through processing analysis.
- 3) To identify instances of bias or discrimination against gender that defied social norms through examination of the power dynamics and social environment around language through social analysis.

3. Method

3.1 Participants

The study used a voluntary response sampling technique, which falls under the category of non-probability sampling and involves choosing people who voluntarily agree to participate (Stratton, 2023). Students who were open to sharing their experiences were invited. However, a pre-qualification procedure was established before official participation. The researchers ensured that participants had firsthand, pertinent experience to offer to the study, improving the breadth and depth of the data gathered. Most authors recommended sample sizes ranging from 5 to 50 participants (Dworkin, 2012). Although there were no hard and fast rules on how many people must be involved in a study, some researchers believe that depending on the research design and study subject, between 10 and 50 people are sufficient (Creswell & Creswell, 2018).

The inclusion criteria for this study were students of UMDC enrolled in Senior High School and College, irrespective of their gender identity. It included males, females, and the third gender, the 2SLGBTQAI+ community. Students must have experienced language-based gender discrimination in the school context. Out of 50 volunteers, only 14 participants passed through the qualification. Some eligible students declined to participate, and some did not fit the study's requirements since they had not encountered gender discrimination based on language. The participants in the study were fourteen (14) diverse students in the UM Digos College from seven departments, which are the Department of Teacher Education, Department of Arts and Sciences, Department of Criminal Justice Education, Department of Business Administration Education, Department of Accounting, Department of Technical Program Education and Senior High School Department. Two (2) participants per department volunteered.

Participants in the study included a heterogeneous mix of individuals: two boys, two lesbians, four gays, and six girls. The goal of this varied portrayal was to depict a variety of viewpoints and experiences regarding language-based gender discrimination. The incorporation of persons with diverse gender identities and sexual orientations guaranteed a more all-encompassing comprehension of the topic, augmenting and refining the analysis of the data.

3.2 Design and Procedure

A descriptive phenomenological approach and contextual analysis were used in this study. The phenomenological approach was a design that described the experiences of individuals about a particular phenomenon as described by participants (Sokolowski, 1999). The phenomenological phase provides a distinctive prism through which individuals can view what they have experienced and the meanings they attribute to them. Its significance comes from its capacity to explore participants' perceptual realities. It studied first-person experiences with consciousness structures (Smith, 2018). The research instrument used in this study to collect rich, qualitative data was interviews. Participants' viewpoints, experiences, and comprehension of language-based gender discrimination were thoroughly examined. Researchers interviewed the participants by asking open-ended questions to understand language-based discrimination in the school context so that rich data could be obtained, typically produced by interviewing people in depth. This methodology examined the structure of various experiences, including physical awareness, embodied action, social engagement, memory, emotion, and desire (Smith, 2018). Phenomenological study aided in understanding what it was like to go through a particular circumstance or life event. The interviewees' responses were incorporated into the research corpus for this study, and this went further into the authenticity of an experience by presenting firsthand accounts from those who experienced it firsthand and their perspectives on it.

The participant responses were translated using faithful translation. A faithful translation goes beyond a word-for-word translation; it entails a thorough understanding of the original language's cultural context, colloquial phrases, and subtleties to guarantee a precise and significant rendering in the target language (Fitriani *et al.*, 2021). Contextual analysis is an adaptable and multidisciplinary method that examines and discusses information, writings, or objects about their cultural, historical, and social background, involving putting the text in the context of evaluating the contributions made by the author, readers, and commentators to the text's reception (Behrendt, 2008). It identified and delimited the main components of the study objects and their key sections. This method used facts and information to clarify the nature of the study objects' primary components and how those components might be more accurately defined and described (Svensson, 1970).

Textual analysis examined past depictions' linguistic structures that link memory with testimonies and written accounts, comprehending the sequence of representations (Ifversen, 2003). Researchers utilize this method to examine content present in diverse forms of media like books, newspapers, and documents. These data types function as the "texts" being studied, assessing their meanings, significance, and conveyed messages (Smith, 2017). The interviewees' responses were the research corpus for this study and were subjected to Fairclough's 3D text analysis model. Morphosyntactic analysis was used as a tool for textual analysis. It was the study of language units' meaning and structure at the sentence and word levels (Mosel, 2012). In discourse, practice or interpretation focused on the dynamic function of language. Emotional communications, in Jakobson's opinion, were distinguished by specific sound patterns that were frequently employed expressly for emotive purposes as well as by their "*syntactic role*" since "*they are not components but equivalents of sentences*" (Linask, 2018). Sociocultural practice focuses on culture. It was the study of social behavior and culture (Fischer, 2007).

