

EXTENT OF GENDER-FAIR LANGUAGE USE IN WRITTEN COMMUNICATIONS IN CAVITE STATE UNIVERSITY: IMPLICATIONS FOR AN SDG-ALIGNED UNIVERSITY

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ABSTRACT

This study utilized discourse analysis, following Porreca's (1984) framework, to examine the compliance of Cavite State University with SDG-5 on gender-fair language use focusing on the lexicons and expressions used in the written communications of selected academic and non-academic offices. Findings revealed specific gender-fair lexicons and expressions employed by the offices, indicating that language practices within the University promote inclusivity, respect, and gender equality. Furthermore, it was found that CvSU has a high level of compliance on gender equality and provided insights into the University's adherence to established guidelines set by the University, the Philippines, and the United Nations. By addressing gender-fair language use, this research contributes to the broader objective of achieving gender equality and inclusivity, aligning with the central tenets of the UN-SDGs.

Keywords: *Discourse analysis, Gender equality, Sustainable Development*

INTRODUCTION

Language shapes the beliefs, behaviors, and perceptions of a society, following the Sapir-Whorf hypothesis, also referred to as the relativity hypothesis (Hartono, Suparto, & Hassan, 2021). Thus, the use of language relative to gender is crucial in forming prenotions, biases, and stereotypes against one sex. Sexism in language has been an issue that feminists since the 1970s have fought against as such language demeans one gender, particularly women.

In pursuit of gender equality, the use of gender-fair language has gained momentum as a means to challenge gender stereotypes and promote inclusivity. According to Sczesny, Formanowicz, and Moser (2016), gender-fair language use does not perpetuate gender stereotypes or discrimination against a specific sex, social gender, or gender identity. This discourages the use of mascu-

line generics and instead refers to both sexes equally (Lindqvist, & Sendén, 2020).

The United Nations (UN) established the Sustainable Development Goals (SDGs) which endeavor to secure the overall welfare of individuals in various aspects, one of which is gender equality. Gender equality is the fifth SDG (SDG-5) which recognizes that gender equality is a fundamental human right yet it is not yet widely acknowledged in developing countries.

The Philippines, however, has existing laws that promote gender fairness. Republic Act 7192, or the Women in Development and Nation Building Act promotes gender equality and women's empowerment, particularly in primary and secondary education by promoting equal opportunities and eliminating discrimination against women. Higher education institutions (HEIs), conversely, have the Commission on Higher Education (CHED)

Memorandum No. 1, Series of 2015. HEIs must establish a Gender and Development Focal Point System (GADFPS) to oversee the implementation and to ensure a safe and inclusive campus environment.

Furthermore, the Civil Service Commission (CSC) the CSC Memorandum No. 12, series of 2005 mandates government offices, units, and state-owned universities to use gender-fair language in all official documentations and issuances. Likewise, Republic Act 11313 or the Safe Spaces Act promotes gender-fair language use and penalizes sexual harassment based on gender.

Following these laws in the Philippines, offices and educational institutions, whether private or public, are obligated to adhere to gender-fair language use. However, in a study by Briones (2019) which analyzed 23 English language textbooks used in Philippine High Schools using Porreca's (1984) framework showed that gender-fair language was not employed, Muncada (2019), conversely, analyzed college textbooks in the Philippines which also showed sexist language.

Written documents, such as memorandums, letters, and announcements are a few of the commonly used modes of communication at work and in school. As such, this study analyzed the gender-fair language used in the University to provide further studies on the current climate of gender equality in educational institutions from a different perspective, in contrast to studies by Briones (2019), Muncada (2019), and Cariaga (2022).

With the promulgation of gender fairness, particularly in educational institutions, it is an opportune time to assess the state of gender equality within the University as it is expected that offices in Cavite State University (CvSU) exemplify. This study provides an overview of the results of the efforts by the CvSU GAD Resource Center (GADRC) and thus, aiding them in crafting programs to further their advocacies.

Statement of the Problem

This study aimed to analyze the extent of gender-fair language used in written communications at Cavite State University and to define its implications for an SDG-aligned university.

