



**APPLICATION OF KRASHEN'S THEORY OF LANGUAGE ACQUISITION IN
PROMOTING THE USE OF GENDER-INCLUSIVE LANGUAGE AMONG
TEACHERS AT SAN GUILLERMO ELEMENTARY SCHOOL
UNDER PROJECT GIVE**

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ABSTRACT

The Department of Education (DepEd) has developed policies and guidelines to ensure that schools are gender-responsive and sensitive (DepEd Order No.32 s 2017). DepEd has always been supportive of promoting a curriculum that integrates gender equality that includes Gender and Development (GAD) and also encourages mainstream that gender-responsive instructional delivery is appropriate in the teaching and learning approaches (Tarrayo, 2023). This research was crafted on the answer needed to the awareness of gender-inclusive language through Krashen's theory. The application of Project GIVE, a program designed to promote gender-inclusive language in schools, by the teacher of San Guillermo Elementary School was a key part of this research. It was revealed that based on the data gathered by the researcher. It was revealed that teachers should always employ gender-inclusive elements in the classroom to promote inclusivity and diversity. Teachers should also incorporate the theory Krashen in English language classes and in all subjects and use appropriate strategies in teaching and selecting materials for teaching gender-responsive education.

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Keywords: *Gender Inclusive Education, Language, Krashen's Theory*

CONTEXT/RATIONALE

It has been a challenge for 21st-century teachers to integrate gender perspective points of view in the 21st-century classroom. This is one of the most significant educational commitments over several years. It is an excellent challenge in education to make gender-responsive and inclusive classes in all fairness possible. English as a second language in the Philippines setting is not an exception when teaching and learning about gender-inclusive education. This is crucial to creating a balanced and responsive educational paradigm in the Philippines. The government saw a necessity for mainstream gender in education, including English language teaching, to shape gender values or conceptions towards equal rights and human empowerment; that is, Krashen's theory of second language is a must to transcend an effective language learning for the learners. The Department of Education (DepEd) has developed policies and guidelines to ensure that schools are gender-responsive and sensitive (DepEd Order No.32 s 2017). DepEd has always been supportive of promoting a curriculum that integrates gender equality that includes Gender and Development (GAD) and also encourages mainstream that gender-responsive instructional delivery is appropriate in the teaching and learning approaches (Tarrayo, 2023)

There are ways in which Education in the Philippines has shaped the implementation of gender-inclusive Education in the classroom. It is believed that it is essential to integrate it into English language teaching as English is not only about the language itself but also the

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cultures presented by the different learners in the classroom per se. As Macabenta et al. (2023) expounded, many educators implement inclusive education in various ways, and teachers play a significant role in crafting inclusive spaces in order to adopt different inclusion policies that incorporate instructional innovations that promote and help their continuing professional development:

1. Teachers need more preparedness and expertise for special and inclusive education.

However, it is equally important to emphasize the need for more support in terms of social contexts to deliver successful learning. This is not just a matter of professional development but a societal need that requires urgent attention and action. Teachers' attitudes and understanding affect how to create an inclusive education to guide their learners.

2. Stakeholder collaboration is a must to further inclusive education.

Inclusive environments in the Philippines are characterized by engaging, affirming, and nurturing different dimensions that involve standard collaboration, communication, and receptive language for diversity celebration.

To address these challenges, schools should always emerge themselves in furthering gender-inclusive education and provide more training and modules to foster innovative instructions and encourage collaboration between teachers and learners. In the light and views presented by the researcher, it was concluded that it was a great prerogative to conduct further research and studies about inclusive education.

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The researcher conducted this study on gender-inclusive education for the progressive vision and mission of the Department of Education in implementing gender awareness. This will eradicate and eliminate stereotypes and biases. Researchers believe that developing skills and strategies can address the need of students to acquire and filter information, so it becomes imperative to revitalize the teaching of this skill. It is also necessary to acquire the skill to be proficient and competitive in language to face the challenges of the 21st century. There is a need to ensure that this skill is fully developed among the learners.

Statement of the Problem

This research aims to explore the application of Krashen's Theory of Language Acquisition (Monitor and Affective Filters) in promoting the use of gender-inclusive language among teachers at San Guillermo Elementary School under Project GIVE (Gender-Inclusive Language in Teaching English). Specifically, the study seeks to address the following questions:

1. What is the level of awareness of teachers currently implement gender-inclusive language in their English classes in terms of

1.1 Gender-Responsive

1.2 Gender -Extensiveness

2. How do the teachers in San Guillermo elementary Schools explore the Krashen's Theory of language acquisition through use of project GIVE

2.2 Teaching strategies

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2.3 Selection of Material

3. Based on the result presented, what innovations can be created through Project GIVE support enhancing gender-inclusive language use in English teaching at Talisay Sub-Office?

