

A GENDER BASED STUDY OF TEACHING BS (ENGLISH)

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ABSTRACT

Teaching is a profession that demands a large amount of time being dedicated to personal interaction. Positive teacher-student interaction has a very crucial role for effective teaching and learning to take place (Arthur, Gordon, & Butterfield, 2003). Quality teaching plays a vital role in students' learning. The study investigated gender based teachers' practices in BS (English). The study employed qualitative approach. Data were collected through structured observation and analyzed by using SPSS software. The study revealed the fact that the teachers of both genders use practices in classrooms in order to make their teaching effective but female teachers use practices more as compared to male teachers. Less number of male teachers use practices in classroom to make their teaching effective.

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

Introduction

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, morals, beliefs, habits, and personal development. Education originated as transmission of cultural heritage from one generation to the next. Today, educational goals increasingly encompass new ideas such as liberation of learners, critical thinking about presented information, skills needed for the modern society, empathy and complex vocational skills. Students' academic achievements are affected significantly by teachers' behavior and practices used by them. As a person, teacher should possess many qualities such as honesty, empathy, diligence, flexibility, persistence and sincerity. Teachers should also be thoughtful in reaction to students' comment. Teachers usually react by using acceptance, praise, criticism and remediation in responding students (Derk, 1974). Students show better psychological adjustment with the teachers who are more supportive to them (van Ryzin et.al 2009). Sportive behavior of the teachers promotes academic achievement of students (Curby et.al 2011). Crystal (2012) stated that English is applauded as the most successful language. There has never been a language used by so many people as English. The advent of English has a significance which goes afar this language. English is taught as school subject in the societies in which it is widely used and learners need to learn it to survive in the society successfully (Richards & Renandya, 2002).

In the present era, when English language is the lingua franca of the world, there is an essential need to learn it (John, 2013). Therefore, in Pakistan, it is not only taught as a compulsory subject from grade one but is also used as a medium of instruction for various subjects. BS English Language and Literature (ELL) is an integrated degree program including both English Language and Literature courses. The diversity of the program is further enhanced by the addition of a wide range of courses from other disciplines such as, social sciences, business, and commerce to give our students a coherent and modern exposure to the modern academic structure. Social sciences are the backbone of development in social and economic terms. Extending over eight semesters or four years, the aim of this program is to provide students with strong foundational but in-depth knowledge of English Language and Literature on the one hand, and to develop their communicative skills on the other. The course work comprises 132 credit hours. The last two semesters provide the students an opportunity to major in English Language or English Literature by devoting their studies entirely to either of these disciplines, and write a (3 credits) thesis on a corresponding topic. Although English is taken as second language in researchers' context, but there are many difficulties which are faced in its teaching and learning. Though there is good deal of research on exploring the reasons and highlighting the factors involve in learning English, but no research has been conducted on practices of English teachers at intermediate level in the researcher's context, particularly from the perspective of gender.

1.1 Objectives of the Study

1. To examine the practices of male teachers in English at BS (Hons) level.
2. To examine the practices of female teachers in English at BS (Hons) level.

1.2 Research Questions

1. What are the practices of male teachers in English at BS (Hons) level?
2. What are the practices of female teachers in English at BS (Hons) level?

Significance of the Study

The current study focuses on teachers' practices in English BS (Hons) level. Teachers' practices have strong impact on students' learning at the level. The study describes practices used by teachers of both genders. The study contributes to the field of education by highlighting and unveiling the practices with remedial measures from the perspective of English teachers. It is also helpful to trigger more research at BS (Hons) level. Also it is specifically helpful for the teachers to receive pedagogical support on how best they can do and improve their teaching.

a. Delimitation

In order to find out gendered based teachers' practices BS (Hons) level, the researcher has selected only students of BS (Hons) in English at University of Lahore, Chenab Campus, Gujrat.

Literature Review

Teacher-student interaction is important for many reasons. Teacher student interaction is highly influence a student's skill to change to University, to do well at University, and to relate to peers (Pianta, 1999). Teachers who had positive and secure relationships with students reported that their students were less likely to stay away from school, appeared more independent, more supportive, and busy in learning (Birch & Ladd, 1997; Klem & Connell, 2004).

Shah (2003) Presented a report at UNESCO Seminar on Decentralized Policies and Strategies in Education, held at Buenos Aires, Argentina that quality of teaching learning process can be enhanced by the quality of teachers' education through different teaching programs. Trained staff can do more justice with the decentralized education system than the untrained one and with the purpose and philosophy of the new and good system. Durable contribution in the field of education is the generation of quality teachers'. Riaz et al (2017) conducted a descriptive study and survey was done to collect data from 102 formal prospective teachers and 140 non- formal prospective teachers from district Sargodha using convenient sampling technique and proposed that skilled and trained teachers are an integral part of good school system. Blazar & Kraft (2017) came up with the view that students' competence, pleasure and behavior in class is strongly affected by teachers. Teachers' Emotional support and classroom organization have lion share in framing students' behaviors and performance. However, it's not essential that the teachers who have influence test scores are equally operative at influencing and improving students' behaviors.

