

LANGUAGE, EDUCATION AND GENDER

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Abstract

Language, Education and Gender (LEG) form a love triangle that is at the heart of learning. Like the LEG that enables movement, the relationship is expected to steer the teaching and learning process and enable the learner achieve education. It is chiefly through language that we communicate. Only humans possess language. Yet language is a part of culture. By itself, it carries meaning. One of the major concerns in education and in the education systems in the World and in Africa is the call for Education for All (EFA). Girls' education has particularly come into sharp focus due to the low enrolment and poorer achievement of girls in education. Focus has mainly been on the statistics. However, an utmost need arises on the need to evaluate the teaching and learning process. Language is a very important tool in this process and in the socialisation process. To achieve gender equity in and through education, language must be addressed. This paper looks at the relationship between language, education and gender (LEG) as a form of mobility to facilitate the gender equity initiative. It illustrates the nature and extent to which language affects the education process. In education, four language skills namely reading, listening, speaking and writing are implanted. The education system must be conscious of the way in which these skills are instilled in the individual learner/s as well as the process of teaching and learning.

Keywords: Language, Education, Gender, Sexism, Social Semiotics.

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