A GENDER BASED STUDY OF TEACHING BS (ENGLISH)

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ABSTRACT

A teaching profession demands considerable amount of time being dedicated to personal interaction. A positive interaction between teachers and students play a pivotal role for productive teaching and learning to take place (Arthur, Gordon, & Butterfield, 2003). *Quality teaching plays an effective role in students' learning. This study investigated gender-based teaching practices of teachers' of BS (English) level students. Qualitative approach has been employed in this study. Through structured observation the data were collected and by using SPSS software it is analyzed later. The study disclosed that although the teachers of both sexes practice multiple techniques in the classrooms for the purpose of effective teaching but male teachers practice fewer techniques as compared to female teachers.*

Key words: *BS (English), gender, communication, teaching practices,*

Introduction

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, morals, and habits for the purpose of personal growth.   Education appeared as the transmission of cultural traditions from one generation to the next. Educational objectives today include new concepts such as the right of learners' liberation, critical thinking on every piece of introduced information, contemporary skills that are necessary for the modern world, empathy and complex vocational skills. Behavior of teachers and practices used by them has a profound impact on students' academic achievement. One of the qualities that a teacher should possess is honesty, empathy, conscientiousness, flexibility, perseverance, and sincerity. In addition, a teacher should respond thoughtfully to students. In response to student behavior, teachers usually express acceptance, praise, criticism, and remediation (Derk, 1974). Teachers who are more supportive of students show better psychological adjustment. (van Ryzin et.al 2009). Students' academic achievements are to be enhanced by the teacher sportsmanship (Curby et.al 2011). Crystal (2012) cited English as the most popular language. No other language has been used by so many people as English. It is no surprise that the introduction of English has profound implications beyond the English language. In societies where English is widely spoken and used, English is taught as a school subject to prepare learners for social success (Richards & Renandya, 2002). Considering English is the world's lingua franca in the present day, it is essential to learn it (John, 2013). This means that it is not only required for first grade in Pakistan, but also used in a number of subjects as an instructional medium. The Bachelor of Science in English Language and Literature (ELL) includes courses in both English Language and Literature. Besides social sciences and business classes, other disciplines such as business and commerce are also included in the program to enhance its diversity. Students are exposed to a modern academic structure and are coherent. Economics and sociology are the backbone of development in both areas. The purpose of this program, which spans eight semesters or four years, is to provide students with strong foundational but in-depth knowledge of English Language and Literature while developing their communicative skills. The course work comprises 132 credit hours. The students will have the chance to major in either English Language or English Literature in the last two semesters by concentrating entirely on either of these disciplines and writing a (3 credits) thesis on their chosen topic. While English is taken as a second language in researchers' environments, there are many challenges associated with its teaching and learning. Although much research has explored the reasons and factors involved in learning English, but hardly any study has paid attention on the teaching practices of intermediate English teachers in the researcher's context, specifically from the standpoint of gender.

1.1   Study Objectives

1. To find out male teachers' practices in English at BS (Hons) level.
2. To search out   BS (Hons) level English teachers' practices.

1.2   Questions of the Research

1. What teaching patterns are used by male instructors in BS (Hons) English?
2. What teaching patterns are used by female instructors in BS (Hons) English?

Significance of the Study

The present research concentrates on teachers' way of teaching at English BS (Hons) level. Teachers' method of teaching strongly affected the students' learning process at the BS level. This research examined teaching practices used by professors of both genders. By illuminating and exposing the teaching methods used with reformative measures from an English teacher's perspective, this study contributes to the field of education. It is also beneficial to activate many more researches at BS (Hons) level. Also it is helpful for teachers to receive pedantic support to get more improvement in their teaching method.

Delimitation

With the purpose of searching out gendered based teachers' practices BS (Hons) level, the researcher has opted only students of English at BS (Hons) level from the University of Lahore, Chenab Campus, Gujrat.

Literature Review

Teacher-student interaction is significant for many reasons. Interactions between teachers and students are highly correlated with the ability of a student to modify the university, doing good at university, and friendly relations with one another (Pianta, 1999). Positive and secure relationships between students and teachers led to their students staying at school less frequently. The students showed increasing independence, more interest, and more support in their studies. (Birch & Ladd, 1997; Klem & Connell, 2004).