The study utilized two analytical phases. First, a phenomenological approach involved an in-depth interview with the participants, whose responses were the research corpora of the study. Second, a discourse analysis phase examined gendered terminology in academic language, focusing on spoken discourse—the analysis aimed to identify manifestations of discrimination within language-based communication.

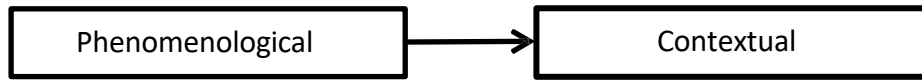


Figure 2: Framework of Analysis

Data was collected for the first phase of analysis. The process of asking questions to obtain qualitative data was an interview (Taherdoost, 2022). The interview entailed asking respondents open-ended questions about language-based discrimination in the school context. Researchers interviewed the participants and asked them open-ended questions about language-based discrimination in the school context to gather the necessary data. Interviews are suitable when the problem needs comprehensive data about people's viewpoints, ideas, perceptions, and emotions (Rutledge & Hogg, 2020).

This study interviewed fourteen (14) participants whose responses were analyzed using Moustakas data analysis with eight (8) epoche steps with one to five steps for phenomenological reduction, six to seven steps for imagination variation, and the last step for essence. Moustakas classified all study participants as co-researchers because participant perceptions and experiences were the source of the phenomenon and independent of the researcher's interpretation. The phenomena' meaning was derived from the participants' experiences. This data analysis explored phenomena and how individuals perceived and experienced them in phenomenological events (Lester, 1999).

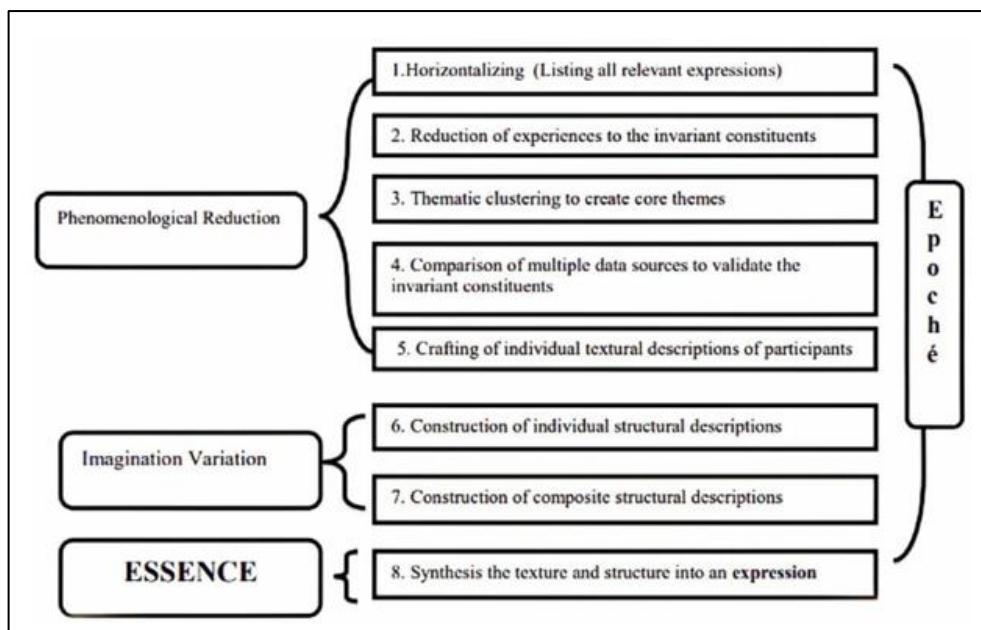


Figure 3: Moustakas Phenomenological Approach

In addition, natural attitude forbids people from seeing things because of their objective character; the term "epoché" refers to removing everything that kept us from seeing things as such (Bednall, n.d.). Phenomenological Epoché does neither negate reality nor abolish everything; instead, it uses the biases of shared knowledge and the innate disposition as the foundation for reality and truth (Yüksel & Yıldırım, 2015).