In particular, it aimed to answer the following questions:

1. What are the gender-fair lexicon and expressions used in the written communications of selected academic and non-academic units of CvSU?;
2. What is the categorization of lexicon and expressions in terms of:
 - a. visibility,
 - b. 'gender firstness'
 - c. gender-neutral and gender-specific nouns, and
 - d. masculine generic construction?;
3. What is the extent of compliance of the University on the use of gender-fair language based on the written communications analyzed?; and
4. What implications on the University's initiative on UN-SDG alignment can be deduced from the results of the study?

Conceptual Framework

Figure 1 shows the inputs, process, and targeted output of the study. Utilizing Porecca's (1984) framework, the sample written communication documents issued or released by the different offices in Cavite State University were analyzed to determine the extent of compliance of CvSU on the UN-SDG 5, particularly on Gender Equality. From such an extent of compliance, this study attempted to draw implications on the University's initiative of its being SDG-5 aligned.



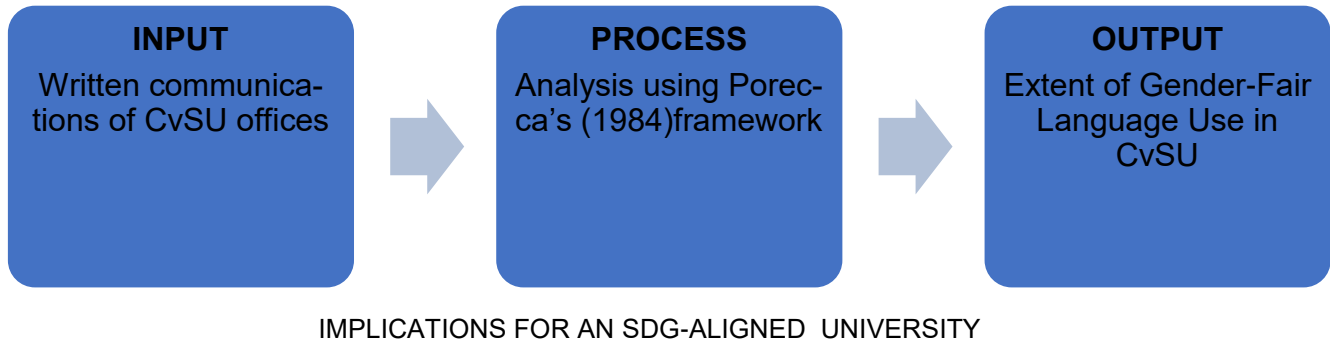


Figure 1. Conceptual framework

METHODOLOGY

Research Design

To determine the extent of compliance of the University on the use of gender-fair language based on the written communications analyzed, the researchers approached the topic of gender-fair language with the use of discourse analysis, which was considered to be qualitative research in nature, following Porreca's (1984) framework.

To identify the gender-fair lexicon and expressions used in the written communications of selected academic and non-academic units within the University, the researchers analyzed the written communications by quantifying the sexist and gender-fair lexicons and expressions used.

Sources of Data

In order to meet the objectives, the study employed documentations as sources of data. These were the written communications issued by selected academic and non-academic units of CvSU—Main Campus, particularly, office-to-office issued letters, memorandums, and announcements.

Letters of request and consent were given to the offices in the University, namely: (1) Office of the Vice President for Academic Affairs (OVPA); (2) Office of the Vice President for Administrative and Support Services (OVPASS); (3) Office of

the Vice President for Research and Extension (OVPRE); (4) Office of the Vice President for Planning and Development (OVPPD); and (5) Office of the Vice President for Business and Resource Generation (OVBRG).

The academic offices are as follows: (1) College of Agriculture, Food, Environment and Natural Resources; (2) College of Arts and Sciences; (3) College of Education; (4) College of Economics, Management and Development Studies; (5) College of Engineering and Information Technology; (6) College of Nursing; (7) College of Sports, Physical Education and Recreation; (8) College of Veterinary Medicine and Biomedical Sciences; (9) Graduate School and Open Learning College; (10) College of Criminal Justice; (11) University Registrar; (12) Office of the Student Affairs and Services; and (13) University Library.

Non-academic offices are as follows: (1) Research Center; (2) Extension Services; (3) Knowledge Management Center; (4) Business Affairs and Resource Generation; (5) Administration; (6) Human Resource and Development Office; (7) Finance Management Office; (8) Health Services; (9) Civil Security Services; (10) Planning Office; and (11) Institutional Development Office.

