



[Critical Essay]

Blending words and worlds: Promises, practices, and predicaments of integrating gender perspectives into English language teaching in the Philippines

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Introduction

The integration of gender perspectives has been one of the most significant commitments in education over the past several decades. It has been assumed that education can make gender equity and gender justice and fairness possible (United Nations Educational, Scientific, and Cultural Organization [UNESCO], 2015). In this commitment, English language teaching (ELT) is not an exception, for incorporating gender perspectives in ELT is crucial for creating a balanced and inclusive educational paradigm. In the Philippines, the government saw the necessity to mainstream gender in education, which includes ELT, to shape gender values or conceptions toward equal rights and human empowerment. In fact, the Philippine Commission on Higher Education (CHED) and the Department of Education (DepEd) have developed policies and guidelines to ensure that educational institutions are gender-responsive and -sensitive (i.e., CHED Memorandum Order [CMO] No. 01, s. 2015 [CHED, 2015] and DepEd Order No. 32, s. 2017 [DepEd, 2017]). In the basic education curriculum, for example, the said DepEd Order provides policy guidelines for promoting inclusive education, ensuring equitable access to learning opportunities, safeguarding students from gender-based violence and discrimination, addressing gender-based barriers, and involving all stakeholders in promoting gender equality. For example, the DepEd has taken steps to improve and promote a curriculum that integrates gender equality, which includes initiatives to establish gender and development (GAD) and human-rights competencies that can be used across learning areas and grade levels (DepEd, 2017). Schools are also encouraged to maintain gender-responsive instructional delivery and services, such as building instructional models that are appropriate for all types of learners and developing policies for gender-

responsive teaching and learning approaches (DepEd, 2017). The CHED CMO, on the other hand, mandates gender mainstreaming in all higher education institutions (HEIs), both private and public, nationwide. It requires HEIs to establish a GAD Focal Point System, which entails the development and coordination of institutional GAD programs (CHED, 2015). Specifically, public HEIs should create a GAD database and report on the status of GAD implementation. Administration, curriculum, research, and extension activities are the four key areas of gender responsiveness addressed by the CHED.

Since English is one of the Philippines' official languages, ELT is crucial to the overall learning curve of Filipinos, who learn government procedures, research methods, and corporate communication in English (Cabigon, 2015). Also, the worldview and belief system embedded in the English language affect Filipinos' formal entry into society as community experts (Jaworski & Coupland, 2014). Consequentially, due to its universal status, the English language also needs to adapt to *all* its users' lived experiences and identities (Norton & Toohey, 2011). Since social justice and gender-transformative experiences affect and are affected by language, educational systems—where formal 'co-production' of gender discourses occur—may need to adapt to sociological shifts in gender norms and apply them to ELT. Although gender, sexuality, and heteronormativity can be addressed in the English classroom (Norton & Pavlenko, 2004), current research indicates that ELT still shows significant resistance to doing so (Evrpidou, 2021; Tarrayo & Salonga, 2022). Notably, educators continue to struggle with how to engage gender and sexuality diversity in meaningful and transformative ways in societies with deeply ingrained heteronormative attitudes and practices (Andrews & Govender, 2022). Based on my recent studies, this essay delves into the promises, practices, and predicaments involved in blending gender perspectives into ELT as perceived by English language teachers in the Philippines, arguing the indispensable nature of such an endeavor.

Promises (*Empowering equality and education*)

In our rapidly evolving society, understanding and embracing gender differences play an important role in reshaping traditional narratives. Drawing from my recent studies (e.g., Tarrayo et al., 2021; Tarrayo & Salonga, 2022; Tarrayo, 2023a, 2023b), it becomes evident that the integration of gender perspectives into ELT is more than just a trend—it is a transformative approach that offers a wealth of benefits. These benefits are multifaceted, ranging from enhancing learners' critical thinking skills to promoting an inclusive classroom environment.

First, teachers perceived that incorporating gender perspectives into ELT enhances learners' critical thinking. They observed that such an approach fosters a deeper reflection on gender issues, promoting awareness and sensitivity. This approach challenges students to analyze and reassess societal norms, especially gender issues, and how language can either support or counteract these norms. By focusing on these aspects, learners are exposed to the complexities of language and are encouraged to think critically about its use. Through this, educators can promote critical literacy that encourages students to question established

norms and ideologies, fostering an environment of inquiry and growth (Tarrayo & Salonga, 2022). One teacher shared their insight in relation to these views:

ELT has been playing an important role to produce critical thinkers and proactive members of the community. In ELT, socio-political issues (i.e., gender-related concerns/issues) may be tackled to invite discourse ... anchored in wider social practices particularly in promoting gender equality and sensitivity.