This section delves into the conceptual review and research review found in the research. The research review, in particular, is of significant importance as it serves to narrow down and fully comprehend the concepts and research that are pertinent to the literature, thereby equipping the reader with a comprehensive understanding of the subject matter.

The Department of Education (DepEd) plays a crucial role in promoting and protecting every Filipino learner's right to access quality education. Their efforts are aimed at helping learners realize their potential and become meaningful contributors to nation-building. As Llego (2022) points out, the main principle of inclusive education is to promote sensitivity and responsiveness to the realities and situations of every learner. This principle has been institutionalized by the k-12 through the inclusion of inclusive education to develop and implement learner-centered and context-responsive programs. The adoption of this policy provides an overall framework that directly promotes inclusive and responsive education to meet the needs of the learners. A comprehensive support system across and within the governance of DepEd is in place to meet the responsive needs of the learners, making gender education a necessity in today's era of education.

This part is a move to include gender-responsive education to promote a holistic approach to becoming part of nation-building in the near future. It is also a big step to include this as education always progresses in terms of teaching and learning progress. Jacobs (2023)

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revealed that English has been changing from gender-exclusive to gender-inclusive. The trend from a regender-responsive education in English is to begin and go further in countries where English is their first language. This shift in the ra where in language resulted from social, political, and economic changes in the countries that do not have any gender responsiveness in terms of gender inclusion, and it has a significant effect on English as it impacts the language use beyond the countries as English is the world's leading international language. Related to this, it always also revealed that English teachers should have the presence to adopt and adapt this gender-inclusive education and should make responsible use of language inside the classroom.

Tarrayo et al. (2021) expounded that in the recent years of gender mainstreaming in the initiative of the Department of Education (DepEd), the studies revealed that educators are just aware of these themes in responsive education and somehow not successful in gender responsiveness in the depth of analysis of overall experiences there where also gaps in literature through semi-structure views lack of resources and materials to be used in the teaching of English in the gender-responsive education.

Teachers should always have a vast knowledge and background in applying gender-responsive education in every classroom. It is one of the most essential steps for the teachers to establish a strong concept and gender-responsive classroom in every English class. Yokozeki (2020) believed that gender-responsiveness is a fundamental human right. It is to avoid discrimination and inadequate teaching and learning practices in every classroom. The following is to guide teachers about being responsive in the classroom and education: guide

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them in day-to-day practices regarding the vital essential factors in education. Give them training and professional development to achieve it. It is providing best practices and approaches in the inclusion of gender-responsive classrooms. Always be organized and creative in providing materials that can irradiate discrimination in terms of languages and cultures. Be a contributor to enhance the practices that have been presented in the classroom and to eliminate the stereotype in materials that are not used in the classroom.

Gender-responsive education plays an essential factor in every classroom, as one of its goals is to protect the learners. Teachers should always be the champions of awareness and promote healthy discussion and participation within the community, as well as parents, to plan, implement, monitor, and evaluate the programs prepared by the teachers for their learners. This is one of the keys to improving the quality of education to make it more sensible and sensitive to address the inclusion using the English language in the classroom. (Inter-Agency Network for Education, 2010)

Teachers should not only be responsive but also inclusive. Kwauk and Bever (2017) cited different strategies to promote gender inclusivity in the classroom. (1) Teachers should be the catalyst of change in the classroom; they will be the ones who begin to put their best foot forward to change the systems inside the classroom. Teachers should show their support in adapting and implementing this gender-inclusive education in the classroom. They should also give space inside the classroom; the classroom should be gender-inclusive and safe whenever they are tasked to use the English language. Next is the teaching of this, including language, which should be integrated well in the English subject and other subjects. And

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lastly, to provide gender-inclusive materials inside the classroom. Moreover, teachers should always break the binary rules, meaning they should break and irradicate those triggering points when it comes to stereotypes. Explore new strategies and techniques in using the English language to promote gender-inclusive education. Give a chance to provide a. materials that everyone can relate to. Teachers should always integrate gender-responsive education in the classroom and within and across every curriculum.