A report has been presented by Shah (2003) at the UNESCO Seminar on Decentralized Policies and Strategies in Education field, held in Buenos Aires, Argentina in which argument is made that through different teaching programs, the quality of teachers' education can be enhanced. Decentralized education is more effectively delivered with trained staff than with untrained staff because the latter is more able to represent the updated system's purpose and philosophy. It is the generation of quality teachers that makes a lasting contribution to education. As part of this descriptive study, convenient sampling method has been used to obtain the data, where 102 teachers from formal prospective and 140 teachers from non-formal prospective from district Sargodha were used, which demonstrates that trained and skilled teachers are integral components of a robust educational system (Riaz et al, 2017). Blazar & Kraft (2017) argues that the quality of education, students' motivation, and behavior in class are heavily influenced by the quality of the teacher. Students' behavior and performance are heavily influenced by the teachers' emotional support and classroom organization. Furthermore, teachers who affect the scores in test are equally effective at swaying and improving students' behaviors.

It is the teacher-student relationships that contribute to the enhancement of a student's self-esteem and skills. In order to enhance students' enthusiasm and success, interactions of teacher- student are essential for the progress of their scholarly self- perception. In addition to promoting close contact between students and faculty, colleges and universities who actively promote such contact are more likely to reap a wide range of benefits. Significant contributions can be made in the growth of students' genius, reasoned, and professional progress at only one cost when teachers will take an interest in their students' academic growth (Anaya & Cole, 2001; Chickering, 1969; Chickering & Reisser, 1993; Cokley, 2000; Terenzini & Pascarella, 1980). Evidence exists that students who are able to get to know even one member of the faculty closely are likely to have more satisfaction with their college life than those who know no one in faculty members. In addition, they are likely to aspire to go further in their careers (Rosenthal et al., 2000). One can clearly observe that most of the students' interactions with the faculty usually occur within the formal classroom environment. It has also been noted that those students who have experience of informal meetings with the teachers tend to be more energetic, eagerly involved, and actively engaged in the learning process (Thompson, 2001; Woodside, Wong, & Weist, 1999). Informal interaction works as a primary agent of college culture between the interactions of students and faculty members that successfully throw the extensive influence on the interests, attitudes, and values of college students (Chickering & Reisser, 1993; Lambert, Lattuca, & Terinzini, 2007; Pascarella, 1980b; Terenzini & Pascarella, 1991, 2005; Thompson, 2001). Even though there are many old studies that demonstrate the significance of student-faculty interaction. However, there is still requirement to highlight certain aspects of student-teachers relations that prove benefitted for keeping students motivated to stay in college, prompt in students the hearten desire to work hard, encourage them to enjoy learning, and as well as inspire them to effort

for high achievement levels (Bean,1985). A sample of college students from a medium size, Government University in the Midwest was examined in the present study in order to investigate 80 kinds of student-teachers interactions in relation to academic self-concept, 3 kinds of academic motivations and achievements.

Before teaching the knowledge, skills and languages to the students, firstly, a teacher should himself be aware of his learned methods. One should have viewing one's own videotape teaching and noticing the uses of English that may helpful to change teachers' behavior by conducted alone or with the help of other staff members. That is the way of bringing improvement and change for good (Freeman, 1989). Teaching a Language to students is not a piece of cake for every English teacher especially for those who did not go through the special training process to teach English language to learners. Teaching an English language to foreign students is eminently a technical field. It is noteworthy that Professional language teachers always devote their career to searching for perfect strategies to instruct English Language to learners (Goldenberg, 2008).

 Furthermore, Doran (2014) conducted a study in which such topics like critical theory, adult learning theory and drew on constructivism are discussed. There also has been done Evaluation of teachers' perspectives on professional development with the aimed reconciliation of learners from various cultural traditions, values and languages. Ten teachers that have been chosen from a linguistically and culturally diverse middle school are participating in the study. Participants in the study highly rated professional development that addressed content, teaching strategies, and interactions with students. Formal and informal professional development both benefited teachers, according to surveys. Towards improving the academic performance of English-adept students, Short & Echevarria (1999) developed an overt model of sheltered Instruction for teachers to use. The overt model claims the Sheltered Instruction Observation Protocol (SIOP) provides solid examples of how one can enhance teachers' instructional practices through sheltered instruction. Along with it, it also emphasized professional advancement as a versatile and complex approach to higher education. Teachers typically report extreme pressure to complete the curriculum at every cost. Teachers involuntarily don't pay attention to the language requirements of students during completion process of content courses. Darling-Hammond (1998, p. 7-8) has revived all kinds of information that teachers expect to prepare for their students. It is usually expected from teachers that they must have complete understanding of the subject matter, teaching methods, and extracurricular activities. In order to evaluate the impacts of effective teaching, refinement and improvement in teaching practices, teachers need to be familiar with the process of analysis, collaboration and reflectiveness in their procedure.