(Tarrayo, 2023b, p. 940)

In addition, a gender-perspective ELT not only establishes the societal relevance of the knowledge gained but also equips students to challenge gender stereotypes and representations. For example, some teachers underscored the potential for students to understand and appreciate fluid gender identities, thereby moving beyond conventional cisgender concepts. This awareness provides a level playing field within educational discussions for marginalized groups, such as the LGBTQIA+ (lesbian, gay, bisexual, transgender, queer, intersex, asexual, and other genders) community.

Second, gender integration into ELT can help improve students' social skills. In my study about gender-fair language (GFL) in ELT, teachers reported that GFL aids in cultivating students' social skills by making them more sensitive to issues surrounding language and power, particularly when used to discriminate based on gender identity, as revealed in the following response from one teacher:

GFL does not only target overt communicative skills, but it also targets the consciousness of our young students when it comes to issues about gender, inclusivity, and social equity. Hence, the integration of GFL in language teaching can have a greater impact in the community and the society.

(Tarrayo, 2023a, p. 492)

This sensitivity extends to recognizing biases related to race, religion, and social class (Tarrayo, 2023a). For instance, a queer approach in ELT underscores the connection between classroom teaching and broader societal discourses (Akbari, 2008; Tarrayo & Salonga, 2022), helping students better understand and respect various gender identities and the dynamics of language evolution. Incorporating a queer perspective ensures the recognition of LGBTQIA+ issues and concepts, promoting acceptance and challenging a predominantly heteronormative educational system, as indicated in this response from one teacher:

It [queering ELT] is an approach to language teaching that is inclusive of LGBTQIA+ concepts and issues. As a perspective, it encourages the awareness and acceptance of queerness, and the questioning of a heteronormative education system.

(Tarrayo & Salonga, 2022, p. 11)

This approach aims to normalize LGBTQIA+ discussions, fostering a safe space for dialogue and understanding, ultimately advocating for a transformative and inclusive pedagogy in the broader Philippine educational landscape. In a related study by Tran-Thanh (2020), Vietnamese teachers recognized the potential benefits of incorporating LGBTQIA+ content in teaching English as a foreign language (EFL), including promoting empathy, understanding, and respect for diverse identities.

Finally, integrating gender perspectives into ELT promotes a more open and inclusive classroom environment. By embracing diverse gender perspectives, teachers create a dynamic, student-centered environment where diverse viewpoints are recognized and respected. Moreover, by adopting an open, respectful, and accepting attitude toward varied gender identities, students feel a stronger sense of belonging, leading to increased confidence and empathy. These views can be gleaned from this response:

Teaching through this lens [gender perspective] will create a more welcoming atmosphere to students who could be emotionally hesitant to learn in a heterogeneous class. This kind of teaching also breaks down the wall between the student and teacher of different genders.
(Tarrayo et al., 2021, p. 1641).

Embracing this inclusivity in ELT can shape society toward valuing diversity and championing social justice. In support of these claims, Bollas (2021) argues that a diversity-focused ELT helps students appreciate the importance of communicating and engaging with others who are different from them. Because a gender-perspective ELT *sees* and recognizes the diversity of gender identities and experiences, it can teach learners to value respect and tolerance; thus, incorporating gender into ELT can become relevant to *all* learners and be an important step toward promoting inclusion and appreciating differences in the classroom and beyond.

In the evolution of modern education, the incorporation of gender perspectives into ELT stands out as a guiding light for pedagogical transformation. As detailed in my recent studies, the multifaceted advantages of this approach extend beyond the boundaries of traditional teaching, enhancing students' critical thinking, enriching their social skills, and fostering an inclusive classroom environment. When educators integrate gender perspectives into ELT, they do not merely adapt to a trend; instead, they advance a compelling, equity-driven narrative. They equip students to navigate a diverse world with respect, sensitivity, and empathy by embracing the full spectrum of gender identities and experiences and challenging deeply ingrained societal norms.

Practices (*Innovative and inspiring inclusivity*)

This essay likewise highlights three key areas through which incorporating gender dimensions into ELT can be a critical pedagogical approach: (1) creative integration of gender-themed instructional materials and activities, (2) establishing a nonhierarchical classroom environment, and (3) fostering a learning space that values respect for various identities.