Krashen's theory of language acquisition is an integral part of teaching and selecting materials in teaching the English language because, as Hedstrom (2018) stated, applying this helps the learners minimize the explicit in grammar and can give positive affirmation and confidence to the learners. It also emphasizes acquisition over learning. This means the teacher provides first-hand experiences for the learner to know the language. Moreover, it focuses on the message of the language. This way, free access to learning and teaching material can be easily provided to the learners. It was also expounded that monitor filters help the learners to learn a language consciously, and it can help the teacher provide strategies and approaches to make the learning monitored by them. Learning a language can help the teacher measure the learners' language ability and improve it over time. Affective filters are about the changes in language acquisition through emotions. The teacher must provide materials that promote excellent emotion to create positive learning.

This is also highlighted in the study of Doctora (2022). The research, which focused on the eight teachers of San Guillermo Elementary School, revealed that they are Slightly Employed in Gender-Sensitivity. However, the study also pointed out the potential for growth

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in their use of gender-inclusive language. The teachers currently utilize Krashen's Theory of Second Language Acquisition in Teaching English, and the result interpreted by the researcher suggests that they can strengthen and implement the gender-inclusive language based on DepEd order no. 32 s. 2017 Gender Responsive Education. This research, with its potential to inspire and motivate, is crafted to make significant innovations in gender language education in San Guillermo Elementary School.

Innovation, Intervention, and Strategy for Gender-Responsive Education

The Department of Education (DepEd), through Order No. 32, s. 2017, introduced the Gender-Responsive Education policy, a vital framework for integrating gender equality, gender sensitivity, non-discrimination, and education system. This policy is a testament to DepEd's commitment to fostering and promoting a safe and inclusive environment and a classroom that ensures every learner benefits from equitable and gender-sensitive education. A vital component of this initiative is gender-inclusive language, which teachers must adopt across all subjects to promote gender-responsive learning.

Building on this directive, a project was launched at San Guillermo Elementary School to strengthen Gender-Inclusive Education, particularly in the English subject. The project, known as PRIDE– Promoting Respect Inclucivity Diversity through Education

The first phase, Orientation, occurred through a School Learning Action Cell (SLAC) session at the start of the academic year. During this phase, teachers were introduced to the principles of Gender-Responsive Education, focusing on incorporating gender-inclusive

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language into their teaching of English. This phase equipped educators with the knowledge and skills to create a more inclusive classroom environment where language use reflects respect for gender diversity.

Following the successful Orientation phase of Project PRIDE, the project transitioned into the Implementation and Monitoring Phase. Teachers began applying what they had learned, using gender-inclusive language in their English lessons. Throughout the school year, monitoring was conducted to ensure these practices were effectively integrated into the curriculum and daily classroom interactions. The successful implementation of these phases is a promising sign for the future of gender-inclusive education at San Guillermo Elementary School.

Despite the progress made, it became clear that further innovation was needed to make an impact of gender-inclusive language in education. While the orientation and implementation phases provided a strong foundation for Project GIVE, the school seeks to build on this by creating a more structured and sustainable approach to Gender-Responsive Education. The next phase of innovation (Project PRIDE) will involve developing new strategies to continuously engage teachers and students in practicing and reinforcing the principles of Gender-Responsive Education, ensuring that it becomes an integral part of everyday teaching and learning at San Guillermo Elementary School.

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RESEARCH METHOD

This chapter describes the nature of the study in terms of research design, respondents of the study, research instrument, data gathering procedure, and the statistical treatment used for analyzing the data and information. This further explains the methodologies employed in the study

1. Participants and other sources of Data and Information

The research design that the researcher will use is the Descriptive Quantitative method. According to Sirisilla (2023), is a good tool used by the researcher to gather information about a particular group and phenomenon. This provide details and accurate information about the characteristics and behaviors of a particular subject

The subject of this study covered the One School head and Eight Teachers from San Guillermo Elementary School.

1. Data Gathering Procedure

After the approval of the research proposal, the researchers gathered information and ideas that helped them improve the framework of the study. A letter asking permission to administer the researcher-made questionnaire to the target respondents was submitted to the School head to check and ask for permission about the dissemination of the researcher-made questionnaire

The researchers personally administered the copies of the questionnaire to the respondents. The researchers immediately retrieved the copies of the administered

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questionnaire. The respondents' responses to the questionnaire were tallied, interpreted, and analyzed using appropriate statistical treatment.

DISCUSSION OF RESULT AND REFLECTION

This deals with the components of the statement of the problem. It presents the numerical data gathered in the investigation. Included are the interpretation of data with corresponding justification. The analysis results are presented in a manner that organizes the problem statement.