2.   Methodology

The study deals with teachers' practices at BS (Hons) in English at University of Lahore, Chenab Campus, Gujrat. Case studies provide a detailed analysis of particular cases, which may pertain to individuals, organizations, or entire communities. Research methods for addressing the selected cases must be developed (Bryman, 2012). In order to highlight the gender based teachers' at BS (Hons) in English at University of Lahore, Chenab Campus, Gujrat, the study employed qualitative method.

The present case study selected all the teachers of BS (Hons) in English at University of Lahore, Chenab Campus, Gujrat as Population for this study. The researchers used stratified random sampling technique for taking sample. seventeen English teachers (nine male and eight female teachers) of University of Lahore, Chenab Campus, Gujrat were selected as sample.

 The checklist method has been selected for data collection for this research project. With the technique of direct observation, researchers can see what participants usually hide and the deep level information that can't be gathered by any other method (Foster, 1996). Structured observation, also known as systematic observation has been conducted by researchers. An average class lasts 40 minutes, so each participant was observed for this length of time. In advance, the observer had designed the aspects, categories of the items he would be looking for (Bryman, 2012). The researcher arranges checklist items by utilizing the building blocks of SIOP (Sheltered Instruction Observation Protocol).

Jana Echevarria, MaryEllen Vogt and Deborah J. Short (2008) are the authors of this model. By adjusting the basic components of SIOP, the researcher developed a checklist for the classroom observation. The work of an approach 'Sheltered Instruction' is to amalgamate content instructions and language. English language learners need a method that meets their academic needs based on research. In subjects such as history, math, and English, this framework is an effective way to plan and deliver instruction. In an educational setting, SIOP aims to support teachers in integrating academic language progress in their lessons. This framework is used by researchers to modify the way teachers teach students to make the language more understandable. It is acceptable at all levels. By using SPSS software version 20, the data were analyzed. In order to show gender-based results, cross tabulation was done.

Data Analysis and Results

Although data were gathered on a scale, they were subsequently coded and transferred to SPSS (Statistical package for social sciences) software 20th version for the analysis   purpose.   Firstly,   the trustworthiness of data was tested with the reliability model of Cronbach's Alpha Cronbach's Alpha is regarded as the most reliable measure of reliability for estimation purposes by Creswell (2003). .791 is the reliability level of the teachers' observation checklist. The participants' rating score was analyzed using descriptive statistics – cross tabulation. Later, one by one, the results and analyses of the items are presented.

Table 1: communication in English instead of native language

Teacher frequently communicated in English instead of native language.					
Gender	**Yes**	**Percentage**	**No**	**Percentage**	**Total**
Male	5	55%	4	45%	9
Female	7	87.5%	1	12.5%	8

In Table.1, seven female teachers and five male teachers were classified as frequent English communicators, and four male teachers were classified as those who don't speak English. The most frequent English users were 87.5 % women and 55 % male teachers, while 45 % of male teachers did not speak English. Based on findings, there were huge differences in the use of English language in the classroom between men and women. Male teachers rarely use English in the classroom for the sake of communication; instead they use their native tongue.

Table 2: Use of different teaching techniques

Gender	Yes	Percentage	No	Percentage	Total
Male	2	22.2%	7	77.7%	9
Female	5	62.5%	3	37.5%	8

Table 2 shows that out of 9 male teachers, only 2 attempted to make their teaching method effective by adopting multiple teaching strategies, which included providing choices, offering second chances, and suggesting games, while 7 failed to make their teaching method effective.

In contrast to the results of male teachers, 5 out of 8 female teachers were observed to employ multiple teaching techniques and only 3 were not interested in using any technique. In the ratio of those teachers who used different techniques to make better their way of teaching 22.2 % male, and 62.5 % female teachers are included. But one surprising element is disclosed to the readers that those male teachers who had adopted different strategies in order to make their teaching more effective have been more successful as compared to female teachers who were also involved in practicing effective teaching methods.