Integrating gender-themed materials and activities into ELT broadens students' worldviews, fosters critical thinking, and promotes empathy and inclusivity. For example, several teachers from my study on queering ELT emphasized the importance of including diverse voices, especially from women, people of color, and queer identities, in their course content to challenge traditional, often Western-centric gendered discourses (Tarrayo & Salonga, 2022). In Lawrence and Nagashima's (2021) study exploring queer pedagogy in Japanese university English classes, it was found that students were generally receptive to LGBTQIA+ content in the classroom and that explicit and implicit approaches to teaching gender concepts using queer texts could be both effective. Moreover, based on my recent studies, teachers reported that gender-themed materials they used would focus on gender equality, gender-fair language, and related topics (e.g., GFL discussion from style guides, which introduce gender-neutral terms and shape learners' understanding of broader gender dynamics and sociopolitical issues). Below are insights from two teachers who shared their practices in teaching GFL:

I purposely select materials that talk about gender issues (e.g., GFL) and use them in my lectures. Then, I'd ask open-ended questions to my students that would spark healthy and friendly debates among the class. Also, I tell them to try to understand where each other stands.

I model the utility of gender-neutral language that APA 7th edition promotes. By modeling and explaining these grammatical variations, I am able (I hope) to begin instilling to students some GFL concepts.

(Tarrayo, 2023a, p. 494)

Activities, meanwhile, would delve into various topics, from challenges faced by different genders and communities (e.g., position papers on LGBTQIA+ issues to address gender biases) to discussions about influential women and minority figures in academia. For instance, activities, such as role-playing, challenge traditional gender roles, encouraging students to step into diverse representations irrespective of historically gendered associations (e.g., designing scenarios where students must adopt roles that challenge gender stereotypes, such as a female astronaut or a male nurse). This insight from one teacher captures these views:

This is evident in my literature and purposive communication class in a play act where female students can act as a jeepney driver, or a barker while male students can play the role of a wedding planner, a fish vendor or any occupation that in the past are clearly identified as female job or work. This is a role play, and no changes in person's identity is being altered. A woman barker as she is, not a lesbian can do her job well. The same is true with a male wedding planner, acting like a true-blooded man and not a gay. (Tarrayo et al., 2021, p. 1642)

Some teachers also shared using popular culture, like TV shows and movies, as valuable resources to engage students on gender-related topics, as revealed in these excerpts:

I reach students' central route and let them process information about gender issues, and this can only happen if your questions are triggering, if somehow it is based on pop references such as *The Legend of Korra* and Disney's *Raya* (and the Last Dragon). (Tarrayo, 2023b, p. 943)

Even though I'm cishet, I get to reference queer media that I watch on my own or with others whenever the opportunity presents itself in class: *Drag Race*, *Steven Universe*, and so on. (Tarrayo & Salonga, 2022, p. 16)

A gender-perspective ELT can likewise be integrated by establishing a nonhierarchical classroom environment, recognizing and respecting the diverse experiences and needs of students of all genders. My recent studies found that teachers tailored classroom interactions based on individual student personalities and backgrounds. This means allowing students to express their views freely, being receptive to different language use and preferences, and ensuring that no student feels marginalized due to their gender or any other aspect of their identity. One teacher shared:

I try to be extra careful when discussing topics that touch on the issues of gender orientations, preferences, etc. and make my students feel comfortable and free to express their opinions without fear of judgment or alienation. I sometimes ask students whether they feel offended by a certain remark from one of their classmates in reference to gender, etc. I try not to normalize and in fact censure discourse that fosters discrimination against a certain gender—whatever that gender may be. (Tarrayo et al., 2021, p. 1643)

This gender-sensitive approach aligns with the learner-based curriculum that considers gender a core aspect of student identities. This approach likewise involves fostering

better communication skills among students; that is, encouraging open dialogue on gender-related topics can help students develop empathy, active listening skills, and the ability to express themselves respectfully, which are key elements of a nonhierarchical classroom.

In my recent studies, teachers also emphasized the importance of creating a classroom environment that respects and understands diverse gender identities. They aimed to foster a more inclusive space by acknowledging preferred pronouns and gender-affirming practices. Some teachers implemented strategies such as entrance surveys to learn about students' preferred pronouns, as one teacher reported:

At the start of every semester, I require students to answer an entrance survey and classroom profile. Part of this is asking students to supply their preferred pronouns (including they/them).