The table below shows the interpretation table for each of the statements

Scale	Mean Ranges	Interpretation
4	3.51-4.00	Strongly Agree/Highly Employed
3	2.51-3.50	Agree/Employed
2	1.51-2.50	Slightly Agree/Slightly Employed
1	1.00-1.50	Disagree/Not Employed

1. Level of awareness in terms of Gender-Responsive

This portion of the study discusses the level of awareness of the San Guillermo Elementary School teachers regarding their Gender responsiveness in teaching English and in the classroom.

Statements	Weigted Mean	Interpretation
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Gender Responsive (As a Teacher)		
1. I was aware that I avoid discriminatory words in the classroom	3.25	Agree
2. I allow myself to attend preprofessional development focus on gender responsive trainings	2.8	Agree
3. I created a material and activity that caters the need of gender-responsive classroom(Such as cultures, religion and ethnics.	3.1	Agree
4. I allow myself to organize a community small talks or programs regarding the gender-responsive education	2.8	Agree
5. I always implement the use of gender-responsive education in my classroom	2.8	Agree
COMPOSITE MEAN	2.95	Employed

The first table revealed that most of the teachers from San Guillermo Elementary School do not promote and avoid discriminatory words in the classroom, with a weighted mean of 3.25 and an interpretation of Agree. This means that the teacher they are not promoting regulatory terms that may trigger one's learners; according to the article written by Lopez (2021), believed that linguistic discrimination should be eradicated inside the classroom, but this does not promote inclusion inside the classroom, as a teacher you should be culturally sensitive and be an avenue to educate not only themselves but also their learners to model an effective classroom inclusion of a gender-responsive education. Promoting a multilingual space of every language that needs to be respected and used formally and informally in communication is a must. Overall, teachers from San Guillermo Elementary

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School Employed the Gender-Responsive need in their classrooms with a composite mean of

2.95

2. Level of awareness in terms of Gender-Inclusive

Statements	Weighted Mean	Interpretation
Gender Inclusive (As a teacher)		
1. I champion change to promote inclusion in my classroom	3.5	Strongly Agree
2. I provide a healthy space for my learners so that they feel included	3.6	Strongly Agree
3. I always use Gender-inclusive language, especially in my English classes	2.8	Agree
4. I do not allow any triggering factors to promote exclusion in my class	3.1	Agree
5. I am not using Gender inclusive education not only in English but in all of my subjects	2.6	Agree
COMPOSITE MEAN	3.12	Employed

Table two revealed that teachers from San Guillermo Elementary School employed Gender-Inclusive awareness in their classes with a composite mean of 3.12. The highest statement that the teachers agreed upon is providing a healthy space for their learners to feel included inside their classroom. This means that teachers from San Guillermo Elementary School are providing academic benefits that help the learners to make inclusive settings to identify disabilities and progress in terms of mathematics and reading. It also shows strong support for inclusive classrooms that demonstrate positive academic outcomes to the learners. It also provides social and emotional support. It makes the learners feel that they belong and have no exceptions. (Hall, 2024)

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3. Employability of Krashen's theory of language acquisition through

Project Give (Teaching Strategies)

Table 3 shows the employability of the teachers from San Guillermo Elementary School of Krashen's theory of language acquisition using Project GIVE. It revealed that most of the teachers of San Guillermo Elementary School were Strongly Employing the course of action presented by Project Give with the help of Krahens Theory of Language Acquisition. It also

Statements	Weighted Mean	Interpretation
Employing if Krashen's Theory through the use of project GIVE Teaching Strategies		
1. I constantly monitor my learners in terms of speaking a language that does not promote inclusion	3.0	Agree
2. I allow my learners to be conscious enough to speak the language inside the classroom	3.1	Agree
3. I encourage them to speak freely inside my classroom (with a guide and help to achieve a gender-responsive classroom)	4	Strongly Agree
4. I am aware of the backgrounds of my learners	3.9	Strongly Agree
5. I provide a safe space and conducive learning environment that allows them to be included in my classroom	4	Strongly Agree
COMPOSITE MEAN	3.67	Strongly Employed

showed that teachers strongly agree with the Weighted mean of 4 in the three statements presented, such as, 'I encourage them to speak freely inside my classroom, provide a safe space and conducive learning

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environment that allows them to be included, and I give them a positive affirmation.