Only those colleges and offices that responded affirmatively to the invitation to participate in the study were involved in the study. Additionally, coding was used to ensure anonymity of the five offices of the vice presidents to arrive at the extent of compliance to SDG 5.

Sampling Technique

The data in this study were gathered using criterion sampling—a sampling technique that follows criteria that the researchers deem important for the study (Palinkas et al., 2013). Such criteria serve as the bases that researchers follow and gather information from; particularly, the academic and non-academic offices released at least three (3) written documents during the months of January–December 2022, taking into consideration the limited issuances of written communications due to the online learning arrangement during the period. Regarding the written documents to be collected from the selected offices, purposive sampling was used. Additionally, documents that had the most significant attributes in contributing to the information and data necessary for the study were chosen for analysis.

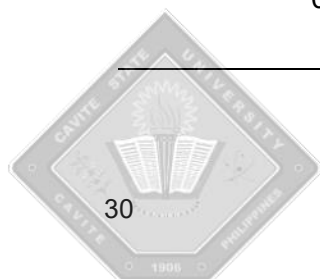
Data Analysis

Document analysis was used to identify the sexist and gender-fair lexicons and expressions used and their respective frequencies. The lexicons were grouped according to the offices they belonged to, while the types of written documents were combined to form general analyses derived from the data. In identifying the implications of the use of sexist and gender-fair lexicons and expressions, Porreca’s (1984) framework was applied which analyzed texts through the following factors: (1) visibility, (2) gender firstness, (3) gender-neutral nouns, (4) gender-specific nouns, and (5) masculine generic construction.

To measure the compliance of the university offices, frequency distribution and percentage of gender-fair language used were computed and interpreted using the guide in Table 1.

Table 1. Interpretation of compliance rate

COMPLIANCE RATE (%)	VERBAL INTERPRETATION	DESCRIPTION
95-100	High Compliance	The offices of the university always used gender-fair language in the written communication
85-94	Moderate Compliance	The offices of the university frequently used gender-fair language in written communication
75-84	Low Compliance	The offices of the university occasionally used gender-fair language in the written communication
0-74	Non-Compliance	The offices of the university rarely used gender-fair language in written communication



The study acknowledged the adherence of the University to the gender equality campaign as reflected in their current programs, and past activities, particularly by the GAD-RC. Furthermore, existing laws in the Philippines that promote gender equality and gender-fair language use, namely, RA 7192; CSC Memo No. 12, s. 2005; RA 9710; Executive Order No. 43, s. 2011; CHED Memo No. 1, s. 2015; and RA 11313 were taken into account. This reflects the state in which the SDGs have significant consideration,

which is supported by existing laws in the Philippines.

RESULTS AND DISCUSSION

Gender-Fair Lexicon and Expressions Used in Written Communications

Lexicon and expressions that were indicative of gender fairness were identified in terms of honorifics, generic nominals, pronominals, and job titles as shown in Table 2.

Table 2. Gender-fair lexicon and expressions used in written communications

LEXICON AND EXPRESSION USED	FREQUENCY (n)	PERCENTAGE (%)
Honorifics		
Dr.	86	11.76
Ms.	20	2.74
Prof.	19	2.6
Mr.	11	1.5
Sir.	10	2.18
Engr.	6	0.82
Madam (or Ma'am)	5	0.68
Sen.	5	0.68
Hon.	3	0.41
Mrs.	1	0.14
Nominals		
OFW	3	0.41
Girls	1	0.14
Women	1	0.14
Pronominals		
Their	10	1.37
Everyone	5	0.68
She	4	0.55
They	4	0.55
Her	3	0.41

Table 2. Continued

LEXICON AND EXPRESSION USED	FREQUENCY (n)	PERCENTAGE (%)
Pronominals		
His	1	0.14
Them	1	0.14
Titles		
Vice President	40	5.47
OIC	37	5.06
Faculty members	36	4.92
President	34	4.65
Dean	31	4.24
Coordinator	29	3.97
Staff	28	3.83
Chairperson	25	3.42
Director	25	3.42
Members	22	3.01
Heads	20	2.74
Students	19	2.6
Officer	14	1.92
Faculty	12	1.64
Personnel	12	1.64
Committee	11	1.5
Chair	10	1.37
Employees	9	1.23
Concerned	7	0.96
Registrar	7	0.96
Advisers	5	0.68
Aide	5	0.68
In-charge	5	0.68
Graduates	4	0.55
Stakeholders	4	0.55
Critic	3	0.41
Discussant	3	0.41