The teacher-student relationships impact productively on a student's self-esteem and enhance their skills. Student-Teacher interactions are very important for the development of the students' academic self-concept and enhancing their enthusiasm and success. Colleges and universities that actively promote close and frequent contact between their students and faculty members are more likely to reap a host of benefits from such initiatives. Faculty members taking an interest in their students' academic progress could potentially make significant contributions in increasing their intellectual and professional development (Anaya & Cole, 2001; Chickering, 1969; Chickering & Reisser, 1993; Cokley, 2000; Terenzini & Pascarella, 1980). There is evidence that students successful in knowing even one faculty member closely are likely to feel more satisfied with their college life and aspire to go further in their careers (Rosenthal et al., 2000). Although most interactions with faculty tend to occur within the formal classroom setting, students who experience informal interactions tend to be more motivated, engaged, and actively involved in the learning process (Thompson, 2001; Woodside, Wong, & Weist, 1999). Informal interaction between students and faculty has been

identified as a primary agent of college culture, and has an important influence on the attitudes, interests, and values of college students (Chickering & Reisser, 1993; Lambert, Terinzini, & Lattuca, 2007; Pascarella, 1980b; Pascarella & Terenzini, 1991, 2005; Thompson, 2001). However, although previous research has established that student-faculty interactions are important, we still need to identify which aspects of student-faculty interactions are helpful and how these could significantly influence students to stay in college, increase their desire to work hard, stimulate them to enjoy learning, and encourage them to strive toward high achievement standards (Bean, 1985). The current study addresses this gap in the literature by examining eight specific types of student-faculty interactions as predictors of academic self-concept and three types of academic motivation, as well as academic achievement in a sample of college students from a medium-sized, public university located in the Midwestern United States.

To apply knowledge or skills, the language teachers must first be aware of their learnt practices. Some behavior of teachers might be changed simply by viewing own videotape teaching and then noting the various uses of English. It can be conducted alone or with the help of colleagues. In this very way improvement and change can be brought (Freeman, 1989). Teaching language is not an easy task for regular English teachers who have not received training to instruct English language learners. Teaching English language learners is a highly specialized field. Professionals devote their whole career to search and perfect the strategies for the instruction of English Language (Goldenberg, 2008).

Doran (2014) conducted a qualitative study drawing on constructivism, critical theory and adult learning theory. Inspected teachers' insights and prior experiences with professional development focused on the needs of learners who were culturally and linguistically diverse. Ten teachers at a culturally and linguistically diverse middle school participated in the study. The study found that participants valued professional development which addressed content, instructional strategies, relationships with students. Teachers reported positive experiences with informal, peer-to-peer learning experiences as well as more formal professional development. Short & Echevarria (1999) undertook a project to develop an overt model of sheltered instruction that teachers can use to improve the academic success of their English-proficient students and claimed that the Sheltered Instruction Observation Protocol (SIOP) provides concrete examples of the structure of sheltered instruction that can enhance and expand teachers' instructional practice. It claimed that professional development is a multifaceted and complex endeavor for standards-based education. Teachers generally report feeling pressure to cover the curriculum at nearly any cost. Teachers reluctantly ignore the language needs of students within content courses. Darling-Hammond (1998, p. 7-8) has revised the kinds of knowledge teachers need to prepare students for. Teachers need to understand the subject matter deeply, teaching strategies, curriculum resources and technologies. Teachers need to know about collaboration, to analyze and reflect on their practice, to assess the effects of their teaching and to refine and improve their instruction.

2. Methodology

The study deals with teachers' practices at BS (Hons) in English at University of Lahore, Chenab Campus, Gujrat. This case study provides the detailed investigation of a specific case, which could be a person, organization or community. Once a case has been selected, a research method is needed to address it (Bryman, 2012). To address the gender based teachers' at BS (Hons) in English at University of Lahore, Chenab Campus, Gujrat, the study employed qualitative method.

Population of the present case study was all the teachers of BS (Hons) in English at University of Lahore, Chenab Campus, Gujrat. 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 researcher used observation checklist for data collection. Through direct observation, researchers can perceive what participants usually do not share and that information cannot be gathered by any other method (Foster, 1996). The researchers took structured observation, also called systematic observation; Each participant was observed for forty minutes, which is standard time period for a class and aspects or categories of the items, the observer was looking for, were designed earlier (Bryman, 2012). The researcher himself developed checklist items by using components of SIOP (Sheltered Instruction Observation Protocol) model. This model is the work of Jana Echevarria, MaryEllen Vogt and Deborah J. Short (2008). The researcher designed classroom observation checklist by adapting the basic components of SIOP. Sheltered Instruction is an approach which integrates language and content instructions. It is a research based method to achieve

academic needs of English language learners. It is an effective framework for planning as well as delivering instruction in different subjects such as history, mathematics and English. The aim of SIOP is to help the teachers to integrate academic language development into their lessons in context of school. Using this effective framework, teachers modify the way they teach in which language becomes comprehensible to students. It is applicable to all the levels. Data were analyzed by using SPSS software version 20. Cross tabulation was done in order to show gender based results.