Phenomenological reduction describes the relationship between the self and the phenomenon relating a context to experience. It reduced the universe to mere phenomena, revealing ego and phenomenology (Cogan, 1970). Imaginative variation was a mental experiment intended to explicate experience structures more precisely, which was used to examine several angles and elements of the experience (Turley, 2016). Essences were fundamental to Husserlian philosophy, entailing the need for understanding to have any bearing on empirical phenomenological investigation. Its concept was "laid out" to grasp how an empirical perspective could improve the original meaning's applicability (Dahlberg, 2006).

The study's second phase was employed after the participants' responses were reconstructed and bracketed. Research corpora were used to determine the collected theme of the responses using Fairclough's model of Critical Discourse Analysis (CDA). The three-dimensional model of Fairclough aided in deciphering and determining the significance of the communications being sent through participants' responses (Akbar *et al.*, 2006). Critical discourse analysis (CDA) gives scholars a framework for studying media texts and discusses discourses whose features were integral parts of the language that impact social practice (Durmaz & Yoğun, 2022).

Linguistic analysis looked at text, the first dimension of Fairclough's framework. Text refers to communication through words or images; "text" has numerous meanings (Taylor, 2023). The second critical discourse analysis (CDA) dimension is text production and consumption. Considering how the writing was put together, text production and consumption refer to creating a text encompassing authorship, format, and historical and cultural background. It might mean many different things (Alter, 2019).

Texts gave representations (of people, things, or events) and were used to enact identities and as forms of activity in and of themselves (Fairclough & Fairclough, 2015). Scholars treated media and cultural items as texts to be analyzed by scholars to extract as much information as possible from a text, including subtext, symbols, assumptions, ideals, and the text's actual meaning (Caulfield, 2023).

Discourse analysis refers to examining and interpreting written and spoken language, while other texts that convey meaning can also be included in this definition (Jahedi *et al.*, 2014). The two main knowledge formats were text and discourse. According to earlier research, a literary text came from the author's speech-thinking process. The text part of a conversation was understood as discourse (Ogneva *et al.*, 2021). Discourse practice was the broadest meaning of language and the system through which people communicate. It covered communication in all written, spoken, and nonverbal forms and the broader social conceptions that guide language usage and evolution (Turner, 2024).

The methods in which language was employed to give meaning and sculpt social reality were called discourse practices. It was a method of comprehending how identities, power

dynamics, and social interactions were created and sustained through language (Madsen, 1994). The technique of sociocultural discourse analysis was used to investigate how language was used in group thought. Although initially intended to examine children's classroom group conversations, it has also been applied to adult conversations (Johnson & Mercer, 2019). Discourse analysis was used to study how language was utilized in the context of a wide range of social problems, such as societal issues that negatively affect individuals (Boz, 2010).

4. Results and Discussion

4.1 Patterns Identified on Language-based Gender Discrimination Using Fairclough's Textual Analysis

Gender discrimination is still a widespread problem in society, and textual patterns exposed language-based gender inequality through Fairclough's three-dimensional discourse analysis model. It is essential to know and understand the effect of discrimination based on gender to promote an inclusive environment and for everyone to be accepted and valued for who they are (Alteri, 2022). This analysis focused on determining what lines, words, and phrases qualify for discrimination using Fairclough's discourse analysis. Based on the gathered data, some linguistic patterns in the participants' answers qualified as gender-based discrimination.

Table 1: Discriminatory Language

Lines, Phrases, and Words that Qualifies Discrimination		
Discrimination Based on Action	Discrimination Based on Appearance	Verbal Attack Discrimination
<ul style="list-style-type: none"> Mura mag babae ug nilakwan 	<ul style="list-style-type: none"> Dapat dili putot ang lalaki Batiag nawng bayhana Weak man kaayo ka uy ga dako ra ng lawas nimo Tamboka nimo uy pa sexy sad Ayaw pag suot ug gown nga yellow di bagay sa imong skin color lagomon baya ka 	<ul style="list-style-type: none"> Tanga-a bayhana! Weak na babae Way pulos ang babae ug way laki Girl you should not be doing tasks of a man Kani nalang kay lalaki ug tingog Tomboy ka Igata bayhana Mamayotay

The majority of the search results that are presented center on linguistic discrimination, which includes more types of bias based on language than mere gender. Nonetheless, the data may be examined to address the three topics you mentioned: verbal abuse, action-based discrimination, and appearance-based discrimination, particularly in relation to gender.