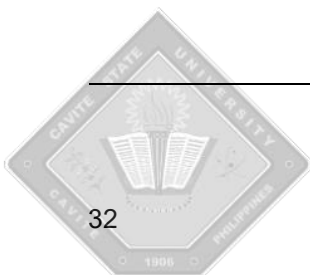


Table 2. Continued

LEXICON AND EXPRESSION USED	FREQUENCY (n)	PERCENTAGE (%)
Titles		
Participant	3	0.41
Reactor	3	0.41
Secretary	3	0.41
Teacher	3	0.41
Veterinarians	3	0.41
Workers	3	0.41
Architect	2	0.27
Clerks	2	0.27
Custodian	2	0.27
Facilitator	2	0.27
Governor	2	0.27
Inspector	2	0.27
Leader	2	0.27
Resource speaker	2	0.27
Academicians	1	0.14
Accreditors	1	0.14
Administrator	1	0.14
Assistant	1	0.14
Associate	1	0.14
Champion	1	0.14
Chief of police	1	0.14
Clientele	1	0.14
Clients	1	0.14
Clinicians	1	0.14
Coaches	1	0.14
Colleague	1	0.14
Concessionaires	1	0.14
Consultants	1	0.14
Diagnosticians	1	0.14
Diplomate	1	0.14

Table 2. Continued

LEXICON AND EXPRESSION USED	FREQUENCY (n)	PERCENTAGE (%)
Titles		
Editor-in-chief	1	0.14
Guardians	1	0.14
Instructor	1	0.14
Judges	1	0.14
Learner	1	0.14
Lecturer	1	0.14
Manager	1	0.14
Managers	1	0.14
Owners	1	0.14
Parents	1	0.14
Performers	1	0.14
Persons	1	0.14
Practitioners	1	0.14
Principal	1	0.14
Programmer	1	0.14
Regent	1	0.14
Representative	1	0.14
Representatives	1	0.14
Researcher	1	0.14
Reviewer	1	0.14
Supervisor	1	0.14
Technologist	1	0.14
Trainors	1	0.14
Winners	1	0.14
Worker	1	0.14
TOTAL	731	100.00



Honorifics. “Dr.,” “Ms.,” “Prof.,” “Engr.,” “Arch.,” “Sen.,” “Madam,” “Mrs.,” “Mr.,” “Sir,” and “Hon.” were the forms of address used in the data and comprised 23.1 percent of the totality of the gender-fair language employed. Honorifics are titles placed before an individual’s name and some of these have been an issue as “gender-asymmetrical” (Lee, 2014a, p. 41) such as the title “Mr.” which is used to refer to men regardless of marital status, whereas “Mrs.” and “Miss” were used to refer to women, indicating their marital status. “Mrs.” gained criticism as such titles determine how women were presented and treated (Briones, 2019). The honorific “Ms.” is the female counterpart of “Mr.” which is used regardless of the marital status of the person it pertains to (PCW, 2018). Thus, the use of “Ms.” is acknowledged as a gender-fair honorific for women (Ludbrook, 2022).

1. "With Dr. [...] as the presiding officer, please attend a meeting on February 2, 2022 at 2:00 pm via Google Meet..."
2. "All matters that require immediate action to include those that need [sic] my signature shall be coursed thru Ms. [...]."
3. "This is to respectfully submit to your good office the Individual Performance Report (IPR) and Daily Time Record (DTR) of Mr. [...] (Computer Programmer I) and Mr. [...] (Administrative Aide III)..."
4. "Look for Mrs. [...] at the [...] and provide a photocopy of the payment receipt, Driver's License,..."

The use of honorifics, particularly “Ms.,” and “Mrs.,” has been a topic of discussion in terms of gender asymmetry. The analysis revealed that the honorifics used in the data are predominantly aligned with gender-fair language practices. However, it is imperative to note that the honorific “Mrs.,” has received criticisms for implying marital status and thereby reinforcing gender stereotypes.