3. Data Analysis and Results

Data were collected on scale, so first it were coded then transferred to SPSS (Statistical package for social sciences) software version 20 for analysis. First of all reliability of the data was checked with Cronbach's Alpha. Cronbach's Alpha, according to Creswell (2003) is an important estimate of reliability. Reliability of the teachers' observation checklist data was .791. Descriptive statistics- cross tabulation was done to report the participants' rating score. The analyses and the results of the items are given one by one.

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

According to the results in Table.1, 5 male and 7 female teachers were observed to communicate in English frequently, 4 male teachers were observed not to communicate in English language. 55 percent male and 87.5 percent female teachers used English frequently, while 45 percent male teachers absolutely not communicated in English. The results showed that there was a significant gender based difference in the use of English in classroom. Female teachers communicated in English frequently, while less male teachers used English in classroom for the sake of communication and used native language.

Table 2: Use of different teaching techniques

Teacher made teaching effective with different teaching techniques (by giving choices and games etc.).					
Gender	Yes	Percentage	No	Percentage	Total
Male	2	22.2%	7	77.7%	9
Female	5	62.5%	3	37.5%	8

Results in table. 2 indicated that only 2 male teachers out of 9 were observed making their teaching effective by different teaching techniques like giving choices, second chance and games, while 7 were not observed doing so. On the other hand, from female teachers, 5 out of 8 were observed to practice different techniques and 3 were not. 22.2 percent male, while 62.5 percent female teachers used techniques to make teaching effective. The results indicated that male teachers made their teaching more effective by different techniques as compared to female teachers.

Table 3: Teacher's interaction with students

Teacher interacted with students in Friendly manner.

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

The results displayed in table. 3 showed that 7 male teachers out of 9 were observed to interact with their students in friendly manner and only 2 were observed not to have friendly interaction, while helping them out in understanding difficult concepts. From female teachers, 5 out of 8 were observed to have friendly interaction with students and 3 were not. The Results indicated that male teachers showed more friendly interaction with their students as compared to female teachers, or female teachers behaved less friendly with their students, so there was a gender based difference in friendly interaction of teachers with students.

Table 4: Making Students extract lesson from the text

Teacher made students to 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, 4 male teachers out of 9 were observed to make the students extract lesson from the text. On the other hand, out of 8 female teachers, 6 were observed to make their students extract lesson and 2 were not observed using the practice. Gender based difference was observed in the use of the practice.

Table 5: Teachers' Punctuality

Teacher was punctual.					
Gender	Yes	Percentage	No	Percentage	Total
Male	8	90%	1	10%	9
Female	8	100%	0	0%	8

The results in table.5 showed that 8 male teachers out of 9 were observed to be punctual and 1 unpunctual whereas female teachers showed 100% punctuality. Punctuality of the teachers affects teachers as well as well learners as time management totally depends on it.

Table 6: Motivation to speak English in classroom

Teacher motivated students to speak English by appreciation and praise.					
Gender	Yes	Percentage	No	Percentage	Total

Male	5	55%	4	45%	9
Female	7	87.5%	1	12.5%	8

According to the results on the basis of gender in table.6, 5 out of 9 male teachers were observed motivating their students to speak English in classroom. On the other hand, from female teachers, 7 were observed to motivate their students to use English in classroom and 1 was not observed using the practice. Table 1 and table 6 show the same results. It means that those teachers who themselves speak English also motivate their students to speak English and vice versa.

Table 7: appreciating questions and answering them politely

Teacher appreciated questions and answered them politely.					
Gender	Yes	Percentage	No	Percentage	Total
Male	9	100%	0	0%	9
Female	4	50%	4	50%	8

The results displayed in table. 7 showed that 9 out of 9 `male teachers were observed appreciating questions and answering politely. On the other hand, from female teachers 4 out of 8 were observed appreciating questions and 4 were not observed doing so. The results showed that all male teachers appreciating questions and answering them politely, while from females only 50 percent teachers behaved politely on questions and appreciated them. So, gender based difference in teachers' polite behavior on questions was observed. Appreciation and polite behavior of the teachers is important for learning irrespective of gender. It helps students to feel comfortable and confident in classroom. Atkins (2005) asserted that students who learn from polite teacher perform better and are more social.