Table 3: Teacher's interaction with students

Gender	Yes	Percentage	No	Percentage	Total
Male	7	77.7%	2	22.3%	9
Female	5	62.5%	3	37.5%	8

The displayed results in table No. 3 argued that out of 9 there are 7 male teachers who are found to be pleasant

during their interaction with their students and only left 2 teachers who were not found to have friendly interaction with their students during the process of assisting them to solve difficult problems. Five of eight female teachers interacted with students in a cordial manner, while three did not. Male teachers interacted more friendly with their students than female teachers, according to the results. If we made a direct claim then one should say that female teachers behaved less warmly with their students. That's why there appears to be a huge difference in gender-based studies regarding the friendly interaction of teachers with their students.

Table 4: Making Students extract lesson from the text

Gender	Yes	Percentage	No	Percentage	Total
Male	4	44.4%	5	55.5%	9
Female	6	75%	2	25%	8

According to the results in table 4, out of 9 teachers only 4 male teachers were found to make the students extract lessons from the textbooks. On the other side, 6 out of 8 female teachers were seen enabling their students to extract lessons from the course book and only 2 were found not using this practice. Gender-based disparities were examined in the use of this practice.

Table 5: Teachers' Punctuality

Gender	Yes	Percentage	No	Percentage	Total
Male	8	90%	1	10%	9
Female	8	100%	0	0%	8

Results in table.5 showed that out of 9 teachers, 8 are punctual, but female teachers have a punctuality rate of 100%. Time management is totally dependent on the punctuality of teachers as well as learners.

Table 6: Motivation to speak English in classroom

Gender	Yes	Percentage	No	Percentage	Total
Male	5	55%	4	45%	9
Female	7	87.5%	1	12.5%	8

5 of the 9 male teachers observed in table No.6 who promoted their students' use of English in the classroom based on their gender. The female teachers were observed to motivate their students to use English in class, however, only seven of them did so, and only one did not. Table 1 and table 6 show exactly similar results. That means that teachers who used to speak English themselves also encouraged students to speak English and vice versa.

Table 7: appreciating questions and answering them politely

Gender	Yes	Percentage	No	Percentage	Total
Male	9	100%	0	0%	9
Female	4	50%	4	50%	8

In the table No. 7 The displayed results showed that out of 9 all 9 male teachers observed politely welcoming their students' questions and answering. Opposite to the male side results, half the female teachers, 4 out of 8 were involved in appreciative manners towards students' questioning and answering, while left 4 female teachers were not observed adopting such manners. The study claims at the end all male teachers use politeness when responding to students' questions, while only fifty percent of female teachers do so politely and with appreciation of the questions they ask. The polite behavior of teachers, regardless of their gender, is really damn important for student learning. Students feel more confident and comfortable when their teachers are polite. According to the Atkins study (2005), students who are taught under teachers' polite guidance become more social and perform much better than students who are deprived.

Table 8: appreciating students on positive response, clarifying concepts and participation.

Gender	Yes	Percentage	No	Percentage	Total
Male	6	66.6%	3	33.4%	9
Female	6	75%	2	25%	8

According to Table 8, 6 out of 9 male teachers encourage their students to participate and act positively. The same results are reported for female teachers. 6 teachers were observed motivating their students to answer and raise questions in discussion while others 2 observed did not use such practice. Gender-based disparities in the appreciation of teachers have been examined.

Table 9: Allowing guidebook

Gender	Yes	Percentage	No	Percentage	Total
Male	9	100%	0	0%	9
Female	8	100%	0	0%	8

In table.9, male and female gender of both teachers was found to allow guidebooks in classrooms nine out of nine times. We observed that both male and female teachers accepted guidebooks equally. They have no objection to having supporting material in the classroom. Thus, from the angle of allowing key books in the classrooms, there found no gender-based difference among teachers. Both male and female instructors were in favor of allowing additional materials. There are times when additional material can inhibit students' learning, therefore, it had to be restricted the classroom.