Titles. The titles used in the samples analyzed

make up 72.7 percent of the entire gender-fair lexicons used in written communications.

1. "In this regard, department chairs, department research coordinators and faculty members in the [...] graduate programs are invited to join the workshop."
2. "This is to respectfully recommend the following faculty members to serve as thesis adviser and technical critic for the students of [...] having their research studies."
3. "The [...] is a duly recognized collegial body composed of licensed veterinarians practicing in the country as farm veterinarians, consultants, company owners, managers, government agency heads, as well as diagnosticians and academicians."
4. "All unit directors are hereby informed that..."

These titles are gender-neutral nouns that can be attributed to any gender and are treated as such. Job titles refer to occupations and in some cases, such use can indicate gender stereotypes and gender roles (Cariaga, 2022). Following the guidelines by Kintanar (1998), the use of the suffix “-man” must be avoided as this perpetuates the notion that the job is masculine.

Pronominals. Pronominals or pronouns are one of the forms of speech which refers to a noun and these make up 3.84 percent of the total gender-fair lexicons and expressions used in the written communications.

The analysis revealed that the pronouns “they,” “them,” and “theirs” outnumbered the sexist pronouns; however, such pronouns were used according to their respective contexts. “Everyone”, an indefinite pronoun, was used five (5) times and was referred to with gender-fair pronouns. The pronouns “they,” “them,” and “theirs” fall under the category of gender-neutral pronouns. Given that the use of gender-neutral pronouns outnumbered the gender-specific pronouns, it may indicate the effort of the offices to comply to the existing laws/acts on the use of gender-fair language in all the issuances and documents.

Table 3. Pronominals used in written communications

PRONOMINAL	FREQUENCY (f)	PERCENTAGE (%)
Everyone	5	15.63
She	5	15.63
Her	5	15.63
His	2	6.25
They	4	12.5
Them	1	3.13
Their	10	31.25
TOTAL	27	100.00

"This is to respectfully recommend the following faculty members to serve as thesis adviser and technical critic for the students of [...] having their research studies."

"Everyone is enjoined to continually work together in the preparation of documents and for the subsequent visit of the [...] on October 24-28, 2022."

The other pronouns used were first person pronouns such as "I," "me," "my," "we," "our," and "ours," and second person pronouns "you," "your," and "yours." The gender in pronouns are demonstrated in third person pronouns such as masculine pronouns "he", "him", and "his"; and feminine pronouns "she", "her", and "hers." The gender-fair pronoun "they" was recommended by the Washington Post in 2015 (Ludbrook, 2022).

The analysis shows that sexist pronouns were used in accordance with their respective contexts. However, the use of gender-neutral pronouns, such as "they," "them," and "theirs," outnumbered the sexist pronouns. This suggests a positive trend towards the adoption of gender-

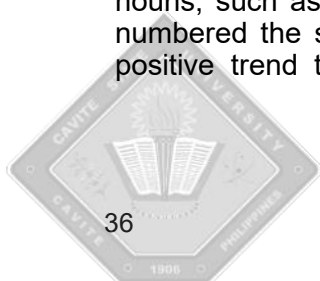
inclusive pronouns, as recommended by the European Parliament (2018).

Nominals. Nominals or nouns are one of the forms of speech which refers to a person, place, animal, or object. In the data gathering, nouns account for 1.23 percent of the total gender-fair lexicons used in the written communications. The analysis presented the nouns "girls," "women," and "OFW." These nouns were used properly in the contexts they were used in.

Following these findings, both the academic and non-academic offices recognized the significance of using gender-fair language in advocating for gender equality and avoiding gender biases within and outside the University.

Categorization of Gender-Fair Lexicons and Expressions using Porreca's (1984) Framework

Gendered Lexicon and Expressions. This section presents the sexist lexicon and expressions used by the offices following Porreca's (1984) framework.



Porreca's (1984) framework points out to sexism in English as a second language and its repercussions. Data were analyzed according to the following categories of factors: (1) visibility, (2) gender firstness, (3) gender-neutral, (4) gender-specific nouns, and (5) masculine generic construction.