(Tarrayo & Salonga, 2022, p. 17)

Recognizing and using these pronouns in the classroom may foster inclusivity, affirming students' identities and making them feel valued, especially those who identify outside of a gender binary who often use nongendered or nonbinary pronouns (e.g., they/them/their used in the singular, *ze* in place of she/he, and *hir* in place of his/him/her). This acknowledgment not only reflects the evolving nature of language and gender but also supports an educational setting where diverse identities are openly expressed and engaged with critically (Tarrayo & Salonga, 2022).

Integrating gender dimensions into ELT emerges as a vital pedagogical approach across three key areas: the creative use of gender-themed instructional materials and activities, establishing a nonhierarchical classroom environment, and fostering a learning space that values respect for diverse identities. By incorporating gender-focused content and activities into ELT, students are exposed to diverse perspectives, challenging traditional gender norms and promoting empathy and inclusivity. Moreover, creating a classroom where individual student personalities and backgrounds are acknowledged and respected helps nurture better communication skills and an open dialogue on gender-related topics. Finally, recognizing and using preferred pronouns contribute to a more inclusive learning environment, reflecting the evolving nature of language and fostering a space where diverse identities are critically embraced and engaged. This holistic approach to ELT not only enriches students' linguistics skills but also empowers them to be more informed and compassionate individuals.

Predicaments (*Pressing perspectives*)

The integration of gender perspectives into ELT is laden with challenges, from resistance to change and resource limitation to a balancing act. This section thoroughly discusses these predicaments.

Gender issues are deeply ingrained in many societies. Teachers, students, or educational administrators may resist changes that seem to question or undermine these

traditional views. For instance, even though educators understand the significance of integrating gender concepts into ELT, several students, particularly those with limited exposure to gender issues (e.g., LGBTQIA+ narratives), may exhibit resistance. Their reactions often stem from traditional or conservative upbringings that harbor specific moral standards, with many influenced by heterosexist socialization (Rohde-Abuda et al., 2019) or dominant religious beliefs (e.g., Roman Catholic faith in places like the Philippines). The following responses from teachers in my recent studies would support these claims:

There are students who may be uncooperative because of deeply held beliefs. There are also instances who would do what they are used to do, forgetting the critical points we may have talked about related to gender diversity.

(Tarrayo, 2023a, p. 496)

Some students who come from conservative religious backgrounds may object to it [queering ELT], or at least feel deeply discomfited.

(Tarrayo & Salonga, 2022, p. 19)

As we are still transitioning into an accepting society and given that we are the largest Christian nation in Asia, it is inevitable that there will be students who are homophobic and sexist.

(Tarrayo, 2023b, p. 944)

In addition, while teachers disclosed that they have academic freedom in selecting gender-themed materials for their lessons, they admitted that integrating gender perspectives into ELT requires a great deal of effort because it imposes additional responsibilities on them, as expressed in this response:

Incorporating a gender dimension in ELT takes a lot of work and a teacher has to also consider a lot of things before he/she can proceed with instruction ... some teachers may find themselves not having enough time to pursue such avenue. Aside from time, they may also feel hesitant because this is something which may be foreign to them.

(Tarrayo et al., 2021, p. 1644)

Moreover, despite academic freedom allowing for discussions about gender, existing curricula often restrict the integration of gender content. Most educators in my recent studies felt limited by curricula and school policies, often resorting to treating gender-themed materials as peripheral rather than core components, as reported in these responses:

... specifically integrating it into education is something that makes it somewhat far from what is happening in reality. For instance, there is [sic] no specific guidelines that mandate as to how gender perspective in education can be specifically integrated to classroom activities or the integration itself of this concept to the currently-implemented curriculum is something still needs to be addressed.
(Tarrayo, 2023b, p. 946)

The curriculum is still a very strong binary orientation ... I know of some instances where professors have refused to call students their preferred pronouns on the grounds that it is “ungrammatical” to use “they” to refer to an individual.
(Tarrayo & Salonga, 2022, p. 21)

Based on the discussion above concerning reluctance to change as one main challenge, it may be gleaned that in more conservative environments, such as the Philippines, integrating gender perspectives gradually or subtly without making them the primary emphasis of ELT may be a feasible approach. According to Paiz (2015), rather than being the core of the curriculum or the focus of a unit, integrating themes like gender identity should be transversal or inserted gently into every lesson. This strategy may assist students in seeing the themes as natural and pertinent to the lesson. Furthermore, gathering feedback from students and other stakeholders is critical to improving the curriculum because what works in one classroom may not be effective or acceptable in another.