A. Discrimination Based on Action

Language can reinforce traditional gender roles and expectations, suggesting certain actions are appropriate for men and others for women. This can lead to discrimination when individuals

deviate from these norms. It was making the comparison between how a man walked and how a woman walked reinforced gender stereotypes and promoted discrimination against men (Tabassum & Nayak, 2021). Identity is a reflection of ourselves (Monteza, 2023). The comparison between a man's gait and a woman's gait reinforced gender stereotypes and promoted discrimination against men. It implied that men should express characteristics reflecting strength and power, while women should show attributes like tenderness and reservation by associating certain movements with specific genders. It resulted in gender-based expectations and judgments that were not fair. What was deemed appropriate behavior depends on cultural standards and gender. People who do not fit the mold may experience marginalization and unfair treatment when gait is employed to enforce these norms (Dixit, 2024).

B. Discrimination Based on Appearance

Language can perpetuate societal standards of beauty that are often gendered and used to create stereotypes about how men and women should look. Discrimination based on physical appearance upholds limited beauty standards that favor some physical characteristics over others and feeds prejudice based on unimportant characteristics (Dayrit & Alibudbud, 2022). Being insecure may result from those individuals failing to achieve social standards (Andreev & Timashov, 2024). It marginalized people who did not fit conventional gender norms by suggesting that being short was not compatible with being a guy. Undervaluing those who do not fit into stereotypical gender norms or expectations might exacerbate prejudice (Jun, 2023). Colorism intersected with gender, class, and other forms of inequality, creating compounded disadvantages for women and individuals with darker skin tones (Sauntson, 2020). Sauntson argued that colorism persists as a potent force, even as overt racism has become less socially acceptable, highlighting the need to critically examine how skin tone bias was embedded in cultural norms and institutions.

C. Verbal Attack Discrimination

Direct verbal attacks based on gender, such as insults, name-calling, and derogatory language, are forms of discrimination that can create a hostile environment and undermine someone's sense of self-worth. Describing a person based on their gender as having poor judgment or poor common sense or a dumb individual who could act on impulse, choose poorly, or disregard cautions and advice can be seen as gender discrimination (Parkinson, 2023). Using slurs that target specific genders is a clear form of verbal attack discrimination that reinforces negative stereotypes and contributes to a culture of intolerance. Using such language reinforced stereotypes and hurt how people saw themselves and how society saw gender roles. Gender norms affect people's thinking and acting (Stewart *et al.*, 2021). Discrimination based on sexual orientation is different from gender discrimination, and making fun of someone's gender orientation is harmful and discriminatory (Miller, 2017).

D. Identified Language-based Gender Discrimination Using Fairclough's Processing Analysis

The emotions expressed and evoked through discourse were examined through processing analysis. The substantial stress and detrimental emotional effects that gender discrimination places on people have a considerable influence on mental health (Alba-Juez & Mackenzie, 2019). Gender discrimination has a significant negative impact on mental health, increasing stress, anxiety, sadness, and other psychological problems. Emotional responses to gender discrimination using lines, words, or phrases resulted in three emergent themes: emotional, physiological, and mechanism state.

Table 2: Processing Analysis Emotional Responses

Processing Analysis		
Emotional State	Physiological State	Mechanism State
<ul style="list-style-type: none"> • Disappointment and Self Pity • Frustration • Annoyed and Shamed • Discriminated • Hurt • Anxiety • Depression <p><u>Offended</u></p>	<ul style="list-style-type: none"> • Hard to Sleep • Loss of Interest Results to Passiveness 	<ul style="list-style-type: none"> • Sense of Reflection and Change in Perspective • Balance and Assertive Stance Towards Humor and Boundaries

A thorough grasp of linguistic discrimination and its effects on people, especially in educational contexts, can be gained from the search results presented. Although language-based discrimination is the main focus, the data can be extrapolated to comprehend how it affects behavioral, physiological, and emotional states that are pertinent to the user's query.