Visibility refers to the portrayal of women compared to men's. Gender firstness refers to which gender appears first such as in "husband and wife," and "men and women." Gender-neutral nouns are the gender-fair lexicons such as "director" and "president," whereas gender-specific nouns refer to a particular gender. Last-

ly, gender stereotypes refer to the gender roles, in this case, presented in texts.

As shown in Table 4, three offices failed to employ gender-fair lexicons and expressions in which Office 1 had the most frequencies of 10, followed by Office 2 and Office 3 having 1 instance each.

Table 4. Analysis of the written communications following Porreca's (1984) framework

OFFICE	LEXICON OR EXPRESSION USED	FREQUENCY	RANK	ANALYSIS
Office 1	male and female	10	5th	Following Porreca's framework, the phrase <i>male and female</i> does not follow gender fitness as male is mentioned first. Additionally, it does not follow gender neutrality as it was unnecessary to define the genders of the faculty members.
Office 2	his	1	4th	<i>His</i> was used in the context of a job position, however, no specific person was identified.
Office 3	Mrs.	1	4th	<i>Mrs.</i> was used as a title for an employee. This falls under gender-specific nouns.
Office 4	none	0	1st	All units under this office use gender-fair language.
Office 5	none	0	1st	All units under this office use gender-fair language.

Gender Firstness. Based on the data presented in Table 4, the phrase “male and female” was used by one of the units from Office 1 in the following contexts:

1. “ASSIGNED *MALES & FEMALES* FACULTY MEMBERS & STAFF IN CONSOLIDATING THE ACCOMPLISHMENT REPORTS FROM JANUARY TO MARCH 2022”
2. “Please be informed of the following *males and females* faculty members and staff who will be assigned in the following activities & projects of the [...]; namely:”
3. “ALL *MALES & FEMALES* FACULTY MEMBERS AND STAFF”
4. “[...] *Males and Females* Faculty Members, Staff and Students and All Concerned”
5. “Designated *Male and Female* Advisers and Technical Critics”
6. “Herewith is the list of the designated *male and female* advisers and technical critics of undergraduate *male and female* students for SY 2021 – 2022.”

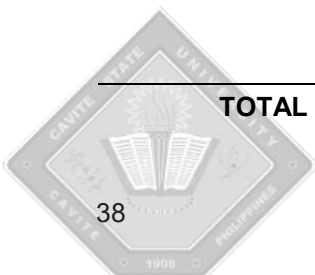
As stated by Briones (2019), gender firstness pertains to situations in which the male is mentioned prior to a woman when both are referenced together such as in “male and female.” In the aforementioned examples, the use of the phrase was deemed unnecessary as the other data with similar contexts did not. In a study by Drawing parallel to previous research by Lee (2014b), the persistent presence of gender bias can be observed, particularly in the phenomenon of gender firstness. This phenomenon entails that whenever both genders are mentioned together, connected by the conjunction “and,” the male gender is consistently mentioned before the female gender. This pattern serves as a clear indication of the perceived inferiority of females.

This does not, however, imply that the three offices mentioned are not non-conforming as the instances identified were only minimal.

Visibility. Data in Table 5 show that women are more visible than men based on the samples analyzed. All lexicons used to refer to both genders were pertaining to particular individuals. According to Porreca (1984), when the appearances of women in texts are comparatively fewer than the appearance of men, this diminishes the achievements and significance of women, thereby robbing them of recognition.

Table 5. Gender visibility in written communications

LEXICON	FREQUENCY (n)	PERCENTAGE (%)
Female		
Ms.	25	36.76
she or her	10	14.71
Madam (or Ma’am)	5	7.35
girls	1	1.47
Mrs.	1	1.47
Women	1	1.47
Male		
Mr.	13	19.12
Sir	10	14.71
he/his	2	2.94
TOTAL	68	100.00



Gender-neutral lexicons. In the written communications, the gender-neutral nouns employed by the offices were categorized as titles, as shown in Table 3, namely, “director,” “chair,” “coordinator,” “faculty members,” “students,” “officer,” “personnel,” “administrative aide,” “employees,” and “heads.” Based on the data presented in Table 4, no instances of sexist nouns were observed. Gender-neutral nouns are nouns that do not refer to either women or men (Fowler, 2015).