Hawthorne (2022) supported the idea that this is a way to create a positive classroom learning environment through gender-responsive education. Positive learning is a purposeful place for the learners that can help them boost their engagement and enjoyment. Gender-responsive

Statements	Weighted Mean	Interpretation
Employing if Krashen's Theory through the use of project GIVE Selection of Teaching materials		
1. I provide gender inclusive materials for my learners	3.0	Strongly Agree
2. I encourage an activities that promote fairness and inclusivity	2.9	Strongly Agree
3. I provide them examples that tackles everyone's cultures, religion and ethnicity	3.1	Strongly Agree
4. I guide my learners stories that promote gender-neutral languages	2.8	Agree
5. I provide a materials access for everyone	3.0	Strongly Agree
Composite Mean	2.96	Employed

education enriches teachers' learning processes, teaching approaches, and strategies to present gender-inclusive language education in every classroom. It also promotes a learning environment that caters to a strong sense of connectedness and values that welcomes a learning environment that provides quality and assurance.

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4. Employability of Krashen's theory of language acquisition through

Project Give (Selecting of Materials)

Table 4 reveals the process of selecting teaching materials through Krashen's theory of language acquisition with the aid of Project GIVE. Teachers from San Guillermo Elementary School agreed with the statement, "They provide examples that tackle everyone's cultures, religion, and ethnicity inside the classroom." Deer (2020) expounded that when a teacher promotes a gender-responsive classroom inside his or her classes, this is the time he/she promotes diversity inside the classroom. This means that teachers provide a set of range activities that recognize the student's differences, creating an all-inclusive atmosphere.

Action Plan

Findings

The data gathered by the researcher were carefully interpreted and analyzed. As the researchers analyzed the results; they arrived with the following findings:

1. Based on the level of awareness through the implementation of Project GIVE, Gender-responsive got a composite mean of 2.95, and Gender Extensiveness got a composite mean of 3.12
2. When it comes to teaching strategies using Krashen's theory of language acquisition, it got a 3.67 composite mean, and when it comes to the selection of teaching material, it got a composite mean of 2.96

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3. to improve and strengthen the Gender-responsive classroom of San Guillermo Elementary School, the researcher will help to improve it by creating an innovation inside the classroom to promote inclusivity through SLACs, INSET, and Professional Development to make the school an avenue as one of gender-responsive school in Talisay.

Conclusion

Based on the above-mentioned findings of the study, the following conclusions are drawn.

1. Teachers have extensively employed the gender-responsive education in their classroom.
2. They use a variety of strategies, approaches and are very critical in providing material to cater to responsive education through the Project GIVE
3. Conducting SLAC, INSET, and professional development when it comes to Gender-responsive education to create an innovation inside the classroom that promotes gender-inclusive education

Recommendation

In the light of views and the study's findings and conclusion, the researchers were able to construct the following recommendations

1. The teachers should strongly employ these gender-inclusive element inside the classroom
2. Teacher should also incorporate the theory of Krashen's not only in English languages classes but also in all different subject and use appropriate strategies in teaching and selecting materials in teaching gender-responsive education.
3. The proposed innovations may be implemented, monitored, and evaluated to

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determine if the teachers are implementing the use of Gender-inclusive Language
in English.

Project Proposal

PRIDE

Promoting Respect Inclusivity Diversity through Education

Project Summary:

This project was crafted by the researcher to provide the best practices(through Crafted SIMS) of San Guillermo Elementary School when it comes to Gender-Responsive Education that is timely and relevant in the 21st century education. This was crafted to show how San Guillermo Elementary School is Gender responsive and Inclusive

Project Background:

The project was crafted through the action research created by the researcher entitled, this was crafted to provide not only an answer but also to give best practices inside the San Guillermo Elementary School.

Project Objectives:

1. To promote Gender-responsive and inclusive education in San Guillermo Elementary School

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To show the best Practices of San Guillermo Elementary School about Gender-Responsive and inclusive education. Phase s	Goals and Objectives	Activities	Person Involved	Resources Needed	Time Frame	Success Indicator
Orientation to Project PRIDE	To provide an overview about the project PRIDE	SLACs, Trainings and Professional Development	School Head and Teachers		Start of the class for the school year June 2025-	100% of the School and Teachers attended the orientation
Preparation of Materials	To provide materials such as SIMs providing Gender-Responsive Education and Inclusive Education(1 for Key stage 1 and key stage 2)	SLACs about SIM	School Head and Teachers		July 2025	100% of the School and Teachers attended the orientation
Monitoring and implementation	To monitor the implantation of crafted SIM to the Key Stage 1 and Key Stage 2	Observations	School Head and Teachers		August 2025- September 2025	100% of the School and Teachers attended the orientation

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Evaluation	To evaluate the SIMS based on the activities done by the learners	Technical Assistance			October 2025	100% of the School and Teachers attended the orientation
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