E. Emotional State

This theme delved into the nuances of feelings, reactions, and interior experiences that define our daily lives, exploring human emotions' complex and ever-changing terrain. It explored the complexity of emotions, emphasizing their behavioral, cognitive, and subjective aspects. Language-based gender discrimination led to feelings of disappointment and self-pity. Disappointment comes from realizing that possibilities and worth are restricted or lost due to circumstances outside one's control (Jadhav *et al.*, 2023). Discrimination causes people to doubt their value and feel frustrated with themselves by reinforcing unfavorable preconceptions or cultural biases. When discrimination intrudes on someone's feeling of autonomy and self-worth, it crosses personal boundaries and irritates and annoys them (Greenland *et al.*, 2022). Gender discrimination weakens people's sense of dignity and self-worth, causing them to feel humiliated at being treated less favorably because of their gender. Strong feelings like rage, irritation, or hurt were triggered when someone was the target of discriminating rhetoric. People experiencing discrimination may feel vulnerable and humiliated, and it can also result in feelings of hurt, which exacerbates the shame of being viewed as less than worthy.

Discrimination using language caused a great deal of stress for the victim, regardless of the basis—race, gender, sexual orientation, handicap, or any other factor. The use of gender-exclusive language, such as using "he" as a generic pronoun, can make women think overlooked and ostracized and lead women to be devalued and have lower self-esteem (Stout & Dasgupta, 2011).

F. Physiological State

Encountering language-based discrimination triggers the body's stress response. Insomnia and sleep disruptions can result from discrimination. Discriminatory situations can cause stress and worry that might interfere with the body's regular sleep cycles (Ju *et al.*, 2023). Discrimination-related persistent anxiety, rumination, and helplessness can make it difficult to decompress and have a good night's sleep (Soto *et al.*, 2021). This discrimination led to a loss of interest in advancement opportunities. Language-based gender discrimination has a significant impact on an individual's motivation and interest to move forward in their career or personal goals. When a person is constantly subjected to biased language, stereotyping, or dismissive attitudes based on their gender, it leads to a loss of confidence, self-doubt, and a diminished sense of belonging (Gaucher *et al.*, 2011). Repeated experiences of gender-based discrimination wore down a person's drive and enthusiasm to pursue new opportunities or take on challenges. They felt their efforts would not be recognized or appreciated, leading to a loss of interest in advancing (Bergeron *et al.*, 2006).

G. Mechanism State

This theme describes the mental techniques, bodily reactions, and internal mechanisms people use to control their emotions.

It involved a system by which people regulate and control their emotional experiences, including emotional expressiveness, suspicion, and cognitive reassessment. People are typically prompted to consider their views, values, and biases when they encounter discriminatory attitudes or acts, leading to a profound comprehension of the effects of inequality and prejudice, which can promote empathy (Fotheringham & Munro, 2024). The knowledge that jokes can have a harmful effect draws attention to a greater sensitivity towards the sentiments and well-being of others (Benner *et al.*, 2024). Emphasizing self-awareness and setting limits in interpersonal interactions. A calm and understanding attitude reflected a sense of acceptance and openness towards light-hearted jokes that did not cause significant harm or hurt feelings. Acknowledging the impact of hurtful jokes created an underlying sense of empathy towards oneself and others, prioritizing emotional well-being (Lal, 2023). Acknowledging the impact of discrimination and advocating for zero tolerance towards prejudice highlights a robust ethical stance on treating everyone with respect and dignity, demonstrating a deep awareness of social justice and the harmful effects of discrimination (Wilson *et al.*, 2023).

4.2 Identified Language-based Gender Discrimination Using Fairclough's Social Analysis

Fairclough's social analysis employed a comprehensive strategy that centers on examining language in connection to social behaviors and structures. It draws attention to the relationship between language and society.