Gender-specific lexicons. Gender-specific lexicons refer to a particular gender. Following this, as shown in Table 4 were the gender-specific nouns employed in the documentations such as the honorifics “Ms.,” “Mr.,” “Mrs.,” “Madam” and “Sir”; pronouns “everyone,” “she,” “her,” “he,” “him,” and “his”; and nouns “girls” and “women.” The following illustrate the instances wherein gender-specific lexicons were employed in the documentations:

1. “In line with the continued operation of the [...] Department of our [...], I would like to request the hiring of one (1) Job Order [...], effective January 3, 2023 to June 30, 2023. *His* service is deemed necessary in the day to day operation of our [...].”
2. “Mr. [...] is currently assigned at the main building of the [...]. *He* also assists the head of the [...], [...]... *His* service is deemed necessary...”
3. “The 18-Day Campaign to End Violence Against Women (VAW) from 25 November to 12 December is an annual observance meant to raise awareness and ignite action for protecting the human rights of *women* and *girls* against all forms of gender-based violence. These examples, however, illustrate the differences in the use of the male pronouns. Example 1 presented that the pronoun “his” was used to refer to a future employee whose gender was unknown, whereas Example 2 pertains to an identified male. The pronoun “they” is the “gender-neutral generic third-person singular pronoun” used when referring to an individual whose gender is unknown and for those who identify as non-

binary (Lindqvist, Renström, & Sendén, 2018, p. 111).

Masculine generics. As presented in Table 5, no instances of the use of masculine generics were found. Masculine generics refer to the lexicons which pertain to men which are used to refer to groups of people (Kaufmann & Bohner, 2014).

Following these results, there is a need for further promoting gender-fair language practices in written communications. While the majority of the analyzed documents demonstrated the use of inclusive and unbiased lexicons, there were instances of gender bias and gender-firstness that should be addressed. By adopting gender-neutral honorifics, job titles, and pronouns, organizations can contribute to promoting gender equality and challenging gender stereotypes. The findings highlight the importance of ongoing efforts to create inclusive language environments that recognize and respect the diverse identities and experiences within the University.

Extent of Compliance of the University on Gender-Fair Language Use

This research employed discourse analysis to focus on the contextual significance of the language that incorporates gender-fair principles. Discourse analysis extends beyond mere language study, encompassing an approach that examines how individuals employ language in real-life contexts, thereby signaling identities or group affiliations (Jones, 2012).

As presented in Table 6, all offices have rates of compliance above 95 percent, indicating that all offices are highly compliant with SDG-5.

Findings suggest that the offices under study have demonstrated a high level of compliance with gender-fair language principles and the Sustainable Development Goal 5 (SDG-5) on gender equality, following the prescribed gender-fair language use by Kintanar (1998) and European Parliament (2018). The consistently high rates of compliance, as indicated in Table 6, reflect a positive commitment to promoting inclusive and gender-responsive communication practices.

Table 6. Extent of compliance of academic and non-academic offices

OFFICE	RATE OF COMPLIANCE (%)	VERBAL INTERPRETATION
Office 1	97.8	High Compliance
Office 2	99.4	High Compliance
Office 3	94.5	High Compliance
Office 4	100	High Compliance
Office 5	100	High Compliance

This level of compliance signifies an organizational culture that values gender equality and strives to create an inclusive environment for all individuals. The findings highlight the success and effectiveness of efforts made by the offices to align their language use with gender-fair principles and contribute to the achievement of SDG-5. It serves as an example for other organizations seeking to improve their language practices and promote gender equality within their own contexts.

Implications on the University’s Initiative on SDG-Alignment

This study aimed to examine the compliance of the University with SDG-5, which focuses on gender equality. The researchers analyzed the lexicons and expressions used in the written communications of selected academic and non-academic offices of Cavite State University. Furthermore, the use of gender-fair language in the documentations determined the level of compliance of the offices. The implications of the results of the study on the initiatives of the University on SDG alignment are as follows:

The study revealed the specific gender-fair lexicons and expressions employed in the written communications of the selected academic and

non-academic offices. These results suggest that the language practices used by the offices promote inclusivity, respect, and gender equality within the University, especially GADRC, whose aim is to create a gender-responsive educational institution by integrating gender equity and equality principles and perspectives in instruction, research, and community involvement, strengthening partnerships and cooperation among stakeholders, and promoting gender-responsive governance.