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

Teacher appreciated 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 the results in table. 8, 6 out of 9 male teachers were observed appreciating their students on positive response and participation, while from female teachers, 6 were observed appreciating their students on answering questions and participating in discussion and 2 did not use the practice. Gender based difference in teachers from the angle of appreciation was observed.

Table 9: Allowing guidebook

Teacher allowed guidebook in classroom.
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Gender	Yes	Percentage	No	Percentage	Total
Male	9	100%	0	0%	9
Female	8	100%	0	0%	8

The results in table.9, 9 out of 9 male as well as female teachers were observed to allow guidebook in classroom. Both male and female teachers were observed to allow guidebook equally. They have no objection on having supporting material in classroom. So, there was no gender based difference in teachers from the angle of allowing key book in classroom. Both male and female teachers were found in favour of allowing supporting material. Supporting material affects students learning sometimes, so it should be avoided at least in the classroom.

Table 10 sharing cultural knowledge related to topic

Teacher shared cultural knowledge of English with students related to the topic					
Gender	Yes	Percentage	No	Percentage	Total
Male	4	44.4%	5	55.5%	9
Female	8	100%	0	0%	8

Table.10 displayed the results that 4 out of 9 male teachers were observed to share cultural knowledge related to English culture, On the other hand, from female teachers, 8 out of 8 were observed to share cultural knowledge in classroom. The results showed that less number of male teachers shared cultural knowledge as compared to male teachers. 100 percent female teachers shared cultural knowledge, while male teachers only 44.4 percent shared cultural knowledge related to lesson and 55.5% did not. **Data Discussion**

Communication in English, good expression, making students extract lesson from the text, encouraging and motivating students to speak English, appreciating questions and answering politely, appreciating students on positive response and participation, sharing cultural knowledge relevant with lesson were the practices observed in 8:5, which means 80 percent female, while 50 percent of male teachers were observed using these practices in the classroom.

Mostly female teachers communicated in English frequently, their expression was good and they made their students to extract lesson from the text during teaching. Male teachers communicated in English less frequently and used Urdu for the sake of communication and also less female teachers made their students to extract lesson. Male teachers should enhance communication in English, expression power and their students' ability to extract lesson. Female Teachers motivated their students more to speak English, treated their students more politely and appreciated students more on positive response and participation as compared to male teachers. The ratio of female teachers encouraging their students, treating students politely and appreciating them on positive response and participation was high; 87.5 percent female teachers practiced these strategies in their classroom. Encouragement, politeness and appreciation play vital role in students' learning, as when they are encouraged, treated politely and appreciated on positive response and participation, they learn better and feel comfortable. Students should not be scolded rather they should be treated politely and appreciated instead of reprimand and rejection, as reprimand and rejection badly affect students' learning.

All practices except appreciating questions and answers in the polite manner were the practices used by female teachers more as compared to male teachers. Eighty percent female teachers used these practices, while from males only 50 percent used the practices and 50 percent did not. More male teachers should use these practices in their classroom, as these practices are important for making teaching as well as learning effective. These

practices keep students alert, active and responsible, besides this these practices make the environment receptive.

Teachers' punctuality was the practice observed in 10:9, which means 90 percent male and 100 percent female teachers were observed to be punctual and only 10 percent male teachers were observed to be unpunctual. Punctuality of teachers also has a significant importance in students' learning as lectured delivered in short period of time does not have much elaboration and is difficult to grasp easily.

Allowing guidebook in the classroom is the practice observed in 10:10. 100 percent teachers of both genders were observed to allow guidebooks in classroom. Allowing guidebook in the classroom assists students but it lessens students' creativity and increases their dependence on supporting material.

3. Conclusion

Teachers play vital role in students' learning. Teachers' use of practices has a significant impact on students' learning and achievements. Teachers' practices determine classroom environment, students' perception level and students' learning. From 10 observed practices, on the basis of gender 86.7 percent practices are those which have similar ratio of teachers using them and 13.3 percent practices have dissimilar ratio of teachers using them. The practices which have same ratio of teachers using them are Communication in English frequently, good expression, making students extract lesson from the text, encouraging and motivating students to speak English, treating students politely, appreciating students on positive response and participation, keeping classroom lively, sharing cultural knowledge relevant with lesson; 80 percent female, while 50 percent male teaches use these practices. Teachers' punctuality was the practice observed in 10:9, which means 90 percent male and 100 percent female teachers were observed to be punctual. All teachers of both genders allow guidebook or supporting material in the classroom. The practices having dissimilar ratio of teaches using them are the use of different teaching techniques and friendly interaction with students. 62.5 percent female, while 22.2 percent male teachers use different techniques to make their teaching effective. 62.5 percent female and 77.7 percent males have friendly interaction with their students. The ratio of female teachers using these practices is more as compared to male teachers.

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