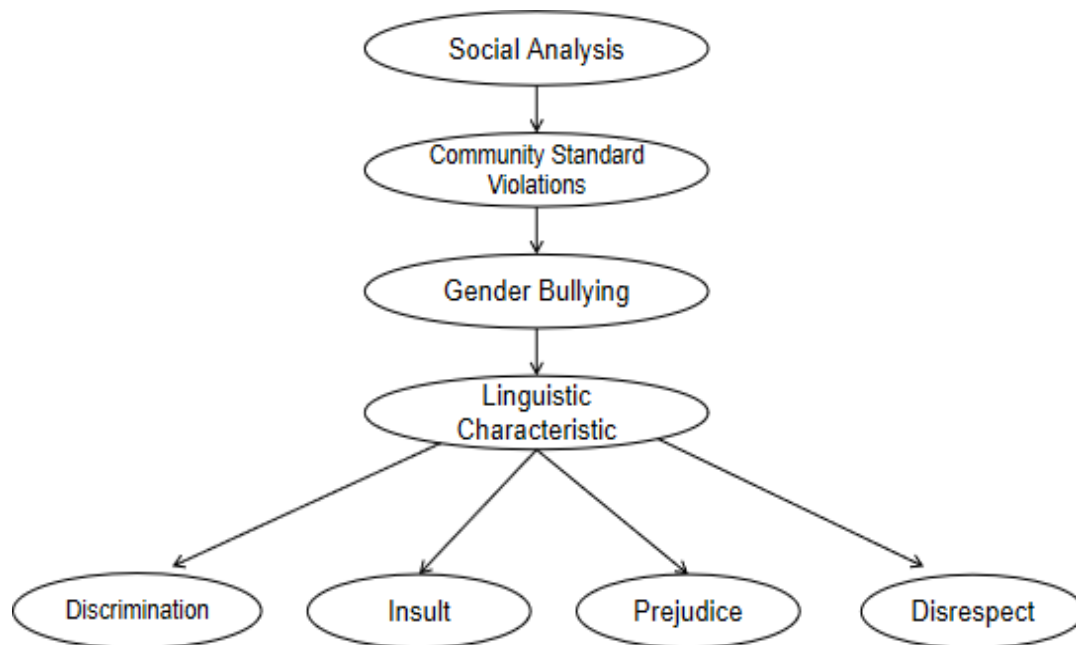


Figure 4: Social Analysis of Community Standards Violation

4.3 Gender Bullying

It was a matter of concern as it infringes upon individuals' rights to equality, safety, and respect, particularly about gender identity and expression. By fostering unfavorable assumptions and biases, it added to discrimination and inequality. Additionally, it was harmful to a person's general well-being, self-esteem, and mental health, especially if they were the target of such gender-based targeting. Discrimination is a sneaky and ubiquitous social problem that erodes the core values of justice and equality (Bengtson, 2024). It exacerbates inequality and is detrimental. It is against the law and ethical systems that support equity, justice, and respect for all individuals (Ming, 2023). More robust gender identity development has been linked to less community inclusion and more discrimination against gender identities, which is a severe violation of fundamental human rights (Closson & Comeau, 2021). The failure to address and prohibit the use of derogatory, identity-based language reinforced the privileged position of heteronormativity and traditional gender norms within the community's discourse, undermining the principles of inclusiveness and respect (Xia, 2024). Addressing this challenge requires not only updating linguistic practices but also grappling with the underlying social and cultural factors that have sustained such gender and sexuality-based discrimination over time (Grucijic-Alatraste, 2015). Embarrassment, insecurity, and anguish were the detrimental effects of insults on someone's mental and emotional well-being. Furthermore, insults weaken a person's sense of worth and dignity and foster a hostile environment that undermines respect

and understanding between people. Discrimination undermined confidence and created a hostile environment where individuals feel unworthy or alienated. Every individual was entitled to be treated with dignity and respect by others. Disrespect was an infringement on this fundamental right that caused harm and mental distress. Beyond sexual orientation, respect is an essential component of human connection. Regardless of a person's sexual orientation, they must always be treated with respect and dignity (Pondelíková & Štulajterová, 2024).

5. Summary

The researchers analyzed linguistic patterns in the research corpus. Evidence of gender-based discrimination was found, such as the use of non-inclusive language that favored one gender over another or perpetuated gender stereotypes. These patterns were identified as discriminatory, which could lead to the reinforcement of gender-based power disparities and the marginalization of specific genders. The researchers also observed a range of emotional, physiological, and psychological responses from the participants when confronted with this gender discrimination in language, exploring themes like emotional, physiological, and mechanism states. Furthermore, the researchers identified instances of gender-biased language that violated the community standards at UM Digos College, where language used in academic settings revealed prejudice or bias towards individuals based on gender, often through the use of stereotypes, derogatory terms, or sexist speech that undermined principles of inclusivity and fairness.