Through the analysis of the written communications, the study assessed the extent of compliance of the University with regard to gender-fair language use. As such, the results provided insights into the level of adherence to the established guidelines by the University, the Philippines, and the United Nations.

By examining the gender-fair language use within the University, the study contributes to the broader objective of achieving gender equality and inclusivity, which are the central tenets of the UN-SDGs.



SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

1. From the data analysis, results indicated that both academic and non-academic units in the University predominantly use gender-fair language in their written communications, categorized into titles (72.87%), honorifics (23.1%), pronouns (3.84%), and nouns (0.28%).

2. The analysis of gendered lexicons and expressions in various offices revealed instances of gender bias and gender-'firstness', indicating the need for promoting gender-fair language practices. While some progress has been made with the use of gender-neutral nouns, ongoing efforts are required to create inclusive language environments that challenge stereotypes and promote gender equality within the University.

3. Regarding the level of compliance within the University, it is noteworthy that all offices demonstrated a high degree of adherence to gender-fair language usage. Specifically, two offices exhibited full compliance at 100 percent.

4. The study found that the University's initiatives are SDG- aligned as reflective in official written communications

Conclusions

The present study provides a perspective on the compliance of the University to the UN SDG-5 which are as follows:

1. Offices of the University employ the current and prescribed gender-fair language by Kintanar (1998) and European Parliament (2018). The acknowledgment of the use of gender-fair language in written communication of the offices of the university resulted in the promotion of an environment where gender equality is implemented.

2. The analysis of gendered lexicons and expressions in the examined offices highlights both positive strides and areas that require improvement in promoting gender-fair language practices. Ef-

orts to eliminate gender bias, address gender-firstness, and encourage the use of inclusive and unbiased language are crucial in creating an inclusive environment that respects diverse identities and promotes gender equality.

3. Offices have a high level of compliance and thus adhere to the principles of gender equality as outlined in the Sustainable Development Goal No. 5.

4. The University serves as a positive example for other organizations seeking to improve their language practices and contribute to the achievement of SDG-5. By embracing gender-fair language and promoting gender-inclusive communication, the University further strengthens its commitment to the principles of the UN-SDGs and creates a more equitable and inclusive educational and professional environment.

Recommendations

After a thorough analysis of the written works and data, the following recommendations are hereby made:

1. Future researchers may utilize this study as a reference in understanding the Sustainable Development Goals (SDG) and identifying issues regarding gender-fair language usage.

2. This study may also serve as a baseline for compliance with the SDGs by continual monitoring and evaluation of the language used in written and verbal communications across academic and non-academic units. This will ensure that compliance with gender-fair language principles is consistently maintained and any deviations or areas of improvement are promptly identified.

3. The University may continue to provide training and awareness programs on gender-fair language and its importance in promoting inclusivity and gender equality among newly hired faculty, staff, and students for sustainability of these best practices.

4. The University can develop comprehensive guidelines and policies on gender-fair language use, incorporating specific examples and recom-

recommendations for various contexts. These guidelines may be disseminated widely and made easily accessible to all members of the university community to serve as a reference point for their written communications.

5. The University may collaborate with other educational institutions and organizations that are actively promoting gender equality and inclusive language practices. By sharing experiences, best practices, and resources, the University can further enhance its initiatives and contribute to a larger movement towards gender-responsive communication not only within the academic sector but also in other organizations and agencies.

6. The University may encourage and support further research and development in the field of gender-fair language and its application in various disciplines. This can include interdisciplinary collaborations, funding opportunities, and the establishment of research centers or working groups dedicated to exploring and advancing gender-inclusive language practices.

7. Further studies involving offices in satellite campuses may be done.

8. Analysis of other forms of communication such as verbal discourse (e.g., stakeholders' consultation, classroom talk, conferences, etc.) among employees and students of CvSU is highly encouraged.

9. The presentation of the results of this study at the Gender and Development Resource Center may be considered. By implementing these recommendations, CvSU should continue to strengthen its commitment to gender equality and create a more inclusive and supportive environment for all members of its community.

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