Table 10 sharing cultural knowledge related to topic

Gender	Yes	Percentage	No	Percentage	Total
Male	4	44.4%	5	55.5%	9
Female	8	100%	0	0%	8

The findings in Table.10 indicate that out of 9, 4 male teachers were found to impart knowledge and information about English culture. Contrary to this, 8 female teachers out of 8 were observed to impart knowledge related to English culture in the class. It is also found in the results that fewer male teachers discussed cultural knowledge with their colleagues than did females. Female teachers who shared cultural knowledge were more likely to do so than their male counterparts, with 44.4% of them sharing cultural knowledge and 55.5% of them failing to do so.

Data Discussion

Communication in English with pertinent expressions, being able to elicit topics from the text, appreciating and encouraging students to use English, praising students' positive responses and their participation in different activities, and sharing knowledge of relevant cultural values and traditions in the classroom are some of the practices that have been observed in 8:5. This leads us to conclude that 80 percent of female teachers and 50 percent of male teachers are actively involved in these practices in the classroom.

In the classroom, female teachers frequently use English language in communicating with students by giving appropriate or accurate expressions that their students can use to extract lessons from the textbook. Less often than female teachers, male teachers made their students extract lessons, and they spoke Urdu to communicate with them most of the time. It is critical for male teachers to pay attention to their communication skills in English, along with their expression power and also their students' ability to absorb the lesson. Women instructors are more likely to encourage their students to speak English than male teachers. Furthermore, female teachers acted more gently and appreciated their students' positive actions and active participation more than male teachers. A high percentage of female teachers participated in the study to practice such strategies in their classrooms, which shows that female teachers are more likely to encourage and treat their students with more politeness and kindness, which was evident in their positive response and participation. Students feel comfortable and learn more quickly when they are encouraged, appreciated and treated politely when they participate in any kind of positive or constructive action in the classroom. It is better not to scold students, but rather to treat them gently and in a positive manner instead of putting them through severe punishments and rejections, as scolding children, negative punishments, and rejections adversely affect their learning.

Teachers observe that female teachers are more likely to appreciate students' questions and answers and to treat them with politeness than male teachers. A study found that 80% of female teachers use these methods; in contrast, on the male side, only 50% of teachers employ these methods. The other 50% did not use such methods for student improvement. Researchers suggest male teachers should implement these practices in their classrooms in order to improve students' educational careers, as these practices are not only important for effective teaching but also for student learning. As a result, students who follow these practices are kept alert, active, and highly accountable to their duties. Furthermore, these practices also work to create a favorable learning environment.

10:9 reveals that the practice of teachers' punctuality was observed in 90% of male teachers and 100% of female teachers, with only 10% of male teachers reported to be unpunctual. Additionally, teachers' punctuality is crucial for students' learning process because lectures presented in a short amount of time do not contain much explanation and can be difficult to comprehend.

Allowing guidebooks in the classroom is the practice observed in 10:10 100 % equally among teachers of both sexes. While, using key books in the classroom will undoubtedly aid students in their learning, it can also decrease students' creative abilities and increase their dependence upon such support materials.

3. Conclusion

Teachers' learning is crucial to the learning and achievement of students, and the chosen teaching methods of teachers play a significant role. Teachers' ways of teaching determine the environment of the classroom, students' learning level and students' thinking. According to the gender-based analysis of 10 observed practices, 86.7 % of them are those that are used by similar numbers of teachers and 13.3 % of them by different numbers. These practices are used by 80% of female teachers and 50% of male teachers. These practices include communication in English language Continually, suitable expressions, having students extort Lessons from the textbook, evoking and encouraging students to speak English in class, treating students politely, appreciate positive behavior of students, keeping the classroom active, sharing information of cultural values and traditions relevant to the selected classroom subject. Teachers' punctuality was examined in 10:9, where 90 % of male and 100 % of female teachers were seen to be punctual. The use of key books or any other bookish supporting materials in the classroom is also allowed almost universally by all teachers across genders. Teachers use a variety of teaching techniques and interact with students in friendly ways, two practices with varying ratios of teachers utilizing them. In a study of female teachers, 62.5 percent used various techniques to enhance their teaching, whereas 22.2% applied different approaches to improve their teaching. Those teachers that have friendly interaction with their students are 62.5 % female teachers and 77.7 % male teachers. Ultimately, it is concluded that female teachers adopt these practices at a higher rate than male teachers.

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