While the value of gender-sensitive teaching for its role in fostering equality and inclusion is increasingly recognized, the endeavor faces another challenge: limited resources. Educators are frequently constrained by a lack of materials, training programs, and institutional support for incorporating gender perspectives into ELT. This shortage is more than a simple logistical issue; it can perpetuate gender biases and stereotypes, thereby reducing the effectiveness of language education as a tool for social change. Moreover, in educational settings with limited resources, such as rural areas or developing nations, the problem is more pronounced, making it challenging to provide an equitable learning environment for all students.

Despite having academic freedom, teachers find it difficult to incorporate gender perspectives into ELT. Reasons include the additional work and responsibility required. Many educators are unfamiliar with or untrained in applying gender-related perspectives in the classroom. Consequently, even if some teachers are enthusiastic about incorporating gender into discussions, they feel unprepared due to a lack of expertise in gender as a related field of study. This same issue was revealed in Ulla and Paiz’s (2023) study on queer pedagogy in Thai ELT classrooms. They found that while language teachers acknowledged that sexual and gender diversity extends beyond traditionally performed cisgender fe/males in the language classroom, they had limited knowledge about queer pedagogy. The following responses from my recent studies indicate these similar views:

I lack the proper training. Content knowledge does not translate to pedagogical knowledge. Even if I'm aware of many social issues and perspectives related to gender, that does not mean I could effectively design learning experiences that integrate a gender perspective.

(Tarrayo, 2023b, p. 945)

I often feel that I am not well-versed enough on the subject of queerness to discuss it in great depth, and also fear accidentally hurting or offending a student—or even teaching incorrect ideas that students will accept without question—if the topic is not handled correctly.

(Tarrayo & Salonga, 2022, p. 20)

The above responses imply the need for more comprehensive training for educators. While there is an apparent openness toward a gender-inclusive ELT, teachers often feel inadequately equipped, both in terms of knowledge and pedagogical tools. This gap can lead to apprehensions about potentially misconstruing gender topics or unintentionally offending students. Professional development focused on gender-sensitive pedagogy, coupled with platforms for educators to share experiences and best practices, could be solutions to this challenge.

Additionally, my recent studies reported a notable scarcity of relevant instructional materials that promote gender mainstreaming in ELT, as revealed in these extracts:

One problem is lack of materials and references to be used in incorporating this gender dimension in ELT.

(Tarrayo, 2023b, p. 945)

I honestly do not include it [using the singular pronoun *they* in academic writing] in the class as the course plans or syllabus miss this social reality.

(Tarrayo, 2023c, p. 16)

The lack of a clear framework for integrating gender also makes curriculum design difficult, and some existing textbooks are still skewed, containing sexist content or outdated grammar rules, as indicated in these responses:

There are but a few courses in [the University] that focus specifically on the question of gender.

(Tarrayo & Salonga, 2022, p. 20)

The absence of a framework on how to integrate gender dimension in the language classroom makes it hard for the English teacher to design a curriculum with a gender perspective.

(Tarrayo et al., 2021, p. 1645)

The incorporation of gender perspectives in ELT likewise presents a complex balancing act that educators and curriculum designers grapple with. On the one hand, there is a growing recognition of the need to challenge traditional gender norms and cultivate an inclusive environment that respects and represents diverse gender identities. On the other hand, there is a risk of perpetuating stereotypes or alienating certain groups if such integration is not handled sensitively. Adding to the complexity are varying cultural contexts, as what is considered progressive or acceptable in one setting may not be so in another. The following response indicates this view:

The [school] administration has no problem with teachers discussing the male and female gender. But when it comes to LBTQ+ content, administrators are iffy about it . . . Though I am aware where the school stands as a Catholic institution, their perception of gender is detached from the reality. Basically, I am having a dilemma between the school's stance on gender and my own beliefs.
(Tarrayo, 2023b, p. 945)

Furthermore, in one of my recent studies, even though queering ELT provides opportunities for deconstructing language (e.g., the use of *they* as a singular pronoun, which deviates from gender-binary thinking), conflicting outside forces may lead learners to question or dismiss queer notions, as revealed in this extract:

