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Generational Views and Practices on Gender-Inclusive Pedagogy in the English Classroom

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Abstract / Bio

In recent years, students have increasingly become gender diverse. Along with that, classroom dynamics are also evolving. Incorporating gender-inclusive teaching methods in English classrooms has emerged as a significant concern in today's educational institutions, mirroring wider societal efforts to achieve gender equity and inclusiveness. Through interviews, classroom observations, and focus group discussion, the research understood how teachers from different generations define, implement, and perceive challenges in integrating gender inclusivity into their teaching. While all respondents coming from different generations (Baby Boomers, Generation X, and Millennial) acknowledged the importance of inclusivity, significant differences emerged in their approaches. Baby Boomers, often lacking training and influenced by traditional mindsets, struggle with adapting to contemporary concepts. Generation X teachers strongly commit to actively incorporating inclusive language and strategies. Growing up in a more diverse society, millennials often have extensive training and proactively promote inclusivity. The study identified key challenges, such as resistance from colleagues with traditional views, outdated curriculum materials, and a lack of clear school policies on inclusivity. By promoting gender awareness among teachers and providing them with the necessary resources, schools can create more inclusive environments where every student feels valued and supported, regardless of their gender identity.

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