6. Implications

Language policies in place today frequently ignore minor biases present in regular communication, which reinforces discrimination and gender stereotypes. Although, on the surface, the existing language policy appears neutral, it unintentionally reinforces negative preconceptions by fostering subtle prejudices. Several things contribute to this, such as the dominance of one language over others, the disregard for the subtleties of gendered language, and the lack of systems in place to deal with microaggressions that take place inside the linguistic system. It leads to a scenario in which minor prejudices that are frequently written off as unimportant build up and support a more extensive system of inequality that disadvantages and marginalizes particular genders.

Educational institutions largely shape social standards and values. The findings highlight the need for gender-neutral language norms to be incorporated into curricula at all levels of education and for language regulations in that field to undergo reform. It is possible to create a learning environment where all students, regardless of gender, feel equally valued and respected by teaching educators how to identify and avoid gender-biased language. Gender stereotypes can be seriously hindered from an early age by policies that require textbooks, classroom interactions, and school communications to use gender-neutral language. It can lead to long-term societal change.

Reforming language policies should also include communications in the workplace. Workplace language rules should prioritize inclusive communication practices and incorporate training initiatives to assist staff members in identifying and steering clear of gender-biased terminology. Creating an educational setting that is both equitable and inclusive in a school setting necessitates a shared understanding of language-based gender discrimination that extends beyond educators and staff to include students. Language is a potent instrument for influencing interactions and perceptions and can quietly propagate negative preconceptions and foster an environment of marginalization. Students take an active role in establishing a more equitable and just learning environment when they are prepared to identify and confront instances of language-based gender discrimination. Everyone in the school community is empowered to help contribute to a healthy and supportive atmosphere where everybody feels respected and appreciated because of this common empathy and dedication to inclusion. Society can advance toward a more equitable representation of all genders by incorporating these changes into language policies across various industries, promoting an inclusive culture that values diversity and equality.

7. Implications for Further Research

The study illuminates several issues that require further exploration and gives vital new insights into how language-based gender discrimination contributes to gender inequality. Language biases across cultural contexts are an exciting topic for future research. Investigating how different linguistic and cultural settings influence gender perceptions can help better understand global gender discrimination. One approach could be to examine whether analogous patterns of linguistic gender bias exist in non-Western languages and societies; such a study may reveal common tendencies or separate cultural occurrences. Future research should examine the long-term benefits of language-based interventions on gender equality. Even while the study focuses on the short-term benefits of employing gender-neutral language, it is critical to consider these interventions' long-term durability and usefulness. Scholars may explore whether linguistic changes cause long-term changes in gender beliefs and behaviors. Studies that track firms or communities that have implemented gender-sensitive communication practices over time provide valuable information about the effectiveness of these programs.

Further research into the intersectionality of language-based gender discrimination may be conducted. Analyzing how language interacts with other discriminating characteristics such as sexual orientation, class, and ethnicity may provide a more nuanced understanding of the issue. This inter-sectional method may help identify specific groups that may encounter discrimination, exacerbated by the convergence of many identities. Through an examination of these complexities, scholars may create more targeted and practical strategies to combat gender discrimination in all of its forms, thereby providing a long-term and just contribution to society.

Conflict of Interest Statement

The authors declare no conflicts of interest.

About the Author(s)

Sweetheart B. Diazon is a fourth-year college student pursuing a Bachelor of Secondary Education with a major in English, demonstrates a sophisticated understanding of her field. Her current academic interests center on literary analysis, specifically employing feminist perspectives from gender studies to illuminate how language constructs and reinforces social communication patterns and power dynamics within literary texts. This approach is further enhanced by her engagement with literary criticism, which allows her to explore both the creative processes behind literary works and their broader cultural significance.

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Diana Mae C. Mantes is a fourth-year student pursuing a Bachelor of Secondary Education major in English who is fervently interested in examining the relationship between language and gender. She is dedicated to determining how language shapes society views of gender and sustains prejudice, as evidenced by her research. Through careful discourse analysis, she hopes to highlight the nuanced ways language influences social relationships and power dynamics while promoting fair communication practices in classrooms. As a future teacher and writer, she is committed to applying her findings to empower learners and advance diversity, working to establish an educational setting that encourages social justice and critical thinking.

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