... one of the most exciting possibilities of queering the ELT classroom is its destabilization of language (pronouns being the obvious example, but also trying to move away from binary thinking). However, I am not yet sure how this can be reconciled with the ways that students are expected to write in contexts *outside* our classrooms, especially in settings where "good grammar" is seen as the main mark or indicator of one's language ability.
(Tarrayo & Salonga, 2022, p. 19)

Based on the preceding discussion, it can be surmised that a gender-perspective ELT may adopt a localized approach depending on the pedagogical context (Paiz, 2020; e.g., cultural variations and age appropriateness). To illustrate, in Tran-Thanh's (2020) study on queer identity inclusion in the EFL classroom, teachers emphasized the importance of cultural sensitivity and tailoring LGBTQIA+ content to the Vietnamese context, considering the social and cultural norms surrounding gender and sexuality in Vietnam. It is likewise crucial to remember that students' cognitive, emotional, and social development levels vary. For instance, a younger learner may find what an older student knows and accepts puzzling or confusing. This is not to say that younger students should be shielded from gender topics (for example, LGBTQIA+ issues); instead, these topics should be presented in a developmentally appropriate manner. Further, gender inclusion should involve acknowledging and respecting

the various cultural contexts in which gender identities and experiences arise and are perceived. Recognizing cultural variations while moving toward greater inclusivity may be required when using gender-themed texts and other materials. Ó'Móchain (2006), for example, designed a lesson focusing on local LGBTQIA+ identities and culture in a study at a Christian women's institution in Japan. Students were entrusted with gathering life stories from members of the Japanese LGBTQIA+ community. The lesson allowed the students to connect with their community while incorporating LGBTQIA+ topics into the classroom and making them relevant to their lives. Therefore, in promoting a gender-inclusive approach to ELT, it could be advantageous to integrate instructional materials that showcase a range of gender identities and guarantee that they are portrayed with depth, agency, and centrality.

Integrating gender perspectives into ELT, as discussed in this section, is not without its intricacies. The endeavor is marked by challenges stemming from deep-rooted sociocultural views, institutional constraints, and educators' lack of training or resources. While there is consensus on the importance of gender-inclusive teaching, the road to its seamless integration remains fraught with resistance and hesitancy. To navigate these complexities, localized approaches, sensitive to cultural and individual variations, seem important. Central to this is the empowerment of teachers through comprehensive training, access to resources, and shared platforms to exchange insights and strategies. Only with these supports can ELT genuinely become a transformative tool, championing not only linguistic competencies but also fostering an environment of genuine inclusion and respect for all gender identities.

Conclusion

In the context of the Philippines, a nation with a diverse and evolving cultural landscape, integrating gender perspectives into ELT has surfaced as a crucial approach to modern teaching. It reflects a broader commitment to reshaping and challenging traditional narratives around gender. As my recent studies cited in this essay underscored, this pedagogical shift is not merely a trend; it is a transformative approach that enriches the learning experience in multifaceted ways.

First, understanding and embracing gender diversity within ELT promotes the cultivation of an inclusive classroom atmosphere. By doing so, learners are not only equipped with linguistic skills but are also empowered with enhanced critical thinking and social skills. This is crucial in a rapidly changing society where traditional gender norms are continuously reevaluated.

Furthermore, the creative incorporation of gender-themed content and the creation of a nonhierarchical classroom play a vital role in fostering respect for diverse identities. This is not just about using GFL or preferred pronouns; it is about nurturing a space that critically engages with the evolving nature of language and the broad spectrum of gender experiences. Most importantly, it is about challenging students to view the world through a lens that values diversity, empathy, and inclusivity.

However, while the benefits are evident and profound, it is equally essential to recognize the challenges faced in integrating gender perspectives into ELT. From entrenched sociocultural views and institutional limitations to resource constraints and lack of teacher training, the path to integrating gender perspectives into ELT is intricate. Overcoming these challenges requires a thoughtful and localized approach that considers the cultural nuances of the Philippines. Central to this is empowering educators with the tools, resources, and platforms to exchange insights, ensuring they are equipped to lead this transformative shift.

In summation, integrating gender perspectives into ELT in the Philippines promises a more inclusive, empathetic, and diverse learning environment. While it is a path laden with challenges, the potential rewards—both in terms of linguistic competencies and the cultivation of a more inclusive society—are immense. As we look to the future, it becomes clear that a gender-inclusive approach to ELT is not just pedagogically sound but essential in crafting a just and inclusive future for the next generations.

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